

Amanda Jansen
Curriculum Vitae
Updated February 4, 2018

1. Personal Information

Amanda Jansen
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Academic Background

Ph.D. (Educational Psychology), Michigan State University, College of Education, East Lansing, Michigan, 2004

Hoffmann, A. J., (2004). Middle school mathematics students' motivations for participating in whole-class discussions: Their beliefs, goals, and involvement. (Doctoral dissertation, Michigan State University.) *Dissertation Abstracts International, Section A: Humanities and Social Sciences*, 65, 9-A, p. 3276.
Chair: Dr. John P. Smith, III. Committee members: Dr. Ralph Putnam, Dr. Sandra Crespo, Dr. Ellen Altermatt.

B.S. (Major: Mathematics, Minor: English), University of Arizona, College of Arts and Sciences, Tucson, Arizona, 1996

Arizona Teaching Certification, Secondary Mathematics

Professional Work Experience

2017-Present Full Professor, School of Education, University of Delaware, Newark, DE

2010-2017 Associate Professor, School of Education, University of Delaware, Newark, DE

2004-2010 Assistant Professor, School of Education, University of Delaware, Newark, DE

1999-2004 Research Assistant & Teaching Assistant, College of Education, Michigan State University, East Lansing, MI

1996-1999 Mathematics Teacher (grades 7-9), Kino Junior High, Mesa Public Schools, Mesa, AZ

2. Awards and Honors

Outstanding Reviewer (2015). Chosen by American Educational Research Association as outstanding reviewer for *American Educational Research Journal* - section on Teaching, Learning, and Human Development.

Teaching Award (2014). College of Education and Human Development, University of Delaware.

Early Career Award (2014). Association of Mathematics Teacher Educators [AMTE].

Distinguished Faculty Award (2012). School of Education, University of Delaware.

Early Career Publication Award (2009) AERA's Special Interest Group for Research in Mathematics Education [SIG-RME].

Pre-Service Achievement Award (1996). University of Arizona, College of Education, Department of Teaching and Teacher Education, Mathematics and Science Education.

Graesser Memorial Award for Academic Merit (1995). University of Arizona, College of Arts and Sciences, Department of Mathematics.

3. Research, Scholarly, and Creative Activities¹

a. Articles in refereed journals

Jansen, A., Berk, D., & Meikle, E. (2017). Investigating alignment between elementary mathematics teacher education and graduates' teaching of mathematics for conceptual understanding. *Harvard Educational Review*, 87(2), 225-250.

Hohensee, C., & **Jansen, A.** (2017). Elementary pre-service teachers' transitional conceptions of partitive division with proper-fraction divisors. *Mathematical Thinking and Learning*, 19(4), 201-236.

Flores, A., Phelps, C., & **Jansen, A.** (2017). Reflections on transformative experiences with mathematical inquiry: The case of Christine. *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies*, 27(1), 47-57.

Jansen, A., Cooper, B., Vascellaro, S., & Wandless, P. (2017). Rough draft talk in mathematics classrooms. *Mathematics Teaching in the Middle School*, 22(5), 304-307.

Jansen, A., & Hohensee, C. (2016). Examining and elaborating upon the nature of elementary prospective teachers' conceptions of partitive division with fractions. *Journal of Mathematics Teacher Education*, 19(6), 503-522.

Thanheiser, E., & **Jansen, A.** (2016). Inviting prospective teachers to publicly share their rough draft mathematical thinking. *Mathematics Teacher Educator*, 4(2), 145-163.

Jansen, A., & Bartell, T. (2013). Caring mathematics instruction: Middle school students' and teachers' perspectives. *Middle Grades Research Journal*, 8(1), 33-50.

¹ Lead or corresponding author on works is identified by the bold font.

