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Education

Ph.D. Curriculum and Supervision, Educational Change and Reform, The Pennsylvania State University (2001)

M.S. Ed. Instructional Supervision and Technology, Mansfield University (1997)

B. Ed. Mathematics and Computing Studies, University of Sydney (1996)

B. Ed. Social Studies and Physical Education, University of Sydney (1980)

Academic Experience

The Ohio State University, Assistant Professor, School Educational Policy and Leadership, College of Education, 2006.

Newport News Public Schools, Director, Transition To Teaching Program, Staff Development and Department of Human Resources, 2002-2005.

Adjunct assistant Professor of Educational Leadership, The Pennsylvania State University (World Campus), 2001-2005 and adjunct assistant Professor of Education, The Pennsylvania State University, Curriculum and Instruction.

Consultant for the Northeast Foundation for Children – non-profit organization, Greenfield, MA.

Educational Consultant for US Department of Education grant with Bowling Green State University, Ohio, Contextual Teaching and Learning - online professional development for teachers.

K-12 public and private school educator for sixteen years in Australia, 1980-1996

Selected Projects/Activities

- **Principal Investigator**, The Ohio State University, KNOTtT Project (Kansas, Nevada, Ohio, & Texas Transition to Teaching) (2007-2012). Office of Innovation and School Improvement, \$6.8 million, No Child Left Behind (2001) US DOE Grant.
- **Principal Investigator**, The Ohio State University, Ohio Transition to Teaching Project (TtT) (2006-2007). Office of Innovation and School Improvement, \$2.8 million, No Child Left Behind (2001) US DOE Grant, 2003-2007.
- **Director**, Transition To Teaching, Newport News Public Schools-Old Dominion University Partnership. Office of Innovation and School Improvement, \$2.0 million, No Child Left Behind (2001) US DOE Grant, 2003-2008.

Selected Publications

Gimbert, Belinda, Cristol, Dean, & Sene, Abdou Marty. (in press, October, 2007). The impact of teacher preparation on student achievement in algebra in a ‘hard’-to-staff” urban preK-12 university partnership. *School Effectiveness and School Improvement: An International Journal of Research, Policy, and Practice*.

Gimbert, B., Bol, L., & Wallace, D. (in press, November 2007). The influence of teacher preparation on student achievement and the application of national standards by teachers of mathematics in urban secondary schools. *Education and Urban Society*.

Harvey, Falicia, & **Gimbert, Belinda G.** (Spring 2007). Evaluation of Non-Traditionally and Traditionally Prepared Teachers’ Pedagogical Content Knowledge and Practice Using Performance-based Evidence. *Journal of National Association for Alternative Certification* 2(1), 42-65.

Gimbert, Belinda G., Cristol, Dean S., Wallace, Denelle L., & Sene, Abdou. (2005). Implementing and assessing a competency-based alternative route to teacher licensure in an urban ‘hard-to-staff’ school system. *Action in Teacher Education* 27(1), 53-71.

Gimbert, Belinda, and Cristol, Dean. (2005). Learning to Teach with Technology: Designing and implementing technology-enhanced curriculum during teacher preparation. In Charalambos Vrasidas and Gene Glass (Eds.), *Preparing teachers to teach with technology*. Greenwich, CT: Information Age Publishing, pp. 205 - 223.

Gimbert, Belinda G. (2004). Crescendos of voices and multiple perspectives: A case study of pre-service teachers in a school-university partnership. *Critical Issues in Teacher Education*, 11, 4 – 15.

Gimbert, Belinda, and Cristol, Dean. (Spring 2004). Teaching curriculum with technology: Enhancing young children’s technological competence during early childhood. *Early Childhood Education Journal*, 31(3), 209 – 218.

Gimbert, Belinda G. (2003). Mastery of teaching in a school-university partnership: A model of context-appropriation theory. *Teacher Development*, 6(3), 391 - 415.

Gimbert, Belinda G., Zembal-Saul, C., & Abruzzo, S. (Spring 2003). Teacher inquiry as professional development in school-university partnerships: Infusing technology into curricula to enhance elementary children's learning. *Teacher Education and Practice*, 16(1), 13 – 29.

Gimbert, Belinda G., & Nolan, James F. (Summer 2003). The influence of the professional development school context on supervisory practice: A university supervisor and interns' perspectives. *Journal of Curriculum and Supervision*, 18(4), 353 – 379.

Gimbert, B. G. (2001). Interns' lived experience of mentor teacher supervision in a PDS context. *Teacher Education and Practice*, 14(2), 55 – 81.

Silva, D. Y., & **Gimbert, B. G.** (Spring/Summer, 2001). Teacher inquiry and character education: A promising partnership for changing children's classrooms. *International Journal of Social Education*, 16(1), 18 – 33.

Dana, N. F., Silva, D. Y., **Gimbert, B. G.,** Nolan, Jim, Jr., Zembal-Saul, C., Tzur, R., Sanders, L., & Mule, L. (2001). Developing new understandings of PDS work: Better problems, better questions. *Action in Teacher Education*, 22(4), 15 – 25.

Silva, D. Y., **Gimbert, B. G.,** & Nolan, J. F. (2000). Sliding the door: Locking and unlocking the possibilities for teacher leadership. *Teachers College Record* 102(4), 779 - 804.

Professional Affiliations

- Australian Association for Research in Education
- American Educational Research Association
- Association of Teacher Educators (Board Member 2006-2009, representing K-12)
- Association of Supervision and Curriculum Development
- Pennsylvania Association of Curriculum and Supervision
- Phi Delta Kappa – Alpha Tau Chapter – Pennsylvania State University
- NSW Mathematical Association, Australia
- The Honour Society of Phi Kappa Phi
- National Association for Alternative Certification (Board Member)