

CURRICULUM VITAE

Lisa Ann Brooks

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Elementary Education
School of Teaching, Learning, and Leadership
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ACADEMIC BACKGROUND

- Ed.D. UNIVERSITY OF CENTRAL FLORIDA, Orlando, FL
2014 Curriculum and Instruction – Mathematics Education
Academic Advisor- Dr. Michael Hynes
Dissertation Chair- Dr. Juli K. Dixon
Dissertation: *Replacing the “Raise your hand to speak” Rule with New Social and Sociomathematical Norms in an Elementary Mathematics Classroom*
- M.Ed. UNIVERSITY OF CENTRAL FLORIDA, Orlando, FL
2006 K-8 Mathematics and Science Education (Lockheed Martin/UCF Academy for Mathematics and Science)
Thesis Chair- Dr. Juli K. Dixon
Thesis: *Challenging a Traditional Social Norm in a Second Grade Mathematics Classroom*
- B.S. UNIVERSITY OF CENTRAL FLORIDA, Orlando, FL
1992 Elementary Education

PROFESSIONAL EXPERIENCE

- 2009- **Instructor/Lecturer/Advisor**
Elementary Education M.A & M.Ed. Coordinator
Graduate Faculty Scholar
Faculty Fellow of Inclusive Education
School of Teaching, Learning, and Leadership. University of Central Florida, Orlando, Florida.
- 2013 **Project Director** – Primary Grades Mathematics Study: a grant to study the impact of professional development on teacher practice and student learning, funded by a research grant from the Institute of Education Sciences at the U.S. Department of Education.

- 2006-2009 **Mathematics Coach-** Spring Lake Elementary School in Altamonte Springs, Florida. Responsible for developing and implementing professional development for 40 teachers, developing student enrichment groups before and during school, facilitating small group instruction for elementary students, and developing curriculum and assessment resources at the district office.
- 2006 **Adjunct Instructor-** School of Teaching, Learning, and Leadership University of Central Florida in Orlando, Florida.
- 2001-2006 **Teacher-** Waterford Elementary School in Orlando, Florida. Taught Grades 1, 2, and 5. Supervised junior and senior interns, served on textbook selection committee, mentored new teachers, served as social studies ambassador, and served as grade level team leader.
- 1998-2001 **Teacher-** St. John Lutheran School in Winter Park, Florida. Taught Grade 1. Developed and implemented summer school program and served on accreditation committee.
- 1996-1998 **Teacher-** St. Andrew Catholic School in Orlando, Florida. Taught Grade 2. Served on school curriculum committee and Pre-K/K student screening team

HONORS AND AWARDS

- Recipient of the 2016 Teaching Incentive Award (TIP), University of Central Florida
- Recipient of the Lockheed Martin/ UCF Academy of Mathematics and Science Scholarship
- Recipient of UCF Fellowship
- Outstanding Thesis Award, College of Education, University of Central Florida
- PRISM Outstanding Mathematics Teacher Award

RESEARCH AND CREATIVE ACTIVITIES

Research Foci:

- 1) Supporting the development of communication of mathematical ideas;
- 2) Improving pre-service and in-service teachers' pedagogical content knowledge;
- 3) Developing strategies to support elementary teachers' inquiry methods in mathematics

Publications

Note: In the field of education, the primary author is listed first.

*Indicates a publication under prior last name

Journal Articles (refereed)

Brooks, L.A. (2017). Making Sense of Cents. *Teaching Children Mathematics*, (3), 170.

Brooks, L.A. (2016). Challenging a social norm to establish effective sociomathematical norms in an elementary classroom. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1301-1304). Tucson, AZ: The University of Arizona.

Brooks, L.A. (2016). Finding math in reading and science. *Teaching Children Mathematics*, 23(4), 216-217.

Brooks, L. A. & Dixon, J. K. (2013). Changing the rules to increase discourse. *Teaching Children Mathematics* 20(2), 84-89.

Avila, C., **Brooks, L.A.**, Mainali, B., & Edwards, D. (2012) Kenneth P. Kidd, an inspiring mathematics educator. *Dimensions in Mathematics*.

Dixon, J. K., ***Egendoerfer, L. A.**, & Clements, T. (2009). Do they really need to raise their hands? Challenging a traditional social norm in a second grade mathematics classroom. *Teaching and Teacher Education* 25, 1067 - 1076.

Selected for listing on *MOFET ITEC: International portal of teacher education*. This portal consists of abstracts of “the best papers on teacher education topics from the leading journals in the world in the field” (<http://itec.macam.ac.il/portal/>).

