

# STANYS

## Election Information

### Fall 2018



The adoption of the Constitution and By-Laws by the Board of Directors and approved by the membership determined the position and terms of officers to be filled this year. They are: Vice President – who will serve in this position for one year and then automatically become President-Elect; Directors at Large – three year terms for Biology, Chemistry, and Colleges.

#### Candidate for Vice President 2018-19 (Vote for one)

#### Michelle Hinchliffe

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#### Section: Northwestern

#### Work - Educational Institution

Lewiston-Porter Central School District 1994 - Present

#### Current Teaching Subject Area or Position

Regents and AP Chemistry Teacher

#### Past Experience

North Tonawanda Catholic Middle School  
Middle School Science Teacher, 1993-94

#### Educational Background

Master of Science in Education, Niagara University  
General Science Teacher Certification Program,  
University of Michigan  
Bachelor of General Studies, University of Michigan

#### Current STANYS Position(s)

Director/Chairperson NW Section

#### Past STANYS Position(s)

Number of Years Involved in STANYS: 20

#### Involvement in Section Activities

Organizer of Northwestern section mini-conferences and professional development opportunities, presented workshops at local, state and national conferences. Member of STANYS Board of Directors.

### Michelle Hinchliffe

#### Honors, Awards, Grants Received

- NY State Master Teacher Fellowship 2014-2018
- Menzie Environmental Education Award, the North American Society of Environmental Toxicology and Chemistry, National Convention, Long Beach CA, 2012
- Outstanding High School Science Teacher of the Year, WNY American Chemistry Society, 2012
- Award of Appreciation, Director at Large for Chemistry, STANYS, 2013
- Member of the Year, Lewiston-Porter United Teachers Union, 2006
- Grant Recipient, Exxon Mobil/Coppin's Automotive 2008 & 2010, Lew-Port Alumni Assoc., 2010

- Chemistry Mentor, Niagara/Orleans BOCES, 2001-2006
- Advisor, Science National Honor Society, Lewiston-Porter HS, 2009-2017
- Leader, Lewiston Library Science Explorers Club, Lewiston, NY, 2011-2017
- Presenter, Niagara County Science Fair, Stella Educational Park, Lewiston, NY, 2008-2017
- Mentor, DEA Drug Take-Back Program, Lewiston, NY, 2012
- Director of Community Relations, Lewiston-Porter United Teachers Union, 2002-2006
- Director of Community Relations, Lewiston-Porter United Teachers, 2002- 2006
- Lewiston-Porter United Teachers Union Executive Committee, Secretary, 2006-2008
- High School Ski Club Advisor, 1994 - present

#### Other Professional Qualifications - STANYS and other experiences which you feel would enhance your qualifications for this position

- NY State Master Teacher Fellowship Recipient, 2014 – Present
- Education Specialist for New York State Education Department, 2013 – Present
- Science Department Chair, Lewiston-Porter, 2007, 2016 – 2018
- STEM Presenter, NSTA, March 2018
- Lewiston-Porter United Teachers Union Executive Committee, Secretary, 2006-2008
- STEM Presenter, Annual STANYS Conference, 2006-present
- International Super Science Fair Advisor: Singapore (March 2016), Australia (December 2015), England (2013), Canada (2012), Japan (2011), Lewiston, NY (host and organizer, 2012)
- Director/Chairperson NW STANYS Section, 2017-present
- Director At Large for Chemistry, STANYS, 2011-2013
- Subject Area Representative for Chemistry NY Section, STANYS, 2006-2010, 2014-2017
- Chemistry Mentor, Biology/Chemistry Professional Mentor Network, FLCC/Stony Brook, 2000-present
- Curriculum Consultant, Illinois- Indiana Sea Grant, Illinois University, 2014
- Professional Development Consultant Teacher, DeWitt Middle School, Ithaca, NY, 2012

#### Position Statement

My husband claims that I cannot go an entire day without talking about ionic bonding. Sadly enough, I think he is right. Not only do I love teaching chemistry, but I love living chemistry. I spend many hours planning and thinking about how to engage my students in the fundamentals of chemistry. Have I created an academically challenging unit? Can my students apply the material to construct new knowledge? Can they relate chemistry concepts to the real world? In pondering these questions, I realize how much I have grown as a teacher. Today, I am more dedicated to my students, my district and my professional affiliations than ever before. I am more passionate about relating real world experiences to create relevant lessons that incorporate critical thinking and problem solving opportunities. I am completely determined to create as many authentic learning experiences as I can for my students.

