

SHERIE L. McCLAM, Ph.D.

**Associate Professor of Science Education and Education for Sustainability
Department of Curriculum and Instruction
School of Education
Manhattanville College**

EDUCATION

- 2004 Doctor of Philosophy: Education, Departments of Instruction and Curriculum in the Content Area and Education Foundations Policy and Management, School of Education, University of Colorado-Boulder
Dissertation (2004): Fitting In or Opting Out: Deconstructing the Marginalization of Women in Academic Science.
- 1998 Master of Arts: Education, University of Colorado-Boulder
- 1981 Bachelor of Science: Biology, James Madison University

PROFESSIONAL EXPERIENCE

- 2009- Present Manhattanville College, Purchase, NY. Assistant Professor of Science Education and Education for Sustainability
Courses Taught:
EDU 5567-Education for Sustainability
EDU 5568-Earth Citizenship
EDU 5569-Critical Pedagogy of Place
EDU 5570-Sustainability Action
EDU 5536- Field-Based Educational Research
EDU 5108/3108- Childhood Science Education
EDU 5377/ 3023 -Science Curriculum & Methods in Middle Childhood and Adolescent Education
EDU 5359/3359-Problem-Based Learning
EDU 5030-Nature of Science
EDU 5380/3380-Curriculum, Management and Assessment
EDU 5387-Fundamentals of Middle School Education
FYP 1001 & 1002 – First Year Seminar; Sustainability: Creating a Future We Can Live With
- 2012-2014 Manhattanville College, Purchase, NY. Director, Center for Teaching and Learning.
- 2008 Holcomb Farm Learning Center, West Granby, CT. Environmental Education Consultant
- 2007 Bloomfield Public Schools, Bloomfield, CT. High School Adviser/Teacher
- 2004-2007 University of Melbourne, Melbourne, Australia. Lecturer Level B (Assistant Professor Equivalent). Faculty of Education, Department of Science and Mathematics Education and the Center for Equity and Innovation in Early Childhood.
Courses Taught:
485-234-Bachelor of Teaching (Primary): Science & Technology
485-102-Bachelor of Education (Primary): Science & Technology
485-357-Bachelor of Education (Primary): Australian Environment
485-131-Diploma of Education (Secondary): Science
485-854-Graduate Environmental Program: Environmental Education
485-855-Graduate Environmental Program: Perception of the Environment
950-600-Graduate Environmental Program: Transdisciplinary Thinking and Learning, 950-950-611-Graduate Environmental Program: Research Review Project
950-614-Graduate Environmental Program: Research Project.

2002-2004 University of Colorado, Boulder, CO. Department of Physics, Research Assistant
 2001-2003 Expeditionary Learning Outward Bound, Denver, CO. Teacher Preparation Program Instructor
 2001-2002 University of Colorado, Boulder, CO. School of Education, Research Assistant
 2001-2002 University of Denver, Denver, CO. School of Education, Instructor
 1999-2002 University of Colorado, Boulder, CO. School of Education, Instructor
 1999-2000 Kendall-Hunt Publishing Company, Davenport, IA. Professional Developer
 1995-1999 Brighton School District 27J, Brighton, CO. Science & Math Teacher
 1995 Jefferson County School District, Arvada, CO. Science Teacher
 1991-1992 SCC Communication Corporation, Boulder CO. Marketing and Business Development
 1983-1991 TRW Command Support Division, Fairfax VA. Marketing and Business Development
 1982-1983 Johns Hopkins University, Baltimore MD. Laboratory Technician
 1982 US Army Corps of Engineers' Construction Engineering Research Laboratory, Champaign IL.
 Biology Technician

PUBLICATIONS

Peer Reviewed Journal Articles

McClam, S., Cass, A., Connors, C., Frawley, D., Heald, S., McPartlin, A., Orifici, C., & Papernik, L. (2015) Collaboratively Creating and Sustaining Hope and Agency. *Journal of Sustainability Education*.

