

CURRICULUM VITAE

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ACADEMIC BACKGROUND:

- Ph.D.** University of Wisconsin-Madison, Madison, WI. Major: Curriculum and Instruction, Minor: Mathematics. 1996
Thesis title: “Mathematics Pedagogy in Developing Nations: The Work of Two Inner-City, Guatemalan Teachers”
- M.A.** University of Montana, Missoula, MT. Mathematics. 1990
- B.A.** University of Colorado-Denver, Denver, CO. Mathematics. 1984

PROFESSIONAL POSITIONS:

Professor and Wyoming Excellence in Higher Education Endowed Chair in Mathematics Education, University of Wyoming, Laramie, Wyoming. August 2017 – Present.

Chair, Morgridge College of Education Kennedy Institute, University of Denver, Denver, Colorado. September 2012 – June 2017.

Professor and Kennedy Endowed Chair of Urban Education, University of Denver, Denver, Colorado. September 2012 – June 2017.

Professor, Department of Educational Leadership and Organizational Learning and Department of Mathematics & Statistics, University of New Mexico, Albuquerque, New Mexico. August 2010 – August 2012.

Associate Professor, Department of Educational Specialties and Department of Mathematics & Statistics, University of New Mexico, Albuquerque, New Mexico. August 2004 – July 2010.

Assistant Professor, Department of Educational Specialties, University of New Mexico, Albuquerque, New Mexico. August 1998 – June 2004.

Assistant Professor, Department of Mathematics and Computer Science, San José State University, San José, California. August 1996 – August 1998.

Lecturer, Department of Mathematics and Computer Science, San José State University, San José, California. August 1995 - August 1996.

Staff, San José Mathematics Leadership Project - Teacher Enhancement Component. National Science Foundation funded project. September 1995 - August 1996.

Associate Researcher/Mathematics Assistant Coordinator, Wisconsin Performance Assessment Development Project. University of Wisconsin-Madison, Wisconsin Center for Education Research, Madison, Wisconsin. December 1994 - June 1995.

Project Assistant, Wisconsin Performance Assessment Development Project. University of Wisconsin-Madison, Wisconsin Center for Education Research, Madison, Wisconsin. July 1994 - December 1994.

Field Coordinator, ARISE Secondary Mathematics Curriculum Project. National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison, Madison, Wisconsin. August 1993 - June 1994.

Project Assistant, National Center for Research in Mathematical Sciences Education. University of Wisconsin-Madison, Madison, Wisconsin. August 1992 - July 1994.

TEACHING EXPERIENCE:

Professor and Wyoming Excellence in Higher Education Endowed Chair in Mathematics Education, University of Wyoming, Laramie, Wyoming. September 2017 – Present.

Professor and Kennedy Endowed Chair of Urban Education, University of Denver, Denver, Colorado. September 2012 – August 2017.

Professor, Department of Educational Leadership and Organizational Learning/Department of Mathematics & Statistics, University of New Mexico, Albuquerque, New Mexico. August 2010 – August 2012.

Associate Professor, Department of Educational Specialties and Department of Mathematics & Statistics, University of New Mexico, Albuquerque, New Mexico. July 2004 – July 2010.

Assistant Professor, Department of Educational Specialties, University of New Mexico, Albuquerque, New Mexico. August 1998 – June 2004.

Assistant Professor, Department of Mathematics and Computer Science, San José State University, San José, California. August 1996 – August 1998.

Lecturer, Department of Mathematics and Computer Science, San José State University, San José, California. August 1995 - August 1996.

High School Mathematics Teacher, Colegio Internacional de Carabobo/Caracas, Valencia and Caracas, Venezuela. Also taught College Algebra in evenings at adjoining Shelton State Junior College. 1990 - 1992.

Teaching Assistant, Mathematics Department, University of Montana, Missoula, Montana. 1987 - 1990.

Teacher, Tanto School, Stockholm, Sweden. Taught all subjects to a combined 1st/2nd grade class in English. 1986 - 1987.

