**Gladis Kersaint, Ph.D.**
**Professor, Mathematics Education**
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## I. LEADERSHIP PROFILE

Senior academic leader with nearly two decades of administrative experience at two R1 public research universities: the University of Connecticut, Connecticut's land-grant university, and the University of South Florida, a metropolitan public research university. Most recently served as Vice Provost for Academic Affairs and Vice Provost for Strategic Initiatives at UConn, following service as Dean of the Neag School of Education. Led institution-wide academic planning, portfolio and program review, accreditation, faculty affairs and leadership development, student success, online and continuing education, organizational design, and resource stewardship. Advanced research, external funding, and strategic partnerships with government, workforce, education, and community organizations.

## II. EDUCATION

Doctor of Philosophy, Mathematics Education, Illinois State University, 1998.
Master of Science in Education, Mathematics Education, University of Miami, Coral Gables, Florida
Bachelor of Science, Mathematics, University of Miami, Coral Gables, Florida

## III. PROFESSIONAL APPOINTMENTS AND LEADERSHIP EXPERIENCE

**Sabbatical Leave (Spring 2026) and Research Leave (Fall 2026), University of Connecticut.** Following service as Vice Provost; returning to the faculty effective January 2027.

- Completed data analyses and finalized dissemination for two research grants, resulting in four manuscripts.

**Vice Provost for Academic Affairs, University of Connecticut, Storrs, CT. (2023–2025)**
(Reported to Provost Anne D'Alleva, July 2023—October 2025; Interim Provost Pamir Alpay, October 2025–December 2025).

As a member of the Provost's Cabinet, shaped and advanced the University's academic mission through leadership in academic planning, curriculum oversight, faculty affairs, and student success. Led academic program development and review, institutional accreditation, academic policy development and implementation, and faculty and leadership development. Supervised the Center for Career Readiness and Life Skills, Center for Excellence in Teaching and Learning (CETL), Faculty Consulting Office, Honors and Enrichment Programs, and Undergraduate Advising. CETL's portfolio included Faculty Development, the Office of Academic Program Assessment, Educational Technologies, UConn Online/eCampus Instructional Design and Development, Media Production, and the Office of Academic Program Development, which was unnamed at the time and supported continuing education and revenue-generating programs. As Interim Director of CETL in 2024–25, also supervised the Quantitative Learning Center (Q Center) and Writing Center (W Center) before CETL's restructuring and the appointment of a permanent director. During the 2023–24 academic year, supervised the Institute for Student Success, Student-Athlete Support Services, and Veteran and Military Programs.

The Provost's Office portfolio encompassed the Colleges of Agriculture, Health, and Natural Resources, Engineering, and Liberal Arts and Sciences; and the Schools of Business, Dental Medicine, Education, Fine Arts, Graduate School, Law, Medicine, Nursing, Pharmacy, and Social Work. Together with UConn's regional campuses (Avery Point, Hartford, Stamford, & Waterbury) and university-level academic and administrative units, these schools and colleges represent the institution-wide scope referenced below.

Key Accomplishments and Leadership Impact as Vice Provost for Academic Affairs

- *Academic Portfolio Review and Program Viability:* Designed and led a university-wide review of 213 low-completion programs and concentrations in 2024. The review resulted in 8 consolidations, 12 suspensions, 4 closures, and 22 catalog removals, with 65 programs placed under monitoring.
- *Online, Continuing, and Revenue-Generating Education:* Oversaw CETL's eCampus/UConn Online and the unit that helps faculty develop revenue-generating and continuing education programs using feasibility analysis of employer demand, competition, and partnership opportunities. Advanced the goal of offering 15% of courses online and encouraged participation in reviews of pre-existing online courses to ensure alignment with Quality Matters standards and federal requirements.
- *Artificial Intelligence in Teaching and Learning:* Initiated efforts to integrate AI into every major in discipline-specific ways, addressing appropriate use, ethics, and implications for students' careers. In collaboration with CETL, drafted university guidance on generative AI in teaching and learning and convened senior leaders to explore a coordinated approach to AI use, ethics, and access. Initiated discussions about AI-related micro credentials and upskilling opportunities for adult learners as part of continuing education planning. These initiatives remained in development when my vice provost service concluded.
- *Curriculum and Credentials Infrastructure:* Led the development of guidance documents and resources for UConn's new Curriculum Hub, a centralized online resource supporting the development, revision, review, and management of academic courses and programs. Developed some materials directly and supervised the Assistant Vice Provost for Academic Affairs in developing others, in collaboration with the Registrar's Office, shared governance curriculum committees, academic units, and other university partners. During the 2025–26 academic year, also supervised efforts to improve the accuracy of the University's systems-of-record information, including program learning objectives published in the 2026–27 University Catalog.
- *Block Transfer Pathway Development:* Advanced block transfer pathways with CT State Community College by supporting university-wide conversations through shared governance, culminating in approval through the University's shared governance processes.
- *Budget Planning and Resource Advocacy:* Participated in the Provost's annual budget process for academic affairs units and led that process for units under my supervision. Advocated for resources needed to advance academic affairs efforts (e.g., additional program assessment staff to support programmatic efforts).
- *Quantum Education and Outreach:* Served as a co-principal investigator and leadership team member for the Quantum-CT NSF Regional Innovation Engine Planning Grant, leading the Comprehensive Workforce Development component and guiding the development of a statewide strategy for quantum workforce education, training, and stakeholder engagement across K–12, higher education, industry, government, and community partners.
- *Executive Advising and Institutional Leadership:* Advised academic and regional campus deans, associate deans, department heads, and central administrative leaders on complex academic and operational matters, helping advance priorities across UConn's schools, colleges, campuses, and

university-level offices (e.g., Compliance, General Counsel's Office, Government Relations, Human Resources, Office of Vice President for Research, and Registrar's Office.)

- *Global Education and International Partnerships:* Served as UConn's senior-level representative on Universitas 21 (U21) committees and supported international academic partnerships. Represented the University in meetings with international university leaders and representatives of educational agencies, both locally and through travel abroad.
- *Organizational Design and Strategic Realignment:* Established a unified leadership structure for student-facing academic affairs units under the newly created Vice Provost for Student Success, effective fall 2024. Designed the comprehensive realignment to create more cohesive leadership and streamlined support structures. Expanded the Office of Undergraduate Advising to include the Academic Center for Exploratory Students and advising for the Bachelor of General Studies program. Transitioned the Center for Career Development into the Center for Career Readiness and Life Skills, embedding career readiness more deeply in curricular and extracurricular activities. Reconstituted the Center for Teaching and Learning around its core mission of instructional design, teaching innovation, and learning assessment, and enhanced its faculty development unit. Established advising and career-readiness priorities and metrics aligned with institutional goals for student engagement, retention, and post-graduate outcomes, which were incorporated into UConn's Student Enrollment Management plan.
- *Student Success Efforts:* Advanced student success through structural realignments, expanded advising and intervention capacity, and stronger early-alert systems. Improved mid-semester grade reporting so that courses missing midsemester grades declined from 54% in fall 2023 to about 10% in fall 2025, while submissions more than doubled. Increased coherence across the student-support ecosystem by integrating advising, referral, and intervention practices among academic and student-support units. Served as the University's final decision-maker for academic integrity and academic notice (i.e., academic probation) appeals.
- *Academic Leadership Development:* Developed the Faculty and Leader Success Initiative, providing structured professional development, onboarding, and leadership development to strengthen the pipeline of academic leaders. Initiated and co-led the Executive Leaders Onboarding Program, now institutionalized through Human Resources, in collaboration with the President's Office, Human Resources, and UConn Health. Initiated and co-led the Women's Leadership Forum in partnership with the Women's Center. Facilitated monthly meetings for department heads and associate deans, including professional development sessions; established the Associate Dean of Academic Affairs Forum to build administrative capacity; and oversaw the Provost's Office Leadership Fellow Program, mentoring emerging faculty leaders and advancing institutional initiatives. Launched the *Academic Leaders Portal* and *Academic Affairs Governance Documents Library* to promote transparency, consistency, and effective practices. Championed institutional access to *Academic Impressions* to expand faculty and leadership development.
- *Faculty Affairs and Labor Relations:* Oversaw promotion, tenure, and reappointment (PTR) processes to ensure consistent standards and timely reviews, and authored guidance clarifying PTR expectations for faculty, evaluators, and administrators. Managed faculty personnel matters, including grievances and disciplinary actions; advised leaders on workload, evaluation, and labor issues; and served as an ex-officio member of faculty governance committees (e.g., Faculty Standards Committee). Served on the University's collective bargaining team, ensuring alignment with agreements while fostering transparent and collaborative labor relations. Unified institutional recognition by establishing three events: a Faculty Recognition Ceremony highlighting prestigious research and scholarly achievements; a service and engagement celebration linked to the

recognition of Board of Trustees Distinguished Professors; and a ceremony honoring excellence in teaching, advising, and mentoring.

- *Academic Policy and Compliance:* Developed, revised, and implemented academic policies and guidance documents in partnership with institutional leaders and shared governance bodies. Led initiatives related to faculty workload expectations and academic affairs protocols, ensuring alignment with accreditation and regulatory standards. Produced implementation guidance to promote clarity and consistency across units; oversaw the faculty consulting approval process to improve compliance and reporting accuracy; facilitated audits; and addressed compliance findings.
- *Academic Program Management and Oversight*: Developed internal procedures for program development, review, suspension, and discontinuation aligned with quality standards and regulatory requirements. Restructured and streamlined the academic program review (APR) process so all programs participate. Created the APR Handbook and Self-Study Guidelines to support consistent, accreditation-aligned submissions for university-reviewed and programmatically accredited programs. Consulted with faculty and leaders to strengthen program quality and alignment.

**Vice Provost for Strategic Initiatives, University of Connecticut, Storrs, CT. (2021–2023).**
(Reported to Interim Provost/Provost Anne D'Alleva, May 2022—June 2023; Provost Carl Lejuez, March 2021—May 2022).

Member of Provost's Cabinet responsible for advancing institutional strategic priorities through cross-functional leadership initiatives across academic and administrative units.

Key Accomplishments and Leadership Impact as Vice Provost for Strategic Initiatives

- *Government Relations and Legislative Engagement:* Collaborated with the Office of Government Relations to respond to legislative inquiries, draft policy briefs, and deliver testimony on academic issues. Represented the University in meeting with state lawmakers and advanced institutional priorities in statewide higher education initiatives. Served on the Governor's Workforce Council, the New England Board of Higher Education, Accelerate CT (a statewide education and workforce initiative), and the FEMA CT Higher Education Resilience Taskforce. Ensured that UConn's academic mission and strategic priorities were effectively communicated and aligned with state goals for economic development, workforce readiness, and institutional resilience.
- *Strategic, Cross-Functional Leadership:* Led cross-functional initiatives spanning academic, administrative, and student-support units to advance institutional goals and support data-informed decision-making. Contributed to institutional planning through service on strategic planning and strategic enrollment management steering committees. Streamlined interdisciplinary program development processes to remove organizational barriers to innovation. Led UConn's comprehensive COVID-19 response, translating multidisciplinary workgroup and taskforce recommendations into policies and operational protocols.
- *Academic Integrity Policy and Governance:* Chaired a two-year Academic Integrity Taskforce that developed a unified academic integrity policy and procedures and secured approval through undergraduate and graduate shared governance. The new framework resolved longstanding inconsistencies in definitions and procedures, promoting clearer expectations, more consistent experiences, and stronger compliance.

**Dean, Neag School of Education, University of Connecticut, Storrs, CT. (2016–2021**).
(Reported to Provost, Mun Choi, June 2016–May 2017; Interim Provost Jeremy Teitelbaum, June 2017–April 2018; Provost, Craig Kennedy, April 2018–February 2019; Interim Provost, John Elliot, March 2019–May 2020; Provost Carl Lejuez, June 2020–February 2021).

Served on the Provost's leadership team with responsibility for the Neag School's strategic and operational direction in teaching, research, and community engagement. Advanced program innovation and student access while supervising approximately 120 full-time faculty, 40 staff, temporary instructors, and research personnel. Held responsibility for the school's academic, administrative, research, and financial operations, including its operating budget and resource allocation. Supported revenue growth through grants, contracts, philanthropy, and program expansion, and led internal and external public relations and advancement efforts. Directed the school's rapid transition to remote instruction and operations in spring 2020 in response to the COVID-19 pandemic.

The Neag School encompasses three departments (Curriculum & Instruction, Educational Leadership, and Educational Psychology) and five research centers (Behavioral Education & Research, Educational Policy Analysis, Postsecondary Education & Disabilities, Renzulli Center for Creativity, Gifted Education & Talent Development, and Reading and Language Arts). Together, these units represent the school-wide scope referenced below.

Key Accomplishments and Leadership Impact as Dean

- *Data-Informed Management:* Established the Neag School Detailed Annual Report in 2017 to track multi-year enrollment, completion, research, and fundraising trends against Academic Plan metrics, providing evidence for school planning and decision-making across the academic portfolio. Launched the public *By the Numbers* report to communicate key school indicators.
- *Academic Portfolio and Student Progress:* Expanded fully online graduate certificates from four to six, added the Executive Leadership Program as a graduate certificate, and nearly doubled General Education course offerings from 9 to 17 between 2015–16 and 2019–20. In collaboration with department heads, established a core course sequence to strengthen advising and support timely graduation.
- *Workforce Pathways:* Expanded pathways into education through three distinct initiatives: the LEAD Program, which connected students to the Neag School during their first two years and created a pathway into teacher education; Early College Experience pathways that introduced high school students to teaching through university courses; and scholarship support that reduced financial barriers for aspiring educators.
- *Student Development and Success:* Strengthened student recruitment and mentoring, expanded scholarship programming, and streamlined scholarship application processes. Established the School's inaugural Holmes Scholars Program, an American Association of Colleges for Teacher Education (AACTE) Initiative, to strengthen pathways for doctoral students entering the professoriate. Advanced educator and advanced preparation pathways across teaching, school counseling, educational leadership, school psychology, and sport management.
- *Faculty Recruitment, Hiring, and Development:* Strengthened the school's academic and research capacity by improving recruitment, hiring, onboarding, and development practices. Led successful faculty searches that added 11 faculty and launched the school's first formal faculty development and mentoring program. Resolved complex personnel matters with transparency and consistency.
- *Research Growth:* Grew annual funded grant and contract awards from $9.1M in AY2017–18 to a peak of $17.0M in AY2019–20; proposals achieved a 64 percent success rate in AY2019–20.

