

## PROFILE

### Suzy Drurey, NSF Teaching Partner

<b>NSF GK-12 Project:</b>	Northeastern University <a href="#">GK-12-PLUS (Partners Linking Urban Schools)</a> URL: <a href="http://www.gk12.neu.edu">http://www.gk12.neu.edu</a>
<b>Partner School:</b>	<b>John D. O'Bryant School of Mathematics and Science</b>
<b>Degree:</b>	<b>M.Ed. Secondary Science Education – Chemistry, Boston College Graduate School of Education 1996</b>  <b>B.A. Medical Sciences, Boston University 1992</b>  <b>Completed two years of training at Boston University School of Medicine 1992-1995</b>
<b>Years Teaching:</b>	<b>12 years</b>

#### Special Accomplishments/Interests

- ° Charles C. Donovan Urban Teacher Scholar, Boston College Graduate School of Education (1996)
- ° National Board for Professional Teaching Standards (NBPTS) Certification – Chemistry – (2000-2010)
- ° Advanced Placement Chemistry Teacher, J.D. O'Bryant School of Mathematics & Science (2004-present)
- ° Biotechnology Teacher, J.D. O'Bryant School of Mathematics & Science (2002-present)
- ° Honors Chemistry Teacher, J.D. O'Bryant School of Mathematics & Science (1996-present)
- ° Bridge to AP Chemistry, Northeastern University (2006-present) – participated in the creation, funding, and implementation of summer enrichment program targeting urban students entering Advanced Placement Chemistry
- ° AP Saturday Laboratory Program, UMASS Boston / Boston Science Partnership (2006-present) – participate in laboratory enrichment program for students enrolled in Advanced Placement Chemistry; bring students once per month to university setting to perform required AP Chemistry laboratory
- ° Boston University School of Medicine CityLab (1996-present) – attend workshops to incorporate biotechnology laboratory experiments and techniques in curriculum; bring biotechnology students to research laboratory annually to perform experiments in recombinant DNA technology

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

I believe that it is vital to establish a relationship between secondary education and university level education. Graduate students not only serve as positive role models for high school students, but they also provide much needed mentoring, support and guidance for their younger peers. In addition, as a teacher, I believe that it is my responsibility to maintain meaningful and academically rigorous professional development. Without partnership with area universities and graduate students, I feel that I would not serve my students well in teaching to the highest level possible. Finally, I have strongly encouraged the participation of more females and minorities in science. I believe that all students, regardless of race, gender, or socio-economic backgrounds should have access to quality upper-level science education. Thus, I feel that the GK-12 partnership fosters greater diversity in science education.

Profile date: November 2007