

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

Ph.D., Curriculum and Instruction, University of Wisconsin, Madison, Wisconsin, June 1979.

Major: Mathematics Education
Minors: Mathematics, Cognitive Development

M.A., Mathematics, University of Illinois, Urbana, Illinois, August 1972.

B.A., Mathematics, Fresno Pacific College, Fresno, California, June 1970.

PROFESSIONAL EXPERIENCE

Robert J. Barkley Professor of Education, University of Delaware, 2001-present.

H. Rodney Sharp Professor of Education, University of Delaware, 1995-2001

Assistant/Associate/Full Professor, Department of Educational Development, University of Delaware, 1982-1995.

Assistant Professor, Department of Curriculum and Instruction, University of Kentucky, 1979-1982.

Project Assistant, Research and Development Center for Education Research, University of Wisconsin-Madison, 1976-1979.

Mathematics Teacher, Clovis High School, Clovis, California, 1972-1974.

Teaching Assistant, Department of Mathematics, University of Illinois, 1970-1971.

GRANTS

- Berk, D., & Hiebert, J. (co-PI). *Understanding the Effects of Mathematics Teacher Preparation on the Quality of Classroom Teaching and Students' Learning*. National Science Foundation Grant 1420578, September 1, 2014 – August 31, 2017. (\$1,024,676)
- Berk, D., Hiebert, J. (co-PI), & Flores, A. *A Longitudinal Study of the Effects of K-8 Mathematics Teacher Preparation on Teacher Knowledge, Teaching Practices, and Student Learning*. National Science Foundation Grant 0909661, August 1, 2009 – July 31, 2014 (\$1,983,506).
- Hiebert, J. (University of Delaware PI). *Mid-Atlantic Center for Mathematics Teaching and Learning* (with University of Maryland and Pennsylvania State University). National Science Foundation. Subcontract through University of Maryland, September 1, 2005 – August 31, 2013 (\$3,096,712).
- Hiebert, J. (University of Delaware PI). *Mid-Atlantic Center for Mathematics Teaching and Learning* (with University of Maryland and Pennsylvania State University). National Science Foundation. Subcontract through University of Maryland, August 1, 2000 – July 31, 2005 (\$2,458,865).
- Hiebert, J. *Teaching and learning with understanding: A synthesis*. Office of Educational Research and Improvement, Subcontract through the National Center for Research in Mathematical Sciences Education, University of Wisconsin, December 1, 1994 - November 30, 1995 (\$34,690).
- Hiebert, J., & Wearne, D. *Long term teacher and student effects of conceptually-based instruction in mathematics: Follow-up*. Office of Educational Research and Improvement, Subcontract through the National Center for Research in Mathematical Sciences Education, University of Wisconsin, July 1, 1992 - June 31, 1993 (\$30,330).
- Hiebert, J., & Wearne, D. *Long term effects of conceptually-based instruction in mathematics*. National Science Foundation Grant (No. 8855627), September 1, 1989 - March 15, 1993 (\$353,558).
- Hiebert, J. *Research agenda in mathematics education*. National Science Foundation Grant (No. MDR 8550614, Subcontract through San Diego State University), July 1, 1986 - June 30, 1988 (\$12,738).
- Hiebert, J., & Wearne, D. C. *Instruction and cognitive change in mathematics: Learning decimal numbers*. National Science Foundation Grant (No. MDR 8651552), August 15, 1986 - January 31, 1990 (\$178,226).
- Wearne, D. C., & Hiebert, J. *Learning decimal numbers: A study of knowledge acquisition*. National Institute of Education Grant (No. 3406291502), September 30, 1983 - September 29, 1985 (\$73,936).

Hiebert, J., & Wearne, D. C. *Children's understanding of decimal numbers*. National Science Foundation Grant (No. SED-8109731), June 1, 1981 - November 30, 1983 (\$114,459).

PUBLICATIONS

2019

Hiebert, J., Berk, D., Miller, E., Gallivan, H., & Meikle, E. (2019). Relationships between opportunity to learn mathematics in teacher preparation and graduates' knowledge for teaching mathematics. *Journal for Research in Mathematics Education*, 50 (1), 23-50.

2018

Cai, J., Morris, A., Hohensee, C., Hwang, S., Robison, V., & Hiebert, J. (2018). [Series of 5 editorials, 1 per issue, on increasing the impact of research on practice.] *Journal for Research in Mathematics Education*, 49 (1, 2, 3, 4, 5).