McClam, S. & Diefenbacher, L. (2015). Over the Fence: Learning about Education for Sustainability with New Tools and Conversation. *Journal of Education for Sustainable Development*, 9(2), 1-11.

Carson, A., McClam, S., Frank, J., & Hannum, G. (2014). ePortfolio as a Catalyst for Change in Teaching: An Autoethnographic Examination of Transformation. *International Journal of ePortfolio*, 4(1), 73-83.

McClam, S. & Flores-Scott, E.M. (2012). Transdisciplinary teaching and research: What is possible in higher education. *Teaching in Higher Education*, 17(3), 231-243.

McClam, S. & Sevier, B. (2010). Troubles with grades, grading and change: Learning from adventures in alternative assessment practices in teacher education. *Teaching and Teacher Education*, 26, 1460-1470.

McClam, S. (2006). Talking to Foucault: Examining Marginalization and Exclusion in Academic Science. *Taboo: The Journal of Culture and Education*, 10(1), 45-68.

Borko, H., Stecher, B., Alonzo, A., Moncure, S., & McClam, S. (2005). Artifact Packages for Characterizing Classroom Practice: A Pilot Study. *Educational Assessment*, 10(2), 73-104.

Peer Reviewed Online Publications

McClam, S (2014). Learning for a Sustainable Future and Social Media for Social Change. *Catalyst for Learning: ePortfolio Resources and Research*. Link: <http://mville.mcnrc.org/soc-practice/>

McClam, S (2014). Faculty Development Offered with a lot of "TLC." *Catalyst for Learning: ePortfolio Resources and Research*. Link: <http://mville.mcnrc.org/pd-story/>

McClam, S., Carson, A., Frank, J., & Hannum, G. (2014). Sky's the Limit: Using our bold history to make the most of our digital future. *Catalyst for Learning: ePortfolio Resources and Research*. Link: <http://mville.mcnrc.org/oa-story/>

Carson, A., Frank, J., & Hannum, G., Todd, K., McClam, S. (2014). Professional Development Practice: Teaching and Learning Circles. *Catalyst for Learning: ePortfolio Resources and Research*. Link: <http://mville.mcnrc.org/pd-practice/>

Invited Book Reviews

McClam, S. (2005). Book Review: Preparing Mathematics and Science Teachers for Diverse Classrooms. *Science Education*, 89(5), 872-874.

PROFESSIONAL PRESENTATIONS

Thorpe, J. McClam, S., & Josephs, N. L. (2017, March). Clinically-rich teacher preparation with integrity. Presentation at the National Association of Professional Development Schools Conference, Washington D.C

McClam, S. (2016, October). *Agentic educators for a sustainable future: Hopeful voices from the field*. Association for the Advancement of Sustainability in Higher Education (AASHE) Annual Conference. Baltimore, MD.

McClam, S., Papernik, L. (2015, October). Generating Hope and Agency in Education for Sustainability through Communities of Praxis. *Association for the Advancement of Sustainability in Higher Education (AASHE) Annual Conference*. Minneapolis, MN.

McClam, S., Cunningham, C. (2014, July). Developing ePortfolio Communities of Practice through "Fellowship". *The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) Annual ePortfolio Conference*. Boston, MA.

McGilvery, C., McClam, S. (2014, July). Empowered Voices that Catalyze Institutional Change with ePortfolio. *The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) Annual ePortfolio Conference*. Boston, MA.

McGilvery, C., McClam, S. (2014, June). Strategies That Empower Faculty to Integrate Technology. *International Society for Technology in Education Annual Conference*. Atlanta, GA.

Carson, A., McClam, S. Frank, J., Hannum, G. (2014, January). Situated Learning in Communities of Practice: Understanding ePortfolio as a Catalyst for Change. *The American Association of Colleges and Universities (AAC&U) Annual ePortfolio Conference*. Washington, DC.

Diefenbacher, L., McClam, S. (2013, October). The nature of sharing: Collaborating across universities to develop Education for Sustainability certificate programs. *Association for the Advancement of Sustainability in Higher Education (AASHE) Annual Conference*. Nashville, TN.

