Curriculum Vitae

Nancy J. Pelaez

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Education

1999	Indiana University, Indianapolis, IN, Physiology and Biophysics, Ph.D. (minor areas in Science Education and Biochemistry) Thesis: Altered arterial muscle contractility and estrogen protection in spontaneous hypertension
1989	Mills College, Oakland, CA, Science Education Physical Sciences and Life Sciences K-12 Single Subject Science Teaching Credential
1976	Tulane University, New Orleans, LA, summa cum laude, Honors in Biology Newcomb College Biology Prize: Analysis and comparison of three deciduous forests, B.S. summa cum laude with Honors in Biology.

Professional Experience

2007-present	Associate Professor of Biological Sciences, Purdue University.
2006-2007	Program Director, National Science Foundation EHR Division of Undergraduate Education (NSDL Co-lead; also managed CCLI, Noyce, and S-STEM projects).
2005-2007	Associate Professor of Biological Science and Science Education, California State University Fullerton.
1999-2005	Assistant Professor of Biological Science and Science Education, California State University Fullerton.
1994-99	Howard Hughes Medical Institute Predoctoral Fellow, Indiana University School of Medicine. Physiology major; Biochemistry and Science Education minors.
1992-97	Biology and Chemistry Teacher, Northwest High School, Indianapolis, IN.
1989-92	Science Department Head (K-12), Colegio Los Nogales, Bogota, Colombia.
1976-82	Biology and General Science Teacher, Colegio San Carlos, Bogota, Colombia.

Professional Societies:

American Association for the Advancement of Science (AAAS)
American Physiological Society (APS)
National Science Teacher's Association (NSTA)
Society for the Advancement of Native Americans and Chicanos in the Sciences (SACNAS)
Society for Integrative and Comparative Biology (SICB)

Awards & Honors:

2005	Teaching Career Enhancement Award of the American Physiological Society
2002	M. Irene Ferrer Award for Gender-Specific Medicine
2002	American Physiological Society Teaching of Physiology Section Recognition Award for Meritorious Research by a Young Investigator
2001	M. Irene Ferrer Award for Gender-Specific Medicine
2001	American Physiological Society Teaching of Physiology Section Recognition Award for Meritorious Research by a Young Investigator
2001	Robert and Louise Lee Collaborative Teaching Award
1998	L.K. Knoebel Predoctoral Award in Physiology and Biophysics
1993	APS High School Teacher Summer Research Award
1989	Betty Rosenberg award for excellence in student teaching
1989	Assn. of Western Universities Distinguished High School Teacher Award
1978	Fulbright Award
1976	Phi Beta Kappa
1976	Tulane University Biology Prize

Publications

Bush SD, Pelaez NJ, Rudd JA, Stevens MT, Tanner KD, Williams KS. Science Faculty with Education Specialties. *Science* 322: 1795-1796, 2008.

Clase, K.L., P.W. Hein, and N.J. Pelaez. Demand for interdisciplinary laboratories for physiology research by undergraduate students in biosciences and biomedical engineering. *Advances in Physiology Education* 32: 256-260, 2008.

Hoover, M. A. and N.J. Pelaez. Blood circulation laboratory investigations with video are less investigative than instructional blood circulation labs with live organisms. *Advances in Physiology Education* 32: 55-60, 2008.

Goodman, B.E., M. Eisenhart, R.L. DeHaan, R.E. Kemm, D.W. Rodenbaugh and N. Pelaez, Scientific principles of education research. *Advances in Physiology Education* 31: 374-376, 2007.

Bush, S. D., N. J. Pelaez, J. A. Rudd, M. T. Stevens, K. S. Williams, D. E. Allen, and K. D. Tanner. On Hiring Science Faculty with Education Specialties for Your Science (Not Education) Department. *CBE—Life Sciences Education* 5:297-305, 2006.

Pelaez, N. J., D.D. Boyd, J.B. Rojas, and M.A. Hoover, Prevalence of blood circulation misconceptions among prospective elementary teachers. *Advances in Physiology Education* 29: 172-181, 2005.

Publications (continued)

Pelaez, N.J., T.M. Ashton, C. Pollard, J. Moore, C. Guenter, D. Wicks, D. Judd, D. Pearson, R. Staley, and M.J. Wetzel. Keeping Faculty Online: The Case of MERLOT. *Academic Exchange Quarterly* 8(4): 25-32, 2004.