Teacher, Ojai Valley School, Ojai, California. Taught Algebra II and Geometry. Initiated and coordinated Computer Studies program. 1984 - 1986.

Teaching Assistant, Denver Public Schools, Denver, Colorado. 1982 - 1983.

ADMINISTRATIVE EXPERIENCE:

Program Coordinator, Ph.D. degree program in Mathematics Education, University of Wyoming, Laramie, Wyoming. August 2017 – Present.

Program Coordinator, Curriculum Studies & Teaching Program, Morgridge College of Education, University of Denver. January 2013 – March 2014.

Lead Principal Investigator at The University of New Mexico, Center for the Mathematics Education of Latinos/as (CEMELA). August 2004 – July 2009.

Associate Researcher/Mathematics Assistant Coordinator, Wisconsin Performance Assessment Development Project. University of Wisconsin-Madison, Wisconsin Center for Education Research, Madison, Wisconsin. December 1994 - June 1995.

Field Coordinator, ARISE Secondary Mathematics Curriculum Project. National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison, Madison, Wisconsin. August 1993 - June 1994.

SCHOLARSHIP ACTIVITIES:

PUBLICATIONS

Books:

Leonard, J., Burrows, A., & Kitchen, R. S. (Editors) (2019). *Recruiting, preparing, and retaining STEM teachers for a global generation*. Rotterdam, Netherlands: Brill.

Kitchen, R. S. (2017). *Healing across the educational divide: La historia de escuela luz del mundo*. Bloomington, IN: WestBow Press.

Kitchen, R. S. & Civil, M. (Editors) (2011). *Transnational and borderland studies in mathematics education*. New York: Routledge Press.

Kitchen, R. S., DePree, J., Celedón-Pattichis, S., & Brinkerhoff, J. (2007). *Mathematics education at highly effective schools that serve the poor: Strategies for change*. Mahwah, NJ: Lawrence Erlbaum Associates.

Rodriguez, A. J. & Kitchen, R. S. (Editors) (2005). *Preparing mathematics and science teachers for diverse classrooms: Promising strategies for transformative pedagogy*. Mahwah, NJ: Lawrence Erlbaum Associates.

Refereed Monographs:

Kitchen, R. S. & Silver, E. (Editors) (2010). *Assessing English language learners in mathematics*, Vol. 2 [A Research Monograph of *TODOS: Mathematics for All*]. Washington, DC: National Education Association.

Kitchen, R. S. & Silver, E. (Editors) (2008). *Promoting high participation and success in mathematics by Hispanic students: Examining opportunities and probing promising practices*, Vol. 1 [A Research Monograph of *TODOS: Mathematics for All*]. Washington, DC: National Education Association.

Chapters in books:

Kastberg, S., & Kitchen, R. (in press). Relational practices in mathematics teacher education: Theorizing a construct to inform our practice. *Reflection on Past, Present and Future: Paving the Way for the Future of Mathematics Teacher Education*. Association of Mathematics Teacher Educators Professional Book Series, Volume 5.

Kitchen, R. S. (2023). Religious education for the Mexican immigrant community in Albuquerque: The vital role of compassion. In Z. Gross (Ed.), *Reimagining the*

landscape of religious education: Challenges and opportunities (pp. 271-288). New York: Springer.

Kitchen, R. S., & Jensen, K. (2018). Using computer-assisted instruction to support the mathematical reasoning and discourse of underserved students. In D. White, A. Fernandez, & M. Civil (Eds.), *Access and Equity: Promoting High Quality Mathematics in Grades 9-12* (pp. 125-135). Reston, VA: National Council of Teachers of Mathematics.

Kitchen, R. S. (2018). A commentary with urgency: Looking across theoretical perspectives to put relationship building with underserved students at the forefront of our work. **Invited**. In S. E. Kastberg, A. M. Tyminski, A. E. Lischka, & W. B. Sanchez (Eds.), *Building Support for Scholarly Practices in Mathematics Methods* (pp. 343-358). Association of Mathematics Teacher Educators and Information Age Publishing.