- *National Ranking and Reputation:* Elevated and maintained the Neag School's standing among the Top 20 public graduate schools of education in U.S. News & World Report for five consecutive years. Supported nationally ranked programs in Curriculum and Instruction, Educational Psychology, Education Administration and Supervision, Elementary Education, and Secondary Education.
- *Strategic Leadership and School Advancement:* Expanded the school's policy and partnership infrastructure by reconstituting the Center for Educational Policy Analysis as the Center for Educational Policy Analysis, Research, and Evaluation (CEPARE), a school-wide research and evaluation center. Initiated and developed a statewide partnership with the Connecticut State Department of Education that produced the CT COVID Education Resource Collaborative, now the Center for Connecticut Education Research Collaborative. Together, these initiatives strengthened the school's visibility and influence in state policy and planning.
- *Government Relations:* Led a 2019 legislative engagement campaign with education school deans from Connecticut's public and private institutions, connecting faculty experts directly with legislators. Their input informed proposed bills on literacy, special education, computer science, administrator preparation, and teacher recruitment.
- *Public Engagement and Visibility:* Deepened partnerships with Connecticut's 33 Alliance School Districts to improve teaching and learning in high-need schools. Expanded the school's public reach by increasing media mentions from 12 in AY16–17 to 132 in AY19–20. Facilitated the launch of Vision to Learn–Connecticut, a statewide effort providing free eye exams and glasses for K–12 students who need them.
- *Global Engagement:* Expanded education opportunities from 2 in FY16 to 5 programs in FY20) and faculty participation from 2 in FY16 to 11 by FY2019. Broadened locations beyond the longstanding London programs in FY16 to include Nottingham, Capetown, Costa Rica, and Peru by FY19. Strengthened international partnerships, scholarly exchanges, and professional development for students and faculty through Universitas 21 (U21) and its Forum for International Networking in Education (FINE). Hosted visiting delegates from Lund University and the U.S. Education German-American Fulbright program in FY18. Advanced collaborative research and leadership development through initiatives, including the Advanced Instructional Leadership Program and a partnership with the Queen Raina's Teacher Academy in Jordan. Sustained Neag School's participation in the Global Sports Mentoring Program, co-sponsored by the U.S. Department of State and espnW, through which Neag school faculty and doctoral students supported emerging women leaders from Uganda, Vietnam, and Lebanon. Invested in sustainable program support, philanthropic funding for students, U21 participation, and coordinated support for faculty interested in exploring global education opportunities.
- *Shared Governance:* Established the Neag School's first faculty governance structure and inaugural Faculty Council in 2018. Extended the structure across all departments by guiding the development of bylaws, merit criteria, and promotion and workload documents required by the collective bargaining agreement.
- *Staffing Reorganization:* Reorganized staff roles following a 2017 Human Resources staffing review, placing all staff under the Chief Operating Officer's direct or dotted-line oversight to clarify role responsibilities and accountability and ensure coverage of key administrative functions.
- *Operational Excellence and Organizational Resilience:* Strengthened administrative and research operations by clarifying roles and responsibilities, improving policies and procedures, and enhancing cross-unit collaboration. Developed policies transparently with broad faculty and staff input and strengthened continuity during leadership and staffing transitions through succession planning, cross-training, and clearer administrative systems.

- *Fiscal, Fundraising and Resource Stewardship:* Oversaw approximately $18M in education and general (E&G) funds and $34M in endowed funds. Raised more than $12M in philanthropic gifts during the deanship, exceeding the combined total raised in the 10 years preceding the appointment. Managed annual budget rescissions of $1–3M while safeguarding core programs and personnel.

**Associate Dean of Academic Affairs and Research, College of Education, University of South Florida (USF),** Tampa, FL **(**2014–2016**).**
(Reported to Dean Vasti Torres).

Member of the Dean's leadership team with responsibility for advancing academic quality, research excellence, graduate student success, operational efficiency, and faculty support across the College.

**Associate Dean for Research, College of Education, USF**, Tampa, FL. (2011– 2014).
(Reported to Dean Colleen Kennedy, 2011–2012; Interim Dean Harold Keller, 2012–2013; Dean Vasti Torres, 2013–2014).

Member of the Dean's leadership team providing strategic direction for the College's research enterprise, with responsibility for scholarly excellence, interdisciplinary collaboration, research compliance, and growth in external funding.

Key Accomplishments and Leadership Impact in the Associate Dean Roles
- *Faculty Recruitment, Development, and Retention:* Led faculty recruitment, retention, mentoring, and performance review processes, including annual review, mid-tenure review, promotion and tenure, and instructor career progression. Established a faculty mentoring program to support professional growth and retention and addressed personnel matters with fairness, transparency, and adherence to policy.
- *Graduate Student Success:* Directed programs and services supporting graduate student well-being, retention, and academic success. Served as liaison to the University's Office of Graduate Studies and oversaw the College's Office of Graduate Student Support.
- *Accreditation and Academic Program Review:* Oversaw accreditation processes, Board of Governors reporting requirements, faculty credentialing, and academic program and center reviews, ensuring alignment with institutional standards and continuous improvement expectations.
- *Research Enterprise Oversight:* Led the College's Office of Research and a team of certified research administrators, ensuring compliance with federal, state, and institutional regulations and streamlining pre- and post-award processes to improve faculty support and satisfaction. Championed the responsible conduct of research; expanded faculty capacity through workshops, training, proposal support, and a stronger internal peer-review system; and increased both first-time principal investigators and grant activity. Collaborated with the Development Office to align faculty research with philanthropic partnerships and external funding opportunities. Facilitated multidisciplinary collaborations with school districts, nonprofits, colleges and universities, and other external partners; oversaw MOUs and MOAs for funded research; and promoted community-engaged scholarship to broaden the College's impact.
- *Strategic Communication and Collaboration:* Synthesized and reported data on research output, publications, graduate education, and strategic initiatives to support institutional planning and communications. Collaborated with communications professionals to elevate faculty visibility.

- *Faculty Governance Engagement*: Served as an ex-officio member of the College's shared governance committees, including the Faculty Policy Council and Graduate Program Committees, to align governance priorities with academic objectives.
- *Operational Excellence and Reorganization:* Supported the 2014–2015 restructuring of eight academic departments into three and aligned course mapping, reporting structures, and data systems with the new organization to improve operational efficiency.
- *Facilities and Asset Management*: Supervised the Building Manager and oversaw the College's physical environment to support safe, effective teaching and research operations.

**Endowed Chair in Education Innovation and Director, David C. Anchin Center for the Advancement of Teaching, College of Education, University of South Florida,** Tampa, FL (Interim Director 2011–2013; Director, 2013–2014).
(Reported to Dean Colleen Kennedy, 2011–2012; Interim Dean Harold Keller, 2012–2013; Dean Vasti Torres, 2013–2014).

Led a college-wide center advancing educational innovation, applied research, evaluation, and collaborative partnerships, with responsibility for program development, fiscal and personnel management, faculty collaboration, professional learning, scholarly dissemination, and public engagement.

Key Accomplishments and Leadership Impact as Center Director

- *Interdisciplinary Research and Education Innovation:* Established interdisciplinary research and innovation teams (e.g., STEM education, policy) to address issues of educational significance. Built partnerships with faculty, school districts, and other educational agencies to design educational programs and applied research initiatives. Connected faculty with funding and partnership opportunities and secured support for evidence-based innovation in teacher and school leader development, policy, and practice.
- *Program Evaluation:* Provided evaluation services to assess educational initiatives (e.g., Smaller Learning Communities, Magnet Programs, and School Choice).
- *Regional Leadership Development:* Sustained a partnership with Educational Testing Service through the Florida and Islands Comprehensive Center to support professional learning for education leaders in Florida, Puerto Rico, and the U.S. Virgin Islands, including Executive Leaders programming.
- *Community Engagement:* Engaged school districts, public education stakeholders, faculty, and graduate students through professional development, program evaluation, partnerships, symposia, and colloquia, connecting university expertise with regional educational needs and expanding the Center's visibility and public impact.
- *Scholarly Dissemination:* Advanced the dissemination of Anchin Center initiatives and findings through reports, publications, and scholarly products, including the Anchin Center Book Series.
- *Donor and Stakeholder Engagement*: Cultivated donor relationships that sustained Center programming and activities. Expanded relationships with community and institutional stakeholders through strategic outreach and public programming, strengthening the Center's visibility and public impact.
- *Personnel Leadership and Organizational Management*: Supervised approximately 20 full-time staff and more than 100 affiliated faculty, education consultants, and project staff. Clarified roles, aligned teams around shared priorities, and fostered collaboration across research, program, and administrative functions to support innovation and mission-driven outcomes.

- *Fiscal Management and Resource Development*: Managed a diversified portfolio comprising $2M in endowed funds, $12–15M in annual grants and contracts, approximately $6M in annual expenditures, and up to $750K in auxiliary and program-generated revenue. Implemented proactive budgeting, compliance protocols, and long-term financial planning to strengthen financial stewardship and support continued growth.

**Associate Chair, Department of Secondary Education, USF, Tampa, FL. 2010– 2011.**
(Reported to Department Head, Stephen Thornton).

Provided strategic and operational leadership for programs in English, Foreign Language, Mathematics, Science, and Social Studies Education and Instructional Technology. Oversaw curriculum, faculty affairs, program assessment, and accreditation, while developing systems and processes to strengthen departmental effectiveness.

Key Accomplishments and Leadership Impact as Associate Chair
- Directed the implementation, review, and continuous improvement of undergraduate and graduate programs in collaboration with faculty and academic staff.
- Oversaw student services, including admissions, advising, and enrollment management, and managed the associated budget and resource planning.
- Planned and implemented the department's summer instructional program based on enrollment trends and instructional capacity.
- Supported program assessment and accreditation processes, including SACS and NCATE requirements.
- Collaborated with the Department Chair and Associate Deans to resolve academic and administrative issues, strengthen program delivery, and support student success.
- Developed faculty workload assignments, addressed personnel matters, and strengthened departmental policies and procedures.
- Supported departmental committees and governance processes to advance academic unit priorities.

**Coordinator of USF Undergraduate Education & Chair of the General Education Council, USF, 2006–2010.**
(Robert Sullins, Dean of Undergraduate Education).

Led institution-wide undergraduate curriculum development, assessment, and student success initiatives.

Key Accomplishments and Leadership Impact as Coordinator of Undergraduate Education
- Directed the comprehensive review, certification, and launch of the Foundations of Knowledge and Learning (FKL) Core Curriculum, the newly approved general education curriculum at the time.
- Chaired the General Education Council (GEC), overseeing course certification and alignment with institutional goals. Successfully launched the FKL Core Curriculum in Fall 2010.
- Collaborated on assessment and quality initiatives with the Directors of Quality Enhancement and Institutional Effectiveness.
- Co-managed $2.5M in capacity enhancement funds supporting high-impact course redesign across schools and colleges.

**Professor, Mathematics Education**, Department of Teaching and Learning (formerly Department of Secondary Education), USF, 2011–2016; University of Connecticut, 2016—Present.
**Associate Professor, Mathematics Education,** Department of Secondary Education, University of South Florida, 2004–2011.
**Assistant Professor, Mathematics Education,** Department of Secondary Education, University of South Florida, 1998–2004.

Scholarship and externally funded work have focused on mathematics education, teacher preparation, STEM pathways, and student persistence.

- Designed and taught mathematics education courses at undergraduate, master's, and doctoral levels.
- Advised and mentored undergraduate and doctoral student research efforts.
- Secured external funding for research and service initiatives.
- Published in peer-reviewed and other venues and presented work locally, nationally, and internationally.
- Served extensively on departmental, college, and university committees and in professional organizations.

**Mathematics Education Instructor, Mathematics Department, Illinois State University, 1997—1998**.
Taught undergraduate mathematics education courses.

**Project Team Member/Graduate Assistant, Mathematics Department, Illinois State University, 1995–1998.**
Supported the implementation of the Peoria Urban Math Plan (PUMP) Algebra Project, a NSF-funded grant project.

**High School Mathematics Teacher, Miami Dade County Public Schools, Miami, FL, 1990–1995.**
Taught high school mathematics courses for the general, low-achieving, and gifted student populations. South Miami Sr. High (1990–1991 & 1992–1995) and Homestead Senior High (1991–1992).

**Adjunct Mathematics Instructor, Miami Dade Community College (currently Miami Dade College), Miami, Florida, 1992–1995.**
Taught developmental mathematics and test preparation courses for community college students.

**Marketing Sales Assistant**, IBM (International Business Machines), Coral Gables, FL, 1986–1989.
Supported pre-sale product demonstrations, responded to client inquiries, and coordinated logistics for customer training initiatives.

***OTHER LEADERSHIP ROLES***

*Project Leadership and Management*

**Principal or Co-Principal Investigator.** Secured more than $30M in federal, state, and private funding for research, service, and professional development initiatives. Forged cross-institutional partnerships with colleges, universities, school districts, educational consortia, and other stakeholders to design and implement high-impact programs. Recruited and led multidisciplinary teams of faculty, graduate students, instructors, consultants, and support staff, while overseeing complex human and financial

resources, core projects, and subcontracts involving internal and external partners. Established systems and team protocols to promote operational excellence, implementation fidelity, effective collaboration, problem-solving, and conflict resolution. Directed data collection and analysis and disseminated results through publications and presentations.

*Elected Leadership Positions in Professional Organizations*

**Member (Elected), Board of Directors, American Association of Colleges for Teacher Education,** 2021–2024.

**Member (Elected), Executive Committee, Council of Academic Deans from Research Education Institutions,** 2018–2021.

**Member (Elected), Board of Directors, National Council of Teachers of Mathematics,** the professional organization for mathematics teachers, teacher educators, and leaders, 2012–2015.

**Member-at-Large (Elected), Association of Mathematics Teacher Educators,** the professional organization for university-level mathematics teacher educators, 2008–2012.

**President (Elected), Florida Association of Mathematics Teacher Educators** (FAMTE) (formerly Florida Association of Mathematics Educators-FAME) 2002–2004, 2004–2006.

Advanced the organization's mission and ensured adherence to its constitution, bylaws, and policies. Exercised sound judgment in board deliberations and governance decisions, including votes on motions and policy initiatives. Served as liaison between the Board and designated committees, strengthening communication and alignment with organizational objectives. Oversaw organizational operations and expenditures, represented the organization to external stakeholders, and contributed to the development and implementation of long-range plans and initiatives to enhance member engagement.

*State and Regional Board Memberships*

**Member (Elected), Board of Directors, ReadyCT**, 9/2023–Present. (Member, Innovation Committee, 2024–2026). ReadyCT is a workforce development and educational policy organization, supporting college and career readiness in Connecticut.

**Member (Elected), Board of Trustees, Connecticut Science Center**, Hartford, CT. 2017–Present. The Science Center supports education initiatives and public engagement in science and innovation across the state. Committee memberships: Executive Committee, Visitor and Program Committee (Chair).

**Member, Board of Delegates, New England Board of Higher Education**, 4/2023–12/2025. Appointed by the Connecticut Speaker of the House as UConn's representative. The Board is a multistate compact promoting higher education affordability and innovation across New England.

Advance each organization's mission and ensure compliance with its governing policies through informed deliberation, sound decision-making, and fiduciary oversight. Support initiatives that strengthen organizational impact and participant engagement.

*Leadership Development Program Participation*

- Professional Fundraising for Deans and Academic Leaders, University of Connecticut, Storrs, CT, 2/16/18.
- Institute for Management and Leadership in Education, Harvard Graduate School of Education, Cambridge, MA, 6/18—30/2017.

