

Judy Storeygard

Project Director
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Program/Areas of Interest

Improving opportunities for under-represented populations in STEM; math education for students with disabilities, adult basic math education, professional development for elementary school teachers.

Biographical Summary

Judith Storeygard is a Project Director at TERC with a long-term interest in students with special needs and teacher development.

For the last fifteen years she has been funded as a Project Director, Principal Investigator, and Lead Evaluator. Her work through grants from the National Science Foundations resulted in two publications, *My Kids Can: Making Math Accessible to All Learners, K-5* (Heinemann 2009), and *Count me in: Including learners with special needs in mathematics classrooms K-5* (Corwin 2009), both focused cases written with teachers about their mathematical teaching in inclusive classrooms. She was a contributing editor to the *Working with the Range of Learners: Classroom Cases in the Investigations in Number, Data, and Space* (TERC) 2nd edition.

Her work has also focused on supporting the mathematics learning of students with special needs and young learners. From 2006-2012, she has been the research coordinator and principal liaison for the project *Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies*, funded by the U.S. Department of Education's Institute of Education Sciences (IES) as part of the IERI program, with Dr. Clements and Dr. Saraama. In 2004-05, she collaborated with Dr. Doug Clarke from Australian Catholic University, producing videotapes of the Early Numeracy Research Project Interview.

Recently her interest in mathematics teaching and learning expanded to the field of adult basic education. She is consultant to the TERC SABES PD Center for Mathematics and Adult Numeracy (Adult and Continuing Learning Services, a division of the MA Dept. of Elementary & Secondary Education 2014-17) and has a DRK-12 grant pending to provide mathematics professional development to paraprofessionals.

Ms. Storeygard has twenty years of experience in program evaluation, both at TERC and as a Senior Research Associate at the Program Evaluation Research Group (PERG), Lesley University (1996-2009). Her current evaluation project is All Included in Mathematics—Expansion and Dissemination (AIM-ED), a four-year ITEST-SPREaD project to expand, disseminate, and further understand the 40-hour, face-to-face mathematics professional development program for elementary teachers developed in Project AIM: All Included in Mathematics (DRL-1020177). Prior evaluation projects include the Indiana Science Initiative (ISI), the Connecticut Math and Science Partnership Cross-Site Research and Evaluation Project (2006-09), the Metro Nashville Local Systemic Change Project (NSF), the Toolkit for Early Childhood Science (EDC), and the Connecting Science and Literacy Project (EDC).

At TERC, Ms. Storeygard serves on the Board Governance Committee and the ERC Fellowship Committee. In addition, she has served on the Board of the MA Tourette Syndrome Association for over 15 years, co-chairing the Massachusetts Tourette Syndrome Association Conference for Educators from 1998-2002.

Selected Publications

- Rubin, A., Storeygard, J., & Koile, K. (2015). Supporting special needs students in drawing mathematical representations. In *The Impact of Pen and Touch Technology on Education* (pp. 57-66). Springer International Publishing.
- Storeygard, J. (2013). Yes, elementary school students with Asperger syndrome can learn math. *AANE Journal*, 11, 9-11.
- Storeygard, J. (2012). My child "CAN": Going beyond the ADHD label to help students learn mathematics. *Exceptional Parent Magazine*, 42(8), 48-50 (www.eparent.com).
- Storeygard, J. (2012). *Count me in: Including learners with special needs in mathematics classrooms K-5*. Thousand Oaks, CA: Corwin Press.
- Contributor to Fosnot, C. (Ed.). (2010). *Models of intervention in mathematics: Reweaving the tapestry*. Reston, VA: NCTM.
- Storeygard, J. (Ed.). (2009). *My Kids Can: Making math accessible to all learners, K-5*. Portsmouth, N.H.: Heinemann, Inc.
- Storeygard, J. (2009). *Evaluation report for the Mini-Symposium on Women of Color in STEM: Perspectives on experiences, research, evaluation, and policy in higher education and careers*. Cambridge, MA: TERC.
- Chick, C., Tierney, C., & Storeygard, J. (2007). Seeing students' knowledge of fractions: Candace's inclusive classroom. *Teaching Children Mathematics*, 14(1), 52-56.
- Storeygard, J., & Tierney, C. (2005). The story of Darrell. *Hands On!* (TERC, Cambridge MA), 14-17.
- Storeygard, J., & Tierney, C. (2005). Including all students in meaningful mathematics: The story of Darrell. *Teaching Exceptional Children Plus*, 1(3), January 2005.
- Tierney, C. & Storeygard, J. (2002). *Ask an author: How can I help special needs students feel included in class discussions?* Retrieved from http://investigations.terc.edu/library/implementing/qa-1ed/special_needs_class_disc.cfm.