- Jansen, A., Herbel-Eisenmann, B., & Smith, J. P. III.** (2012). Detecting students' experiences of discontinuities between middle school and high school mathematics programs: Learning during boundary crossing. *Mathematical Thinking and Learning, 14*(4), 285-309.
- Jansen, A.** (2012). Developing productive dispositions during small-group work in two sixth-grade mathematics classrooms: Teachers' facilitation efforts and students' self-reported benefits. *Middle Grades Research Journal, 7*(1), 37-56.
- Jansen, A.** (2009). Prospective elementary teachers' motivation to participate in whole-class discussions during mathematics content courses for teachers. *Educational Studies in Mathematics, 71*(2), 145-160.
- Jansen, A., & Spitzer, S. M.** (2009). Prospective middle school mathematics teachers' reflective thinking skills: Descriptions of their students' thinking and interpretations of their teaching. *Journal of Mathematics Teacher Education, 12*(2), 133-151.
- Jansen, A., Bartell, T., & Berk, D.** (2009). The role of learning goals in building a knowledge base for elementary mathematics teacher education. *Elementary School Journal, 109*(5), 525-536.
- Jansen, A.** (2008). An investigation of relationships between seventh grade students' beliefs and their participation during mathematics discussions in two classrooms. *Mathematical Thinking and Learning, 10*(1), 68-100.
- McCrary, R., Putnam, R. T., & **Jansen, A.** (2008). Interaction in online courses for teacher education: Subject matter and pedagogy. *Journal of Technology and Teacher Education, 16*(2), 155-180.
- Star, J. R., Smith, J. P. III, & **Jansen, A.** (2008). What do students notice as different between reform and traditional mathematics programs? *Journal for Research in Mathematics Education, 39*(1), 9-32.
- Hiebert, J., Morris, A. K., Berk, D., & **Jansen, A.** (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education, 58*(1), 47-61.
- Jansen, A.** (2006). Seventh graders' motivations for participating in two discussion-oriented mathematics classrooms. *Elementary School Journal, 106*(5), 409-428.
- Star, J. R. & **Hoffmann, A. J.** (2005). Assessing the impact of Standards-based curricula: Investigating students' epistemological conceptions of mathematics. *The Mathematics Educator, 15*(2), 25-34.

b. Books

i. Books authored

- Middleton, J. A., & **Jansen, A.** (2011). *Motivation Matters and Interest Counts: Fostering Engagement in Mathematics*. Reston, VA: National Council of Teachers of Mathematics. [Book proposal was peer reviewed. Jansen was first author on six chapters, second author on remaining chapters.]

ii. Chapters in books († designates refereed)

- †Middleton, J., **Jansen, A.**, & Goldin, G. (2017). The complexities of mathematical engagement: Motivation, affect, and social interactions. In J. Cai (Ed.) *First Compendium for Research in Mathematics Education* (chapter 25, p. 667-699), Reston, VA: NCTM.
- †Flores, A., **Jansen, A.**, Phelps, C., & Cline, L. (2017). A mathematics inquiry course: Teaching mathematics in a humanistic way. In B. Gold, C. E. Behrens, & R. A. Simons (Eds.), *Using the Philosophy of Mathematics in Teaching Undergraduate Mathematics* (pp. 209-218), Washington, D.C.: The Mathematical Association of America.
- Middleton, J., **Jansen, A.**, & Goldin, G. (2016). Motivation. In M. Hannula (Ed.), *Attitudes, Beliefs, Motivation and Identity in Mathematics Education: An Overview of the Field and Future Directions. ICME-13 Topical Study* (pp. 17-23). New York: Springer.
- Jansen, A.**, & Hohensee, C. (2016). Why teach mathematics? Values underlying mathematics teaching in feature films. In M. Shoffner (Ed.), *Exploring Teachers in Fiction and Film: Saviors, Scapegoats and Schoolmarms* (pp. 90-102). New York, NY: Routledge.
- †**Jansen, A.** (2014). The life of the mind... in the company of others. In E. M. Furtak and I. P. Renga (Eds.), *The Road to Tenure: Interviews, Rejections, and Other Humorous Experiences* (pp. 89-96). New York, NY: Rowman & Littlefield.
- †**Jansen, A.** (2011). Listening to mathematics students' voices to assess and build upon their motivation: Learning in groups. In D. J. Brahier (Ed.), *Motivation and Disposition: Pathways to Learning Mathematics, Seventy-third Yearbook*, (pp. 201-214). Reston, VA: NCTM.

