

## COMPREHENSIVE PROFESSIONAL VITAE

**Matthew L. Beyranevand**

2019

### EDUCATION

- 2010 Ed. D. Mathematics Education, University of Massachusetts Lowell  
*Dissertation Title:* Investigating Mathematics Students' Use of Multiple Representations when Solving Linear Equations with One Unknown
- 2003 M. Ed. Curriculum & Instruction, University of Massachusetts Lowell, Concentration: Mathematics Education.
- 1999 B.S. Management, Ithaca College, Ithaca, NY  
Minors: Finance & Economics.

### ACADEMIC K-12 EXPERIENCE

- 2011-Present K-12 Mathematics Department Coordinator, Chelmsford Public Schools, Chelmsford, MA. K-12 Science Coordinator from 2014-2017.
- 1999-2011 Math Teacher. J.G. Pyne Arts Magnet School, Lowell, MA  
7<sup>th</sup> & 8<sup>th</sup> Grade, Lead Math Teacher at the school helping support all math teachers. Increased 7<sup>th</sup> & 8<sup>th</sup> Grade MCAS Math scores to top in district.
- 2002-2008 Gear Up Math Teacher. Middlesex Community College, Lowell, MA  
Created and instructed summer program for urban 7<sup>th</sup> - 9<sup>th</sup> grade students struggling in mathematics.

### HIGHER EDUCATION K-12 EXPERIENCE

- 2005-Present Visiting Associate Professor. Fitchburg State University.  
  
Instruct graduate courses in Capstone Action Research, Mathematics Education, and Curriculum & Assessment for Teachers.
- 2009-Present Adjunct Instructor and Scholar in Practice. University of Massachusetts Lowell. Teaching *History of Mathematics* course in mathematics department and *Perspectives on Mathematics and Science* in the education department.

2008-2010 Program Supervisor. Collaborative for Educational Services, Northampton, MA, Supervised practicum students in pursuit of Department of Elementary and Secondary Education certification.

2002-2005 Adjunct Instructor. Middlesex Community College, Lowell, MA  
Taught undergraduate mathematics courses.

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2019 Dissertation Committee Member for Christopher Clinton. The Role of Teacher Education Advisory Committees in Massachusetts Teacher Preparation Programs. University of Massachusetts at Lowell.

2017 Certificate of Advanced Graduate Studies Chair for Stephanie Quinn. Content Literacy Instructional Practices and Professional Development Supports for the Secondary History Classroom. Fitchburg State University.

2016 Dissertation Committee Member for Robert Lyons. Addressing Student School Refusal Through Effective School, Family and Community-based Interventions. University of New England.

## **PRESENTATIONS**

2018 Featured Speaker. “Teaching Mathematics with a Growth Mindset.” MassCue Annual Conference. October 19<sup>th</sup>, Foxboro, MA.

2018 Featured Speaker. “Exploding Dots: The Revolutionary Way to Explain Mathematics.” MassCue Annual Conference. October 18<sup>th</sup>, Foxboro, MA.

2018 Presenter. “Using the History of Math to Promote Understanding of Mathematics.” UMass Lowell Teaching Excellence and Achievement Program. Feb 9<sup>th</sup>. Lowell, MA.

2017 Presenter. “Solving the Same Problem Multiple Ways: Building Conceptual Understanding.” Association of Teachers of Mathematics in New England Annual Conference. Nov. 2<sup>nd</sup>. Marlborough, MA.

2017 Co-Presenter. “Learning Walks as a Professional Development Tool.” MSSAA Summer Institute. July 27<sup>th</sup>. Hyannis, MA.

2017 Keynote. “Joyful Mathematics: How to Increase Students’ Interest & Engagement.” Lesley University Center for Mathematics Achievement Annual Summer Institute. July 25<sup>th</sup>. Cambridge, MA.

