

MEMORANDUM OF AGREEMENT



Purchasing Department
Lucas Administrative Center 617
Nunn Drive
Highland Heights, KY 41099
(859) 572-5265
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Memorandum of Agreement No. MO NKU
Request For Proposal No.
Department
Account Number

This Memorandum of Agreement for services is made and

entered into this day of , 20 , by and between Northern Kentucky University (NKU) and;

NAME: SSN or EIN

ADDRESS: CITY: STATE: ZIP:

Services: NKU has determined that University personnel are not available to perform the described services or use of University personnel is not feasible. Therefore, the Contractor will perform the services described below:

STEAM ENGINE project for Okolona Elementary School, awarded as part of the RFP entitled Enhancing Mathematical Development of Gifted/Talented Students (EMDGTS). Scope of work and budget attached.

PAYMENT: As fee for the services described, NKU agrees to pay the Contractor a sum not to exceed \$ (including expenses if authorized below) upon receipt of signed invoice(s). No other fees or expenses are authorized unless specifically identified in this agreement. Payment will be made as described below:

METHOD OF PAYMENT

AUTHORIZED FEES AND EXPENSES

Hourly: \$ /hour ☒ Mileage .45/mile ☐ Lodging ☐ Postage
Per Diem: \$ /day ☐ Airfare ☐ Meals ☐ Printing
Fee: \$ /service ☐ Other Transportation ☐ Phone ☒ Miscellaneous
Other: \$

Payment To Be Made: ☐ Upon Completion ☒ Other

Other Expenses, if any, that will be incurred by NKU on behalf of the contractor - Describe:

Contract Dates: Beginning - , 20 ; Ending - , 20

Cancellation: By either party upon 30 days written notice.

Northern Kentucky University:

Prepared by:

Approved:

Signature/Date

Director of Purchasing or Authorized Representative

Contractor:

Signature/Date

Type or Print Name

Notice: This contract subject to immediate cancellation upon disapproval by the Government Contract Review Committee of the Legislative Research Commission.

Part I Cover Page:

1. CO - APPLICANT INFORMATION:

Name: Sheri Hamilton
Institution/School: Okolona Elementary School
District: Jefferson County Public Schools
Office Phone: 502.485.8309
E-mail address: sheri.hamilton@jefferson.kyschools.us

Name: Joshua Rhodes
Institution/School: Okolona Elementary School
District: Jefferson County Public Schools
Office Phone: 502.485.8309
E-mail address: joshua.rhodes@jefferson.kyschools.us

2. TITLE OF PROJECT: Science Technology Engineering Art Mathematics (STEAM) Engaging and Nurturing the Gifted in Intensive and Novel Experiences (ENGINE) Project [STEAM ENGINE Project]

3. AMOUNT REQUESTED: \$9,717.40

4. SHORT PROJECT DESCRIPTION:

In partnership with the University of Louisville's College of Education and Human Development, Okolona Elementary (Jefferson County Public Schools) will provide intensive, prolonged enrichment to gifted students while engaging their families. Leadership for STEAM ENGINE will create a three phase STEAM-focused enrichment program that begins in Summer 2014 and continues throughout the school year. Phase One is a 5-day intensive summer experience, the Summer Enrichment Camp at the University of Louisville, which explores ways to work across disciplines to improve children's writing, science, mathematics and use of technology in order to develop students' abilities to reason logically, solve problems effectively, and communicate clearly. Phase Two begins September 2014 with STEAM ENGINE Tracks – a daily thirty minute block where students engage in project-based lessons expanding on the science, technology, and mathematics components students experienced in Phase One. Phase Two lessons will be layered with engineering and art components to better equip students with 21st century skills. Phase Three STEAM ENGINE All Aboard – a series of Open Galleries to showcase student work and involve parents and community, begins December 2014. STEAM ENGINE's three-phase approach will improve students' mathematical fluency, their awareness of the applications of mathematics, and increase their enjoyment of mathematics.

5. ADDITIONAL COLLABORATORS INFORMATION:

Name: Beth Watkins
Institution/School: Okolona Elementary School
District: Jefferson County Public Schools
Office Phone: 502.485.8309
E-mail address: beth.watkins@jefferson.kyschools.us

Name: Dr. Carolyn Sheffield (Gifted and Talented Support)
Institution: University of Louisville
Department: College of Education & Human Development
Office Phone: 502.852.7997
E-mail address: caroline.sheffield@louisville.edu

Name: Dr. Jennifer Bay-Williams (Mathematics Education)
Institution: University of Louisville
Department: College of Education & Human Development
Office Phone: 502.852.0561
E-mail address: j.baywilliams@louisville.edu

Part II. Project Description, Budget, Supporting Documentation

1. OUTCOMES AND CRITERIA

Outcome #1: Increase student participation in STEAM focused activities.