c. Book Reviews, Other Articles, and Notes. (+ designates invited)

- +**Jansen, A.**, DiNapoli, J., & McKenney, K. (2017). Reconsidering affect in mathematics education – A review of *From Beliefs to Dynamic Affect Systems in Mathematics Education: Exploring a Mosaic of Relationships and Interactions*. *Journal for Research in Mathematics Education*, 48(1), 106-110.
- +**Jansen, A.**, & Marzocchi, A. (2015). Challenging mathematics education researchers to undertake grand Problems—A review of *Vital Directions for Mathematics Education Research*. *Journal for Research in Mathematics Education*, 46(2), 244-247.
- +**Jansen, A.** (2014). Lessons I have learned from a decade of working as a mathematics teacher educator. *AMTE Connections*, 23 (4), 5-7.
- +Clark, C. M, Eslinger, E., Gorowara, C., **Jansen, A.**, Mouza, C., Raths, J., & Ritchey, K. (2007). [Review of the book *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*.] *Teachers College Record*, Date Published: January 11, 2007. <http://www.tcrecord.org>. ID Number: 12914.

d. Selected Professional Papers Presented

i. invited talks & colloquia

Rutgers University
 Presenter at research symposium about mathematics engagement
Teachers Development Group

April 26, 2016
 New Brunswick, NJ
 March 16-19, 2016

Leader of concurrent session	Portland, OR
Teachers Development Group Plenary speaker, leader of concurrent session	March 17-20, 2015 Portland, OR
Colonial School District Professional development leader	September 12, 2014 New Castle, DE
University of Georgia Department of Mathematics and Science Education	February 17, 2014 Athens, GA
Rutgers University Graduate School of Education	December 4, 2013 New Brunswick, NJ
State of Delaware Department of Education Middle School Mathematics Summer Academy for Teachers (keynote)	August 7, 2013 Dover, DE
Portland State University Department of Mathematics and Statistics	May 31, 2013 Portland, OR
Knowles Science Teaching Foundation Professional development leader	Nov. 16-17, 2012 Washington, D.C.
PME-NA Plenary Speaker Annual Meeting	November 3, 2012 Kalamazoo, MI
Towson University Department of Mathematics	December 1, 2011 Towson, MD
University of Delaware School of Education	November 11, 2009 Newark, DE
Michigan State University Division of Science and Mathematics Education	September 16, 2009 East Lansing, MI
University of Pennsylvania Graduate School of Education	March 3, 2006 Philadelphia, PA

ii. refereed conference proceedings

- Jansen, A.** (2016). Student teachers' and teacher leaders' take-up of exploratory ("rough draft") talk. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1411). Tucson, AZ: The University of Arizona.
- Jansen, A., Berk, D., & Meikle, E.** (2014). Examining effects of teacher preparation: Efforts to teach mathematics conceptually. In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.). (2014). *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education* (Vol. 6), (pp. 115). Vancouver, Canada: PME.

