

EXPERIENCE

KNOWLES SCIENCE TEACHING FOUNDATION

(2016-PRESENT)

PROGRAM OFFICER, TEACHER DEVELOPMENT

- Implement the mission of the Knowles Science Teaching Foundation to support exceptional early career teachers in becoming agents of educational improvement who positively influence mathematics and science education across the country
- Work with a team to plan, direct, coordinate, and evaluate the Teaching Fellows Program

URBAN TEACHER EDUCATION PROGRAM, UNIVERSITY OF CHICAGO

(2010-2016)

INSTRUCTIONAL COACH

- Coach middle and high school math and science teachers during their first three years of teaching
- Attended training on instructional coaching through Chicago New Teacher Center
- Collected data using a variety of tools to measure effectiveness of the teacher
- Observed teachers regularly in their classroom, collected data, guided reflecting discussions, analyzed student work, co-planned units and lessons, and introduced issues of social justice, identify, and equity all with the goal of increasing student achievement
- Presented at New Teacher Center national symposium

LEAD INDUCTION COACH

- Coordinate, plan, and lead monthly professional development for a team of 8 coaches
- Manage a team of three secondary coaches

CLINICAL INSTRUCTOR PROGRAM DIRECTOR

- Designed a year long program to train clinical instructors (host teachers for student teachers)
- Created and taught a 2 week long summer workshop series for clinical instructors focusing on planning, mentorship, and social justice
- Coach clinical instructors each week
- Plan monthly professional development workshops for clinical instructors

INSTRUCTOR - MATHEMATICS CURRICULUM AND ASSESSMENT

- Taught a 30 hour graduate level course focusing on the intended, written, and implemented curriculum of a high school mathematics classroom
- Observed my students using methods taught during their student teaching and provided feedback

INSTRUCTOR - METHODS CLASS FOR SECONDARY MATH AND SCIENCE

- Co-taught a methods course to first year graduate students pursuing secondary math or science certification
- Planned and lead workshops on methods of questioning, assessing, providing feedback, uncovering preconceptions, lesson planning, relationship building, and others
- Observed graduate students tutor high school students and gave feedback on their development
- Provided weekly feedback on written reflections of the graduate students' practice

FOUNDATIONS YEAR COORDINATOR

- Organized and ran overarching, year-long assessment for each graduate student
- Lead graduate students through reflection of their practice and set goals based on Danielson's Framework for Teaching

JOSHUAH THURBEE

- Advised graduate students throughout their first year by monitoring their progress towards goals and requirements

INSTRUCTOR - IDENTITY/MULTICULTURAL EDUCATION COURSE

- Co-taught a sequence over two years that explored issues of teacher identity, educational equity, and the ways in which race, class, gender, sexual orientation, and culture affect both teachers and students
- Led student identity groups to help with individual identity development

INSTRUCTOR - TRANSITION TO TEACHING COURSE

- Co-taught and designed the final course graduate students take, preparing them for their first year of teaching - specifically focusing on their first six weeks of school
- Coordinated the integration of alums as guest speakers for the course

UNIVERSITY OF CHICAGO CHARTER SCHOOL, WOODLAWN CAMPUS

(2006-2011)

MATH DEPARTMENT CHAIR

- Planned and lead weekly department meetings
- Selected curriculum and set scope and sequence for 6-12 math program
- Designed benchmark assessments, created and implemented intersession classes for credit recovery and skill enhancement, and managed supplies and inventory for the department
- Coached department members in use of best practices, instructional strategies, and classroom management

MATH TEACHER

- Prepared lesson plans and objectives for daily 90 minute periods of 6th grade Pre-Transition Mathematics, Algebra, and Advanced Algebra classes
- Utilized daily double period to determine deficiencies in student knowledge and to remediate and accelerate student achievement
- Successfully utilized special education team teacher in a full inclusion Algebra classroom
- Created, taught, and implemented new grading system for an objectives based Credit Recovery Class for struggling Algebra students that resulted in a 90% pass rate
- Lead on-site teacher for the Pre-Transition Mathematics pilot program through the University of Chicago Mathematics Project
- Gave input and created reading strategies for the Pre-Transition Mathematics pilot program that were adopted by the author team
- Created lesson plans that utilized TI-83+ calculators, Geometer's Sketchpad, and spreadsheets to deepen student understanding of math concepts
- Utilized benchmark data and formative assessments to target areas for remediation. This practice of data driven teaching resulted in my students being three times more likely to meet and exceed expectations than other algebra students

UNIVERSITY OF CHICAGO

(2007)

CONSULTANT

- Graded assessments given to high school students in a nation-wide pilot program of the new University of Chicago School Mathematics Project curriculum
- Collaborated with teachers and authors to interpret results and create rubrics for the pilot assessments

JOSHUAH THURBEE

ADDISON TRAIL HIGH SCHOOL, ADDISON, IL

(2000-2006)

MATH AND SCIENCE TEACHER

- Prepared lesson plans and objectives for the following courses: Algebra, Intermediate Algebra, Essentials of Algebra II, Geometry, Math Science Academy II, Essentials of Physical Science, and Advanced Algebra
- Course Coordinator for Algebra and Intermediate Algebra
- Algebra team coach
- Served on the following volunteer committees: District wide attendance committee; Hiring committee for math department chair, math teacher and assistant principal; Small Learning Community research committee
- Served as mentor to a new teacher in a two year mentoring program
- Gay-Straight Alliance club sponsor

CONCORDIA UNIVERSITY, RIVER FOREST, IL

(1999-2000)

ADMISSION COUNSELOR

- Responsible for recruiting students from Wisconsin, Michigan and Ohio
- Designed, coordinated, and led student weekend visits at the university
- Weekly travel to tri-state area to present information at college fairs, high school visits, high school assemblies, and churches on a daily basis
- Increased student enrollment at the university from assigned recruiting territory

MONTCLAIR ACADEMY, DENVER, CO

(1999-2000)

MATH AND SCIENCE TEACHER

- Helped conceive, construct, and implement framework for new middle school
- Developed and administered comprehensive math and science curriculum
- Organized and volunteered as an advisor in Student Advisory Program
- Planned and executed service learning projects throughout the community
- Coordinated and chaperoned week-long camping and rafting trip through San Juan River Valley as a capstone experience to seventh grade Earth Science curriculum
- Prepared lesson plans and objectives for seventh and eighth grade full inclusion Earth Science, Life Science, Pre-Algebra, and General Math classes

EDUCATION

CONCORDIA UNIVERSITY

River Forest, IL – Bachelor of Arts

1997

Major - Secondary Education Physical Sciences

- Major emphasis in physics
- Minor emphasis in chemistry

Minor - Secondary Education Mathematics (Endorsement)

Middle School Endorsement

CONCORDIA UNIVERSITY

River Forest, IL – Master of Arts

2005

School Leadership

JOSHUAH THURBEE

AWARDS RECEIVED

Addison Trail's Golden Apple Award Recipient
Concordia University Presidential Scholarship Recipient
Dean's List

CERTIFICATION

Type 9

- Mathematics
- Physical Sciences
- Physics

- Chemistry
- General Science

Type 75