

DR. LISA R. AMICK

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EDUCATION & CERTIFICATION

University of Illinois at Urbana-Champaign (U of I) Doctor of Education; Curriculum & Instruction <i>Dissertation: The National Board of Professional Teaching Certification: Teacher Motivation, Benefits, and Burdens</i>	Urbana, IL March 2014
Eastern Illinois University (EIU) Master of Science; Educational Administration Master of Arts; Mathematics & Computer Science Education Endorsements; Middle School, Mathematics & Science Bachelor of Science in Education; Elementary Education <i>Professional Educator License, Illinois State Board of Education, #1869273</i> <i>Endorsements: NBPTS Early Adolescence/Mathematics, General Administrative, Middle Level Mathematics and Science, Elementary Education K-9</i>	Charleston, IL December 2008 August 2006 December 2004 December 2003

TEACHING EXPERIENCES

University of Kentucky (UK) <i>Clinical Assistant Professor of Mathematics Education</i>	Lexington, KY August 2014-present
<ul style="list-style-type: none">Instructed each of the following courses at least once: SEM 337 (Teaching Math in Elementary Schools), SEM 345 (Methods of Teaching Middle Level Math), SEM 421 (STEM Education Methods I), SEM 422 (STEM Education Methods II), SEM 423 (Assessment in STEM Education), SEM 435 (Student Teaching in STEM Education), SEM 445 (Applications of Teaching Middle Level Math), SEM 631 (Mathematics Pedagogy in the Secondary Schools), SEM 746 (Secondary Student Teaching), SEM 770 (Pedagogy in the Secondary School), SEM 770 (Introduction to the National Board Process for Teachers)Developed and taught an introductory course to the National Board for Professional Teaching Standards for teachers interesting in pursuing certification (SEM 770)Certified as a University Supervisor through the Education Professional Standards Board: Admission, Placement, and Supervision in Student Teaching and participated in Kentucky Teacher Internship Program (KTIP), and annually supervise, advise, and assist practicum students, student teachers, and KTIP interns in their K-12 placementsRegularly attend College of Education activities such as Digital Measures training, Unconscious Bias training, annual scholarship banquets, awards recognition ceremonies, and talks given by potential hiresActively engage in community service efforts such as presenting at the G.E.M.S (Girls Engineering Math & Science) camp, participating in faculty panel discussions, and working with KYNT3 (Kentucky Network to Transform Teaching)Collaboratively lead the process to create, approve, and implement of a new MAT in STEM degree within our departmentCreate activities and teach at the summer STEM Camp lead by our department that services local elementary and middle level students	
University of Illinois at Urbana-Champaign (U of I) <i>Instructor</i>	Urbana, IL August-December 2013
<ul style="list-style-type: none">Taught an undergraduate mathematics methods course (CI430) to future teachers, receiving a 4.9 out of a 5.0 scale when evaluated on overall teaching effectiveness of the courseCollaborated with university professors to align my course with their research and findingsHelped deepen students' understanding of mathematics taught at the elementary and middle levelAssisted students to better understand how children's mathematical thinking develops, discussed multiple methods of teaching mathematics, and helped to cultivate a positive disposition toward teaching mathematics	

Franklin Middle School (FMS)
Middle Level Mathematics Teacher (6th Grade)
Jefferson Elementary School (JES)
Elementary Teacher (6th Grade)

