MICHAEL C. EGAN

EDUCATION

Boston College Lynch School of Education, Chestnut Hill, MA
Ph.D, Curriculum and Instruction, 2008

Harvard Graduate School of Education, Cambridge, MA
Ed.M, Teaching and Curriculum, 1998

University of Notre Dame, Notre Dame, IN
BS, Mathematics, 1995

PROFESSIONAL EXPERIENCE

Augustana College, Rock Island, IL
Co-Chair of Education Department, 8/15/22 - Present
Professor of Education, 8/15/22-Present
Associate Professor of Education, 8/15/14 – 8/14/22
Assistant Professor of Education, 8/15/08 – 8/14/14

- Teach courses in mathematics instructional methods for pre-service elementary and secondary teachers; teach a college algebra course; teach in the FYI program; co-lead the Jamaica International Program; teach the Learning Portfolio course
- Supervise secondary school mathematics teaching candidates during their student-teaching experience;
- Academic advisor for first-year students, secondary mathematics education majors, and K-12 world language teaching majors
- Serve on the College's General Education Committee, Committee Chair 2016-2017; 2022-23
- Chair of Augustana's Liberal Education and America's Promise (LEAP) committee
- Co-director, Center for Faculty Enrichment, 2015-2016

Associate Dean of the College, 7/1/18-7/31/22

- Primarily responsible for assessment of the academic program (includes assessment of student learning relative to college-wide learning outcomes; assessment of departments via formal program review; assessment of individual courses and instructors via formal course evaluation process)
- Have overseen faculty professional development program and Augustana's Center for Faculty Enrichment
- Have organized Augustana Symposium Day
- Coordinate Summer Term and January Term
- Have been immediate supervisor to Augustana's Learning Commons staff, and played a pivotal role in launching the Office of Disability Services as part of the Learning Commons.

Education Development Center, Newton, MA
Curriculum Specialist, 2/28/06 – 7/25/08

- Member of the design team for the NSF-funded project *Fostering Geometric Thinking*, a professional development curriculum for middle grades geometry teachers (more information at www.geometric-thinking.org)

St. Columbkille School, Brighton, MA
8th Grade Mathematics Teacher, 1/2/08 – 6/6/08
- Taught a high school preparatory mathematics course to an 8th grade class

Boston College Lynch School of Education, Chestnut Hill, MA
Adjunct Instructor, 9/6/05 – 12/31/07
- Taught a graduate-level course on teaching mathematics and technology in the elementary school

Graduate Assistant, 9/2/03 – 5/31/07
- Teaching assistant in mathematics education courses

College Bound Program Instructor, 9/2/05 – 5/31/07
- Mathematics teacher in this academic enrichment program for urban high school students

Merrimack College, **Mathematics Department,** North Andover, MA
Adjunct Instructor, 9/2/07 – 12/31/07
- Taught an undergraduate course in mathematical applications for business

Salem State College, Salem, MA
Instructor, Summer 2006
- Co-taught a graduate level course on integrating mathematics and literature in the elementary school

UMass Boston Urban Scholars Program, Boston, MA
Mathematics Teacher, Summer 2005
- Designed curricula and taught 9th-11th Grade students in this summer enrichment program

Convent of Mercy Academy "Alpha", Kingston, Jamaica
Teacher of Mathematics, 9/95 – 7/97 and 9/98 – 8/03
- Taught 1st through 6th Form mathematics (equivalent to 7th Grade through AP)

Head of Mathematics Department, 9/99 – 8/03
- Introduced sweeping curricular changes to department resulting in substantial student improvement on both internal and external assessments.
- The pass rate on the required Caribbean Examinations Council mathematics exam was 26% prior to my service as HOD. After 4 years of service, pass rates were 46%, 53%, 55% and 62% respectively.

Fourth Form Coordinator, 9/02 – 8/03

- Supervised Fourth Form (10th Grade) students, managing all areas of student life (academics, guidance, discipline).

John D. O'Bryant School of Math and Science, Boston, MA
Teacher of Mathematics, 2/98 – 6/98

- Hired as a full-time teacher during my practicum year.

