

## CURRICULUM VITAE

### KEELAN PURCELL LOFARO

George Fox University  
414 N. Meridian St., Newberg OR 97132 | 503-554-6056  
klofaro@georgefox.edu

## EDUCATION

M.S. PACE University. New York, NY, 2009. Major: Education. GPA: 4.0.

B.S. Oregon State University, Corvallis, OR, 2001. Major: Biology. GPA: 3.77.

## CURRENT EMPLOYMENT

**Assistant Professor, George Fox University**, School of Education, Portland, OR, 2015-Present  
*Master of Arts in Teaching: Night, Community and Full Time Format Programs*  
*Responsibilities and leadership activities:*

- Led two cohorts from program start to completion with 100% of candidates graduating and most securing jobs within months after graduation.
- Supported two readmit students as part of my cohorts in the final two terms of the program through to graduation.
- Developing and delivering graduate courses that prepare candidates for success using the Common Core, Next Generation Science, and State standards with diverse student populations.
- Utilizing a wide range of teaching strategies to conduct both in-person and online instruction that model the types of strategies teacher candidates can use with their own K-12 students.
- Supervising teacher candidate growth during their clinical practice by providing targeted feedback based on observations, and recommendations based on collaboration with cooperating teachers, school leaders, and other university professors.
- Guiding candidates through the completion of the Education Teacher Preparation Assessment by aligning course work, course tasks, observation and written work feedback to the task rubrics and each other.
- Creating an ongoing collaboration with faculty at the Ramallah Friends School in the West Bank by leading teams of George Fox faculty to design and deliver professional development for teachers in Ramallah as well as maintaining contact with faculty between visits.
- Fostering a partnership with a Portland Public School by collaborating with teachers and administration to design and implement a Professional Learning Community experience that will benefit GFU teacher candidates, PPS cooperating teachers, and the students at the school.
- Supporting the development of an undergraduate course aimed at increasing teacher candidate's self-efficacy toward implementing STEAM instruction with diverse students.
- Co-developing a virtual version of the MAT in your Community program to innovate and provide greater access to our departments programming.
- Served as Chair of a CAEP Standard Committee.

## PAST EMPLOYMENT

**Adjunct Professor, American University**, School of Education, Teaching, and Health, Washington, DC, 2011- 2015

*Lab2Class Fellowship: Urban education focused Masters in Education Program taking content specialists into the classroom.*

*Responsibilities and leadership activities:*

- Proposed, developed and delivered a curriculum on the connection between Next Generation Science and Common Core Literacy Standards for fellows and based on strong evaluation results I was asked to create another course.
- Integrated technology to support instruction and provide a forum for continued learning leading to increased communication and collaboration among students.
- Strengthened university-school partnerships by collaborating with supervisors, professors, and cooperating teachers in order to ensure alignment of instruction, program goals and candidate experiences in the classroom.

**Science Teacher and Department Chair, Alice Deal Middle School**, District of Columbia Public Schools, Washington, DC, 2011- 2015

*Highest performing middle school in DC with most diverse student population in race, economics, and achievement levels.*

*Responsibilities and leadership activities:*

- Appointed to lead the design of a comprehensive curriculum to teach general education, special education, and English Language Learner student populations meeting Next Generation Science learning standards and the International Baccalaureate Middle Years guidelines, resulting in an average achievement level of 6 out of 8 on rubric.
- Collaborated with a team of English, Math, and Humanities teachers to integrate skills resulting in high enough student achievement levels on standardized tests that all members of the team were rated Highly Effective (2012/13).
- Recruited by administration to design and lead school-wide professional development sessions on topics such as: classroom routines and procedures; higher level thinking strategies; student motivation and engagement; and assessment practices, resulting in the adoption and implementation of strategies presented in a number of classrooms.
- Facilitated partnerships with organizations across the city to bring resources to the school such as the Smithsonian Institution, the Library of Congress, and the Carnegie Institute of Science.

