

Yvonne Franco
Curriculum Vitae

EDUCATION

Ph.D. in Curriculum and Instruction, Elementary Education
University of South Florida, Tampa, FL

Cognate: Science Education.

Research trajectory: preservice/ novice teacher preparation and professional development, inquiry skills and dispositions, inquiry-based instruction in STEM.

Dissertation: *Novice Teachers' Stories of Solving Problems of Practice.*

Chair: Dr. Diane Yendol-Hoppey.

December 2015.

Master of Education, Educational Leadership
University of South Florida, Tampa, FL

December 2007.

Bachelor of Science, Elementary Education
University of Tampa, Tampa, FL

Endorsements: K-6 and ESOL.

May 2003.

PROFESSIONAL EXPERIENCE

2021- Present	Assistant Professor, University of Tampa
2018- 2021	Visiting Instructor, University of South Florida
2016- Present	President/CEO, Instructional Solutions, LLC
2014- 2018	Part-time Professor, University of Tampa
2011-2014	Graduate Teaching Assistant & Student Teacher Supervisor, University of South Florida
2006- 2011	Science Trainer & Resource Teacher, George W. Perkins Elementary School, Pinellas County Schools
2006- 2011	Hospitality Coordinator, George W. Perkins Elementary School, Pinellas County Schools
2005- 2011	Team Leader & 5 th Grade Teacher, George W. Perkins Elementary School, Pinellas County Schools

2003- 2005

2nd & 3rd Grade Teacher, John B. Gorrie Elementary,
Hillsborough County Schools

TEACHING EXPERIENCE

Graduate Courses:
Summer 2021

EDU 601 Curriculum Theory
Designed curriculum to lead graduate students to explore the nature of curriculum theory, differentiate curriculum theory from curriculum planning, place the study of curriculum theory within the larger history of the American school curriculum, and explore a variety of models of curriculum theory, including alternative models.

Spring 2021

SCE 6315 Teaching Elementary School Science
Lead the redesign from a face-to-face to hybrid curriculum to equip graduate students (classroom; virtual; online) with the necessary knowledge, skills, and dispositions to be effective teachers of science.

Fall 2018

EDE 6506 Creating and Differentiating the Learning Environments in Elementary Schools-
Developed and enacted curriculum for teacher candidates to acquire knowledge, skills, and dispositions needed to create and maintain collaborative and inclusive communities of learners in an elementary classroom. Supportive, preventative, and corrective teaching practices and management strategies were emphasized.

Fall 2018

EDU 611 Human Development and Social Dimensions of Learning- Collaborated with colleague in the design, development, and enactment of curriculum to lead teachers to: advance knowledge of human development and learning, including the emotional, cognitive, linguistic, physical, psychological, social, and academic dimensions within a larger context. Students developed an advanced understanding of both internal and external developmental assets that impact learning, using a neuroscience approach.

Fall 2016 – Fall 2017

EDU 613 Research in Education- Designed, developed, and enacted curriculum to lead and

mentor teachers (classroom; online) through the process of reviewing, evaluating, conducting, and disseminating educational research. Using teacher inquiry to evaluate their research findings and applications to classroom practice, in-service teachers learn to research solutions to problems within the field of education.

Summer 2017

EDU 612 Innovation and Creativity- Collaborated with colleague in the design, development, and enactment of curriculum to lead teachers to: identify and evaluate opportunities to gain instructional advantage through innovation; investigate the nature of innovation & creativity in teachers, schools and at the system level; develop an educational strategy for deploying creativity & innovation through business; understand how to appropriate the value of the innovation being deployed; nurture innovative capabilities of their setting; investigate how reform, entrepreneurialism, and technologies have changed traditional patterns of schooling; and unpack innovation and change theory in a context of shifting institutional cultures.

Undergraduate Courses:
Spring 2021

SCE 4310 Teaching Elementary School Science- Lead the redesign from a face-to-face to hybrid curriculum to equip preservice teachers (classroom; virtual; online) with the necessary knowledge, skills, and dispositions to be effective teachers of science. *Enacted the curriculum in three independent sections of the course.*

Fall 2020

SCE 4310. 01, 4310.02, 4310.04, & 43.10.07 Teaching Elementary School Science- Currently leading the redesign from a face-to-face to hybrid curriculum to equip preservice teachers (classroom; virtual; online) with the necessary knowledge, skills, and dispositions to be effective teachers of science.