Flaagan, K.J. and N. Pelaez. *ExCEllence in Life Science.* Dubuque, IA: Kendall/Hunt Publishing Company, 2003.

Pelaez, N. J. and B. L. Gonzalez. Sharing science: Characteristics of effective scientist-teacher interactions. *Advances in Physiology Education* 26: 158-167, 2002.

Pelaez, N. J. Problem-based writing with peer review improves academic performance in physiology. *Advances in Physiology Education* 26: 174-184, 2002.

Packer, C. S., N. J. Pelaez, and T. C. Johnson. Gender dichotomy in reactivity to the vasoactive oxidant, hydrogen peroxide, in spontaneously hypertensive rats. (Winner of the Irene Ferrer Award for Gender-Specific Medicine.) *Journal of Gender-Specific Medicine* 5: 17-23, 2002.

Russell, M. J., N. J. Pelaez, C. S. Packer, M. E. Forster, and K. R. Olson. Intracellular and extracellular calcium utilization during hypoxic vasoconstriction of cyclostome aortas. *American Journal of Physiology* 281: 1506-1513, 2001.

Packer, C. S., N.J. Pelaez, J.A. Kramer. Estrogen protects against hypertension in the spontaneously hypertensive rat, but its protective mechanism is unrelated to impaired arterial muscle relaxation. (Winner of the Irene Ferrer Award for Gender-Specific Medicine) *The Journal of Gender-Specific Medicine* 4: 20-27, 2001.

Pelaez, N.J., S.L. Osterhaus, A.S. Mak, Y. Zhao, H.W. Davis, and C.S. Packer. MAPK and PKC activity are not required for H_2O_2-induced arterial muscle contraction. *American Journal of Physiology* 279: H1194–H1200, 2000.

Pelaez, N.J., T.R. Braun, R.J. Paul, R.A. Meiss, R.A. and C.S. Packer. H_2O_2 mediates Ca^{2+} - and MLC_{20} phosphorylation-independent contraction in intact and permeabilized vascular smooth muscle. *American Journal of Physiology* 279: H1185–H1193, 2000.

Pelaez, N.J. An internet-enriched Biology of Women: a weekend college course for non-majors. *Teaching with Technology: Seventy-Five Professors from Eight Universities Tell Their Stories.* Bolton, MA: Anker Publishing Company, Inc., 2000, pp. 218-220.

Packer, C.S. and Pelaez, N.J. Scientists should become active in education. *The Scientist* XII No. 10: 9, May 11, 1998.

Pelaez, N., Ryder, K.D., and Cohen M. Engagement, wonder and learning by jerks in science: perspectives of pre-service elementary education students, medical students, and research science doctoral students. *ERIC ED403135* Clearinghouse SE59598, May, 1997.

Pelaez, N.J. Flourishing even with four languages. *Bilingual Family Newsletter*: 4-7, March, 1988.

Bamforth, S.S. and Pelaez, N.J. Numbers and proportions of microorganisms in humid forest litters. *The Proceedings of the Louisiana Academy of Sciences* XL: 33-38, 1977.

Published Abstracts

Tamminga, S., Zhang,Y., Gonzales, R., and Pelaez, N.J (2006). Student perceptions of their gains from a college-level human physiology lab *FASEB J.* 20 (4), 2006.

Pelaez, N.J., Kay, I., Nosek, T.M., Instructional technology (IT) impacts physiology teaching and learning *FASEB J.* 20 (4), 2006.

Hoover, M.A., and Pelaez, N.J., Instructional investigations with video from the Video and Image Data Access (VIDA) database are more equitable but less investigative than labs with live organisms *FASEB J.* 20 (4), 2006.

Oropeza, M, Hoover, M.A., and Pelaez, N.J. Effects of hypoxia on the dorsal blood vessel of the California blackworm, *Lumbriculus variegatus*. *FASEB J.* 19 (4), 2005.

Hoover, M.A., Rojas, J.B. and Pelaez, N.J., Cardiovascular labs on MERLOT. *FASEB J.* 19 (4), 2005.

Davis, N.J., Hoover, M.A., & Pelaez, N.J. The effect of a participant perception indicator (PPI) to clarify learning objectives on students' evaluations of teaching effectiveness (SETEs). *FASEB J.* 19 (4), 2005.

