

CURRICULUM VITA

Mary K. Kelly, Ph.D.

Associate Professor, Department of Teacher Education
University of Dayton
300 College Park
Dayton, OH 45469-2966

Education

Ph.D., Educational Administration, Miami University, Oxford, OH, 2001.

Recipient: Graduate Research Assistantship (1996-2000)

M.Ed., Curriculum and Teacher Leadership, Miami University, 1996.

Recipient: Graduate Research Assistantship (1995-96)

B.S., Secondary Life Science Education and Middle School Science Education, University of Minnesota, Minneapolis, MN, 1990.

Recipient: Paul Douglas Teaching Scholarship Award (1988-1990)

B.A., Biology, Minor in Chemistry, College of St. Benedict, St. Joseph, MN, 1987.

Recipient: Presidential Scholarship Award (1984-86) and Academic Scholarship Award (1983-87)

Teaching Experience

POST-SECONDARY

Associate Professor, Department of Teacher Education, University of Dayton, 2011-present

Program Coordinator

Early Childhood Program

Middle Childhood Post-Baccalaureate Initial License Program

Integrated Learning Living Community 1st Year Experience: Curiosity in the Classroom: Teaching Children the Way Things Work

Courses Taught

Science Methods for Middle Childhood

Science for 4th and 5th Grades

Developmentally Appropriate Practices in Science for Early Childhood

Science Methods for Adolescent to Young Adults

The Middle School: Principles and Practices

Supervision of Student Teaching

Assistant Professor, Department of Teacher Education, University of Dayton, 2005-2011

Program Coordinator

Middle Childhood Post-Baccalaureate Initial License Program

Courses Taught

Science Methods for Middle Childhood

Developmentally Appropriate Practices in Science for Early Childhood

Science Methods for Middle and Adolescent Young Adults

The Middle School: Principles and Practices

Supervision of Student Teaching

Visiting Professor, Department of Teacher Education, Miami University, 2004, *Teaching Science in Early Childhood*

Field Supervisor, Department of Teacher Education, Miami University, 2004, Middle

Childhood and Adolescent/Young Adult Science Student Teachers

Visiting Professor, Department of Educational Leadership, Miami University, 2001-2002,
Teacher Leader (Middle Childhood Education Cohort)

K-12

Middle School Science Teacher, Frances M. Grass Middle School, Independent School
District 197, West St. Paul, MN,

Teaching Licenses

Life Science, Grades 7-12, State of Minnesota (expired)

Middle School Science, Grades 5-9, State of Minnesota (expired)

Grants

Ohio Board of Regents, College Ready STEM Demonstration Grant, *The ACCESS Impact Study* (Co-principal investigator with Shauna M. Adams and Joni L. Baldwin) Total Grant: \$975,000; ACCESS allocation: \$35,000, 2010

University of Dayton Research Fellows Grant, *Understanding Development of Pedagogical Content Knowledge for Science among Pre-service Teachers* (Principal Investigator) \$1500, 2009-2010

University of Dayton, Habits of Inquiry Provost Grant, *Making Inquiry a Habit in the Physical Sciences*, (Co-Principal Investigator with Todd Smith, Said Elhamri, John Birch, & Lynne Erdei) \$5,200, 2008-09

West Ohio Center for Excellence in Science and Mathematics Education (WeExcel) A Study of the Effect on Content Knowledge and Attitudes Towards Teaching Science when Using Content-Specific Best Practices in a Science Content Course (Co-Principal Investigator with Todd Smith & Said Elhamri) \$9,280, 2008

University of Dayton, Living Learning Community Program, *Curiosity in the Classroom*, (Program Coordinator: Todd Smith, Role: Program Advisor) \$11,844; 2007-10

University of Dayton, Center for Catholic Education, *Making Connections in Science Education: Developing Collaborative Partnerships for the Enrichment of Science Teaching and Learning*, Principal Investigator, \$2,525, 2007-08