Participating in the NY Master Teacher Fellowship program, biology/chemistry mentor network program, the International Super Science Fair, various consultant opportunities and holding STANYS Director/Chairperson, DAL Chemistry and SAR Chemistry positions has allowed me to meet amazing instructors from around the globe and engage in innovative professional development. These experiences have inspired me to bring inventive teaching techniques into my classroom. As a result, POGILS, STEM activities, CER, Modeling and NYSSLS 3-D learning enhance my lessons. Strategies that I have learned from simply taking a risk by joining a professional network.

## **Candidate for Vice President 2018-19**

### **Michelle Hinchliffe (cont.)**

Each of my lessons has an underlying theme; chemistry is fundamental. Chemistry answers essential questions allowing us to understand why soap clean things, why we value diamonds over graphite, or why we can't walk through walls even though atoms are mostly empty space. I think as educators, we can all agree that students need to ask questions to become numerate, analytical thinkers, and problem solvers. But, how do we motivate students to ask the right questions to achieve various educational goals? Perhaps it is time for teachers to start asking the right questions and consider what is fundamental to teaching. If we truly believe ourselves to be life-long learners, we need to define the word "fundamental."

Pedagogical shifts are never easy. However, most teachers will tell you that an instructional approach involving less memorization of facts and procedures and engaging students in content through various teaching practices will help students develop 21st century skills including creativity, critical thinking, and communication through collaboration. By adopting the New York State Science Learning Standards (NYSSLS), NYSED recognizes that the three dimensions of science and engineering practices, core content, and cross cutting concepts (3-D learning) should be the fundamental scaffold for student competency. Once implemented, students construct knowledge and "do science" through engaging phenomena. Classroom experiences can

influence how students view themselves and their place in the world. If students learn that many of the world's problems require a 3-D approach to solve them, they are on the way to becoming numerate, analytical thinkers, and problem solvers.

This is why I teach. I am dedicated to changing how my students view themselves and their relationship with the world around them. Once students commit to something bigger than themselves, the classroom becomes a supportive environment for learning and motivating themselves academically. If we ask that of our students, should we not ask that of our teachers? Teachers need to commit to something bigger than their current practices. That is why I have chosen to run for the position of Vice-President of STANYS.

With the adoption of NYSSLS, I am excited to take my STANYS involvement to the next level of leadership. It would be an honor to serve an organization that continuously strives to offer cutting edge professional development opportunities for teachers, engage in dialogue regarding assessments, and represent our state science teachers as we move to implement NYSSLS. Committing myself to a STANYS leadership position over the next four years, I am taking a risk to grow as an educator to interact within my community, scientific or not, to inspire change in myself, in my students and in my peers as we collectively shift our instructional paradigms towards 3-D learning. I hope for your continued support and look forward to representing the STANYS organization as a member of the executive committee.

## Candidate for Secretary (Vote for one)

### Karin Cyganovich

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#### Section: Northwestern

#### Work - Educational Institution

Cheektowaga Central Schools

#### Current Teaching Subject Area or Position

Physics Teacher, Forensics Teacher & Science Research Teacher, Lead Learner for the HS, K-12 Instructional Coach, K-12 Science Curriculum Leader, Mentor for new teachers, SWIS administrator & Project Positive Tier II Coach

#### Past Experience

Chemistry, 8th grade science, 8th grade math

#### Educational Background

BS in Physics, University at Buffalo

MS in Science Education, University at Buffalo

#### Current STANYS Position(s)

Director at Large for Physics, Vice-Chair & Secretary of the Northwestern Section, Chair of the State Science Honor Society, member of the 5 year planning committee

#### Past STANYS Position(s)

Subject Area Representative for Physics, Secretary, Vice-Chair of the State Science Honor Society, Conference Assistant

#### Number of Years Involved in STANYS: 10

#### Involvement in Section Activities

Attend all section meetings, help plan & execute section events, present at mini-conferences

#### Honors, Awards, Grants Received

- STANYS Excellence in Science Teaching Award 2015
- Who's Who Among American Teachers (1998, 1999, 2000)
- Outstanding Educator of the Year Award 2017

#### Other Professional Qualifications - STANYS and other experiences which you feel would enhance your qualifications for this position

- BAP Point of Contact for Cheektowaga central school district
- Super Key Leader of the Northwestern Section for Science Matters
- Regional Science Olympiad Forensics Supervisor
- Judge for the WNY Regional Science & Engineering Fair
- BOCES home instructor
- Reviewer of science curriculum for BOCES
- National Science Teachers Association
- American Association of Physics Teachers
- Presenter at the annual STANYS conference for many years.