Pelaez, N.J., Hoover, M.A., and Rojas, J.B. Co-construction of a controlled vocabulary ontology for Video and Image Data Access (VIDA) by Prospective Elementary Teachers (PETs) and faculty. *FASEB J.* 18 (4), 2004.

Rojas, J.B., Boyd, D.D., Hoover, M.A., Pelaez, L. and Pelaez, N.J., Discourse analysis of students defending their ideas about blood circulation in a cross-age study: Use of analogies in lieu of evidence to support explanations about blood circulation. *FASEB J.* 18 (4): A393, 2004.

Boyd, D.D., and Pelaez, N.J. New tools reveal non-scientific ideas about blood circulation and gas exchange among prospective elementary teachers. *FASEB J.* 17 (5), A816. 2003.

Phelps, S., and Pelaez, N.J. Hypoxia narrows and prolongs contraction of the dorsal blood vessel in the California blackworm, *Lumbriculus variegatus*. *FASEB J.* 17 (4), A425. 2003.

Hoover, M.A., and Pelaez, N.J. Content-rich investigative experiences for grade 10 students using live organisms and digital video to understand blood circulation. *FASEB J.* 17 (4), A392. 2003.

Published Abstracts (continued)

Pham, T., Pelaez, N.J., Winters, D., Hoover, M.A., and Rojas, J.B. Does a dead fish belong in the Video and Image Data Access project, the image collection about life for prospective elementary teachers. *FASEB J.* 17 (4), A391. 2003.

Pelaez, N. J. Scholarship of teaching: MERLOT for online sharing. *FASEB J.* 16(5), A758. 2002.

Hoover, M. A., Kim, M. A., and Pelaez, N. J. Investigation of circulation in developing *Danio rerio* improves learning. *FASEB J.* 16(4), A382. 2002.

Pelaez, N. J. Problem-based writing with peer review reveals generalized learning problems and improves academic performance in physiology. *FASEB J.* 16(5), A754. 2002.

Gan, T., Rojas, J. B., and Pelaez, N. J. Comparison of ideas about human blood circulation for fifth grade students versus prospective elementary teachers (PETs). *FASEB J.* 16(4), A382. 2002.

Pelaez, N. J., Patel, H., Modjtahedi, M., Hoover, M. A., and Rojas, J. Overcoming inequity: College students and elementary teachers address science inquiry in schools. CSU Dominguez Hills - El Camino College Conference on Undergraduate Teaching and Learning 9, p. 10. 2001.

Pelaez, N. J., Hoover, M. A., Koch, R. A., Kim, M. A., Mantrawadi, L. N., An, A. C., and Yee, H. F. Detection of myosin light chain in Ascidia ceratodes. *FASEB J.* 15 No. 4, A87. 2001.

Pelaez, N. J. Pre-professional exam requirements for undergraduate physiology education. *FASEB J.* 15 No. 4, A408. 2001.

Boyd, D. D. and Pelaez, N. J. Misconceptions coexist with scientific understanding of human blood circulation. *FASEB J.* 15 No. 4, A407. 2001.

Packer, C.S., N.J. Pelaez, M.J. Russell, and K.R. Olson. Hypoxic vasoconstriction in the lamprey dorsal aorta is calcium-dependent. In: *Hypoxia: Into the Next Millennium. Advances in Experimental Medicine and Biology 474: 419*, edited by R.C. Roach, P.D. Wagner, and P.H. Hackett. New York: Kluwer Academic/Plenum Publishers, 1999, p. 419.

Selected Grant Funded Projects

2008-2010	NSF Course, Curriculum, and Laboratory Improvement (CCLI) Phase I: Teaching Ethical, Experimental, and Quantitative (TEEQ) Biology through Problem-Based Writing with Peer Review NSF DUE 0837229
2005-2006	NSDL BiosciEdNet (BEN) Pathway for Video and Image Data Access (VIDA) for Science Inquiry During Teacher Preparation Subcontract award from American Association For Advancement Science, NSF DUE-0532797
2002-present	NSF Course, Curriculum, and Laboratory Improvement (CCLI) Educational Materials Development: Video and Image Data Access (VIDA) for Science Inquiry During Teacher Preparation, NSF DUE-0127164.

Selected Grant Funded Projects (continued)

2001-2002 Boeing Company: Providing Content-Rich Investigative Experiences using Zebrafish. (*Danio rerio*).

