. May, 1994.
Boston College, Chestnut Hill, Massachusetts.
Major: Curriculum, Instruction, and Administration
Program: School Administration Certification

September, 1989.
John Carroll University, Cleveland, Ohio.
Concentration: Secondary Mathematics

, cum laude. August, 1986.
John Carroll University, Cleveland, 1 (y)21y Professor, Education — Fall, 2005 – present
Fall, 1998 – 2005
2003-2005
Fall, 1993 - 1998

Dept. of Curricular and Instructional Studies, College of Education, University of Akron, Akron, OH

Primary Courses taught:
Instructional Methods in Mathematics (Adolescent/Young Adult)
Teaching Math to Middle Level Learners
Math Methods: Special Education
Instructional Technology Applications (discontinued in September, 2013)

Supervise math student-teachers in area high schools. Participate in collaborative endeavors with area high schools. Advise undergraduates, master's, and doctoral students. Sit on and/or chair doctoral dissertations. Serve on various department, college, and university committees. Complete work in outreach programs in Summit and Medina Counties.

During the endowed chair biennium, collected data from faculty regarding technology needs, collaborated with Technology Committee to offer in-service training, and will be sponsoring national speakers in the areas of education technology and teaching mathematics in urban areas.

Summer, 1993. Fall, 1994 – Summer, 2000.
Upward Bound, SPSHS, Case Western Reserve University, Cleveland, OH

Teach high school-level Geometry, Algebra II, and Calculus courses in the program's summer program. Courses are designed to introduce material to students enrolled for the

following school year in those math courses in their respective high schools. Also, during the school year, occasionally teach a math proficiency test review course.

February, 1993 - June, 1993

Various Cleveland-area Districts

Substitute-taught in various Cleveland-area districts including Orange, Solon, Nordonia, Brecksville, Strongsville, and Westlake. Substituted primarily in math classrooms.

September, 1992 - December, 1992

TYP Program, Brandeis University, Waltham, MA

Co-taught the mathematics course for students in the TYP Program, a transition-year program for non-traditional students who wish to attend college. Designed curriculum, co-instructed classes, and researched related literature and curriculum. Co-presented a workshop for the math and science department at Roxbury Community College on innovative curriculum for the non-traditional student and current trends in math education.

Assistant Teacher, In-

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Designed curriculum, lesson plans, and teacher handbook for a computer-based SAT/ACT review course. Piloted testing lessons. Also, trained new teachers joining the organization.

Ohio: Mathematics, 7-12, professional (8 year)
Ohio: Computer Science, 7-12, professional (8 year)
Ohio: Principal, 7-12 (4 year)
Ohio: Supervisor/Director, provisional (4 year)
Massachusetts Office for Children: Toddler/Pre-School

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An analysis of the attitudes of public and private parents and students of Yonkers, New York, regarding the Yonkers Public Schools' voluntary student transfer desegregation remedy.

Director: Ron Nuttall, M.P.H., Ph.D., Boston College School of Education

The Yonkers Public Schools are involved in a court-ordered desegregation plan which uses a balloting system and a district in which each school has a magnet interest to interracially mix students using mostly voluntary transfer. This study surveyed the attitudes of public and parochial parents and students of Yonkers using a questionnaire designed to measure attitudes based on four scales: attitudes toward desegregation, attitudes toward race relations, attitudes toward school, and attitudes toward magnet schools / choice. It was hypothesized that students educated under the desegregation plan for a greater portion of their schooling would have more favorable attitudes than those who stay in their neighborhood school. Furthermore, public parents and students were hypothesized to have better attitudes than parochial parents and students except with regard to school. As predicted, students were more favorable than parents with respect to race and school. Parents and students who volunteered to travel were more favorable to choice and race relations. No strong relationship existed between grade levels of students. Differences between public and parochial attitudes were as predicted. Some of the demographic-related results included findings that females are significantly more favorable to desegregation, race relations, and school than males and males were more likely to hold racial stereotypes. Also, Hispanics were strongly favorable to desegregation and Asian students were strongly more favorable to race relations (more than Black students). Furthermore, participants who reported having more friends of different races and/or more interracial neighborhood encounters showed more favorability to desegregation, race relations, and choice, supporting Allport's contact theory.

Pachnowski, L. M. (2000). Tools of the profession. In Thompson, S., Kusner, S., Pachnowski, L., and Salzman, J.

