**Renata de Almeida Ramos**

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University of Pittsburgh

School of Education

Department of Instruction and Learning

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**Education**

* **Doctor of Philosophy in Education** *2016 – exp. 2022*

University of Pittsburgh (United States of America)

Department of Administrative and Policy Studies

Social and Comparative Analyze in Education

Adviser: Dr. Kari Naomi Kokka and Michael Gunzenhauser

* **Graduate Certificate in Latin American Social and Public Policy**  2016 – exp. 2020

University of Pittsburgh (United States of America)

University Center for International Studies

Center for Latin American Studies

* **Master of Science in Education in Program Evaluation**   *2010 - 2014*

Duquesne University (United States of America)

School of Education

* **Graduate Certification in Higher Education** *2001 - 2003*

Pontifícia Universidade Católica de São Paulo (Brazil)

* **Bachelor of Science and Certification in Education (Pedagogy)**  *1997 - 2000*

Pontifícia Universidade Católica de São Paulo (Brazil)

Certificate: Vocational Orientation, School Supervision, and Teaching

Research undertaken at the Graduate School of Social Psychology and Education

* **Magistério (Teaching)**  *1992 – 1996*

Certification: Kindergarten, Pre School, 1st to 4th grades Colégio São Bernardo (Brazil)

**Languages**

* Portuguese (Brazil): Native language;
* English: Fluent in reading, writing, and speaking;
* Spanish: Working knowledge in reading and listening;

**Research**

* **Researcher (Prof. Dr. Beth Leah Sondel)** Fall 2018

School of Education, University of Pittsburgh (United States of America)

* Developed annotated bibliography on radical love, vulnerability, care and healing in education.
* **Graduate Student Research, Collaborative for Evaluation and Assessment Capacity** *2017-2018*

School of Education, University of Pittsburgh (United States of America)

The University of Pittsburgh’s Collaborative for Evaluation and Assessment Capacity (CEAC) provides evaluation and assessment services for educational organizations, social and human service agencies, foundations, and other programs involved with children and youth.

* National Science Foundation (NSF) Award: Innovative Technology Experience for Students and Teachers (ITEST): Early-Concept Grants for Exploratory Research (EAGER):

EAGER Making Success: Studying the Maker Movement Integration at Elizabeth -Forward School District (Principal Investigator: Dr. Cynthia A. Tananis)

* Serve on research team developing instruments using Qualtrics software for the second year of the grant;
* Analyze qualitative data using Dedoose software and quantitative data using SPSS software for the first and second year of the grant;
* Co-author research paper and conference presentations;
* Support the writing of the final report for NSF.
* **Researcher, Observatory of Education and Work** *2004 - 2008*

Secretary of Education - Santo André Public School (Brazil)

*The Secretary of Education manage all the educational system for Santo Andre city. The Santo Andre Public Schools, under the Secretary of Education, enrolls more than 30 thousand students across 51 elementary schools (6 to 10 years old), 25 daycares (birth to 5 years old), professional schools (over 16 years old) and other centers and educational spaces.*

* Analyzed teacher and student data;
* Wrote reports and grant proposals;
* Evaluated literacy and job skills programs for young adults, adults and seniors;
* Developed and implemented projects with a focus on poverty and violent neighborhoods;
* Collected, analyzed, and reported Santo André official data for federal, state and other municipal Secretaries.
* **Undergraduate Researcher, Graduate School of Social Psychology** *1999-2000*

Pontifícia Universidade Católica de São Paulo (Brazil)

Research Advisor: Dr. Helena Marieta Rath Kolyniak and Antonio da Costa Ciampa

* “O corpo entre mochilas. A diferenca entre o ensino infantile e o ensino fundamental: a corporeidade de educandos vista a partir das crencas e valores de uma educadora.”[[1]](#footnote-1)
  + Collect data: interview and classroom observation;
  + Analyzed data: discourse analyze;
  + Presented results in a conference.
* **Undergraduate Researcher, Coordenadoria de Pastoral Universitaria**  *July 1999 – August 1999*

Pontifícia Universidade Católica de São Paulo (Brazil)

* “Movimento dos Trabalhadores Sem terra”

Education field project with the Landless Workers' Movement to evaluate children and adult educational relations in a settlement.

* Collected data: Live with the settlement teacher and her family; in-depth interviews of multiple community actors; observations;
* Published magazine article.