#### Position Statement

I am excited to be a nominee for the position of secretary. I started teaching in 1996 and joined STANYS right away. I have fond memories of being a conference assistant several times at the Nevele and remember learning so much from fellow teachers. I stepped away from the organization for several years as I stayed home to raise my three beautiful children Katelyn, Kerriann & Reece. When I returned to the classroom, I jumped right back into the organization and became a science leader for my district. I love teaching science and I love helping teachers with instructional strategies. Mostly I love being part of professional learning clubs. STANYS is the biggest professional learning "club" or organization. I want to continue to grow in STANYS and feel secretary is that next step for me. Starting in high school and continuing in college and beyond, I have been secretary for many groups. Currently I hold that position for the parents association I am involved in and for my section. I am highly organized and possess the skills necessary to be a secretary. This is an exciting time in science education. STANYS is there to help us all and I want to be there to help STANYS.

## Candidate for DAL - Biology (Vote for one)

### Caitlin Ullock

#### Section: Central Western

#### Work - Educational Institution

Pittsford-Mendon HS

#### Current Teaching Subject Area or Position

Biology Teacher

Secondary Science Standards Leader

#### Past Experience

Biology Teacher

#### Educational Background

Master of Science in Biology/Secondary Education

Bachelor of Science in Biology, Chemistry Minor

#### Current STANYS Position(s)

SAR Biology, Vice Chairperson

#### Number of Years Involved in STANYS: 15

#### Involvement in Section Activities

CWS Science Exploration Days Speaker Coordinator- have helped coordinate this program for 15 years. Also, I participate regularly in section meetings and help plan and present at the CWS Spring Workshop.

#### Honors, Awards, Grants Received

- NYS Master Teacher
- Published article: "The Case of Dinosaur Metabolism" *The Science Teacher*, Sept. 2017

#### Other Professional Qualifications - STANYS and other experiences which you feel would enhance your qualifications for this position

- National Science Teachers Association (NSTA)
- National Association of Biology Teachers (NABT)
- NABT/BSCS AP Biology Leadership Academy
- BSCS Biology RTA facilitator
- Mentor (AP Biology teachers nationally, in-district science teachers)
- Teacher on Special Assignment (TOSA) for 6-12 science in-district,
- NSTA/STANYS/Other workshop presenter

#### Position Statement

I have taught Biology for 22 years. Throughout my career, I have had the opportunity to teach all levels of Biology as well as Chemistry, Earth Science and various electives. I am passionate about science education. Currently, I have the opportunity to work on curriculum and assessment in my district for 6-12 science. This has provided me a great opportunity to explore the new science standards and help to prepare my colleagues as we move to implementation. It is so important for students to be able to think critically/problem solve and engage in the scientific process. I am excited to see the shift to students doing science and not being told about science. It is important that students have deep understanding of scientific concepts and be able to apply those concepts to new situations. I spend much of my free time engaging in professional development so that I can create this type of learning environment for my students.

I was first really pulled into STANYS as a committee member for our local Science Exploration Days. I have spent 15 years helping put on this program and this has led me to take a more active role in the CWS section. I was very excited when the Biology SAR position was available. I was excited about the idea of working alongside the other SARs to engage in high quality PD and then in-turn provide high quality PD for other teachers. I have truly benefited from the network of teachers I have created and friends I have made as part of this organization. Over the past few years, I have attended the SAR Spring workshop, presented at the STANYS conference and helped to plan and facilitate the conference Biology Institute. I can bring my extensive knowledge of teaching and learning, my leadership skills and passion for my science education to the position. Although I am sad to see our current Biology DAL leave, I would love to have the opportunity to try to fill her BIG shoes.