Ferretti, R.P., & Hiebert, J. (Eds.). (2018). *Teachers, teaching, and reform: Perspectives on efforts to improve educational outcomes*. New York: Routledge.

Hiebert, J., Morris, A. K., & Spitzer, S. M. (2018). Diagnosing learning goals: An often overlooked teaching competency. In T. Leuders, K. Philipp, & J. Leuders (Eds.), *Diagnostic competence of mathematics teachers: Unpacking a complex construct in teacher education and teacher practice* (pp. 193-206). New York: Springer.

Hiebert, J., Wieman, R. M., & Berk, D. (2018). Designing systems for continuously improving instruction: The case of teacher preparation mathematics courses. In R. P. Ferretti & J. Hiebert (Eds.), *Teachers, teaching, and reform: Perspectives on efforts to improve educational outcomes* (pp. 116-139). New York: Routledge.

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Wieman, R. M., & Hiebert, J. (2018, October 10). Learning from mistakes: Not just for students. *Teachers College Record*, Online, <http://www.tcrecord.org/Content.asp?ContentID=22527>

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- Hiebert, J. (2017). The unfortunate reputation of scripted instruction. *Teachers College Record*, Online, December 12, <http://www.tcrecord.org/Content.asp?ContentID=22211>
- Hiebert, J., Miller, E., Berk, D. (2017). Relationships between mathematics teacher preparation and graduates' analyses of classroom teaching. *Elementary School Journal*, 117, 687-707.
- Hiebert, J., & Stigler, J. W. (2017). Teaching vs. teachers as a lever for change: Comparing a Japanese and a U.S. perspective on improving instruction. *Educational Researcher*, 46, 169-176.
- Morris, A. K., & Hiebert, J. (2017). Effects of teacher preparation courses: Do graduates use what they learned to plan mathematics lessons? *American Educational Research Journal*, 54, 524-567.
- Stigler, J. W., & Hiebert, J. (2017). The culture of teaching: A global perspective. In A. Motoko & G. K. LeTendre (Eds.), *International handbook of teacher quality and policy* (pp. 52-65). New York: Routledge.

2016

- Ermeling, B., Hiebert, J., & Gallimore, R. (2016). Beyond growth mindset: Creating classroom opportunities for meaningful struggle. *Education Week: Spotlight on growth mindset*, 13-14. <http://www.edweek.org/ew/marketplace/products/spotlight-on-growth-mindset.html> [Reprinted from *Education Week Teacher*.]
- Stigler, J. W., & Hiebert, J. (2016). Lesson study, improvement, and the importing of cultural routines. *ZDM Mathematics Education*, 48, 581-587.

2015

- Ermeling, B., Hiebert, J., & Gallimore, R. (2015, December 7). Beyond growth mindset: Creating classroom opportunities for meaningful struggle. *Education Week Teacher*. <http://www.edweek.org/tm/articles/2015/12/07/beyond-growth-mindset-creating-classroom-opportunities-for.html>
- Ermeling, B., Hiebert, J., & Gallimore, R. (2015). Best practice: The enemy of better teaching. *Educational Leadership*, 72 (8), 48-53.
- Morris, A. K., & Hiebert, J. (2015). Openness and measurement: Two principles for improving educational practice and shared instructional products. *Mathematics Teacher Educator*, 3, 130-153.

2014

Gallimore, R., & Hiebert, J. (2014, February 28). Red flags on the road to the Common Core State Standards reform. *Teachers College Record*.

<http://www.tcrecord.org/PrintContent.asp?ContentID=17451>.

Gallimore, R., Hiebert, J., Ermeling, B. (2014, October 14). Rich classroom discourse: One way, not *the way*, to get rich learning. *Teachers College Record*.

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Hiebert, J., & Grouws, D. A. (2014). Which instructional methods are most effective for mathematics? In R. E. Slavin (Ed.), *Proven programs in education: STEM* (pp. 14-17).

Corwin Press. [Reprinted from Hiebert, J., & Grouws, D. (2009). Which teaching methods are most effective for maths? *Better: Evidence-based Education*, 2 (1), 10-11.]

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Hiebert, J. (2013). Lektionsplanering: Ny verksamhet i gammal form. [Lesson planning reconsidered: Creating a new function for an old form.] In Walby, K. (Ed.), *Matematikundervisning i praktiken* [Mathematics teaching in practice], pp. 49-54. Gotesborg, Sweden: Nationellt centrum for matematikutbildning. [Reprinted from *Nämna*, 29(1), 53-57.]

Hiebert, J. (2013). Transforming teacher preparation to ensure long-term improvement in STEM teaching. *Teacher Education and Practice*, 26, 830-843.