University of Dayton, Center for Catholic Education, *Synergism in Science Education: Partnering Teachers and Pre-Service Teachers to Enhance Teaching and Learning* (\$2,500, Mary Ellen Dillon, PI) Evaluator, 2006-07

Research Experience

Preparing Early and Middle Childhood Teachers for Teaching Science: A Study of the Development of Pedagogical Content Knowledge for Teaching Science to Children, Principal investigator with Todd Smith (Physics), University of Dayton, 2005 to on-going

Collaborative Partnerships as a Means of Improving Science Teaching and Learning, Investigator and Evaluator with Mary Ellen Dillon (Biology), University of Dayton, 2005-2008

Evaluation and Assessment Center, Miami University, Senior Researcher, 2002-2005

- Project Director for evaluations of the following programs and projects:
 - OSCI 7-10: Meeting the Challenge
 - Ohio Resource Center for Mathematics, Science, and Reading (ORC)
 - Northeast Ohio Center for Excellence in Mathematics and Science Education
 - Kamehameha Schools (HI) *Physics First* Program
 - *Discovery Model Schools* Program
 - Needs Assessment for the ORC
- Maintain regular communication with clients. Develop scope of work, budgets, IRB protocols, and contracts for projects. Negotiate budgets. Plan evaluation designs. Conduct research. Write reports. Prepare scholarly papers for presentations and publications as well as brochures for school personnel and legislators. Ensure completion of projects in timely manner and within budget.

- Collaborate with researchers from other universities and centers on the development and implementation of research and evaluation projects.
- Develop proposals for external funding.
- Supervise the work of consultants, undergraduate, and graduate students.

Ohio Systemic Initiative-Discovery, Consultant, 2001-2002

- Collaborated with various organizations and individuals in the development and writing of proposals for external funding from the Ohio Board of Regents, the Ohio Resource Center for Mathematics, Science and Reading, the National Board of Professional Teaching Standards, and the National Science Foundation.

Bridging the Gap: Equity in Systemic Reform, Graduate Research Assistant, (Dr. Jane Butler Kahle, National Science Foundation Grant No. REC 9602137), 1996-2001

- Assisted in the execution of multi-level study, funded by NSF, designed to assess the progress toward equity of science and mathematics education reform efforts in Ohio. Project was an extension of Ohio's statewide systemic initiative.
- Developed profiles to select sites for in-depth case studies. Conducted site visits to urban and rural schools.
- Coordinated qualitative research efforts among case study sites, working collaboratively with site researchers. Maintained qualitative data archive.
- Collected qualitative data for case study through interviews, classroom observations, and collection of documents over three school years.
- Analyzed qualitative data using NUDIST software.
- Designed, collected data, and analyzed sub-study comparing student achievement by two different test formats: performance (using TIMSS performance assessment items) and paper-and-pencil assessments designed to parallel the TIMSS items.
- Collaborated with other researchers to document and report findings.
- Collaboratively developed student achievement and attitudinal instruments.
- Supervised the work of undergraduate and graduate students.

Principals' Institute, Graduate Research Assistant, Ohio Systemic Initiative-Discovery and Department of Educational Leadership, 1997-98

- Collaboratively designed a professional development institute for school principals to acquaint them with inquiry teaching methods, the science and mathematics education state and national standards, and cognitive coaching practices. The program developed was replicated at sites across the state.
- Analyzed the results of the participant evaluations of the pilot institute.

National Science Education Standards Curriculum Inventory, Graduate Research Assistant, Ohio Systemic Initiative-Discovery, 1996-97

- Inventoried commercial and NSF supported secondary science curricula with regards to the National Science Education Standards.
- Co-authored a manual for education professionals to access and use the on-line curriculum inventory.

Curriculum and Teacher Leadership Degree Program Evaluation, Department of Educational Leadership, Spring 1997

- Collaboratively designed a program evaluation for the Curriculum and Teacher Leadership Master's Degree program.
- Collaboratively conducted the evaluation by designing a survey for program students

and graduates, and by collecting, organizing, and analyzing data gathered for the review process.

