

Elizabeth A. van Es
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Education

- Ph.D., Learning Sciences, *Northwestern University* 2004**
Dissertation Title: “Learning to notice: The development of professional vision for reform pedagogy”
Committee: Miriam Gamoran Sherin (Advisor); Allan Collins; Louis Gomez
- M.A., Learning Sciences, *Northwestern University* 1997**
- B.A., Teaching of English, *University of Illinois-Urbana-Champaign* 1992**

Research Interests

- Teacher cognition – teachers’ knowledge, beliefs, and practice in the context of reform
- Pre-service teacher education and in-service teacher professional development
- Integration of technology for teaching and learning; inquiry pedagogy; and education policy and implementation

Employment

Assistant Professor - Teacher Development, *University of California – Irvine* 2006-Present
Department of Education

Courses: Changing the High School Experience (undergraduate); New Forms of Assessment (undergraduate); Critical Assessment of Teaching Practice and Learning (Master of Arts in Teaching program); Participation and Observation in Secondary School Settings (teacher credential program)

Post-Doctoral Fellow, *Northwestern University* 2004-2006

Understanding the Role of Video in Teacher Learning

Conducted research on teacher learning in video-based professional development. Shared in project management duties, such as organizing data and managing graduate and undergraduate students.

Research Assistant, *Northwestern University* 1999-2004

Understanding the Role of Video in Teacher Learning

Assisted with the data collection of a video-based professional development program. Shared in project management duties, such as videotaping professional development meetings, conducting interviews, organizing data, and managing undergraduate students.

Developing Teachers’ Professional Vision through the Use of Video

Conducted qualitative study on teacher learning in video-based professional development. Designed and facilitated teacher professional development program. Designed research study, collected data, and defined frameworks for data analysis. Shared in project management duties, such as videotaping classrooms, conducting interviews, organizing data, and managing undergraduate students.

Supporting Teacher Learning through the Use of Multimedia Cases of Mathematics Teaching

Conducted qualitative study of implementation of software tool to support teachers’ analyses of video of teaching. Managed undergraduate students who assist with the coding and analysis of data. Shared in project management duties, including transcribing and managing data, managing undergraduate students, and software testing.

Developing Multimedia Cases of Mathematics Teaching & Learning

Designed and developed a software tool to support teachers' analyses of video of teaching. Designed professional development sessions to instruct teachers on the use of the video analysis software tool. Shared in project management duties, such as managing undergraduate students and organizing and managing data.

Center for Learning Technologies in Urban Schools (LeTUS),

Collected data on the Lucent Learning Course. Trained undergraduate students code and analyze data. Assisted in the design and facilitation of the Fall-2001 Lucent Learning Course.

Learn while Teaching Project

Assisted with collecting and coding of data for qualitative study of teacher learning.

Professional Experience in Teaching & Education

Northwestern University, Evanston, IL

1999 – 2006

- Adjunct Professor: Teaching and the Design of Learning Environments
- Course Developer: Designed a 10-hour professional development course, *Studying One's Own Practice Through the Use of Video*, focusing on teachers using video to reflect on their practice; Co-designed a graduate-level course focusing on teachers learning to integrate technology into their teaching
- Facilitator: Facilitated class sessions for teacher certification and master's level teaching courses on using video to analyze teaching and learning
- Portfolio Evaluator: Scored student portfolios for the NU-TEACH Alternative Certification Program; Recruited and trained portfolio evaluators
- Teaching Assistant: Design of Learning Environments; Education and the Changing Workplace; Macro-cognition

Institute for the Learning Science, Evanston, IL

1998-1999

Assistant Director for Business Development: Responsible for public relations and fundraising to support the design and development of educational software for school settings (K-16), informal learning environments (e.g. museums), and corporations.

North Central Regional Educational Laboratory, Oak Brook, IL

1997 - 1998

Program Assistant: Trained facilitators to teach a course to teachers on "Engaged Learning" and technology integration; Assisted in the evaluation of student learning during an inquiry-based science curriculum unit; Researched design for a computer-based learning environment to support school leaders and teachers implementing comprehensive school reform initiatives.

Downers Grove North High School, Downers Grove, IL

1993-1996

English and Communication Teacher: Taught 9th through 12th grade English and communication courses in English literature, public speaking, and composition; Facilitated courses for teachers to assist in the integration of technology in curricula and in teacher practice; Assisted in the planning of the New Teacher Mentor Program and mentored new teachers.