**Academic Positions and Professional Experience**

*Graduate Positions*

* **Graduate Student Assistant (Assistant Editor), English Teaching: Practice & Critique Journal** *Since Fall 2018*

School of Education, University of Pittsburgh (United States of America)

* Support the journal co-editor, Prof. Dr. Amanda Godley on
  + Screen manuscripts for alignment with the scope of the journal;
  + Assign reviewers to the manuscripts;
  + Review manuscripts;
  + Maintain the journal online system;
  + Communication with authors, editors, board members, and journal staff.

* **Graduate Student Research (Evaluator and Researcher), Collaborative for Evaluation and**  *2017 - 2018*

**Assessment Capacity**

School of Education, University of Pittsburgh (United States of America)

* + Design instruments for qualitative and quantitative researches and program evaluation;
  + Analyze qualitative and quantitative data from research and program evaluation;
  + Write report for stakeholders;
  + Write grant proposals;
* **Graduate Assistant, Educational Foundation and Leadership Department** *May**2013 – December 2014*

School of Education, Duquesne University (United States of America)

* Acted as program manager, evaluator, and researcher on projects with CREATE Lab/CMU (robotics), KEYS Service Corps (youth and community), Pittsburgh Public Schools (social justice), and Pacific Educational Group (racial issues);
* Analyzed qualitative and quantitative data (IBM SPSS software) for simultaneous projects;
* Searched and reviewed literature;
* Wrote grant proposals for the Department Chair and Professors.

*Teaching and Leadership*

* **Teaching Apprentice (Prof. Dr. Maureen K. Porter)** *Fall 2018*

University of Pittsburgh (United States of America)

Class: Qualitative Data Management, Analysis, and Presentation

* Managed Blackboard;
* Prepared didactic materials and presented content;
* Provided feedback to student’s presentations;
* **Faculty Member, Center for Latin American Studies** *2016 – 2017*

University of Pittsburgh (United States of America)

* + Taught Portuguese for High School Teachers.
* **Teaching Assignment, Department of Hispanic Languages and Literature** *Fall 2016*

University of Pittsburgh (United States of America)

* + Taught Elementary Portuguese for Undergraduates and Graduates students.
* **Higher Education Teacher, School of Education** *2004*

Anchieta College (Brazil)

Anchieta College (*Faculdade Anchieta) is a private 4- year college that enrolls a highly socio-economically diverse student body.*

* Taught course entitle “Research Methods and Educational Practices” for freshmen and juniors in the Pedagogy course.
* **Bilingual Teacher, Pueri Domus School (Brazil)**   *2003 - 2004*

*Pueri Domus is an elite private school that attends children from 1 year old to high school.*

* Supervised and oriented elementary and high school students for the Bilingual Afterschool Program.
* **Assistant Principal, Santo André Public Schools (Brazil)** *2001 -2002*

*The Santo Andre Public Schools, under the Secretary of Education, enrolls more than 30 thousand students across 51 elementary schools (6 to 10 years old) and 25 daycares (birth to 5 years old).*

* Supervised administrative staff, teachers, and students;
* Represented school and surrounding community on official meetings and events.

* **Elementary School Teacher, Santo André Public Schools (Brazil)** *2000 - 2003*

*The Santo Andre Public Schools, under the Secretary of Education, enrolls more than 30 thousand*

*students across 51 elementary schools (6 to 10 years old).*

* Taught third and fourth grades.

*Professional Experiences*

* **Grant proposal writer, ASSET Inc. (USA)** *September 2013 – December 2013*

*ASSET is a national education improvement nonprofit with extensive experience in educational*

*leadership, curriculum alignment, inquiry-based pedagogy, STEM content, and classroom teaching.*

* Located requests for proposals (RFP), planned budgets, located, and reviewed theoretical frameworks in education for grants;
* Co-wrote grant proposal for the National Science Foundation (NSF).

