

# Rosiane Lesperance Goss

1000 N. Church Street  
Moorestown, NJ 08057

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## EDUCATION

Teachers College, Columbia University, New York, NY

**Ph.D. in Cognitive Studies in Education**

*May, 2021*

Dissertation: “Skill Development, Meaningful Content and Broad Practice as Contributors to Developing a Deep Understanding of Science”

Teachers College, Columbia University, New York, NY

**M.Phil. in Cognitive Studies in Education**

*Feb 2021*

Montclair State University, Montclair, NJ

**Masters in Teaching, Biological Sciences**

*May 2011*

Rutgers University Medical School, formerly UMDNJ

**Masters in Biomedical Sciences**

*May 2010*

Rutgers University, New Brunswick, NJ

**B.A. in Biological Sciences and Sociology**

*May 2008*

## TEACHING, CONSULTING AND CURRICULUM DEVELOPMENT

Knowles Teacher Initiative, Moorestown, NJ

**Program Officer of Teacher Development**

*July 2021-present*

Provide continuous mentoring and support to novice and experienced math and science teachers. Foster the development of teacher leadership skills and equitable teaching practices by designing and implementing professional development and encouraging meaningful inquiry projects.

East Side High School, Newark, NJ

**Teacher of Biological Sciences**

*Sept. 2011-present*

Teacher of advanced placement biology, advanced placement psychology, honors biology, general biology and environmental science. Rated as “highly effective” in annual evaluations consecutively since 2013.

Essex County College, Newark, NJ

**Adjunct Professor –Biology 101 &102**

*January 2015-present*

Develop and implement biology lessons and pedagogical strategies that aim to close the educational gap between high school and college science and encourage academic and social development in youth.

Newark Public Schools, Newark, NJ

**Curriculum Developer: Biology**

*Summer 2014-2019*

Implement K-12 revisions of biology science curriculum to align with the NGSS and Common Core. Design and implement professional development to familiarize teachers with new standards and curricular expectations.

Knowles Teacher Initiative, Moorestown, NJ

**Interview Weekend Advisor, Exemplary Teaching Practices**

*March, 2019*

Support the organization in selecting the next cohort of science and math teaching Fellows. Work with a team of advisors and staff to gather data from a variety of sources and coordinate with other team members to advise the staff on how each finalist rates on the criteria relative to the other finalists.

Montclair State University, Montclair, NJ

**Adjunct Professor- Advance Methods, Deeper Learning**

*Spring 2018 & Spring 2019*

Teach a graduate course for the Newark Montclair Urban Teacher Residents. Responsibilities included curriculum development, teaching and providing strategies to assist the pedagogical development of Math and Science student teachers.

**Adjunct Professor – Educating Adolescents: Classroom, Culture, Care and Development****Fall 2017 & Fall 2018**

Responsibilities included course development, teaching, assisting teachers in cultivating a comprehensive approach for inclusive classroom culture and systems. Encouraging teachers to reflect on their personal identities and that of their students, define and implement their roles as educators, role models, and teacher leaders for social justice. Teachers were encouraged to develop association leadership roles within their respective schools to create meaningful and collective action to support and improve learning for students.

**TEACHER LEADERSHIP EXPERIENCE**

East Side High School, Newark, NJ

**Lead Biology Teacher****Sept. 2017-present**

Develop standards based lessons, units, and assessments for all biology teachers. Define, track, analyze student learning goals and assessment data. Develop and lead PLC meetings and department wide professional development.

**Interim department leader****October 2018-June 2019**

Functioned as lead of department when vice principal of science was no longer present. Operated as liaison between department and administration to ensure appropriate scheduling, observations, and continued teacher support.

**Peer Coach****September 2017- June 2019**

Engage in cooperative reflection with novice and experienced teachers to expand, refine current practices, share ideas, and build new skills and strategies to encourage teacher development and growth in challenging areas.

Woodrow Wilson Fellowship (formally Urban Teacher Residency Program) Montclair State University, Montclair, NJ

**Lead Mentor Teacher****September 2016- December 2019**

Mentor to teacher candidates for one year, encouraged the development of pedagogical skills, observed and evaluated resident lesson design and implementation during their clinical I and clinical II teaching experience. Provided support and guidance for resident teachers in developing lessons and classroom culture through a social justice and culturally responsive lens. Collaborate with university faculty to provide individualized and specific support for teacher candidate. Mentored 3 teachers who are now effective teachers in public schools.

**Induction Coach****October 2019-present**

Supported the growth and development of first and second year science and math teachers. Designed and implemented professional development for teachers in the following areas: classroom culture, social justice, cognition, and teacher leadership. Collaborated with other coaches about best practices and coordinated annual "Induction Day" for 80 teachers.

Rutgers University-NJIT Urban Teacher Education Program

**Cooperating Teacher****2013/2014 & 2015/2016**

Mentor to teacher candidates for one full year, encouraged the UTEP vision of reimagining urban education through innovative lesson design and implementation by requiring teacher candidates to consider urban students and their community at the center of their teaching. Provided support and guidance in practicing ethic of care in relation to race, class and gender inequalities to influence classroom culture. Mentored 2 teachers who are now highly effective and effective teachers in Newark Public Schools.

**PEER REVIEWED PUBLICATIONS**

Kuhn, D., Arvidsson, T., **Lesperance, R.**, & Corprew, R. Can Engaging in Science Practices Promote Deep Understanding of Them? *Science Education*. (January 2017)

**Lesperance-Goss, R.** (2015). Inquiry and Induction in the Third Space. In M. Taylor & E. Klein, *A year in the life of an urban teacher residency program: Using inquiry to re-invent math and science education*. Rotterdam, The Netherlands: SensePublish

**INVITED CONFERENCES AND SCHOLARLY PRESENTATIONS**

Fergus, E., Brown, J., Laud, S., & **Lesperance, R.** Rutgers University Graduate School of Education, New Jersey Department of Education, New Jersey Association of College for Teacher Education, Annual Virtual Convening for Diversifying the Teacher Workforce. *Leadership for Diversity: Creating Culturally Responsive Recruitment, Instructional Practice and Retention Strategies*, Panel Discussion (October 2020)

**Lesperance, Rosiane.** *Culturally Relevant Practice: classroom culture and systems* – Montclair State University, Induction Boot Camp, (August 2020)

**Lesperance, Rosiane.** *Check your bias: creating an equitable classroom environment (Secondary Teachers)-* Montclair University, Induction Day (October 2019)

**Lesperance, Rosiane.** *Cognitive Development and Implications in the Classroom,* Montclair University, Induction Day (October 2019)

**Lesperance, Rosiane & Schultz, Deborah** *Leadership Roles: Action Research (3rd year elementary and secondary teachers)-* Montclair University, Induction Day (October 2019)

**Lesperance, Rosiane.** & Morales, Cristina M. *Establishing a Relationship with your Mentor,* Montclair University, SASE Real Talk Retreat (August 2018)

**Lesperance R.** *Getting to Know your Students,* Montclair University, SASE Real Talk Retreat (August 2018)

Monteiro, A.K. & **Lesperance, R.** “A Scaffolded Approach to Planning Investigations in an Urban Science Classroom: An Action Research Study.” Paper presented at the National Association of Research in Science Teaching conference, Baltimore, MD (April, 2016).

Monteiro, A.K. & **Lesperance, R.** “Portfolio’s as a Means of Alternative Assessment” Montclair State University Summer Conference (June, 2011)

#### LANGUAGES

English and Haitian Creole- Native Fluency

#### MEMBERSHIPS

National Association for Research in Science Teaching