

Mary K. Fitzgerald

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Education

Ph.D., Department of Child and Family Studies, University of Tennessee, 2006
M.S., Early Childhood Education/Child Development, Bank Street College of Education, New York, NY, 1975
B.A., English/Elementary Education, College of Mt. St. Vincent, New York, NY 1968

Professional Experience (selected)

2001- present University of Tennessee, Department of Child and Family Studies

Currently - Clinical Assistant Professor and Practicum Coordinator - Responsible for teaching early childhood education courses and supervising practicum students.

Previously, Interim Director/Assistant Director and pedagogical consultant, UT Child Development Laboratories (now called Early Learning Center for Research and Practice) Responsible for the daily operations of the program, with a special emphasis on the professional development of staff and students.

1975-1998 Rhode Island College, Henry Barnard Lab School, Providence, RI, Associate Professor - responsible for administration of the child care program; classroom teaching grades preschool, kindergarten, 1 and 2; curriculum development; staff supervision; early childhood and elementary education undergraduate instruction and evaluation of pre-service teachers.

1973-1975 Adjunct Instructor, Child Study Department, Elizabeth Seton College, Yonkers, NY,

1974-1975 Director, Freedom Day Care Center, Yonkers, N.Y.

1973-1974 Teacher, Roosevelt School, Englewood, NJ

1972-1973 Teacher, Little Red Schoolhouse, New York, NY

1968-1972 Teacher, Yonkers Public Schools, Yonkers, NY

Recent Professional Service

- Presenter 2012 NAEYC -
- Consultant Lenoir City Elementary School – provided 3 years of professional development to Prek-k and Kindergarten teachers focused on professional decision making, teaching writing and strengthening math curriculum
- Consultant Anderson County Schools – year-long staff development for all teachers and assistant teachers of 4 year-olds in Anderson County focusing on math instruction for young children, including summer institutes and yearlong follow-up.

Awards (selected)

- **National Science Foundation Presidential Award for Excellence in Science and Mathematics Teaching.** National winner for elementary mathematics from Rhode Island
- **National Science Foundation Presidential Award for Excellence in Science and Mathematics Teaching.** Rhode Island State Finalist, elementary mathematics, for two years

Grants (selected)

- **MAPS – THEC grant funding the Anderson County math institute**
- **RI College Faculty Grant** – funded research on children’s thinking and teacher decision making
- **RI College Lecture Grant** -Funded in-service staff development program for Rhode Island College faculty by Dr. Constance Kamii (math education)

Leadership positions (Selected staff development related only)

- Co-leader for a yearlong self-study program focusing on how children learn mathematics at the Henry Barnard School, culminating in 3-day visit to RI College by Dr. Constance Kamii (mathematics researcher and author of *Children Reinvent Arithmetic*)
- Co-leader of school wide effort to identify and implement new math curriculum for the Henry Barnard School
- Co-leader of 3-year intensive faculty study of writing as a process curriculum for children.

Papers and invited workshops and presentations at local, state and regional conferences (selected mathematics related only)

Mathematics: Learning and Teaching

- *“What can you tell about 7? Understanding the number system”*
- *“Getting inside numbers: Composing and decomposing numbers with primary grade children”*
- *“Sharing what numbers mean - The NCTM Standards in action”*
- *“Learning about place value”*
- *“Thinking through mathematics”*

- *“Using manipulatives for non-traditional problem solving”*
- *“Thinking with manipulatives”*

Professional activities within the community:

Multi-part in-service consultation activities (selected topics related to empowering and effecting teacher change through curriculum studies):

- “Encouraging middle school students to think” - a keynote in-service talk to Knox County middle school math teachers
- “It's the conversation that counts” - a six part mathematics workshop for Boston public school teachers
- “Constructivism: Teachers helping children learn” - a six part curriculum series for Boston public school teachers
- “Integrating literacy in the early childhood classroom through problem solving and cooperative learning” - a six part series for Boston public school teachers
- “An introduction to ‘writing as a process’ – the philosophy, background and strategies for actual use in the classroom” - a year of staff development and bi-monthly classroom follow-up sessions for the children and teachers of Foster, RI, public school system
- “Changing teacher interaction” – a two year series of workshops for Newport, RI, public school teachers (Project Ready)
- Excellence in Teaching Mathematics Project: Developing a K-3 Mini Mathematics Curriculum relating to the NCTM Curriculum and Evaluation Standards

PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS:

National Association for the Education of Young Children
National Council of Teachers of Mathematics