Search Report - Round 1: Summer 2023 - Chirinda & Kim

JPF03821 Lecturer Pool - CalTeach Berkeley - Math and Physical Sciences Division

Contact: Elisa Stone

About this report

Included in report	Applicants who completed on or before hidden review date May 5, 2023 (17 applicants)
Not included in report	Any applicants who completed after all review dates (4 applicants)

Position

Accepts online applicants	Yes
AD **Job number**	JPF03821
AD **Name**	Lecturer Pool - CalTeach Berkeley - Math and Physical Sciences Division
AD **School**	College of Letters & Science - Mathematical & Physical Sciences
AD **Home department**	California Teach Program
Crosslisted unit	School of Education / Berkeley School of Education
Title codes	001550: LECT IN SUMMER SESSION 001630: LECT-AY 001636: LECT-AY-1/10
Availability cohort	Other Academic Positions
Search breadth	Open search
Initial search allocation	Relisted
Salary control	Not yet provided
AD **Salary range**	Commensurate with college teaching experience, in accordance with the current Unit-18 lecturer salary scale and its provisions. The posted UC academic salary scales set the minimum pay determined by rank and/or step at appointment. See the following table for the salary scale for this position https://www.ucop.edu/academic-personnel-programs/_files/2022-23/july-2022-salary-scales/t15.pdf. A reasonable estimate for this position is $64,329–$97,304.
AD **Job location**	Berkeley, CA
Academic year	2022 - 2023
Submission process	IRD/Open until filled
AD **Open date**	Feb 27, 2023
Application creation window	365 days
AD **Review dates**	Mar 13, 2023 Mar 23, 2023 Apr 27, 2023 May 5, 2023 hidden from applicants

Search outcome

Pending, 2 proposed candidates.

Proposed candidate: Chirinda, Brantina

Marked as Proposed candidate on Apr 12, 2023

Appointment	Step	Department	Percent time	Dates
001550: LECT IN SUMMER SESSION	6	California Teach Program / College of Letters & Science - Mathematical & Physical Sciences • STEM teacher education	11.00%	Starts: Jun 19, 2023

CV for the candidate is available in Appendix A: Proposed Candidate CV

Proposed candidate: Kim, Jeffrey

Marked as Proposed candidate on Apr 30, 2023

Appointment	Step	Department	Percent time	Dates
001550: LECT IN SUMMER SESSION	7	California Teach Program / College of Letters & Science - Mathematical & Physical Sciences • STEM teacher education	11.00%	Starts: Jun 19, 2023

CV for the candidate is available in Appendix A: Proposed Candidate CV

Evidence of advertisement

Ad source	Evidence of advertisement
Academic Keys	none
America's Job Exchange (AJE)	none
CalJobs	none
DisABLED Person	none
E-mail Listserv	none
HigherEdJobs.com	none
InsideHigherEd.com	none
NorCal HERC	none
Professional Journal / Bulletin (printed publication)	none
Professional Organization (Web site job posting)	none
Professional Organization Conference	none
UCB website	none
Word-of-mouth / Colleague	none

No evidence of advertisements have been uploaded.

Letters & memos

No letters or memos have been uploaded.

Interview materials

Name	Applicant	Comment
Lecturer Interview Questions 2022 Kim	Kim, Jeffrey	Notes & questions from Jeff Kim interview
Lecturer Interview Questions 2022 Chiranda	Chirinda, Brantina	Notes & questions from Chiranda Brantina interview

Copies of these files are located in Appendix C: Interview Materials

Search & recruitment efforts

Planned search & recruitment efforts

We will distribute the job recruitment to all our professional contacts in the Education field. We will share the job recruitment through the Berkeley School of Education and the UTeach network.
We will post the advertisement on the website of the National Council of Teachers of Mathematics (NCTM) and the Association for Science Teacher Education (ASTE) and may seek other outlets as well.

Actual search & recruitment efforts

We sent the job recruitment posting to professional contacts in the Education field, such as colleagues in the Berkeley School of Education, the Berkeley Engineering Research Experiences for Teachers/Summer Research Institute, and the UTeach network.

Applicant disposition

Meets basic qualifications

Applicant	Status	Disposition reason
Chirinda, Brantina	Marked as Proposed candidate on May 26, 2023	

Round 1:

Yes, interview. Has both math education experience, has taught math extensively in higher ed as well as high school. Great candidate. Currently working as researcher at Berkeley in school of education. References checked and excellent.