Spring 2020

EDE 4802.02 & 4802.06 The Teacher as Researcher- Designed, developed, and enacted hybrid curriculum for teacher candidates to conduct practitioner research, make inquiry an intentional

part of their teaching practice, and write up/ present their research to other educators.

EDE 4940.001 & 4940.011 Elementary Education Final Internship- Supervised preservice teachers, while designing and delivering professional development seminars to support the integration of course knowledge to field practice during their inquiry-driven, internship experience.

Fall 2019

SCE 4310 Teaching Elementary School Science- Enacted curriculum to equip preservice teachers (classroom; virtual; online) with the necessary knowledge, skills, and dispositions to be effective teachers of science.

EDE 4802 The Teacher as Researcher- Designed, developed, and enacted hybrid curriculum for teacher candidates to conduct practitioner research, make inquiry an intentional part of their teaching practice, and write up/ present their research to other educators, as well as at a regional conference.

EDE 4942 Elementary Education Internship Level III- Supervised preservice teachers, while designing and delivering weekly professional development seminars to support the integration of course knowledge to field practice during their inquiry-driven, internship experience.

EDE 4940 Elementary Education Final Internship- Supervised preservice teachers, while designing and delivering professional development seminars to support the integration of course knowledge to field practice during their inquiry-driven, internship experience.

Spring 2019

EDE 4802.01 & 4802.05 The Teacher as Researcher- Designed, developed, and enacted hybrid curriculum for teacher candidates to conduct practitioner research, make inquiry an intentional part of their teaching practice, and write up/ present their research to other educators.

EDE 4942 Elementary Education Internship Level II- Supervised preservice teachers, while designing

and delivering weekly professional development seminars to support the integration of course knowledge to field practice during their inquiry-driven, internship experience.

EDE 4940 Elementary Education Final Internship- Supervised preservice teachers, while designing and delivering professional development seminars to support the integration of course knowledge to field practice during their inquiry-driven, internship experience.

Fall 2018

EDE 4504 Creating and Differentiating the Learning Environments in Elementary Schools- Developed and enacted curriculum for preservice teachers to examine various approaches to managing the elementary instructional environment and specific strategies for maintaining a safe, positive classroom climate.

EDE 4941 Elementary Education Internship Level I- Supervised preservice teachers, while designing and delivering weekly professional development seminars to support the integration of course knowledge to field practice during their inquiry-driven, internship experience.

Spring 2016

EDU 318 Teaching Reading through Diagnostic Assessment and Instruction- Designed, developed, and enacted curriculum to lead teachers (classroom; virtual; online) to use teacher inquiry and service-learning to evaluate learners' needs, and develop knowledge, skills, and dispositions necessary for data-driven diagnosis and correction of mild to moderate reading difficulties.

Spring 2015 - Fall 2015

EDU 207 Philosophy of Education and Teacher Learner Relationships- Designed, developed, and enacted curriculum to facilitate investigation of philosophical orientations and teacher-learner relationships, to support the development of preservice teachers' teaching philosophy.

Spring 2014 – Spring 2018

EDU 400 Teaching Science and Social Studies in the Elementary School- Designed, developed, and enacted curriculum to equip preservice teachers

with the necessary knowledge, skills, and dispositions to be effective teachers of science and social studies.

Spring 2014

EDE 4940 Elementary Education Internship Level III- Supervised preservice teachers, while designing and delivering weekly training seminars to support the integration of course knowledge to field practice during their daily internship experience.

Summer 2013 - Summer 2016

STEM Academy Mentor- Led marine science instruction during field research, supported coordination of week-long events and activities, and mentored high school students interested in pursuing careers in STEM, as they engaged in scientific lab and field research.

Spring 2013 - Fall 2013

SCE 4310 Teaching Elementary School Science- Enacted curriculum to equip preservice teachers (classroom; virtual; online) with the necessary knowledge, skills, and dispositions to be effective teachers of science.

EDE 4942 Elementary Education Internship Level IIb- Supervised preservice teachers, while designing and delivering weekly professional development seminars (classroom; virtual; online) to support the integration of course knowledge to field practice during their daily internship experience.

EDE 4942 Elementary Education Internship Level IIa- Supervised preservice teachers, while designing and delivering weekly professional development seminars (classroom; virtual; online) to support the integration of course knowledge to field practice during their daily internship experience.