* **Exhibitions Presenter II and Point Person, Carnegie Science Center (USA)** *2012 – 2016*

*Recipient of the 2015 ASTC Roy L. Shater Leading Edge Award for Carnegie STEM Excellence Pathway, Carnegie Science Center inspires and entertains by connecting science and technology with everyday life.*

* Develop hands-on activities pedagogically suited to highly diverse group;
* Manage daily operations such staffing schedules, reporting, and troubleshoot issues;
* Lead staff and volunteers on the exhibition floors and galleries through example, feedback, and training;
* Improved daily reporting procedures, clearing communication between departments, impacting services to visitors;
* Supervise and trained fellow education staff, new hired staff and volunteers (teens, interns, and seniors) on demos and exhibitions content, presentation methods (inquiry based-learning and open-ended question), customer service, and floor procedures;
* Work proactively and collaboratively with different departments and staff to support efficacious daily operations;
* Maintain safe galleries and floors for audiences and staff;
* Interact with visitors, present the “science behind the exhibits” by adapting the information to visitor’s interests’ and capabilities.
* **Exhibitions Presenter I, Carnegie Science Center (USA)** *2011-2012*

*Carnegie Science Center inspires and entertains by connecting science and technology with everyday life.*

* Mediated open-ended educational activities (demos) in exhibits;
* Interact with visitors, present the “science behind the exhibits” by adapting the information to visitors’ interests and capabilities;

*Service and Volunteering*

* **Peer Reviewer**
* American Evaluation Association Since 2014
* English Teaching : Practice & Critique Journal Since 2018
* **Volunteer, Carnegie Museum of Natural History (USA)** *2006 - 2011*

*Carnegie Museum of Natural History collects and cares for specimens and artifacts that document the*

*history of life and human cultures.*

* Translated materials from Spanish to English;
* Developed ideas and programming for *The Horse, Amazon Voyage, Mayan Procession* exhibitions with educators and museum staff from the Division of Education under Diane Grzybek’s supervision;
* Supported activities with school and visitor groups to the Discovery Room.

**Program Evaluation**

* **Awaken Pittsburgh** May 2019

Focus group, interviews, data analysis and report.

* **Math & Science Collaborative Professional Development:** September 2017

**Pennsylvania Math Science Partnership 2016-2017**

With Dr. Keith Trahan, Dr. Stephanie Romero, Dr. Cynthia Tananis

Formative and Summative Evaluation of the Math Science Collaborative MSP professional development program, which focused on pedagogical content knowledge and classroom application in mathematics for teachers.

* [**Message from Me**](https://www.academia.edu/16570495/Message_from_Me_-_Poster_presented_at_2014_AEA_Conference) *January 2014 – December 2014*

Analyzed the validity of secondary data collected by the [CREATE Lab](http://create.posthaven.com/create-lab-video-tour), Robotics Department,

Carnegie Mellon University, and the outcomes (feasibility). Results were disseminated as a report for the stakeholder and poster at the *28th Annual Conference of the American Evaluation Association* - Visionary Evaluation: Denver, Colorado

* **Schools to Watch**  *May 2014 – August* *2014*

With Dr. Carol Parke

Analyzed the data from 34 participant schools in the National Forum to Accelerate Middle Grades Reform – Schools to Watch in Pennsylvania.

* **The (UN) Common Core: Pathways to Opportunity or Mechanisms of Social Injustice?**  *July 2014*

Evaluation report submitted to Sizemore Urban Education Initiative containing results from secondary data analysis collected during the Dr. Barbara A. Sizemore 2014 Summer Conference, held at Duquesne University.

* **Braddock Youth Project: Evaluation of the Community Perceptions**  *August 2013 - December 2013*

With Dr. Gibbs Kanyongo, Dr. Helga Stokes, Dr. Tyra Good

Evaluation project for the KEYS Service Corps AmeriCorps Program involved measuring the community impact of the [Braddock Youth Project](http://braddockyouth.org/).

* [**Beyond Diversity/Courageous Conversation**](file:///C:\Users\marcelo.vramos1\Dropbox\SCAE%20PhD\Funding\BD%20CC%20Report%20sample.pdf)**:**  *October 2013 – December 2013*

**Evaluation of the Professional Development Impact – Summary of results**

With Dr. Rodney Hopson, Dr. Helga Stokes, Joshua Childs

Analyzed the impact of the BD/CC Professional Development of Pittsburgh Public Schools: changes in perceptions regarding race, racial equity, social justice; and changes in teaching and communicating around issues of race, racial equity, and social justice.

