

EDD V. TAYLOR

Curriculum Vitae

School of Education
University of Colorado, Boulder
Room 217, 249 UCB
Boulder, CO 80309

Office: 303-492-7058
Fax: 303-492-7090
edd.taylor@colorado.edu

EDUCATION

University of California, Berkeley

Ph.D. *Cognition and Development: Human Development and Education*, 2005

Dissertation Title: “Low-Income African-American First and Second Grade Students' Engagement in Currency Exchange: The Relationship to Mathematical Development” Geoffrey Saxe (Chair)

University of California, Berkeley

M.A. *Cognition and Development: Human Development and Education*, 1998

Thesis Title: “School Achievement and the Cognitive Development of Children in Poverty: Support for Intervention Efforts”

Patton College

California Preliminary Multiple Subject Teaching Credential, 1996

University of California, Berkeley

B.A. *Psychology* (Education minor), 1992

EMPLOYMENT

- 1/13-present **Assistant Professor**, Mathematics Education, University of Colorado, Boulder
- 1/14-6/14 **Family Leave**
- 6/07- 12/12 **Assistant Professor**, Learning Sciences, Northwestern University
- 8/05-6/07 **Assistant Professor**, Curriculum and Instruction, University of Wisconsin, Madison
- 8/04-8/05 **Lecturer**, Curriculum and Instruction, University of Wisconsin, Madison

OTHER RESEARCH EXPERIENCE:

- 8/99-6/04 **Graduate Research Assistant** for Professor Geoffrey Saxe, U.C. Berkeley. Conducted research on elementary school children's changing understanding of fractions. Work included collection of data, observation, data analysis, and publication preparation.
- 8/95-8/02 **Graduate Research Assistant** for Professor Martin V. Covington, U.C. Berkeley.

- Conducted research on the cultural, developmental, and instructional influences on student motivation.
- 5/00-8/00 **Contracted Researcher**, Wisconsin Education Association Council, Madison, WI. Compiled data and prepared manuscript on education policy.
- 5/99-8/99 **Graduate Research Intern**, New American Schools, Washington, D.C. Examined education reform, standards and their alignment with standardized test, and educational policy for bi-partisan non-profit school reform organization.
- 8/95-12/95 **Graduate Research Assistant** for Professor Prentice Starkey, U.C. Berkeley. Assessed students, analyzed data, created an after-school intervention/enrichment in which new curriculum was designed.
- 8/90-5/92 **Undergraduate Research Assistant** for Martin V. Covington, U.C. Berkeley. Analyzed and coded data related to a longitudinal study of adult development in women (The Mills Study) and intrinsic motivation at the college level.

PUBLICATIONS

- Taylor, E. V. (2017). Using The Math They Know And Maximizing The Math They Don't. In S. Celedón-Pattichis, D.Y. White, and M. Civil Eds. *Access and Equity: Promoting high quality mathematics in grades K-2*. NCTM, Reston, VA.
- Saxe, G., Taylor, E. V., & Gearhart, M. (2016). Representing fractions with standard notation. Chapter in P. Kenny & E. Silver (Eds.) *Lessons Learned from Research (Vol. 2)*. National Council of Teachers of Mathematics, Reston, VA.
- Taylor, E. V. (2015). The role of cultural continuity in mathematical perseverance. Spencer Foundation, Chicago, IL. Published online:
http://www.spencer.org/sites/default/files/pdfs/taylor_mip_0415.pdf
- Taylor, E. V. & Dyer, E. (2014). Teacher goals and dilemmas in the use of mathematical representations. *Mathematics Teacher Educator*, 2 (2), 171-184.
- *D'Ambrosio, B., Barnes, D., Frankenstein, M., Gutiérrez, R. (Special Issue Editor), Kastberg, S., Martin, D., Moschkovich, J., & Taylor, E. (2013). Addressing Racism. *Journal for Research in Mathematics Education*, 44 (1), 23-36.
- *D'Ambrosio, B., Barnes, D., Frankenstein, M., Gutiérrez, R. (Special Issue Editor), Kastberg, S., Martin, D., Moschkovich, J., & Taylor, E. (2013). Introduction to the JRME equity special issue. *Journal for Research in Mathematics Education*, 44 (1), 5-10.
- *D'Ambrosio, B., Barnes, D., Frankenstein, M., Gutiérrez, R. (Special Issue Editor), Kastberg, S., Martin, D., Moschkovich, J., & Taylor, E. (2013). Positioning oneself in mathematics education research. *Journal for Research in Mathematics Education*, 44 (1), 11-22.

