

Curriculum Vitae

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**Education**

	<i>Type</i>	<i>Awarded</i>	<i>Field</i>	<i>Institution</i>
<i>Highest Degree/Certificate</i>	<i>Masters of Arts in Teaching</i>	<i>June 2005</i>	<i>Secondary Mathematics</i>	<i>Pacific University, Forest Grove, OR</i>
<i>Other Degrees/Certificates</i>	<i>Bachelors of Science</i>	<i>June 2004</i>	<i>Mathematics, Major Physics and Economics Minors</i>	<i>Pacific University, Forest Grove, OR</i>
<i>Specialized Training</i>	<i>9 Credits of Graduate Level Mathematics</i>	<i>August 2015-August 2016</i>	<i>Mathematics</i>	<i>University of West Florida, Online Masters Program</i>

**Professional Experience**

*Kauai Community College, Mathematics Instructor, Tenure Track 2014-present*  
*Kauai Community College, Mathematics Instructor, Non-Tenure Track 2013-2014*  
*Kapaa High School, Math Teacher 2005-2013*

**Courses Taught**

<i>Semester</i>	<i>Course Name(s)</i>	<i>Credit Hours</i>
<i>Fall 2013</i>	<i>MATH 21: Basic Math and Pre-Algebra</i>	<i>4.16</i>
	<i>MATH 22: Pre-Algebra</i>	<i>3</i>
	<i>MATH 25: Elementary Algebra II</i>	<i>3</i>
	<i>MATH 26: Elementary Algebra</i>	<i>5</i>

<b>Spring 2014</b>	<i>MATH 26: Elementary Algebra (3 sections)</i>	15
<b>Fall 2014</b>	<i>MATH 21: Basic Math and Pre-Algebra MATH 26: Elementary Algebra MATH 75: Fundamentals of Math</i>	4.16 5 3
<b>Spring 2015</b>	<i>MATH 21: Basic Math and Pre-Algebra MATH 22: Pre-Algebra MATH 75: Fundamentals of Math Intro to College Math Design</i>	4.16 3 3 3
<b>Fall 2015</b>	<i>MATH 22: Pre-Algebra MATH 26: Elementary Algebra (2 sections) MATH 75: Fundamentals of Math</i>	3 10 3
<b>Spring 2016</b>	<i>MATH 25: Elementary Algebra II MATH 26: Elementary Algebra MATH 75: Fundamentals of Math</i>	3 5 3
<b>Fall 2016</b>	<i>MATH 75X: Introduction to Mathematical Reasoning (2 Sections) MATH 82X: Expanded Algebraic Foundations MATH 103: College Algebra</i>	8 5 3
<b>Spring 2017</b>	<i>MATH 75X: Introduction to Mathematical Reasoning MATH 88: College Algebra Companion MATH 103: College Algebra</i>	4 2 3
<b>Fall 2017</b>	<i>MATH 75X: Introduction to Mathematical Reasoning MATH 88: College Algebra Companion (2 Sections) MATH 103: College Algebra (2 Sections)</i>	4 4 6
<b>Spring 2018 (anticipated)</b>	<i>MATH 103: College Algebra (2 Sections) MATH 115: Introduction to Statistics and Probability (2 Sections)</i>	6 6

### **Professional/Self Development Activities**

#### ***Math Department Retreat (Summer 2013)***

*In our two day retreat, we focused mainly on student success rates and vertical alignment of math courses offered at Kauai CC. We prioritized topics being covered, discussed*

*pipeline data, and looked at what new things we could do for the upcoming year. This was very beneficial to our group, especially for me. I was able to get a better handle on how the courses were being taught and managed. We analyzed statistics on the students who took previous math courses and how they traveled down the pipeline. As a Math Department, we were able to discuss many strategies on how to adjust for this upcoming school year. What helped me the most is the prioritizing of the topics being taught for each course. We looked at what topics overlapped, and how in depth we needed to address each topic for each course.*

### ***Google Sites Training (Fall 2013)***

*In this training, I learned how to set up an individualized instructor site powered through Google. I benefited from this training because in a matter of one hour I was able to get an instructor website linked to our Kauai CC instructor homepage and set up a place where students can find my syllabus, calendar of events, Hawkes help, and to find my contact information all online. Since it is synced with Google, I found that I can update and maintain this site fairly easily. (See [www.kauai.hawaii.edu/instrpages.htm](http://www.kauai.hawaii.edu/instrpages.htm) for my instructor page.)*

### ***Kalo Workshop (Fall 2013)***

*This workshop was offered to the new faculty and staff at Kauai CC. We learned about the background and history of Kalo. We also spent time clearing out one of the kalo patches, tried some sugar cane and heard stories from Joshua Fukino (caretaker of the kalo patches). I enjoyed being outside and hearing more about the Hawaiian culture. I started to think about some ideas on how to incorporate project based learning into our Developmental Math classes.*