Kim, Jeffrey	Marked as Proposed candidate on May 26, 2023	

Round 1:

Yes, interviewed. Has some higher math education teaching experience, but has taught math extensively in high school. Has done STEM research on campus. Great candidate. References checked and excellent.

Anglin, Steve	Marked as Applied on Apr 20, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching in higher ed experience only, no experience teaching in math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Arif, Sadia	Marked as Applied on Mar 17, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching experience only, no experience in teaching math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Batbold, Budkhand	Marked as Applied on Mar 10, 2023	Other, please specify

Round 1:

Has high school math teaching experience, but no experience teaching in STEM teacher preparation. Not ideal for open summer positions. Could be a candidate for a CalTeach lecturer position in future. Keep in pool for future.

Devi, Dr. Supriya	Marked as Applied on May 5, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching in higher ed experience only, no experience in teaching math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Jam, Naser	Marked as Applied on Apr 2, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - engineering experience only, no experience in teaching STEM education or STEM teacher education. Little to no relevant K-12 teaching experience.

Kent, Geoffrey	Marked as Applied on Mar 27, 2023	Other, please specify

Round 1:

Previous lecturer for EDSTEM 303 in fall 2019. Not ideal for open positions for summer hiring. Could be a candidate for a CalTeach lecturer position in future. Keep in pool for future

Muhammad, Noor	Marked as Applied on Mar 31, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching experience only, no experience in teaching in math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Omoniyi, Adebayo Akinyinka	Marked as Applied on Apr 6, 2023	Other, please specify

Round 1:

Math teaching experience at high school level, some indication of teaching new teachers. Not ideal for open summer postiions, but Could be a candidate for a CalTeach lecturer position in future. keep in pool for future

Palta, Hasan	Marked as Applied on Mar 2, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching experience only, no experience with teaching in math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Pandey, Hari	Marked as Applied on Mar 1, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching experience only, no experience with teaching in math education or STEM teacher education. Little to no relevant K-12 teaching experience.

SERRANO BAUTISTA, RAMONA	Marked as Applied on Mar 8, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching experience only, no experience with teaching in math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Simmons, Lori	Marked as Applied on Mar 5, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching experience only, no experience with teaching in math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Taj, Syed Zegham	Marked as Applied on Feb 27, 2023	PERMANENTLY DESELECTED

Round 1: Not qualified - math teaching experience only, no experience with teaching in math education or STEM teacher education. Little to no relevant K-12 teaching experience.

Wheeler, Lawrence	Marked as Applied on Apr 7, 2023	Other, please specify

Round 1:

High school math teaching experience, but no experience in teaching STEM teachers. Not ideal candidate for open summer positions. Could be a candidate for a CalTeach lecturer position in future. keep in pool for future.

Does not meet basic qualifications

Applicant	Status	Disposition reason
Alvarez, Arantxa	Marked as Applied on Mar 23, 2023	Did not possess basic degree requirements stated in advertisement

Round 1: Not qualified - Does not have master's degree. Undergraduate degree only.

Appendix A: Proposed Candidate CV

2 items

Brantina_March_2023_.pdf

Resume_CV_Jeffrey_Kim_April_2023_PDF.pdf

Curriculum Vitae: Dr. Brantina Chirinda

School of Education | 2121 Berkeley Way, Office 4211, Berkeley, CA 94704
+1 510 934 7187, | brantinac@berkeley.edu | www.drbrantina.com

PERSONAL DATA

Languages: English
Race: Black African
Marital Status: Married
Gender: Female

ACADEMIC QUALIFICATIONS

Ph.D. Mathematics Education, University of the Witwatersrand, South Africa, 2019
Dissertation title: "Using Design-Based Research to Develop a Professional Development Intervention for Grade 9 South African Teachers' Mathematical Problem-Solving Pedagogy"

M.Ed. Mathematics Education, *Cum Laude,* University of South Africa, 2013
Thesis title: "The development of mathematical problem-solving skills of Grade 8 learners in a problem-centered teaching and learning environment at a secondary school in Gauteng."

B.Ed. Mathematics Education, University of South Africa, 2011

B.Sc. Mathematics & Statistics, University of Zimbabwe, 2000

PROFESSIONAL PREPARATION

Postdoctoral Researcher, Berkeley School of Education, University of California, Berkeley. Jan 2023 - present.

Research Associate, Department of Science and Technology Education, University of Johannesburg, South Africa. July 2022 - present

Visiting Research Scholar (Virtual), University of California, Berkeley. Jan 2021 - Dec 2022.

