

Michele Christine Cheyne

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Education

University of Pittsburgh – Doctoral Program in Science Education	2000-present
University of Wisconsin-Milwaukee – Doctoral Program in Urban Education: Educational Psychology	1998-2000
University of Wisconsin-Milwaukee – Bachelor of Science Degree in Secondary Education Major: Biology Minor: Chemistry	1989

Professional Experience

<i>Knowles Science Teaching Foundation</i>	2011 - present
Program Officer for Teacher Development Provide sustained, in-depth, professional development and mentoring of beginning biology teachers as part of a five year fellowship designed to develop leading teachers.	

University of Pittsburgh

<u>Science Education Faculty</u>	2000 - 2010
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Co-designed several versions of the secondary science teacher preparation program. The first design occurred in 2003 and the second in 2010. The last version involved integrating several high leverage practices throughout the 3 course “methods” block in which the students enrolled in their fall semester. Along with the course block, the students had a 10-20 per hour field placement (supervised) that provided them with the opportunity to enact the various high leverage practices that were deconstructed in their courses.

Instruct Secondary (7-12) Science Masters of Arts in Teaching and Professional Year students in their professional development course sequence. Courses taught include:

- Introduction to Science Education
- Science Methods I
- Teaching Practicum - Science
- Teaching Lab – Science
- Teaching Seminar – Science
- Technology in Science Education.
- Students with Disabilities in the Secondary Classroom

Supervision of 5-10 MAT and PY students in their teaching placements yearly. In addition, I assumed the supervision of any pre-service science teacher who was on an improvement plan (generally 1-2 per year). This necessitated meeting with the original supervisor, the mentor teacher, and the pre-service teacher to develop and implement the plan and then weekly observations for the duration of the plan (usually 6-10 weeks).

Supervised all of the secondary science education field supervisors. This included providing professional development and mentoring.

Worked with a variety of school districts (urban, rural, and suburban) and cooperating teachers across a 5 county area. Developed new placements for pre-service teachers.

Consultant, Pittsburgh Public Schools (1/2 time buy out in 2007-2008): Office of Secondary School Reform. Charged with working with PPS in the design and implementation of a new Science & Technology High School. Involved with all aspects of the school design with primary focus on staffing, curriculum design and alignment, and professional development for teachers. SciTech Academy opened August 2009 with grades 6-9. Three of the initial five science teachers are from the University of Pittsburgh's MAT program.

Coordinator of the Professional Development Project

2003-2006

Coordinated all aspects of pre-service and in-service professional development projects including K-16 Professional Development School grant, New Teacher Induction grant. Co-Director, School District University Collaborative. All of these projects required close collaborative work with local schools districts with administration and teachers.

University of Wisconsin-Milwaukee

1998-2000

Instructor

- Science Methods 1
- Science Methods 2
- Science Methods for Special Educators

Marquette University

1999-2000

Instructor

- Seminar for Student Teachers in Mathematics and Science

Clinical Supervisor

- Supervision of student teachers in science and mathematics

K-12

Milwaukee Public Schools – Hamilton High School

1989-2000

- Department Chair
- Coordinator: Peer Mentoring for Students with Disabilities
- Courses taught:
 - Biology
 - Chemistry
 - Chemistry Concepts
 - Genetics
 - Environmental Science
 - Integrated Science
- Member:
 - School Governance Committee
 - MPS Science Chairpersons Committee
 - MPS Biology Curriculum Committee
 - MPS Chemistry Curriculum Committee
 - Milwaukee School Inclusion Project
 - Wisconsin School Inclusion project

Various summer programs for students in grades 7-12 from urban schools in either remedial or enrichment programs.

Publications and Academic Writing

Blanton, L., **Cheyne, M.**, McNear, D., Paradise, D., & Richardson, I. (2008). Special education resources for general educators. <http://serge.ccsso.org>

Cheyne, M. (2002). Why we accept the challenge. *The Science Teacher*, 69(7), 10.

Glasgow, N. A., **Cheyne, M.** Yerrick, R. (2010). *What successful science teachers do: 75 research-based strategies*. Thousand Oaks, CA: Corwin Press.

INTASC (2001). Model Standards for Licensing General and Special Education Teachers of Students With Disabilities: A Resource for State Dialogue. Available at http://publications.ccsso.org/ccsso/publication_detail.cfm?PID=330

Keyes, M., & **Cheyne, M.C.** (unpublished manuscript). Accommodations for students participating in statewide and district assessments: Recommendations to maximize reliable results for all students.