Criteria to Assess Outcome #1:

- Participation in The Summer Enrichment Camp (SEC), including completion of related products.
- Completion of STEAM ENGINE Track projects.
- Presentation of best work at Open Gallery events.

Outcome #2: Strengthen students' mathematical proficiency

Criteria to Assess Outcome #2:

- Demonstration of the eight Mathematical Practices during SEC and STEAM ENGINE Track sessions. (An observation tool and anecdotal notes will be used to monitor each student, as well as a Student Self-Reflection Tool)
- Increased logical reasoning, problem solving, and peer communication as indicated by teacher observation, anecdotal notes, and the final product showcases for Open Galleries.

Outcome #3: Increased student enjoyment and positive perceptions of mathematics (as relevant, meaningful, and challenging).

Criteria to Assess Outcome #3:

- Students will show increased ratings on an Enjoyment and Perceptions Inventory
- Students will describe how mathematics is connected to other STEAM areas

Outcome #4: Promote parental and community engagement as a means to support the mathematical creativity and development of the gifted and talented student.

Criteria to Assess Outcome #4:

- Parental and community participation in Open Galleries.
- Positive parental feedback related to all three phases of STEAM ENGINE

Outcome #5: Provide the educational community with exemplars of effective STEAM-related experiences for Gifted students.

Criteria to Assess Outcome #5:

- Completion of student projects for Open Galleries.
- Open Galleries well attended by students, parents, and community members.

2. DETAILED PROJECT DESCRIPTION

Project STEAM ENGINE seeks to build the mathematical proficiency of gifted and talented students, while increasing the involvement and awareness for families and community. The various outcomes, locations, and number of individuals impacted by this project varies from phase to phase. The following descriptions will illustrate each phase in detail, addressing each of these components.

Phase One: The Summer Enrichment Camp (SEC) at the University of Louisville

Phase One will be conducted at the University of Louisville's Summer Enrichment Camp (SEC). The leadership team involved consists of Dr. Carolyn Sheffield, Sheri Hamilton, and Joshua Rhodes. The leadership team will spearhead the SEC activities and manage various camp personnel allowing all involved to have opportunities to work in collaborative teams that allow job-embedded learning and opportunities for reflection and ongoing technical assistance as they test and refine new technology rich strategies.

A cohort of ten gifted and talented students from Okolona Elementary School will participate in the Summer Enrichment Camp. Recruiting for these students will follow a phase approach much like the project itself. An initial newsletter will be sent home to select Okolona students as a way of announcing the Summer Enrichment Camp and details on the STEAM ENGINE project for the 2014-2015 school year. Following the newsletter, phone calls from Sheri and Joshua will be made directly to parents and guardians recruiting students for SEC and STEAM ENGINE project. Finally, for the 10 students attending the SEC an Information Night will take place at Okolona Elementary School to brief parents of the STEAM ENGINE project and Summer Enrichment Camp.

The theme of SEC 2014 is Exploring Frontiers and will focus on the scientific, technological, and mathematical components of STEAM. The cohort will visit the Frazier Museum to set the tone for integration of technology, writing, and mathematics for the remainder of the camp. Later in the camp the cohort will visit the Rauch Planetarium that houses interactive learning exhibits in science and astronomy as well as displays art and technology, both are components of STEAM. During the entirety of the SEC students will increase participation in STEAM focused project based lessons while demonstrating the eight Mathematical Practices as evidenced by an observation tool and anecdotal notes used to monitor each student, as well as a Student Self-Reflection Tool. Each day the Okolona students will arrive and become part of a larger community of 80 students, joining one cohort and collaborating on various projects. At the end of each day Sheri and Joshua will convene the 10 Okolona students for a quick sharing of highlights and to identify (verbally or in writing) what they will share with their families about the day. This key component will allow the Okolona students and teachers to connect personally at the end of the day setting the tone for Phase 2. Parents are invited, via personal invitations and phone calls to the final afternoon and will be able to participate in a first glimpse of an Open Gallery, as they visit classrooms with visual arts, performing arts, and written displays of students' mathematical and scientific reasoning.

The anticipated number of Okolona students impacted by Phase 1 is 10; however, SEC will involve an additional 80 students, the leadership team, and about 25 elementary, middle, and high school pre-service teachers from Louisville and surrounding counties who have specialties in mathematics or English/language arts and who help to organize and facilitate the various events of SEC.