Fall 2012

EDE 4941 Childhood Education Intern Level I- Supervised preservice teachers, while designing and delivering weekly professional development seminars (classroom; virtual; online) to support the integration of course knowledge to field practice during their daily internship experience.

Spring 2012

EDE 4942 Childhood Education Intern Level II- Supervised preservice teachers, while designing and

delivering weekly professional development seminars (classroom; virtual; online) to support the integration of course knowledge to field practice during their daily internship experience.

Fall 2011 – Spring 2012

Partnership School Liaison- Facilitated communication between USF and newly established partnership schools, for the purpose of supporting preservice teacher preparation.

Fall 2011

EDE 4301 Classroom Management- Collaborated to design, develop, and enact curriculum focused on legal issues affecting classroom/school management, school safety, professional ethics, and elementary school methods for teaching and managing a diverse elementary classroom setting.

Ongoing

Instructional Designer & Education Consultant for K-12 Schools, Corporations, Media, Universities.

Instructional Curriculum Designed, Developed, Delivered and Evaluated:
Spring 2019

Alpha UMi Inc., Consultant
Consulted to advise business development from face-to-face to virtual education interface.

Spring 2018 -2019

Pinto, M., Consultant, Editor, & Ghost Writer
Consulted, edited, and revised children’s books for grammar, structure, and content, as well as presented a high-level curriculum design.

Spring 2018

Just Learn, Evaluator, Researcher & Presenter
Evaluated training outcomes and teachers’ instructional needs across Hillsborough and Pinellas County, and designed curriculum to address assessed needs. Presented findings from the study at the annual ASTE national conference.

Pocket Farms, Researcher & Presenter
Researched and presented urban farming strategies, trends, national agriculture organizations, business models, legal considerations, and grants.

Fall 2017

Just Learn, Instructional Designer
Developed curriculum leading inservice teachers to integrate an aquaponics system across national contexts, in accordance with the company’s mission and vision to teach environmental sustainability.

Just Learn, Project Manager
Led the collaborative design and writing of curriculum to facilitate company's *For Teachers, by Teachers* initiative from start to national dissemination of curriculum. Collaborated with subject matter experts to develop learning interactions and experiences.

Summer 2017

Just Learn, Curriculum Facilitation Training
Designed, developed, and enacted curriculum to train inservice teachers regarding environmental sustainability, STEM, and inquiry-based instruction. Curriculum ensured use of an aquaponics system, in accordance with the company's mission and vision to teach environmental sustainability.

CBE3, Consultant & Editor
Consulted, evaluated, and revised entrepreneurship competency structure for national business programs.

RESEARCH

Published/ In-Press/ Pending

Piccolo, N. & Franco, Y. (pending). Self-Regulation in an Inclusive Classroom: A Teacher Inquiry Study.

Sheer, J. & Franco, Y. (pending). Supporting Below-Level Learners in Number Sense During Mathematics Instruction.

Roach, J. & Franco, Y. (pending). Integrating Technology in Elementary Math: A Teacher Inquiry Study.

Nieman, C. & Franco, Y. (Summer, 2019). Improving Assessment in Outdoor Physical Education: A Teacher Inquiry Study. *Journal of Inquiry and Action in Education*.

Sinclair, M. & Franco, Y. (Fall, 2018). A Teacher Inquiry Study for Supporting Teachers to Implement Student-Centered Learning in Math. *Florida Association of Teacher Educators Journal*.

Rainone, M. & Franco, Y. (Fall, 2018). Leaving the Nest: Cultivating Independent Learners. *Florida Association of Teacher Educators Journal*.

Cassidy, K. Franco, Y., & Meo, E. (Spring, 2018). Preparation for

Adulthood: A Teacher Inquiry Study for Facilitating Life Skills in Secondary Education. *Journal of Educational Issues*.

Braunsworth, O. & Franco, Y. (Spring, 2018). Reaching Below Level ELL's Reading Comprehension. *Journal of Practitioner Research*.

Sanchez, D. & Franco, Y. (Fall, 2017). Fostering Independence: A Teacher Inquiry Study for Facilitating the Self-Regulation of Learner Behavior. *Florida Association of Teacher Educators Journal*. 2(1).

Franco, Y. (Spring, 2016). Nature's Classroom, the Holocaust Museum, & MOSI. *U Teach: A Newsletter of the Department of Education at the University of Tampa*.