## Candidate for DAL - Biology cont. (Vote for one)

### Samuel Washington, Jr.

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#### Section: Westchester

#### Work - Educational Institution

Woodlands High School, Greenburgh Central School District

#### Current Teaching Subject Area or Position

- AP Biology, Biology Honors, Regents Living Environment, Living Environment Regents Strategies and Prep.
- Secondary Science Methods (grades 5-12) (Manhattanville College)

#### Past Experience

Environmental Science, Science Research, Anatomy and Physiology, Engineering Design, Regents Earth Science, AIS Living Environment, AIS Earth Science, Physical Sciences, Life Science, Investigations in Science, Regents Biology

#### Educational Background

STEM Leadership Certification- Teachers College, Columbia University  
Master of Science in Secondary Education- Mercy College  
Bachelor of Science in Biology- Binghamton University  
Bachelor of Arts in Sociology- Binghamton University

#### Current STANYS Position(s)

Director (Westchester), Vice-Chair (Westchester), 5-Year Planning Committee (NYS), Conference Assistant

#### Past STANYS Position(s)

Immediate Past Chair, Elections committee, SAR-Professional Development (Westchester)

#### Number of Years Involved in STANYS: 16

#### Involvement in Section Activities

Board meetings, Conference Assistant, Fall Welcome Back Conference, Spring Update Conference, Workshop Presenter, Section Events, Pub Science, General membership meetings

#### Honors, Awards, Grants Received

- NABT Outstanding Biology Teacher Award
- Teacher of the Month (College Football Playoff Foundation)
- New York State Master Teacher Hudson Valley
- STEM Teaching Fellow School Woodland Ecosystem Study Project
- Fellow (Cary Institute Marine Education)

- Fellow (EPI)
- Woodlands HS Student Appreciation Award
- Falcon Image Award recipient

#### Other Professional Qualifications - STANYS and other experiences which you feel would enhance your qualifications for this position

- Adjunct Professor, Manhattanville College, School of Ed.
- Instructor for NYS STEP, Mercy College Education Specialist for NYSED
- NYS Master Teacher, Mid-Hudson Region
- National Science Teachers Association (NSTA)
- National Association of Biology Teachers (NABT)
- NGSS NYS Draft recommendation committee (STANYS)
- Workshop presenter (Life Science Learning Center, Science Take-Out, Cary Institute, etc.)
- Advisor
- Science Club
- Science Competition
- African-American Men of Westchester Environmental committee
- African-American Heritage Coalition, Science Research Steering Committee Chair

#### Position Statement

This is a very exciting time to be, not only a biology teacher, but a science teacher. Individual states in this country are looking at the Next Generation Science Standards and seeing the importance of how science is addressed in this society. Each level of politics, from local up to the national, have seen elections won and lost through debates with science at the forefront. Such events have even sparked the global movement known as March for Science which advocates for equitable, evidence-based policy that serves all communities. Now, more than ever, there is a need for our students, our citizens to be scientifically literate. In a time where reports are coming out stating how our students are not college ready and lack the skills to fulfill STEM jobs, it is refreshing to see how science educators and scientists were able to come together to design a framework developed around a core of concepts needed for students. The idea that we are coming together, in the name of science, to make students better learners and teacher better educators, across the nation, is admirable and timely.

## **Candidate for DAL - Biology (cont.)**

### **Samuel Washington, Jr.**

Indeed, this is an era where the perceptions of the nature of science comes from either the media or school. This is the backdrop as I think about my role as a biology teacher and leader.

As New York State adopts the NYS P-12 Science Learning Standards it becomes both a relief and a new challenge in how I approach biology education. This could be a tool to build both confidence and knowledge.

Teachers could focus on disciplinary core ideas knowing that not only are real skills being addressed across the board at this level, but that there is a clear knowledge of progression within districts. It becomes a tool of equity. As Biology DAL, I would like to take a role in ensuring that SARs and other members of STANYS are in positions to facilitate, educate, and guide this transference of knowledge, statewide, as we embrace 3-D teaching and learning. New York State has some of the best biology educators in the country and working together we can insure that this transition period will just be the beginning as we take the lead in truly teaching our students 21st century skills and beyond.