Phase Two: STEAM ENGINE Tracks at Okolona Elementary School (JCPS)

STEAM ENGINE Tracks will be conducted at Okolona Elementary School, involving the 10 gifted and talented students who participated in SEC and 14 additional Okolona Elementary gifted and talented third through fifth grade students. Initially, the SEC group will share their experiences with their classmates by re-engaging in some of their favorite experiences. For example, in SEC, students are exposed to green screen technology. An SEC student will be paired with a non-SEC student to use green screen technology for a new focus, selected by the group. In Fall, 2014, new projects will spotlight engineering and art components, with a focus on 21st Century Skills. For example, students will build mathematical proficiency by participating in daily project-based lessons such as the Lego® Mindstorm™ Robotics. The criteria for success are final product showcases for Open Galleries. With the support of Dr. Jennifer Bay-Williams and Dr. Caroline

Sheffield, we will develop and implement rich mathematical tasks appropriate for gifted and talented students and that focus on building mathematical proficiency, STEAM, and 21st Century Skills.

The anticipated number of individuals directly impacted by this project is twenty-seven people. The number of individuals indirectly affected by this project is limitless. Along with the cohort of twenty-four gifted and talented students from Okolona Elementary School, three teachers (Sheri Hamilton, Joshua Rhodes and Beth Watkins) will be responsible for the development and implementation of Phase Two. Parents and or guardians of the twenty-four gifted and talented students will have access to the project-based lessons. They will be invited to participate in the project-based lessons with the students and teachers to better understand the curriculum and to better understand the strategies used to instruct gifted and talented students. In addition, the work of the teachers and students will be consistently on display for the staff and students at Okolona Elementary; thus, encouraging teachers to embark upon STEAM project based lessons within their respective classrooms. Finally, we will share these projects (plans and results) through presentations and publications.

Through the rigorous curriculum and the collaborative and project-based nature of the program, students will discover an increased enjoyment of mathematics, as measured by an Enjoyment and Perceptions Inventory at the end of the project. In addition to measuring an increased enjoyment of mathematics The Enjoyment and Perceptions Inventory will determine students' levels of challenge and motivation throughout the project and be able to describe how mathematics is connected to other STEAM areas.

Phase Three: STEAM ENGINE All Aboard– A series of Open Galleries to be held at community buildings

STEAM ENGINE All Aboard Phase Three is the culminating activity that consists of a series of Open Galleries to be held at local community buildings. Possible locations include a local mall, grocery stores, and/or library. Students' best work will be showcased for family and community members to peruse and ask questions of the students who will be on hand to share their reasoning skills, problem solving techniques, and collaborative efforts. Parents and community members will receive handouts and materials that will provide information on best practices for supporting the mathematical creativity and development of the gifted and talented student.

The anticipated number of individuals directly impacted by this project is twenty-seven people. Along with the cohort of twenty-four gifted and talented students from Okolona Elementary School, three teachers (Sheri Hamilton, Joshua Rhodes and Beth Watkins) will be pivotal in the development and implementation of Phase Three. As stated in Phase Two, the number of individuals indirectly affected by this project is limitless. A series of Open Galleries will be held at local community buildings and possible participants in these galleries include but are not limited to: community leaders, students and teachers from other area schools, and family members of the students involved in the project. These Open Galleries will provide the educational community with exemplars as indicated by growing the amount teachers who are conducting project-based lessons for the gifted and talented population.

3. VALUE OF THE PROJECT

The applicants' professional growth will be enhanced by the three phase approach of this project. As members of Summer Enrichment Camp Leadership Team the applicants will increase teachers' use of technology to support students' mathematical learning and encourage teachers' leadership in supporting students' work and colleagues' professional development. The applicants will mentor pre-service teachers and through a collaborative effort this project will allow teachers involved to become leaders in their building and across the district as demonstrated by their increased knowledge of STEAM concepts and pedagogy, as well as

instructing the gifted and talented population. The collaborative efforts of the Leadership Team to plan and design project-based lessons will cultivate enthusiasm for mathematics education. The applicants will be exposed to new technologies and software related to the field of mathematics that can be utilized daily to enrich instruction across the curriculum.

The value of this project to the Kentucky Center for Mathematics (KCM) is the development of teacher leaders and the fostering of learning communities with the goal of improving student achievement in mathematics. As teachers guide mathematical fluency in their students, exemplars are created and will be shared with KCM. These exemplars can be utilized by KCM to expose teachers in Kentucky to project-based instruction and best practices in gifted and talented mathematics through professional development sessions. The multidisciplinary and three phased approach of this project supports KCM's goal of "enhancing the enjoyment of mathematics" in students through challenging, engaging, and motivating activities.