Franco, Y. (Fall, 2015). Novice Teachers' Stories of Solving Problems of Practice. *ProQuest Dissertation Publishing*.

Franco, Y. (Spring, 2015). Serving as Judges for the Hillsborough Regional STEM Fair. *U Teach: A Newsletter of the Department of Education at the University of Tampa*.

Franco, Y. (Fall, 2014). Roles beyond Instruction: Facilitating the Development of Preservice Teachers. *Networks: An On-line Journal for Teacher Research*.

Yendol-Hoppey, D., Franco, Y. (Spring, 2014). In Search for Signature Pedagogy for Clinically Rich Teacher Education: A Review of Articles Published in *School University Partnerships*. *School-University Partnerships Journal*.

Franco, Y. (Fall, 2013). Building a Community of Inquirers in your Classroom: Learning from our Global Colleagues. *Electronic Journal of Science Education*.

Franco, Y., Fernandez, J., Gelfuso, A., Hagge, J., Powell, R., Ward, J., Dennis, D., Parker, A., & Yendol-Hoppey, D. (Spring, 2013). Exploring the Signature Pedagogy of Preservice Teacher Learning in Partnership-based Teacher Education. *PDS Partners*.

Manuscripts

Franco, Y. Cultivating 21st Century Elementary Science Educators using Teacher Inquiry: A teacher educator's journey to supporting preservice teachers to skillfully facilitate inquiry-based learning.

Franco, Y. Next Generation Science Standards: Advancing inquiry-based teaching and learning. *Electronic Journal of Science Education*.

Franco, Y. At the intersection of Science Inquiry and Teacher Inquiry: A preservice teacher's journey to becoming an inquiry-based elementary science teacher.

Franco, Y. Inquiry-Based Instruction: Preparing preservice teachers for the elementary science classroom (Professional Development Plan).

Franco, Y. The Making of Inquirers: Facilitating the Development of Preservice Teachers.

Franco, Y. Finland's Education System: An Exploratory Look at the Driving Forces behind the Success of Finland's Education Practices and Curriculum.

Franco, Y. A Revealing Look at the Driving Forces behind the Success of China's Elementary Science Education Program.

PRESENTATIONS

National Conferences

Franco, Y. & Krause, M. (pending acceptance for 2022, April). Wading through Tension: Developing an Expansive Approach to Literacy Teacher Preparation through Clinically-Based Experiences. Paper submitted to the 2022 Annual Conference of the *American Educational Research Association (AERA)*.

Franco, Y. & Arthur, S. (pending acceptance for 2022, April). Leveling the Playing Field for Doctoral Students through Explicitly Mentored Science Educator Preparation. Paper pending acceptance at the 2022 Annual Conference of the *American Educational Research Association (AERA)*. San Diego, CA.

Franco, Y. & Arthur, S. (pending acceptance for 2022, January). Mentorship for Professional Preparation and Development of Science Teacher Educators. Paper submitted to the 2022 Annual Conference of the *Association for Science Teacher Education (ASTE)*. Greenville, SC.

Franco, Y. & Krause, M. (2021, April). Breaking Down the Walls: Novice teachers' insights as they use teacher inquiry to examine anti-racist practices. Paper submitted to the 2021 Annual Conference of the *American Educational Research Association (AERA)*. Virtual Presentation.

Franco, Y. & Krause, M. (2020, April). From Content Experts to Field Supervisors: the dispositional shift and tensions when building a collaborative community of stakeholders. Paper presented at the 2020

Annual Conference of the *American Educational Research Association (AERA)*. Virtual Presentation.