## Candidate for DAL – Chemistry (Vote for one)

### Stephanie O'Brien

#### Section: Suffolk

#### Work - Educational Institution

#### Current Teaching Subject Area or Position

Regents, Honors and IB Chemistry

#### Past Experience

Conceptual physics, introduction to chemistry

#### Educational Background

BS Chemistry, MAT in Teaching Chemistry, Ph.D. in Science Education

#### Current STANYS Position(s)

Chemistry SAR Suffolk Section

#### Past STANYS Position(s)

#### Number of Years Involved in STANYS: 10

#### Involvement in Section Activities

Presented at all local and state conferences, help with section awards ceremony, recruited chemistry teachers to help out at the chemistry teacher institute, attend monthly meetings, provide input on future professional development and events, write newsletter articles and maintain news site for local section, participated in planning and implementation of last year's institute as well as the coming year

#### Other Professional Qualifications - STANYS and other experiences which you feel would enhance your qualifications for this position

- As a STEM master teacher in the Long Island region, I have presented at local, state and national conferences on topics such as literacy, flipped learning, inquiry instruction, student misconceptions as well as student technology integration.
- I am a co-founder of LIACTS (Long Island Association for Chemistry teacher Support) an initiative to support and provide professional development for Chemistry teachers in the Long Island region.

#### Honors, Awards, Grants Received

- NYS Master Teacher,
- NYS Teacher of Excellence Award
- Commack School District Teacher of the Year

#### Position Statement

As Chemistry DAL I will collaborate with other chemistry teachers to share best practices, pedagogical techniques and methods to improve chemistry instruction. I will work to help teachers expand their content knowledge and instructional delivery to students in ways that they will find most meaningful for comprehension. I will continue to explore new ways to incorporate a variety of instructional models that can be used in three-dimensional science lessons and support others with guidance along the way.

Additionally, I am looking to create a shared drive of resource materials so each section isn't reinventing the wheel in the development of new instructional materials that align with the standards.

In my role as DAL I will work with the SAR team to facilitate chemistry sessions at the STANYS Annual Conference that are meaningful, relevant and in line with the NYSSLS standards. The SAR teams and I will continue to seek opportunities to make the curriculum more engaging by connecting as many concepts as possible to real world situations through introduction of phenomena and/or designing solutions to problems. Additionally, teachers will be supported in helping students construct explanations and arguments and evaluate their effectiveness based on evidence. Three-dimensional teaching and learning will be promoted for all teachers to use so that all children regardless of language, gender, race, ethnicity, age, skill, cognitive and physical abilities, or economic status can make sense of the phenomena presented to them in order to see the presence of chemistry in their day-to-day lives. As we proceed with implementing the new standards, I will continue to learn new methodologies to incorporate them into the classroom and help others increase their level of comfort in order to utilize them effectively.

## Candidate for DAL - College (Vote for one)

### Angela M. Pagano

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#### Section: Southern

#### Work - Educational Institution

SUNY College at Cortland

#### Current Teaching Subject Area or Position

Associate Professor Biological Sciences and Adolescence Science Education, SUNY Provost Fellow for TeachNY

#### Past Experience

High School Living Environment, Environmental Science, and Anthropology

#### Educational Background

BS Biology, PhD Biological Sciences, NYS Teacher Certification Biology and General Science 7-12

#### Current STANYS Position(s)

SAR Colleges

#### Past STANYS Position(s)

SAR Biology

#### Number of Years Involved in STANYS: 14

#### Involvement in Section Activities

I assist in planning yearly workshops and activities open to our section and other STANYS members in the area; attend quarterly meetings; present at annual conference as a representative of our section

#### Honors, Awards, Grants Received

- Office of Naval Research – “Engaging the Next Generation STEM Naval Workforce: Using Communities of Practice to Build Teacher Capacity” (PI with D. Fantacone and D. Duryea). \$610,210, notified of recommendation to fund March 2018
- National Science Foundation Robert Noyce STEM Teaching Program Conference Grant – “Noyce Northeast Regional Conferences III” (Co-PI with G.D. Phelan and L.M. Gonsalves). \$1,624,254, 2017-2020.
- National Science Foundation Robert Noyce STEM Teaching Program – “SUNY Cortland Noyce Scholarship Program Phase II” (Co-PI with G.D. Phelan and M. Gfeller). \$799,855, 2015-2020.
- SUNY Cortland Academic Program Innovation Grant – “Cultivating Student-centered Pedagogies to Enhance Engagement” (Co-PI with B. Klein, D. Fantacone, M. Timberlake, K. Maricle, and A.

Abramo). \$10,100, 2016-2017.