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- Taylor, E. V. (2013). The mathematics of tithing: A study of religious giving and mathematical development. *Mind, Culture, and Activity*, 20 (2), 132-149.
10.1080/10749039.2012.691595
- Taylor, E. V. (2011). Supporting children's mathematical understanding: Professional development focused on out-of-school practices. *Journal of Mathematics Teacher Education*, DOI: 10.1007/s10857-011-9187-7
- Taylor, E. V. (2009). The purchasing practice of low-income students: The relationship to mathematical development. *Journal of the Learning Sciences*, 18, 370-415.
- Taylor, E., & Kitchen, R. (2008). Doctoral programs in mathematics education: Diversity and equity. In Robert Reys (Ed.), *U. S. doctorates in mathematics education: Developing stewards of the discipline*. Washington, D.C.: Conference Board of the Mathematical Sciences.
- Nasir, N. S., Hand, V., & Taylor, E. V. (2008). Relevant knowledge in school mathematics: Boundaries between cultural and domain knowledge in mathematics classroom. *Review of Educational Research*, 32, 187-240. DOI: 10.3102/0091732X07308962
- Saxe, G., Taylor, E. V., McIntosh, C., & Gearhart, M. (2005). Representing fractions with standard notation: A developmental analysis. *Journal for Research in Mathematics Education*, 36, 137-157.

PAPERS UNDER REVIEW

- Taylor, E. V. & Dobie, T. (Under Review). A study of context and representation in rational number understanding: Mathematical problem solving in religious practices. Submitted to *Cognition and Instruction* (January, 2017).
- Bang, M., Rosebery, A., Warren, B. & Taylor, E. (Under review). Expanding everydayness: Culture, race, language, and disciplinary learning in contexts. In N. Nasir et. al *Handbook for the Cultural Foundations of Learning* (authorship alphabetical)
- Taylor, E. V. (under review). Learn to Earn and Give: Supports for Religious Giving in Families. Submitted to *Anthropology of Education Quarterly*.

PAPERS IN PREPERATION

- Taylor, E. V. & Penuel, W. R. (In preparation). The Main Effects of Themes: Moving Mixed Methods forward through Ecological Approaches to Cognitive Research. Paper to be submitted to the *Journal of Research in Mathematics Education*.
- Taylor, E. V. Facts for blacks: Educational (sub)urban myths. (In preparation). Paper to be submitted to the *Journal of Urban Mathematics Education*.
- Taylor, E. V. (In preparation). *The Promise of Productive Public Discourse through Mathematics Disciplinary Practices*. Paper to be submitted to *Teachers College Record*.
- Taylor, E. V. (In preparation). *Perceptions of African American Mathematics Participation: The Relationship between Definitions of Mathematics and the Climate of Deficit Perspectives*.