Hiebert, J. (2013). The constantly underestimated challenge of improving mathematics instruction. In K. R. Leatham (Ed.), *Vital directions for mathematics education research* (pp. 45-56). New York: Springer.

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Hiebert, J., & Morris, A. K. (2012). Teaching, rather than teachers, as a path toward improving classroom instruction. *Journal of Teacher Education*, 63, 92-102.

Hiebert, J. & Morris, A. K. (2012). Extending ideas on improving teaching: Response to Lampert; Lewis, Perry, Friedkin, & Roth; and Zeichner. *Journal of Teacher Education*, 63, 383-385.

2011

Morris, A. K., & Hiebert, J. (2011). Creating shared instructional products: An alternative approach to improving teaching. *Educational Researcher*, 40, 5-14.

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Hiebert, J., Morris, A. K., & Glass, B. (2010). Learning to learn to teach: An “experiment” model for teaching and teacher preparation in mathematics. In A. Bishop (Ed.). *Mathematics education* (Vol. 2, pp. 126-143). London: Routledge. [Reprinted from *Journal of Mathematics Teacher Education* (2003), 6, 201-222.]

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Berk, D., & Hiebert, J. (2009). Improving the mathematics preparation of elementary teachers, one lesson at a time. *Teachers and Teaching: Theory and Practice*, 15, 337-356.

Givvin, K. B., Jacobs, J., Hollingsworth, H., & Hiebert, J. (2009). What is effective mathematics teaching? International educators’ judgments of mathematics lessons from the TIMSS 1999 Video Study. In J. Cai, G. Kaiser, B. Perry, & N.-Y. Wong (Eds.), *Effective mathematics teaching from teachers’ perspectives: National and cross-national studies* (pp. 37-69). Boston: Sense Publishers.

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Morris, A. K., & Hiebert, J. (2009). Introduction: Building knowledge bases and improving systems of practice. *Elementary School Journal*, 109, 429-441.

Morris, A. K., Hiebert, J., & Spitzer, S. M. (2009). Mathematical knowledge for teaching in planning and evaluating instruction: What can preservice teachers learn? *Journal for Research in Mathematics Education*, 40, 491-529.

Stigler, J. W., & Hiebert, J. (2009). Closing the teaching gap. *Kappan*, 91(3), 32-37.

Stigler, J. W., & Hiebert, J. (2009). *The teaching gap: Best ideas from the worlds’ teachers for improving education in the classroom* (paperback ed.). New York: Free Press.

2008

Hiebert, J., Lambdin, D., & Williams, S. (2008). Reflecting on the conference and looking toward the future. In R. E. Reys & J. A. Dossey (Eds.), *U.S. doctorates in mathematics education: Developing stewards of the discipline* (pp. 241-252). Providence, RI: American Mathematical Society.

Hiebert, J. (2008). Signposts for teaching mathematics through problem solving. In J. M. Bay-Williams & K. Karp (Eds.), *Growing professionally: Readings from NCTM publications for grades K-8*, pp. 102-107. Reston, VA: National Council of Teachers of Mathematics. [Reprinted from Lester, F. K. Jr. (Ed.). (2003). *Teaching mathematics through problem solving: Prekindergarten – Grade 6* (pp. 53-61). Reston, VA: National Council of Teachers of Mathematics.]

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- Hiebert, J., Gallimore, R., & Stigler, J. W. (2004). Opening classroom doors: Heroes for the good of the profession. *American Educator*, 28 (1), 28. [Reprinted from: The new heroes of teaching: Opening classroom doors for the good of the profession. *Education Week*, 23 (10), 56, 42.]
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- Stigler, J. W., & Hiebert, J. (2004). Improving mathematics teaching. *Educational Leadership*, 61(5), 12-17. [Also translated, edited, and published in Swedish journal (2004): *Nämnaaren*, 31(1), 38-43]