Discovery, Ohio's Statewide Systemic Initiative in Science and Mathematics, Graduate Research Assistant (Dr. Jane Butler Kahle, National Science Foundation Grant No. OSR 92500), June 1995-96

- Assisted in the execution of multi-faceted reform effort, funded jointly by NSF and the State of Ohio, focused on improving science and mathematics teaching and learning by providing sustained professional development for middle level science and mathematics teachers.
- Assisted instructors in conducting a Resource Teacher Institute for science and mathematics teachers who were involved in reform-based teaching practices. The program assisted teachers in developing inquiry-based professional development experiences for their colleagues.
- Assisted in the analysis of questionnaire data completed by principals whose science and/or mathematics faculty had participated in reform-based professional development experiences.
- Inventoried and catalogued OSI-*Discovery's* extensive science and mathematics curriculum library.

Scholarly Work

Books

Adams, S. M., Baldwin, J. L., Comingore, J. L., & Kelly, M. K. (2013). *The ACCESS curriculum: Intentional, integrated and inquiry-based for ages infancy through grade five*. Exlibris, LLC

Baldwin, J. L., Comingore, J. L., Adams, S. M., Kelly, M. K. & Smith, D. J. (Eds.) (2012). *ACCESS to science for infants and toddlers*. Exlibris, LLC

REFEREED JOURNAL ARTICLES

Nononene, R., Gallagher, C., Kelly, M.K. & Collopy, R. (2019). Challenges and opportunities of infusing social, emotional and cultural competencies into teacher preparation: One program's story. *Teacher Education Quarterly*, 46(4), 92-115.

Evans, L. A., Kelly, M. K., Baldwin, J. L., & Arnold, J. M. (2016). Candidate success and edTPA: Looking at the data. *Mid-western educational researcher*, 28(2), 148-160.

Baldwin, J. L., Kelly, M. K., Lewellyn, B., Frank, D., & Adams, S. M., (2009). Integrated curriculum in a standards-based world: Teaching the next generation of teachers to integrate the curriculum. *Academe, Journal of Leadership and Management in Higher Education* 1(2), 61-70.

Baldwin, J. L., Adams, S. M., & Kelly, M. K., (2009). Science at the Center: An Emergent, Standards-Based, Child-Centered Framework for Early Learners. *Early Childhood Education Journal*, 37(1), 71-77. Also, published online: May 7, 2009.

Boone, W. J., Metcalf, K. K., Paul, K. M., Lotter, C., & Kelly, M. K. (2009). Science and mathematics instructional time in an urban setting: Differences and similarities among private and public schools. *Journal of Women and Minorities in Science and Engineering*, 15, 343-355.

Collopy, R. B., & Kelly, M. K., (2009). Answering the Mandate and Then Some: Lessons learned from embedding value-added outcomes in the teacher licensure curriculum. *Ohio Journal of Teacher Education*, 22(2), 32-40.

Kahle, J. B., & Kelly, M. K. (2001). Equity in reform: Case studies of five middle schools involved in systemic reform. *Journal of Women and Minorities in Science and Engineering*, 7, 79-96.

PEER-REVIEWED CONFERENCE PROCEEDINGS

Evans, L. A., & Kelly, M. K., & Baldwin, J. L. (2015). *Adjusting our structure with teacher candidate success at the forefront: An exploration of an early childhood assignment and alignment with edTPA*. Proceedings of the Action Research Network of the Americas 2015 Conference.

EDITOR-REVIEWED JOURNAL ARTICLE

Kelly, M. K., (2008). Making connections: A school-university partnership to support science teaching and learning. *Momentum*, 39, 1 62-65.