2000-2002 NASA Opportunities for Visionary Academics (NOVA): Integrating the Sciences: Providing Content-Rich Investigative Experiences for Pre-service Teachers.

2000-2001 CSUPERB: Bioinformatics On-line for Science Teachers.

2000-2001 University Mission and Goals Initiative: Advances in Information Technology for Science Learning Environments.

1997-98 Indiana Campus Compact Scholarship of Engagement Mini-grant: Development of a web-based course in biomedical sciences for high school teachers.

1995-96 Indianapolis Public Schools (IPS) Challenge Grant, Classroom Technology.

1993-94 Hands-on Computer Technology P.I.E. Grant, IPS Eisenhower funds.

1993 APS Summer Teacher Research in Physiology Award.

1993 Kids in Bloom Heirloom Seeds and Harvest for the Hungry Project.

1978 Sam Houston State University Earth/Space Science Teaching, Fulbright Scholar.

Professional Service

Elected to the Faculty Council for the Purdue University College of Science (2008-present)

Associate Editor for the *Journal of Science Teacher Education*, Association for Science Teacher Education, 2008-present.

Associate Editor for *Advances in Physiology Education,* American Physiological Society. 2006-2008.

Workshop Director, Estrategias para la innovación curricular (Strategies for Curricular Innovation), Facultad de Ciencias Médicas, Universidad de Santiago de Chile. Santiago, Chile, South America, January 5-18, 2006.

Teaching of Physiology Section, Secretary, American Physiological Society. 2004-2007.

BiosciEdNet Advisory Board, American Association for the Advancement of Science (AAAS), Washington, DC, 2003-present.

Professional Service (continued)

Associate Editor of the Teacher Education Editorial Review Board for Multimedia Educational Resource for Learning and Online Teaching (MERLOT). 2003-2007.

High School Science Laboratories: Role and Vision Committee Member, National Research Council Board on Science Education. 2004-2005.

Director of local organizing committee for the 35th Congress of the Teaching Workshop for the International Union of Physiological Sciences (IUPS) Pali Mountain, CA, April 7-10, 2005.

Education Advisory Board, Center for Embedded Networked Sensing (CENS), U.C.L.A., Los Angeles, California. 2003-2005.

Co-chair of Symposium for the Pacific Division of AAAS, Sharing Science: Successful Scientist Expert-Teacher Practitioner Interactions, U.C. Irvine, June, 2001.

CCLI Panelist for peer review of grants for the National Science Foundation, Washington, D.C. in 2000, 2002, 2003, 2006, 2008.

CSUF Committee on Community-Based Learning (CCBL) member and CSUF Service Learning Liaison to the College of Natural Sciences and Mathematics, 2000-02.

Fund for the Improvement of Postsecondary Education (FIPSE) Grant Evaluation Panelist for the US Department of Education, Orange Coast College, Newport Beach, California, 2001.

Biological Sciences Curriculum Study (BSCS) Science and Technology: Investigating Human Dimensions, field test site coordinator, Bogota, Colombia. 1990-92.

Selected Presentations

1. California State University Conference on Community Based Teaching and Research. Harnessing children's analogies about blood circulation: Community-based research points way to improve K6 life science teacher education. Cal Poly Pomona, March 4, 2006.

2. Facultad de Ciencias Médicas, Universidad de Santiago de Chile. Estrategias para la innovación curricular (Strategies for Curricular Innovation) Workshop Director, Santiago, Chile, South America, January 5-18, 2006.

3. Indiana University School of Medicine. America's Lab Report: A Failing Grade and Hypoxia slows dorsal blood vessel relaxation in the California blackworm, *Lumbriculus variegatus* invited talk, Indianapolis, September 22, 2005.

4. MERLOT International Conference. Addressing the Issues: A Toolkit for Teachers of Evolution, session organized by Nancy Pelaez, Session talk, Nashville, TN, July 27, 2005.

5. MERLOT International Conference. Teacher Education Investigates MERLOT: Factors That Influence Online Communities, session organized by Dr. Tamarah Ashton of California State University Northridge, Session talk, Costa Mesa, CA, August 4, 2004.

Selected Presentations (continued)

6. Innovative teaching/learning practices and assessments. Using CPR™ in Biology class. Invited talk, California State University, Fullerton, CA, May 1, 2004.