- SUNY State Teacher and Leader Network Center of Innovation in Education Grant – “Center for the Preparation of 21st Century Teachers @ SUNY Cortland” (Co-PI with A. Lachance, B. Klein, and M. Gfeller). \$149,863, 2014-2015.
- US Department of Education via New York State Education Department RTTT Grant – “SUNY Cortland Undergraduate Clinically Rich Teacher Preparation Pilot Program” (PI with M. Gfeller). \$429,197, spring 2013-summer 2015.
- Science Teachers Association of New York State – Southern Section Outstanding Service Award, 2014.
- NASA’s Aerospace Education Services Project Implementation Mini-Grant – “Bringing Space Down to Earth! Teaching Secondary Science Using AESP Toolkit Materials” (Co-PI with J. Lloyd and N. Schaff, Cornell University). \$21,830, 2010-2011.
- SUNY Cortland Faculty Development Center Small Grant – “Identification of DNA Sequences for Use in Earthworm Species Identification by Local High School Teachers and Students.” \$500, fall 2008
- SUNY Cortland Fine Teaching Development Award – “Development of case studies for authentic learning in teacher education.” Fall 2008

#### Other Professional Qualifications - STANYS and other experiences which you feel would enhance your qualifications for this position

##### PROFESSIONAL SERVICE:

- New York State Education Department Clinical Practice Workgroup, 2017 – 2018 -- Charged with defining and identifying best practices around field experiences, student teaching, and clinical educator support in educator preparation with the goal of providing a set of recommendations to the NYS Board of Regents related to teacher preparation programs.
- New York State Education Department Professional Learning Team, 2017 – Present -- Charged with helping to communicate what high-quality professional learning means and identify statewide professional learning priorities based on data.
- Advisory Board Member, New York State Master Teacher Program Central NY Section, 2013-present -- Advise local section and programming for a network of high performing STEM teachers dedicated to sharing expertise with peers and attracting the brightest minds to a career in STEM.
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## Candidate for DAL - College (cont.)

### Angela M. Pagano

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- Member-at-Large, New York State Association of Teacher Educators (NYSATE) Executive Board, 2018-present
- SUNY TeachNY ([www.suny.edu/teachny](http://www.suny.edu/teachny)) Data Review & Integration Team, 2016-2017 -- Performed qualitative data analysis of TeachNY engagement sessions, outreach surveys, and the work of the Provost's Steering Committee on SUNY TeachNY Policy. Assisted with drafting SUNY policy on teacher preparation for submission to the Board of Trustees.
- Provost's Steering Committee on SUNY TeachNY Policy, 2016-2017 -- Charged with developing recommendations regarding revisions to existing teacher preparation policy and proposed language for a renewed, enabling policy framework and action agenda for SUNY.
- NYS Education Department Building Educator Capacity Task Force, 2016-2017.
- WSKG Public Media Science Advisory Board, Spring 2016-Spring 2017
- Appointed by NYS Governor to Common Core Task Force Advisory Board, Fall 2015
- Appointed by SUNY Vice Chancellor to SUNY TeachNY Leadership Task Force, 2014-2016 -- Charged with identifying innovative strategies that both enable and help sustain exemplary teacher and leader preparation practice and address persistent challenges throughout the education pipeline

#### RELEVANT PRESENTATIONS:

\*indicates student co-author

- Pagano, A.M. and T. Conner. 2017. Strengthening Teaching & Learning Using the Lesson Study Model. 122nd Annual Science Teachers Association of NYS Conference, Rochester, NY.
- Pagano, A.M., D. Fantacone, and M. Reynolds. 2016. A Workshop on Communicating Science. Pennsylvania State University, Harrisburg and State College, PA.
- Pagano, A.M. and T. Conner. 2015. SimCity: The Authentic Teaching Edition. 120th Annual Science Teachers Association of NYS Conference, Rochester, NY.
- Pagano, A.M. and M.K. Gfeller. 2015. The Evolution of Trust in Co-teaching Relationships in a Clinically Rich Model of Teacher Preparation. 2015 Professional Development Schools National Conference, Atlanta, GA.
- Gfeller, M.K. and A.M. Pagano. 2015. Co-teaching and Special Education in Secondary Science and

Mathematics Classrooms. 2015 Professional Development Schools National Conference, Atlanta, GA.