### ***Educator in Excellence Talk by Loni Delaplane (Fall 2013)***

*This presentation by Loni Delaplane (Math Instructor, Kauai CC) was beneficial to me because I learned strategies for student engagement and the challenges we face. As I have progressed, attendance hasn't been a huge focus, but I am learning that it should be. I am now emphasizing the importance of attending class and being a good group contributor. I am focused on supporting study groups, and identifying students within the first two weeks of class who might need more "critical care". I check in with these students more often in hopes to help them find success. Since this talk, I have been emphasizing the importance of thinking behind the steps. I want my students to become more critical in their thinking and problem-solving process.*

### ***Hawkes Learning System Training (Fall 2014 and Summer 2014)***

*I have attended two trainings to support my students in their online homework portion of the courses I taught. The first training was very beneficial to me, even if I had to wake up at 5 a.m. to meet with the trainer, Jerraca (East Coast time). We were able to do a phone conference and set up my online gradebook. I learned how to navigate the grading program, how to create webtests, and how to edit course curriculum. The second training involved the introduction to the new web-based platform they have moved to since the Fall of 2014. Students are finding this platform much easier to navigate and use than the software they had to install onto their own computers.*

***Remind Texting, Email .csv Files and CamScan (Fall 2014)***

*I met with Jeff Mexia, Professional Development Coordinator, to gain more knowledge on what technology was available to better support my students. I wanted to communicate efficiently and effectively with my students. All of Jeff's suggestions have been used. I have used the Remind application to send text message reminders to my students to study for their quiz or exam. A student found most valuable was that "she set up reminders for students outside of class" ([eCafe Fall 2016 Math 103](#)).*

*I have used the .csv file upload to Gmail to import my class contacts. I like the UH Gmail rather than logging into Laulima. I send my students reminders and handouts through Gmail. I upload this list the week before classes begin and make it a point to send a Welcome Email introducing myself before classes begin (see a sample of my [Welcome Letter](#)). I also use an application called CamScan. This allows me to take pictures of my handwritten notes with my Smartphone, convert these notes into a PDF and then email it to my students who missed class (if requested).*

***DOE Singapore Math Training (Spring 2015)***

*This two day workshop was very helpful and hands-on. I was able to see the "new" style of math being taught at the elementary school level. I learned that Singapore Math is not "new" but takes an approach that allows the students to think critically and conceptually about the numbers. This workshop helped me in refining my developmental math courses. This workshop began many ideas that reshaped how we taught the developmental math courses. I took some activities and use them in my classroom.*

***Reading Across the Disciplines Online Workshop (Summer 2015)***

*This PD course was offered online this summer through Will Dressler. One strategy that I have incorporated into my classroom is Error Analysis. Other strategies I will consider in my future: doing a scavenger hunt with my syllabus, using polleverywhere.com to quickly get an idea of what the students are thinking, using concept definition maps or the*

*Frustration Model to represent ideas or concepts, and to have students do more summarizing and reflecting on the information.*

***STEM Indigenization Institute (Summer 2015)***

*We met three times in the Spring of 2013 to work on indigenizing our curriculum for our Native Hawaiian population. We had "experts" in the field (Molly Summers, Pua Rossi, Dennis Chun, Isaiah Kaauwai and Kimo Perry) speak about the cultural differences and difficulties these students face. We had Linda Furuto come and share about her experiences teaching Ethno Mathematics and caused me to think deeper about my curriculum and success of our Native Hawaiians. I also presented about our research and plans for ways to indigenize our curriculum in the Spring 2015. The main highlight was bringing in Uncle John Kaohelauii to teach our students the art of Konane. He gave us a little history lesson of how Konane came about. This was something special, and I believe my Math 21 students appreciated it. (See appendix for the PowerPoint presentation and photos of my students playing this game)*

***Graduate Level Math Courses (Fall 2015, Spring 2016, Summer 2016)***

*I have completed three courses (9 credits) of graduate level math in order to meet the minimum qualifications for teaching college level math at Kauai Community College. These courses were Matrix Theory (MAS 5145), Stats Modeling (STA 5176) and Advanced Probability (MAP 5471). These courses were completed online through the University of West Florida by the Summer of 2016. In Fall 2016, I began teaching college level math (Math 103). I am planning to teach Math 115 (Statistics) in the Spring 2018.*

***Math Discipline Meeting (February 2015)***

*This meeting began the discussion across our UHCC math instructors about what we value in STEM students and what skills/abilities we value in non-STEM students. I felt that this meeting set a foundation for the beginning of our Math 75 course that now morphed into Math 75X. Gigi Drent and I have been a part of implementing this course down to the DOE high schools called Introduction to College Math. See [STEM](#) and [NON-STEM](#) minutes. The focus is more on number sense and critical thinking rather than computation of challenging numbers.*