7. American Educational Research Association (AERA) Conference. Concept Cartoons Reveal Differences when HS Students Study Blood Circulation Using Live Organisms versus Video, with Mildred A. Hoover and David Treagust, Paper Discussion, San Diego, CA, April, 2004.

8. American Educational Research Association (AERA) Conference. Interviews Reveal Frequent Misconceptions about Blood Circulation Among Prospective Elementary Teachers, with Denise D. Boyd, Thao Pham, and Jacqueline B. Rojas, Paper Session talk, San Diego, CA, April, 2004.

9. Experimental Biology, EB2004. Science Professionals and Classroom Teachers Working Together: the importance of providing evidence and how collaboration is evolving the necessary models of scientific thinking. Invited talk, Washington, DC, April, 2004.

10. MERLOT International Conference. Controlled vocabulary for Video and Image Data Access (VIDA) by K6 science teacher educators, with Jacqueline B. Rojas, Curtin University of Technology, Vancouver, B.C., Canada, August 6, 2003.

11. The best of MERLOT for teacher education: A walk through the vineyard. Invited to demonstrate Calibrated Peer Review, session organized by Dr. Barbara Levin of the University of North Carolina at Greensboro, Vancouver, B.C., Canada, August 6, 2003.

12. Smooth Muscle Brainstorm. Vascular smooth muscle relaxation rates in hypertension and hypoxia. Invited to the University of Notre Dame, South Bend, Indiana, June 19, 2003.

13. Society for Advancement of Chicanos and Native Americans in the Sciences (SACNAS). Content-rich investigative experiences for K-12 using zebrafish (Danio rerio, with M.A. Hoover, Curtin University of Technology, and N. Davis, Anaheim, California, September 27, 2002.

14. PBS/WGBH High School Teacher Workshop. Learning Evolution Online. UCLA, Los Angeles, California. May 18, 2002.

15. CSUF Faculty Research Conference, What Women Make: A Celebration of Feminist Inquiry, for Women's History Month. Altered arterial muscle contraction and estrogen protection in spontaneous hypertension: A case of women's ways of knowing. Fullerton, California. March 19, 2002.

16. Thirteenth Science Conference of the Orange County Graduate Women in Science Sigma Chapter. Gender, hormones, and cardiovascular research: Implications for equity in science teaching. Fullerton, California. March 2, 2002.

17. Multimedia Educational Resource for Learning and Online Teaching (MERLOT) International Conference. MERLOT as a resource for curriculum development and grant applications. Tampa, FL, August 14-15, 2001.

Selected Presentations (continued)

18. CSU Dominguez Hills – El Camino College Conference on Undergraduate Teaching and Learning. Overcoming inequity: College students and K-12 teachers address science inquiry in schools. Dominguez Hills, California, April 27, 2001.

19. Experimental Biology 2001. Pre-professional exam requirements for undergraduate physiology education. Orlando, FL, April 2, 2001.

20. National Association for Research in Science Teaching (NARST) Annual Meeting. Service and learning using video recording during instructional outreach with marine invertebrates. St. Louis, March 26, 2001.

21. Association for the Education of Teachers in Science (AETS) national meeting. Calibrated Peer Review reveals student misconceptions, links modern scientific research to everyday experience, and deepens understanding of basic concepts in general education human physiology. Costa Mesa, January 18, 2001.

22. Predoctoral and Physicians Postdoctoral Fellows' Meeting of the Howard Hughes Medical Institute, Altered Arterial Muscle Contractility and Estrogen Protection in Spontaneous Hypertension. HHMI Conference Center, Chevy Chase, MD, September 26, 2001.

23. Molecular Science Project National Visiting Committee Meeting. Calibrated peer review reveals student misconceptions in BIOL 310: Human Physiology. Fullerton, CA, February 26, 2000.

24. Department of Physiology Seminar Series, Indiana University School of Medicine. Altered arterial muscle contractility and estrogen protection in spontaneous hypertension. June 29, 1999.

25. Experimental Biology (EB). APS Life Sciences Teacher/Student Workshop. San Francisco - April 1998.

26. Hoosier Association of Science Teachers Conference. Rasmol Molecular Visualization Software. Indianapolis - February, 1998.

27. Association for the Education of Teachers in Science (AETS). Engagement, Wonder, and Learning by Jerks in Science. Cinncinnati, OH - January, 1997.

28. Biological Sciences Curriculum Study (BSCS) Science and Technology: Investigating Human Dimensions. Saint Charles, IL – April, 1993.