- Council of Academic Deans from Research Education Institutions – New Deans Institute. Stowe, VT: 9/27/15; Palm Springs, CA: 10/16/17.
- USF System Professional Development in Higher Education Leadership, USF, Tampa, FL, AY2015—2016.
- Development Concepts and Skills for Academic Leaders, USF, Summer 2014

## IV. PUBLICATIONS

(* denotes graduate student and ** denotes postdoctoral scholar when the manuscript was submitted.)

**Books**

Kersaint, G., Thompson, D. R., Petkova, M. (2013). *Teaching mathematics to English language learners* (2nd edition). Routledge.

Kersaint, G., Thompson, D. R., Petkova*, M. (2008). *Teaching mathematics to English language learners*. Routledge.

- Kelly, K. (online). Review: Teaching mathematics to English language learners. *One-Stop English*. Available at http://www.onestopenglish.com/clil/clil-teacher-magazine/reviews/review-teaching-mathematics-to-english-language-learners/500988.article

Thompson, D. T., Kersaint, G., Richards, J. C., Hunsader, P. D., & Rubenstein, R. R. (2008). *Mathematical Literacy: Helping Students make meaning in the middle grades.* Heinemann, Portsmouth, NH.

- Siebert, D. and Grisham, D. L. (2010, February). Review: Mathematical literacy: Helping students make meaning in the middle grades. *Journal of Adolescent & Adult Literacy, 53*(5), 440-442.
- Nutsch, R. (2011). Review: Mathematical literacy: Helping students make meaning in the middle grades. *Mathematics Teaching in the Middle Grades*, 16(9), 574-575.

Huinker, D., McGarvey, L., Kersaint, G., Lannin, L., & Eston, B. (2006). *Mathematics Assessment Sampler: Items Aligned with Principles and Standards for School Mathematics for Prekindergarten–Grade 2*. Reston, VA: National Council of Teachers of Mathematics.

Borman, K., Kersaint, G., Cotner*, B., Lee*, R., Boydston, T., Uekawa, K., Kromrey, J., Katzenmeyer, M., Baber, M.Y., & Barber, J. (2005). *Meaningful urban education reform: Confronting the learning crisis in mathematics and science.* State University of New York Press

- D'Ambrosio, U. (2006, January 27). Book Review: Meaningful urban education reform: Confronting the learning crisis in mathematics and science*. Education Review* (http://edrev.asu.edu/reviews/rev462.htm)
- Knight, E. Q. (2006, August 31) Book Review: Meaningful urban education reform: Confronting the learning crisis in mathematics and science. *Teachers College Record*, 108(5), 851-855 (www.tcrecord.org ID Number 12143)
- Walker, E. (2005, December) Book Review: Meaningful urban education reform: Confronting the learning crisis in mathematics and science. *Anthropology & Education Quarterly, 36*(4) (http://www.aaanet.org/cae/aeq.html)

*(Developer)*

National Council of Teachers of Mathematics. (2010). *Focus in Grade 6: Teaching with the Curriculum Focal Points*. Reston, VA: National Council of Teachers of Mathematics. (Developers: Schielak, J., Baker, M., Kersaint, G., Laughlin, C., Lewis, J.)

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**Refereed Conference Proceedings**

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*Initiative on Students Achievement: Closing the Gap in Four USI Cities.* Paper presented at the American Educational Research Association conference. (ERIC Document Retrieval ED 478498).

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**Technical Reports**

Kersaint, G., & Berger, S. (2013, December). *Helios STEM Middle School Residency Program: Transforming STEM Teacher Preparation for the Transition Years (Planning Grant) Summative Report*. Tampa, FL: David C. Anchin Center, University of South Florida

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**Commissioned Manuscripts**

Kersaint, G. (2019). *Selecting and Sequencing Student Solutions: Facilitating productive mathematics discussion in the classroom.* A white paper commissioned by Curriculum Associates.

Kersaint, G. (2017). *Orchestrating Mathematical Discourse to Enhance Student Learning: Creating successful classroom environments where every student participates in rigorous discussions*. A white paper commissioned by Curriculum Associates.

Strutchens, M., Kersaint, G., Franz, D., Erickson, D., Poetzel, A., & Maynor, J. (2013, May). *Preparing and supporting mentor teachers of field experiences of secondary mathematics teacher candidates*. A white paper commissioned by the Mathematics Teacher Education Partnership of the Association of Public Land-grant Universities' Science and Mathematics Teacher Imperative.

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**Contributor**

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## V. GIFTS SECURED (as Faculty)

**Helios STEM (Science, Technology, Engineering, & Mathematics) Middle School Residency Program: Transforming STEM Teacher Preparation for the Transition Years (Implementation Funding).** (Project Lead). The Helios Education Foundation committed a gift of $2,736,000 in February 2013 to support the implementation and refinement of two new middle school teacher education programs in Mathematics (5–9) and Science (5–9), collaboratively developed by USF education, mathematics, science, and engineering faculty in partnership with Hillsborough County School District personnel.

**Matching Funds for Noyce Master Teacher Fellows Program.** (Project Lead). Secured $225,000 in foundation matching funds to support the successful pursuit of an NSF Noyce Master Teacher Fellows grant. Funding commitment was made by the Helios Education Foundation in February 2012.

**Helios STEM Middle School Residency Program: Transforming STEM Teacher Preparation for the Transition Years (Planning Effort)** (Project Lead). Secured philanthropic support to lead planning and development of two new teacher education programs in Middle Grades Mathematics (5-9) and Science (5-9). Funding supported cross-disciplinary collaboration and curriculum designed with

district and state need. Funding commitment was made by the Helios Education Foundation in October 2011.

## VI. GRANTS SECURED

### Federally Funded Grants

**Developing Mathematics Teacher Leaders for Connecticut Alliance School Districts.** Co-Principal Investigator. (PI: Megan Staples, Mathematics Education, Co-PIs: Fabiana Cardetti, Mathematics & Jennifer Michalek, Connecticut State Department of Education).

Awarded stipends and leadership development opportunities to 20 effective mathematics and science teachers from Connecticut's 33 Alliance School Districts, representing the state's most challenged educational systems. This initiative supported teachers to assume instructional leadership roles by engaging in professional learning and mentoring. Funded by NSF DUE (#2050659) for $1,499,875. (7/1/21-6/30/26).

**An Examination of How the Lived Experience of African American Undergraduates Affect their Persistence in their Engineering Program.** Principal Investigator. (Original PI: Chrystal Smith, UConn-Anthropology; Co-PI: Ellen Puccia, Beta Research).

Led a multi-institutional qualitative study to examine how the experiences of African American undergraduates during their initial two years in engineering programs at three predominantly white institutions (PWIs) impacted their persistence and degree attainment. Funded by NSF EHR Core (2000769) for $499,987. (9/1/2020–8/31/2023, extension ended on 5/2/2025).

**The Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates.** Principal Investigator. (Co-PIs: Hesborn Wao, USF Morsani College of Medicine; Reginald Lee & George MacDonald, USF Center for Research Evaluation, Assessment, and Measurement; Chrystal A. Smith, Anthropology; John Skorvetz, Sociology).

Investigated how social capital and cultural models of engineering success influenced the retention and degree attainment of women and underrepresented minorities in engineering, including how social networks and perceptions of success shaped educational outcomes. Funded by NSF HRD (#1432297) for $1,140,983. (8/1/14–7/31/18, extension through 7/31/2020).

**Effects of STEM/ICT Aspirants' High School Experiences on STEM and ICT Course Taking.** Principal Investigator (Original PI: Kathryn Borman: Co-PI: Jeff Kromrey, Educational Measurement and Evaluation).

Led a three-year, longitudinal, mixed-method study examining the STEM and ICT course-taking patterns of students who identified STEM/ICT career aspirations during eighth-grade planning. Investigated how early career interests influenced academic pathways and long-term engagement in STEM fields. Funded by NSF ITEST (#1139510) for $899,987. (6/15/12–7/31/15, extension through 11/30/15).

**Tampa Bay Robert Noyce Master Teacher Fellows (MTF) Program.** Principal Investigator (co-PIs: Robert Potter, Chemistry; Diane Yendol-Hoppey, Teacher Education & Leadership; Larry Plank, Director of STEM, Hillsborough County Public Schools).

Awarded stipends and leadership development opportunities to 20 accomplished mathematics and science teachers, equipping them to assume instructional leadership roles within their schools and across the school district. Funded by NSF DUE (#1239946) for $1,210,115. (8/1/12–7/31/17).

**USF Robert Noyce STEM Scholars**. Principal Investigator (co-PIs: Allan Feldman, Science Education; Jeff Ryan, Geology; Milé Krajčevski, Mathematics).

Led an initiative that awarded scholarships to 31 STEM professionals, facilitating their transition into secondary (grades 6-12) mathematics or science teaching via a Master of Arts in Teaching program. The program strengthened the pipeline of highly qualified STEM educators for secondary schools. Funded by NSF DUE (#1035273) for $1,200,000. (8/1/10–7/31/15; 1-year extension through 7/31/16).

**Untangling Mathematical KnoTSS (Knowledge for Teaching Secondary School): An Investigation of Collaborations Between Mathematicians and Mathematics Educators,** Co-Principal Investigator. (PI: Rebecca McGraw, mathematics education, University of Arizona; Co-PIs: William McCallum, mathematics, University of Arizona; Saad El-Zanati, mathematics, Illinois State University; Anderson Norton, mathematics education, Virginia Tech; and Denise Mewborn, mathematics education, University of Georgia).

Investigated the nature and processes of collaboration between mathematicians and mathematics teacher educators in the preparation of secondary mathematics teachers, with the focus on identifying effective practices and informing program design. Funded by NSF DUE (#08219960) for $782,688.00 [Subcontract to USF for $84,000]. (9/1/08–8/31/12).

**Scholarships Reinforcing Computational Physical Science,** Co-Principal Investigator (PI: David Rabson, Physics; Co-PIs: Chris Tsokos, Mathematics; Brian Space, Chemistry; Martin Ossowski, Physics).

Co-led a recruitment and support initiative to enhance the representation and success of students from historically underrepresented groups in computational science majors. The program implemented targeted outreach, comprehensive academic support, and mentoring to advance retention and degree attainment. Funded by NSF DUE (S-STEM, #0630230) for $500,000. (10/01/06–9/30/11).

**Assessing the Impact of National Science Foundation's Urban Systemic Initiative,** Co-Principal Investigator, (PI: Kathy Borman, Anthropology).

Co-led a three-year, mixed-methods evaluation of NSF's Urban Systemic Initiative across urban school districts in Chicago, El Paso, Memphis, and Miami. This work examined the effectiveness of the six-driver STEM reform model (policy, curriculum, professional development, stakeholder engagement, resource alignment, and student outcomes) in advancing mathematics and science education reform in high-poverty urban settings. Funded by NSF (#9874246) for $1,240,732. (1/1/99–6/30/02).

**Federal Flow-Through Grants**

**Understanding Resignations of Science, Mathematics, and Reading Teachers (UR-SMART),** Co-Principal Investigator (PI: Gerry Meisels, Chemistry; Co-PI: Jennifer Lewis, Chemistry).

Co-led a research study examining factors influencing teacher retention or resignation. Funded by Multi-University Reading, Mathematics, and Science Initiative (MURMSI) grant awarded to the FSU

Learning Systems Institute by the USDOE Institute of Education Sciences (U215K040242). Subaward for $154,116. (11/2003–10/2004).

*Grants funded by the USDOE Mathematics and Science Partnership Program and awarded by the FDOE.*

**Partnership to Rejuvenate and Optimize Mathematics and Science Education (Florida PROMiSE)**, Principal Investigator (Co-PIs: Laura Lang, FSU-Education Leadership; Tom Dana, UF-Science Education).

Directed a statewide STEM education reform initiative involving four universities (FIU, FSU, USF, & UF), four large school districts (Duval, Hillsborough, Miami-Dade, & Seminole) and 36 small and rural school districts represented by regional consortia (Heartland, Northeast Florida, & Panhandle Area). Oversaw the collaborative development of professional development resources by STEM faculty and educators, ensuring full alignment with Florida's Next Generation Sunshine State Standards. Facilitated the distribution of these materials to all 67 Florida public school districts, directly benefiting over 30,000 teachers. Orchestrated the implementation of eight intensive, two-week mathematics/science summer institutes (four in math and four in science), which engaged approximately 2,000 educators across 26 sessions in the summers of 2009 and 2010. Led research and evaluation efforts to identify and advance effective models of collaboration among STEM faculty, education faculty, and science and mathematics teachers, fostering sustainable professional learning and instructional change. Funded by the Florida Department of Education across three distinct awards (Project #: 291-2358A-8CM01) for $21,972,135. [Y1: $5,900,000.00 (11/2007–12/2008); Y2: $8,242,622.00 (09/2008–2/2009); Y3: $7,829,513.00 (09/2009–12/2010)].

**Achievement through Content Expertise (ACE),** Principal Investigator. (Co-PI; Lynn Fell, HCPS Grant Administrator).

Led a districtwide mathematics professional development initiative, co-designed and co-delivered with mathematicians and mathematics educators. The program provided content-focused training to approximately 1,000 mathematics teachers to improve pedagogical content knowledge and student learning outcomes. Funded by the Florida Department of Education through the School District of Hillsborough County for $1,284,500, with a $211,731 subcontract to USF (Spring 2007–Fall 2007).

**Mathematics and Science Teacher Recruitment and Support (MASTERS),** Co-Principal Investigator (PI: Gerry Meisels, Chemistry; Co-PIs: Robert Potter, Chemistry; Barbara Anderson, Hillsborough County Public School; Judith Lombano, Museum of Science and Industry).

Co-led an initiative focused on the recruitment, preparation, support, and retention of alternatively certified teachers. Funded by Florida Department of Education (#291-2335A-SCP01) for $1,042,994. (Fall 2005–Spring 2006).

**Mathematics/Science Professional Development**, Co-Principal Investigator (PI: Sandi Schlichting, USF Coalition for Science Literacy).

Co-led a regional initiative to provide content-focused professional development for K–12 teachers of mathematics in Florida's Region 4. Funded by the University of Central Florida across two distinct awards totaling $1,016,248 [Y1: $508,149 (1/2002–6/2002); Y2: $508,149 (1/2003–6/2003)].

**State-funded Grants**

**Summary: Improving Middle School Math**, Florida Department of Education, Co-Principal Investigator (PI: Denisse R. Thompson).

Co-led an initiative to produce and widely disseminate a summary of the comprehensive report, *Plan of Action for Improving Middle Grades Mathematics*. Funded by the Florida Department of Education for $8,300 (2001).

**Plan of Action for Improving Middle Grades Mathematics**, Florida Department of Education, Co-Principal Investigator (PI: Denisse R. Thompson).

Co-directed a statewide initiative to design an action plan aimed at improving middle-grades mathematics in Florida. The project synthesized research literature, best practices, state data, and input from regional focus groups to define the essential elements of effective middle school mathematics programs. Systemic barriers were identified and addressed through evidence-based recommendations. The resulting comprehensive report and action plan were disseminated to school district leaders and legislative policymakers to inform systemic reform and policy. Funded by the Florida Department of Education for $20,000 (1999).

