

Education

Ph.D. Candidate in Educational Studies: Teaching and Teacher Education, *expected 2013*

University of Michigan, School of Education

Proposed Dissertation Title: Preservice Teacher Noticing in Feedback: A Proxy for Emergent Science Teaching Knowledge and Practice

Dissertation committee: Donald Freeman (chair), Elizabeth Davis, Matthew Ronfeldt, R. Brent Stansfield

M.A. Educational Studies: Curriculum Development, *December 2005*

University of Michigan, School of Education

State of Michigan Elementary Professional Teaching Certificate, 2006- *Current*

K-5 All Subjects, K-8 Self Contained

B.A. Elementary Education, Longwood University, VA, *May 2000*

State of Virginia Elementary Teaching Certificate NK-8

Research Experience

Educative Curriculum Materials Designer and Researcher, *2012- Present*

University of Michigan, Elementary Educative Curricula for Teachers of Science (ELECTS) Project

- Developed educative elementary science curriculum materials to foster 50 in-service teachers' science teaching knowledge and practice in schools serving at-risk students
- Used NVivo to collect and analyze qualitative data about how teachers' use of educative curricula shaped their learning, their practice, and students' learning of science content and scientific practices

Principal Investigators: Elizabeth A. Davis, Annemarie Palincsar, P. Sean Smith

ESL Summer School Research Assistant, *2012- Present*

University of Michigan, Mitchell Elementary Scarlett Middle School Teaching & Learning

Collaborative

Elementary Master of Arts with Certification program, ESL Endorsement Certification Program

- Designed the Scarlett Middle School Summer English as a Second Language program with faculty and local ESL teachers to engage English Language Learners in inquiry-based science instruction
- Researched how preservice teachers intended to design instruction for ELLs, based on their cultural identity and beliefs

Project Directors: Catherine Reischl, Debi Khasnabis

Research Assistant, *Summer 2011*

University of Michigan, Learning In, from, and for Teaching Practice (LTP)

- Collected and analyzed data about the use of reform-based teacher education practices including teaching rehearsals, video records of practice, and instructor feedback in an Elementary Math Methods course held in a local elementary school during summer school

Principal Investigator: Magdalene Lampert

Teacher Education Accreditation Council (TEAC), 2009- 2011

University of Michigan, School of Education

- Managed the Teacher Education Program's accreditation process by TEAC, supported faculty in drafting claims, collected and analyzed program-wide evidence
- Served as a lead author in writing the Teacher Education Program's accreditation brief, presented results to faculty members, field supervisors and graduate students

Research Associate, 2006- 2008

University of Michigan, Center for Highly Interactive Classrooms, Curricula and Computing in Education (HICE), Investigating and Questioning our World through Science and Technology (IQWST) curriculum

- Managed a national field trial with 19 urban and suburban middle schools in an inquiry-based, multi-site, research and science curriculum development project, *Investigating and Questioning Our World through Science and Technology (IQWST)*, funded in part by the National Science Foundation
- Planned and facilitated professional development workshops for 30 sixth grade teachers, introduced teachers to inquiry-based science teaching practices and the IQWST units

Principal Investigators: Joseph Krajcik, Brian Reiser

Scholarly Publications

Freeman, D., **Benedict-Chambers, A.**, Grzelak, B. (2010). The University of Michigan School of Education Teacher Education Inquiry Brief, Submitted to the Teacher Education Accreditation Council (TEAC).

Khasnabis, D., **Benedict-Chambers, A.**, Kolb, L., Barrientes, S., Daniel, E. (under review). Adolescent Text Talk in a Digital World.

Scholarly Presentations

Benedict-Chambers, A. (2013, April). Preservice Teacher Noticing and Feedback: A Proxy for Emergent Science Teaching Knowledge and Practice. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Benedict-Chambers, A., Kademian, S., Davis, E.A., Palincsar, A.S. (2013, April). Elementary Science Teachers' Use of Educative Curriculum Materials to Engage Students in Sensemaking Discussions. Paper presented at the National Association for Research in Science Teaching Annual Conference, Rio Grande, Puerto Rico.

Benedict-Chambers, A. (2012, April). Opportunities for Expansive Transformation: Complexifying the Use of Approximations of Practice in a Teacher Education Science Methods Course. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, BC.