BOOK CHAPTER/ENCYCLOPEDIA ENTRIES

Kelly, M. K., (2010). Middle school. In T. C. Hunt, J. C. Carper, T. J. Lasley, II, & C. D. Raisch, (Eds.) *Encyclopedia of Reform and Dissent* (Vol 2. pp. 559-562). Thousand Oaks, CA: Sage.

Kelly, M. K., (2010). Paideia proposal. In T. C. Hunt, J. C. Carper, T. J. Lasley, II, & C. D. Raisch, (Eds.) *Encyclopedia of Reform and Dissent* (Vol 2. pp. 683-685). Thousand Oaks, CA: Sage.

Kahle, J. B., & Kelly, M. K. (2001). Science teacher professional development: A researcher's perspective. In J. Rhoton & P. Bowers (Eds.), *Professional development: Planning and design* (pp. 101-113). Arlington, VA: National Science Education Leadership Association and National Science Teachers Association.

BOOK REVIEW

Kelly, M. K. (2007). Book review: Meaningful urban education reform: Confronting the learning crisis in mathematics and science by K. M. Borman & Associates. *International Journal of Science Education*, 29, 1059-1064.

REVIEWED ELECTRONIC PUBLICATIONS

Kelly, M. K., & Kahle, J. B. (2005). *The evidence base for science education: Science inquiry*. Columbus, OH: Ohio Department of Education, Available at http://ims.ode.state.oh.us/ode/ims/rrt/research/Topic_Science.asp

Kahle, J. B., & Kelly, M. K. (2005). *The evidence base for science education: Equity in science education*. Columbus, OH: Ohio Department of Education, Available at http://ims.ode.state.oh.us/ode/ims/rrt/research/Topic_Science.asp

SCHOLARLY ACADEMIC PROJECT

Collopy, R. M. B., Kelly, M. K., & Lewellyn, B. A. (2007). Data for school improvement on-line modules. University of Dayton

PROCEEDINGS

Kelly, M. K., & DeLoach Johnson, I. (Eds.). (2003). *Proceedings of Ohio's Invitational Conference: Narrowing Achievement Gaps*. Oxford, OH: Miami University.

ERIC DOCUMENTS

Kahle, J. B. & Kelly, M. K. (Eds.) (1999). *Pathways to systemic reform: Case studies of Ohio Schools*. Oxford, OH: Miami University, Ohio Systemic Initiative. (ERIC Document Reproduction Service 435 550)

Kahle, J. B., Scantlebury, K. C., Damjanovic, A., & Kelly, M. K. (1999). Steele Middle School: "The best education for the best is the best education for all." In J. B. Kahle & M. K. Kelly, (Eds.), *Pathways to systemic reform: Case studies of Ohio Schools*. Oxford, OH: Miami University, Ohio Systemic Initiative. (ERIC Document Reproduction Service 435 550)

Kelly, M. K. (1997). Anderson Junior High School. In J. B. Kahle, K. Tobin, & S. R. Rogg (Eds.), *Impressions of reform in Ohio schools*. Oxford, OH: Miami University, Ohio Systemic Initiative. (ERIC Document Reproduction Service No. ED 425 544)

Kelly, M. K. (1997). Peterson Middle School. In J. B. Kahle, K. Tobin, & S. R. Rogg (Eds.), *Impressions of reform in Ohio schools*. Oxford, OH: Miami University, Ohio Systemic Initiative.

EVALUATION REPORTS

Kahle, J. B. & **Kelly, M. K.** (2006). *Kamehameha report- Year 2*. Oxford, OH: Miami University, Ohio's Evaluation & Assessment Center for Mathematics and Science Education.

Kelly, M. K., & Kahle, J. B. (2005). *Kamehameha report- Year 1*. Oxford, OH: Miami University, Ohio's Evaluation & Assessment Center for Mathematics and Science Education.

Kelly, M. K., & Kahle, J. B. (2005). *Evaluation of NEOCEX (Northeast Ohio Center of Excellence in Science and Mathematics Education)*. Oxford, OH: Miami University, Ohio's Evaluation & Assessment Center for Mathematics and Science Education.