**University-funded Grants**

**Mathematics in the Middle Grades: Focusing on Instruction**, Principal Investigator. Funded by USF's Division of Sponsored Research for $6,000 to support a school-based project. (1999).

**Mathematics Teaching of At-Risk Youth (MaTARY),** Principal Investigator. Funded by the USF's Institute on Black Life for $3000 to support a school-based project. (1999).

## VII. OTHER GRANT ACTIVITY

**Systemic Transformation of Evidence-based Education Reform (STEER),** Implementation Team Member, 2015–2016. (PI: Gerry Meisels, Chemistry; Co-PIs: Jennifer Lewis, Chemistry; James Wysong, HCC; Peter Stiling, Biology; Robert Potter, Chemistry).

Collaborated on a cross-institutional initiative involving USF and Hillsborough Community College to transform the culture of STEM departments to boost retention and success among STEM majors, particularly those from historically underrepresented groups, and to prepare STEM graduate students for teaching careers. This program promoted the adoption of evidence-based teaching practices through targeted training, structured teaching assignments, and institutional support structures. Funded by NSF DUE (#1525574) for $2,975,896.00 (8/15/15–8/31/20).

**Transforming STEM Teaching in a Large Urban-Serving Research University**, Planning Team Member (PI: Gerry Meisels, Chemistry; co-PIs: Jennifer Lewis, Chemistry; Catherine Beneteau, Mathematics; Peter Stillings, Biology; & Robert Potter, Chemistry).

Participated in a planning initiative to design a comprehensive intervention aimed at improving instruction in STEM gateway courses and associated labs through the adoption of evidence-based teaching practices. This project established the foundation for institutional reforms to enhance student learning, retention, and success in foundational STEM coursework. Funded by NSF DUE (# 1347753) for $249,491. (9/15/13–8/31/16)

**Preparing to Teach Mathematics with Technology: An Integrated Approach.** Grant Partner (PI: Karen Hollerbrands; Co-PI Hollylynne Lee -- North Carolina State University).

Implemented content modules in data analysis, probability, and geometry across partner institutions to enhance mathematics instruction. Conducted research on prospective teachers' beliefs and use of technology in mathematics learning, informing best practices in teacher preparation and technology integration. Funded by NSF DUE (#0817253) for $500,416. (9/1/08–8/31/12).

**Mathematics and Science Teacher Recruitment, Alternative Certification, and Induction (MASTRACI)**. Steering Committee Member (PI: Gerry Meisels, USF; co-PIs: Nancy March, Hillsborough County Public Schools; Judith Lombana, the Museum of Science and Industry (MOSI).

Served on the steering committee of a three-year collaborative initiative to recruit, train, and retain high-quality mathematics and science teachers. Funded by US DOE Mathematics and Science Partnership Program and awarded by the Florida Department of Education for $1,265,520. (10/2002–2005).

**GEAR UP Partnership**, Grant Personnel, (PI: Jeremy Lieberman). Grant partnership includes USF College of Education, Florida Department of Education, Children's Board of Hillsborough County, Churches United to Transform Tampa, Corporations to Develop communities of Tampa, East Tampa School Community Partnership, Hillsborough Education Foundation, and Take Stock in Children.

Collaborated with 7$^{th}$ and 8$^{th}$-grade mathematics teachers and students at Franklin Middle School. Planned and facilitated in-service workshops for mathematics teachers. Conducted bi-monthly classroom visits for observations, instructional consultations, and co-teaching. Engaged in school-based research to inform best practices in mathematics teaching and professional development. Funded by the USDOE for approximately $2,000,000. Matching Dollars of approximately $2 million from the Children's Board of Hillsborough County. (1999–2004.)

**Impact Project.** Grant partner (PI: Joe Garafalo, University of Virginia).

Partnered with the Center for Technology and Teacher Education at the University of Virginia's Curry School of Education to develop exemplary models of technology integration in mathematics instruction for use in teacher education programs. Contributed to the design of instructional materials that support teachers in effectively incorporating technology in mathematics teaching and learning. Funded by a gift from an anonymous private foundation. (1999–2001).

**Preparing Tomorrow's Teachers to Use Technology**. Grant Partner (PI: Joe Garafalo, University of Virginia; Other partners: Ann Barron, Instructional Technology and Michael Berson, Social Studies, USF).

Led an initiative to integrate technology into teacher education coursework, enhancing preservice teachers' ability to use technology effectively in mathematics instruction. Developed and implemented strategies to align technology use with best practices in pedagogy and mathematics teaching. Funded by a USDOE grant through a $133,000 subcontract to USF for three years (1999–2001).

**Peoria Urban Mathematics Plan (PUMP) Algebra Project**, Project Staff/Graduate Assistant (PI: Jane Swafford; Co-PI: Carol Thornton).

Supported the implementation of a districtwide mathematics reform initiative aimed at improving mathematics instruction to increase minority student participation in advanced algebra pathways in middle and high schools (50% of the students were African American). Developed and delivered

professional development workshops and summer institutes focused on mathematics content and pedagogy. Provided ongoing instructional support through weekly classroom visits, delivering model lessons and engaging in collaborative coaching and lesson planning with educators. Collected and analyzed project data on middle-grade students' proportional reasoning and algebraic thinking using interviews and classroom observations, and co-authored reports to inform ongoing program improvement. Funded by the NSF DRL (#9454356) for $740,480. (1/1/95—12/31/1999).

## VIII. PRESENTATIONS

(* denotes graduate student and ** denotes post-doctoral scholar when the presentation was given)

### International

Campbell-Montalvo, R., Kersaint, G., Smith, C. A. S., Puccia, E., Skvoretz, J., Wao, H. & Martin, J. P. (2024, July). *Talking About Staying: How People and their Advice Keep Engineering Undergraduates in the Field*. Network Gender and STEM 2024 Conference, Heidelberg, Germany.

Kersaint, G., & Sears, R. (2016, July*). Partnership to design a middle-school mathematics teacher preparation program with extensive clinical experiences.* 13th International Commission on Mathematics Education, Hamburg, Germany.

Bénéteau, C. Bleiler-Baxter*, S. K., Kersaint, G., Krajčevski, M. (2016). *Navigating co-teaching: Perspectives from mathematicians, mathematics educators, and students*. 13th International Commission on Mathematics Education, Hamburg, Germany.

Thompson, D. R., & Kersaint, G. (2011, September). *Preparing teachers to develop mathematics language learners in multilingual classrooms.* ICMI 21 of the International Commission on Mathematics Instruction – Mathematics Education and Language Diversity, Aguas de Lindoia, Brazil.

Kohl, V., Dorn, S., & Kersaint, G. (2001, February). *The university as an integral community link to "at-risk" public education: Strategies, interventions, innovations, and assessment*. *3rd annual international conference on the University as Citizen, Tampa, FL.*

### National

Kersaint, G. (2026, October). *Mathematical misconceptions: Exposing them through classroom discourse.* National Council of Teachers of Mathematics Annual Meeting, Denver, CO.

Kersaint, G. (2025, November). *Misconceptions Squared: Number and Fraction Concepts*. Session presented at the California Mathematics Council–South (CMC-South) 66th Annual Conference, Palm Springs, CA.

Kersaint, G. (2024, September). *Accessing and Assessing Emerging Bilinguals Mathematical Knowledge*. National Council of Teachers of Mathematics, Chicago, IL.

Kersaint, G. (2023) *Building an alliance of math leaders rooted in excellence and equity*. *2023 Noyce Summit,* Transforming Teacher Preparation and Retention: A Focus on Equity, Research, and Innovative Strategies (Poster Session), Washington, D.C.

Kersaint, G. (2022, November). *I Have a Block to Teach Math: Now What?* California Mathematics Council–South (CMC-South) Annual Conference, Palm Springs, CA.

Campbell-Montalvo**, R. (Chair), Kersaint, G., Smith, C. S., Puccia E., Martin, J., Wao, H., Skvoretz, J., MacDonald, G. & Lee, R. (2021, April). *The effects of stereotypes and relationships on women and underrepresented minority students' fit in engineering.* (Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital panel). American Educational Research Association (Virtual Conference).

Skvoretz, J., Kersaint, G., Smith, C. S., Campbell-Montalvo**, R. (Chair), E. Puccia, H. Wao, J. Martin, R. Lee, G. MacDonald. (2021, April). *Entry and pipeline social capital impacts on women and underrepresented minority students' persistence in engineering.* (Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital panel). American Educational Research Association, Virtual Conference.

Smith, C. S., Wao, H., Kersaint, G., Campbell-Montalvo**,** R. (Chair), Gray-Ray, P., Puccia, E., Martin, J., Lee, R., Skvoretz, J., & MacDonald, G. (2021, April). *How Social Capital Acquired through Professional Engineering Organizations Affects Women and Underrepresented Minority Undergraduates' Persistence* (Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital panel). American Educational Research Association Meeting, Virtual Conference.

Puccia, E., Martin, J., Smith, C. S., Kersaint, G., Campbell-Montalvo**,** R**.** (Chair), Wao, H., Lee, R., Skvoretz, J., & MacDonald, G. (2021, April). *How Social Capital from Parents Affects Women and Underrepresented Minority Students' Persistence in Engineering Majors*. (Women, Minority, and LGBTQPIA+ Undergraduates' Experiences and Success: STEM Academic Climate and Social Capital). American Educational Research Association Meeting, Virtual Conference.

Kersaint, G. (2020, August). *Classroom Discourse: Talk is only part of the Equation*, National Council of Teachers of Mathematics, Chicago, IL. (Delivered as part of the 100 days of Professional Development Virtual Series due to the conference cancellation.)

Puccia, E. (Co-chair), Smith, C.S., Campbell-Montalvo**,** R. (Co-chair), & Kersaint, G. (2019, March). (Panel Presentation). *How Universities Can Support Women and Underrepresented Minority Engineering Students: Applications of Interviews with Undergraduates*. Society for Applied Anthropology Meeting, Portland, OR.

Kersaint, G. (2019, April). *Classroom Discourse: Accessing and Assessing Students' Thinking*. National Council of Teachers of Mathematics, San Diego, CA.

Floden, R. & Kersaint, G. (2018, October). *Research Productivity and Infrastructure*. Council of Academic Deans for Research Education Institutions: New Deans Institute, Tucson, AZ.

Kersaint, G., Blanchett, W., Mendez, J. P., Dantley, M., Shoho, A. (2017, October). (Organizer/Panelists). *Creating a Community for Scholars of Color*. Council of Academic Deans for Research Education Institutions, Savannah, GA.

Kersaint, G. (2017, October). *Round Table Discussion Led by 2nd-Year Deans*. Council of Academic Deans from Research Education Institutions: New Deans Institute, Savannah, GA.

Kersaint, G., Smith, C. S., MacDonald, G., Lee, R., Wao, H., Skvoretz, J., Reeves, K., Martin, J., Campbell**, R., Puccia, E., & Ware*, J. (2017, September). (Poster Presentation). *The Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates*. National Science Foundation EHR Core Research PI Meeting, Alexandria, VA.

Rosen, L., Kersaint, G., Olsen, J., Walters, K. W. (2017, May). (Panel Member–Invited) *Enhancing Professional Development for Classroom Teachers*. U.S. News STEM Solutions: The National Leadership Conference, San Diego, CA.

Kersaint, G., Smith, C. A. S., MacDonald, G., Lee, R., Skvoretz, J., Reeves, K., Martin, J., Campbell**,** R., & Brookins*, S. (2016, April). (Poster Presentation). *Using social capital and cultural model theories to guide research on the retention and degree attainment of women and minority engineering undergraduates*. American Educational Research Association Annual Meeting, Washington, DC.

Kersaint, G., Smith, C. A. S. Wao, H., MacDonald, G., Lee, R., Skvoretz, J., Reeves, K., Martin, J., Campbell**, R., Puccia, E., & Ware, J. (2017, March/April). (Poster). *Inclusion and equity of engineering diversities: Social capital, cultural models, and success of women and minority engineering undergraduates*. Southern Sociological Society Annual Meeting, Greenville, SC.

Kersaint, G., Smith, C. A. S., MacDonald, G., Lee R., Skorvetz, J., Reeves, K., Martin, J. P., Campbell*, R., Brookins*, S. (2016, April). *Using cultural models and social capital theories to guide research on the retention and degree attainment of women and minority engineering undergraduates.* American Educational Research Association, Washington, DC.

Smith, C. A. S., Kersaint, G., Wao, H., Martin, J. P., MacDonald, G., & Lee, R. (2015, November). *Using cultural models and social capital theories to guide research on the retention and degree attainment of women and minority engineering undergraduates*. American Anthropological Association, Denver, CO.

Smith, C. A. S., & Wao, H., & Martin, J. P., & MacDonald, G. T., & Lee, R. S., & Kersaint, G. (2015, June), *Designing a Survey for Engineering Undergraduates Using Free Listing: An Anthropological Structured Technique.* ASEE Annual Conference & Exposition, Seattle, Washington. https://doi.org/10.18260/p.23814

Ashford*, S., Lanehart*, R. E., Lee*, R., Wilson, T.-N., Kersaint, G. (2015, April). *Effects of STEM/ICT aspirants' high school experience on STEM and ICT course taking*. American Educational Research Association, Chicago, IL.

Lanehart*, R. E., Rodriguez de Gil*, P., Dixon*, M. P., Kromrey, J. D., & Kersaint, G. (2014, August). *Impact of career academies on STEM course taking: Moving to the next lev*el. Joint Statistical Meeting, Boston, MA.

Sears, R., & Kersaint, G. (2014, June). *The transformation of a middle-school STEM teacher preparation program: A collaborative design (*Poster Presentation). Association of Public Land-grant Universities – Science and Mathematics Teacher Imperative (SMTI) conference, Milwaukee, WI.

Sears, R., & Kersaint, G. (2014, June). *Partnership to design a middle-school mathematics teacher preparation program from the ground up.* Mathematics Teacher Education Partnership, Milwaukee, WI.

Kersaint, G. (2014, April*). Deriving the area of triangles and quadrilaterals using index cards*. National Council of Teachers of Mathematics, Louisiana, LA.

Kersaint, G., Sears, R., & Krajčevski, M. (2014, February). *Partnership to design a middle school teacher preparation program from the ground up*. Association of Mathematics Teacher Educators, Irvine, CA.

Strutchens, M., Kersaint, G., & Franz, D. (2014, February). *Preparing and supporting mentor teachers of field experiences for secondary mathematics teachers*. Association of Mathematics Teacher Educators, Irvine, CA.

Ellerbrock, C. R., Kersaint, G., & Loyden*, A. (2013, November). *Producing quality Title 1 middle school mathematics and science pre-service teachers: The University of South Florida's STEM residency-based middle grades teacher preparation program.* Association for Middle-Level Education, Symposium on Excellence in Middle-Level Teacher Preparation, Minneapolis, MN.

Ellerbrock, C. R., Kersaint, G., & Loyden*, A. (2013, November). *Preparing effective educators for Title 1 middle schools: University of South Florida's STEM middle school residency program* (Round Table Presentation). Association for Middle-Level Education's Symposium on Excellence in Middle-Level Teacher Preparation, Minneapolis, MN.