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PAPER PRESENTATIONS AND INVITED TALKS

- Taylor, E. V. (April, 2019). *Perceptions of African American Mathematics Participation: The Relationship between Definitions of Mathematics and the Climate of Deficit Perspectives*. Paper accepted for the Annual conference of the American Educational Research Association, Toronto, Canada.
- Taylor, E. V. (April, 2018). *The Promise of Productive Public Discourse through Mathematics Disciplinary Practices*. Paper presented at the Annual conference of the American Educational Research Association, New York, NY.
- Taylor, E. V. (August, 2017). *Lessons from Psychology, Learning from approaches to considering culture*. Meeting of the Psychology of Mathematics Education North America, Indianapolis IN.
- Taylor, E. & Scroggins, A. (May, 2016). *The Relationship between Racial Identity, Mathematics Participation, and Definitions of Mathematics: Preliminary Patterns of a Hypothesized Model*. Paper presented at the Annual Meeting of the Jean Piaget Society, San Francisco, CA.
- Taylor, E. (May, 2016) Discussant, Learning in Informal Environments, Annual Meeting of the Jean Piaget Society, San Francisco, CA.
- Taylor, E. (October, 2016) *Sociocultural Theory in Math and Science Education*. Guest Lecture, School of Education, CU Boulder.
- Taylor, E. & Otero, V. (February, 2015). *How children learn math and science*. Presentation for the Chatauqua Education Series, Colorado Chatauqua Association, Boulder, CO.
- Taylor, E. (April, 2014). *Concomitant Analysis in Considering Teacher Development and Professional Development Materials Over Time*. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Dobie, T. & Taylor, E. (April, 2014). *Religious Practices and Mathematical Problem Solving: The Role of Problem Context in Rational Number Understanding*. Roundtable paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Taylor, E. & Dobie, T. (April, 2014). *Religious Participation and Mathematical Problem-Solving Strategies*. Poster presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Taylor, E. (March, 2014). *Exploring mathematical context activation: Linking cultural practices, schools, and communities*. Invited talk. University of Wyoming, Laramie, WY.
- Taylor, E. (May, 2013). *Religion and education: How religious diversity affects student development, learning, and citizenship*. Presentation at the annual conference of the Law and Society Association (Boston, MA).

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- Taylor, E. (May, 2013). *Explorations of Mathematical Expectancy of Meaning*. Invited talk. TERC, Boston, MA.
- Taylor, E. & Dobie, T. (April, 2013). *Context and representation in rational number understanding*. Poster presented at the annual conference of the National Council of Teachers of Mathematics Research Pre-session, Denver, CO.
- Discussant, (April, 2013) Division G: Social Context of Education. Annual Conference of the American Educational Research Association, San Francisco, CA.
- Panelist, (January, 2013) Annual R.I.S.E. Symposium: The Future of race and education: Critical theories and critical practices, Denver, CO.
- Dyer, E. & Taylor, E. V. (April, 2012). *Mathematical representations: Instructional challenges and insights*. Paper presented at the annual conference of the National Council of Teachers of Mathematics Research Pre-session, Philadelphia, PA.
- Taylor, E. V. (April, 2011). *Mathematical problem solving in religious practices: A study of tithing and context*. Paper presented for the annual conference of the American Educational Research Association, New Orleans, LA.
- Taylor, E. V. (May 2011). *The mathematics of tithing: A study of religious giving and mathematical development*. Paper presented at the annual conference of the Jean Piaget Society, Berkeley, CA.
- Taylor, E. V. (April, 2010). *The main effects of themes: Moving mixed methods forward through ecological approaches to cognitive research*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.
- Taylor, E. V. (July, 2009). *Moving beyond culture as category: Exploring mathematical expectancy of meaning in communities and schools*. Keynote Speaker. Sixth annual Advanced Placement Summer Institute, Chicago, IL.
- Wager, A., Foote, M., & Taylor, E. V. (April, 2009). *Professional development addressing equity in mathematics education*. Presentation for the annual conference of the National Council of Teachers of Mathematics, Washington, DC.
- Taylor, E. V., & Wager (April, 2009). *Developing a focus on mathematics in examining out-of-school practices: Moving beyond context in professional development*. Paper presented for the annual conference of the American Educational Research Association, San Diego CA.
- Taylor, E. V. (April, 2009). Mentoring Workshop on Mixed Methods. *Presenter*. Sponsored by Divisions G for the annual conference of the American Educational Research Association, New York, NY.
- Taylor, E. V. (February, 2008). *To divinity and beyond: Exploring mathematical expectancy of meaning in churches and schools*. Invited talk. Division of Science and Mathematics Education, Michigan State University, Lansing, MI.