The three phased approach of this project will impact the professional educational community in various ways at each level. During the first phase, teacher leaders will serve as mentors to pre-service teachers as they collaborate to support students' mathematics learning at the Summer Enrichment Camp. The pre-service teachers are education undergraduate students at the University of Louisville. The second phase of the project builds a professional learning community as teachers collaborate to embed project-based STEAM activities into daily classroom instruction. The final products created by the students will serve as exemplars to the professional educational community within Okolona Elementary, across the district, and possibly throughout the state as students share their products in a series of Open Galleries. The multi-tiered methodology behind the project will serve as an example of meeting the unique needs of the gifted and talented students to the educational community.

In her book, *Teaching Gifted Kids in Today's Classroom*, Susan Winebrenner suggests that, "Gifted students get excited about figuring out solutions to challenging problems as well as using technology to share what they have learned in very creative and innovative ways" (pg. 212). All three phases of this project will support this theory as students make connections with teachers and peers, building positive, meaningful relationships as they collaborate to create and problem solve while increasing their enjoyment of mathematics and mathematical proficiency. As a Title 1 school, Okolona's student population is 89% free and reduced lunch. Limited financial resources prohibit many of our students from attending extra-curricular educational opportunities such as the SEC. The project funds ten scholarships for students to attend the SEC camp at the University of Louisville so that students can engage in multidisciplinary instruction on STEAM based concepts with their peers. Students will utilize technologies on a daily basis that they otherwise would not have access to in their community or school. Phase three promotes Common Core Speaking and Listening Standards as students showcase their learning and their projects at a series of Open Galleries.

4. TIME – TABLE OF ACTIVITY OR PROJECT

Date(s)	Description of Activity
May 19 – June 12, 2014	Recruit 10 Okolona Elementary gifted and talented students to attend the University of Louisville's Summer Enrichment Camp
June 16 – July 14, 2014	Summer Enrichment Camp Leadership Team members, Joshua Rhodes and Sheri Hamilton, will work with the camp team to make preparations for the summer experience
July 14 – July 18, 2014	Phase One: The Summer Enrichment Camp at the University of Louisville
September 2, – November 25, 2014	Phase Two: STEAM ENGINE Tracks: 24 gifted and talented students at Okolona Elementary will participate in daily STEAM focused project-based lessons

December 2014	Phase Three: STEAM ENGINE All Aboard: First event in a two part series of Open Galleries to be held at a local community building
January 25, 2015 – March 5, 2015	Phase Two: STEAM ENGINE Tracks: 24 gifted and talented students at Okolona Elementary will participate in daily STEAM focused project-based lessons
April 2015	Phase Three STEAM ENGINE All Aboard: Second event in a two part series of Open Galleries to be held at a local community building

5. BACKGROUND OF APPLICANT(S) RELEVANT TO THIS PROJECT

The collaboration for this project between Sheri Hamilton and Joshua Rhodes came to be by their specific backgrounds and interests. Sheri Hamilton is a 5th grade teacher at Okolona Elementary. She completed her M.Ed in Elementary Education in 2012 and will complete her M.Ed/Rank I Teacher Leadership and Gifted and Talented Endorsement from the University of Louisville, May 2014. Throughout her course of instruction, she has been exposed to a plethora of research to support her passion of meeting the needs of gifted students in poverty. Hamilton is a member of the National Association for Gifted Children. She is well versed in the instruction of gifted and talented students implementing research based best practices of compacting and differentiation. Both practices are tailored in the areas of content, process, product, and environment.

Hamilton's review of research has led her to a study on how peer coaching facilitates teachers' abilities to differentiate instruction so that they can serve the gifted population. The study found that many teachers were "familiar and knowledgeable about it (differentiated instruction) but did not know how to implement it in their teaching" (Latz, et al, pg. 35). Additionally, in his article, "The Process Skills and the Gifted Learner," Robert Seney (pg. 159) states that "adaptations must be made in content, process, product, and environment to appropriately differentiate for these students" Seney suggests the importance of process skills which means that students have the skills to "manipulate knowledge, solve problems, and think critically and creatively" (Karnes & Bean, pg. 159). It is Hamilton's goal to be a catalyst for change in the identification of gifted children in poverty as well as to serve as a mentor to her peers and colleagues on how to meet the unique needs of the gifted population.

Joshua is a mathematics instructor at Okolona Elementary School who received his MAT in Elementary Education in 2012. As well as being an active member of Kentucky Council of Teachers of Mathematics (KCTM) he is a member of Kappa Delta Pi (KDP), where he served on the Graduate Student Committee for two years. He attended the National Council of Teachers of Mathematics (NCTM) Regional Conference in Louisville and the Kentucky Center for Mathematics conference, "Reasoning for Readiness," both in 2013. He stays abreast of the research from KDP, KCTM, and NCTM to improve his planning and teaching methods in the mathematics classroom. Joshua has participated in over fifty hours of mathematics professional development outside of his district offerings through organizations such as KDP, edweb.net, and the Global Math Department.

