

Joseph P. Santonacita

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Objective: To obtain a position teaching physics at the high school level.

Education: **Rutgers University-Graduate School of Education**, New Brunswick, NJ (September 2005 – present)
Expected date of graduation May 2008: Masters in Physical Science Education
Current GPA: 4.0

Villanova University, Villanova, PA
Awarded a B.S., Secondary Education, December 2002
Minor: Business; Concentration: Physics
Major GPA: 3.86; Overall GPA: 3.32
Kappa Delta Pi: Xi Phi Chapter

Certification: **Standard Instructional Certificate**, Teacher of Physical Science, June 2004.

Professional Experience: **Physical Science / Physics Teacher, Colts Neck High School**, Colts Neck, NJ. (September 2003 – present).
Currently teaching Honors Lab Physics and Laboratory Physics also taught Laboratory Physical Science and AP Physics in an inquiry, hands-on, laboratory based environment. Multiple representations methods are utilized throughout each course to enhance epistemic cognition and metacognition, aiding students in constructing concepts and problem solving in the physical sciences. Developing differentiated learning experiences in accordance with the district curriculum and NJCCCS.

Aide to the Dean, Radnor High School, Radnor, PA. (January 2003 to June of 2003).
Duties include assisting the Dean with student discipline, monitoring the suspended student in the TRAC (Tutorial Remedial Assistance Center), and tutoring the TRAC students in science and mathematics.

Related Experience: **Physics Union Mathematics (PUM) Rutgers University**, New Brunswick, NJ. (June 2007 – present)
Exploratory Project for the National Science Foundation (Award # 0733140): The **PUM** project will research and develop a middle school/high school physical science-physics learning continuum. It will use the inherent mathematical reasoning in these subjects to strengthen students' mathematical concepts in Pre-Algebra, Algebra, Algebra 2, and Geometry. The curriculum builds on the inquiry-based introductory physics **Investigative Science Learning Environment (ISLE)** learning system, which has been used in college and high school physics courses, as well as pre-service and in-service teacher training programs (elementary education through higher education programs).

Rutgers Astrophysics Summer Institute Rutgers University, New Brunswick, NJ. (Summer 2006)
The Rutgers Astrophysics Summer Institute is a research internship course for the graduate program. The Institute invites teams of students along with their teachers to learn how to conduct research in X-ray astrophysics. It begins with an intensive four week summer program where students use physics knowledge attained over the school year to learn basic astrophysics. The data from the program comes from satellite data (obtained from EXOSAT, ROSAT and Chandra) available to the public via NASA Internet archives. This data can be analyzed as a function of energy and time which can reveal their physical condition, motion, geometry and interaction.

Active APPT/NJAPPT Member, American Association of Physics Teachers. (September 2003 – present)
Participate in professional development that underscores pedagogical content knowledge, inquiry based labs, technology advancements, teaching methods for physics education.
Attended the 2008 Winter Meeting in Baltimore, MD and participated in two workshops:

- Research Based Alternative to Traditional Problems in Introductory Physics
- Franklin and Electrostatics.

Volunteer Assistant Cross Country Coach, Colts Neck High School, 2003-2005.

Skills: PASCO Equipment GLX/PASSPORT, Microsoft Office: Word/Excel/Powerpoint, Maple, Sigma Plot, Vernier Graphical Analysis, LCD Projectors, Easy Grade Pro.

References:

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