Proviso East High School, Maywood, IL

1992-1993

English and Communication Teacher: Taught 9th and 10th grade English and communication courses in English literature, public speaking, and composition.

Publications

- Sherin, M.G., Linsenmeier, K.A., & van Es, E.A. (under review). *Issues in the design of video clubs: Selecting video clips for teacher learning.*
- Sherin, M.G. & van Es, E.A. (under review). *What (we think) we know about video clubs.*
- van Es, E.A. (manuscript accepted for publication). *Participants' roles in the context of a video club.*
- van Es, E.A. & Sherin, M.G. (2008). Mathematics teachers' "learning to notice" in the context of a video club. *Teaching and Teacher Education, 24*, 244-276.
- van Es, E.A. (2007). Designing video clubs to support teacher learning. In *Society for Information Technology and Teacher Education: Vol. 9. Information Technology and Teacher Education Annual*. Association for the Advancement of Computing in Education, Norfolk, VA.
- van Es, E.A. & Sherin, M.G. (2006). How different video club designs support teachers in "learning to notice." *Journal of Computing in Teacher Education, 22*(4), 125-135.
- Sherin, M.G. & van Es, E.A. (2005). Using video to support teachers' ability to notice classroom interactions. *Journal of Technology and Teacher Education, 13*(3), 475-491.
- Sherin, M.G. & van Es, E.A. (2003). A new lens on teaching: Learning to notice. *Mathematics Teaching in the Middle School, 9*(2), 92.
- Sherin, M.G., & van Es, E.A. (2002). Learning to notice as a focus for professional development. *Classroom Leadership 5*(9), 1,6.
- Sherin, M.G., & van Es, E.A. (2002). Using video to support teachers' ability to interpret classroom interactions. In *Society for Information Technology and Teacher Education: Vol. 4. Information Technology and Teacher Education Annual* (pp.2532-2536). Association for the Advancement of Computing in Education, Norfolk, VA.
- van Es, E.A., & Sherin, M.G. (2002). Learning to notice: Scaffolding new teachers' interpretations of classroom interactions. *Journal of Technology and Teacher Education, 10* (4), 571-596.

Manuscripts in Preparation

- van Es, E.A. (in preparation). Designing video clubs to support teacher learning.
- van Es, E.A. (in preparation). Video clubs as a teacher learning community.
- van Es, E.A. (in preparation). A Framework for Learning to Notice Student Thinking.
- van Es, E.A. & Sherin, M.G. (in preparation). The influence of video clubs on teachers' thinking and practice.
- van Es, E.A. (under review). Using video to analyze student thinking. *Journal of Staff Development.*

Refereed Presentations

- van Es, E.A. (2007). *The norms of participation in a video club.* Paper accepted to Annual Meeting of the American Educational Research Association Conference, Chicago, IL. (Symposium title: *High Tech High Touch: Creating Discourse Communities Around Video Cases in Literacy, Science and Mathematics.*)
- Sherin, M.G. & van Es, E.A. (2007, April). *Using video to document changes in teachers' professional vision.* Paper presented at the Annual Meeting of the American Educational Research Association Conference, Chicago, IL.

- van Es, E.A. (2007, April). *Video clubs as a teacher learning community*. Paper presented at the Annual Meeting of the American Educational Research Association Conference, Chicago, IL.
- Jacobs, V., Lamb, L., Nickerson, S., Philipp, R., Sherin, M.G., & van Es, E.A. (2007, January). *Using video as a context for teachers' noticing*. Presentation at the Eleventh Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.
- Sherin, M.G., Linsenmeier, K.A., & van Es, E.A. (2006, April). *Issues in the design of video clubs: Selecting video clips for teacher learning*. Paper presented at the Annual Meeting of the American Educational Research Association Conference, San Francisco, CA.
- Sherin, M.G. & van Es, E.A. (2006, April). *What (we think) we know about video clubs*. Paper presented at the Annual Meeting of the American Educational Research Association Conference, San Francisco, CA.
- van Es, E.A. (2006, April). *Participants' roles in the context of a video club*. Paper presented at the Annual Meeting of the American Educational Research Association Conference, San Francisco, CA.
- van Es, E.A. & Sherin, M.G. (2005, April). *The influence of video clubs on teachers' thinking and practice*. Paper presented at the Annual Meeting of the American Educational Research Association Conference, Montreal, Canada.
- van Es, E.A. (2004, April). Mathematics teachers' "learning to notice" in the context of a video club. Paper presented at the Annual Meeting of the American Educational Research Association Conference, San Diego, CA.
- van Es, E.A. (2003, April). *In pursuit of flexible teaching: How mathematics teachers "learn to notice" in the context of a video club*. Paper presented at the Annual Meeting of the American Educational Research Association Conference, Chicago, IL.
- van Es, E.A. and Sherin, M.G. (2002, October). *Challenges to supporting teacher learning in a video club*. Paper presented at the meeting of the Fifth International Conference of the Learning Sciences, Seattle, WA.
- van Es, E.A., Reiser, B., Matese, G., & Gomez, L.M. (2002, April). *An analysis of the social arrangements that influence teachers learning to enact inquiry-based curricula*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- van Es, E.A., & Sherin, M.G. (2002, April). *Learning to notice: Scaffolding new teachers' interpretations of classroom interactions*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Invited Presentations and Addresses

