

## Bob Rochlin,

### NSF Teaching Partner

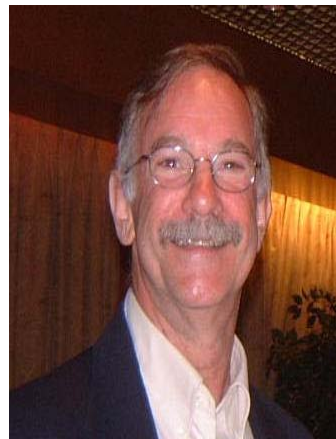
**NSF GK-12 Project:** Northeastern University  
GK-12-PLUS (Partners Linking Urban Schools)  
URL: <http://www.gk12.neu.edu>

**Partner School:** Harvard Medical School: Boston, MA

**Degree:** B.A.  
C. W. Post College 1969

M.Ed. Science Education  
Boston State College 1975

**Years Teaching:** 34



#### Special Accomplishments/Interests

Advanced Placement Biology Coordinator, Harvard Medical School, Boston 2005-Present

Biology Teacher, Boston Public Schools 1969-2003

Lead Teacher, Boston Public Schools, 1995-2003

Mentor Teacher, Boston Public Schools, Provided support and instructional assistance to first year Boston Public School Teachers 1997-1998, 2001-2002, 2002-2003.

Developer and Presenter, Howard Hughes Teacher Institute, Harvard Medical School 1996-2003

Presenter/ Project Evaluator, Junior Science and Humanities Symposium, Harvard Medical School 1997-2002

Advisory Board, Project Success, Harvard Medical School, evaluated and interviewed student candidates for Project Success program admission. 2001-Present

Developer and Administrator, Northeastern Comprehensive Regional Center for Minorities, Northeastern University, Developed and implemented programs to improve science education and instruction in Boston high, middle and elementary schools. 1992-1996  
Cooperating Teacher for student teachers, Harvard Graduate School of Education 1990, 1996, Wellesley College, 1995 Boston University, 1987,1991

Institute for Learning and Teaching, University of Massachusetts, Boston, Developed and implemented curriculum and program initiatives to enhance science education for gifted and talented students in Boston middle and high schools. 1983

#### How will you continue to integrate an aspect of GK-12 and your partnership with graduate students into your teaching, philosophy, etc.?

My years of experience within the Boston Public Schools have afforded me the background essential for many who choose education as a career path. My knowledge of curriculum combined with successful classroom strategies can potentially assist those new to the field. I believe that fresh ideas and varied perspectives are vital to continued success and growth in the classroom. To this end I envision myself as a catalyst assisting those new to the field and reinvigorating those within the field. The interaction between GK12 graduate students and high school students is a powerful positive influence on the students themselves and on the teachers with whom they work. This format allows the exchange of ideas and the communication of specific approaches that are valuable within the classroom environment.

Profile date: September 2007