Saliga, L. M. and Pachnowski, L. M. Fractions, Functions, Ratios, Rates: The Path to Algebra Success. January, 2016. .
Saliga, L. M. and Pachnowski, L. M. Common Core Fractions: Modeling and Sense-Making. January 2015. .
Pachnowski, L. M., Makki, N., Holliday, G., Plaster, K. UA/Akron OSLN Hub Woodrow Wilson Initiative. October, 2014.
Saliga, L. M. and Pachnowski, L. M. Common Core Fractions: Modeing and Sense-Making. January, 2014. .
Pachnowski, L. M., Makki, N., Holliday, G., Plaster, K. UA/Akron OSLN Hub Woodrow Wilson Initiative. October, 2013.
Pachnowski, L. M., Stuart, D., Saliga, L. M., & Daviso, A. Able GED Math Initiative. Ohio

Pachnowski, L. M., Midha, C., Einsporn, R. Inquiry Statistics. Ohio Board of Regents Grant Proposal. May, 2000. .

Pachnowski, L. M. Project ViC (Video-Conferencing). Ohio Learning Network Grant Proposal. Submitted January, 2000. (Not funded.)

Pachnowski, L. M. Virtual Campus, Ohio Learning Network Grant, July, 1999 (Not funded.)

Owens, K., Wheland, E., Pachnowski, L., and McNatt, D. Project Numeracy. Eisenhower Grant Proposal, September, 1999. .

Project Participant with Bennett, T. and Myers S. Internet 2. Submitted to NSF. Summer, 1998.

Consultant, Schoolnet "Raising the Bar" grant proposal. In collaboration with Barberton Schools. (Funded.) Summer, 1997.

Pachnowski, L.M. and Zachariah, S. Eisenhower grant proposal 7.02: Simple Solutions to Authentic Learning. Spring, 1997.
(Not funded.)

Evaluation Director, CORE Math Program (a project of a Knight Foundation Grant), Summer, 1995 - present.

Evaluation Co-Director, STEM/CORE Math Program. Submitted to NSF, 1996. (Not funded.)

Technology Consultant, Apple Partners in Education, Fall, 1995. (Not funded.)

Pachnowski, L.M., Newman, C., Welton, E., Spickard-Prettyman, S., Varian, A., Harrington Team: Professional Development Schools. May, 2004. .

Pachnowski, L. M. "Mastery Learning in Secondary Mathematics," College of Education Research Grant, May, 2002. .

Lane, C., Pachnowski, L. Saliga, L., Eienbraun, J. "Conway's Rational Tangles: A Math Teacher Circle Session," OCTM Annual Meeting, Akron, OH. October, 2018.

Pachnowski, L. M., Plaster, K. "Informal K-12 Coding: The Why's and How's". NSF Includes Meeting. Akron, OH. March, 2017.

Pachnowski, L. M., Plaster, K. "Why the emphasis on Coding? And what can schools and teacher preparation programs do to take advantage of the momentum?" OCTM Annual Meeting, Columbus, OH. October, 2017.

In-service on graphing calculators and spreadsheets in the classroom. Central Hower High School Math Department. December, 1996.
"Gender Equity in the Math Classroom", Project Discovery Summer Training, Kent State University - Stark Campus, July, 1995.
"Journal-Writing in the Math Classroom", Project Discovery Summer Training, Kent State University - Stark Campus, June, 1995.
Co-Presenter, Graphing Calculator Workshop for Teachers, Medina Career Center, April, 1994.
SAT Preparation Course Teacher Inservice, CompuQuest, Inc., San Francisco, CA, June14, 1993.

Norton Public Schools, High School Math Department. Textbook Selection Process. September, 2008. November, 2008.
Norton Public Schools. March, 2008. April, 2008.

Pachnowski, L. and Deloit Johnson, I. Ohio Resource Center. *catalyst*Ohio Resources Capstone Project. Integrating Calculators Into the K-12 Math Classroom. Summer, 2005-Spring, 2006.

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Member, University Review Committee for the Department of Developmental Studies, Spring, 1996.
Member, University Review Committee for the Department of Counseling and Special Education, Fall, 1996.

Chair, College Council, College of Education, 2017-20.
Faculty Advisor, Akron College of Education Students, 2017-present.
Faculty Advisor, University of Akron Council of Teachers of Mathematics (ZipsTeachMath), 2019-present.
Chair, College Council, College of Education, 2013-15.
Member, Graduate Curriculum Committee. U. of Akron, College of Education, 2010-2012.
Member, Technology Committee, U. of Akron, College of Education, 1993 – 2007.. Chair, Technology Committee, 1994 - 95, 1995 - 96 and 2005-06, 2006-07.
Member, Teacher Education Assembly, U. of Akron, College of Education, 1995-1997, 2000 – present.
Secretary, College Council, U. of Akron, College of Education, Fall, 1996 - 1999.
Member, Technology Director Search Committee, 1998.
Member, Teacher Education Evaluation Committee, U. of Akron, College of Education, 1995 - present.
Team Leader, "Professional Issues in Education" Course, U. of Akron, College of Education, 1995 - present.
Member, Math Educator Search Committee, U. of Akron, College of Education, Fall,