

MassCUE/ M.A.S.S Presentation: Windows into a Student's Mind Presenter Bios

James Gorman, M.S. (jgorman@nps.org)

Mr. Gorman is a science teacher at Northbridge High School, and an educational consultant who specializes in applying concept mapping to the classroom. He holds a Master Degree in Chemical and Life Sciences and teaches physics and chemistry at Northbridge High School, Whitinsville, MA. In the past year, she has collaborated with the Massachusetts Department of Elementary and Secondary Education (MADESE) to create strand maps of the Massachusetts Science and Technology/Engineering Curriculum Framework. His focus was the construction of the physical sciences (chemistry and physics) and technology/engineering strands. Prior to his teaching tenure, he spent two years as a research associate for Variagenics, Inc. in Cambridge, MA. James is a member of the National Science Teachers Association (NSTA) and has presented his work at an NSTA National Conference.

Jane Heinze-Fry, Ph.D. (jahfry@rcn.com)

Jane Heinze-Fry earned her doctorate in Science and Environmental Education at Cornell University researching the effect of concept mapping on knowledge retention in college biology students. In her current work as Program Director for the Museum Institute for Teaching Science (MITS), she takes primary responsibility for directing the two-week Summer Institute for teachers. In this position, she facilitates lead educator meetings, coordinates development of syllabi and participant binders, and communicates with colleges regarding granting of graduate credits. In addition, she has collaborated with *Reading First* to deliver workshops that emphasize a synergistic approach to teaching science and literacy.

Her work on applications of concept mapping in various educational contexts has been published and presented at the National Science Teachers Association (NSTA) conference and the International Conference on Concept Mapping. In the past year, she has collaborated with the Massachusetts Department of Elementary and Secondary Education to initiate, coordinate, and create strand maps of the Massachusetts Science, Technology, and Engineering Framework. Her focus was the construction of the life science and earth science strands.

In her career, Jane has taught a variety of life science courses at the middle school, high school, and undergraduate levels as well as teaching methods to graduate level teachers. Jane has written ancillaries to accompany college-level environmental science textbooks. She has served as chair of the Secretary's Advisory Group on Environmental Education and as a parent on Lexington's Science Curriculum Review Committee.