Champaign, IL
August 2006-May 2014
Charleston, IL
August 2004-May 2006

- Provided students real-world mathematical experiences by using the CPM curriculum; facilitating classroom discourse, deepening students' mathematical thinking, and encouraging collaboration
- Differentiated mathematics lessons for a diverse group of students (40% African American, 40% White, 20% Asian/Hispanic) including those with special education needs, those on grade level, and gifted/talented students
- Co-taught the math intervention class with the special education teacher, attempting to change the trajectory of underachieving students
- Collaborated with grade level, building level, and district wide math committees to analyze student data and align our curriculum to meet Common Core State Standards and the Standards for Mathematical Practice
- Participated regularly in team meetings, grade level meetings, and Response to Intervention meetings to develop interventions for students struggling with behaviors/academics
- Worked annually with U of I student observers/teachers to prepare them for their future classrooms
- Used the Nurtured Heart Approach, PBIS, and PBF to positively manage my classroom
- Incorporated technology and hands on projects in order to enhance the mathematics curriculum
- Maintained a website for my classroom as well as an online gradebook
- Served as the facilitator of the Professional Development Focus Group, and as a member of the School Improvement Committee, the Building Services Committee, and the Discipline Committee
- Coached seventh grade volleyball for one season, followed by initiating and implementing a fourth-sixth grade volleyball program
- Achieved National Board Certification in 2010 and led the FMS staff through Take One! in 2011-2012
- Served on the Middle Level CIA committee working to review and analyze curriculum, instruction, and assessment to meet the needs of adolescent learners
- Served as Head Union Steward for the Champaign Federation of Teachers; supporting teachers, handling grievances, and assisting with negotiations
- Worked with building principals and Dr. Eddie Furgus focusing on Culturally Responsive Teaching
- Represented middle school on the vertical team math committee, assuring curriculum is aligned 6-12
- Piloted the district wide evaluation tool (based on the work of Charlotte Danielson) during the 2012-13 school year, incorporating student data as required by Senate Bill 7
- Worked with new teachers as well as struggling teachers as a support mentor, providing them guidance and support with classroom practices
- Coached the MATHCOUNTS team, leading the team to the state competition six of seven years
- Promoted the district by recruiting teachers at job fairs state wide
- Routinely served on interviewing committees for new teachers, administrators, and district positions
- Consistently took on building leadership roles/tasks such as Team Leader, Community Blood Services blood drive liaison, daily compilation and distribution of the student announcements, and the organization of monthly staff activities
- Participated in research studies with the U of I, Buzz Math, Connected Math Project, and Pearson
- Completed an administrative internship serving as Assistant/Associate Principal for multiple days/events, Assisting annually with the organization and implementation of registration and sixth grade orientation, completing mentor training, creating and managing a school brochure detailing all clubs, sports, and activities offered, conducting mock interview and evaluations with classroom teachers, participating in student disciplinary conferences and the assignment of consequences, collecting and analyzing demographical data and conducting an equity audit, and attending and participating in monthly district wide principals' meetings

PUBLICATIONS

- Amick, L.** (2018). Attitudes/Beliefs of early career secondary math teachers regarding their support system. *The Chronicle of Mentoring and Coaching*. Available from <https://mentor.unm.edu/members/chronicle>
- Amick, L., & Martinez, J. A.** (2018). Secondary teacher retention and induction in diverse educational settings. In W. M. Smith, B. R. Lawler, J. F. Strayer, & L. Augustyn (Eds.), *Proceedings of the seventh annual Mathematics Teacher Education Partnership conference*, 70 – 74. Washington, DC: Association of Public and Land-grant Universities. Available from: http://www.aplu.org/projects-and-initiatives/stem-education/mathematics-teacher-education-partnership/mtep-conferences-meetings/mtep7-materials/4ResearchActionClusterReports/5_Secondary_Teacher_Retention_and_Induction_in_Diverse_Educational_Settings_STRIDES.pdf
- Taylor, M., Martinez, J. A., & **Amick, L.** (2017). Secondary teacher retention and induction in diverse educational settings (STRIDES). In W. M. Smith, B. R. Lawler, J. Bowers, & L. Augustyn (Eds.), *Proceedings of the sixth annual*

Mathematics Teacher Education Partnership conference, 64 – 68. Washington DC: Association of Public and Land-grant Universities.

Taylor, M., Martinez, J., & Amick, L. (2016). Secondary teacher retention & induction in diverse educational settings. In B. R. Lawler, R. N. Ronau, & M. J. Mohr-Schroeder, *Proceedings of the fifth annual Mathematics Teacher Education Partnership conference*, 86 – 90. Washington, DC: Association of Public and Land-grant Universities. Available from http://www.aplu.org/projects-and-initiatives/stem-education/SMTI_Library/secondary-teacher-retention-and-induction.pdf

Thomas, J., Fisher, M., Jong, C., **Krause, L.**, Kasten, S., & Schack, E. (2015). Professional noticing: Learning to teach responsively. *Mathematics Teaching in the Middle School*, 21(4), 238 – 243.

PUBLICATIONS UNDER REVIEW

Martinez, J., & **Amick, L.** (under review). Responding to the Needs of Early-Career Mathematics Teachers. Submitted to *Professional Development in Education*. Submitted November 2018.

