



James Gorman, M.S. (jms.gorman@gmail.com)

James Gorman holds a Masters Degree in Chemical and Life Sciences from the University of Maryland. With over 10 years of experience, he teaches physics and chemistry at Northbridge High School in Whitinsville, MA and is an educational consultant who specializes in applying meaningful learning techniques in the classroom. In particular, he emphasizes the use of concept mapping to facilitate the elucidation of student understanding.

His work on applications of concept mapping in the classroom has been published and presented at the Massachusetts Computer Using Teachers Conference (MassCUE), National Science Teachers Association (NSTA) conference and the International Conference on Concept Mapping. James has also collaborated with the Massachusetts Department of Elementary and Secondary Education (MADESE) to create strand maps of the Massachusetts Science and Technology/Engineering Curriculum Framework. His focus was the construction of the physical sciences (chemistry and physics) and technology/engineering strands. James has consulted for the NASA Innovative Conceptual Engineering Design (ICED) Innovation Bootcamp, Boston Museum of Science during the development of a full-year course called *Engineering the Future: Science, Technology, and the Design Process*TM. The unit concept map he developed were published in the teacher manual.

James interests in education lead him to become a board member in a local catholic parochial school, Assumption School of Millbury. He served as a member of that committee for four years. Most recently, he was appointed a member of the Massachusetts Performance Assessment of Knowledge and Skills (MPAKS) advisory committee. The responsibility of advisory committee members primary job is reviewing the performance assessments for alignment to Massachusetts Curriculum Frameworks, grade level appropriateness, content accuracy, and classroom feasibility across the state. Members also have a part in the creative part of the project as well as. Prior to his teaching tenure, he spent two years as a research associate for Variagenics, Inc. in Cambridge, MA.