

## **TINE FALK SLOAN**

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### **EDUCATION**

- Ph.D. 1996            University of California, Los Angeles  
Education  
Division: Educational Psychology, Learning and Instruction
- M.A. 1989            University of California, Los Angeles  
Education  
Division: Educational Psychology, Learning and Instruction
- B.A. 1988            California Polytechnic State University, San Luis Obispo  
Liberal Studies

### **CERTIFICATES**

California Professional Clear Teaching Credential for Multiple Subjects, March 1992  
California Preliminary Teaching Credential for Multiple Subjects, June 1988  
Supplementary Authorization in Mathematics, June 1988

### **RESEARCH INTERESTS**

Policy and practice in teacher education  
Assessment and evaluation of teaching practice  
Integrating assessment of students' developing cognitions with instructional practice  
Socio-cultural influences of cognitive development

### **EMPLOYMENT**

- 7/08-present    Director  
Teacher Education Program, Gevirtz Graduate School of Education  
University of California, Santa Barbara
- 7/05-7/08        Acting Director  
Teacher Education Program, Gevirtz Graduate School of Education  
University of California, Santa Barbara  
Duties: Manage 110 students and 40 teaching staff including part time lecturers, supervisors, senate faculty, and doctoral students; develop, evaluate, and set goals for program elements; hire, evaluate, and mentor lecturers and supervisors; ensure compliance with State accreditation

procedures; establish and maintain public school partnerships; develop program research agenda; engage in recruitment and public relations on local, UC, and state level; oversee credential services office; represent TEP on school-wide committees; participate in state-wide research and program development efforts; participate in UC system-wide initiatives and meetings of deans and directors of education.

- 8/03-7/05 Associate Director  
Teacher Education Program, Gevirtz Graduate School of Education  
University of California, Santa Barbara  
Duties: Developed and managed implementation program for state-mandated performance assessment; managed budgets; hired teacher education faculty; participated in local and national research programs; represented the TEP in local, UC and state contexts.
- 1/00-present Lecturer  
Gevirtz Graduate School of Education  
University of California, Santa Barbara  
Duties: Teach courses in the MA/Doctoral and Teacher Education M.Ed. programs.
- 7/96-12/97 Faculty  
School of Education, Division of Psychological Studies  
National Institute of Education, Nanyang Technological University  
Singapore  
Duties: Taught courses in teacher preparation programs and in newly formed M.A. program; supervised student teachers in k-6 schools; developed research program.
- 4/92-12/94 Research Associate  
Integrated Mathematics Assessment Project, NSF grant  
Maryl Gearhart, Geoffrey Saxe, Deborah Stipek  
Center for the Study of Evaluation  
University of California, Los Angeles
- 1/91-4/92 Research Assistant  
Professor Geoffrey Saxe  
University of California, Los Angeles
- 1/90-9/90 Research Assistant  
Center for Technology Assessment, Center for the Study of Evaluation  
University of California, Los Angeles
- 11/88-12/92 Educational Software Training Consultant  
Soft-Kat Educational Computer Software Distributors  
Chatsworth, CA

11/88-12/92 Software Reviewer  
Lehrer Associates, Educational Computer Consultants  
Los Angeles, CA

6/88-8/88 Teacher  
Lewis Avenue Elementary School  
Atascadero, CA

## **TEACHING EXPERIENCE**

University of California, Santa Barbara

MA/PhD. Courses:

**Perspectives on Teacher Education** (ED 279) Surveys critical issues in teacher education including policy, program structures, curriculum, and practice.

**Children's Thinking** (ED 210B)

Introduction to the primary theorists and research in the field of cognitive development.

**Seminar in Cognitive Development** (ED 209C) An advanced seminar for in-depth discussions of emerging topics in cognitive development.

**Development in Middle Childhood to Adolescence** (ED 211C)

Second in a series of three seminars covering theories and research in human development from infancy to adulthood.