Postgraduate Diploma in Research Supervision, University of Johannesburg, South Africa. June 2019 - Dec, 2021.

Post Graduate Certificate in Education (PGCE) in Maths, Science & Technology, University of South Africa. Jan 2008 - Dec, 2009.

RELEVANT TEACHING EXPERIENCE

- **Lecturer, Department of Senior Phase and Further Education Training studies, Cape Peninsula University of Technology, South Africa** (June 2021 - Present).
- **Lecturer, Department of Teaching and Learning, Cape Peninsula University of Technology, South Africa** (January 2022 - Present)
- **Sessional Lecturer, Division of Mathematics Education, University of Witwatersrand (**February 2016 – May 2021).
- **Part-time lecturer, Division of Mathematics Education, University of Johannesburg** (May 2019 – Dec 2019)
- **Part-time Lecturer, University of South Africa** (April 2011- Dec 2014)
- **High School Maths teacher, Sandringham High School, Johannesburg, South Africa** (Jan 2010 - Dec 2010).
- **High School Maths teacher, Highfield High, Zimbabwe** (Jan 2001 - Dec 2008).

UNIVERSITY COURSES TAUGHT

***Undergraduate Mathematics*:**

1. College Algebra
2. Pre-Calculus
3. Foundations for Calculus
4. Trigonometry
5. Calculus I

Undergraduate Education:

1. Mathematics Methodology I and II for Secondary Teachers
2. Working Integrated Learning (WIL) in Mathematics Education
3. Mathematical Problem Solving in Secondary School Mathematics
4. Curriculum Studies in Secondary School Mathematics
5. Equitable access to content in Secondary School Mathematics classrooms
6. Integrating Technology in Secondary School Mathematics classrooms

Graduate Education:

1. Introduction to Research in Education
2. Research in Mathematics Education
3. Qualitative Research Methods in Education
4. The Secondary School Mathematics Curriculum
5. Geometry Education
6. Various independent studies and research projects with graduate students

AWARDS

- **Awarded the PMC Postdoctoral Research Abroad Scholarship -** *University of California, Berkeley* (January 2022 - present).
- **Awarded the NRF Freestanding, Innovation and Scarce Skills Development Doctoral Scholarship-** *University of the Witwatersrand, South Africa* (Jan 2017 – Dec 2018).
- **Postgraduate PhD Merit Award-** *University of the Witwatersrand, South Africa* (Jan 2016 – Dec 2018)

SCHOLARSHIP ACTIVITIES

PUBLICATIONS

Books

Schoenfeld, A., Fink, H., Zuniga, S., Huang, S., Wei, X., & **Chirinda**, B. 2023. *Helping Students Become Powerful Mathematics Thinkers: Case Studies and Methods on Teaching for Robust Understanding*. Routledge. **Hardcover ISBN:** 978-1-032-45062-9 **eBook ISBN:** 9781003375197. https://doi.org/10.4324/9781003375197

Edited Volumes

Chirinda, B, Sibanda, L., Vere, J. & Sunzuma, G. (Eds.). 2023. *Mathematics, Science and Technology Education in Zimbabwe: Research, Policy, and Practice.* Peter Lang Publishing. **Hardcover ISBN:** 978-1-4331-9401-6. **eBook ISBN:** 978-1-4331-9402-3. https://doi.org/10.3726/b19195.

Chirinda, B., Barmby, P. & Luneta. K. (Eds.). 2023. *Mathematical Problem-solving in South Africa: Research and Practice.* Unisa Press. **Hardcover ISBN:** 978-1-77615-137-0. **eBook ISBN:** 978-1-77615-138-7

Chirinda, B., Luneta, K., & Uworwabayeho, A. (Eds.). 2022. *Mathematics Education in Africa: The Fourth Industrial Revolution (4IR).* Springer. **Hardcover ISBN:** 978-3-031-13926-0. **eBook ISBN:** 978-3-031-13927-7 https://doi.org/10.1007/978-3-031-13927-7

Refereed Journal articles

Chirinda, B., Kitchen, R., Castellón, L. B., & Colindres, K. M. (2022). Teaching Mathematics in Post-Apartheid South Africa: The Perspectives of Teachers of Black Students. *Research in Mathematics Education.* https://doi.org/10.1080/14794802.2021.2024086.

Chirinda, B., Ndlovu, M. & Spangenberg, E. (2022). Emergency remote teaching and learning of Mathematics during the COVID-19 Pandemic: Perceptions of Learners in a Context of Disadvantage. *International Journal of Learning, Teaching and Educational Research, 21*(1), 179-194. DOI: https://doi.org/10.26803/ijlter.21.1.11.