Benedict-Chambers, A. (2012, March). Approximating Science Teaching in the Context of an Elementary Science Teaching Methods Course: An Activity-Theoretical Perspective. Poster presented at the National Association for Research in Science Teaching Annual Conference, Indianapolis, IN.

Benedict-Chambers, A. (2012, February). Approximating Science Teaching in the Context of an Elementary Science Teaching Methods Course: An Activity-Theoretical Perspective. Poster presented at Rackham Graduate School Centennial Symposium, Ann Arbor, MI.

Benedict-Chambers, A. Grzelak, B. (2011, February). The "Green Room": Setting up a Completely Web-based Evidence Room for your Audit. TEAC session presentation at the American Association of Colleges for Teacher Education Annual Meeting, San Diego, CA.

Teacher Education Experience

Elementary Science Methods Instructor, 2012, 2013

University of Michigan, Workshop in Elementary Science (EDUC 528)

Elementary Master of Arts with Certification (ELMAC) methods course

- Redesigned course syllabus to include reform-based teacher education practices in which graduate level elementary preservice teachers co-planned inquiry-oriented science lessons with their peers, enacted the lessons in small groups, and received targeted feedback from peers and teacher educators
- Supported preservice teachers in using Sheltered Instruction Observation Protocol (SIOP) practices to modify science lessons to support English Language Learners
- Mentored a graduate student apprentice as part of an official School of Education teaching apprenticeship; supported the graduate student in understanding the course, the learning goals, the students, and the instruction

Professional Development Facilitator, 2012- present

University of Michigan, Elementary Educative Curricula for Teachers of Science (ELECTS) Project

- Designed and conducted workshops for 50 elementary in-service teachers aimed at developing teachers' ambitious science teaching in schools serving at-risk students
- Introduced teachers to elementary science electric circuits and ecosystems units and scientific practices; collaborated with teachers to deepen student understanding and engagement in learning science

Elementary Science Methods Instructor, 2011

University of Michigan, Teaching Elementary Science (EDUC 421)

Undergraduate Teacher Education methods course

- Engaged preservice teachers in using current research on how children learn science and how scientists learn science to plan, enact, and reflect on lessons that fostered science learning for all students
- Used online course tools to post readings and assignments, facilitate discussion forums, and to provide preservice teachers with ongoing feedback on assignments

Elementary and Middle School Literacy Methods Co-Instructor, 2011, 2012

University of Michigan, Individualizing Reading and Writing Instruction in the Elementary and Middle School Classroom (EDUC 403)

Undergraduate Teacher Education methods course

- Partnered with two local eighth grade language arts teachers in a local Title I middle school to provide opportunities for preservice teachers to facilitate book club discussions and provide writing support for small groups of eighth grade students
- Collaborated with the School of Education's technology instructor to support preservice teachers in using technology to enhance student learning; e.g., Edmodo, an online discussion board, to enrich book club discussions, and Voki Avatars to assess students' progress toward language arts learning goals

Field Supervisor, 2008-2009, 2010-2011

University of Michigan, Practicum in Teaching Methods (EDUC 307)

Undergraduate Teacher Education Program & Elementary Master of Arts with Certification Program

- Held weekly informal and formal observations of student teachers' lessons; held post-observation teaching discussions with student teachers regarding their planning, instruction, and assessment
- Facilitated weekly seminar classes focused on topics related to problems of teaching practice, professional identity, assessment, teaching students with exceptionalities, and student learning

Teacher Research and Practice Course Instructor, 2010, 2011

University of Michigan, Seminar on Teaching, Research and Professional Inquiry (EDUC 695)

Elementary Master of Arts with Certification program

- Designed and taught a teacher research course in which preservice teachers studied qualitative research methods; teachers also designed and presented qualitative research studies in which they collected and analyzed student learning data to improve instruction

Literacy Coaching Handbook Reviewer, 2010

America's Choice Coaching Handbook, Pearson Materials

- Served as a reviewer for America's Choice Coaching Handbook (2009) and Planning for Results, Using Assessments to Guide Instruction Handbook (2007)

School Curriculum Co-Instructor, 2009

University of Michigan, The School Curriculum (EDUC 604)

Elementary Master of Arts with Certification program

- Engaged preservice teachers in developing a K-12 curriculum plan with aligned learning goals, methods and assessments, and discussed issues, theories and research related to K-12 curriculum development, instruction, and assessment