Teacher Education M.Ed. Courses:

**Psychological Foundations of Education: Elementary** (ED 211)

Principals of educational psychology for practicing teachers.

**Human Development: Middle Childhood** (ED 211D)

Surveys research on social, emotional, physical, and cognitive development with particular emphasis on implications for teachers.

**Applications of Theory: Instruction, Assessment and Policy Implications**  
(ED 391G)

A final course in a candidates' preparation, it summarizes key theories, skills, and knowledge addressed throughout the program, and focuses on the applications of central ideas to teacher candidates' emerging practice.

**Teaching Performance Assessment (ED 395)**

Instructional support for the state-mandated teaching performance assessment.

National Institute of Education  
Nanyang Technological University, Singapore

**Educational Psychology**

Taught 3 lectures a day to a total of 1200 students enrolled in the course. Developed materials for university faculty teaching follow up weekly seminars linked to the course. Areas of focus were intelligence, cognitive development, motivation, and theory of mind.

**Classroom Assessment**

Topics included principals of data driven instruction, basic measurement statistics, principals of test design, alternative assessment programs for classroom teaching, and standardized assessment. Taught a section of this course every quarter while at NIE.

**Human Development**

Co-taught a series of class sessions on cognitive development in new Masters degree program.

**RESEARCH EXPERIENCE**

University of California, Santa Barbara

**Using PACT Evidence for Program Renewal: A Multi-Media Illustration of Organizational Change**, Principal Investigator, in process

Anticipated funding by Teachers for a New Era grant at Stanford University  
Wrote prospectus, developed and currently manage this project which synthesizes research on UC Santa Barbara's Teacher Education Program renewal activities and makes visible the organizational change process resulting from use of pre-service teacher's performance assessment data. Final product will be a multi-media package for state and national dissemination to program leaders, faculty, and policy makers in teacher education.

**Developing Communities of Learning in the Practice of Literacy Teaching**,

Co-Principal Investigator, March 2007 to present

Funded by the University of California's Student Academic Preparation and Educational Partnerships

Wrote grant and currently manage the project that builds on existing work in the Teacher Education Program (TEP) and the South Coast Writing Project

(SCWriP). Working with the Santa Barbara High School District, the goal of the project is to improve teaching practices in secondary literacy for district teachers, and in turn improve the educational experiences and opportunities for their students.

**Beginning Teacher Quality: What Matters for Student Learning**

Campus Facilitator, March 2007 to present

Facilitate UC Santa Barbara data collection and analysis activities for a multi-campus investigation into the educational experiences of pre-service teachers, and the effects of these experiences on beginning teaching and student achievement.

**Bank Street College Continuum of Teaching Practice**, Member of Development Team, July 2004-July 2007

Funded by Teachers for a New Era grant from Carnegie Corporation

Worked with a national team of researchers and teacher educators to develop a continuum of teaching practice for use in assessing and evaluating teaching.

**Learning from Effective Assessment Practices in Teacher Education: Follow up Research on Teacher Education Graduates**, Co-Principal Investigator, 2005 to present

Funded by Bank Street College – Teachers for a New Era grant

Conducting principal research and managing project activities in a follow-up study of UC Santa Barbara's Teacher Education Program graduates.

**Santa Barbara Teacher Education Initiative**, Co-Principal Investigator, October 2002-September 2004

Funded by the California Department of Education's (CDE) California Teacher Education Initiative (CTEI)

Wrote annual continuation grants and managed research and development activities involving the partnership between UC Santa Barbara's Teacher Education Program and local K-12 schools.

**Teaching Performance Assessment (TPA) Implementation Research**,

Research Associate, 2002-2004

This project was a self-study of the UCSB Teacher Education Program, focused on the implementation process of a State-mandated teaching performance assessment. Worked with two other researchers to develop proposal, collect and analyze data, write, publish and present papers.