Before Joshua entered the field of education, he was involved in corporate business and sales management. His exposure to people in the community made the importance of fluent math skills apparent. He utilized mathematical problem solving to generate revenue and control costs to increase profits. Basic principles such as accounts receivable, expenses, costs, revenue and profit were calculated and used to improve and adapt business practices. His ability to make business decisions based on sound math skills led him to receive corporate awards and promotions throughout his career. Joshua transitioned to education because of a passion for the field and how education can shape the lives of youth in his community. During teaching he often refers

back to his mathematical experiences that helped him succeed in the corporate world, relating his lessons to how the concept will help his students be college and career ready.

6. DETAILED BUDGET

Item	Justification of Expenditures	Amount	Total
Phase 1: Summer Enrichment Camp at the University of Louisville			
Summer Enrichment Camp	10 Scholarships for families needing financial assistance	10 x \$85	\$850.00
Phase 2: STEAM ENGINE Tracks – Project Based Lessons			
Project based lesson supplies	Supplies such as paper, grid paper, pencils, crayons, glue, etc. needed to administer project based lessons		\$300.00
Lego® Mindstorm™ Education EV3 Set with Software *add curriculum	STEAM equipment students will use integrating cross-curricular lessons to build their machines for the Open Gallery	12 x \$433.95	\$5207.40
Lego® Mindstorm™ Curriculum	Teachers guide for Lego® Mindstorm™ project based lessons	\$310	\$310.00
Phase 3: STEAM ENGINE All Aboard – Open Galleries			
Food and beverage	Food and beverages for parents, students, teachers and community members who attend the events	2 Open Galleries x \$100	\$200.00
Decorations	Table skirts, chairs, decorations,	2 Open Galleries x \$100	\$200.00
Print Materials	Promotional signage, certificates, educational materials for parents/guardians, mailings and newsletters	2 Open Galleries 1 x \$75 and 1 x \$75	\$150.00
Other Expenses: Certified Teacher Remuneration			
Certified Teacher Remuneration	Teachers will receive compensation for work outside of regular school hours, including: - project based lesson planning - research hours - event planning and set up	2 x \$1000 1x \$500	\$2500.00
Total			\$9717.40

Part III. Appendix

1. SUPPORTING DOCUMENTATION

Collaborator Background Information:

Caroline Sheffield, Assistant Professor, Social Studies Education

Department of Middle and Secondary Education

Room 247 - College of Education and Human Development

502-852-0575 caroline.sheffield @ louisville.edu

Educational Background

- PhD, Curriculum and Instruction, University of South Florida, 2009
- MA, Anthropology, Wake Forest University, 2001
- Teacher Certification, University of North Florida, 2000
- BA, Anthropology, College of William and Mary

Teaching Areas

- P-5 Social Studies Methods
- Middle School Methods - Social Studies I
- Middle School Methods - Social Studies II
- Special Methods of Secondary Social Studies Education

Honors and Awards

- 2009 Distinguished Graduate Achievement Award, University of South Florida
- 2004 University Graduate Fellowship, University of South Florida
- 2003 Semi-Finalist, Duval County Region I Teacher of the Year
- 2003 Teacher of the Year, Kirby-Smith Middle School

Professional Memberships and Associations

- Program Chair, College and University Faculty Assembly Graduate Forum
- Alternative Delegate - CUFA, House of Delegates, National Council for the Social Studies
- Reviewer, College and University Faculty Assembly 2009 Conference
- Reviewer, American Educational Research Association 2008 Conference
- American Educational Research Association
- College and University Faculty Assembly
- Florida Council for the Social Studies
- International Society for Technology in Education
- National Association for Gifted Children
- National Council for Social Studies
- National Middle School Association

Publications

- Sheffield, C. C. & Cruz, B. C. (accepted). Stories of survival: Using children's and young adult literature to teach about human rights. Social Education.
- Sheffield, C. C. & Duplass, J. A. (in press). Creating effective citizens: Unique opportunities for gifted education through the social studies. Gifted Education International.

- Wilkins, K.H., Sheffield, C.C., Ford, M.B. & Cruz, B.C. (2008). Images of struggle and triumph: Using picture books to teach about the civil rights movement in the secondary classroom. *Social Education*, 72(4), 177-180.
- Sheffield, C.C., Carano, K.T., & Berson, M.J. (2008). Steam man & airships: Technology of the future in the past. *Social Education*, 72(3), 124-129.
- Sheffield, C. (2008, February 20). An Interview with Caroline Sheffield: About gifted kids and HOTS. EdNews, Article 23114, from <http://ednews.org/articles/23114/1/An-Interview-with-CarolineSheffieldAbout-Gifted-Kids-and-HOTS/Page1.html>
- Sheffield, C. C. (2007). Technology and the gifted adolescent: Higher order thinking, 21st century literacy, and the digital native. *Meridian: A Middle School Computer Technologies Journal*, 10(2), from <http://www.ncsu.edu/meridian/sum2007/gifted/index.htm>.