- Hohensee, C., & Jansen, A. (2014). Pre-service teachers' evolving conceptions of partitive division with fractional divisors. In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.). (2014). *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education* (Vol. 6), (pp. 101). Vancouver, Canada: PME.
- Jansen, A., & Hackenberg, A.** (2013). Identifying relational mathematical instructional moves. *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago, IL: University of Illinois at Chicago.
- Jansen, A., Smith, J. P. III, Seeley, C., & Schielack, J.** (2012, November). Conceptualizing the Nature of Students' Transitions (and Teachers' Participation in Them), K–16. *Plenary talk in the Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kalamazoo, MI: Western Michigan University.
- Jansen, A.** (2011, October). How do students create opportunities to learn mathematics?: Representing students in research on curriculum use. In L. R. Wiest and T. Lamberg (Eds.). *Proceedings of the 33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, (pp. 70-78). Reno, NV: University of Nevada, Reno.
- Jansen, A.** (2010, October). Purposes of small group work in sixth-grade mathematics classrooms: What do students perceive and value? In D. B. Erchick, A. Manouchehri, and D. Owens (Eds.). *Proceedings of the thirty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 295-303).
- Jansen, A.** (2007). Factors that influence novice middle school mathematics teachers' analyses of their instruction and opportunities to learn from their own teaching. In T. Lamberg (Ed.). *Proceedings of the twenty-ninth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*.
- Choppin, J., Ares, N., Herbel-Eisenmann, B., **Hoffmann, A.**, Seymour, J., Staples, M., Truxaw, M., Wagner, D., Casa, T., DeFranco, T. (2005). Discussion group on mathematics classroom discourse. In Lloyd, G. M., Wilson, M., Wilkins, J. L. M., & Behm, S. L. (Eds.). *Proceedings of the twenty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*.
- Hoffmann, A. J.** (2004). Motivational beliefs and goals of middle school students in discussion-oriented mathematics classrooms. In McDougall, D.E. & Ross, J.A. (Eds.), *Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Toronto: OISE: UT.
- Star, J. R., & **Hoffmann, A. J.**, (2002). Assessing students' conceptions of reform mathematics. In D. S. Mewborn, P. Sztajn, D. Y. White, H. G. Wiegel, R. L. Bryant, & K. Nooney (Eds.), *Proceedings of the twenty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 4, pp.

1729-1732). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Hoffmann, A. J. (2001). Students' beliefs about mathematics after moving out of reform curricular experiences into more traditional curricular experiences. In R. Speiser, C. A. Maher, & C. N. Walter (Eds.), *Proceedings of the twenty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Smith, J., Star, J., **Jansen, A.**, Herbel-Eisenmann, B., Lewis, G., Burdell, C., Lazarovici, V., & Berk, D. (2001). Students' reactions and adjustments to fundamental curricular changes: general results and specific cases in high school and college. In R. Speiser, C. A. Maher, & C. N. Walter (Eds.), *Proceedings of the twenty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

iii. Conference Presentations

Jansen, A. (2017). *Mathematics Teachers' Take-Up of Exploratory ("Rough Draft") Talk to Engage Students in Discourse*. Presentation at the 21st annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Litke, E., **Jansen, A.** (2017). *Exploring #MTBoS: Pre-service teachers' engagement with the MathTwitterBlogosphere through and beyond a mathematics methods course*. Presentation at the 21st annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Jansen, A. (2016, April). *Middle School Mathematics Student Teachers' Use of Video to Reflect on Engaging Learners in Exploratory Talk*. Presentation at the 10th annual National Student Teaching and Supervision Conference, West Chester, PA.

Jansen, A., & Hohensee, C. (2016, January). *Why Teach Mathematics? Prospective Teachers' Reflections on Representations of Mathematics Teaching in Feature Films*. Poster Presentation at the 20th annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Jansen, A., Gallivan, H., & Miller, E. (2015, April). *Transitioning from Teacher Preparation into Teaching: Graduates' Professional Visions for Teaching Elementary School Mathematics*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Berk, D., Hiebert, J., **Jansen, A.**, Morris, A., McKenney, K., & Miller, E. (2015, February). *Investigating the Effects of Mathematics Teacher Preparation on Teacher Knowledge and Practice: A Multi-Faceted Approach*. Presentation at the 19th annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Jansen, A. (2015, February). *Reflections upon Being a Mathematics Teacher Educator*. Presentation at the 19th annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