Kitchen, R. S. (2016). Responding to mathematics teachers' deficit perspectives about economically disadvantaged students and their families: A commentary on Bartell et al.'s case. In D. White, S. Crespo, & M. Civil (Eds.), *Cases for Mathematics Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms* (pp. 347-351). Charlotte, NC: Association of Mathematics Teacher Educators and Information Age Publishing.

Kitchen, R. S. (2016). Privilege in mathematics education: Some reflections on Whiteness. In N. M. Joseph, C. M. Haynes, & F. Cobb (Eds.), *Interrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Racial Consciousness in STEM Classrooms* (pp. 57-71). New York, NY: Peter Lang Publishing.

Kitchen, R. S. (2014). Using formative assessment to promote innovative pedagogy for ELLs: Introducing the Discursive Assessment Protocol. In M. Civil & E. Turner, (Eds.), *The Common Core State Standards in Mathematics for English Language Learners: Grades K-8* (pp. 127-138). Alexandria, VA: TESOL.

Kitchen, R. S. (2013). Foreword. **Invited**. In J. Leonard & D. B. Martin (Eds.), *Beyond the Numbers and Toward New Discourse: The Brilliance of Black Children in Mathematics* (pp. ix-xiv). Charlotte, NC: Information Age Publishing.

Kitchen, R. S. (2013). Teacher pleasing and identity: Transforming the mathematics learning culture for bilingual learners. In L. J. Jacobsen, J. Mistele, & B. Sriraman (Eds.), *Mathematics teacher education in the public interest: Equity and social justice*, (pp. 39-64). Charlotte, NC: Information Age Publishing.

Kitchen, R. S. (2013). Using multiple lenses to view social justice in mathematics education. **Invited**. In L. J. Jacobsen, J. Mistele, & B. Sriraman (Eds.),

Mathematics teacher education in the public interest: Equity and social justice, (pp. 253-266). Charlotte, NC: Information Age Publishing.

Kitchen, R. S., Burr, L., & Castellón, L.B. (2012). Promoting academic risk taking for ELLs through formative assessment: A vignette. In S. Celedón-Pattichis & N. G. Ramirez (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs*, (pp. 139-144). Reston, VA: National Council of Teachers of Mathematics.

Kitchen, R. S. (2011). Considering Mexican and U.S. teachers' views on the teaching and learning of mathematics through a teaching for diversity lens. In Kitchen, R. S. & Civil, M. (Eds.), *Transnational and borderland studies in mathematics education* (pp. 117-138). Routledge Press.

Kitchen, R. S. & Civil, M. (2011). Preface. In Kitchen, R. S. & Civil, M. (Eds.), *Transnational and borderland studies in mathematics education* (pp. xiii-xxvii). Routledge Press.

Kitchen, R. S. & Civil, M. (2011). Looking forward: Establishing a research agenda for transnational and borderland studies in mathematics education. In Kitchen, R. S. & Civil, M. (Eds.), *Transnational and borderland studies in mathematics education* (pp. 187-190). Routledge Press.

Castellón, L.B., Burr, L. & Kitchen, R. S. (2011). English language learners' conceptual understanding of fractions: An interactive interview approach as a means to learn with understanding. In Téllez, K., Moschkovich, J.N., & Civil, M. (Eds.) *Latinos and mathematics education: Research on learning and teaching in classrooms and communities* (pp. 259-282). Charlotte, NC: Information Age Publishing.

Taylor, E., & Kitchen, R. S. (2008). Doctoral programs in mathematics education: Diversity and equity. In Reys, R. & Dossey, J. (Eds.), *U.S. Doctorates in Mathematics Education: Developing Stewards of the Discipline* (pp. 111-116). Washington, D.C.: Conference Board of the Mathematical Sciences.

Kitchen, R. S. & Silver, E. (2008). *TODOS* Monograph Foreword. In R.S. Kitchen & E. Silver (Eds.), *Promoting High Participation and Success in Mathematics by Hispanic Students: Examining Opportunities and Probing Promising Practices [A Research Monograph of TODOS: Mathematics for All]*. Washington, DC: National Education Association.