Jennifer Bay-Williams, Department Chair, Professor
Department of Middle and Secondary Education
Room 253A - College of Education and Human Development
Office: 502-852-0561 jmbayw01 @ louisville.edu

Educational Background

- PhD Curriculum and Instruction/Mathematics Education, University of Missouri-Columbia
- MEd Secondary Education, University of Missouri-Columbia
- BA Mathematics (with Grade 7-12 certification), DePauw University – Greencastle, IN

Teaching Areas

- Elementary, Middle, and High School Mathematics
- Middle School Education
- Graduate Topics in Mathematics Education

Research Interests

- Mathematics teaching practice for English Language Learners (ELLs)
- Implementation of standards-based mathematics curriculum/innovations in mathematics education
- Mathematics Teacher Education
- Use of Literature in Teaching Mathematics

Professional Activities

- Issue Editor, NCTM 74th Yearbook: Professional Collaborations in Mathematics Teaching and Learning: Seeking Success for All. 2008 – present. (Publication date: 2012).
- Member-at-Large, Board of Directors, 2010-2012
- St. Louis Program Committee Member, NCTM Regional Meeting, 2010-2011
- Editorial Panel, JMTE Special Issue: Equity in Mathematics Teacher Education (2012).
- President, Association of Mathematics Teacher Educators (AMTE) (President Elect, 2006-2007, President 2007-2009, Past-President 2009-2010)
- Chair, NCTM Emerging Issues Committee (2007 – 2009)
- Advisory Board, US-Teacher Education Development Study (TEDS) Project (2007-Present)

Honors & Awards

- Kentucky Council of Teachers of Mathematics (KCTM) Mathematics Education Service and Achievement (M.E.S.A.) Award, Louisville, KY (2008).
- Rock Bridge High School Hall of Fame Inductee. Rock Bridge High School, Columbia, MO (2004).
- Commerce Bank Outstanding Undergraduate Teaching Award, College of Education, KSU (2003).
- Excellence in Graduate Faculty Teaching Award, College of Education, KSU (2002)
- Kappa Delta Pi Teacher of the Year Award; Manhattan, KS (2001).

Professional Memberships

- Appalachian Association of Mathematics Teacher Educators (AAMTE)
- American Educational Research Association (AERA)
- Association of Mathematics Teacher Educators (AMTE)
- Kentucky Council of Teachers of Mathematics (KCTM)
- National Council of Supervisors of Mathematics (NCSM)
- National Council of Teachers of Mathematics (NCTM)

- TODOS: Mathematics for All

Selected Recent Publications

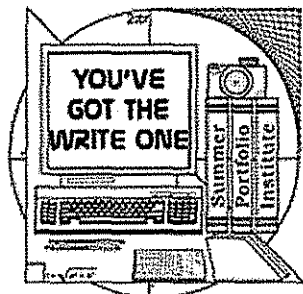
- Bay-Williams, J. M. (2013). Field Experience Guide for Elementary and Middle School Mathematics (4th edition). New York: Allyn and Bacon.
- Van de Walle, J., Karp, K. S., & Bay-Williams, J. M. (2013). Elementary and Middle School Mathematics Methods: Teaching Developmentally (8th edition). New York: Allyn and Bacon.
- Caldwell, J. H., Karp, K., & Bay-Williams, J. M. (2011). Developing Essential Understanding of Addition and Subtraction in Prekindergarten–Grade 2. Reston, VA: NCTM.
- Bay-Williams, J. M. & Martinie, S. L. (2009). Mathematics and Nonfiction: Grades 6-8. Sausalito, CA: Math Solutions Publications.
- Bay-Williams, J. M. & Martinie, S. L. (2004). Mathematics and Literature: Grades 6 - 8. Sausalito, CA: Math Solutions Publications.
- Bush, S., McGatha, M., & Bay-Williams, J.M. (2012) Invest in financial literacy! Mathematics Teaching in the Middle School.
- Bay-Williams, J. M., & Livers, S. (2009). Supporting Math Vocabulary Acquisition. Teaching Children Mathematics, 16(4), 238-246.