Rutter, A., Lyon, S., **Cheyne, M.** (2007). Establishing learning communities within professional development schools. In D. Ishler (Ed.), *Professional development schools: Enhancing teacher quality*. Philadelphia, PA: Research for Better Schools.

Conference Papers & Presentations

Cheyne, M., Cartier, J., & Ross, D. (2013). Five practices for orchestrating productive science discussions. Presentation at the annual conference for the National Science Teachers Association, April 11-14, San Antonio, TX.

Cartier, J., **Cheyne, M.**, Ross, D. (2013). Structured role-play scenarios that help novice teachers learn to orchestrate productive classroom talk. Presentation at the annual conference for the Association for Science Teacher Education, Jan 9-12, Charleston, SC.

Cheyne, M., Milks, K., Traphagen, S. (2012). How do we know? Making scientific arguments in biology class. Presentation at the annual conference for the National Association of Biology Teachers, Oct 31-Nov 3, Dallas, TX.

Forman, E., **Cheyne, M.**, Ford, M. (2009). *The appropriation of scientific argumentation: Building hybrid genres in a biology classroom*. Paper presented at the annual meeting of the American Association for Applied Linguistics, Denver, CO.

Rutter, A., & **Cheyne, M.** (2007). *PDS learning communities: Building bridges across the chasm*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New York, NY.

Cartier, J., Passmore, C., Barton, A., **Cheyne, M.**, & Gearhart, J. (2003). *Supporting teachers' efforts to implement inquiry in K-12 science classrooms*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

Cheyne, M. C. (2003). *Theory articulation in an evolutionary biology classroom: A comparison of three models*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Philadelphia, PA.

Cheyne, M. C. (2002). *Theory articulation in an evolutionary biology classroom: A case study analysis*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.

Consulting

University of Pittsburgh – Greensburg Wrote documents to obtain state approval for Secondary science certification program	2008 - 2009
University of Pittsburgh Medical Center Histotechnician Program Provided professional development to four UPMC lab directors and lab members in accordance with accreditation guidelines for ongoing professional development	2007-2010
Pittsburgh Public Schools Worked through the Office of Secondary School Reform in the design and opening of Pittsburgh Sci-Tech Academy. I also worked at Millions University Prep HS.	2007-2009
Niles, IL School District Provided PD for science teachers in including students with disabilities in science classes	2002
National Association of State Directors of Special Education (NASDSE) Served as a general education consultant on various issues	1998-2002
Interstate New Teachers Assessment and Support Consortium (INTASC) Part of the committee that wrote the standards document for what general and special education teachers should know about teaching students with disabilities. I continued to work with INTASC as we worked with the states in aligning and implementing the standards.	1997-2007

Presentations/Workshops

“Rubrics as an Assessment and Evaluation Tool.” UPMC Histology faculty professional development workshop (May 2, 2007)	2007
“Aligning Curriculum to Standards.” UPMC Histology faculty professional development workshop (April 4, 2007)	2007
“Identifying Learning Outcomes and Writing Objectives.” UPMC Histology faculty professional development workshop (March 7, 2007)	2007

“Professional Development School Models that Meet the Needs of All Stakeholders.” Pennsylvania Department of Education Annual Conference – Making the Grade: Successful Students, Successful Schools (Hershey, PA, March 16-17, 2006).	2006
“Passing Through Pennsylvania: Setting the Course With NCATE Standards.” 2006 Professional Development Schools National Conference (Orlando, FL, March 23-26, 2006).	2006
“Multiple Models Of PDS Within One Collaborative.” 2006 Professional Development Schools National Conference (Orlando, FL, March 23-26, 2006).	2006
“A University and Elementary School PDS Project: Using Student Work as a Lens for Professional Development.” Annual Teacher Education Assembly, Pennsylvania Association of Colleges and Teacher Educators (Grantville, PA, Oct, 2004).	2004
Institute for Educational Leadership – Educational Policy Leadership Forum: “Issues on teacher preparation for students’ with disabilities,” Miami Beach, FL	2002
Connecting for Children: A Forum for Partners Conference sponsored by the US Department of Education, Office of Special Education Programs, and the IDEA Partnerships “Issues on Teacher Preparation,” Washington, DC	2002
Council for Exception Children – Teacher Education Division Annual Conference “INTASC Standards and Teacher Preparation,” Clearwater Beach, FL	2001
National Association of State Directors of Special Education Annual Conference “INTASC Standards and Teacher Preparation,” San Antonio, TX	2001
National Science Teachers Association Regional Conference, “Including Students with Disabilities in Science,” Columbus, OH	2001
Panel member – Presentation of INTASC Standards to representatives of the Council Of Chief State School Officers, Washington, DC	2001
STS by Green Design; Program for Professional Development “Teaching Controversial Issues in Science,” Pittsburgh, PA	2001