Chirinda B, Ndlovu, M. and Spangenberg E. (2021). Teaching Mathematics during the COVID-19 lockdown in a context of historical disadvantage. *Education Sciences*, *11* (4), 177. DOI: https://doi.org/10.3390/educsci11040177

Chirinda, B. (2021). Professional development for teachers' mathematical problem-solving pedagogy - what counts? *Pythagoras, 42*(1), a532. https://doi.org/10.4102/pythagoras.v42i1.532

Chirinda, B., & Barmby, P. (2018). South African Grade 9 mathematics teachers' views of the teaching of problem-solving. *African Journal of Research in Mathematics, Science and Technology Education*, *(22)*1, 114–124. DOI: https://doi.org/10.1080/18117295.2018.1438231.

Chirinda, B. & Barmby, P. (2017). Using design-based research to facilitate the development of a professional development intervention in a localized context. *Pythagoras*, *38*(1), a364

Chirinda, B. Beswick, K., & Cullingham, R. Under Review. Pedagogical Content Knowledge for Teaching Secondary School Mathematics: An International Comparative Analysis. *Journal of Mathematics Teacher Education.*

Book Chapters

Sunzuma, G., Chirinda, B., & Chagwiza, C. 2022. Revamping the Zimbabwean mathematics curriculum to align it with the demands of the fourth industrial revolution. In Chirinda, B., Luneta, K., & Uworwabayeho, A. (Eds.). *Mathematics Education in Africa: The Fourth Industrial Revolution (4IR)*. Springer. https://doi.org/10.1007/978-3-031-13927-7_6

Chirinda, B., & Barmby, P. 2023. Contextual Sources Linked to Teachers' Professional Development in Mathematical Problem-Solving Instruction. In B. Chirinda, P. Barmby, & K. Luneta (Eds.), *Mathematical Problem Solving in South Africa: Research and Practice*. Unisa Press.

Chirinda, B. 2023. Mathematical Problem Solving in South Africa. In B. Chirinda, P. Barmby, & K. Luneta (Eds.), *Mathematical Problem Solving in South Africa: Research and Practice.* Unisa Press.

Chirinda, B., Ndlovu, M., & Spangenberg, E. 2023. Equitable Mathematical problem-solving Instruction: An Inquiry. In B. Chirinda, P. Barmby, & K. Luneta (Eds.), *Mathematical Problem Solving in South Africa: Research and Practice*. Unisa Press.

Chirinda, B, Sunzuma, G., & Vere, J. 2023. An Overview of the Zimbabwean Education System. In B. Chirinda, L. Sibanda, J. Vere, & G. Sunzuma (Eds.), *Science, Mathematics and Technology Education in Zimbabwe: Research, Policy and Practice.* Peter Lang Publishing.

Sunzuma, G. & Chirinda, B. 2023. The Era of COVID-19: Science, Mathematics, and Technology Teaching in Zimbabwe. In B. Chirinda, L. Sibanda, J. Vere, & G. Sunzuma (Eds.), *Science, Mathematics and Technology Education in Zimbabwe: Research, Policy and Practice.* Peter Lang Publishing.

Chirinda, B., & Makonye, J.P. (2019). Globalization in Higher Education (South Africa). *Bloomsbury Education and Childhood Studies*. London: Bloomsbury Academic. https://doi.org/ 10.5040/978 1350995925.0016

Makonye, J.P. & Chirinda, B. 2019. Government, Policy, and the Role of the State in Higher Education (South Africa). *Bloomsbury Education and Childhood Studies*. London: Bloomsbury Academic. https://doi.org/ 10.5040/978 1350996267.0023

Refereed Papers in Conference Proceedings

Kitchen, R., Chirinda, B., Castellón, L. B., & Colindres, K. M. (2022). *Challenges Associated with Being an Effective Mathematics Teacher of Blacks in Post-Apartheid South Africa.* Presented at the American Educational Research Association, San Diego, California.

Chirinda, B. & Barmby, P. (2018). Peer observation as a tool to facilitate mathematics teachers' self-reflection in a professional development intervention. In E. Bergqvist, M. Österholm, C. Granberg, & L. Sumpter (Eds.). *Proceedings of the 42nd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 243L-250). Umeå, Sweden: PME.

Chirinda, B. (2018). Task-based interviews in grade 9 mathematics: understanding South African learners' problem-solving processes. In R. Govender, & K. Junqueira (Eds*.). Proceedings of the 24th National Congress of the Association for Mathematics Education of South Africa* (Vol 1, pp. 92-106). Bloemfontein, South Africa: AMESA.

