EDD V. TAYLOR
Curriculum Vitae

EDUCATION

University of California, Berkeley
Ph.D., 2005, Cognition and Development: Human Development and Education

University of California, Berkeley
M.A., 1998, Cognition and Development: Human Development and Education

Patton College
Teaching Credential, 1996, California Preliminary Multiple Subject Teaching Credential

University of California, Berkeley
B.A., 1992, Psychology (Education minor)

ACADEMIC APPOINTMENTS

1/13-present	Assistant Professor, Mathematics Education, University of Colorado, Boulder
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

HONORS AND AWARDS

2022	Provost's Faculty Achievement Award, University of Colorado, Boulder
2021	Honorable Mention for Best Paper, Computer Human Interaction conference
2013	AERA: 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 Center)
2011	Outstanding Faculty Teaching Award, School of Education and Social Policy, Northwestern University
1996- 1997	Outstanding Graduate Student Instructor Award, U.C. Berkeley
1996- 1997	Academic Achievement Award, African American Studies Department, 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

PUBLICATIONS

(key: *doctoral student, **co-equal authorship)

REFEREED JOURNAL ARTICLES

Taylor, E. V. & Dyer, E.* (2014). Teacher goals and dilemmas in the use of mathematical representations. *Mathematics Teacher Educator, 2 (2), 171-184*. (2021-2022 acceptance rate 11.2%)

Taylor, E. V. (2013). The mathematics of tithing: A study of religious giving and mathematical development. *Mind, Culture, and Activity*, 20 (2), 132-149. (2021-2022 acceptance rate 33%)

Taylor, E. V. (2011). Supporting children's mathematical understanding: Professional development focused on out-of-school practices. *Journal of Mathematics Teacher Education*, 271-291. (2018-2020 acceptance rate 14%)

Taylor, E. V. (2009). The purchasing practice of low-income students: The relationship to mathematical development. *Journal of the Learning Sciences, 18,* 370-415. (2021-2022 acceptance rate 10%)

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.

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. (2021-2022 acceptance rate 8%)

REFEREED HANDBOOK CHAPTERS

** Warren, B., Vossoughi, S., Rosebery, A. S., Bang, M., & Taylor, E. V. (2020). Multiple ways of knowing: Re-Imagining Disciplinary Learning. In N.S. Nasir, C.D. Lee, R. Pea, & M. McKinney de Royston (Eds.) *Handbook of the Cultural Foundations of Learning* (pp. 277-293), Routledge. https://doi.org/10.4324/9780203774977-19

BOOK CHAPTERS

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.

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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.

REFEREED CONFERENCE PROCEEDINGS

Payne, W. C.*, Bergner, Y., West, M. E.*, Charp, C., Shapiro, R. B., Szafir, D. A., Taylor, E. V., & DesPortes, K. (2021). danceON: Culturally responsive creative computing for data literacy. Paper accepted to Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI), Yokohama, Japan. (2021 acceptance rate 26.3%)

EDITOR-REVIEWED ARTICLES

**D'Ambrosio, B., Barnes, D., Frankenstein, M., Gutiérrez, R., 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., 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., 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.

INVITED WHITE PAPER

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

PAPERS UNDER REVIEW

Taylor, E. V. & Dobie, T.* (In revision). A study of context and representation in rational number understanding: Mathematical problem solving in religious practices. *Journal of Mathematical Behavior.*

Taylor, E. V. (In revision). Learn to earn and give: Supports for religious giving in families. *Journal of Religious Education.*

PAPERS IN PREPARATION

Taylor, E. V. & Penuel, W. (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.* (50% completed)

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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.

Taylor, E. V. (In preparation) The role of mathematics and dispositions on the design of social justice curriculum by elementary pre-service teachers. Paper to be submitted to *Mathematics Teacher Educator.*

INVITED TALKS

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 Chautauqua Education Series, Colorado Chautauqua Association, Boulder, CO.

Taylor, E. (March, 2014). *Exploring mathematical context activation: Linking cultural practices, schools, and communities.* University of Wyoming, Laramie, WY.

Taylor, E. (May, 2013). *Explorations of Mathematical Expectancy of Meaning.* Invited talk. TERC, Boston, MA.

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.

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.

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.

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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.

Taylor, E.V. (2007). Commencement speaker, U.C. Berkeley Graduate School of Education

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.

CONFERENCE PRESENTATIONS

Taylor, E. (May, 2022). *The role of mathematics and dispositions on the design of social justice curriculum by elementary pre-service teachers.* Paper presented at the annual conference of the American Educational Research Association, San Diego, CA.

Solomon F, Vogelstein L, Brady C, Steinberg R, Thomas C, Champion D, Lindberg L, Enyedy N, DesPortes K, Payne W, et. al. (2021). Co-Discussant at Symposium: *Embodying STEM: Learning at the Intersection of Dance and STEM*. International Society of the Learning Sciences. https://repository.isls.org/bitstream/1/7588/1/819-826.pdf

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. (May, 2016) Discussant, Learning in Informal Environments, Annual Meeting of the Jean Piaget Society, San Francisco, CA.

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. & 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.

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Dobie, T. & Taylor, E. (April, 2014). *Religious Practices and Mathematical Problem Solving: The Role of Problem Context in Rational Number Understanding.* Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.

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.

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).

Discussant, (April, 2013) Division G: Social Context of Education. Annual Conference of the American Educational Research Association, San Francisco, CA.

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 Presession, Denver, CO.