***Discussion for 3 Levels Down Placers (March 2016, @HSI)***

*I met with Louise Pagotto, Marilyn Bader, Kevin Takayama, and Ming Chi at our annual HSI and discussed strategies centered on the students who have been placing three levels below college level. We brainstormed about summer boot camps, embedded tutors, and funding sources for the changes that will need to be made.*

***HSI Attendee (March 2014, 2015)***

*As an attendee at these conferences, I was able to visit different presenters and gain knowledge about pedagogy. Another great benefit of these conferences is meeting with Math faculty from all our community colleges. These conversations have enhanced the rigor for our students as well as credit transferability.*

***HSI Presenter on Math 75X with Jon Kalk (March 2016)***

*Jon Kalk and I presented on Math 75X content. This was my third semester teaching Math 75 and as we continued to shape what we wanted to see from non-STEM students, and we wanted to share our strategies and approaches towards these ideas and goals. A few math instructors came to our presentation, and Marilyn Bader from Hawaii CC invited us to present the same presentation to her math instructors at Hawaii CC in May. We accepted, and led an interactive discussion with the instructors at Hawaii CC in May 2016. See [HERE](#) for our presentation slides.*

***Math Professional Development Focus on Math 75, 82, 88 (April 2016)***

*Jonathan McKee (VCAA of UH Maui College) organized a time for math instructors from UHCC campuses to talk about the shortening of the developmental pipeline and asked instructors who have had experience teaching and/or developing certain courses to present their strategies. Loni and I presented on Math 82X (formerly our Math 26) and discussed main focus points.*

***Jo Boaler - Stanford “How to Learn Math for Teachers” Course (Fall 2016)***

*Some of our faculty opted to take this course along with me, and we made arrangements to meet on a bi-monthly basis to discuss our findings. The biggest take-aways I got from this course were: 1) mistakes make you learn, even if you don't correct them, and 2) thinking deeply and slowly about something can be more beneficial than thinking quickly about something. I take these two findings into my math class every day.*

***Achieving the Dream Conference, San Francisco (February 2017)***

*At this conference, I was able to attend sessions centered on things that concerned me and the college. There were many session options. I chose those that involved non-cognitive parts of the classroom, such as growth mindset, power of belonging, and purpose/relevance. These lessons confirmed what I have already been doing in my classroom, and also elaborated on more of what I could do to build a safe learning environment. Data presented showed students who utilized multiple resources available to them were able to persist longer.*

***HSSI “Student Success Pathways” (March 2017)***

*As an attendee at this conference, I was able to visit different presenters and gain knowledge about pedagogy. Another great benefit from these conferences is meeting with Math faculty from around the community college system. We discussed ideas centered on math content, pedagogy, and rigor. We discussed challenges that we each face, and brainstorm ways to improve. Two main topics were: 1) shortening of our pipeline impact, and 2) a solution to the elimination of COMPASS testing. Some ideas in discussion were: implementing a summer boot camp to get students ready for college level math, and using edReady (a diagnostic tool and program for extra practice) as a tool for students to independently study and prepare prior to taking a placement test.*

***Teaching and Learning Workshop 2017 with Jim Stigler, Ji Son, and Jesse Johnson (2 days, March 30-31)***

*This was a valuable workshop that had us do rather than listen. We did an activity called “Contemplate then Calculate” which had a set structure. This activity aimed for all levels of math, and promoted discussion, deeper thinking, and challenged everyone to be actively participating in the material. I have used their lessons a few times since this workshop.*

***Phi Theta Kappa Regional Conferences (Fall 2016, Spring 2017 and Fall 2017)***

*At these conferences my students and I have been able to attend and broaden our knowledge. We come back inspired, closer as a community, and willing to do more work for our fellow PTK members and community. Some of the goals this semester for our bi-monthly Phi Theta Kappa meetings are 1) to be more prepared with reports from different committees to save delivery time, and 2) and to have the students build rapport with each other in order to gain more active members.*

***Math Summit (Fall 2015, 2016)***

*In the Fall 2014, Gigi Drent spoke about a goal for the DOE to implement a new non-STEM math course in the next year. I have attended the summit the following two years. In 2015, I participated with the lunch panel to discuss our Introduction to College Math course in its first semester of the pilot and was available to have discussions with people from other high schools that were interested in teaching this course at their high school.*

*In the Fall 2015 Math Summit, we sat in on a morning keynote that discussed big ideas behind the math. What stood out to me was the use of real world problems (those that could even be harder to control the result) to motivate the learning. I have used Dan*

*Meyer problems in my courses, but would like to use it more within my Math 75X course. In the afternoon, Gigi and I were tasked with meeting with participating pilot schools and working with them on curriculum content. We prepared to show them exponential growth examples that they could bring back to the classroom, and used some of the time to discuss the textbook and homework assignments.*