Kahle, J. B., **Kelly, M. K.**, & Cassedy, A. E. (2004). *Ohio Resource Center for Mathematics, Science and Reading: External evaluation*. Oxford, OH: Miami University, Ohio's Evaluation & Assessment Center for Mathematics and Science Education.

Presentations

NATIONAL & INTERNATIONAL, PEER-REVIEWED CONFERENCES

*Starred papers are published in conference proceedings.

Evans, L. A., & **Kelly, M. K.** (2017, June). *Stories from the field: Implications of quality teaching in an age of teacher evaluation*. Roundtable session presented at the annual meeting of the National Association of Early Childhood Educators, San Francisco, CA.

Kelly, M. K., & Evans, L. A. (2016, January). *Teacher candidate performance assessment: How is edTPA shaping teacher education?* Hawaii International Conference on Education, Honolulu, HI.

Evans, L. A., & **Kelly, M. K.** (2015, May). *Adjusting our structure with student success at the forefront: An exploration of an early childhood assignment and alignment with edTPA*. Action Research Network of the Americas, Toronto, Canada.

Evans, L. A., Baldwin, J., Arnold, J., & **Kelly, M. K.** (2015, February). *Student success and edTPA: Looking at the data*. American Association of Colleges of Teacher Education, Atlanta, GA.

Baldwin, J., Adams, S., & **Kelly, M. K.** (2014, June). *Science at the center: connecting early learning standards using an emergent, child-centered, inquiry-based teaching philosophy*. National Association for the Education of Young Children, Minneapolis, MN.

Yacovoni, E., & **Kelly, M. K.** (2014, May). *Will it stand? Seventh-graders locate an oceanfront home*. National Science Teachers Association STEM Forum and Expo, New Orleans, LA.

Kelly, M. K., Adams, S. M., & Baldwin, J. L. (2011, October). *Increasing instructional time for science through integration of literacy and science: A framework for planning*. National Science Teachers Association, Hartford CT.

Adams, S.M., Baldwin, J., Comingore, J., & **Kelly, M.K.** (2011, June). *Connecting Assessment and Content Standards to an Emergent, Child-Centered, Inquiry-based Teaching Philosophy: The ACCESS Curriculum Framework*. National Institute for Early Childhood Professional Development for the National Association for the Education of Young Children. Providence, RI.

Baldwin J. L., Adams, S. M., & **Kelly M. K.** (2010, November). *Facilitating the Change: Modeling Integrated Programming In ECSE Classrooms through the use of Student Interns*. Council for Exceptional Children, Teacher Education Division, St. Louis, MO.

Kelly, M. K., Smith, T. B., & Basista, B. (2010, March). *NARST: Fostering the Development of PCK in Physics* National Science Teachers Association, Philadelphia, PA. (Paper invited to represent the National Association of Research in Science Teaching at NSTA)

Baldwin, J. L., Adams, S. M., Comingore, J., Smith, D., & **Kelly, M. K.**, (2009, November). *Implementing a curriculum framework that connects assessment and content standards to an emergent, child-centered, investigative philosophy*. National Association for the Education of Young Children, Washington, D.C. (conference organizers requested a 3 hour

workshop)

Kelly, M. K., Smith, T. B., & Pair, D. L. (2009, September). *Curiosity in the classroom: An integrated learning living community*. Lilly Conference for College and University Teaching And Learning, Traverse City, MI.

***Kelly, M. K.,** Smith, T. B., & Basista, B. (2009, April). *Fostering Pre-service Teachers' Development of Pedagogical Content Knowledge in Physics* National Association for Research in Science Teaching, Garden Grove, CA.

Kelly, M. K., Adams, S. M. & Comingore, J. L. (2009, March). *Guiding Pre-Service Teachers' Development of Meaningful Science Investigations for Preschool*. National Science Teacher Association, New Orleans, LA.