Chirinda, B. & Paulsen, R. (2013). The development of mathematical problem-solving skills of Grade 8 students at a secondary school in Gauteng. *In Proceedings of the ISTE International Conference* Kruger National Park, South Africa: ISTE, pp. 546-565.

Refereed Conference presentations

2022 (July) PME 44th International Conference: Presented a poster entitled '*Students' Mathematical Sensemaking in Classrooms located in Contexts of Disadvantage'* at the PME conference in Alicante, Spain.

2022 (April) World Education Research Association (WERA) focal meeting: Presented a paper entitled *Mathematics Teachers Identify Challenges Associated with Being an Effective Teacher in Post-Apartheid South Africa* in San Diego, California.

2021 (July) ICME 14th International Conference: Presented a short report entitled '*Investigating Mathematics Teachers' Knowledge for Teaching Problem-solving*' at the ICME conference in Shanghai, China.

2021 (July) PME 44th International Conference: Presented a short report entitled '*An Exploration of the Teaching of Mathematics During the COVID-19 Lockdown in a Resource-Constrained Environment'* at the PME conference in Khon Kaen, Thailand.

2021 (July) AMESA 26th Conference: Presented a poster entitled '*COVID-19 Lockdown: Mathematics Teachers' Response to Emergency Remote teaching'* at the AMESA Virtual conference in Pretoria, South Africa.

2021 (January) SAARMSTE Conference: Presented a short report entitled '*Using Collaborative Problem-Solving as a Catalyst to enhance Mathematics Teachers' Instruction'* at the SAARMSTE Virtual conference.

2019 (July) PME 43 Conference: Presented a short report entitled '*Impact Of A Heuristic Method Of Teaching On South African Mathematics Teachers' Pedagogy'* at the PME conference in Pretoria, South Africa.

2019 (July) PME 43 Conference: Presented a poster entitled '*Using Design-Based Research To Develop A Professional Development Framework For South African Mathematics Teachers'* at the PME conference in Pretoria, South Africa.

2019 (July) MERGA Conference: Presented a short paper entitled '*A Comparative Analysis of the Pedagogical Content Knowledge for Teaching Secondary School Mathematics'* at the MERGA conference in Perth, Australia.

2019 (July) AMESA Conference: Presented a short paper entitled '*Exploring Grade 10 Mathematics Teachers' Specialized Content Knowledge for Teaching Probability'* at the AMESA conference in Durban, South Africa.

2019 (January) SAARMSTE Conference: Presented a short paper entitled '*Measuring Pre-Service Teachers' Beliefs About Mathematical Problem-Solving'* at the SAARMSTE conference in Durban, South Africa.

2018 (October) SAERA Conference: Presented a paper entitled '*Peer Review of Teaching: A Strategy for Professional Learning*' at the SAERA conference in Pretoria, South Africa.

2018 (August) AFRICME 5 Conference: Presented a paper entitled '*Promoting quality teaching through a learning study at an initial teacher education institution*' at the AFRICME 5 conference in Dar es Salaam, Tanzania.

2018 (May) EARCOME 8 Conference: Presented a poster entitled '*Design, development, enactment, evaluation and redesign of a professional development intervention for teachers' mathematical problem-solving pedagogy'* at the EARCOME 8 conference in Taipei, Taiwan.

2018 (January) SAARMSTE Conference: Presented a short paper entitled '*Why is design-based important in a Southern Africa Mathematics context?*' at the SAARMSTE conference in Gaborone, Botswana.

2017 (July) AMESA Conference: Presented a short paper entitled '*Designing a professional development intervention to support teachers in the teaching of mathematical problem solving*' at the AMESA conference in Port Elizabeth, South Africa.

2017 (July) PME 41 Conference: Presented a short report entitled '*Generation of principles for designing a professional development intervention for mathematical problem solving pedagogy*' at the PME conference in Singapore.

2017 (October) SAERA Conference: Presented a paper entitled '*Using audio-recordings to assist teachers' self-reflection in a professional development intervention for mathematical problem-solving pedagogy*' at the SAERA conference in Port Elizabeth, South Africa.

2017 (January) SAARMSTE Conference: Presented a short paper entitled '*South African Grade 9 mathematics teachers' perceptions of the teaching of problem solving*' at the SAARMSTE conference in Bloemfontein, South Africa.