Panel member – “Success For All: Curriculum Efforts in the Inclusive Classroom” Milwaukee School Inclusion Project, Milwaukee, WI	2000
Presentation to Wisconsin Senate Subcommittee on School Safety on including students with disabilities in science, Madison, WI	1999
Panel discussion at UWM for pre-service teachers on inclusion, Milwaukee, WI	1997
41st Annual Lakeshore Administrators & Supervisors Conference "Collaborative Teaching," Milwaukee, WI	1997
Kilmer Alternative School: “Inclusion,” Milwaukee, WI	1996
University of Wisconsin-Milwaukee: "Improving Pre-Service Teacher Education Training," Milwaukee, WI	1996
Alverno College” “Inclusion,” Milwaukee, WI	1996
Quality Education for Minorities Conference "Multicultural Science Education," Milwaukee, WI	1996
1st Annual Conference on School Restructuring: Equity & Excellence For All Conference, "Inclusion in Science Classes at the Secondary Level," Nashua, NH	1996
Milwaukee Public Schools School Board: “Inclusion,” Milwaukee, WI	1995
Milwaukee Public Schools Principals - presentation: “Inclusion,” Milwaukee, WI	1995
Milwaukee Teachers Education Association "Inclusion," Milwaukee, WI	1994

Related Professional Experience

Knowles Science Teaching Foundation, 2010 Biology Cohort Applicant interviewer

Knowles Science Teaching Foundation, 2009, Biology Cohort Applicant reviewer

Pennsylvania Association of Colleges and Teacher Educators 2005 -2010
Member, Board of Directors

Pennsylvania Teacher Educator, Journal of the Pennsylvania Association of Colleges and Teacher Educators, Reviewer

School-University Partnerships, Journal of the National Association for Professional Development Schools, Reviewer,

Pennsylvania Department of Education, Program Approval Team Member, 6 years

National Association for Research in Science Teaching, conference proposal reviewer

Association for Science Teacher Education, conference proposal reviewer

Awards/Grants

- University of Pittsburgh School of Education Research 2010
- Metlife Foundation Grant – Creating Professional Development Modules based upon the INTASC Model Standards for Licensing General and Special Education Teachers of Students with Disabilities (project staff) 2007
- University of Pittsburgh Alumni Doctoral Fellowship 2003
- University of Pittsburgh School of Education Research Grant 2001
- UW-Milwaukee Alumni Achievement Award 1999
- Kohl Teacher Fellowship for Teaching Excellence 1996
- Wisconsin Teacher of the Year Candidate 1996
- Caren Wesson Award for Collaborative Teaching in Special Education 1996

Membership in Professional Societies

- Association for Supervision and Curriculum Development (ASCD)
- Association for Science Teacher Education (ASTE)
- Council for Exceptional Children (CEC)
- National Association for Research in Science Teaching (NARST)
- National Association of Biology Teachers (NABT)
- National Science Teachers Association (NSTA)

Service

Pittsburgh Public Schools – SciTech Academy

- Personnel/Hiring Committee
- Curriculum Committee
- Professional Development Committee
- Steering Committee

Pittsburgh Public Schools – University Prep

- Science Department professional development
- School Improvement Working Group
- Provider of professional development for all teaching faculty
- Member, planning group for the Center for Urban Education

School of Education/Department of Instruction and Learning: Committees

- Secondary Education Program Coordinators
- Secondary Education Curriculum Revision
- Science Education
- Science Education Faculty Search; 2002/2003, 2001/2002
- Digital Video Project
- Professional Development Project

Secondary Science Education Program (PY/MAT)

- Attend all Science Education program meetings
- Respond to program inquiries
- Advise students
- Review applicant files
- Participate in recruiting and information sessions

Pennsylvania Department of Education Program Approval Review

- Wrote all documents required for 5-year approval process for the five certification areas in Science Teacher Education
- Team member on numerous program approval teams.