Kersaint, G., & Sears, R. (2013, June). *A collaborative effort to develop a middle school teacher preparation program.* Association of Public Land-grant Universities (APLU) – Science and Mathematics Teacher Imperative (SMTI) Mathematics Teacher Education Partnership Conference. St. Louis, MO.

Kersaint, G. (2013, April). *Classroom Discourse: Strategies for Engaging ELLs [English Language Learners]*. National Council of Teachers of Mathematics. Denver, CO.

Spangler, D. A., Boston, M., Flores, A., Kersaint, G., King, K., Dick, T., Rubenstein, R., & Lambin, D. (2013, January). Writing and reviewing for *Mathematics Teacher Educator*. Association of Mathematics Teacher Educators. Orlando, FL.

Dawson, K. M., Ritzhaupt, A. D., Liu, F., Rodriguez, P., Frey, C. A., Pringle, R., & Kersaint, G. (2012, April). *Examining the technological, pedagogical, and content practices of math and science teachers involved in a year-long technology integration initiative*. American Educational Research Association, Vancouver, Canada.

Kersaint, G., Ritzhaupt, A. D., & Feng, L. (2012, April). *Technology to Enhance Mathematics and Science Teaching and Learning*. American Educational Research Association. Vancouver, Canada.

Bleiler*, S. K. & Kersaint, G. (2012, April). (Research pre-session). *Team-teaching experiences of a mathematician and a math teacher educator.* National Council of Teachers of Mathematics, Philadelphia, PA.

Lee, H. L., Kersaint, G., Harper, S., Driskell, S. O., & Leatham, K. (2012, March). *Prospective teachers' statistical problem solving with dynamic technology: Research results across multiple institutions*. Association of Mathematics Teacher Educators, Dallas, TX.

Lee, H. L., Driskell, S., Harper, S. R., Leatham, K. R., Kersaint, G. & Angotti, R. L. (2011, October) *Prospective Teachers' Use of Representations in Solving Statistical Tasks with Dynamic Statistical Software*. Psychology of Mathematics Education-North America (PME-NA), Reno, NV.

Kersaint, G. (2011, July). *USF Robert Noyce Scholar Program* (Poster). NSF Robert Noyce Teacher Scholarship Program Conference: Building Excellence in STEM Teaching. Washington, DC.

Kersaint, G. & Thompson, T. (2011, April). *Teaching mathematics to English Language Learners*. National Council of Teachers of Mathematics, Indianapolis, IN.

Dogbey, J., K.*, Gyening, J., & Kersaint, G. (2011, March). *Factoring quadratic trinomials: An Alternative Approach*. Research Council of Mathematics Learning, Cincinnati, OH.

Bleiler*, S., Kersaint, G., & Krajčevski, M. (2011, January*). Differing views on assessment: Two instructor's strategies for modeling assessment techniques for prospective secondary mathematics teachers in an upper-level, team-taught geometry course.* Joint Mathematics Meeting (Mathematics Association of America & American Mathematics Society), New Orleans, LA.

Kersaint, G. (2011, January). *Assessing students' understanding of proof using a rubric: Making sense of student-produced proofs.* Joint Mathematics Meeting (The Mathematics Association of American & American Mathematics Society), New Orleans, LA.

Kersaint, G. (2010, October). (Invited Panel Member). *University Partnership Professional Development Programs*. Conference Board of Mathematical Sciences, Reston, VA.

Kersaint, G., & Krajčevski, M. (2010, June). *A collaborative effort between a mathematician and a mathematics teacher educator to enhance the mathematics preparation of teachers.* Association of Public and Land-grant Universities (APLU) – Science Mathematics Teacher Imperative Conference, Cincinnati, OH.

Kersaint, G., Barber*, J., Dogbey*, J., & Kephart, D. (2010, April). *The effect of access to an online tutorial service on the achievement and attitude of college algebra students*. American Educational Research Association, Denver, CO.

Kersaint, G. (2010, January). *Engaging mathematicians in the work of teacher education*. Association of Mathematics Teacher Educators Annual Conference, Irvine, CA.

Martin, W. G., Qaunder, J., Brahier, D. J., & Kersaint, G. (2010, January). *The role of teacher education faculty in promoting reasoning and sense-making in high school mathematics*. Association of Mathematics Teacher Educators Annual Conference, Irvine, CA.

Kersaint, G. Lauman, B., Clark, T., MacAllum, K., & Frechtling, J. (2010, January). (Invited Presentation) *STEM faculty's evolving perspectives on STEM curriculum and instruction while participating in an MSP projec*t. NSF Math and Science Partnership (MSP) Learning Network Conference, Washington, DC.

Kersaint, G., Berger, S., & Culberson, L. (2009, December). *Induction and mentoring of new teachers of mathematics and science*. National Staff Development Council, St. Louis, MO.

Thompson, D. R., & Kersaint, G. (2009, November). *Engaging the entire literacy spectrum in the mathematics classroom*. National Middle School Association, Indianapolis, IN.

Kersaint, G., & Kephart, D. (2009, May). *The effect of an online tutoring environment on the attitude and achievement of college algebra students*. National Institute for Staff and Organizational Development (NISOD), Austin, TX.

Kersaint, G. & Schackow, J. (2009, April). *Implementing NCTM's Curriculum Focal Points: The Florida PROMiSE project.* National Council of Teachers of Mathematics, Washington, DC.

Kersaint, G. (2009, March). *Using virtual manipulatives to teach mathematics concepts*. Association for Supervision and Curriculum Development, Orlando, FL.

Kersaint, G., & Kephart, D. (2008, November). *An objective measure of online tutoring.* Sloan-C International Conference on Online Learning, Orlando, FL.

Kersaint, G. (2008, April). (Discussant). *Exploring Curriculum*. American Educational Research Association, New York, NY.

Dixon, J., Fennell, F., Kersaint, G., Milgram, J., & Reys, B. (2008, April). *The Focal Points and curriculum coherence – What's needed?* National Council of Teachers of Mathematics, Salt Lake City, UT.

Kersaint, G., & Thompson, D. R. (2008, January). *Preparing Secondary teachers to work with English Language Learners.* Association of Mathematics Teacher Educators, Tulsa, OK.

Kersaint, G. (2007, September) (Invited Breakout Session Co-Leader) *Preparation of part-time doctoral students*. National Conference on Doctoral Programs in Mathematics Education: A Decade of Progress, Kansas City, MO.

Kersaint, G., & Thompson, D. R. (2007, March). *Teaching mathematics language learners.* National Council of Teachers of Mathematics, Atlanta, GA.

Thompson, D. T., & Kersaint, G. (2007, January). *Vocabulary and reading development for secondary mathematics teachers*. Association of Mathematics Teacher Educators, Irvine, CA.

TCM Editorial Panel Members. (2006, April). *Making Teaching Children Mathematics come alive in your classroom*. National Council of Teachers of Mathematics, St. Louis, MO.

Lee*, R. S., Borman, K., & Kersaint, G. (2006, April). *Capacity building in urban schools: Principal leadership in fostering learning communities*. American Educational Research Association, San Francisco, CA.

Kersaint, G., & Thompson, D.R. (2006, January). *Yearlong planning assignments: Issues and challenges for secondary mathematic teachers*. Association of Mathematics Teacher Educators, Tampa, FL.

Brohlin, C. R., Beal, S., Kersaint, G., Koirala, H., & Tamas, S. (2006, January). *Becoming an AMTE Affiliated Group: Learning from Experience*. Association of Mathematics Teacher Educators, Tampa, FL.

Kersaint, G., Boatman, J., Thompson, D.R., & Smith, M. (2005, April). *Enhancing Education through Technology (EETT) in middle and high school mathematics classrooms*. National Council of Supervisors of Mathematics, Dallas, TX.

Kersaint, G., Boatman, J., Thompson, D.R., & Smith, M. (2004, April). *Working with alternatively certified mathematics teachers: A university/school district partnership.* National Council of Supervisors of Mathematics, San Diego, CA.

Thompson, D. R., & Kersaint, G. (2004, September). *Master of Arts in Teaching 5 – 9: A program for non-education majors* (Poster presentation). Meeting the Mark: The Mathematical Preparation of Middle School Mathematics Teachers Conference, St. Louis, MO.

Meisels, G., & Kersaint, G. (2004, November). *Mathematics Teacher Recruitment* (Poster). USDOE Teacher Quality Enhancement (TQE) Grants Program, Project Directors Meeting, Phoenix, AZ.

Gayles*, J., Borman, K., Kersaint, G., & Lee*, R. (2003, April). *Professional development policy issues in carrying out systemic reform: Lessons for experienced principals*. American Educational Research Association, Chicago, IL.

Journal Editors – *Contemporary Issues in Technology and Teacher Education*. (2003, March) (Invited Panel). Society for Information Technology & Teacher Education, Albuquerque, NM.

Kersaint, G., & Horton, B. (2003, January/February). *Technology beliefs and practices of mathematics education faculty*. Association of Mathematics Teacher Educators, Atlanta, GA.

Kersaint, G., & Simmons*, J. (2001, April). *Algebra in the elementary school: What does it look like?* National Council of Teachers of Mathematics, Orlando, FL.

Borman, K., Kersaint, G., Boydston, T., Kang*, E., Katzenmeyer, W., Lee*, R., Mehta*, N, & Moriarty*, K. (2002, April). *Assessing the impact of the National Science Foundation's Urban Systemic Initiative (USI) on student achievement: Closing the gap in four USI sites*. American Educational Research Association, New Orleans, LA.

Journal Editors – *Contemporary Issues in Technology and Teacher Education.* (2002, March) (Invited Panel). Society for Information Technology & Teacher Education, Nashville, TN.

Kersaint, G., & Chappell, M. (2001, April). *Algebra: Learning from students*. National Council of Teachers of Mathematics, Orlando, FL.

Borman, K., & Kersaint, G. (2001, April). *Assessing the impact of the National Science Foundation's Urban Systemic Initiative*. NSF Systemic Initiative Managers, Local Evaluators, Project Directors, and Urban Study Groups Conference, Tampa, FL.

Kersaint, G., Borman, K., & Boydston, T. (2001, April). *Teachers' perception of their USI professional development experiences.* SI Data Managers, Local Evaluators, Project Directors, and Urban Study Groups Conference, Tampa, FL.

Kersaint, G., Borman, K., Boydston, T., & Sadler*, T. (2001, April). *The principals' role in supporting professional development*. SI Data Managers, Local Evaluators, Project Directors, and Urban Study Groups Conference, Tampa, FL.

Thompson, D. R., & Kersaint, G. (2001, April). *Improving middle school mathematics: Overcoming obstacles*. National Council of Supervisors of Mathematics Conference, Orlando, FL.

Kersaint, G. (2000, April) (Discussant) *You want me to teach statistics? A study of pre-service teachers' efforts to integrate reasoning with data into K-6 curriculum*. American Educational Research Association, New Orleans, LA.

Thompson, D.R., & Kersaint, G. (2000, May). *Recommendation from stakeholders for improving middle grades mathematics Achievement in the State of Florida*. Show Me Conference: Middle School Mathematics Teacher Preparation, Branson, MO.

Garafalo, J., Drier*, H., Harper*, S., Enderson, M., Horton, B., Kersaint, G., & Pullano*, F. (2000, February). *Integrating technology in preservice secondary methods courses: Evaluation and dissemination of impact project materials*. Association of Mathematics Teacher Educators, Charlotte, NC.

Kersaint, G. (1999, April). *Preservice elementary teachers' ability to generalize functional relationships: The impact of two versions of a mathematics content course*. American Educational Research Association, Montreal, Canada.

Swafford, J. O., Langrall, C. W., & Kersaint*, G. (1997, April). *Generalization of patterns and relationships by prospective teachers*. American Educational Research Association, Chicago, IL.

Swafford, J. O., Langrall, C. W., & Kersaint*, G. (1997, October) (Poster Session). *Generalization of patterns and relationships by prospective teachers.* North American Chapter of the Psychology of Mathematics Education, Normal, IL.

**State/Regional/Local**

Kersaint, G. (2025, November). Misconceptions squared: Number and fraction concepts. California Mathematics Council – South, Palm Springs, CA.

Kersaint, G. (2024, November). Shaping understandings: The hierarchy of two-dimensional figures. California Mathematics Council – South, Palm Springs, CA.

Kersaint, G. (2022, November). Designing Inclusive, Discourse-Rich Math Learning Environments. California Mathematics Council – South, Palm Springs, CA.

Kersaint, G. (2022, September). (Keynote) *Productive Math Conversations – Getting Students Talking.* Arizona Association of Teachers of Mathematics, Phoenix, AZ.

Kersaint, G. (2022, September). *Using the Try-Discuss-Connect Routine to Activate Math Learning.* Arizona Association of Teachers of Mathematics, Phoenix, AZ.

Kersaint, G., McNeal-Sheppard, M. (Former Deputy Superintendent, Kansas City Public School), Page, S. (Chief of Academic Operations and School Support, Shelby County Public Schools), Weisberg, D. (CEO, TNTP), & Pawlak, E. (Director of Math and Accelerated Pathways, Cicero School District 99 – IL) (2021, July). (Panel Members) *Math Panel*. *Coming Back Better: Data, Equity, and Renewal*. Ferguson Institute, Boston, MA.

Kersaint, G. (2021, May). *Inclusive Mathematics Instruction.* WA Association for Supervision and Curriculum Development (ASCD), Virtual Conference.

Barry, L., D'Annnolfo, S., Kersaint, G., Law, P., & Lisi, P. (2018, October). (Panelist) Women in Leadership. Connecticut Association of Schools: Women in Leadership Conference, Cheshire, CT.

Kersaint, G. (2018, October). *Accessing and Assessing Emerging Bilinguals' Mathematical Knowledge*. NCTM Regional Conference and Exposition, Hartford, CT.

Kersaint, G. (2018, February). *Mathematics Discourse: Talk is only Part of the Equation. A symposium for School Administrators* (Curriculum Associates), New York, NY.

Kersaint, G. (2017, November). *Tools for Teachers: Developing Success Teacher Habits in the Mathematics Classroom*. Orlando, FL

Ashford*, S., Lee*, R., Kersaint, G., Wilson, T.-N., & Kromrey, J. (2015, November). *STEM capable: Effects of rigorous course-taking on Florida's STEM interested students' persistence.* Florida Educational Research Association, Altamonte Springs, FL.

Kersaint, G. (2015, July). (Keynote). *The path to a doctoral program.* USF Leadership Alliance Program: Summer Scholarship Program, Tampa, FL.

Ashford*, S., Lee*, R., Lanehart*, R., Wilson, T.N., & Kersaint, G. (2014, November). *STEM and ICT course-taking experiences of Florida high school students in career academies.* Florida Educational Research Association, Cocoa Beach, FL.

Kersaint, G. (2013, October). *Teaching Mathematics Language Learners.* National Council of Teachers of Mathematics (NCTM) Regional Conference, Baltimore, MD.