POSTGRADUATE SUPERVISION

Supervisor of Mr Imre Istvan Andras from Cape Peninsula University of Technology. **DEd** candidate in Mathematics Education (*Mathematics Education School policies in Qatar*).

Supervisor of Mr Mr Gerome Jethro Johnson from Cape Peninsula University of Technology. **MEd** candidate in Mathematics Education (*Giftedness in the mathematics classroom*).

Supervisor of Ms Angela Cupido from Cape Peninsula University of Technology. **MEd** candidate in Mathematics Literacy Education (*The difficulties Grade 8 learners face when solving mathematical word problems*).

Co-Supervisor of Mr Blaise Moukoko from Cape Peninsula University of Technology. **MEd** candidate in Mathematics Education (*Understanding mathematics students' errors when solving trigonometric equations at a TVET college.)*

Co-Supervisor of Ms Siphelele Portia Mhlongo from the University of Johannesburg. **MEd** candidate in Mathematics Education (*Grade 9 mathematics Teachers' experiences of online teaching at a Soweto public high school*).

Supervised several BSc and BEd Honors in Mathematics Education students from the University of Witwatersrand and Cape Peninsula University of Technology.

MASTER'S AND DOCTORAL THESIS EXAMINATION RECORD

2023, **External Examine**r of XXX's MEd dissertation in Mathematics Education (*Teacher explanations in Grade 9 algebra: A comparison of novice and experienced teachers*), Dr XXX, Supervisor at the University of Witwatersrand. (Pending).

SERVICE TO THE PROFESSION

Selected Journal Reviews: *African Journal of Research in Mathematics, Science and Technology Education, Pythgoras, Africa Education Review, Education Sciences, International Journal of Innovation in Science and Mathematics Education.*

Selected Conference Reviews: Psychology of Mathematics Education (PME), Southern Africa Association of Research in Mathematics, Science and Technology Education (SAARMSTE), Association for Mathematics Education of South Africa (AMESA).

Selected Grant Reviews: *National Research Foundation*

SERVICE TO THE UNIVERSITY

Member of the Faculty of Education Research Ethics Committee, Cape Peninsula University of Technology, Cape Town, January 2022 – to date.

Member of the Faculty of Education Transformative Committee, Cape Peninsula University of Technology, Cape Town, January 2022 – to date.

Member of the Faculty of Education Professionalism and Ethics Committee, Cape Peninsula University of Technology, Cape Town, December 2022 – to date.

BEd Honors in Mathematics Course Co-ordinator, Cape Peninsula University of Technology, Cape Town, January 2022 – to date

Post Graduate Certificate in Mathematics Education Course Co-ordinator, University of Witwatersrand, Johannesburg, South Africa, February 2018 - December, 2018.

PROFESSIONAL AFFILIATION

Member of the American Educational Research Association (AERA)

Member of the International Group for the Psychology of Mathematics Education (PME)

Member of the Southern Africa Association of Research in Mathematics, Science and Technology Education (SAARMSTE)

Member of the South African Education Research Association (SAERA)

Member of the Association for Mathematics Education of South Africa (AMESA)

Referees

1. Prof Alan Schoenfeld, School of Education, University of California, Berkeley. Email: alans@berkeley.edu

2. Prof Craig Pournara, University of Witwatersrand, School of Education, Phone: 0027 82 696 8381 Email: craig.pournara@wits.ac.za

3. Dr Patrick Barmby, No More Marking Ltd; Address: Surrey Research Park, Guildford, United Kingdom; Email: patbarmby@gmail.com

JEFFREY HOSUN KIM

Curriculum vitae

CONTACT

1469 Revere Avenue
San Francisco, CA 94124
Phone: 415-845-2208
Email: hosunkim@gmail.com

WORK EXPERIENCE

High School Math Teacher (1/23 – present) Sacred Heart Cathedral Preparatory High 1055 Ellis Street San Francisco, CA 94109	• Probability & Statistics • High School Statistics 1/2
Teacher Research Associate (2021, 2022) CalTeach BERET + D U.C. Berkeley Berkeley, CA	• Lawrence Berkeley National Laboratories, Phytozome Plant Data Portal (2022) • Multiphase Flow Lab (2021)
High School Science Teacher (1999 - 2022) San Francisco Unified School District San Francisco, CA	• A.P. Environmental Science (17 years) • General Biology (10 years) • Earth Science (3 years) • A.P. Biology (3 years) • Special Education Science (2 years)
CSET Instructor (Ongoing, 2020-2022) Cal State East Bay	Life Science Test Prep (March 2022, June 2021, March 2021, June 2020)
Adjunct Professor of Education (Fall 2008) University of San Francisco School of Education San Francisco, CA	Professor of Curriculum and Instruction in Secondary Math & Science
Legal Investigator (1994 – 1998) CA Appellate Project San Francisco, CA	• Coordinated with attorneys representing inmates on death row during their appeal. • Conducted multigenerational social and legal investigations and documentation for use in federal and state courts proceedings.
Social Work Intern (Aug 1993-Aug 1994) HIV Rental Assistance Program Catholic Charities of San Francisco	Coordinated multifaceted action plans to alleviate homelessness for people living with HIV in San Francisco, CA.