Book

Dixon, J. K., Nolan, E. C., Adams, T. L., **Brooks, L. A.**, & Howse, T. D. (2016). *Making sense of mathematics for teaching grades K-2*. Bloomington, IN: Solution Tree Press.

Papers Presented at Professional Conferences

National/International Conferences (Peer Reviewed/Refereed)

Brooks, L.A. (April, 2017). *Making sense of cents*. Paper presented at the NCTM Annual Meeting and Exposition. San Antonio, TX.

Tobias, J. & **Brooks, L.A.** (April, 2017). *Understanding the progression of fractions in k-8 mathematics*. Paper presented at the NCTM Annual Meeting and Exposition. San Antonio, TX.

Brooks, L.A. (October, 2016). *Challenging a social norm to establish effective sociomathematical norms in an elementary classroom*. Research brief presented at the Psychology of Mathematics & Education of North America Conference. Tucson, AZ.

Brooks, L.A. (April, 2016). *Base eight explorations to build understanding of place value struggles*. Paper presented at the NCTM Annual Meeting and Exposition. San Francisco, CA.

Brooks, L.A. (February, 2016). *TeachLivE a mixed-reality classroom's impact on pk-12 teacher candidates' beliefs and knowledge about english learners*. Paper presented at the AACTE Annual Meeting. Las Vegas, NV.

Brooks, L.A. (October, 2015). *How TeachLivE a mixed-reality classroom, impacted pk-12 teacher candidates' beliefs and knowledge about english learners*. Paper presented at the FATE Annual Meeting. Gainesville, FL.

Brooks, L.A. (April, 2015). *Changing the rules to increase discourse*. Paper presented at the NCTM Annual Meeting and Exposition. Boston, MA.

Brooks, L.A. (April, 2013). *Using household items to engage students in meaningful mathematics*. Paper presented at the NCTM Annual Meeting and Exposition. Denver, CO.

Everett, R. & **Brooks, L. A.** (March, 2012). *The Internet science and technology fair update (ISTF)*. Paper presented at the annual meeting of the National Science Teachers Association. Indianapolis, IN.

Everett, R. & **Brooks, L. A.** (March, 2011). *The Internet science and technology fair (ISTF)*. Paper presented at the annual meeting of the National Science Teachers Association. San Francisco, CA.

***Egendoerfer, L. A.** (March, 2007). *Creating an environment to support discourse in a second-grade class*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics. Atlanta, GA.

Grants

Brooks, L. A. & Dixon, J. K. (2017). *Inspiring Meaningful Discourse during Small Group Mathematics Instruction through Authentic Classroom Videos*. University of Central Florida, funded, \$25,000.

Regional/State/Local Conferences (Peer Reviewed/Refereed)

Hutchinson, C., Little, M., Reyes, M., Spalding, L., Kelley, M., **Brooks, L.A.**, Hoffman, L., Roberts, S., & Dillenseger, D. (October, 2016). *Turns out there IS an "I" in team: Working together to prepare pre-service teacher candidates for inclusive settings*. Paper presented at Florida Association of Teacher Educators Annual Meeting. Orlando, FL.

Andreasen, J. & **Brooks, L.A.** (October, 2016) *Making sense of fraction multiplication and division*. Paper presented at the Florida Council of Teachers of Mathematics Conference. Orlando, FL.

Brooks, L. A. (December, 2014). *Fostering a sense of classroom community to improve undergraduate education*. Paper presented at the Winter Faculty Development Conference. University of Central Florida, Orlando.

Everett, R. & **Brooks, L. A.** (October, 2011). *The internet science and technology fair (ISTF)*. Paper presented at the Florida Association of Science Teachers. Orlando, FL.

Everett, R. & **Brooks, L. A.** (October, 2010). *The internet science and technology fair (ISTF)*. Paper presented at the Florida Association of Science Teachers. St. Augustine, FL.

Invited Presentations

Brooks, L. A. (June, 2016). *Strategies for teaching elementary science to students with disabilities*. Presentation: University of Central Florida, Educators' Summer Institute. Orlando, FL,

Brooks, L. A. (August, 2014). *Engaging students in mathematical discussions*. Presentation: Mathematics Leadership Symposium. Atlanta, GA.

Brooks, L. A. (May, 2011). *Best practice in mathematics classrooms: Past versus present*. Presentation: Common Core State Standards Symposium for Mathematics. Long Beach, CA.