PROFESSIONAL ACTIVITIES

Promoting Opportunities in STEM Teaching (POST), Rock Island, IL
Principal Investigator, June 2020-Present

- Serve as the Principal Investigator for Augustana's POST scholarship program, a program funded by a $1.1 million NSF Noyce grant.
- POST scholars commit to teaching math and science in high need schools after graduation. Scholars receive scholarships averaging $40,000 per scholar to support junior and senior year of college. Scholars also received enhanced professional development experiences designed to prepare them to teach in high needs settings.

Augustana Jamaica Program, Rock Island, IL
Co-Director, 2012-Present

- Co-direct this biannual study abroad program that includes a pre-travel course that introduces students to Jamaican history, culture, language, art, and education system. Travel occurs during the January term and includes a three-week visit to Jamaica that includes a two-week, full time teaching internship for Augustana students. Internships occur at our partnering educational institutions, including Alpha Academy, Alpha Primary School, Jessie Rippoll Primary School, Alpha Institute, and Trench Town Reading Centre.

Augustana/Longfellow Number Sense Research Project, Rock Island, IL
Researcher, 2/1/09-Present

- Collaborative action research project involving education department colleague Randy Hengst, Longfellow kindergarten and 1st grade teachers, and Augustana undergraduate elementary education majors. Goals of the project include bolstering children's number readiness at Longfellow and improving the quality of the teacher education program at Augustana.
- Undergraduate opportunities within the Project have included required course work in EDUC 364 in the fall term, paid teaching assistantships for select students in the winter and spring terms, presentations at the Augustana Celebration of Learning, and presentations at a state, regional and national conferences.
- More information about the project available at http://www.augustana.edu/numbersense

Teacher Performance Assessment Consortium
Content Validation Consultant, Summer 2011
Certified Secondary Mathematics Scorer, Summer 2012-Present

Measured Progress, Dover, NH
Freelance Test Item Writer, 11/1/08-8/1/13

- Write mathematics test items for Measured Progress, an organization that produces K-12 standardized tests for several states

Educational Testing Service, Princeton, NJ
PRAXIS Scorer, 8/1/08-Present; PRAXIS Scoring Leader, 6/1/10-8/15/13

- Score essay responses on the PRAXIS middle school mathematics teacher exam, a teacher certification test required in 45 states
- Supervise and train other PRAXIS scorers; adjudicate scoring discrepancies

The Education Trust IPETS Study, Washington, DC
Consultant, 4/1/07-6/30/07

- Served as a member of the consulting team advising the Education Trust on its Instructional Practices of Effective Mathematics Teachers study

Professional Development Work
Ongoing Freelance Work

- Organize and lead professional development workshops pertaining to mathematics education and educational technology. Have been compensated for workshops held in Massachusetts, Connecticut, and Illinois.

Reviewer, Journal of Educational Change
Fall 2005

Textbook Reviewer, Jamaica Ministry of Education, Kingston, Jamaica
Spring 2003

- Reviewed mathematics textbooks for government subsidy program

Assistant Examiner, Caribbean Examinations Council, Kingston, Jamaica
2001-2003

- Assessed mathematics open response items on this standardized test required of all English-speaking Caribbean high school students

PUBLICATIONS

Egan, M., Kneas, K., & Reder, M. (2018). Defining and framing signature work on your campus. *Peer Review 20* (2), 8-11.

Egan, M. (2016). What I really learned in college: Holistic learning portfolios in a residential liberal arts setting. *The AAEEBL ePortfolio Review*, *1*(1), 54-67.

Bartha, L., Dombai, J., Egan, M., & Hengst, R. (2016). When and how to appropriately implement teaching tools and strategies. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 1412-1417). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Egan, M. & Hengst, R. (2012). Software on demand: An early childhood

numeracy partnership. *Contemporary Issues in Technology and Teacher Education, 12*(3). Retrieved from http://www.citejournal.org/vol12/iss3/currentpractice/article1.cfm.