A Framework for Learning to Notice Student Thinking. Conference on Noticing, Northwestern University, Evanston, IL, January 18-19, 2008.

Learning to notice in the context of a video club. ViSTA Mini-Conference, LessonLab Research Institute, Santa Monica, CA, November 7, 2006.

Professional Development Workshops for Educators

University of California-Irvine

2007

Facilitate professional development with 6-12 mathematics and science teachers: *Using video to examine student thinking* and *Eliciting student thinking in mathematics & science classrooms*

Northwestern University

2001-2003

Guest speaker in pre-service and in-service teacher education courses: Facilitate class sessions using a multimedia tool to support teachers' analyses of classroom videos.

Reviewer

Journal of Teacher Education

Teaching and Teacher Education

Reviewer for the annual conference of the American Educational Research Association, Division C and Division K

Grants & Contracts

Submitted:

Key Personnel, *Video Enhanced Fieldwork for the Preparation of Mathematics Teachers*, Institute for Education Sciences Grants Program, United States Department of Education

Awarded:

Key Personnel, California Science Project at Irvine Teacher Retention Initiative (TRI), **2007-10** funded by California Postsecondary Education Commission (CPEC) Grant.

Key Personnel, California Mathematics Project at Irvine Teacher Retention Initiative (TRI), **2007-10** funded by California Postsecondary Education Commission (CPEC) Grant.

Major Service Activities

University of California-Irvine, Department of Education

Member, Learning, Cognition, & Development Steering Committee

Member, Learning, Cognition, & Development Faculty Search Committee

Member, Interdisciplinary Research Faculty FTE Proposal Committee

Member, Master of Arts in Teaching/ Teacher Credential Steering Committee

Member, Technology Committee

Northwestern University, Department of Learning Sciences

Job search committee, student representative

Undergraduate student mentor, Senior Honors Thesis project

Public Service

Advisory Board Participant, Gan Tapuz Early Childhood Learning Center, Merage Jewish Community Center of Orange County

Awards & Honors

Knowles Science Teaching Foundation Research Fellowship **2008**

Specialist in the field of Cognitive Science, Northwestern University **2004**

Semi-Finalist, Spencer Dissertation Fellowship **2003**

Finalist, AERA/ OERI Dissertation Fellowship **2003**

Graduate School Fellowship, Northwestern University **2002**

Finalist, AERA/ OERI Dissertation Fellowship **2002**

Outstanding Paper Award, Society for Information Technology and Teacher Education 2002 13th International Conference **2002**

University Scholar, Northwestern University **2000-2001**

National Science Foundation Training Grant Fellow **1999-2000**

Dissertation Committees

Judi Conroy, UCI/UCLA Ed.D., In progress (Chair)

Nancy Watkins, CSU/UCI Ed.D., (Primary Reader)

Vanitha Chandrasekhar, University of California-Irvine, In progress (Committee Member)

Peter Jones, University of California-Irvine, In progress (Committee Member)

Kristin Smith, University of California-Irvine, In progress (Committee Member)

Professional Organizations

Member, American Educational Researchers Association (AERA)	1999-present
Member, International Society of the Learning Sciences (ISLS)	2002-present
Member, Association for the Advancement of Computing in Education (AACE)	2003-present
Member, Association for Mathematics Teacher Education (AMTE)	2006-present