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- DiME (April, 2008). Workshop on Equity in Mathematics. Presented at the annual conference of the American Educational Research Association, New York, NY.
- Taylor, E. V. (January, 2008). *Currency exchange practices in an African American community: The influence of expectancy of meaning*. Invited talk at the Institute for Mathematics and Science Education, University of Illinois. Chicago, IL.
- Taylor, E. V. (2008) *Domain and cultural knowledge*. Invited Panel Talk. Funds of Knowledge Conference. Tucson, AZ.
- Taylor, E. V. (October, 2007) "*Can I owe you twenty cent?*" *Currency exchange practices in an African American community*. Invited talk at the University Maryland, College Park, MD.
- Hand, V., & Taylor, E. V. (August, 2007). *Cultural and content knowledge in mathematics education*. Presentation at the Diversity in Mathematics Education Conference. Santa Monica, CA.
- Taylor, E. V. (June, 2007) *Moving from theory to application in children's out-of-school mathematics*. Keynote address at the second Biennial Midwestern Conference for Culture, Language, and Cognition, Evanston, IL.
- Wager, A., & Taylor, E. V. (2007). *Equity and mathematics: What core beliefs need to be in place before an equitable practice can emerge?* Paper presented for the 2007 conference for the National Council for Teachers of Mathematics, Atlanta, GA.
- Taylor, E. V. (April, 2006). *Store purchasing practices and decimal understanding in an African-American community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Taylor, E., & Wager, A. (February, 2006). *Supporting teachers' in drawing on students' out-of school practices*. Poster session presented at the NSF Centers for Learning and Teaching--Principal Investigators Meeting, Washington, D. C.
- Taylor, E. V. (2005, October). *The mathematics of children's currency exchange: A socio-cultural approach to early childhood education*. Paper presented at the 13th Conference of Reconceptualizing Early Childhood Education Research, Madison, WI.
- Taylor, E. V. (2005, Aug/Sept.). *Engagement with dispossessed communities: Children's learning in context and opportunities for teacher development*. Presentation at the Three Deans Conference, Institute of Education, University of London, London, UK.
- Garcia de Osuna, J., Taylor, E. V., Coben, R. C., Shahidi, B., Cheng, B. H., Arendtsz, A., et al. (2004, April). *Area models and number lines in the construction of equivalent fractions*. Paper discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.

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- Taylor, E. V. (2004, April). *Engagement in currency exchange as support for multi-unit understanding in African-American children*. Paper presented for the annual meeting of the American Educational Research Association, San Diego, CA.
- Taylor, E. V. (2003). *Ice cream trucks and liquor stores: Opportunities to learn mathematics in an African-American community*. Invited Address to the meeting of the California Black Alumni Association.
- Saxe, G., Taylor, E. V., & McIntosh, C. (2001, April). *Representing fractions with standard notation: A developmental analysis*. Poster presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Taylor, E. V. (2000, April). *Multi-Unit conceptual understanding in low-income African-American first and second grade students: The influence of currency knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Taylor, E. V. (1997, October). Panelist, *UCLINKS*, Panel for the Regional Conference on Educational Collaboration and Excellence, Berkeley, CA. Charles Underwood, Chair.