Egan, M. (2010). Teaching elementary mathematics: Music and math. In N.R. Robinson, S.N. Hall, & F.P. Spano, *Teaching elementary music: Integrative connections between music and other subjects.* Dubuque, IA: Kendall Hunt Publishing Company.

Driscoll, M., Egan, M., Wing DiMatteo, R., & Nikula, J. (2009). Fostering geometric thinking in the middle grades: Professional development for teachers in grades 5-10. In T.V. Craine (Ed.), *Understanding geometry for a changing world* (pp. 155-171). Reston, VA: National Council of Teachers of Mathematics.

Egan, M. & Hengst, R. (2009). Building kindergarteners' number sense and future teachers' sense of children: Software tools from a college/elementary school partnership. In *Proceedings of World Conference on E-Learning in Corporate, Government, Health Care, and Higher Education 2009* (pp. 232-237). Chesapeake, VA: AACE.

Driscoll, M., Wing DiMatteo, R., Nikula, J., Egan, M., Mark, J., & Kelemanik, G. (2008). *The fostering geometric thinking toolkit*. Portsmouth, NH: Heinemann.

Driscoll, M., Wing Dimatteo, R., Nikula, J., & Egan, M. (2007). *Fostering geometric thinking: A guide for teachers, grades 5-10.* Portsmouth, NH: Heinemann.

Hayter, J. & Egan, M. (2004). Computers in the mathematics classroom: Reviewing developments, exploring possibilities. In M. Brown & C. Lambert (Eds.), *Transforming the educational landscape through curriculum change* (pp. 107- 129). Kingston, Jamaica: University of the West Indies Press.

PRESENTATIONS

Egan, M., Scarlett, M., & Resner, M. (2022). *Teacha dem from farin: Cultivating culturally responsive pedagogy through study abroad.* Presentation at the 2022 NSF Noyce Summit, Washington, DC.

Hengst, R., Egan, M., Carmack, B., O'Donnell, H., McCannon, A., Morton, C., Erichsen, A., Klocke, M., &Noesen, J. (2018). *Making Apps: Pre-Service Teachers as Technology Producers.* Presentation at Illinois Computer Educators Conference, Schaumburg, IL.

Budwig, N., Egan, M., Low, K., Reder, M., Hayden-Roy, P.M., & Kneas, K. (2017). *Building institutional capacity for signature and capstone work: Perspectives from LEAP Challenge consortium institutes.* Presentation at the 103rd Annual Meeting of the Association of American Colleges and Universities, San Francisco.

Fowler, L., Egan, M., & Edmondson, M. (2016). *The co-curricular record: Making meaning from the integrated student experience.* Presentation at the Associated Colleges of Illinois Student Engagement Conference, Augustana College.

Bartha, L., Dombai, J., Egan, M., & Hengst, R. (2016). *Let's make an app for that: Pre-service teachers as technology producers.* Presentation at the 27th International Conference of the Society for Information Technology and Teacher Education, Savannah, GA.

Egan, M., Beitler, L., & Druszkowski, S. (2015). *What I really learned in college: Holistic learning portfolios in a traditional liberal arts setting.* Presentation at the annual conference of the Association for Authentic, Experiential, and Evidence-Based Learning, Boston.

Hengst, R., Bacon, J., Kreiner, J., Potthoff, L., & Egan, M. (2014). *iPad apps for early number sense.* Presentation at the 64th Annual Conference of the Illinois Council of Teachers of Mathematics, Tinley Park, IL.

Carmack, B., Egan, M., & Hengst, R. (2014). *Developing teachers, developing apps: A kindergarten numeracy partnership.* Presentation at the National Professional Development School Conference, Las Vegas.

Egan, M., Hengst, R., Lorr, S., & Wilson, A. (2014). *Growing in the kindergarten: Pre-service teachers as researchers, app developers, and reflective practitioners.* Presentation at the Association of Teacher Educators 2014 Annual Meeting, St. Louis.

Hengst. R. & Egan, M. (2013). *Developing number sense with the iPad.* Presentation at the 63rd Annual Conference of the Illinois Council of Teachers of Mathematics, Peoria.