Kersaint, G. & Sears, R. (2013, October) (Invited). *Cultivating relationships between mathematicians and mathematics teacher educators.* Association of Mathematical Sciences, Southeastern Sectional Meeting, Louisville, KY.

Ritzhaupt, A. D., MacDonald, G.*, & Kersaint, G. (2011, November). *A literature synthesis about games in education*. Florida Educational Research Association, Orlando, FL.

Kersaint, G., Ritzhaupt, A., & Liu, F. (2011, November). *Technology to enhance mathematics and science teaching and learning*. Florida Educational Research Association, Orlando, FL.

Van Ingen*, S., MacDonald*, G., & Kersaint, G. (2011, November). *An exploratory multi-level model analysis of the power of play in the middle school mathematics classroom.* Florida Educational Research Association, Orlando, FL.

Kersaint, G. (2010, March). (Invited Panel Member). *Insights and lessons learned from three MSP Projects*. USDOE Regional Math and Science Partnership (MSP) Conference, New Orleans, LA.

Kersaint, G. Lauman, B., Clark, T., MacAllum, K., & Frechtling, J. (2010, March). *STEM faculty's evolving perspectives on STEM curriculum and instruction while participating in an MSP projec*t. USDOE Regional Math and Science Partnership (MSP) Conference, New Orleans, LA.

Kersaint, G. (2009, November). *Florida PROMiSE: Supporting the learning of struggling learners. Mathematics institute and update*. Prisms and Perspectives to meet the Kaleidoscope of Student Learning Needs in Mathematics in Florida, Orlando, FL.

Kersaint, G. (2009, November). *Preparing elementary school teachers for the Next Generation Sunshine State Standards.* Orange County Public School, Orlando, FL.

Kersaint, G. (2009, October). *Preparing secondary mathematics teachers (6-12) for the Next Generation Sunshine State Standards*. Orange County Public Schools, Orlando, FL.

Kersaint, G. (2009, October) (Poster session). *Florida PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education)*, USF Research Week, Tampa, FL.

Kersaint, G., & Berger, S. (2009, October). *Developing mathematics strategies using string.* Florida Council of Teachers of Mathematics, West Palm Beach, FL.

Kersaint, G. (2009, October). *Supporting mathematics learning using the TI Nspire.* Florida Council of Teachers of Mathematics, West Palm Beach, FL.

Kersaint, G. (2009, September/October). *Florida PROMiSE updates*. Florida Association of Mathematics Supervisors Meeting, Orlando, FL.

Kersaint, G. (2009, August) (Keynote). *The Next Generation Sunshine State Standards*. School District of Pinellas County, Secondary Mathematics District Training Day, Dunedin, FL.

Kersaint, G. (2009, August) (Keynote). *Preparing 21st-century learners for their future*. School District of Hillsborough County Middle & Secondary School Mathematics Professional Study Day, Tampa, FL.

Kersaint, G. (2009, January). *Florida PROMiSE Updates*. Florida Association of Mathematics Supervisors, Orlando, FL.

Kersaint, G., & Berger, S. (2009, January). *Florida PROMiSE: Induction professional development*. Florida Association of Mathematics Supervisors, Orlando, FL.

Kersaint, G., & Allsopp, D. (2009, January). *Florida PROMiSE: Meeting the needs of struggling learners*. Florida Association of Mathematics Supervisors, Orlando, FL.

Kersaint, G. (2008, December). (Panel Member). *What's working in mathematics education* (Other Panel Members: Dr. Russell M. Gersten, Professor Emeritus, University of Oregon (keynote and panelist) National Mathematics Advisory Panel; Dr. Kaye Forgione, Achieve, Inc.; Jim Clamons, VP of Engineering Operations at Harris Corporation & FCR-STEM International Advisory Board; Dr. Kathryn L. Kubic, Principal, Northeast High School, Anne Arundel County Public Schools – Maryland; Ron Abbott, Executive VP, Lockheed Martin, Missiles and Fire Control; Dr. Laura Lang (moderator), FSU Learning Systems Institute.) Florida Department of Education's What's Working in Mathematics Education Summit, Orlando, FL.

Kersaint, G. (2008, November). (Poster session). *Florida PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education),* USF Research Week, Tampa, FL.

Kersaint, G. (2008, November). (Poster session). *Teaching mathematics to English Language Learners* (as part of the presentation of Teaching English Language Learners across the Curriculum series poster). USF Research Week, Tampa, FL.

Kersaint, G., Dana, T., Berger, S., Moss, C., Sherdan, D., & Razzouk, R. (2008, October). *Florida PROMiSE (Partnership to Rejuvenate and Optimize Mathematics and Science Education): Overview*. Florida Association of Science Supervisors, Orlando, FL.

Kersaint, G., Berger, S., & Schackow, J. (2008, October). *Florida PROMiSE: Meeting the needs of new teachers*. Florida Council of Teachers of Mathematics, Jacksonville, FL.

Kersaint, G., Pape, S., & Schackow, J. (2008, October). *Florida PROMiSE: Implementing the Next Generation Sunshine State Standards*. Florida Council of Teachers of Mathematics, Jacksonville, FL.

Kersaint, G., Pape, S., Berger, S., & Schoen, R. (2008, October). *PROMiSE Overview*. Florida Association of Mathematics Supervisors, Jacksonville, FL.

Baird, V., & Kersaint, G. (2008, September). *Next Generation Sunshine State Standards and Florida PROMiSE Update*. Florida Association of Staff Development, Clearwater, FL.

Kersaint, G. (2006, October*). Virtual manipulative: Tools for enhancing mathematics instruction*. Florida Council of Teachers of Mathematics, Orlando, FL.

Kersaint, G. (2006, March). *Using virtual manipulative for mathematics instruction*. Florida Educational Technology Corporation (FETC) Conference, Orlando, FL.

Kersaint, G. (2006, September). *USF Presidential Fellowship Award*. USF Graduate School Program on "Best practices in graduate recruiting: Increasing your yield, maximizing opportunity," Tampa, FL.

Kersaint, G. (2005, September). (Panel Member). Institute for Excellence, College of Education Alumni Society, Tampa, FL.

Kersaint, G. (2005, May) (Keynote). *One computer in the classroom: Using the technology you have to enhance students' experiences.* Wisconsin Mathematics Council, Green Lake, WI.

Kersaint, G. (2005, May). (Featured Speaker). *The changing role of the mathematics teacher educator*, Wisconsin Mathematics Council, Green Lake, WI.

Kersaint, G. (2004, October). *MTMS: Thinking of Students*, Florida Council of Teachers of Mathematics, Miami, FL.

Kersaint, G. (2003, October). *Mathematics in the elementary classroom.* USF Institute of Black Life's STARS (Student Teachers And Resources in the Sciences) program, Tampa, FL.

Kersaint, G. (2003, October). (Guest Speaker). *Learning mathematics developmentally.* USF School Psychology Graduate Course, Tampa, FL.

Kersaint, G., & Hunsader, P. (2001, October). *Gender differences in mathematics: The mathematics classroom and beyond*. Sonia Kovalesky – High School Math Day, Sarasota, FL.

Kersaint, G. (2001, October). *Gender issues in mathematics education: myths, realities, and teaching Strategies*, Sonia Kovalesky – High School Math Day, Sarasota, FL.

Kersaint, G. (2001, October). *Learning from students' work*. Florida Council of Teachers of Mathematics, Orlando, FL.

Kersaint, G. (2001, October). *Algebra in the elementary school: What does it look like?* Florida Council of Teachers of Mathematics, Orlando, FL.

Kersaint, G. (2001, June). *Changing needs in teaching mathematics.* Project Central (An effective instructional practices project at the University of Central Florida), Daytona Beach, FL.

Kersaint, G. (2000, October). *Improving middle grades mathematics in Florida.* Florida Council of Teachers of Mathematics, Sarasota, FL.

Kersaint, G. (2001, February). *Middle school mathematics professional development network* (ENC@SERVE), Florida Collaborative for Excellence in Teacher Preparation - 3rd Annual Symposium, Orlando, Fl.

Fisher, L., Thompson, D.R., & Kersaint, G. (2000, January). *Educators' forum: Improving middle school mathematics achievement*. Curriculum, Instruction, and Assessment Leadership Conference, Tampa, FL.

Kersaint, G. (1999, November). *Girls and math*. Sonia Kovaleski High School Math Day, Sarasota, FL.

Kersaint, G. (1999, October). *A look at the conceptual development of fractions using length, set, and area models.* Florida Council of Teachers of Mathematics, Miami, FL.

Touchton, D., & Kersaint, G. (1999, September) *Targeting a "4" on extended response items*. Hillsborough County Public Schools. Presentation to Subject Area Leaders (Mathematics) in conjunction with Suncoast Area Center for Educational Enhancement, Tampa, FL.

Kersaint, G. (1999, April). *Girls, Math + Science = Success*, A conference for Middle School girls, their parents, and teachers, Dunedin, FL.

Kersaint, G. (1999). (Panel Member) *Girls, Math + Science = Success*. Panel discussion for teachers about the achievement of girls in mathematics (Other Panel members: Dr. Sylvia Bozeman, Professor of Mathematics, Spelman College; Dr. Sandra Gilchrist, Professor of Biology, New College; Elizabeth Larkin, Professor of Education, USF Sarasota.), A conference for Middle School girls, their parents, and teachers, Dunedin, FL.

Kersaint*, G. (1998, April). *Academic challenges.* Office of Multicultural Affair's First Look Program. Illinois State University, Normal, IL.

Kersaint*, G. (1997, January). *Why is math important?* Peoria Urban League youth group, Peoria, IL.

Kersaint*, G. (1997, April). *Generalization of patterns and relationships by prospective teachers.* Illinois State University - Graduate Research Symposium, Normal, IL.

Swafford, J., Langrall, C., & Kersaint*, G. (1996, November). *PUMP algebra project strategies engaging middle school teachers and students: Interim report*, NCTM Regional Conference, South Bend, IN.

Kersaint*, G. (1996, September). *Drawing with the TI-82 Graphing Calculator*, Peoria Public School, Peoria, IL.

Kersaint*, G. (1995, March). *Technology in the classroom*. Expanding Your Horizons Institute for Young Women, Illinois State University, Normal, IL.

**Workshop Presentations (via invitation)**

National

*NCTM NCATE Program Review*, Association of Mathematics Teacher Educators' Pre-conference session, Dallas (Irving), TX. January 26, 2005.

*NCTM NCATE Program Review*, Association of Mathematics Teacher Educators' Pre-conference session, San Diego, CA. January 22, 2004.

State/Regional/Local

*Unity and Diversity in Mathematics and Science.* (With Dana Zeidler, Science Education), Southeastern Consortium for Minorities in Engineering (SECME) Summer Institute, Tampa, Fl, July 10-14, 2006.

*Developing Mathematics Literacy: Teach Students "To Reason" – Not Just "To Do"* (With Joy Schackow). Professional Development for MASTERS grant, Tampa, FL. May 30–June 2, 2006.

*Geometry*, School District of Hillsborough County MASTERS Grant. Tampa, FL. October 13, 2005.

*Connecting Mathematical Representations: From Concrete to Abstract*, Heartland Educational Consortium, Sebring, Fl. June 16–17, 2005.

*Beginning Mathematics Teacher Orientation – Middle Grades Mathematics*, School District of Hillsborough County, Tampa, FL. July 14–16, 2004 & July 14–17, 2003.

School District Mathematics Professional Development

- *Unpacking the Next Generation Sunshine State Standards for Middle School Mathematics* Teachers. School District of Sumter County, January 5, 2010.
- *Unpacking the Next Generation Sunshine State Standards for K-8 Mathematics Teachers*. School District of Pinellas County, June 5, 2009.
- *Proportional Reasoning*, School District of Collier County, June 2–5, 2003.
- *Proportional Reasoning*, School District of Pasco County, June 23–26, 2003.
- *Algebraic Thinking*, School District of Hillsborough County, July 21–24, 2003.
- *Proportional Reasoning*, School District of Polk County, June 3–7, 2002.
- *Geometry*, School District of Hillsborough County, June 10–14, 2002.
- *Proportional Reasoning*, School District of Pinellas County, June 17–21, 2002.
- *Using Manipulatives to Help Kids Learn Mathematics*, School District of Lee County, July 23–27, 2001.
- *Proportional Reasoning*, Hillsborough County Public Schools, July 16–20, 2001.
- *Proportional Reasoning*, School District of Polk County, June 4–8, 2001.
- *Using Manipulatives to Help Kids Learn Mathematics*, School District of Lee County, July 10–14, 2000.
- *Numbers and Operations,* School District of Polk County (Elementary Mathematics Summer Institute), May 22–26, 2000.
- *Creating Numeric Problem Solvers*, School District of Lee County. 2/24/00; 3/9/00; 4/6/00; 12/1/99).

- *Innovative Ways to Teach Elementary Mathematics*, School District of Lee County. July 26–August 4, 1999.

*GEARing Up to Transform the Teaching and Learning of Mathematics*, Franklin Middle School, School District of Hillsborough County, Tampa, FL. August 3, 2000.

## IX. EDITORIAL SERVICE

Editorial Board Member, *Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age (2016* – Eds: Niess, M., Hollerbrands, K., & Driskell, S. O.): IGI Global.

*Co-Editor, Contemporary Issues in Technology and Teacher Education – Mathematics (2002-2005)* [Issues 2(2) – 5(4)]. An online, peer-reviewed journal, established and jointly sponsored by five professional education associations (Technology and Science Education (ASTE), Technology and Mathematics Education (AMTE), Technology and Social Studies Education (NCSS-CUFA), Technology and English Education (CEE), Educational Technology: General (SITE).

Co-Editor*, Dimensions in Mathematics*, the journal of the Florida Council of Teachers of Mathematics, 2003.

Editorial Panel Member*, Mathematics Teacher Educator*, 2011–2015. A refereed journal of the Association of Mathematics Teacher Educators and the National Council of Teachers of Mathematics,

Column Editor*, Mathematics Teaching in the Middle School*, a refereed journal of the National Council of Teachers of Mathematics

- "Thinking of Students," 2001–2005.
- "Food for Thought," 2001–2005.

Editorial Board Member*, Review of Educational Research*, 1999–2002. A refereed journal of the American Educational Research Association

Editorial Board Member*, Teaching Children Mathematics*, 2005–2008 (Chair, 2007–2008). A refereed journal of the National Council of Teachers of Mathematics

Ad Hoc Referee

- *European Journal of Educational Research*
- *International Journal of Educational, Research, Practice & Policy*
- *Journal for Research in Mathematics Education*
- *Journal of Multilingual and Multicultural Development*
- *Mathematics Teacher*
- *Mathematics Teacher Educator*
- *Mathematics Teaching in the Middle School*
- *Mathematics Teacher: Learning and Teaching PK-12 (replaced the journals below)*
    - *Mathematics Teacher*
    - *Mathematics Teaching in the Middle School*
- *Teaching Children Mathematics*
- *Mentoring & Tutoring: Partnership in Learning*

- *Numeracy, the electronic journal of the National Numeracy Network*
- *Review of Educational Research*
- Reviewer for SpringerOpen, a peer-reviewed open-access publisher.
- *Teaching and Teacher Education*
- *Teacher Development*

## X. PROFESSIONAL SERVICE ACTIVITIES

**International Level**

External Review Team Member, Commission of Academic Accreditation, Ministry of Education and Scientific Research. Abu Dhabi, United Arab Emirates, Summer 2014.