National Institute of Education

Nanyang Technological University, Singapore

**Preschooler's Language and Mathematics Development project**, Co-Principal Investigator, January 1998- December 1999

Funded by a grant from the Singapore Ministry of Education

**Primary Mathematics Instruction project, Principal Investigator**, January 1998- December 1999  
Funded by a grant from the Singapore Ministry of Education

University of California, Los Angeles

**Integrating Mathematics and Assessment**, Research Associate, 1992-1996  
Funded by the National Science Foundation  
Principal Investigators: Geoffrey Saxe, Maryl Gearhart, Deborah Stipek  
This project aimed to prepare teachers to successfully implement new reform-minded mathematics curricula. Worked with a research team to develop classroom materials, collect data in classrooms, conduct professional development for teachers, and analyze data.

## **PROFESSIONAL ACTIVITIES**

**Ex-Officio Representative of University of California to the California Commission on Teacher Credentialing**, June 2007 to present  
Represent University of California interests in teacher credentialing and program accreditation. Attend monthly Commission meetings, keep abreast of relevant legislation, and maintain regular communication with UC Education Deans and Directors.

**Development Team for the Performance Assessment for California Teachers (PACT)**, Member, 2004 to present  
Participated in writing, piloting, and editing the assessment tasks and rubrics for PACT, a state-wide assessment developed to fulfill recent legislative obligations for teacher education programs in the State of California. The assessment has currently been adopted by 28 Universities consisting of all UCs, several CSUs, and select private colleges including Stanford and USC.

**UC Teacher Education Graduate Follow-up Survey**, Fall 2006 to present  
Spearheading effort to develop a UC-wide graduate follow-up survey. Working with directors of teacher education from 8 UC campuses.

**Performance Assessment for California Teachers (PACT) Implementation Conference**, Conference Organizer, 2006, 2007  
Coordinate efforts to have UC Santa Barbara host conference. An eminent keynote speaker, scheduled for the second conference (Oct 2007) will attract participants from at least 28 Universities across California. In addition, invitations to the keynote dinner will be issued to local community members to benefit important relationships with the Gevirtz Graduate School of Education at UC Santa Barbara.

**University of Washington Teacher Education Program**, Advisor, January 2007 to present

Advise faculty and program leaders on issues pertaining to implementation of a teaching performance assessment. As reciprocity, the U of W Director of Teacher Education advises the UCSB TEP on issues pertaining to following up and connecting with program graduates.

**PAL Tech Project**, Member of the project development team, 2006 to present  
Participate in concept development and coordination meetings for a partnership of the Gevirtz Research Center (GRC) at UC Santa Barbara, the Santa Barbara Police Activities League (PAL), the Gevirtz Graduate School of Education (GGSE) Teacher Education Program, and the Santa Barbara School Districts' After School Opportunities for Kids (A-OK) program. Goals for the project are to provide homework help to A-OK children who receive after-school enrichment at PAL. PAL Tech tutors are university undergraduates taking GGSE preprofessional classes.

**Performance Assessment for California Teachers (PACT) Implementation Manual**, Principal Developer, June 2006 to June 2007

Coordinated writing and development of the manual, and solicited artifacts and feedback from colleagues across UC, CSU and Stanford University.

**Instructional Tools for Educational Measurement and Statistics (ITEMS) Advisory Committee**, Member, 2005-present

**Journal of Teacher Education**, Reviewer, 2006 to present

**Presenter** on a variety of topics (e.g., standardized testing, motivating learners, teacher education) to PTAs, local schools, other community organizations, and state and national conferences, 2004 to present

## **PROFESSIONAL ASSOCIATIONS**

American Educational Research Association  
Association for Supervision and Curriculum Development  
California Council on Teacher Education  
American Association of Teacher Education

## **PAPERS**

Peck, C.A., Galluci, C., Sloan, T., Lippincott, A. (in process). *Organizational learning and program renewal in teacher education: A Socio-cultural study of learning, innovation and change.*