Smith, T. B., **Kelly, M. K.,** & Basista, B. (2008, July). *Using content-specific best practices in a science course for teachers*. American Association of Physics Teachers, Edmunton, Alberta, Canada.

***Kelly, M. K.,** (2008, January). *Developing classroom experiences for middle level pre-service science teachers: Building a community of practice*. Association for Science Teacher Education, St. Louis, MO.

*Smith, T. B., & **Kelly, M. K.,** (2008, January). *Owning the course: Improving pre-service science teacher preparation in physics*. Association for Science Teacher Education, St. Louis, MO.

Kelly, M. K., & Mathes, C. R. (2007, February). *Program improvement: A framework for making decisions based on data*. National Middle School Association's Symposium on Middle Level Teacher Preparation, Destin, FL.

Kelly, M. K., & Cassedy, A. E. (2006, April). *Student Achievement: What Can Student Achievement Scores Tell Us About Physics First?* National Association of Research in Science Teaching, San Francisco, CA.

Kelly, M. K., & Cassedy, A. E. (2004, April). *Electronic instructional media use among science teachers: Does teachers' use of technology effect planning and instruction?* National Association of Research in Science Teaching, Vancouver, BC, Canada.

Kelly, M. K., & Cassedy, A. E. (2004, April). *The effect of electronic instructional resources on teachers' use of technology in planning and instruction*. American Educational Research Association, San Diego, CA.

Kelly, M. K., & Damnjanovic, A. (2003, March). *Beyond the classroom: How does science education reform at the school level impact movement toward equitable practices?* National Association of Research in Science Teaching, Philadelphia, PA.

Damnjanovic, A., McCollum, T., & **Kelly, M. K.** (2003, March). *Miami model schools: An evaluation of two years of whole-school, teacher-led change in mathematics and science instruction*. National Association of Research in Science Teaching, Philadelphia, PA.

Kappler, K., **Kelly, M. K.,** Wachenheim, K., McCalmont, L., Lentz, M., Webster, J., Slaughter, K., Kreidenweis, K. (2002, October.) *Combined forces: Preservice teachers and faculty authentically deliberate curriculum*. Journal of Curriculum Theory's Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Kelly, M. K., & Kahle, J. B. (2002, January). *Progress toward equitable systemic reform in five urban middle schools*. Association for Educators of Teachers in Science, Charlotte, NC.

Kahle, J. B., & **Kelly, M. K.** (2000, April). *Equity in reform: Case studies of five middle schools involved in systemic reform*. National Association of Research in Science Teaching, New Orleans, LA.

Kelly, M. K., & Kahle, J. B. (2000, April). *Science education reform and school-level reform efforts in one urban middle school*. National Association of Research in Science Teaching, New Orleans, LA.

Kelly, M. K., & Kahle, J. B. (2000, April). *The contributions of school-level reform efforts to*

the progress of science reform: The case of one urban middle school. American Educational Research Association, New Orleans, LA.

Kahle, J. B., Scantlebury, K., Damnjanovic, A., & **Kelly, M. K.** (1999, April). *Steele Middle School: "The best education for the best is the best education for all."* American Educational Research Association, Montreal, Quebec, Canada.

Kelly, M. K. (1999, March). *TIMSS performance assessment student interviews.* National Science Teachers Association, Boston, MA.

Kelly, M. K., & Kahle, J. B. (1999, March). *A comparison of student achievement on performance and paper-and-pencil assessment tasks.* National Association of Research in Science Teaching, Boston, MA.

Kelly, M. K., Kahle, J. B., & Scantlebury, K. (1999, January). *Performance assessment as a tool to enhance teacher understanding of student conceptions of science.* Association for Educators of Teachers in Science, Austin, TX.

Goodell, J. E., **Kelly, M. K.,** Damnjanovic, A., & Kahle, J. B. (1997, March). *Classroom factors associated with systemic reform in science and mathematics education.* National Association of Research in Science Teaching, Chicago, IL.