Carson, A., McClam, S, Frank, J., Hannum, G. (2013, July). ePortfolios as a Catalyst for Change in Teaching: A Case for Faculty Development. *The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) Annual ePortfolio Conference*. Boston, MA.

- Hannum, G., McClam, S., Rodriguez, P. (2013, July). Using ePortfolios to Promote Collaborative Teaching and Learning in First-Year Seminars. *The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) Annual ePortfolio Conference*. Boston, MA.
- Diefenbacher, L., McClam, S. (2012, October). Helping Others Understand Sustainability: Tools for Curriculum Development and Instructional Design. *Association for the Advancement of Sustainability in Higher Education (AASHE) Annual Conference*. Los Angeles, CA.
- Hannum, G., LeBlanc, J., McClam, S., Rodriguez, P. (2012, March). Connecting the Dots, First Year to Capstone: an ePortfolio Journey. *The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) Conference on Learning, Metacognition and ePortfolios*. Providence, RI.
- McClam, S., Diefenbacher, L., Rowland, P. (2012, February). Education for Sustainability as a Transformational Initiative. *American Association of Colleges for Teacher Education*. Chicago, IL.
- McClam, S., Crocco, M., McKeown, R., Nolet, V. (2011, February). Education for sustainable development: New opportunities for teacher education programs. *American Association of Colleges for Teacher Education*. San Diego, CA.
- McClam, S. & Flores, E. (2007, April). Crossing Academic Boundaries: What does it mean to practice transdisciplinary teaching in postgraduate environmental education? *American Educational Research Association (AERA) annual conference*. Chicago, USA.
- McClam, S. (2006, September). Disciplining Knowledge Spaces: Who Gets Left Out? *Three Deans Conference/Symposium*. University of Wisconsin-Madison, USA.
- McClam, S. (2006, April). Talking to Foucault: Examining Marginalization and Exclusion in Academic Science. *Discourse Power Resistance 5: "Research as a Subversive Activity"* conference, Education and Social Research Institute, Manchester Metropolitan University, UK.
- McClam, S. & Sevier, B. (2005, April). Confronting Normative Grading Practices within the Academy: Two teacher educators change their relationship to letter grades. *American Educational Research Association (AERA) annual conference*. Montreal, Canada.
- McClam, S. (2004, December). Within the Field of View: Exploring Reflexivity in One Science Education Research Project. *Contemporary Approaches to Research in Mathematics, Science, Health and Environmental Education*. Deakin University, Melbourne, Australia.
- McClam, S. (2004, July). Deconstructing the Marginalization of Women in Academic Science: An Ethnographic Journey. *Australasian Science Education Research Association (ASERA) annual conference*. Armidale, Australia.
- Borko, H., Stecher, B., Alonzo, A., & McClam, S. (2003, April). Instructional artifact packages and the impact of state accountability on classroom practices. Paper presented in a symposium entitled Alternative Ways of Measuring Classroom Practice: What Are We

Learning? at the Annual Meeting of the *American Educational Research Association*, Chicago, USA.

AWARDS

McClam, S. Recipient of *Outstanding Doctoral Graduate* as a result of scholarship and leadership in the School of Education at the University of Colorado-Boulder (May, 2004).

McClam, S. Recipient of the *Elizabeth A. Wilson Scholarship* from the School of Education at the University of Colorado-Boulder (September, 2000 & 2001).

McClam, S. Recipient of the *Edithe V. Billingslea Memorial Scholarship* from the School of Education at the University of Colorado-Boulder (September, 2000).

GRANTS

Recipient of the Manhattanville Summer 2011 Summer Research Stipend Award. Professor Christine Dehne and I were awarded the “President and Provost Special Initiative Award for Sustainability” for our cross-campus collaborative project in which we explored the conditions in which integrative teaching and learning opportunities can emerge.