**National Level**

Member-at-Large (Elected), Board of Directors, American Association of Colleges for Teacher Education, 3/2021–2/2024.

Proposal Review Panel Member or Proposal Reviewer, National Science Foundation (2019, 2018, 2017, 2014, 2013, 2011, 2010, 2008, 2005, 2003).

Reviewer and Panelists, *Mathematics Framework for the 2017 National Assessment of Educational Progress*. National Assessment Governing Board, U.S. Department of Education, Spring 2018.

Member-at-Large (Elected), Executive Committee, Council of Academic Deans from Research Education Institutions, 2/2018–2/2021.

Search Advisory Group Member, NSF Assistant Director for Education and Human Resources, 2017–2018.

Member, Constitution and Bylaws Committee, Association of Mathematics Teacher Educators, 2017–2019.

Member, Nominations and Elections Committee, National Council of Teachers of Mathematics, 2016–2019.

Search Advisory Group Member, NSF/EHR Division Director in the Division of Research and Learning, 2016–2017.

Review Panel Member, National Research Council of the Academies, Ford Foundation Fellowship Program – Education (Spring 2014, Spring 2016, Spring 2017, Spring 2020).

Member, National Council of Teacher of Mathematics Board of Directors, April 2012–2015 (Executive Team Member, 2014–2015).

Member, Conference Board of Mathematical Sciences Forum Planning Committee, Summer 2013–Fall 2014.

Member, AMTE Executive Director Search Committee, Fall 2011–Fall 2012.

Reviewer, APLU's [Association of Public Land-grant Universities] Science and Mathematics Teacher Imperative (SMTI) – The Analytic Framework for Mathematics Teacher Education Assessment (AF-MTEA), Fall 2011.

Participant (Invited), System-level professional development: Articulating research ideas that support the implementation of the professional development needed for making the Common Core State Standards in mathematics a reality for K-12 teachers, Raleigh, NC. May 12–13, 2011.

Participant, Mathematicians in Mathematics Education (MIME) Workshop. April 23–25, 2011, Tucson, AZ.

Steering Committee Member, Program for International Student Assessment (PISA) 2012. Institute of Education Sciences, National Center for Education Statistics, 2011–2013.

Chair, National Council of Teachers of Mathematics (NCTM) 2012 Annual Conference Program Committee, NCTM, Spring 2010–2012.

Member, Association of Mathematics Teacher Educators (AMTE)/Association of State Supervisors of Mathematics (ASSM)/National Council of Supervisors of Mathematics (NCSM)/National Council of Teachers of Mathematics (NCTM) Joint Task Force Supporting Implementation of the Common Core State Standards (CCSS). Summer 2010.

Participant (Invited), Future of STEM Curriculum and Instructional Design (Workshop #2: *Articulating a Research and Development Agenda for Learning Designers*), Lansdowne, VA, May 16–18, 2010.

Participant (Invited), Center for the Mathematics Education of Latinos/as (CEMELA) - Center for Proficiency in Teaching Mathematics (CPTM)-TODOS Mathematics for ALL Conference (Practitioners and Researchers Learning Together: A National Conference on the Mathematics Teaching and Learning of Latinos/as), March 2010.

Reviewer, Oak Ridge Associated Universities, Ralph E. Powe Junior Faculty Enhancement Awards Program, March 2010.

Participant (Invited), A Blue-Sky Workshop: The Future of STEM Curricula and Instructional Design. Lansdowne, Virginia, December 1–3, 2009.

Expert Panel Reviewer, National Survey of Science and Mathematics Teachers, Horizons Research, Inc., Fall 2009.

Developer, Focus on 6-8 Grade Level Books, National Council of Teachers of Mathematics, 2009.

Board Member (Elected), Association of Mathematics Teacher Educators 2008–2011.

- Member, Technology Committee

Member, National Council of Teachers of Mathematics 2010 Conference Program Committee, 2008–2010.

Member, National Council of Supervisors of Mathematics, 2009 Conference Program Committee, 2007–2009.

Program Section Chair, American Educational Research Association, Division B – Curriculum Studies, 2007–2008.

External Evaluator, Tenure & Promotion (Duquesne University, Georgia State University, Miami University, University of Dayton, University of Memphis, University of North Carolina Central, University of Virginia).

Lead Reviewer, National Council of Teachers of Mathematics/National Council for Accreditation of Teacher Education Program Review Team, Spring 2006.

Member, Association of Mathematics Teacher Educators 2007 Conference Program Committee, 2006–2007.

Book Reviewer, *Mathematics Teaching Today, Improving Practice, Improving Student Learning*, the revised Teaching Standards for the National Council of Teachers of Mathematics, Fall 2005.

Lead Reviewer, National Council of Teachers of Mathematics/National Council for the Accreditation of Teacher Education Review Team, Spring 2005.

Participant (Invited), USDOE Title I/Math Collaborative Effort to Improve Mathematics in Title Programs, Anaheim, CA. April 2005. Purpose: Develop a strategic plan to improve mathematics teaching and learning in Title I Schools.

Chair, Association of Mathematics Teacher Educators 2006 Conference Program Committee, 2005–2006.

Member, National Council of Teachers of Mathematics PK-2 Assessment Sampler Task Force, 2003–2005 (Chair, Geometry Strand)

Member, National Council for the Accreditation of Teacher Education Workshop Team, National Council of Teachers of Mathematics, 2003–2004.

Member, Association of Mathematics Teacher Educators 2005 Conference Program Committee, 2004–2005.

Member, National Council of Teachers of Mathematics/National Council for the Accreditation of Teacher Education Review Team, Fall 2004.

Panel Member, NAEP (National Assessment of Educational Progress) Mathematics Domain Development, National Assessment Government Board (ACT, Inc), January 8–13, 2004.

Reviewer, PBS Teacherline Virtual Mathematics Academy, 2004.

Judge, Contemporary Issues in Technology and Teacher Education (CITE) and Journal of Technology and Teacher Education, National Technology Leadership Award, 2003, 2004.

Member, Nomination Committee, Association of Mathematics Teacher Educators, 2003–2004.

Member, Virtual Mathematics Academy Review Panel, National Council of Teachers of Mathematics, 2001–2002.

Member, Remote Sites Task Force, National Council of Teachers of Mathematics, 1999–2000.

Referee, American Educational Research Association - Division K, Fall 1999.

Member, Algebra in Context Development Committee, Educational Testing Services. Assisted in the development of the "Algebra in Context" assessment. Included: writing and evaluating test items and reviewing the intended curriculum. 1997.

**Regional**

Member, Board of Delegates, New England Board of Higher Education, 2023–2025.

External Evaluator, New England Commission on Higher Education (2019, 2022, & 2023).

Steering Committee Member, ONE BAY: Lifelong Learning Taskforce – Tampa Bay Partnership, Tampa, FL. Fall 2011–2013. Tampa Bay Partnership is a regional organization of business leaders encompassing eight counties (Citrus, Hernando, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota) that worked with its partners to market the Tampa Bay region nationally and internationally, conducted regional research, and coordinated efforts to influence business and governmental issues that impact economic growth and development.

**State Level**

<u>Connecticut</u>

Member [President's Designee], Governor's Workforce Council, 2021–2025.

- Member, Improving Teaching and Learning subcommittee.

Member, Accelerate CT, 2021–2023.

Member, FEMA CT Higher Education Resilience Taskforce, 2021–2023.

- Member, Workgroup on K-12

Member, AACTE-CT, Legislative and Policy Subcommittee, 2020–2021.

Connecticut Science Center

- Member, Board of Trustees, Connecticut Science Center, 2017–2026.

    - Secretary, Board of Trustees, 2022–2023.
- Member, Programs and Visitor Experience committee, Connecticut Science Center, 2017–Present. (Chair, 2023–2026.)
- Steering Committee Member, Women in Science at the Connecticut Science Center, Member 2019–2025.

Member (Legislatively Appointed), State Board of Education - CT Advisory Council for Administrator Professional Standards Council, 2017- 2021.

Connecticut State Department of Education

- Member, Minority Teacher Recruitment Oversight Council, Connecticut State Department of Education, 2016–2021.
- Member, Advisory Group on Required for the Education of Students in the Care of State Child Welfare Agencies, 2017–2018.
- Member, Educator Preparation Advisory Council, Fall 2016.

<u>Florida</u>

Consultant and Advisor, Mathematics Assessment Development and Validation, Evaluation Systems Group of Pearson/Florida Department of Education's Institute for Research and Practice at USF. 2001–2014. Served as an item reviewer, key validator, advisor, and committee member for the Florida Teacher Certification Examinations and Florida Comprehensive Assessment Test. Contributed to assessment and test-specification development, literature reviews, item–specification alignment, content and bias review, test and competency validation, transitional passing-score review, and accessibility evaluation across elementary mathematics (K–6), middle-grades mathematics (5–9), integrated curriculum, secondary mathematics (6–12), and general knowledge mathematics.

Member, Induction Advisory Group (IAG) for the Florida STEM Teacher Induction and Professional Support (STEM TIPS) Initiative, University of Florida, October 2012–2014.

Member, Florida Common Core/Next Generation Sunshine State Standards for Mathematics Review and Recommendation Committee, Florida Department of Education, June 2010–December 2010.

Member, Review Committee for the Title IID/*Enhancing Education Through Technology* grant proposals, Florida Department of Education, 2010.

Member, FCR-STEM – Female-Minority Initiative Task Force member, Fall 2007– Summer 2008.

Member, Florida Mathematics Standards Revision Writing Team, Florida Department of Education, Fall 2006–Spring 2007.

Member, Florida Council of Teachers of Mathematics (FCTM) 2006 Conference Committee, 2005–2006.

Reviewer of the Multi-University Reading, Mathematics, and Science Initiative (MURSMI) grant proposals, Fall 2005.

Board Member, Coalition for Improving Mathematics and Science (CIMS), 2005–2010.

Steering Committee Member, Florida Summit on Mathematics and Science Education, 2004 –2005.

President, Florida Association of Mathematics Teacher Educators (FAMTE) (formerly Florida Association of Mathematics Educators (FAME) 2002–2004, 2004–2006. Accomplishments included: Reconstituting FAME as FAMTE 2004, increasing alignment with the national organization, AMTE; Increased membership to include representation from 9 universities in the Florida State University System and ten independent colleges (45 members); Increased participation of mathematics teacher educators on Florida Department of Education committees and initiatives; and increased broader participation of mathematics teacher educators as part of the teacher examination development.

Board Member, Florida Council of Teachers of Mathematics, 2003–2005.

Consultant, Sunshine State Standards Midterm Review, Suncoast Area Center for Educational Enhancement, 2001.

- Okeechobee County
- Alachua County

Middle School Audit Team Member, Eisenhower Mathematics and Science Consortia and Clearing House Network's Middle School Math Task Force, 2000. (2/22–23/2000 & 11/20/2000).

**University Level**

University of Connecticut

- Steering Committee Member, Strategic Enrollment Management Committee, 2024–2025.
- Ex Officio Member, University Senate: Faculty Standards Committee, 2023–2025.
- Steering Committee Member, Strategic Planning Committee, 2022-2024
- Co-chair, Retention and Graduation Committee, 2023–2024.
- Co-chair, Academic Scheduling Committee, 2023–2024.
- Ex-Officio Member, University Senate: Academic Scheduling Committee, 2023–2024.
- Member, UConn/AAUP Collective Bargaining Negotiation Team, Fall 2020–Spring 2022. Fall 2023-Fall 2025
- Member, Personnel Grievance Committee, Spring 2020.
- Chair, Academic Integrity Taskforce, 2021– 2023.
- Chair, Campus Director Review Committee, Spring 2022.
- Member, HR Rehired Retiree Taskforce, 2021– 023.
- Member, Board of Trustees Joint Audit and Compliance Committee, 2021–2022.
- Member, President's Advisory Council on Policing, 2017– 2019.
- Dean's Representative (Elected), University Senate, 2017–2020, 2020–2023 (ended in 2021 due to Vice Provost appointment).

University of South Florida

- Mobilizing the Dream Workgroup – Faculty and Administrator Diversity at USF, Spr2016.
- USF System Research Planning Committee, 2015–2016
- Ad Hoc Committee to revise the Mid-tenure Review Application 2015–2016.

- Faculty Liaison, Board of Trustees: Research, Innovation, Engagement, and Job Creation Workgroup, 2015–2016.
- Member, USF Research Advisory Group, 2015–2016.
- Member, Responsibility Centered Management: Strategic Investment Priority Advisory Group Summer 2015–2016.
- Transfer Appeal Hearing Committee, Summer 2015–2016.
- Tenure Online Content Committee, Spring 2015–2016.
- Member, University Council of Associate Deans, 2014–2016.
- Member, Enrollment/Graduate Associate Deans, 2014–2016.
- Ad Hoc Committee on Graduate Student Success, 2014–2015.
- Member, Associate Deans for Research Group, 2011–2016.
- Faculty Panel Member, Graduate Experience Summer Program, Summer 2014.
- Application Reviewer, Graduate School Fellowship Program, Spring 2014.
- USF Representative, Science and Mathematics Teacher Imperative National Conference, June 9–11, 2010.
- Member, SACS Assessment Group 2008–2009.
- Chair, General Education Council, 2007–2010.
- Member, University Assessment Steering Committee, Fall 2007–Fall 2009.
- Member, Ad Hoc Committee on VSA (Voluntary System of Accountability) Participation, Fall 2007
- Workshop Coordinator, Using Technology as Part of Instruction, Workshop provided by Texas Instruments representative to STEM faculty who are part of the Project Kaleidoscope, October 16, 2006.
- Member, Project Kaleidoscope, a collaborative partnership between the College of Education, College of Arts & Science, and the College of Engineering 2006–2010.
- Member, Ad-hoc Committee of USF Graduate Student Stipend, Fall 2006
- Member, General Education Council, 2005–2007.
- Chair, University Presidential Fellowship Committee, 2004–2006.
- Member, Institute on Black Life, Research Council, 2004 to 2008.
- Member, University Graduate Council, 2002–2005.
- Chair, Graduate Policy Subcommittee, 2003–2004.
- Ronald McNair Scholars Program
    - Role Model/Mentor, Student: Julia Clark, Spring 2003.
    - Role Model/Mentor, Student: Kiesha Minatee, Spring 2002.
    - Research Mentor, Student: Latisha Jones, Summer 2001.
    - Role Model/Mentor; Student: Latisha Jones, Spring 2001.
    - Role Model/Mentor; Student: Kenisha Reese, Fall 2000.
    - Role Model/Mentor; Student: Charnette Deloris Monroe. Spring 2000.
- Member, Graduate Student Grievance Committee, Spring 2003
- Member, Search Committees
    - Assistant Vice President for Institutional Effectiveness, 2008–2009.
    - Mathematics Instructor, USF Lakeland, 2005–2006.
    - Provost & Vice President for Academic Affairs, 2003–2004.
    - Institute on Black Life, 2004–2005.