GRANTS

Qualcomm: Wireless Technology and Innovation. *Project Tomorrow Qualcomm Wireless Reach*. **Role: Co-PI**. PI: Lu Young, University of Kentucky, Department of Educational Leadership Studies. August 2017- July 2020. Amount: \$725,000.

SECU Academic Initiative: SEC Faculty Travel Program. *UK/UT Collaboration*. **Role: PI**. August 2018-July 2019. Amount: \$900. Collaborative with University of Tennessee.

National Science Foundation – Noyce Track 1. *UK Noyce STEM PLUS: Producing Leaders for Urban/rUral Schools*. **Role: Senior Personnel**. PI: Margaret Mohr-Schroeder, Department of STEM Education, University of Kentucky. March 2018 – March 2023. Amount \$1,200,000. Grant No. 1758447.

The Council on Postsecondary Education. *Supporting Student Transitions to Algebra II*. **Role: Co-PI**. PI: Kim Zeidler-Watters, Partnership Institute for Math and Science Education Reform. January 2016-August 2017. Amount: \$110,000.

GRANTS UNDER REVIEW

CPM Educational Program. *The SEC Network: Secondary Early Career Network (for mathematics educators)*. **Role: PI**. Submitted January 2019. Amount \$49,510.

CPM Educational Program. *STRIDES: Secondary Teacher Retention in Diverse Educational Settings*. **Role: PI**. Submitted January 2019. Amount: \$249,628.

UNFUNDED GRANTS

National Science Foundation. *K-TIES: Kentucky Teachers Improving Education in STEM*. **Role: Senior Personnel**. PI: Jennifer Wilhelm, Department of STEM Education, University of Kentucky. Submitted August 2018.

CPM Educational Program. *The SEC Network: Secondary Early Career Network (for mathematics educators)*. **Role: PI**. Submitted January 2018. Amount \$249,765.

PROFESSIONAL CONFERENCES

National and Local Presentations

Amick, L. (2019, February). *Pixar in a box: A matrimony of mathematics and movies*. Presented at the annual meeting of the CPM Teacher Conference, San Francisco, CA.

Amick, L. (2018, November). *Using mathematical teams to teach the CCSS practice standards*. Presented at the annual KCTM Conference, Lexington, KY.

Amick, L. (2018, October). *Attitudes/Beliefs of early career secondary math teachers regarding their support system*. Presented at the annual meeting of the University of New Mexico's Mentoring Institute Conference, Albuquerque, New Mexico.

Wilding, L., **Amick, L.**, & Whitfield, J. (2018, June). *Practices that support beginning mathematics teachers*. Presented at the annual meeting of the MTE-P Conference, Denver, CO.

Amick, L. (2018, February). *Pixar in a box: A matrimony of mathematics and movies*. Presented at the annual meeting of the CPM Teacher Conference, San Francisco, CA.

Amick, L. (2017, November). *Middle level projects to engage students and take their learning to a real-world context*. Presented at the annual meeting of the AMLE Conference, Philadelphia, PA.

Amick, L. (2017, November). *Early-Career, secondary mathematics teachers' descriptions of their professional learning and support*. Presented at the annual meeting of the SSMA Conference, Lexington, KY.

Amick, L. (2017, October). *Attitudes/Beliefs of early career secondary mathematics teachers regarding their support systems*. Presented at the annual meeting of the PME-NA Conference, Indianapolis, IN.

Amick, L. (2017, February). *Support systems of early career secondary mathematics teachers and their*

- affects on teacher retention.* Presented at the annual meeting of the AMTE Annual, Orlando, FL.
- Amick, L.,** Martinez, J., & Taylor, M. (2016, November). *Support systems of early career secondary mathematics teachers and their affects on teacher retention.* Presented at the annual meeting of the PME-NA Conference. Tucson, AZ.
- Amick, L.,** Martinez, J., & Taylor, M. (2016, October). *How are early career mathematics teachers being supported?* Presented at the annual meeting of the SSMA Conference, Phoenix, AZ.
- Amick, L.,** Martinez, J., & Taylor, M. (2016, June). *Support systems of early career secondary mathematics teachers.* Presented at the annual meeting of the MTE-Partnership Conference, Atlanta, GA.
- Amick, L.,** & Fisher, M. (2016, March). *Using professional noticing to respond to student's mathematical understandings and inform productive decision making.* Presented at the annual KCM Conference, Lexington, KY.
- Amick, L.,** Fisher, M., & Mohr-Schroeder, M. (2016, January). *Using the professional noticing framework to assess secondary preservice mathematics teacher knowledge.* Presented at the annual meeting of the AMTE Conference, Irvine, CA.
- Amick, L.** (2015, November) *NBPTS certification: Teacher motivation, benefits, and burdens.* Presented at the regional NCTM Conference & Exposition, Nashville, TN.
- Krause, L.** (2015, October) *National board of professional teaching certification: Motivation, benefits, & burdens.* Presented at the annual meeting of the AMLE Conference, Columbus, OH.
- Krause, L.,** Boggs, D. (2015, April). *Using mathematical teams to teach the CCSS practice standards.* Presented at the annual meeting of the NCTM Conference, Boston, MA.