**Publications and Presentations \*name changed from R. Almeida to R. A. Ramos**

*Publications*

* Trahan, K., Romero, S. M., **Ramos, R. A**., Zollars, J., & Tananis, C. (2019). Making success: What does large-scale integration of making into a middle and high school look like?, *Improving Schools, doi:*[*10.1177/1365480219835324*](https://doi.org/10.1177/1365480219835324)*.*
* McClure, M., Nguyen, D., **Ramos, R. A**., Rand, J. K., & Wang, X. (2018). [Review of the book *Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching* by Banks, J. A. (Ed)]. *Teachers College Record*, ID Number 22391, <http://www.tcrecord.org/content.asp?contentid=22391>
* Parke, C. S., Generetti, G. G., & **Ramos, R. A**. (2017). Describing Characteristics of Pennsylvania’s “School to Watch®”: Focusing on Social Equity and Developmental Responsiveness, *Middle School Journal*, 48:4, 13-26, DOI: <https://doi.org/10.1080/00940771.2017.1343056>
* \***Almeida, R**. (2000). O corpo entre mochilas. A diferenca entre o ensino infantil e o ensino fundamental: a corporeidade de educandos vista a partir das crencas e valores de uma educadora. *Iniciação Científica*, Pontifícia Universidade Católica de São Paulo: São Paulo (unpublished undergraduate research).
* \***Almeida, R**. (1999). Universitários e sem –terras: vivenciar pra entender. *Revista O Mílite*.

*Presentations*

* **Ramos, R. A**., Trahan, K., & Tananis, C. A. (April 2019). Does the integration of the maker movement into a school district change teacher’s pedagogical practice? Presented at the *2019 Annual Meeting of the American Educational Research Association (AERA) :* Toronto, Canada.
* **Ramos, R. A**., Trahan, K., & Tananis, C. A. (November 2018). Teacher Voices in the Making: The integration of maker movement in a school district as perceive by secondary schools teachers. Presented at the *Annual Conference of the American Evaluation Association (AEA) – Speaking True to Power*: Cleveland, Ohio.
* Trahan, K., Romero, S., **Ramos, R. A**., & Tananis, C. (July 2018). The Role of Visionary Leadership in the Integration of Making into One School District. Paper prepared for *7th Annual STEM Forum & Expo by National Science Teachers Association (NSTA)*: Philadelphia, PA.
* Romero, S., Trahan, K., **Ramos, R. A**., & Tananis, C. (November 2017). Making Success: Evaluating the integration of Making into one school district’s middle and high school. Paper prepared for *Evaluation 2017: From learning to Action of the American Evaluation Association (AEA)*: Washington, DC.
* Trahan, K., Tananis, C., Romero, S., Zollars, J., & **Ramos, R. A**. (October 2017). Making Success: a study of making integration into one district’s secondary schools. Paper prepared for *Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE)*: Virginia Beach, Virginia.
* Parke, C. S., Generett, G. G., & **Ramos, R. A**. (April 2015). Describing Characteristics of Pennsylvania’s “Schools to Watch®”: Focusing on Social Equity and Developmental Responsiveness. Roundtable Presentation at the *2015 Annual Meeting of the American Educational Research Association* (AERA): Chicago, Illinois.
* [**Ramos, R. A**](https://www.academia.edu/16570495/Message_from_Me_-_Poster_presented_at_2014_AEA_Conference). (October 2014). Message from Me. Poster presented at the *28th Annual Conference of the American Evaluation Association* - Visionary Evaluation: Denver, Colorado.
* [Kanyongo, G., Stokes, H., Good, T., & **Ramos, R. A**](https://www.academia.edu/15176236/Creating_Hope_Youth_Agency_for_Community_Development). (March 2014). Creating Hope: Youth society agency for community development. Panel presentation at the *Comparative and International Education Society - 2014 Conference - Revisioning Education for All*: Toronto, Canada.

**Professional Memberships**

* American Evaluation Association (AEA);
* American Educational Research Association (AERA);
* Comparative and International Education Society (CIES);
* Rede Brasileira de Monitoramento e Avaliação (RBMA).

**Awards**

* Travel Grant, Council of Graduate Students in Education (CGSE), University of Pittsburgh, December 2018, US$ 500,00;
* Dean Grant, School of Education, Duquesne University, March 2014, US$ 500,00.

**Additional Skills**

* SPSS IBM Software;
* Qualtrics Software;
* NVivo Qualitative Data Analysis Software;
* Blackboard (courses content);
* GitHub;
* Photoshop;
* Amateur Photography: <http://fineartamerica.com/profiles/renata-almeida.html?tab=artwork>

1. “The body between backpacks. The difference between early childhood and elementary education: the corporeality of students viewed from the beliefs and values of a teacher.” [↑](#footnote-ref-1)