- Pagano, A.M. 2014. Reaching New Heights: An Undergraduate Clinically Rich Teacher Preparation Program. Innovative Educator Preparation: A Statewide Convening of the SUNY Teacher and Leader Education Network, Albany, NY.
- Pagano, A.M. and T. Conner. 2014. Using Fieldwork, Media and Experts to add Relevance to the Teaching of Streams, Watersheds and Drainage Basins. 119th Annual Science Teachers Association of NYS Conference, Rochester, NY.
- Fantacone, D. and A.M. Pagano. 2014. Keeping it current: Managing the flow of scientific information to students. 119th Annual Science Teachers Association of NYS Conference, Rochester, NY.
- Pagano, A.M., E. Reisweber\*, and B. Creegan\*. 2014. Using Stories to Teach Science. 3rd Annual Noyce Northeast Regional Conference, Philadelphia, PA. (\*undergraduate co-authors)
- Fantacone, D. and A.M. Pagano. 2013. Bringing Relevancy Back to Science Class. 118th Annual Science Teachers Association of NYS Conference, Rochester, NY.
- Zawicki, Joseph, A.M. Pagano, and T. O'Brien. 2013. edTPA: Educational Teacher Performance Assessment (or Anxiety)? 118th Annual Science Teachers Association of NYS Conference, Rochester, NY.
- Pagano, A.M., D. Fantacone\*, and S. Smith\*. 2011. Bringing Space Down to Earth! Teaching Secondary

#### PUBLICATIONS:

- Titus, J.E. and A.M. Pagano. 2017. Carbon dioxide and submersed macrophytes in lakes: linking functional ecology to community composition. *Ecology*, 98: 3096-3105.
- Thomas, A. B., A. Pagano, D. Fantacone, and A. Lachance. 2016. Sharing perspectives and experiences: Panel remarks made at the TeachNY Central New York regional engagement session. *Excelsior: Leadership in Teaching and Learning*, 11: 1-9.
- Pagano, A.M., S.D. Pishanider\*, and S. Gal. 2008. Incorporation and use of modified nucleotides in aqueous DNA computing. *Natural Computing*, 7: 423-438. (\*undergraduate co-author)
- Pagano, A.M. and S. Gal. 2008. An approach for using modified nucleotides in aqueous DNA computing. *Lecture Notes in Computer Science*, Volume 4848/2008: 161-169.
- Pagano, A.M. and J.E. Titus. 2007. Submersed macrophyte growth at low pH: carbon source influences response to dissolved inorganic carbon enrichment. *Freshwater Biology*, 52: 2412-2420.
- Pagano, A.M. and J.E. Titus. 2004. Submersed macrophyte growth at low pH: contrasting responses of three species to DIC enrichment

## Candidate for DAL - College (cont.)

### Angela M. Pagano

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- sediment type. *Aquatic Botany*, 79: 65-74.
- Titus, J.E. and A.M. Pagano. 2002. Decomposition of litter from submersed macrophytes: the indirect effects of high [CO<sub>2</sub>]. *Freshwater Biology*, 47: 1367-1375.
  - Stamp, N.E. and A.M. Pagano. 2002. Evaluation of a workshop series in university science education. *Bioscience*, 52: 366-372.
  - Pagano, A.M. and J. Lanza. 1994. The effects of energy and amino acids on feeding preferences in the flesh fly, *Sarcophaga bullata*. *Journal of the Pennsylvania Academy of Science*, 68: 121-124.

#### Position Statement

I began my career as an informal science educator at a small environmental museum in the Bronx, later becoming a high school teacher in Central New York, and eventually a professor of biology and adolescence education at

SUNY Cortland. How amazing it is to be in such a profession where we can provide students the opportunity to try, to explore, and to find their passion and voice. A profession where we grow understanding by helping students discover the connections between their lives and the disciplines that we hold so dear to our hearts, all while modelling for them what it means to be a good citizen, a responsible person, a kind person. What an honor it is to say, I am a teacher. However, not everyone feels this way towards the teaching profession. Enrollment in education programs remains low while the need for student access to highly qualified science teachers remains high. We are at a time where professional agency is critical. As experts in our field, we as teachers and teacher educators must direct the narrative around what it means to be an educator. Working through STANYS, we have the organizational support to contribute to the growth of knowledge in our field and to engage in policy development that supports teachers and maintains excellence in the profession. As DAL of Colleges, I will work to uphold the mission of STANYS and be an advocate for science education in New York State.