- Franco, Y., Krause, M., & Hooser, A. (2019, April). Beyond University Classroom Walls: Novice teachers' insights as they position themselves to reach at-risk learners. Paper presented at the 2019 Annual Conference of the *American Educational Research Association (AERA)*. Toronto, CA.
- Krause, M., Hooser, A., Franco, Y. (2019, April). Leveraging the Perspectives of Novice Teachers to Reinvision Elementary Teacher Preparation. Paper presented at the 2019 Annual Conference of the *American Educational Research Association (AERA)*. Toronto, CA.
- Franco, Y. (2018, January). Cultivating Environmental Problem Solvers in Urban Settings: An innovative aquaponics system for teachers, by teachers. Paper accepted at the 2018 Annual Conference of the *Association for Science Teacher Education (ASTE)*. Baltimore, MD.
- Franco, Y., & Krause, M. (2017, April). Equitable Issues: Preservice teachers developing dispositions of inquiry in diverse learning environments. Paper presented at the 2017 Annual Conference of the *American Educational Research Association (AERA)*. San Antonio, TX.
- Franco, Y., & Pollenz, R. (2017, January). Cultivating Innovative Problem Solvers in Pursuit of STEM Professions: STEM Academy, Diabetes & Medicine. Paper presented at the 2017 Annual Conference of the *Association for Science Teacher Education (ASTE)*. Des Moines, IA.
- Franco, Y., & Krause, M. (2016, April). Practical Problems: Preservice teachers developing dispositions of inquiry in diverse learning environments. Paper presented at the 2016 Annual Conference of the *American Educational Research Association (AERA)*. Washington, D.C.
- Franco, Y. (2016, January). Cultivating 21st Century Elementary Science Educators using Teacher Inquiry: A Teacher Educator's Insight. Paper presented at the 2016 Annual Conference of the *Association for Science Teacher Education (ASTE)*. Reno, NV.
- Franco, Y. (2015, April). Cultivating 21st Century Elementary Educators using Teacher Inquiry: A Teacher Educator's Insight. Poster presented at the 2015 Annual Conference of the *American Educational Research Association (AERA)*. Chicago, IL.
- Franco, Y. (2015, January). At the intersection of Science Inquiry and Teacher Inquiry: A preservice teacher's journey to becoming an inquiry-based elementary science teacher. Paper presented at the 2015 Annual

Conference of the *Association for Science Teacher Education (ASTE)*.
Portland, OR.

Franco, Y., & Krause, M. (2014, March). Preparing the Next Generation of Teachers in PDS Schools to Support Inquiry-Driven Teacher Education: Preservice-teacher insights. Paper presented at the 2014 Annual Conference of the *National Association for Professional Development Schools (NAPDS)*, Las Vegas, NV and the *Annual USF Inquiry Conference*, Tampa, FL.

Franco, Y., & Pollenz, R. (2014, March). A Model for a Residential High School Summer Research-Based Engagement Program to Inspire Students Toward STEM Disciplines and Toxicology. Poster presented at the 2014 Annual Conference of the *Society of Toxicology (SOT)*. Phoenix, AZ.

Franco, Y., Cerrato-Fisher, E., & Davis, J. R. (2014, January). What is science?: An inquiry into the development of elementary preservice teachers' understanding of science. Paper presented at the 2014 Annual Conference of the *Association for Science Teacher Education (ASTE)*. San Antonio, TX.

Branscombe, M., Bennett, S., Franco, Y., Hagge, J., Jacobs, J., Krause, M., Persohn, L., Smith, P., & Yendol-Hoppey, D. (2013, May). Scaffolding the Next Generation of Doctoral Students' Engagement in Clinically Rich and Inquiry-Driven Teacher Education Coursework: Doctoral Student Insights. *Paper presented at the 2013 Annual Meeting of the American Educational Research Association (AERA)*, San Francisco, CA.

Arndt, K., Branscombe, M., Casciola, V., Comerford, K., Franco, Y., Hagge, J., Hooser, A., Jacobs, J., Krause, M., Krell, D., Mallory, M. Pennington, S., Persohn, L., Powell, R., Richner, M. Rodgers, M. Ridgewell, N., Ruggles, K., Schipper, J., Darbianne, S., Smith, P., Ward, J., Wolkenhauer, R. Yendol-Hoppey, D. (2013, February). ATE Commission on Clinical Practice. Paper presented at the 2013 Annual Conference of the *Association of Teacher Educators (ATE)*, Atlanta, GA.

Franco, Y., Parker, A., Jacobs, J., Yendol-Hoppey, D. (2013, February). Fake It 'Til You Make It: From Classroom Teacher to University Supervisor. Paper presented at the 2013 Annual Conference of the *Association of Teacher Educators (ATE)*, Atlanta, GA.

Franco, Y., Fernandez, J., Gelfuso, A., Hagge, J., Powell, R., Ward, J., Dennis, D., D., Parker, A., & Yendol-Hoppey, D. (2012, March). Exploring the Signature Pedagogy of PDS Preservice Teacher Learning. Paper presented at the 2012 Annual Meeting of the *National Association of*

Professional Development Schools (NAPDS), Las Vegas, NV.