***Sheffield & Bay-Williams' information retrieved from www.louisville.edu**

University of Louisville's Summer Enrichment Camp (SEC)

The following information consists of details from the 2013 SEC formerly known as the Summer Portfolio Institute. Sheri Hamilton and Joshua Rhodes are members of the 2014 SEC Leadership Team. The team will begin meeting to prepare for the upcoming camp in May 2014.

You've Got the Write One: Summer Portfolio Institute



The Summer Portfolio Institute serves as an enrichment program focusing on mathematics, writing and technology. The Institute is comprised of Mathematics and English teachers who teach students in grades K-12. In order to prepare the teachers to work within an integrated environment, a team of teacher leaders meets for two months prior to the Institute to develop activities that will introduce participants to the content and expectations for mathematics, writing, and technology.

Three days prior to the Institute teachers meet to participate in activities designed by the leaders and to develop specific curriculum for their classes. During the one week institute, students entering grades four through eight work with teams of teachers and resource personnel integrating writing, mathematics and technology for production of pieces for an Institute portfolio. Students will also participate in other writing and mathematics learning activities and enjoy snacks and recreation with other students. At the end of the week, students showcase their work for parents and other interested adults at an open house.

The first Summer Portfolio Institute was held in 1995. Under the direction of Dr. Caroline Sheffield, the Department of Early Childhood and Elementary Education, and Dr. E. Todd Brown, the Institute has continued to grow with each passing year. If you would like additional information on the Summer Portfolio Institute, feel free to contact Caroline Sheffield at (502) 852-0575 or Paula Gordon at (502) 852-6431.



This project is funded locally by the Pepsi-Cola General Bottlers, Inc

Summer Portfolio Institute 2013

Dear Parents:

Your child is invited to participate in our "You've Got the Write One" Summer Portfolio Institute to be held July 15-19 at the College of Education and Human Development at the University of Louisville and the Frazier History Museum. The summer institute, led by U of L professors Dr. Caroline Sheffield and Dr. E. Todd Brown, will be an enrichment program for students entering grades 4-8, focusing on mathematics, writing, history and technology. Teams of practicing teachers and teacher education students will work with small groups of children to complete several instructional projects.

Students will meet daily, from **9:00 am**, until **2:45 pm** at the College of Education and Human Development. This year we have included a day at the Frazier History Museum and campers will need to be dropped off and picked up at the downtown museum on the designated day. Besides participating in mathematics, writing, history and technology learning activities, campers will enjoy snacks and recreation with one another. We will provide a variety of instructional materials for our institute participants, as well as T-shirts and copies of their work. However, we ask that you provide **PROMPT** morning and afternoon transportation and a sack lunch. The fee for the institute is \$80.00. A limited number of scholarships will be available to those in financial need. Scholarship applicants **MUST** provide proof of assistance such as income tax return, AFDC, food stamp card or supplemental security income card.

To enroll your child, please email Paula Gordon at paula.gordon@louisville.edu (or call at 852-6431) for the application and photo release forms.

No applications will be accepted without a check. Make the check payable to University of Louisville. **This fee is non-refundable.** Mail completed registration form, completed video release form and check to:

*Dr. Caroline Sheffield
College of Education & Human Development
University of Louisville
Louisville, KY 40292*

We hope that your child will join us this summer!! Space is limited to 60 participants on a first-come, first-served basis.

Caroline Sheffield (852-0575)
Paula Gordon (852-6431)

This project is funded locally by the Pepsi-Cola General Bottlers, Inc.

2. Resumes

Sheri A. Hamilton

CERTIFICATION

Professional Certificate For Teaching In Elementary School, Primary Through Grade 5 (Rank II)

EDUCATION

2012 – 2014 University of Louisville

Louisville, KY

*Seeking Master of Science (Rank I): Teacher Leadership & Gifted and Talented Endorsements
Expected graduation, May 2014*

2010 – 2012 Indiana University Southeast

New Albany, IN

Master of Science: Elementary Education

2006 – 2009 Indiana University Southeast

New Albany, IN

Bachelor of Science: Elementary Education

- 2007 Best Display Winner at the IUS Student Conference
- Publication in the 2007 Undergraduate Research Journal: "Type 1 Diabetes in the Classroom"
- Dean's List for High Academic Achievement – All semesters