- 2017 Co-Presenter. “Exploding Dots: The Revolutionary Way to Explain Mathematics.” Edvestors Math Fellowship. June 14<sup>th</sup>. Boston, MA.
- 2017 Presenter. “Four Critical Areas to Improve Student Learning while Finding the Joy in Math.” Nancy Davis Welch Memorial Professional Development. June 8<sup>th</sup>. Foxborough, MA.
- 2017 Presenter. “Solving the Same Problem Multiple Ways: Building Conceptual Understanding.” NCTM Annual. April 6<sup>th</sup>. San Antonio, TX.
- 2017 Presenter. “Exploding Dots: The Revolutionary Way to Explain Mathematics.” NELMS Annual Conference. March 30<sup>th</sup>. Providence, RI.
- 2017 Presenter. “Solving the Same Problem Multiple Ways: Building Conceptual Understanding.” ATMIM. March 24<sup>th</sup>. Worcester, MA.
- 2017 Presenter. “Using Universal Design for Learning and Technology to Support the Whole Child.” MassCUE & MASCD Leadership Conference. March 10<sup>th</sup>. Worcester, MA.
- 2017 Presenter. “Future 20: Math Music Videos: Increasing Student Interest.” SXSWedu. March 6<sup>th</sup>. Austin, TX.
- 2017 Presenter. “Learning Innovation Showcase: Math Music Videos.” Across Boundaries Conference. February 2<sup>nd</sup>. Boston, MA.
- 2016 Co-Presenter. “Social Media – The Perspective of School Leaders.” MassCue Annual Technology Conference. October 19<sup>th</sup>, Foxboro, MA.
- 2016 Presenter. “Math with Matthew: [Educator Appreciation Event](#).” Barnes & Noble. October 15<sup>th</sup>, Nashua, NH.
- 2016 Panelist. “Changing the Conversation: With Math I Can.” NCTM Annual Conference. April 15<sup>th</sup>, San Francisco, CA.
- 2016 Presenter. “Solving Problems Multiple Ways: Building Conceptual Understanding.” NELMS Annual Conference. March 31<sup>st</sup>, Providence, RI.
- 2016 Presenter. “Pop Culture in the Classroom.” NELMS Annual Conference. March 31<sup>st</sup>, Providence, RI.
- 2016 Co-Presenter. “[Promoting Academics through Social Media](#).” Leading Future Learning 2016. March 11<sup>th</sup>, Worcester, MA.
- 2015 Presenter, General Session. “[The Popularization of Mathematics](#).” Moving Math Education: Principles to Action. Oct. 16<sup>th</sup>, Boston, MA.

- 2004 Presenter. “Mathematics Portfolios: Organizing Students and Alternate Assessments Techniques.” NELMS Annual Conference. Providence, RI.
- 2004 Presenter. “Mathematics Portfolios: Organizing Students and Alternate Assessments Techniques.” GEAR UP Massachusetts Annual Conference. Boston, MA.

## SEMINARS

- 2017-Present Presenter. “[Develop Growth Mindset in Mathematics to Increase Students’ Perseverance, Engagement and Success in Your Math Classroom.](#)” Bureau for Educational Research. Ten seminars per academic year.

## SCHOLARLY WORK

- 2016 Beyranevand, M. (accepted). Popular Culture Infused into Mathematics Instruction. 13<sup>th</sup> International Congress on Mathematics Education
- 2014 Beyranevand, M. (2014, February) [The Different Representations of Rational Numbers](#). NCTM: Mathematics Teaching in the Middle School.
- 2011 Panasuk, R. & Beyranevand, M. 2011. [Preferred Representations of Middle School Algebra Students When Solving Problems](#). The Mathematics Educator, International Journal, 13(1).
- 2010 Panasuk, R. & Beyranevand, M. (2010, Oct.). Algebra students' ability to recognize multiple representations and achievement. *International Journal for Mathematics Teaching and Learning*.
- 2010 Beyranevand, M. Investigating mathematics students' use of multiple representations when solving linear equations with one unknown. Ed.D. dissertation, University of Massachusetts Lowell, United States -- Massachusetts. Retrieved October 18, 2010, from Dissertations & Theses @ University of Massachusetts at Lowell.(Publication No. AAT 3411564).