Dennis, D., Gelfuso, A., Parker, A., Franco, Y., Hagge, J., Fernandez, J., Powell, R., Ward, J., Patrissi, D., & Robers, L. (2012, March). Transformative Partnerships: Keeping Students At The Center of Teacher Education. Paper presented at the 2012 Annual Meeting of the *National Association of Professional Development Schools (NAPDS)*, Las Vegas, NV.

Regional Conferences

Franco, Y. & Arthur, S. (Accepted for 2021, October). Cultivating Science Teacher Educators through Explicit Mentoring. Paper submitted to the 2021 Annual Conference of the *Southeastern Association for Science Teacher Education (ASTE)*. Safety Harbor, FL.

Franco, Y., Garlitz, M., Bishop, H., Melens, T., Wright, C., Rodriguez, V., Piccolo, N., Garcia, A. (2019, November). Collaborative Research to Respond to Problems of Practice and Policy in Schools: Pre-service teachers speak. Papers presented at the 2019 Annual Conference of the *Southeastern Regional Association of Teacher Educators (SRATE)*. St. Augustine, FL.

Franco, Y. (2017, January). Preparing the Next Generation of Teachers to Engage in Data-Driven Instruction: Preservice-teacher insights. Paper presented at the 2017 Annual Conference of the *Florida Association of Teacher Educators (FATE)*. St. Leo, FL.

Franco, Y. (2014, April). Building a Community of Inquirers in your Classroom: Learning from our Global Colleagues. Paper presented at the 2014 Annual meeting of the *Eastern Educational Research Association (EERA)*. Jacksonville, FL.

Franco, Y. (2013, March). The Making of Inquirers: Facilitating the Development of Preservice Teachers. Paper presented at the USF visit of the *National Council for Accreditation of Teacher Education (NCATE)*, Tampa, FL.

Yendol-Hoppey, D., Franco, Y. (2013, February). The Search for Signature Pedagogy in Teacher Education. Paper presented at the 65th Annual Meeting of the *American Association of Colleges for Teacher Education (AACTE)*, Orlando, FL.

Franco, Y. (2013, February). Finland's Education System: An Exploratory Look at the Driving Forces behind the Success of Finland's Education Practices and Curriculum. Paper presented at the 2013 Annual

Conference of the *Eastern Educational Research Association Conference (EERA)*, Sarasota, FL.

Branscombe, M., Franco, Y., Hagge, J., Krause, M., Persohn, L., Smith, P., & Yendol-Hoppey, D. (2012, October). Understanding Best Practice in Teacher Education through Inquiry. Paper presented at the 2012 Annual Conference of the *Florida Association of Teacher Educators (FATE)*, Jacksonville, FL.

Franco, Y. (2012, October). Roles beyond Instruction: Facilitating the Development of Preservice Teachers. Paper presented at the 2012 Annual Conference of the *Florida Association of Teacher Educators (FATE)*, Jacksonville, FL.

Branscombe, M., Franco, Y., Hagge, J., Krause, M., Persohn, L., Smith, P., & Yendol-Hoppey, D. (2012, April). Preparing the next generation of doctoral students to support clinically rich and inquiry driven teacher education: Doctoral student insights. Paper presented at the 2012 Annual Conference of the *Florida Association of Teacher Educators (FATE)*, Gainesville, FL.

Franco, Y. (2011, November). A Revealing Look at the Driving Forces behind the Success of China's Elementary Science Education Program. Paper presented at the 2012 Annual Meeting of the *Eastern Educational Research Association Conference (EERA)*, Hilton Head, SC.

FUNDING PROPOSALS SUBMITTED

Franco, Y. (March, 2018). Child's Play Charity. Funds for STEMinds & DIGITALove Program, *Instructional Solutions LLC*, Tampa, FL. \$60,000.

Franco, Y. (February, 2018). TGH Foundation. Funds for STEMinds & DIGITALove Program, *Instructional Solutions LLC*, Tampa, FL. \$15,000.

Franco, Y. (January, 2018). St. Joseph's Hospital Foundation. Funds for STEMinds & DIGITALove Program, *Instructional Solutions LLC*, Tampa, FL. \$15,000.

SERVICE

Service to the Department

Fall 2019- Spring 2021

Lead and mentor part-time faculty and doctoral students through the instruction and design of elementary science curriculum.