**Science and Social Studies Teacher, Science Department Chair and 6<sup>th</sup> Grade Team Leader, Shaw at Garnet-Patterson Middle School**, District of Columbia Public Schools, Washington, DC, 2009-2011

*Lowest performing public middle school in DC with 100% students receiving free and reduced lunch, 30-40% proficiency rates for English and Math on state standardized tests.*

*Responsibilities and leadership activities:*

- Appointed by administration to serve as both Science Department Chair and Sixth Grade Team Leader in which I worked to design management systems, classroom routines, and procedures while collaborating with administration and staff to ensure school-wide implementation.
- Increased student mastery levels on the scientific thinking and inquiry skills by 49%.

**Science Teacher and Leadership Team Member, Middle School 322 Renaissance Leadership Academy**, New York City Department of Education, New York, NY, 2006-2009

*Low performing public middle school with 92% of students receiving free and reduced lunch, 50-60% proficiency rates for English and Math on state standardized tests.*

*Responsibilities and leadership activities:*

- Promoted by administration to be Lead Science Teacher and member of Middle School 322 Leadership Team in which I worked to develop and implement a three-year strategic plan for the school resulting in adoption of school-wide systems that were aligned within and among grade levels.
- Led students to achieve average mastery levels of 82% on science content and skills over the three years.

**Corp Member, Staff, and Alumni, Teach For America**, New York, NY, 2006-Present

*Non-profit that places talented college graduates in high-need schools across the United States.*

*Responsibilities:*

- Participated in science institute training and ongoing professional development focused on data driven methods.
- Hired as content specialist after 2 years teaching to lead bi-monthly professional development sessions for 8 first-year Teach For America teachers in which I achieved a 97% overall approval rating.

## PUBLICATIONS

LoFaro, K., Headley, S., Elwyn, L. (2017). The story of a growing partnership between George Fox University and the Ramallah Friends School. *Friends Association of Higher Education*

### **In Progress**

LoFaro, K., Headley, S., Samek, L. (under review). Supporting learner-centered instruction at the Ramallah Friends School. *Journal of Global Education and Research* (resubmitted to editor with revisions)

Webb, D. L., LoFaro, K. P. (under review). Developing prospective elementary teachers' self-efficacy for culturally responsive teaching of engineering. *Journal of Science Teacher Education*.

Webb, D. L., & LoFaro, P. K. (under review). Examining sources of engineering teaching self-efficacy in a STEAM methods course for prospective elementary teachers. *Journal of School Science and Mathematics*.

LoFaro, K. P. & Webb, D. L. (in prep.). Disrupting racial ambivalence in a STEAM methods course for prospective elementary teachers. *Cultural Studies of Science Education*.

## PRESENTATIONS AT PROFESSIONAL CONFERENCES

Webb, D. L., LoFaro, K. P. (2019, March). *Developing prospective elementary teachers' self-efficacy for culturally responsive teaching of engineering*. Presented at National Association of Research in Science Teaching (NARST) Conference, Baltimore, MD.

LoFaro, K., Spencer, J. (2018, October). *Critically Examining the Paradox of Gender Representation in STEM*. Presented at Northwest Teaching for Social Justice Conference, Portland, OR.

Bao, M., Cardiel, C., Cohen, B., LoFaro, K. (February, 2018). *Toward Culturally Sustaining STEM for Oregon Students*. Presented at Oregon Association of Teacher Educators Conference. Monmouth, OR.

Webb, D., LoFaro, K. (October, 2017; February, 2018). *Deconstructing the False Neutrality of STEM*. Presented at Northwest Teaching for Social Justice Conference, Seattle, WA. and Oregon Association of Teacher Educators Conference. Monmouth, OR.

LoFaro, K. (2016, October). *Connecting with School Day Teachers*. Presented at The Oregon Afterschool for Kids Conference, Salem, OR.

## PROFESSIONAL MEMBERSHIPS

National Association of Science Teachers, 2008 – present.

Association of Teacher Educators, 2017 – present.

American Association of Colleges of Teacher Education. 2018 – present.

American Education Research Association. 2018 – present.

National Association of Research in Science Teaching. 2018 – present.

Online Learning Consortium. 2018 – present.