- Peck, C.A., Galluci, C., Sloan, T. (in process) *Implementing policy mandates in teacher education through inquiry-in-practice: From reform to renewal.*
- Sloan, T., Stansbury, K., Merino, N. (2007). Implementation Manual for the Performance Assessment for California Teachers. (Available from the PACT Consortium, [www.pacttpa.org](http://www.pacttpa.org))
- Sloan, T., Cavazos, L., Lippincott, A. (2007). *A Holistic Approach to Assessing Teacher Competency: Can one assessment do it all?* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Peck, C.A., Galluci, C., Sloan, T. (2006). *Negotiating implementation of teacher education policy mandates through inquiry: A case study.* Paper presented at the Sixth International Conference on Self-Study of Teacher Education Practices, East Sussex, England.
- Gearhart, M. & Sloan, T. (2005, November). Challenges of accountability policies for elementary teacher preparation: Strategies for program administrators and instructors. Paper presented at the Annual Southern Meeting of the California Mathematics Council, Division of the California Association of Mathematics Teacher Educators, Asilomar, California.
- Sloan, T.F. (2005, February). *Faculty learning through implementation of state mandates: Performance Assessment for California Teachers.* Paper presented at the Annual meeting of the American Association of Colleges of Teacher Education, Washington DC.
- Galucci, C., Peck, C.A., Sloan, T. (2004). *Leveraging state policy mandates for program improvement: A learning in practice perspective.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Gearhart, M., Saxe, G. B., Fall R., Schlackman, J., Nasir, N., Ching, C. C., Bennett, T. R., Rhine, S., and Sloan, T. (1999). Opportunities to learn fractions in elementary mathematics classrooms. *Journal for Research in Mathematics Education*, 30, 286-315.
- Sloan, T. F. (1998, April). *Children's problem solving in scale drawing: How are conceptual understandings and tool use interwoven?* Paper presented at the Annual Meeting of the American Educational Research Association for the symposium, "Studies of Instruction and Cognitive Processes in Geometry," San Diego, CA. (Discussant Thomas A. Romberg).

- Sloan, T. F. (1997, August). *The Integrating Mathematics Assessment (IMA) Project, A comparative analysis of classroom practice and student change: A discussion of the IMA intervention program*. Presented at the International Conference on Teacher Education. Beijing, China.
- Sloan, T. F. (1997, June). *The development of mathematical thinking and the use of classroom tools: How are they interwoven?* Paper presented at the Seventh International Conference on Thinking, Singapore.
- Gearhart, M., Saxe, G.B., Stipek, D.J., Bennett, T. R., MacGyvers, V., Rhine, S., & Sloan, T. F. (1996). *Integrating Mathematics Assessment program guide*. Unpublished manuscript, Los Angeles: University of California.
- Gearhart, M., Saxe, G.B., Dawson, V., Ching, C., Bennett, T. R., Rhine, S., & Sloan, T. F. (1996). *When can educational reforms make a difference? Opportunities to learn fractions in elementary mathematics classrooms*. Paper presented at the 1996 Annual Meeting of the American Educational Research Association for the symposium, "The Integrating Mathematics Assessment (IMA) Project: A Comparative Analysis of Classroom Practice and Student Change," New York, NY.
- Sloan, T. F. (1995). *A developmental analysis of children's tool use and conceptual understandings in scale drawing*. Unpublished doctoral dissertation, University of California, Los Angeles.
- Falk, T. & Herl, H. (1990). *Benchmarking text understanding systems to human performance: An extended analysis using the BORIS system*. (Report to DARPA for N00014-86-K-0395). Center for Technology Assessment, Graduate School of Education, University of California, Los Angeles.
- Butler F.A., Falk, T., Herl, H., Jang, Y., & Mutch, P. (1990). *Benchmarking text understanding Systems to human performance: An exploration*. (Report to DARPA for N00014-86-K-0395). Center for Technology Assessment, Graduate School of Education, University of California, Los Angeles.