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 Presession, Philadelphia, PA.

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, 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. (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.

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.

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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.

DiME (April, 2008). Workshop on Equity in Mathematics. Presented at the annual conference of the American Educational Research Association, New York, NY.

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.

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). *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). *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.

Taylor, E. V. (2004). *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.

Garcia de Osuna, J., Taylor, E. V., Coben, R. C., Shahidi, B., Cheng, B. H., Arendtsz, A., et al. (2004). *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.

Saxe, G., Taylor, E. V., & McIntosh, C. (2001). *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). *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.

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Taylor, E. V. (1997). Panelist, *UCLinks*, Panel for the Regional Conference on Educational Collaboration and Excellence, Berkeley, CA. Charles Underwood, Chair.

GRANT FUNDING

2020 Shapiro, Taylor, Szafir, and Ellesworth ($433,290) Collaborative Research: Integrating Physical Computing and Data Science for Movement Based Learning. NSF STEM+C. (#1933915)

2018 Taylor, E. V. (P.I) $20,000 [Awarded] School of Education Place-Based Partnership Seed Grant, CU Boulder.

2004-2007 **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

2006 Vilas Grant ($12,500)

GRANTS SUBMITTED / NOT FUNDED

Taylor, E. V. (P.I) $596,699. Grant Declined, rated 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. – 2013

Taylor, E. V. (P.I) ($499,995) The Role of Definitions and Beliefs about Mathematics in the Relationship between African-American Racial Identity and Mathematics Participation. Level 1 Core Research (ECR) NSF – 2015 and 2016

Taylor, E. V. (P.I.) ($50,000). A Study of Mathematics Participation and African-American Identity in Homes. Spencer Small Grant – 2015 and 2016

UNIVERSITY TEACHING EXPERIENCE

EDUC 8165/8175: Research on Equity Focused Programs in STEM. The course examines ways in which designs of programs that attempt to address equity and social justice in/through STEM guide or are constitutive of the research practices, findings, and products or contributions associated with study of the STEM programs (MA/PhD).

EDUC 6318: Psychological Foundations of Education A foundational course in theories of learning and their educational applications. The course provides a broad overview of theories of learning that have been influential in this century. We will discuss the implications of these theories for educational practice (MA).

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*EDUC 4050: Knowing and Learning in STEM***,** University of Colorado, Boulder This course focuses what it means to know, deeply understand, and be someone who does mathematics and science in the context of US middle and high schools. Fundamental assumptions guiding the course are that learning is a social activity that is shaped by the environments in which it takes place, and that schools and classrooms are *particular* kinds of environments for learning (UG STEM majors).

EDUC 2020: Step 1 Inquiry Approaches to Math and Science, University of Colorado, Boulder Teaching In this course teacher candidates will be asked to identify, analyze and design educational connections to math and science knowledge that children develop outside of the standard classroom. Locations for the emergence of these understandings include constructed learning environments like museums and after school programs, as well as informal settings that provide opportunities to develop understandings in mathematics and science (e.g. sports, games, and cooking (UG Elem).

EDUC 5205: Elementary School Mathematics Theory and Methods, University of Colorado, Boulder. This course focuses on learning theories and teaching strategies for equitable teaching elementary school mathematics. The course focuses on different instructional practices, models, and tools that can be utilized to elicit, assess, and build on student mathematical reasoning. The final project includes designing math for social justice thematic units (UG Elem).

EDUC 6205: Theories of Learning: Math and Science, University of Colorado. Boulder. Doctoral seminar related to major theories of learning in math and science education (Ph.D).

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 (Ph.D).

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

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.

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.

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.

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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.

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.

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.

Curriculum & Instruction 370: Teaching Mathematics, UW Madison. How to teach so children understand and can use mathematical concepts.

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.

Education 100: Educational Psychology for Teachers, UC Berkeley. The development of social, cognitive, linguistic, and motivational issues relevant to teachers in the classroom.

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.

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.

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.

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.

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.

Graduate Student Instructor, *Education 114A: Early Development and Education*, U.C. Berkeley Summer Sessions.

PROFESSIONAL RECOGNITION

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2019-present	Math Advisory Board, Great 8, University of Michigan
2016	Strand Leader, Psychology of Mathematics Education-North America
2012-2016	Board Member/Executive Board (VP), 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

8/13-6/17	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 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.

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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.

SERVICE TO SCHOOL OF EDUCATION

2020-present Member, Awards Committee, School of Education, CU Boulder
2021-present Member, SOE Placed-Based Award Committee
2013-present Member, Teacher Education Committee, School of Education, CU Boulder

UNIVERSITY SERVICE

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

PROFESSIONAL SERVICE

2014 New Faculty Mentor, International Conference of the Learning Sciences
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

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American Educational Research Association
Association of Mathematics Teacher Educators
Jean Piaget Society
National Council for Teachers of Mathematics
Psychology of Mathematics Education-North America

ADVISING

Graduate Advisees: Tarah Donoghue (Math Education, CU Boulder), co-advised with Dr. Victoria Hand

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

Current Doctoral Dissertation Committees: Clarissa Deverel-Rico (Science Education, CU Boulder); Ashley Scroggins (Learning Sciences and Human Development/Math Education, 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). Susan Miller, (Math Education, CU Boulder); Tim Stoelinga (Math Education, University of Illinois, Chicago). Chelsey Shade (Education Equity & Cultural Diversity, CU Boulder), Max Weinberg (Concordia University, Chicago, IL)

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