- Jansen, A., Berk, D., & Meikle, E.** (2014, February). *Examining the Effects of Mathematics Teacher Preparation on Teachers' Classroom Practice*. Presentation at the 18th annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- Berk, D., Hiebert, J., **Jansen, A.**, Morris, A., Cline, L., Gallivan, H., Meikle, E., Miller, E. (2013, April). *Effects of Mathematics Teacher Preparation on Teacher Knowledge and Practice*. Presentation at the Annual Meeting of the National Council of Teachers of Mathematics, Denver, CO.
- Hohensee, C., & **Jansen, A.** (2013, January). *Making Sense of the Partitive Model of Division of Fractions: Conceptual Challenges for Preservice Teachers*. Presentation at the 17th annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Jansen, A., & Middleton, J.** (2012, April). *Motivation Matters and Interest Counts*. Presentation at the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Newton, Kristie J., & **Jansen, A.** (2012, April). *Instructional practices that motivate students with learning disabilities*. Poster presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Middleton, J., & **Jansen, A.** (2011, April). *Why motivation matters: Research-based strategies for improving students' engagement*. Presentation at the Annual Meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.
- Jansen, A., & Bartell, T.** (2011, April). *Enacting care for mathematics learners: Middle school students' and teachers' perspectives*. Paper presented at the ninety-first annual meeting of the American Educational Research Association, New Orleans, LA.
- Steele, M., Flores, A., **Jansen, A.**, Newton, K. J., Sword, S., & Wilkerson, T. L. (2009, April) *Math Experiences for Math Educators: Exploring Open Mathematical Spaces*. Symposium at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Washington, D.C.
- Jansen, A., & Webel, C.** (2009, February). *Novice Teachers' Evaluations of their Own Mathematics Teaching*. Annual Meeting of the Association of Mathematics Teacher Educators (AMTE), Orlando, FL.
- Hiebert, J., Bartell, T., **Jansen, A.**, Johnson, D., Morris, A., Spitzer, S. (2008, April). *Transformation from student to teacher: A challenge for pre-service education*. Symposium at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Salt Lake City, UT.
- Jansen, A., & Beyers, J.** (2007, April). *Teacher efficacy among pre-service middle school mathematics teachers: How do they evaluate their instructional effectiveness?* Paper presented at the eighty-seventh annual meeting of the American Educational Research Association, Chicago, IL.
- Hoffmann, A.J.** (2006, April) *Pre-service teachers' participation in discussions: Supporters / inhibitors*. Poster presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, MO.

- Hoffmann, A.J.** (2005, April). *How students' beliefs and goals shape their involvement during mathematics class*. Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Anaheim, CA.
- Star, J.R., & **Hoffmann, A.J.** (2004, April). *Students' perceptions of differences between traditional and Standards-based mathematics curricula*. Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Hoffmann, A. J.** (2003, October). *Middle students' motivations for participating in mathematics classroom discussions*. School Science and Mathematics Association's Annual Convention.
- Wallace, R. M., Putnam, R., & **Hoffmann, A. J.** (2003, April), *Interactions in online courses about mathematics, science, and teaching*. Paper presented at the 84th annual meeting of the American Educational Research Association, Chicago, IL.
- Hoffmann, A. J.** (2003, April). *Orientations toward beliefs in mathematics education*. Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, San Antonio, TX.
- Herbel-Eisenmann, B. A., **Hoffmann, A. J.**, & Seah, W. T. (2003, April). *Understanding mathematics learning and teaching through beliefs, values, and norms*. Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, San Antonio, TX.
- Hoffmann, A. J.** (2002, April). *In pursuit of secondary students' beliefs about the nature of mathematics: Exploring methods of data construction and analysis*. Presented at the eighty-third annual meeting of the American Educational Research Association, New Orleans, LA.
- Smith, J., Star, J., & **Hoffmann, A.** (2002, April). *Students' experiences moving between "traditional" and "reform" curricula: What are the implications for K-16 mathematics education?* Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Las Vegas, NV.
- Jansen, A.**, & Herbel-Eisenmann, B. (2001, April). *Moving from a reform junior high to a traditional high school: Academic, adaptive, and affective transitions*. Paper presented at the 82nd Annual Meeting of the American Educational Research Association, Seattle, WA.
- Smith, J., Herbel-Eisenmann, B., Star, J., & **Jansen, A.** (2000, April). *Quantitative pathways to understanding and using algebra: Possibilities, transitions, and disconnects*. Paper presented at the Research Pre-Session of the Annual Meeting of the National Council of Teachers of Mathematics, Chicago, IL.
- Smith, J., Herbel-Eisenmann, B., **Jansen, A.**, & Star, J. (2000, April). *Studying mathematical transitions: How do students navigate fundamental changes in curriculum and pedagogy?* Paper presented at the 81st Annual Meeting of the American Educational Research Association, New Orleans, LA.