**College Level**

University of South Florida

Ad hoc Committee on Annual Reviews, Fall 2013–Spring 2014.

Mentor, Faculty Mentoring Program
- Mentee, Eugenia Vomvoridi-Ivanovic (Mathematics Education), 2009–2011.
- Mentee, Danielle Dennis (Elementary Education), 2007–2009.

Member, University Support Team for the USF Patel Charter School, 2003–2005.

Member, Research Committee, 2003–2005.

Member, Effective Teaching Committee, 2001–2002.
Undergraduate Academic Student Grievance Committee
- Fall 2009, Spring 2004, Spring 2002, Fall 2000.

Member, Mission, Goals, Vision Ad Hoc Committee, 1999.

Member, Urban Education Task Force, 1998–1999.

**Member, Search/Selection Committees**

University of Connecticut
- Director of Outreach and Engagement, Fall 2021.
- Police Chief, Fall 2021.
- Associate Vice President and Chief Diversity Office, UConn Health, Fall 2021–Spring 2020.
- Associate Vice Provost, Faculty and Staff Development and Affairs, Summer 2020.
- UConn President Search Committee (Steering Committee Member), Fall 2018–2019.
- Vice Provost for Academic Affairs Search Committee, Chair, Spring 2017.

University of South Florida
- Cybersecurity Education, Chair, 2014 –2015.
- Assistant Dean of Graduate Education, Spring 2014
- Assistant Director of Development for the College of Education, Chair, Spring 2014
- Associate Dean of Educator Preparation, 2013 –2014.
- College of Education, Webmaster, Fall 2013.
- Mathematics Education – CELS, 2012–2013.
- Director of Development, Summer 2010–Fall 2011.
- Science Education, 2009 –2010.
- Mathematics Education, 2008–2009.
- Instructional Technology, 2006–2007.
- General Music, 2005–2006.
- Measurement, 2004–2005.
- Secondary Education Department Chair, 2004–2005.

- Mathematics Education, 2003–2004.
- Mathematics Education (Chair), 2002–2003.
- Measurement and Evaluation, 2002–2003.
- Athletic Trainer, Physical Education, 2002.
- Dean, College of Education, 2001–2002.
- Training & Special Events Coordinator, David Anchin Center, 2000.
- Post-Doc, David Anchin Center, 1999.

**Departmental Level**

*Department of Secondary Education, University of South Florida*

Member, Secondary Education Personnel Policy Committee, Fall 2009–Fall 2011.

Member, Selection Committee, Academic Program Specialists, Fall 2009.

Member, Secondary Education Chair's Advisory Council, 2008–2011.

Chair, Secondary Education Personnel Policy Committee, Fall 2004–Fall 2006.
- Drafted Policy Guidelines and Operating Procedures

Member, Secondary Education Doctoral Program committee, 2004–2011.

Member, Faculty Council Member, 1999–2002.

Member, Mathematics Education Program Committee, 1998–2016.

Graduate Teaching Assistant Liaison (Mathematics Department), Center for the Advancement of Teaching, Illinois State University, Normal, IL, 1997.

Representative, Illinois State University's Minority Student Recruitment Program, 1996–1997.

**PhD Dissertation Committees**

*Chair*
- Melody Elrod (2017, Spring). *Exploring mathematics education fieldwork through storytelling*. Mathematics Lecturer, Department of Mathematical Sciences, Middle Tennessee State University
- Yiting Yu (2015, Summer). *The influence and types of homework on opportunity to learn and students' mathematics achievement*. Academic Principal, Shenzhen International Foundation College, Shenzhen Guangdong, China.
- Derrick Saddler (2015, Spring). *Estimating the Effects of Content Organization on Students Algebra Learning.* Research Analyst and Instructor*,* Western Governors University, Land O'Lakes, FL.
- Sarah VanIngen (2013, Spring). *Preparing teachers to apply research to mathematics teaching: Using design-based research to define and assess the process of evidence-based practice*.

Associate Professor, Department of Elementary Education, University of South Florida, Tampa, FL.

- Sarah Bleiler (2012, Spring). *Team-teaching experiences of a mathematician and a mathematics teacher educator: An interpretative phenomenological case study*. Professor, Department of Mathematical Sciences, Middle Tennessee State University, Murfreesboro, TN.
- James Dogbey (2010, Summer). *The development of the concept of variable in middle-grade mathematics textbooks during four eras of mathematics education in the United States.* Associate Professor*,* Department of Mathematics and Statistics*,* Texas A & M University-Corpus Christi, Corpus Christi, Texas.
- Matthew Kellogg (2010, Spring). *Preservice elementary teachers' pedagogical content knowledge related to area and perimeter: Investigating anchored instruction with web-based microworlds. Associate Professor,* Clearwater Christian College, Clearwater, Fl.
- Mariana Petkova (2009, Spring). *Classroom discourse and teacher talk influences on English Language Learners' mathematics experiences*. Bulgaria.

*Committee Member*

- Amanda Loyden Mohn (2018, Summer). Collaborations among mathematicians and mathematics Educators: Working together to educate preservice teachers.
- Laura Hauser (2015, Spring). *Precalculus students' achievement when learning functions: Influences of opportunity to learn and technology from a University of Chicago Mathematics Project Study*. Assistant Professor, University of Tampa, Tampa, FL.
- MacDonald, George (2013, Fall). The performance of linear logistic test model when the Q-matrix is mis specified: A simulation study. Director, Center for Research, Evaluation, Assessment, & Measurement, University of South Florida, Tampa, FL.
- Pickle, Maria Consuelo Capiral ("Suzie") (2012, Spring). *Statistical content in Middle Grades Mathematics Textbooks*. Professor, Department of Mathematics, College of Southern Nevada – Charleston Campus.
- Hopf, Francis C. (2011, Spring). The impact of a short-term review treatment program on student success in a College Algebra course (Higher Education). Mathematics Instructor, University of South Florida, Tampa.
- Zorin, Barbara (2011, Spring). *Geometric Transformations in Middle School Mathematics Textbooks*. Consultant, MATHBones Pro. Instructor, St. Petersburg College
- Cal, Gabriel (2011, Fall). *Opportunity to learn and the alignment of upper-division mathematics learning outcomes, textbooks, and the national assessment in Beliz*e. Assistant Professor, University of Belize.
- King, Sharondrea (2010). *Mathematics education: The voice of African American and White Adolescents.* School Psychologist, District School Board of Pasco County, Tampa, Florida.
- Phan, Ha (2007). *Correlates of mathematics achievement in developed and developing countries: An HLM Analysis of TIMSS 2003 Eighth-grade mathematics scores* (Measurement). Senior Research Scientist, Pearson, Cedar Park, Texas.
- Patricia Hunsader (2005). *The impact of gender, reading ability, and mathematics ability on children's mathematical problem-solving processes, performance, self-efficacy, self-assessment, and written explanations.* (Elementary Education). Dean of College of Education and Vice President for Academic Affairs, Tusculum University, Greenville, Tennessee.
- Pamela Moses-Snipes (2004). *The effect of African culture on African American students' achievement in and perceptions of selected geometry topics in the elementary mathematics*

*classroom.* Professor, Department of Mathematics, Winston Salem State University, Winston Salem, North Carolina.

**Director, Undergraduate Honors Thesis**

University of South Florida

- Jennings, John (2006, Fall). *Secondary classroom design for the new century*. USF Honors College (Selected for presentation at the Honor's College Thesis Day)
- Reynolds, JoAnn (2006, Fall). *Effect of inadequate success in a prerequisite mathematics course on student success rates in subsequent mathematics courses*. USF College of Education, SunCoast Area Teacher Training (SCATT) Honors program.
  - Paper presentation, SCATT Research Symposium,
  - Poster presentation, National Conference on Undergraduate Research (NCUR), Dominican University of California, San Rafael, CA, April 14–16, 2007.
- Jones, Summer (2006, Summer). *Algebra activities that promote student learning: A focus on NCTM's process standards*, USF Honors College

## XI. OTHER PROFESSIONAL ACTIVITIES

**Blogs**

Kersaint, G. & Thompson, D. R. (2017, June 13). Response: Advice on Making a Mid-Career Change to Teaching. Education Week Teacher: Classroom Q & A with Larry Ferlazzo. http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/06/response_advice_on_making_a_mid-career_change_to_teaching.html

Kersaint, G. (2015, October 26). Talking Math: 6 Strategies for Getting Students to Engage in Mathematical Discourse. http://gettingsmart.com/2015/10/talking-math-6-strategies-for-getting-students-to-engage-in-mathematical-discourse/

Kersaint, G. (2015, October 13). Talking math: 100 questions that help promote mathematical discourse. http://gettingsmart.com/2015/10/talking-math-100-questions-that-help-promote-mathematical-discourse/

Kersaint, G. (2015, October 1). Orchestrating mathematical discourse to enhance student learning. http://smartblogs.com/education/2015/10/01/orchestrating-mathematical-discourse-to-enhance-student-learning/

Kersaint, G. (2015, September 29). Talk math: How to engage students in mathematics Discourse. http://gettingsmart.com/2015/09/talking-math-how-to-engage-students-in-mathematical-discourse/

Kersaint, G., & Thompsons, D. R. (2015, April 26) Response: Ways to Teach Common Core Math to ELLs. *Ed Week Teacher: Classroom Q & A with Larry Ferlazzo*. http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/04/response_ways_to_teach_common_core_math_to_ells.html

**Op-Eds**

Kersaint, G. (2020). *As a UConn dean, I am privileged. As an African American woman, I am struggling*. Hartford Courant, June 5, 2020. https://www.courant.com/opinion/op-ed/hc-op-kersaint-uconn-george-floyd-conflict-0607-20200605-qnid2bz2jfd7vogjnfoqt6ipeu-story.html

***Radio Segments***

How are Common Core Standards Impacting Teaching Math to ELLs? (Larry Ferlazzo with Ben Spielberg, Denisse Thompson, and Gladis Kersaint) BAm! Radio: Connecting the Voices of Education Villages (Classroom Q & A with Larry Ferlazzo) http://www.bamradionetwork.com/classroom-q-and-a/2650-how-are-common-core-standards-impacting-teaching-math-to-ells (Posted on 4-1-2015)

STEM Research Part 2 (2012). University Beat WUSF 89.7. http://www.wusf.usf.edu/radio/program/university_beat/episode/2012-01/natural_art_exhibit_stem_research_part_2#

**TV Segment**

Understanding the Common Core (first aired on May 21, 2015). (with Deborah Kozdras). ***WFLA*** Channel 8 *Daytime* morning show. The goal was to dispel myths about the new Common Core Standards for grades K-12 in mathematics and language arts and explain how the new standards differ from previous standards.

**Podcasts**

Puccia, E., Smith, C. S., Campbell-Montalvo**, R., & Kersaint, G. (2019) "How Universities Can Support Women and Underrepresented Minority Engineering Students: Applications of Interviews with Undergraduates." *Podcast by the Society for Applied Anthropology*.

**Webinars**

Kersaint, G. (2023, November 14). Posing Purposeful Questions to Assess and Advance Student Learning. Curriculum Associates (https://www.curriculumassociates.com/resources/webinars/posing-purposeful-questions-to-assess-and-advance-student-learning)

Kersaint, G. (2020, August 4). Mathematics Discourse: Talk is Only Part of the Equation. National Council of Teachers of Mathematics.,

Kersaint, G. (2017, April 17). Selecting and Sequencing Student Solutions for Productive Math Discourse. EdWeek (https://webinars.on24.com/edweek/StudentSolutions)

Kersaint, G. (2016, October 20). Digging into Mathematical Discourse: Selecting and Sequencing Student Solution Samples. EdWeek (https://webinars.on24.com/edweek/MathematicalDiscourse)

Kersaint, G. (2015, September 29). Orchestrating Mathematics Discourse to Enhance Student Learning. District Administration. http://www.districtadministration.com/webseminar/orchestrating-mathematical-discourse-enhance-student-learning

Kersaint, G. (2015, June 23). Mastering the most challenging mathematics standards. (June 23, 2015). *EdWeek*

**Featured News Items**

*Math has its own language. How can students learn to speak it? Education Week, September 27, 2024*

*Partnering to Give Local Schoolchildren the Vision to Learn*

- Neag School, https://education.uconn.edu/2022/03/30/partnering-to-give-local-schoolchildren-the-vision-to-learn/
- UConn Today, https://today.uconn.edu/2022/03/partnering-to-give-local-schoolchildren-the-vision-to-learn/
- East Hartford Hosts Vision to Learn CT Launch – YouTube (https://www.youtube.com/watch?v=HEYf2UIwwbY)
- *Vision to Learn Program provides eyeglasses to students in need*, WTNH https://www.wtnh.com/news/connecticut/hartford/vision-to-learn-program-provides-eyeglasses-to-students-in-need/

*$1.5 Million Grant to Help/ Develop Exceptional Leaders in Math Education*, UConn Today, https://today.uconn.edu/2021/09/1-5m-grant-to-help-develop-exceptional-leaders-in-math-education/

Visit to Middle East Marks Enduring International UConn Partnership https://education.uconn.edu/2019/01/23/visit-to-middle-east-carries-on-principal-training-program-partnership/

*Degrees of Change: UConn Increases Diversity in Teaching Programs*, UConn Today, https://today.uconn.edu/2018/08/degrees-change-uconn-increases-diversity-teaching-programs/

- Reposted: AACTE EdPrep Matters, https://edprepmatters.net/2018/09/degrees-of-change-uconn-increases-diversity-in-teaching-programs/

*Five Questions with Dean Kersaint,* UConn Today, https://www.foundation.uconn.edu/five-questions-with-gladis-kersaint/

*Q&A: Getting to Know the Neag School's New Dean*, Gladis Kersaint, Neag School, https://education.uconn.edu/2016/10/11/qa-get-to-know-the-neag-schools-new-dean-gladis-kersaint/

*What Helps and Hinders Underrepresented Engineering Majors?*" (December 7, 2014). http://news.usf.edu/article/templates/?a=6632&z=219&utm_source=gladis-kersaint-120214&utm_medium=rotator&utm_campaign=usfhomepage

*COEDU Faculty Explain Common Core Standards*, Daytime Show (May 21, 2014). http://www.coedu.usf.edu/main/Announcements/daytime.html

*Voices: Gladis Kersaint 2012*, USF Magazine, p. 43 (2012, Spring) http://dev.magazine.usf.edu/2012-spring/voices/gladis-kersaint.aspx

*Helios STEM Program* (December 20, 2011). http://news.usf.edu/article/templates/?a=4010&z=121

Florida PROMISE Delivers Mathematics and Science Education with a $22 Million Grant (February 8, 2010). http://www.coedu.usf.edu/main/news/2010/FloridaPROMISE.html

USF COEDU Awarded $5.9 Million to Lead Historic Math/Science State Partnership with FSU and UF (March 3, 2008) http://www.coedu.usf.edu/main/news/pressreleases/Math_Sciencegrant.html