2003

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- Hiebert, J., Morris, A. K., & Glass, B. (2003). Learning to learn to teach: An “experiment” model for teaching and teacher preparation in mathematics. *Journal of Mathematics Teacher Education*, 6, 201-222.
- Hiebert, J. (2003). What research says about the NCTM Standards. In J. Kilpatrick, W. G. Martin, & D. Schifter (Eds.), *A research companion to Principles and Standards for School Mathematics* (pp. 5-23). Reston, VA: National Council of Teachers of Mathematics.
- Hiebert, J. (2003). Signposts for teaching mathematics through problem solving. In F. K. Lester, Jr. (Ed.), *Teaching mathematics through problem solving: Prekindergarten – Grade 6* (pp. 53-61). Reston, VA: National Council of Teachers of Mathematics.
- Hiebert, J., & Wearne, D. (2003). Developing understanding through problem solving. In H. L. Schoen (Ed.), *Teaching mathematics through problem solving: Grades 6 – 12* (pp. 3-13). Reston, VA: National Council of Teachers of Mathematics.
- Hiebert, J., Gallimore, R., Garnier, H., Givven, K. B., Hollingsworth, H., Jacobs, J., Chui, A. M.-Y., Wearne, D., Smith, M., Manaster, A., Tseng, E., Etterbeek, W., Manaster, C., Gonzales, P., & Stigler, J. W. (2003). *Teaching mathematics in seven countries: Results from the TIMSS 1999 Video Study*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.
- Hiebert, J., Gallimore, R., & Stigler, J. W. (2003, November 5). The new heroes of teaching: Opening classroom doors for the good of the profession. *Education Week*, 23 (10), 56, 42.

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2002

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Hiebert, J. (2002). Lektionsplanering: Ny verksamhet i gammal form. [Lesson planning reconsidered: Creating a new function for an old form.] *Nämna*, 29(1), 53-57.

Stigler, J. W., & Hiebert, J. (2002). Improving teaching. In P. L. Kimmelman & D. J. Kroeze, *Achieving world class schools: Mastering school improvement using a genetic model* (pp. 293-294). Norwood, MA: Christopher-Gordon Publishers.

2001

Hiebert, J., Kilpatrick, J., & Lindquist, M. M. (2001). Improving U.S. doctoral programs in mathematics education. In R. E. Reys & J. Kilpatrick (Eds.), *One field, many paths: U.S. doctoral programs in mathematics education* (pp. 153-159). Providence, RI: American Mathematical Society.

2000

Hiebert, J., & Stigler, J.W. (2000). A proposal for improving classroom teaching: Lessons from the TIMSS Video Study. *Elementary School Journal*, 101, 3-20.

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Hiebert, J. (2000). What can we expect from research? *Mathematics Teacher*, 93, 168-169; *Mathematics Teaching in the Middle School*, 5, 413-415; *Teaching Children Mathematics*, 6, 436-437.

1999

Carpenter, T.P., Fennema, E., Fuson, K., Hiebert, J., Human, P., Murray, H., Olivier, A., Wearne, D. (1999). Learning basic number concepts and skills as problem solving. In E. Fennema & T.A. Romberg (Eds.), *Mathematics classrooms that promote understanding* (pp. 45-61). Mahwah, NJ: Erlbaum.

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1998

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SAMPLE OF PROFESSIONAL ACTIVITIES AND AWARDS

Director, Mathematics Video Study of the Third International Mathematics and Science Study-Repeat.

Co-Director, Research Agenda Project on Middle School Number Concepts, National Science Foundation and the National Council of Teachers of Mathematics.

Co-Director, Research Catalyst Conference, National Science Foundation and the National Council of Teachers of Mathematics.

Co-Chair, Special Interest Group for Research in Mathematics Education, American Educational Research Association.

Program Chair, Division C, Section 4, American Educational Research Association Annual Meeting.

Testimony to the Committee on Science, U.S. House of Representatives.

Interviewed for news reports by CBSNews, CNN, New York Times, RadioWorks (National Public Radio, U.S.).

Member of editorial boards for: *Journal for Research in Mathematics Education*, *Journal of Mathematical Behavior*, *Mathematical Thinking and Learning*, *American Educational Research Journal*, *Journal of Educational Psychology*, *Cognition and Instruction*, *Elementary School Journal*, *Journal of Teacher Education*, *Arithmetic Teacher*.

Member of editorial boards for the *Handbook of Research on Mathematics Teaching and Learning* (1992 and 2007 editions).

Member of three working committees of the National Research Council, including the Mathematics Study Committee that produced *Adding It Up*.

Invited Presentations: 80+ national and international invited presentations.

Awards include:

- Fellow, American Educational Research Association;
- Senior Scholar Award, Special Interest Group for Research in Mathematics Education, American Educational Research Association;
- Lindsey Award for Distinguished Research in Teacher Education, American Association of Colleges for Teacher Education;
- Wisniewski Award for Exemplary Teacher Education Program, Society of Professors of Education, American Educational Research Association (shared with colleagues);
- Judith Jacobs Award, Association of Mathematics Teacher Educators;
- University of Delaware Outstanding Doctoral Student Advising and Mentoring Award.