***Math Instructor Meetings (ongoing)***

*On a small campus, we commonly have subject areas where there is only one instructor. This is not the case for math. I am one of six full-time math instructors on our campus, along with 2-3 lecturers in any given semester. We are not a standing committee, but I would like to mention our formal and informal meetings in this section because it one of the most valuable times I spend in meetings. We have used our time to discuss our student population, pedagogy, what worked, what didn't, and really bounce ideas around that can directly influence our student population. The group that I work with is very open-minded, able to solve problems, and each person can bring something different to the table. I have grown so much over these past four years because of the conversations I have had with these individuals who are passionate about the subject area and about our unique student population that we serve.*

***DOE Training (2007-2012)***

*Although these courses occurred before my probationary period at Kauai Community College, they have impacted my philosophy and have also given me skills and techniques that I still use in my classroom today. Here is a list of courses I have taken in addition to my Masters of Arts in Teaching and Bachelors in Math degree before moving to the college.*

<i>Date</i>	<i>Description</i>
<i>Fall 2007</i>	<i>Hawaii International Advanced Placement Institute (AP Calculus AB)</i>
<i>Fall 2008</i>	<i>High-Quality Teaching for Classroom Success - Secondary Math Online Class</i>
<i>2008-2009 SY</i>	<i>Teaching for Learning: Work the Standards Implementation Process Model for Effective Learner Outcomes</i>
<i>Fall 2009</i>	<i>Project Inspire: Connect!</i>
<i>Fall 2009</i>	<i>Kauai District - Mentoring Professional Development, Part 1</i>



<i>Spring 2010</i>	<i>Kauai District - Mentoring Professional Development, Part 2</i>
<i>Summer 2010</i>	<i>Project Inspire: Google for Educators</i>
<i>Summer 2010</i>	<i>Project Inspire: Organizing Information with Excel</i>
<i>Fall 2010</i>	<i>Kauai District: Effective Coaching Part 1</i>
<i>Winter 2010</i>	<i>Project Inspire: VoiceThread</i>
<i>Spring 2011</i>	<i>Kauai District: Effective Coaching Part 2</i>
<i>Summer 2011</i>	<i>Project Inspire: PowerPoint (Online)</i>
<i>Fall 2011</i>	<i>AVID: Math 1 Training (Online)</i>
<i>Winter 2011</i>	<i>Teach SMARTer with Notebook 10</i>
<i>Spring 2012</i>	<i>Project Inspire: Mobile Apps (Online)</i>

## **College/Community Service and Activities**

### ***Science Project Judge (Spring 2017, 2016)***

*The past two years I have been able to be a judge at Kauai High School's science project fair. There have been some interesting projects that have broadened my perspective. There also have been some students who are not always excited about the project and are doing it to "get credit". It sometimes frustrates me to see these missed opportunities for these students. Although some of these students are not very motivated, it is still a challenge to be in front of a stranger and present their project to them. I like being that opportunity for these students to grow a little.*

### ***Roadside Clean Up (November 2015, and December 2016)***

*Our students from the Phi Theta Kappa honor society have adopted a stretch of road to clean. This road is not well traveled, so we decided to clean the ditch at the bottom of it. The ditch has been used as an illegal dumping grounds for years. We made great progress from this past year's clean up. We also partnered with Kauai Backcountry Adventure and they sponsored the helpers with a free tubing activity. It felt great to clean our island and enjoy each other's company over a tubing adventure. Please see [HERE](#) for more pictures of the clean up and tubing.*

***Angel Tree (December 2016)***

*We participated in the Angel Tree campaign and raised funds for families in need.*

***9th Annual Kauai Regional Science Olympiad (January 2017)***

*We had over 80 students from middle and high schools around the island participating in 26 different science and engineering events. Many people from KCC and the community gave of their time to design, run, and/or score an event. Please see [HERE](#) for a letter from the director, Ryan Girard.*

***Kapaa High School Senior Project Panel (Spring 2017)***

*I was given the opportunity to sit on a panel that involved members from the community, teachers and administration of Kapaa High School. As an alumni and teacher at Kapaa High School, being back on campus was a joy. To see students present about something they were passionate about and took the time to research was something that I would love to do again. I truly enjoyed seeing the students grow in their perspective of life and discover what they are passionate for and want to become.*

***Beach Clean Up (April 2017)***

*This beach clean up was linked with Earth Day and the Friends of Kamalani Playground. I, along with Phi Theta Kappa students, and colleagues, joined others in a large effort to clean our beaches and improve our playground.*

***Sunday School Teacher***

*Every month I teach Sunday School at my church. I have been helping with the Children's Ministry for over 13 years.*

***Kauai News***

*I have also been in our Kauai news. You can see articles that have been published [HERE](#).*