g. Conferences Planned

2016, May. Mathematics Teacher Preparation Conference. A working conference to improve mathematics content courses for K-8 pre-service teachers. University of Delaware, Newark, DE.

2005-2010 Annual, three-day MAC-MTL doctoral student research conference involving students from The Pennsylvania State University, University of Delaware, and University of Maryland. Location and responsibilities varied.

h. Grants and Fellowships

Faculty Researcher. (2009-2014). “A Longitudinal Study of the Effects of K-8 Mathematics Teacher Preparation on Teacher Knowledge, Teaching Practices, and Student Learning.” National Science Foundation: REESE (~\$2,000,000). PI: Dawn Berk.

Faculty Researcher. (September 1, 2005 – August 31, 2010). Mid-Atlantic Center for Mathematics Teaching and Learning (with University of Maryland and Pennsylvania State University). National Science Foundation: CLT, subcontract through University of Maryland (\$3,096,712). Delaware PI: Jim Hiebert.

Principal Investigator. (2006). General University Research grant: “Early-Career Middle School Mathematics Teachers’ Criteria for Evaluating Lesson Effectiveness.” University of Delaware. (\$6,000).

Faculty Researcher. (The grant was funded from August 1, 2000 – July 31, 2005. My work was funded on this grant starting Sept. 1, 2004). Mid-Atlantic Center for Mathematics Teaching and Learning (with University of Maryland and Pennsylvania State University). National Science Foundation: CLT. subcontract through University of Maryland, (\$2,458,865). Delaware PI: Jim Hiebert.

Dissertation Completion Fellowship. (2003-2004). Michigan State University (\$6,000).

Spencer Research Training Grant. (2001-2003). College of Education, Michigan State University (\$12,000 / year).

Recruitment Fellowship. (1999-2000). College of Education, Michigan State University (\$6,000).

Target Stores’ Scholarships for Teachers. (1998). (\$500).

i. Editorial Boards & Reviewing Activities

Editorial Board. (2013 – present). *Journal of Teacher Education*.

Editorial Panel, Conferences: American Educational Research Association’s Division C (Learning and Instruction), Section 3 (Mathematics) (2008-2010), Special Interest Group for Research in Mathematics Education (SIG-RME) (2009-2011), PME-NA Strand Leader (2012-2013).

Ad Hoc reviewer. *American Educational Research Journal, Educational Researcher, Journal for Research in Mathematics Education, Educational Studies in Mathematics, Mathematical Thinking and Learning, Journal of Mathematics Teacher Education, Journal of*

Mathematical Behavior, Mathematics Teaching in the Middle School, Elementary School Journal.

Ad hoc reviewer, Conferences: Annual meetings of American Educational Research Association [Division K (Teacher Education), Division C (Learning and Instruction), and SIG-RME], North American Chapter for the Psychology of Mathematics Education, research pre-session for the National Council of Teachers of Mathematics annual meeting.

Ad hoc review panelist (2010, 2011, 2016). National Science Foundation.

Review panelist. (2009). Travel grant awards (funded by National Science Foundation), Association for Women in Mathematics.

4. Teaching, Mentoring, and Advising

a. Courses Taught

i. Undergraduate

EDUC 406: Mathematics Teaching in the Middle School (Fall 2014, Spring 2015). University of Delaware, Newark, DE.