29. Advances in Education seminar series, Colegio los Nogales. Cooperative Learning Groups. Bogota, Colombia - April, 1992.

30. Advances in Education seminar series, Colegio los Nogales. The Development of Values Through Science Education. Bogota, Colombia - October, 1991.

31. Advances in Education workshop, Colegio los Nogales. Science and Math Teaching and the Development of Reasoning. Bogota, Colombia - January, 1990 and September, 1990.

Courses Taught

Purdue University

Course		Enrollment (average)
Department of Biological Sciences:		
BIOL13100	Biology II: Development, Structure, and Function of Organisms	330
BME/BIOL395N	Design of Systems for Experimental Physiology Measurements	40
BIOL59500	Physiome Modeling	6
BIOL595E	Teaching Evolution: Online Course for Teachers	4

California State University Fullerton

Course		Enrollment (average)
Department of Biological Sciences:		
BIOL362	Mammalian Physiology	35
BIOL310	Human Physiology	40
BIOL310L	Human Physiology Lab	18
BIOL499L	Independent Laboratory Study	6
BIOL102	Biology for Future Elementary Teachers	22
BIOL409	Teaching Evolution: Online Course for Teachers	18
BIOL500C	Professional Aspects of Biology: Teaching Effectiveness	12
Science Education Program:		
SCED453	Life Science Concepts for K-8 Teachers	24
SCED550	Theoretical Designs in Science Education	8
SCED 552	Review of Research in Science Education	8
SCED554	Issues in Science Education	15

Graduate Students

Major Advisor to	Project title	Final defense
Vivian Byun	Using science-related articles and reflective writing as a means to improve student attitudes towards the relevance of learning science	November, 2007
Juthaman Salangam	The impact of a prelaboratory discussion on non-biology majors' abilities to plan scientific inquiry	July, 2007
Aileen Perry	Encouraging students to study and pursue careers in science	July, 2007
Scott Tamminga	Undergraduate student perceptions of benefits from their laboratory experience in human physiology	November, 2006
Carrie VanderZwaag	Explorations of ideas about water transport in plants: A cross-age survey	June, 2005
Catalina Garcia	Comparing the 5Es and traditional approach to teaching evolution in a Hispanic middle school science classroom	May, 2005
Susan Richard	Use of concept mapping to clarify misconceptions about natural selection in an all-male high school biology classroom	August, 2004
Kenneth Martinez	Hands-on instruction and its effect on eighth grade students' conceptual understanding of acceleration	June, 2004
Ross Durand	The effects of an interdisciplinary project on student learning of natural selection	May, 2004
Yvonne Martinez	Does the K-W-L reading strategy enhance student understanding in an honors high school science classroom?	May, 2004
Jennifer Victor	The effects of traditional textbook versus inquiry-based learning and on fourth grade student attitudes and knowledge of electric circuits	March, 2004
Denise Boyd	An experimental study to determine if debate of misconceptions improves student learning about human blood circulation	November, 2003

Graduate Students (continued)

Major Advisor to	Project title	Final defense
Kelly McAllister	Traditional classroom versus active learning Classroom: Is one better than the other for acquiring genetics concepts?	July, 2003
Jzaron Mercer	A comparison of the effectiveness of integrated math and science versus pure science at promoting process skills and cognitive reasoning in students at a Riverside County, California, middle school	August, 2001
Scott Tamminga	Inquiry-based instruction improves conceptual understanding of genetics	May, 2001
Laura M. Van de Merghel	Science and cognitive development in fifth-grade students	August, 2000

Committee Member to

Stephanie Busch	Karen Jones	Dianne Robinson
Sandy Dellalonga	Michelle Mainville	Lisa J. Spicer
Robyn Elamparo	Joy D. Martin	Sonia Steiner
Clay Elliott	Karen S. McDonald	Maryanne Tweedy
Marisa George	Reginald McNulty	Kelly Wiseman-Silva
Rhonda Grabow	Janie M. Patton	Rosario R. Zourelli
Lynn Hirth	Virginia Northwood	

Teaching Credentials:

Indiana State Teacher's License (expired July 18, 2001), General Science, Primary Area 5-12; Physical Science, Primary Area 5-12; Biology, Primary Area 5-12; Chemistry, Primary Area 5-12.

National Science Teacher's Association Middle School Science National Certification, 1993.