Spring 2019- Fall 2020

EDE 4802 The Teacher as Researcher, Course Lead

Fall 2018- Spring 2021	Elementary Education Committee Member
Fall 2018- Spring 2019	Executive Coordinator, 2019 TPI site visit, USF
Spring 2018	TPI 2018 site visit representative for UT
Spring 2014- Spring 2018	Liaison between Education Department & Science Department
	Coordinator of Preservice Teacher Judges for the Hillsborough Regional STEM Fair
	Coordinator of Education Student Volunteers for Nature's Classroom's Open House Event
Spring 2016	Representative at Florida CAEP Consortium
Spring 2015	Representative at CAEP 2015 conference
	Vocalist for the Education Graduation Reception
Fall 2013	Masters' Thesis Committee Member
Summer 2013	Graduate Student Orientation Presenter
Spring 2013	Children's Festival Organizer Inquiry Team Brochure Developer
Fall 2012- Spring 2013	Doctoral and Masters' Student Mentor
Summer 2012	Level II Residency Program Syllabi Developer SCE 4310: Teaching Elementary School Science Syllabus Developer
	Graduate Student Orientation Presenter
Service to the College	
Spring 2020- Spring 2021	USF SCATTER Research Initiative Presenter & Committee Member
	Leto Highschool Educators Rising Presenter & COE Representative
Spring 2019	OUR Conference Coordinator, Elementary Education

Spring 2019	TPI Visit Inquiry Showcase Event Chair
Spring 2014- Spring 2018	TEAC Committee Member
Spring 2014	CELS Elementary Education Meeting Participant Partnership Schools Committee Member
Fall 2013	COE Cohorts Meeting Presenter
Spring 2013	NCATE Accreditation Presenter Faculty Search Committee Member
Spring 2012	Faculty Search Committee Member
Service to the Profession	
Spring 2021- Present	FATE, President Elect
Fall 2020	Textbook Reviewer: Science and Children: An Assets-Based Approach to Teaching, Learning, and Advocacy, Grades k-6
Spring 2020- Fall 2020	FATE All-State Regional Director, Colleges & Universities
Spring 2019- Fall 2019	FATE Director of West Central Region Colleges & Universities
Fall 2016- Fall 2018	Fox News 13 Education Consultant
Fall 2016- Spring 2018	National Hispanic Scientist of the Year (<i>NHSOY</i>) Leadership Committee Presenter/Member
Spring 2015	FACTE Spring Conference Member
Spring 2013	STEM Education Brown Bag Colloquium Member
Fall 2011	AERA Conference Proposal Reviewer
Service to the Community	
Fall 2018- Present	Tampa Women's Leadership Panelist & Speaker 'Leading Ladies of Tampa Bay' Education Representative
Spring 2019	Alpha Delta Kappa Presenter on 'Educators in Business, Where to start?'

Fall 2015- Spring 2019	‘Million Women’ Mentor to young women STEM-Tea Presenter at the Ferrell Girls Preparatory Academy, Tampa, FL. Hillsborough Regional STEM Fair Judge
Spring 2015	MOSI Einstein on Food & Wine Auction Chair
Fall 2014- Fall 2017	Great American Teach-in Presenter at the Ferrell Girls Preparatory Academy, Tampa, FL.
Ongoing	Director & Missionary for the J. Lagano Family Foundation, New York, N.Y

AWARDS AND HONORS

2020 *Excellence in Undergraduate Education Award*, University of South Florida
 2019 *Excellence in Writing*, Readers’ Favorite International Book Award (Ghost Writer)
 2003 *Outstanding Educator Award*, University of Tampa

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
- Association for Science Teacher Education (ASTE)
- Florida Association of Teacher Educators (FATE)
- Southeastern Association for Science Teacher Education (SASTE)
- Association of Colleges for Teacher Education (AACTE)
- Florida Association of College Teacher Educators (FACTE)
- National Science Teacher Association (NSTA)

SKILLS

- Fluent in English, Spanish, and Italian
- Proficient in inquiry-based pedagogy, aimed at developing engaging experiences, whereby learners *own* knowledge meaningfully acquired
- Foster partnerships and stakeholder connections: Lead and collaborate with full-time faculty, course instructors, school administrators, and additional stakeholders
- Led a team of instructional designers for curriculum design and development
- Collaborated with subject matter experts to understand business requirements