EDUC 336: Middle School Mathematics Curriculum and Methods (Fall 2004, Fall 2005, Fall 2007, Spring 2008, Fall 2009, Spring 2010, Fall 2012, Spring 2013). University of Delaware, Newark, DE.

MATH 252: Mathematics for K-8 Teachers: Rational Numbers and Probability (Spring 2006, Fall 2006, Spring 2009, Spring 2012, Fall 2012). University of Delaware, Newark, DE.

EDUC 335: Elementary Mathematics Curriculum and Methods (Spring 2005, Spring 2016). University of Delaware, Newark, DE.

TE 150: Reflections on Learning (introductory Educational Psychology course) (Fall 2003, Spring 2004). Michigan State University, East Lansing, MI.

TE 402: Crafting Teaching Practice - Elementary Mathematics Curriculum and Methods (Spring 2000). Michigan State University, East Lansing, MI.

Mathematics content course for pre-service elementary school teachers, lab instructor (1994). University of Arizona, Tucson, AZ.

ii. Graduate: Doctoral level

EDUC 833: Research and Theory of Mathematical Thinking and Learning (Fall 2014, Fall 2005 [co-taught with Dr. Anne Morris in 2005]). University of Delaware, Newark, DE.

EDUC 838: Research Issues in Mathematics Education (Fall 2007, Spring 2010, Fall 2011, Spring 2015, Spring 2016). University of Delaware, Newark, DE.

EDUC 806: Proseminar in Education (Fall 2008, Fall 2009, Fall 2010, Fall 2011). University of Delaware, Newark, DE.

EDUC 835: Research and Theory of Mathematics Curriculum (Fall 2006, Fall 2008, Fall 2010, Fall 2015). University of Delaware, Newark, DE.

iii. Graduate: Master's level

MATH 567: Foundations of Mathematics (co-taught with Dr. Alfinio Flores) (Spring 2008, Spring 2012, Spring 2015). University of Delaware, Newark, DE.

CEP 800 / 801 / 822: Educational Psychology courses -- Learning, Development, and Action Research Methods (co-taught with Dr. Jack Smith) (Summer 2002 & Summer 2003). Masters of Arts program in Teaching and Learning with Technology, College of Education, Michigan State University, Traverse City, MI.

iv. K-12

Algebra I and seventh grade general mathematics (1996-1999). Mathematics Department, Kino Junior High, Mesa Public Schools, Mesa, AZ.

SAT / ACT Preparatory Course Instructor (mathematics) (1998-1999). Center for Academic Proficiency, Arizona State University, Tempe, AZ.

b. Advising: Research Direction

i. Undergraduate

Kelsey Sharmberg, 2013 University of Delaware Summer Scholars Program

ii. Doctoral

Doctoral Advisor	Status
James Beyers	Ph.D., 2008 (Assistant Professor, The College of New Jersey)
Christine Phelps	Ph.D., 2009 (Associate Professor, Central Michigan University)
Corey Webel	Ph.D., 2010 (Assistant Professor, University of Missouri)
Annalee Kodman	Ph.D., 2013 (Assistant Professor, Columbia Basin College)
Crystal Lancour	Ed.D., 2014 (Curriculum Supervisor, Colonial School District)
Alison Marzocchi	Ph.D., 2015 (Assistant Professor, California State Univ. Fullerton)
Joseph DiNapoli	Ph.D. student
Sarah Baxter	Ed.D. student
Jennifer Bonham	Ed.D. student
Hrysoula Davis	Ed.D. student

