

ERIC SISOFO

Education

Doctor of Education

Educational Leadership, Curriculum & Instruction, Concentration in Mathematics Education

Degree awarded May, 2010

University of Delaware, Newark, DE

Overall GPA: 3.72 / 4.00

Master of Education

Curriculum & Instruction, Concentration in Mathematics Education

Degree awarded August, 2001

University of Delaware, Newark, DE

Overall GPA: 3.93 / 4.00

Bachelor of Science

Mathematical Sciences

Degree awarded May, 1998

University of Delaware, Newark, DE

Overall GPA: 3.47 / 4.00

Mathematics Teaching Experience

University of Delaware, Newark, DE, Assistant Professor in Mathematics Education, Sept. 2018 – Present

Continuously improve the design and instruction of mathematics content and methods courses taught to elementary education majors. Collaborate with faculty and doctoral students in a continuous improvement activity to investigate the effectiveness of instruction on a lesson-by-lesson basis. Serve as the faculty coordinator for multiple courses.

University of Delaware, Newark, DE, Adjunct Professor in Mathematics & Math Ed, Sept. 2016 – May 2018

Taught many courses for the mathematics, mathematics education, and statistics departments including MATH117, MATH217, STAT200, MATH010, MATH251, MATH252, and EDUC335. Collaborated with faculty to ensure consistency across sections.

University of Delaware, Newark, DE, Assistant Professor in Mathematics Education, Sept. 2011 – Dec. 2015

Designed and implemented improvements to existing mathematics lesson plans for mathematics courses taught to elementary education majors. The improvements included (but not limited to) animated power point presentations to help pre-service teachers grasp conceptual ideas about fundamental mathematics topics they will soon teach, the use of i-clicker technology to gauge student learning/the effectiveness of lessons, and the streamlining of student handouts into a course packet. In addition to teaching mathematics content courses, I also taught an elementary mathematics methods course that discussed effective ways to teach particular elementary school and middle school mathematics topics with the use of manipulatives, meaningful contexts, engaging routines, and problem-based lesson plans that focus on visualization, number sense, communication, generalization, and metacognition. Moreover, I was instrumental in developing a website where in-service teachers and university professors could collaborate and discuss teaching, learning, and helping kids develop mathematical thinking habits.

St. Anne's Episcopal School, Middletown, DE, Middle School Mathematics Teacher, Sept. 2005 – June 2011

Designed and implemented fifth through eighth grade level mathematics lessons (including algebra 1) using a multimedia approach. The curriculum is a collection of over 200 power point presentations and strategically selected problems geared to have students gain conceptual and procedural fluency with mathematical problem solving involving rational numbers, geometrical topics, algebraic thinking, and data analysis. The curriculum that I have developed also has a goal of allowing students to develop commonly known formulas, rules, and algorithms by making sense of

concrete ideas. Additionally, I collaborated with second and fourth grade teachers to help them think of ways to improve their teaching of different mathematical topics.

George V. Kirk Middle School, Newark, DE, Middle School Mathematics Teacher, August 2004 – August 2005
Implemented the Connected Mathematics Project curriculum with five eighth grade classes and developed geometry lessons using Geometer's Sketchpad software. Throughout March, April, and May, I led a group of five student teachers for Christina School District through the lesson study process with the focus of our discussions on how to teach division of fractions.

Goldey-Beacom College, Wilmington, DE, Mathematics Instructor, August 2001 – August 2002
Developed and implemented lessons for (1) an MBA level mathematics course that included discussions of statistics and probability, (2) an undergraduate calculus course sequence, and (3) an undergraduate logic and probability course.

Research

Sisofo, E. (2010). Executive Position Paper. Evaluating the Effects of Lesson Study as a Way to Help Student Teachers Learn How to Use Student Thinking when Planning and Revising Mathematics Lesson Plans.

Served as the knowledgeable other and implemented lesson study with five pre-service teachers during their student teaching experience to determine how it affected their use of student thinking when planning and revising mathematics lesson plans. Based on the results, I recommended several specific improvement ideas to UD's faculty who develop experiences for pre-service teachers learning to teach K-8 mathematics.