Secured \$16,000 for Early Career Researcher Grant from the University of Melbourne: Funds used for sustainability education research study – “*Developing transdisciplinary practices: What does it mean for discipline-based academics?*” (2006).

PROFESSIONAL DEVELOPMENT AND EDUCATIONAL CONSULTING

Children’s Environmental Literacy Foundation (CELf): Contributed to the development and implementation of CELf’s annual Education for Sustainability (EfS) Summer Institute for PK-12 teachers seeking to integrate EfS into their classrooms, schools and communities (2009 & 2011-present).

Manhattanville College Library: Invited to conduct a series of three one-hour workshops on effective instruction for library staff (Fall 2011).

Minerals Tertiary Education Council, Minerals Council of Australia (Education Consultant): Developed and delivered faculty professional development workshops for improving sustainability education in mining engineering, metallurgy and geology departments throughout Australia (2005-2007).

Faculty of Land and Food Resources, University of Melbourne: Developed and delivered faculty professional development workshops on assessment and teaching for understanding (2005).

Biological Sciences Curriculum Study (Curriculum Consultant): Advised curriculum developers on the writing of *Middle School Science and Technology, 3rd Edition* (November, 2002).

SELECTED PROFESSIONAL SERVICE

National & International

Founding Co-Chair: Education for Sustainability Special Studies Group (EFS SSG) within the American Association of Colleges for Teacher Education (AACTE). This SSG is responsible for providing a forum for teacher educators interested in integrating sustainability into the pre-service and on-going professional development of preK-12 teachers (September 2010 – 2013).

Member, K-12 & Teacher Education Sector Steering Committee: United States Partnership for Education for Sustainable Development. Responding to the United Nations Decade of Education for Sustainable Development (2005-2014), this national committee was responsible for developing a network of formal K-12 and teacher educators who are engaged in promoting the teaching of sustainability-related skills, knowledge and experiences through publications, professional associations, policy, and events (October, 2009 – 2013).

State & Regional

Manhattanville College Representative and Programming Committee Member, Green Schools Coalition of Westchester. This coalition—made up of founding members from 19 public school districts and 5 independent schools—sought to advance education and best practices for sustainability in the schools and communities across Westchester County, New York (2009 – 2011).

Institutional

Manhattanville College and School of Education Committees:

	<i>College Wide Standing Committees:</i>
2010-Present	Core Curriculum Committee
2010-2013	Library Committee
	<i>College Wide Ad-Hoc Committees:</i>
2012-2014	Connect to Learning (C2L) ePortfolio Leadership Team
2011-2013	Faculty Retreat Planning Committee
2009-2013	Campus Sustainability Committee (chair from 2010-2013)
2012	Gen. Ed. Competency Assessment committees (Written Communications & Critical Reasoning and Analysis)
2012	Title III Grant Proposal Committee
2011-2012	Athletics Advisory Board
	<i>School of Education Committees</i>
2014-Present	Graduate Academic Standards Committee
2013- Present	edTPA Committee
2010-Present	Website Committee
2009-Present	Partnership Committee
2009-Present	CAPE Planning and Assessment Committee
2009-2014	Academic Council for Teacher Education

2011 & 2015 Math and Physical Education Search Committees

University of Melbourne and Faculty of Education Committees:

2006-2007 Deputy Director, Office for Environmental Programs
2004-2007 Dean's Delegate, Graduate Environmental Program Academic Advisory Committee
2005-2007 Coordinator, Graduate Environmental Program Education Stream
3005-2007 Faculty of Education Human Ethics Advisory Group
2006-2007 Equal Opportunity in Education Advisory Committee

REVIEWER FOR EDUCATIONAL JOURNALS

Reviewer, *Journal of Research in Science Teaching*, 2005-2007

Reviewer, *Journal of Teacher Education*, 2006

Reviewer, *Review of Educational Research*, 2005

NATIONAL AND INTERNATIONAL MEMBERSHIPS

National Association of Science Teachers (NSTA)

American Educational Research Association (AERA)