Brooks, L. A. (May, 2011). *Best practice in mathematics classrooms: Past versus present*. Presentation: State Standards Symposium for Mathematics. Dallas, TX.

Consultations

Professional Development

Brooks, L. A. (2013-present). *Dixon-Nolan-Adams Mathematics Institutes*.

Brooks, L. A. (2008-2010). *Teacher Training /Number Worlds Curriculum*. McGraw-Hill.

Reviewing

Brooks, L. A. (2010). *Book Reviewer*. McGraw-Hill.

UNIVERSITY TEACHING

EDE 6933 Introductory Seminar in Elementary Education- This course provides an overview of the MEd and MA in Elementary Education programs' policies and expectations, and exploration of the teaching profession (professional organizations, accomplished practices, publications, issues and terminology).

EDE 6935 Capstone Seminar in Elementary Education- This course is a culminating experience that provides students with the opportunity to synthesize what they have learned throughout their MEd or MA in Elementary Education program.

EDG 4410 Teaching Strategies and Classroom Management– This course is required in the elementary education program. Students are exposed to various instructional delivery techniques and organizational and management skills that promote the development of a classroom community. Students microteach and view the lessons for development of reflective practice. They begin the development of their portfolios as evidence of their becoming facilitating reflective practitioners. They participate in a field experience.

IDS 6516 Leadership Development for Mathematics and Science Teaching- This course is a capstone course for students pursuing a Master's degree in K-8 Mathematics and Science in the Lockheed-Martin/UCF Academy for Mathematics and Science as well as those pursuing a Master's degree in Mathematics Education or Science Education. Students study the roles of teacher leaders, determine their readiness to assume those roles, and identify factors within the school culture that enhance or inhibit teachers' abilities to lead from the classroom. Focus is placed on the teacher as a change agent in curriculum development, teacher mentoring, staff development, and establishing meaningful partnerships with the community.

MAE 3311 Elementary Mathematics for Teaching II- This course addresses pedagogical content knowledge for teaching rational number concepts and operations, measurement, and algebraic reasoning.

MAE 4326 How Children Learn Mathematics – This course is taught concurrently with a junior internship. Students spend two days per week in schools assigned to a teacher from one of the two grade bands, k-2 or 3-5. The student is then assigned to the other grade band the second half of the semester. The students spend one full-week in the schools each half semester during which time the student teaches a lesson or combination of lessons based on materials covered in mathematics methods.

SCE 3310 Teaching Science in the Elementary School– This course is required in the elementary education program. It is designed to help students learn to teach science to children in ways that are consistent with what is known about science as well as what is known about the physical, emotional, and cognitive development of children.

SCE 6315 Methods in Elementary School Science- This course is designed to help students learn to teach science to children in ways which are consistent with what is known about science as well as what is known about the physical, emotional, and cognitive development of children in contemporary society. Emphasis is placed on inquiry methodology and reflective learning.

Supervision of Student Teachers/Interns

Supervised internship I and internship II students in elementary education (2009-2011)
Lake County Public Schools and Orange County Public Schools, Florida

Doctoral Dissertation, Master's Thesis, and Honors' Thesis Committee

DOCTORAL COMMITTEE MEMBERSHIP

(Date of Graduation)

(2016) Heidi Eisenreich, *The impact of elementary mathematics workshops on mathematics knowledge for parenting (MKP) and beliefs about learning mathematics*

PROFESSIONAL SERVICE

Department Editor, Math by the Month, Teaching Children Mathematics, 2016-2017

Member, Assistant/Associate Professor Search Committee, 2016

PME-NA Annual Conference Proposal Reviewer, 2016

Manuscript Reviewer, *Teaching Children Mathematics*, 2011-present

Member, Instructor, Mathematics/Science Education Search Committee, 2013

Faculty Council President, Sanford/Lake Mary campus, 2012-2014

AMTE Local Arrangements Committee Member, 2012

Instructor/Lecturer Promotion Committee Member, 2012

Elementary Education Program Redesign Committee Member, 2012

Knight Lights Mentoring Committee Member, Clermont campus, 2012

Professional Memberships and Affiliations

Association of Educational Research Association (AERA)

Association of Mathematics Teacher Educators (AMTE)

Florida Council of Teachers of Mathematics (FCTM)

Florida Association of Science Teachers (FAST)

National Council of Supervisors of Mathematics (NCSM)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

TODOS: Mathematics for All (NCTM affiliate)

Certification and Endorsement

State of Florida K-6 Elementary Education Certification

Primary Education Certification

ESOL Endorsement