Spanish/English Translator (Summer 1992) Bootheel Migrant Health, Sikeston, Missouri	Translated between providers and migrant farmworkers in their efforts to obtain health care, WIC, legal, and other services.

EDUCATIONAL CREDENTIALS & EVALUATIONS

CA Single Subject Teaching Credentials (Valid to 2027)

- Major 1: Chemistry
- Major 2: Geosciences
- Major 3: Biological Sciences
- Major 4: Cross-Cultural Language & Academic Development Emphasis

Professional Evaluations (All final evaluations to date)

- SFUSD 2019 "Highly Satisfactory"
- SFUSD 2016 "Outstanding"
- SFUSD 2012 "Outstanding"
- SFUSD 2008 "Outstanding"
- SFUSD 2007 "Outstanding"
- SFUSD 2004 "Outstanding"
- SFUSD 2003 "Outstanding"
- SFUSD 2001 "Outstanding"
- SFUSD 2000 "Highly Satisfactory"

EDUCATION

2004 Masters of Arts in Teaching
Univ. of San Francisco, San Francisco, CA
Field Project Title: "A Water Issues Curriculum Guide for Advanced Placement Environmental Science Teachers in San Francisco."
Advisor: Kathleen Jonson, EdD, USF Department of Education

2003 California State Teaching Credential – Life Sciences
Univ. of San Francisco, San Francisco, CA
Advisor: Susan Katz, PhD, USF Department of Education

1993 Bachelors of Arts, Bethel College, North Newton, KS
Majors: Biology, International Development
Minors: Chemistry, Spanish
Summa cum laude

HONORS & PUBLICATIONS

2013 Product review for Wired Magazine, Review: Clek Foonf | WIRED

2006 UCSD Outstanding High School Teacher Recognition Program

2001 Lincoln High School Staff of the Month Award

1998 Short Story Award Finalist, Glimmer Train Press, 1998

1993 *Summa cum laude* graduate of distinction Bethel College, KS

Appendix C: Interview Materials

2 items

Lecturer_Interview_Questions_2022_Kim.pdf

Lecturer Interview Questions 2022 Kim
Notes & questions from Jeff Kim interview

Lecturer_Interview_Questions_2022_Chiranda.pdf

Lecturer Interview Questions 2022 Chiranda
Notes & questions from Chiranda Brantina interview

Lecturer Interview Questions

Interviewer Name: **Elisa Stone** Interviewee Name: **Jeff Kim** Date: **5/11/23**

We have about 30 minutes for this interview. There are ___ questions for you, please be relatively brief in your responses.

1. Tell me a bit about yourself, and any current and/or former teaching experience relevant to a STEM teacher education program like Cal Teach?

- Taught AP Bio and AP Env Sci for 23 years – retired from SFUSD
- Currently teaching Stats in parochial school
- Worked with BERET program for 2 years doing data science research, worked with Simo and JGI plant genome portal, conferences
- Relevancy – experience with both teaching and research, so can teach how to integrate it

2. (Frame current teaching needs/describe course objectives) Why are you interested in teaching EDSTEM 189? If offered the position, how will you prepare to teach it/them? (If relevant, ask: Which are you most interested in teaching? Would you be interested in teaching both/more than one?)

- After many years of teachinng , what to broaden my impact, as a classroom teacher and science lover, want to bring this to the next generation
- Have a lot to share, but also have a lot to learn from young people
- Use a lot of existing curriculum, will not start from scratch

3. If I walked into one of your classrooms while you were teaching, what would I see happening?

- Engagement level of students and teacher, high engagement, something different all the time (individual, group work, etc)
    - Students asking questions
    - Smiling
- Walk around the room, working with worksheet even

4. What experience do you have in teaching diverse populations? How will you translate that experience in teaching Cal Teach students?