Elementary Teaching Experience

Sixth Grade Teacher, 2000-2004

Jack Jouett Middle School, Albemarle County Public Schools, Charlottesville, VA

- Developed a differentiated language arts and science curriculum to engage and challenge the diverse learning styles and needs of each year's 125 students
- Planned and directed three-day overnight science field trips to the Chesapeake Bay for sixth grade students to contextualize an ecology unit and provide students with a personally engaging and authentic learning experience; pioneered the original student-led Poetry Café to promote students' writing proficiency and ownership in a relevant learning context

Sixth Grade Team Leader, 2002- 2004

Jack Jouett Middle School, Albemarle County Public Schools, Charlottesville, VA

- Collaborated with administrators and teachers to align state and national learning standards, instructional methods and assessments
- Facilitated weekly team meetings for nine sixth grade teachers to address student concerns, student achievement, and school initiatives to support an integrated and interdisciplinary sixth grade team

School Improvement Team Leader, 2002- 2004

Jack Jouett Middle School, Albemarle County Public Schools, Charlottesville, VA

- Partnered with parents, administrators, and teachers to develop and improve school goals to promote a nurturing social and learning environment for all students, resulting in the implementation of an advisory period and mentor teacher program
- Collaborated with colleagues to design and implement interdisciplinary instructional strategies and school-wide assessments of reading and writing

Teacher Mentor, 2002- 2004

Jack Jouett Middle School, Albemarle County Public Schools, Charlottesville, VA

- Mentored and supervised new teachers and practicum students in effective instructional and classroom management strategies and parent relations based on current research practices

University of Michigan, School of Education Service

Faculty Search Committee Member, 2012

University of Michigan, School of Education

- Participated in selecting and interviewing two Educational Studies faculty members

Teacher Education Program Assessment Administer, 2011- 2012

University of Michigan, School of Education

Undergraduate Teacher Education Program

- Administered and scored baseline and final assessments for elementary preservice teachers

Teacher Education Initiative (TEI) Equitable Instruction Member, 2009- 2010

University of Michigan, School of Education

- Identified and elaborated on the skills that science teachers need to be able to respond to students from a range of personal, cultural, linguistic and socioeconomic backgrounds
- Participated in articulating the subject-specific high-leverage practices (HLPs) that are most central to competent beginning science teaching practice

Directors: Deborah Ball and Francesca Forzani

Clinical Faculty Task Force Member, 2008- 2009

University of Michigan, School of Education

- Helped revise the School of Education's clinical faculty reappointment and promotion policies; proposed revisions based on an investigation of the roles and policies of clinical faculty members at other schools of education and helped to draft an elaborated description of clinical faculty members' scholarship of practice

School of Education Fall Re/Connection Volunteer, September 2009, 2010, 2011

University of Michigan, School of Education

Campus Visit Panelist, March 2009

University of Michigan, School of Education

- Spoke with prospective students about my graduate school experiences

Awards

Rackham Graduate School Research Grant Recipient, 2012

University of Michigan, Rackham Graduate School

- Received funding to carry out dissertation-related research (\$400)

Rackham Conference Travel Grant Recipient, 2012

University of Michigan, Rackham Graduate School

- Received funding to present scholarly work at a conference (\$600)

Educational Studies Travel Grant Recipient, 2011, 2012

University of Michigan, School of Education

- Received funding to present scholarly work at a conference (\$300)

Professional Organizations

American Educational Research Association
National Association for Research in Science Teaching
Teacher Education Accreditation Council
Association for Supervision and Curriculum Development
National Science Teachers Association

References

Donald Freeman

Associate Professor, Teaching and Teacher Education
3117 School of Education
University of Michigan
610 East University
Ann Arbor, MI 48109
734.763.5489
donaldfre@umich.edu

Elizabeth A. Davis

Associate Professor, Science Education
Elementary Teacher Education Chair
4107 School of Education
University of Michigan
610 East University
Ann Arbor, MI 48109
734.647.0594
betsyd@umich.edu

Debi Khasnabis

Clinical Assistant Professor, Literacy Education
1302 School of Education
University of Michigan
610 East University
Ann Arbor, MI 48109
734.647.0604
debik@umich.edu