Morris, Hiebert, Sisofo, & Hwang (submitted). The Continuous Improvement of Teaching in Ordinary Classrooms: Getting it Right through Testing and Revising Implementations of Theories.

Created an online professional learning community (PLC) where teachers and researchers would help each other improve mathematics instruction one lesson at a time using evidence collected during implementation. In-service teachers selected the most problematic lesson from their curriculum and, together with the researchers, developed a replacement lesson that targeted the concern areas. Assessment items in the form of "exit tickets" were created to collect information on student learning in order to provide evidence of ways in which the lesson worked or not. Teachers shared their feedback to each other and to the researchers so that improved versions of lessons could be created. The hope was to develop a library of vetted lessons that could be continuously improved over time.

Morris & Sisofo (in preparation). Designing teaching materials that improve the quality of teaching across teachers.

Developed and revised teaching materials for pre-service teachers to implement to small groups of their peers. These pre-service teachers were taking MATH251 and most of them were inexperienced teaching mathematics in ambitious ways (i.e., focus on helping students make sense of concepts and procedures). The goal was to investigate if we could develop instructional materials that beginning, unexperienced teachers could use and study if their teaching could resemble that of an experienced teacher because of the developed materials.

Research Assistant, University of Delaware, Newark, DE, August 2003 – July 2004

Collaborated with mathematics education faculty to develop an interview protocol to be used with mathematics in-service teachers to determine how they improve their practice, plan to teach, collect information during the implementation, analyze the information, and make decisions based on the information. I piloted the interview protocol with two middle school mathematics teachers and one high school teacher. This work led to a presentation at the Annual Meeting for the American Educational Research Association in 2004.

Research Assistant, University of Delaware, Newark, DE, June 2000 – July 2001

Investigated transcripts of mathematics lessons from several countries involved in the Third International Mathematics and Science Study (TIMSS). Coded lesson problems based on topic, relationship to previous problem, and complexity. Utilized SAS programming to make SAS data sets, clean data, and complete statistical analysis.

Professional Presentations

Morris, A., Hiebert, J., Hwang, S., Sisofo, E. (2015). "Using Evidence in Classrooms". *National Center on Scaling Up Effective Schools' Invitational Conference: Using Continuous Improvement to Integrate Design, Implementation, and Scale Up, Nashville, TN.*

Hiebert, J., Kincaid, L., Gorowara, C., Morris, A., Berk, D., Handa, Y., Sisofo, E. (2004). "Learning to learn to teach: Implementing and assessing an 'experiment' model for teacher preparation". *Annual Meeting for the American Educational Research Association, San Diego, CA.*

Sisofo, E. (2004). "Lesson study with pre-service teachers (poster session)". *NSF PI Meeting, Washington, DC.*

Sisofo, E. (2003). "Lesson study with pre-service teachers". *Mid-Atlantic Center June Conference, Pennsylvania State University, State College, PA.*

Honors and Awards

- Nominated for the Excellence in Teaching Award by the Faculty Senate Committee on Student and Faculty Honors at the University of Delaware
- Recognized for Excellence in Teaching by the University of Delaware Residence Life
- Wisniewski Award for Teacher Education Program (shared with UD mathematics education colleagues), Society of Professors of Education, American Educational Research Association (2013)
- NSF Mid-Atlantic Center Fellowship for Mathematics Education Doctoral Program
- Full Scholarship and Teaching Assistantship for Mathematics Education Master's Program
- Student Teacher of the Year Award for High School Mathematics Teaching (1998)

Professional Memberships

- Golden Key National Honors Society
- National Council of Teachers of Mathematics (NCTM)
- Pi Mu Epsilon

Technological Skills

Geometer's Sketchpad, Geogebra, Texas Instrument Graphing Calculator, Microsoft Word, Microsoft Power Point, Microsoft Excel, Unix, SAS, SAS-Graph, SPSS, and DeltaGraph.

Extra-Curricular Activities

- Volunteer for Special Olympics of Delaware, 2015 – Present
- Basketball coach at St. Anne's Episcopal School, 2008 – 2019
- Math League coach at St. Anne's Episcopal School, 2007 – 2011
- Baseball coach at St. Anne's Episcopal School, 2006 - 2008
- Math League coach at Kirk Middle School, 2004 – 2005

Transcripts available upon request