## FUNDED PROJECTS

2017-2018      Research Leave: *Developing Culturally Responsive STEM Instruction through Professional Learning Communities*. (the focus of this project shifted slightly based on responding to the needs of the school community but remained in tact)

2018-2019      Research Leave: Continuing the work on Culturally Responsive STEM Instruction in partnership with Portland Public Schools. *A model for Culturally Responsive STEM teacher development and leadership through co-teaching at the middle school level*. (the focus of this project continues to evolve as it is now more focused on the preparedness of the cooperating teachers specifically)

## **INTERNATIONAL/CROSS-CULTURAL EXPERIENCES**

- Ramallah Friends School Partnership, SOE/GFU. Ramallah, Palestine. April 2016 – present.
- Taught in school with 90+% students who were African American, Washington, DC, 2009 – 2015.
- Taught in school with 80+% students' recent immigrants from Dominican Republic and Haiti, New York, NY, 2006 – 2009.

## **DISTINCTIONS**

- Nominated for and awarded the Rubenstein Award for Highly Effective Teaching 2010-2011 honored at the Standing Ovation for Teachers at the Kennedy Center.
- Rated in the top 10% of teachers on the DCPS IMPACT Highly Effective Rating achieving scores of 355 (2010/11), 373 (2011/12), 383 (2012/13), 379 (2013/14) out of 400.
- Achieved the highest teacher status (Expert) on the DCPS LIFT Career Ladder, (1 of 3 of the 85 teachers in my school to achieve this rating) and recruited to serve as an Ambassador for the LIFT program within schools.
- Selected as 1 of the 3 teachers (out of more than 4,000 teachers) in the DCPS 'Teacher Recruitment' video project and nominated by my Master Educator as 1 of 10 teachers across DCPS to participate as a model teacher in the DCPS 'Highly Effective Teaching Video' project.
- Selected as 1 of 25 teachers to serve as members of the DCPS Chancellor's Teacher Cabinet providing feedback on teacher preparation and evaluation resulting in modifications to the IMPACT teacher effectiveness tool and delivery of professional development related.
- Selected by the Office of State of Superintendent of Education to serve on the Science Educator Leader Cadre to facilitate the implementation of Next Generation Science Standards as one of the first states to develop curriculum and tailor teacher preparation and evaluations partnering with the Carnegie Institute of Science.
- Recruited to host a member of US Department of Education Secretary Arne Duncan's staff for the 'ED Goes Back to School Day' (2013) in which staff members visited my classroom and we debriefed the experience with the Secretary in order to inform federal policies on urban education reform.

## **SERVICE**

### **Scholarly Service**

- Participating in the Oregon Girls Collaborative group working to expand STEM learning opportunities for female students around Oregon, 2018 – present.
- Engaging with an Equity and Access Committee work group focused on expanding STEM opportunities for students of color around Oregon, 2018 – present.
- Participated in work group that created a STEM vision for the Every Child Succeeds Act (ESSA) Oregon plan, 2016 – 2017

- Facilitated design-thinking field trip with a group of STEM educators from across the country as part of the STEM Institute Oregon event held at the World Trade Center in Portland, September 2016.
- Evaluated STEM mentorship program toolkit and trained volunteers to support meaningful connections between professionals, educators, and students in the STEM field and classrooms, July – September 2016.
- Developed STEM curriculum based on the inquiry and design instructional model aligned to Next Generation and Common Core State standards to be delivered in after-school programs of Title I schools around the state of Oregon, June – August 2015.

### **Service to George Fox University and Graduate Teaching and Leading Department**

- Chair: CAEP Standard 1 committee, August 2018 – May 2019
- Chair: MAT redesign pedagogy committee, May 2016 – May 2019
- Facilitator/Group Leader: Partnership with the Ramallah Friends School, March, 2016 and 2017
- Member: MAT Review and Retention Committee, August 2017 – present
- Member: MAT Admission committee, September 2016 – present.
- Member: Elementary Literacy Hiring committee, March 2017.
- Member: CAEP committee, September 2016 – April 2019

### **Service to Church and Community**

- Member: Southwest Neighborhood Association, December 2016 – present
- Member: Teach For America Portland Board, July 2015 – present
- Member: Hillsdale Friends, September 2015 – present
- Volunteer: Hillsdale Friends, deliver bags for homeless, September 2015 – December 2018
- Volunteer: St. Anthony Catholic School, September 2015 – June 2018