GRANT FUNDING

- 2018 Taylor, E. V. (P.I) \$20,000 [Awarded] School of Education Place-Based Partnership Seed Grant, CU Boulder.
- 2015 Taylor, E. V. (P.I.) \$500,000. [Declined-Competitive]. *Definitions and Beliefs about Mathematics: The Relationship between African-American Racial Identity and Mathematics Participation*. NSF CORE Program.
- 2014 Taylor, E. V. (P.I.) \$614,312. [Declined- Highly Competitive]. *Investigating Continuity between Mathematics Participation and African-American Identity: The Role of Mathematics Beliefs and Recognition of Informal Mathematical Practices*. NSF Faculty Early Career Development (CAREER) Program.
- 9/04-8/07 **Faculty**, *Diversity in Mathematics Education Center for Learning and Teaching (DiME)*. P.I.s, Dr. Thomas Carpenter, UW-Madison; Dr. Megan Franke, UCLA; Dr. Alan Schoenfeld, UC Berkeley. NSF funded (#ESI9911679) multi-campus consortium to prepare the next generation of mathematics educators with a focus in equity. Support included summer salary, funding of my professional development research budget, and full funding for my graduate students (including tuition, conference travel, books, stipends, and support for their research projects and dissertations).
- 2006 Vilas Grant (\$12,500).

UNIVERSITY TEACHING EXPERIENCE

- 8/17-present Instructor, EDUC 2020: Step 1: Inquiry Into Teaching, University of Colorado, Boulder.

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- 8/13-present **Instructor**, *EDUC 5205: Elementary School Mathematics Theory and Methods*, University of Colorado, Boulder.
- 8/16-12/16 **Instructor**, *EDUC 6205: Theories of Learning: Math and Science*, University of Colorado. Boulder. Doctoral seminar related to major theories of learning related to math and science education.
- 1/13-5/13 **Instructor**, *EDUC 8165: Culture, Curriculum, and Achievement*, University of Colorado, Boulder. The course addresses the intersection between students' moment-to-moment learning in classrooms and larger structural issues that impact how and what students learn in classrooms.
- 1/08- 12/12 **Instructor**, *SESP 372: Methods of Observing Human Behavior*, Northwestern University. The class is designed to support undergraduate in developing qualitative research skills, and to develop understanding of the process by which one conducts research
- 1/10-6/12 **Instructor**, *MSED 302: Social Context of Education*, Northwestern University. The course addresses the ways that schools and schooling are a function and influenced by social context. Aspects of social context include: race, class, gender, language, and national origin. Students for this course are undergraduate and master students in K-12 teaching certification program.
- 6/11-9/11 **Instructor**, *SESP 385: Practicum Analysis Seminar in Social Policy*, Northwestern University. The course allows students to make links to their Social Policy practicum placements and theories and research learned through courses within their program. The course includes support for navigating the professional setting as well as conducting qualitative research in their practicum setting.
- 9/08-12/11 **Instructor**, *Learning Sciences 451: Culture, Curriculum, and Policy*, Northwestern University. The course addresses the intersection between students' moment-to-moment learning in classrooms and larger structural issues that impact how and what students learn in classrooms.
- 8/05-5/07 **Instructor**, *Curriculum & Instruction 810: Goals, Content, and Programs in Mathematics Education*, UW Madison. Course examines the influence of history and culture on math curriculum, goals, student achievement, and education policy.
- 1/05-5/07 **Instructor**, *Curriculum & Instruction 942: Seminar in Research on Mathematics Education*, UW Madison. Course focuses on topical issues in the preparation of doctoral students for scholarly research.
- 8/05-5/06 **Instructor**, *Curriculum & Instruction 675: Everyday Practices and the Importance of Forms in Mathematics*, UW Madison. Course is designed to support practitioners in their efforts to draw on students' out-of-school practices, and to understand the role of representation in the development of mathematical understandings.