## BOOKS

- Beyranevand, M. (2017) [Teach Math Like This, Not Like That!](#) Rowman & Littlefield.
- Kreisberg, H. & Beyranevand, M. (2019) [Adding Parents to the Equation: Understanding Your Child’s Elementary School Math](#). Rowman & Littlefield.

Beyranevand, M., Singh, S. & Mubeen, J. (2019) *Q.E.D.: Reimagining the Learning and Teaching of Mathematics*. CreateSpace

### **EVIDENCE OF TEACHING: Courses Taught**

<u>Graduate Level</u>	<u># of Sections Taught</u>
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Teaching for Mathematical Understanding	5
Working with the Struggling Math Student / Working With the Range of Students in Mathematics	5
Curriculum and Assessment for Teachers	10
Capstone: Action Research	13
History of Mathematics	11
Number Sense & Algebra Content and Pedagogical Enrichment	1
Internship & Reflective Analysis Seminar	2

<u>Undergraduate Level</u>	<u>Sections Taught</u>
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Perspectives on Mathematics and Science	2
Fundamentals of Math	4
History of Mathematics	11

### **DESCRIPTIONS OF GRADUATE COURSES INSTRUCTED**

#### **Curriculum and Assessment for Teachers**

This course is designed so that teachers will become knowledgeable about the theory and practice of standards-based curriculum and assessment. It explores the teacher's role in designing instruction that helps all children achieve to high standards. Participants become familiar with the Massachusetts Curriculum Frameworks, focusing particularly on student work that reflects proficiency in those standards. Using a backward design model, teachers develop units of study that enable all students to reach clearly defined academic targets. Teachers who complete this course successfully approach teaching with an expectation that they will ultimately be leaders in the field of curriculum.

### **Teaching for Mathematical Understanding**

This course focuses on the curriculum and pedagogy of standards-based mathematics. Participants engage in problem solving and representing the mathematical concepts and professional teaching standards of mathematics. Participants use a range of tools, including, but not limited to: graphing calculators, hands-on manipulatives, electronic probes, and internet resources.

### **Advanced Seminar in Reflective Practice and Capstone Action Research**

This course is the culminating experience for candidates in the M.Ed. in Curriculum and Teaching. It provides the candidate with the opportunity to implement, at an advanced level, educational concepts and practices gained through earlier courses and the course(s) being taken simultaneously through an action research project. Candidates will demonstrate advanced pedagogical knowledge, skills, understanding, and collegial orientation whereby they will contribute to the future improvement of education through the construction and application of knowledge. Candidates will be involved in advanced work for the purpose of reflecting on practice and integrating content area knowledge and pedagogy. Candidates will begin the investigation of an aspect of curriculum and/or instruction and its impact on student learning and complete an action research project within the context of an educational setting. Each candidate will present the findings and final paper to a university faculty member / mentor. A culminating presentation will serve as evidence of the candidate's commitment to continuing professional growth and contributions to the field.

### **Working with the Struggling Math Student**

This course focuses on teaching mathematics to struggling students, including, but not limited to, those with special needs. The course focuses on participants' interaction with the "big ideas" of mathematics in order to help students develop a strong sense of understanding what is behind the numbers. Participants observe, analyze, and define children's mathematical learning needs utilizing a variety of evaluative techniques, both of an informal and formal nature. Participants learn to identify the essential knowledge, understandings and skills embodied in a diverse mathematical curriculum. The data obtained through the assessment process assists participants in the planning and implementation of plans for learning including, but not limited to, Individualized Education Plans (IEPs). The evaluation of learning styles (both self and student) is central to this process and is investigated along with a variety of techniques that can be incorporated into instruction of mathematics. Related current research is examined, with findings discussed in class.

### **Number Sense & Algebra Content and Pedagogical Enrichment**

The course will address teacher content knowledge and instructional practice specific to selected standards within the Number Sense, and Patterns, Relations, and Algebra strands of the Massachusetts Mathematics Curriculum Framework. The course will have two broad goals for teachers: (1) to establish shared understandings, performance standards, and language to inform instructional decisions in mathematics across grade levels and buildings; (2) to establish cross-district working groups of teachers committed to improving math achievement for all students and accelerating special education students' progress in math.