STATE & REGIONAL, PEER-REVIEWED CONFERENCES

Nenonene, R., Gallagher, C., Collopy, R., & **Kelly, M.K.** (2018, November). *The faculty perspective: Embedding social-emotional learning into teacher preparation.* Ohio Confederation of Teacher Education Organizations, Columbus, OH.

Collopy, R. B., & **Kelly, M. K.** (2008, April). *Adding value-added outcomes to the teacher licensure curriculum: The University of Dayton's approach.* Ohio Confederation of Teacher Education Organizations, Columbus, OH

STATE AND LOCAL CONFERENCES

Gallagher, Colleen, E., Collopy, Rachel, M. B., Nenonene, R., L., & **Kelly, M. K.** (2020, January). *Social and emotional learning: Educating the whole person in the university classroom.* University of Dayton 3rd Annual Learning & Teaching Forum, Dayton, OH.

Kelly, M. K., & Smith, T. B. (2009, October). *A window into science teacher development at UD.* Building a Research Community Day, University of Dayton, Dayton, OH.

Kelly, M. K., Smith, T. B., Elhamri, S., & Basista, B. (2009, June). *WeExcel mini-grant: Understanding the effects of a physics course on pre-service teachers.* West Ohio Center for Excellence in Science and Mathematics Education, Dayton, OH.

Smith, T. B., **Kelly, M. K.,** & Basista, B. (2008, October). *Changing student's attitudes in a physics course for teacher.* Ohio Section of the American Physical Society and the American Association of Physics Teachers, Wright State University, Dayton, OH.

Kelly, M. K., Dillion, M. E., Stinger, E., & Cordonnier, M. (2007, October). *Making connections in science education: Developing collaborative partnerships for the enrichment of science teaching and learning.* Ohio Catholic Education Association Conference, Cincinnati, OH.

Kelly, M. K., & Young, D. (2004, October). *Science achievement at Kamehameha Schools: What can we learn from TIMSS performance assessment?* Kamehameha Schools 2004 Research Conference on Hawaiian Well-being, Hilo, HI.

Kelly, M. K. (1999, April). *Comparing student science performance across three assessment formats.* Graduate Student Leadership Conference, Miami University, Oxford, OH.

Kelly, M. K. (1997, February). *Teacher perceptions of the implementation of a mandatory statewide science proficiency test.* Institute for Educational Renewal's Linking Conference, Cincinnati, OH.

INVITED PRESENTATIONS

Collopy, R. B., **Kelly, M. K.** & Kinnucan-Welsch, K. (2008, April). *Adding Value-Added outcomes to the teacher licensure curriculum: The University of Dayton's approach*. University of Dayton, School of Education and Allied Professions Board of Trustees, Dayton, OH

Kelly, M. K. (2004, November). *Evaluation in paradise: Using TIMSS performance assessments to monitor science achievement at Kamehameha Schools*. Seminar, Indiana University-Bloomington.

Kelly, M. K. (2004, May). *TIMSS performance assessments: Administration and scoring*. Seminar, University of Hawaii-Manoa.

Kelly, M. K., & Kahle, J. B. (2000, July). *Progress toward equitable, systemic science education reform: The synergy among science education and school-level reforms*. Model Schools Institute, OSI-Discovery, Miami University, Oxford, OH.

WORKSHOPS PRESENTED

Kelly, M. K., & Smith, T. B. (2010, May). *Solutions, Colloids, Suspensions, Oh My!!* Bombeck Family Learning Center, University of Dayton, Dayton, OH

Kelly, M. K., & Frank, D. (2007, July). *Think like a scientist*. Workshop for 2-5th grade teachers, Centerville Professional Development Institute. Centerville Public Schools, OH.

Kelly, M. K. (2004, May). *Introduction to TIMSS performance assessments*. Two workshops for science teachers, Kamehameha Schools Hawaii Campus and Kamehameha Schools Maui Campus.