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- 8/04- 5/07 **Instructor**, *Curriculum & Instruction 370: Teaching Mathematics*, UW Madison. How to teach so children understand and can use mathematical concepts.
- 1/04-5/04 **Lecturer**, *Education 114A: Early Development and Education*, UC Berkeley. The social, intellectual, and physical development of children from infancy through adolescence. Course includes 2 hours of weekly observations of preschool students at the Harold E. Jones Child Study Center in addition to 3 hours of lecture per week.
- 1/04-5/04 **Instructor**, *Education 100: Educational Psychology for Teachers*, UC Berkeley. The development of social, cognitive, linguistic, and motivational issues relevant to teachers in the classroom.
- 4/99, 4/02 Lecture for the Developmental Teacher Education Program, *Developing a Physical Education Curriculum*. U.C. Berkeley. Presentation to teaching credential students on strategies to create a developmentally appropriate Physical Education curriculum.
- 8/97-12/97 **Graduate Student Instructor**, *Education 390: Supervised Student Teaching*, U.C. Berkeley. Led discussions and activities related to cultural and linguistic diversity in the classroom, and strategies for effective lesson planning and classroom management.
- 8/97-12/97 **Graduate Student Instructor**, *Education 114A: Early Development and Education*, U.C. Berkeley. Assistant in teaching undergraduate course focused on the social, intellectual, and physical development of children from infancy through adolescence.
- 8/95-12/97 **Graduate Student Instructor**, *Education 114C: Practicum in Early Development and Education*, U.C. Berkeley. Assisted in teaching students theories of development, and research in the areas of instruction and educational technology which undergraduate students applied in local schools.
- 8/95-5/97 **Graduate Student Instructor**, *Education 114B: Seminar in Early Development and Education*, U.C. Berkeley. Assisted in teaching students theoretical and policy issues in early childhood education focused on K-3 education.
- 5/95-8/95 **Graduate Student Instructor**, *Education 114A: Early Development and Education*, U.C. Berkeley Summer Sessions.

HONORS AND AWARDS

- 2013 Division G Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education, (Awarded to the Diversity in Mathematics Education (DiME) center), AERA
- 2011 Outstanding Faculty Teaching Award, School of Educations and Social Policy, Northwestern University
- May 2007 Commencement Speaker, U.C. Berkeley Graduate School of Education
- 1996- 1997 Outstanding Graduate Student Instructor Award, U.C. Berkeley
- 1996- 1997 Academic Achievement Award, African American Studies Department,

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- U.C. Berkeley
- 1994- 1996 Graduate Opportunity Program Fellowship, U.C. Berkeley
- 2002- 2003 U.C. Berkeley Graduate Opportunity Program Dissertation Fellowship
- 2002- 2003 Institute of Human Development Dissertation Research Grant
- 1999- 2000 Graduate School of Education Travel Award, U.C. Berkeley

PROFESSIONAL RECOGNITION

- 2016-present **Strand Leader**, Psychology of Mathematics Education-North America
- 2012-present **Vice President/Executive Board**, The Jean Piaget Society
- 2009- 2012 **Committee Member**, Educational Materials Committee, NCTM
- May 2013 **Colloquy Participant**, Spencer Foundation/IES, Sponsored Colloquy on Mathematical Perseverance
- Aug 2010 **Colloquy Participant**, NSF, Sponsored Colloquy on Minority Males in STEM Education
- 2008- 2013 **Editorial Board Member**, Equity Special Issue, Journal of Research in Mathematics Education
- 2007- 2009 **Equity Task Force, Co-chair**, Association of Mathematics Teacher Educator

K-12 TEACHING EXPERIENCE

- 1/02-6/02 **K-8 Substitute Teacher**, *Multiple Subjects*, Oakland Unified School District
- 5/96-8/96 **4th-5th Grade Science Teacher**, Math Engineering Science Achievement (MESA) Program, U.C. Berkeley/Oakland Unified School District.
- 5/95-8/95 **Teacher**, *Multiple subjects*, Anna Yates Elementary School, Emeryville, CA
- 8/92-8/94 **Fifth Grade Teacher/Grade Level Chair**, *Multiple subjects*, E. Morris Cox Elementary School, Oakland, CA.
- 5/92-8/92 **TFA Corps Member**, *Teach for America*, Summer Institute Training Program. Taught third grade in South Central Los Angeles.