## **History of Mathematics**

This course is designed to help you become knowledgeable about the history and development of mathematics. The history and development of mathematical concepts is important for both mathematicians and math educators.

## **Perspectives on Mathematics and Science**

This course explores a selection of topics and episodes in the history of mathematics and science. The purpose of this course is to: 1. Investigate the concept of scientific literacy that embraces literacy in science, mathematics and technology, and has emerged as a central goal of education. 2. Examine the relationships and interactions among science, mathematics and technology in the growth of knowledge and technological power, and trace the establishing lines of communication within the diverse subcultures of our society. 3. Provide you with an overview of the history of mathematics and science. 4. Promote intellectual curiosity and sharpen your critical thinking skills. 5. Advance your verbal communication and writing skills.

## **PROFESSIONAL ACTIVITIES**

- 2017-present Member. [NCSM Nomination Committee](#). Help advise on nominations for Board positions.
- 2016-present Member. [Massachusetts STEM Advisory Council](#). Appointed by Lt. Governor Karyn Polito.
- 2015-2018 Supporter. [With Math I Can](#) Campaign. Help every student succeed in math through growth mindset.
- 2016-present Ambassador. [Global Math Project](#). Thrill one million students, teachers, and adults with an engaging piece of math every October.
- 2016-2018 Member. [Communications Committee](#) for MassCUE. Responsible for all forms of communication, traditional and digital.
- 2013-present Reviewer. NCTM: Mathematics Teaching in the Middle School Journal.
- 2016-present Reviewer. PRIMUS
- 2012-2017 Host and Producer. Math with Matthew, Eye on Parcc, and Science with Matthew [television shows](#)
- 2011-present Participant. Chelmsford Public Schools: District Data Team, District Determined Measures Steering Committee, Educator Evaluation Tool Committee, & Professional Development Committee.

- 2005-2010 Participant. Member of Lowell’s Vertical Team. Meeting six times annually with teachers from Lowell Public School, Middlesex Community College and Professors from UML.
- 2010 Participant. Online Instructional Strategies Course. Hampshire Educational Collaborative.
- 2008-2009 Instructor. New Teacher Academy for Lowell Public Schools. Teacher for the Mathematics Curriculum Facilitation sessions.
- 2006-2008 Participant. Member of Pyne Arts’ Performance Improvement Team. Data analysis of MCAS data and recommendations for improvement in mathematics instruction.
- 2005-2006 Participant. Member of Pyne Arts’ Unified School Improvement Plan Team. Focus: MCAS Mathematics Data Analysis
- 2005 Consultant. GEAR UP Lowell. Enrichment Program Creation in Math.
- 2002-2008 Facilitator. Mathematics Study Teams & Math Brigades for 5-8 Teachers at the Pyne Arts.
- 2002 Consultant. AIM Higher! MCAS Math Workbook. Houghton Mifflin.

### MASSACHUSETTS EDUCATOR LICENSE

Educator: Matthew L Beyranevand

License #: \*\*\*\*365375

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Super Dir Core Math (Level depends on prereq license)	ACADEMIC	Professional	02/01/16	01/30/21
*Mathematics (5-9)	ACADEMIC	Professional	01/24/06	01/20/21
Mathematics (8-12)	ACADEMIC	Professional	01/28/11	01/25/21
Mathematics (1-6)	ACADEMIC	Professional	01/06/11	01/03/21
Principal/Assistant Principal (9-12)	ACADEMIC	Initial	02/10/16	**
Principal/Assistant Principal (5-8)	ACADEMIC	Initial	02/01/16	**
Principal/Assistant Principal (PreK-6)	ACADEMIC	Initial	02/10/16	**
Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Initial	02/01/16	**
SEI-Admin (Level depends on prereq)	ACADEMIC	Endorsement	07/07/15	***



license)				
<b>* Primary Area ** Valid for five (5) years of employment.</b>				