Doctoral Committee Member	Status
Nicola Edwards-Omolewa	Ph.D., 2007 (Assistant Professor, Delaware State University)
Christina Poetzl	Ed.D., 2007 (mathematics teacher, Havre de Grace High School)
Valerie Maxwell	Ed.D. 2010 (MSERC, University of Delaware)
Brian Bowen	Ph.D., 2010 (Assistant Professor, West Chester University)
Elizabeth Soslau	Ph.D., 2010 (Assistant Professor, University of Delaware)
Jathan Austin	Ph.D., 2012 (Assistant Professor, Salisbury University)
Rob Wieman	Ph.D., 2012 (Assistant Professor, Rowan University)
Susanna Miller	Ph.D., 2013 (Assistant Professor, Kennesaw State University)
Kathleen (Taffy) McAneny	Ph.D., 2013 (Assistant Professor, West Chester University)
Janet Josephson	Ph.D., 2014 (Fall 2014, Assistant Professor, Millersville Univ.)
Heather Gallivan	Ph.D., 2014 (Fall 2014, Assistant Professor, Univ. of N. Iowa)
Lauren Patson	Ed.D., 2014 (Faculty, Delaware Technical & Community College)

Chris Moody

Ed.D., 2015 (Director of Workforce Development and Community Education at Delaware Technical Community College)

5. Service

a. National

i. Offices and Committees

Mentoring Committee member (STaR Program Sub-Committee). (2015-2018). Association of Mathematics Teacher Educators. [appointed member]

Chair (2013-2014). North American chapter for the International Group for the Psychology of Mathematics Education (PME-NA) [elected to steering committee by PME-NA membership for three-year term, elected by steering committee to position of chair of PME-NA].

Steering committee member. (2011-2013). North American chapter for the International Group for the Psychology of Mathematics Education (PME-NA) [elected position].

Treasurer. (2008-2010). Special Interest Group for Research in Mathematics Education (SIG-RME), American Educational Research Association (AERA) [elected position].

ii. Memberships in Organizations

Psychology of Mathematics Education, North American Chapter (PME-NA)

National Council of Teachers of Mathematics (NCTM)

American Educational Research Association (AERA: Division C, Division K, SIG-RME)

Association of Mathematics Teacher Educators (AMTE)

b. State of Delaware

Professional development leader. (Spring 2016). K-12 Mathematics Leadership Team. Delaware Mathematics Coalition. State of Delaware.

Member of professional development team. (2007-2009). School-Based Teacher Leaders. Mathematics and Science Education Resource Center. University of Delaware.

Professional development leader. (Fall 2006). Middle School Mathematics Teachers' Lesson Study Group. University of Delaware.

Reviewed eighth grade mathematics tasks for DSTP cut scores. (Summer 2005). Delaware Department of Education, Dover, DE.

c. University of Delaware

Student and Faculty Honors Committee. (2010-2012). Faculty Senate.

Faculty Welfare and Privileges Committee. (April – August, 2009). Faculty Senate.

d. College of Education and Human Development

Task Force: Dean's Scholar (Spring 2016).

Task Force: Excellence in Teaching (Fall 2015).

Strategic Planning committee (2011-2012).

College Council (2004 – 2006).

e. School of Education

Search committee (2015-2016). Mathematics Associate. University of Delaware, Professional Development Center for Educators.

Chair of CAEP/ NCATE accreditation report. (2009, 2015). Middle School Mathematics specialization area, NCATE/NCTM Committee.

Search committee (2013-2014, 2014-2015). Mathematics education tenure track position. School of Education.

Faculty Affairs committee member (2009-2011, Fall 2012, 2014-2015).

Mathematics Education Ph.D. program coordinator. (2014-2015, 2009-2010, 2007-2008).

Ph.D. program admissions committee (2013).

Ph.D. program coordinator (2010 – 2012).

Promotion and Tenure, School of Education committee member (2011-2012).

Committee for Undergraduate Studies in Education (CUSE). Chair (2008-2009, 2016-2017), Member (2007-2008).

Promotion and Tenure Revisions ad-hoc committee. (2006-2008).

Professional development seminar. (Sept. 28, 2006). Milford Professional Development School, University of Delaware, Milford, DE.

Undergraduate Field Experience ad-hoc committee. (2005-2006).