CONSULTATION AND SUPERVISION

- 8/13-present **Practicum Liaison**, School of Education, CU Boulder
- 3/12-12/12 **Consultant**. Evaluation of teacher review measures related to equity.
- 1/05-5/05 **Practicum Coordinator**, *Elementary Teacher Education Program*, University of Wisconsin, Madison. Responsible for placement of 100 third semester practicum

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students annually, and overseeing practicum supervisors' evaluation and programs of support for students.

- 1/00-5/01 **Supervisor of Student Teachers**, *Developmental Teacher Education, U.C. Berkeley*. Supported, observed, and evaluated M.A./teaching credential students.
- 8/95-12/96 **Site Supervisor**, *UC LINKS, U.C. Berkeley*
Supervised undergraduate students and coordinated a technology based after-school academic intervention and enrichment program for Kindergarten through second grade students.
- 5/95-8/95 **Educational Software Evaluator**, *UC LINKS Research Project, U.C. Berkeley*
Created critiques and outlines of the developmental appropriateness of educational software.
- 5/93-8/93 **Corp Member Advisor**, *Teach for America*. Supported, observed, and evaluated pre-service teachers in a summer teaching institute.

UNIVERSITY SERVICE

- 2013-present **Member**, Teacher Education Committee, School of Education, CU Boulder
2010 **Member**, University Strategic Planning Task Force-Equity, Northwestern
2009- 2010 **Member**, Ad Hoc Committee on Methods, SESP, Northwestern.
2007- present **Member**, Teacher Education Policy Committee, SESP, Northwestern.
2007- 2008 **Member**, Civic Engagement Faculty Search Committee, SESP, Northwestern.

ADVISING¹

Graduate Advisee: Ashley Scroggins (Math Education, CU Boulder) co-chair with Susan Jerow.

Completed Dissertation Co-Chair: Tracy Dobie (Learning Sciences, Northwestern)***

Current Doctoral Dissertation Committees: Susan Miller, (Math Education, CU Boulder); Tim Stoeltinga*** (Math Education, University of Illinois, Chicago). Chelsey Shade (Education Equity & Cultural Diversity, CU Boulder)

Completed Dissertation Committees: Zeina Atrash*** (Computer Science, Northwestern), Danny Cohen (Learning Sciences, Northwestern), Mary Foote (Math Education, University of Wisconsin, Madison), Ryan Grover (Math Education, CU Boulder), Courtney Koestler (Curriculum and Instruction, University of Wisconsin, Madison), Anita Wager (Curriculum and Instruction, University of Wisconsin, Madison), Janet Walkoe (Learning Sciences, Northwestern).

PROFESSIONAL SERVICE

- 2014 **New Faculty Mentor**, International Conference of the Learning Sciences

¹*Non-CU dissertations service completed while on faculty at CU Boulder.*

- 2014 **Reviewer**, Cognition and Instruction
- 2013 **Reviewer**, Journal Human Development
- 2013 **Reviewer**, Mathematics Teacher Educator
- 2013 **Reviewer**, Journal Mathematics Teacher Education
- 2010 **Reviewer**, Jean Piaget Society Conference, Berkeley, CA
- 2010 **Reviewer**, Conference of the Association of Mathematics Teacher Education, Irvine, CA
- 2010 **Panelist**, Diversity in Mathematics Education, College Park, MD (Aug.)
- 2008 **Workshop Presenter**, Division G, Mentoring Workshop on Mixed Methods (April)
- 2007 **Session Leader**, NSF, National Conference on Doctoral Programs in Mathematics Education, Kansas City, MO (September)
- 2007 **Reviewer**, Mathematics Teaching, Learning, and Liberation in African American Contexts. D. Martin (Ed.), Lawrence Erlbaum Associates, Mahwah, NJ
- 2005- 2007 **Personnel Committee**, *Department of Curriculum and Instruction*, University of Wisconsin, Madison

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
 Association of Mathematics Teacher Educators (AMTE)
 Jean Piaget Society (JPS)
 National Council for Teachers of Mathematics (NCTM)
 Psychology of Mathematics Education-North America (PME-NA)