- Often taught 9th graders, predominantly Asian in SFUSD, but really mixed in this district
- Want to have this discussion with students
- (refer to his equity statement) worth sharing with students
- Worked with HIV positive individuals at height of AIDS pandemic, a lot of things like this

5. What type of support do you think beginning teachers need to be successful in math and science teaching in urban schools? How will this course/these courses specifically support future teachers planning on working in urban schools?

- Support with regard to classroom management
- Positive learning environment
- Year long scope and sequence – knowing where you are going

- Interactive nature of science/ game show energy, science snack or demo to start class, investigations, playing around, sparking curiousity
- Relevance to broader world

6. This program is for math, science and engineering majors. To what extent are you comfortable with disciplines outside of your expertise? [eg. science, if you are a math educator, or chemistry, if you are a biologist]

- Comfortable (3 credentials, life science, chemistry, geoscience/planetary science) and now teaching Stats

7. Describe any intervention techniques you have found particularly effective for students struggling in the classroom or in the field.

- Communication is critical, face to face super important
- Personalize communication
- Talk on the side, what is going on? Pull them out of class

8. Do you have a current teaching credential? If so, in what area, and through what state/country?

Yes, see above

9. This position is a part-time position. Does that work for you? The position starts June 19 and ends on August 11th. Are you available during this time?

No problem and yes.

10. What questions do you have for us about this position?

Will email as they come up. Already asked others.

Lecturer Interview Questions

Interviewer Name: **Elisa Stone** Interviewee Name: **Brantina Chiranda** Date: **5/8/23**

We have about 30 minutes for this interview. There are ___ questions for you, please be relatively brief in your responses.

1. Tell me a bit about yourself, and any current and/or former teaching experience relevant to a STEM teacher education program like Cal Teach?

Undergrad and graduate education, South Africa, 2019 Ph D in math education
Taught both mathematics and math ed, to secondary students and at teacher preparation program working with prospective teaching

Current interests - Teaching and learning mathematics in context of disadvantaged, e.g. mathematical thinking and problem solving, Now a postdoc with Alan Schoenfeld in BSE

2. (Frame current teaching needs/describe course objectives) Why are you interested in teaching this course/these courses? If offered the position, how will you prepare to teach it/them? (If relevant, ask: Which are you most interested in teaching? Would you be interested in teaching both/more than one?)

Alan developed this course, so she has heard a lot about it. Interested in the program, based on its commitment to improving STEM teaching in Bay area. And this course focuses on developing conceptual understanding in math and science. Start by giving students a reading, post in discussion thread their reaction the day before, to help with getting students to talk with one another so I can see their thinking. Discuss the kinds of processes for how they solve problems etc. Students lead discussion for the next class. [Brantina elaborated in a LOT of detail, clearly understands the coruse and is very excited about it]

3. If I walked into one of your classrooms while you were teaching, what would I see happening?

Above spoke about teacher ed, if secondary math- also focuses on identity and belonging, so all understand how they can do math- opportunities to learn, methods like complex instruction, students working in groups, having roles (leader, timekeeper, notetaker)

4. What experience do you have in teaching diverse populations? How will you translate that experience in teaching Cal Teach students?

Taught in South Africa, post-apartheid, so no non-white populations are allowed to segregate, taught in multi-racial, multi-ethnic. Can translate because CalTeach also diverse. Will not let any populations dominate learning process, use a lot of different methods for getting all to express ideas

5. What type of support do you think beginning teachers need to be successful in math and science teaching in urban schools? How will this course/these courses specifically support future teachers planning on working in urban schools?

Making sure all learners feel welcome, helping them understand the math and science content, collaborative

groups

6. This program is for math, science and engineering majors. To what extent are you comfortable with disciplines outside of your expertise? [eg. science, if you are a math educator, or chemistry, if you are a biologist]

Quite comfortable. In African countries, moving to STEM education, more focus on interdisciplinary education. I have worked on a book that focuses on STEM education, working with other professionals from many disciplines

7. Describe any intervention techniques you have found particularly effective for students struggling in the classroom or in the field.

You have to know the situation of the student as an individual, so you can plan according to their developmental needs. So why are they falling behind? You must understand this.

8. Do you have a current teaching credential? If so, in what area, and through what state/country?

Yes, In African countries, you get a certificate for teaching. Focused on mathematics & technology.

9. This position is a part-time position. Does that work for you? The position starts June 19 and ends on August 11th. Are you available during this time?

Yes and yes. Paid a fellowship by South Africa, so will be hired as a lecturer. Look into if there are any visa issues/work permit. Has SSN.

10. What questions do you have for us about this position?