Hengst, R. & Egan, M. (2013). *Fostering teacher self-study in the elementary school: The Augustana/Longfellow Number Sense Project*. Presentation at the Promoting Undergraduate Research at Liberal Arts Colleges Conference, Augustana College, Rock Island, IL.

Hengst, R. & Egan, M. (2012). *Developing number sense apps with kindergarteners and their teachers*. Presentation at the 2012 National Council of Teachers of Mathematics Regional Conference and Exhibition, Chicago.

Egan, M., Blackburn, M., Fahs, J., Mazza, C., & Hengst, R. (2011). *Pattern blocks or iPads? Evaluating teacher tools for early childhood numeracy.* Presentation at the 62nd Annual Conference of the Illinois Council of Teachers of Mathematics, Springfield.

Egan, M., Green, B., Martin, J., Mckey, J., Radziejewski, N., & Rogers, D. (2011). *They should know this already! Strategies for revisiting elementary content with secondary students*. Presentation at the 60th Annual Western Illinois University Mathematics Teachers Conference, Macomb, IL.

Egan, M., Jordan, J., Valentine, L., & Hengst, R. (2010). *Meeting the needs of each child: Insights from a college/kindergarten numeracy partnership.* Presentation at the 61st Annual Conference of the Illinois Council of Teachers of Mathematics, Springfield.

Egan, M. & Hengst, R. (2010). *Creating software with local teachers: An early childhood numeracy partnership.* Paper presented at the Annual Meeting of the International Society for Technology in Education, Denver.

Egan, M. & Hengst, R. (2009). *Building kindergarteners' number sense and future teachers' sense of children: Software tools from a college/elementary school partnership.* Paper presented at the Association for the Advancement of Computers in Education E-Learn Conference, Vancouver.

Egan, M. (2009). *Structured exploration of geometric habits of mind: A model*

for content-driven professional development. Presentation at the 60th Annual Conference of the Illinois Council of Teachers of Mathematics, Peoria.

Egan, M. (2009). *Fostering geometric thinking in the middle grades.* Presentation at the 60th Annual Conference of the Illinois Council of Teachers of Mathematics, Peoria.

Hengst, R. & Egan, M. (2009). *Developing kindergarteners' number sense using the computer and other tools.* Presentation at the 60th Annual Conference of the Illinois Council of Teachers of Mathematics, Peoria.

Egan, M. (2007). *An investigation of successful mathematics instruction in an urban high school.* Paper presented at the 2nd Annual Closing the Achievement Gap Conference, University of Connecticut.

Nikula, J., Wing DiMatteo, R., Egan, M., and Driscoll, M. (2007). *Why geometry? The answer to this question frames an exploration of practice-based professional development focused on geometric thinking.* Presentation at the 39th Annual Conference of the National Council of Supervisors of Mathematics, Atlanta.

Egan, M. (2005). *Tales of liberation from the math wars: Research perspectives on equitable teaching practices in mathematics.* Paper presented at the annual meeting of the American Educational Research Association, Montréal.

Egan, M. (2005). *One, two, three, four, what are we fighting for? Tales of liberation from the math wars.* Paper presented at the annual meeting of the New England Educational Research Organization, Northampton, MA.

Egan, M. (2002). *Using Geometer's Sketchpad in the mathematics classroom*. Presentation at the bi-annual meeting of the Jamaican Association of Mathematics Teachers, Kingston, Jamaica.

Egan, M. (2000). *Using computer technology in the mathematics classroom.* Presentation at the bi-annual meeting of the Jamaican Association of Mathematics Teachers, Kingston, Jamaica.

GRANT AWARDS

National Science Foundation Robert P. Noyce Grant, 6/16/20
$1.1 million grant supporting Augustana POST Scholarship Program

Augustana College Presidential Research Fellowship Award, 3/23/09
$2832.06 award with an additional $354.01 for professional travel

Augustana College New Faculty Research Award, 9/24/09 $4000 award used to hire 6 undergraduate research assistants for Number Sense Project

PROFESSIONAL AFFILIATIONS

National Council of Teachers of Mathematics
Illinois Council of Teachers of Mathematics
Illinois Mathematics Teacher Educators