PROFESSIONAL EXPERIENCE

2011 – Present Jefferson County Public Schools

Louisville, KY

Okolona Elementary School All Subject Areas: 2nd/3rd Grade Split, 5th Grade

2009 – 2011 Scott County School District II

Scottsburg, IN

Scottsburg High School Language Arts, Family & Consumer Science

Vienna Finley Elementary School 2nd Grade, Special Education

2009: Student Teaching Experience – 5th Grade

PROFESSIONAL ORGANIZATIONS

Member, National Association for Gifted Children

Member, Kappa Delta Pi International Honor Society in Education

2009-2010: 2nd Vice President, Indiana University Southeast Chapter

2008: Angel Committee Chair

Member, Alpha Chi National Honor Scholarship Society

Member, Pinnacle National Honor Society for Adult and Non-Traditional Students

EXTRACURRICULAR ACTIVITIES

2012 Jeffersonville Youth League Softball Coach

2010 – 2011 New Washington Youth League Softball Coach

2004 – 2010 New Washington Middle High School Assistant Volleyball Coach

JOSHUA RHODES

CERTIFICATION

Kentucky Alternative Certification – Elementary Education, 2012
Certified P-5

EDUCATION

Master of Arts in Teaching – Elementary Education
University of the Cumberland
GPA 4.0 on a 4.0 Scale

Bachelor of Science – Exercise Science and Sports Medicine, 2001
University of Louisville

Associate of Arts, 1999
Seminole Community College (Sanford, Florida)

TEACHING EXPERIENCE

Elementary School Teacher – Fifth Grade
Okolona Elementary School | August 2012 – Current

Substitute Teacher (K-12)
Oldham County School District | April 2010 – December 2011

RELATED EXPERIENCE

Therapeutic Child Support Professional (IMPACT Plus services)
Transformations, LLC | May 2012 – August 2012, May 2013 – January 2014

Academic Assistant
Greathouse Elementary (YMCA after-school program) | August 2011 – June 2012

Volunteer High School Baseball Coach
Oldham County High School | February 2008 – May 2009

PROFESSIONAL ORGANIZATIONS

Graduate Student Committee July 2012 – August 2013
Kappa Delta Pi – International Honors Society in Education | June 2012 – Current

Member
Kentucky Council of Teachers of Mathematics | December 2012 – Current

WORK EXPERIENCE

Property Manager
Claire Development | January 2010 – January 2012

National Sales Manager
Preston Farms Popcorn Company | November 2008 – January 2010

Sales Consultant
Paychex, Inc. | June 2007 – April 2008

Loan Advisor
First Residential Mortgage dba Surepoint Lending | June 2006 – June 2007

Branch Manager
Enterprise Rent-A-Car | April 2002 – April 2006

Beth Watkins

Professional Experience

Art Teacher Okolona Elementary School | Jefferson County Public Schools | 8/2012 - Current

- Established Okolona Art Talent Pool based upon research of Dr. Joe Renzulli
- Gifted Art Instructor- Utilized current research to develop and teach Gifted Art Classes to Gifted Students

Art Teacher South Oldham Middle School | Oldham County Public Schools | 8/2003 – 8/2012

- Designed and implemented Middle School Art Talent Pool for Oldham County based upon research of Dr. Joe Renzulli
- Member of Gifted and Talented Identification Committee
- Chosen as Internal Learning Lab classroom based upon Denver Learning Institute
- Modified the general education curriculum for special-needs (Gifted and disabled) students

Art Teacher The Friends School – Louisville, KY | ISACS | 8/2001 – 5/2003

- Developed curriculum to align with school's values and mission
- Taught art through variety of media including junk sculptures, painting and 2-D work.

Education

2003 Spalding University – Louisville, KY

- MAT Education
- Coursework included graduate level art and education classes

1995 University of Louisville – Louisville, KY

- BA in Art Fine Arts
- Course concentration area in drawing
- GPA 3.3 Graduated with Honors

Certifications

National Board Certified- Elementary through Young Adult

Gifted Education

Early in his life it was apparent my first born child was a quick learner. Adam was my “baptism” into a gifted and talented child. Since that realization I have attended lectures, read numerous books and articles and consulted with gifted and talented experts (Dr. Joe Renzulli, Dr. Edward Amend and Dr. Victoria Ragsdell). I’ve spent the past 18 years educating myself on our gifted and talented population. The education system that my now 18 year old grew up with did not nurture his giftedness or sensitivities. I’m passionate about identifying gifted students as the first step in creating an appropriate learning environment and avoiding misdiagnosis of pathology. My role of parent and of art educator puts me in a unique position of being able to deeply understand the importance of gifted identification and gifted education.

References

- Latz, A., Speis Neumeister, K., Adams, C., & Pierce, R. (2009). Peer coaching to improve classroom differentiation: perspectives from project clue. *Roeper Review*, 31(1), 27-39.
- Seney, R.W. (n.d.). The process skills and the gifted learner. In Bean, S.M. and Karnes, F.A. (Eds.). (2001). *Methods and materials for teaching the gifted* (pp 133-158). Waco, Texas: Prufrock Press, Inc.
- Winebrenner, S. (2012). *Teaching gifted kids in today's classroom*. Minneapolis, MN: Free Spirit Publishing, Inc.