Attended as a Learner/Participant:

- MTE-P, National Annual Conference. Fullerton, CA. (July 2015)
- NBPTS present the Teaching & Learning Conference. Washington D.C. (March 2015)
- NCTM, National Annual Conference. New Orleans, LA. (April 2014)
- NCTM, National Annual Conference. Indianapolis, IN. (April 2011)
- NCTM, National Annual Conference. St. Louis, MO. (April 2006)

SERVICE

National

- Planning Committee for APLU's Mathematics Teacher Education Partnership (MTE-P) (Fall 2014-present)
- Director of Research Action Cluster for STRIDES (Secondary Teacher Retention and Induction in Diverse Educational Settings) – APLU's Mathematics Teacher Education Partnership (Fall 2014 – present)
- Peer review books and articles for SSM (2017 - present), NSTA (2017 - present), and The Journal of Educational Research (2018 - present)

College

- Search committee for the new Dean of the College of Education at U.K.
- Committee Member for Faculty & Student Recognition Committee (Chair from 2015-present); Media and Informational Systems (Chair from 2015-2017)
- Member of Middle Level Program Faculty Committee and Elementary Program Faculty
- Advisory Board Member for an NSF-DRK12 grant (Fall 2017)

Department

- Committee Member for MS STEM Education Students
- Chair of Committee for MAT students in Mathematics
- Co-Chair of Secondary STEM Education Program Faculty
- Serve as Program Chair of the MAT in Secondary STEM Education – Mathematics (2018 – present); Master's with Initial Certification (MIC) program (2015-2018) for secondary mathematics education; overall MIC Program Coordinator (2016-2017)

OTHER PROFESSIONAL EXPERIENCES

College Preparatory Mathematics (CPM)

Summer 2014- present

- Participate in assessment writing (growth over time and FAL) and curriculum analysis
- Take on Teacher Leader roles such as leading professional development, working conferences as a CPM advocate, and working with practicing teachers implementing the CPM curriculum
- Annually attend or present at the CPM national conference and/or the Teacher Leader Conference to strengthen best practice strategies, network, and share effective teaching strategies

National Board of Professional Teaching Standards (NBPTS)

Spring 2012-present

- Mathematics assessment writing for the revised assessments

- Reading and advising for candidates going through the certification process
- Current partner with the Kentucky Network to Transform Teaching (KyNT3) working to strengthen the presence and impact of NBPTS throughout Kentucky
- Sharing my passion for the NBPTS process through an introductory course I teach at UK

YMCA of Lexington-Beaumont

Summer of 2014

- Worked as the Specialty Camp Director and designed curriculum for a variety of summer camps such as archery, cooking, fort building, gardening, LEGO®, nature exploration, science, and swimming

Champaign Park District (CPD)

Summers from 2008-2014

- Served as the Swim Programs Coordinator and oversaw swim lessons and swim team
- Interviewed, hired, and trained 25 instructors annually, supervised instructors during lessons, and coordinated group and private lessons for approximately 300 children each summer
- Created weekly work schedules for instructors, class schedules for participants, reviewed and updated curriculum, and gathered community feedback on the program to modify to meet their needs

PROFESSIONAL MEMBERSHIPS

National: Association of Middle Level Educators (AMLE), National Council of Teachers of Mathematics (NCTM), School Science and Mathematics Association (SSMA), National Board for Professional Teaching Standards (NBPTS), Mathematics Teacher Education Partnership (MTE-P), Association of Mathematics Teacher Educators (AMTE)

State: Illinois Council of Teachers of Mathematics (ICTM), Kentucky Center for Mathematics (KCM), Kentucky Council of Teachers of Mathematics (KCTM)