Kitchen, R. S. (2007). Foreword (**invited**). Introduction. In J. Giménez, J. Díez-Palomar, & M. Civil (Eds), *Educación matemática y exclusión*. Barcelona, Spain: Editorial Graó.

- Kitchen, R. S. (2007). An overview of schooling in high poverty communities. In R. S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change* (pp. 1-19). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R. S. (2007). Introduction to the participating highly effective schools. In R. S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change* (pp. 21-31). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R. S. (2007). High expectations and sustained support for academic excellence. In R. S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change* (pp. 33-53). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R. S. (2007). Challenging mathematical content and high level instruction. In R. S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change* (pp. 77-92). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R. S. (2007). The importance of building relationships. In R. S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change* (pp. 115-129). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R. S. (2007). Looking back and some recommendations for further research. In R. S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change* (pp. 147-166). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R. S. (2007). Appendix A: Research methods. In R. S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change* (pp. 167-172). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R. S. (2005). Making equity and multiculturalism explicit to transform the culture of mathematics education. In A. J. Rodriguez & R. S. Kitchen (Eds.), *Preparing Mathematics and Science Teachers for Diverse Classrooms: Promising Strategies for Transformative Pedagogy* (pp. 33-60). Mahwah, NJ: Lawrence Erlbaum Associates.

Kitchen, R. S. (2001). The socio-political context of mathematics pedagogy in Guatemala through the words and practices of two teachers. In W. Atweh, H. Forgasz, H., & B. Nebres, (Eds.), *Sociocultural Research on Mathematics Education: An International Perspective* (pp. 151-162). Mahwah, NJ: Lawrence Erlbaum Associates.

Kitchen, R. S. & Lear, J.M. (2000). Mathematizing Barbie: Using measurement as a means for girls to analyze their sense of body image. In W. Secada (Ed.), *Changing the Faces of Mathematics: Perspectives on Multiculturalism and Gender Equity*, 67-74. NCTM: Author.

Kitchen, R. S. & Conry, S. (2000). A case of students assessing themselves and their peers in the mathematics classroom. In W.S. Bush (Ed.), *Mathematics Assessment: Cases and Discussion Questions for Grades 6-12*. (Book developed as part of "Classroom Assessment for School Mathematics K-12 Series). NCTM: Author.

Articles in refereed journals:

Kitchen, R., Castellón, L. B., & Matute, K. (2023). A teacher's ambitious and equitable teaching practice: Simultaneously developing multilingual learners' mathematical reasoning *and* mathematics register. *Mathematics Teacher: Learning and Teaching PK-12*, 116(9), 659-665.

Kitchen, R. (in press). Teachers talk about implementing problem-solving based instruction at a high diverse elementary school. *Proceedings of the thirteenth Conference of the European Society for Research in Mathematics Education (CERME 13, July 10-14, 2023)*.

Kitchen, R. (2023). Problem-solving at a diverse school: Teachers characterize their experiences and their multilingual learners' experiences. *Proceedings of the 45th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*.

<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Kitchen, R., Castellón, L. B., Matute, K., & Mosqueda, E. (in review). Examining the interplay of design principles in an instructional intervention for multilingual learners: The Discursive Mathematics Protocol. *International Journal of Mathematical Education in Science and Technology*.

Kitchen, R., Gonzales, L., Martinez-Archuleta, M., & Bicer, A. (in review). Developing teacher leaders in mathematics in northern New Mexico schools: Learning from participants to cultivate leadership. *Mathematics Education Research Journal*.

Kitchen, R. (in review). Attending to teachers' professional development needs: The

case for assessing teachers' needs and building productive professional relationships. *Journal of Mathematics Teacher Education*.

Kitchen, R. (2022). Considering fishbone diagrams to develop a school-based research agenda. *For the Learning of Mathematics*, 42(3), 43-46.

Chirinda, B., Kitchen, R., Castellón, L. B., & Matute, K. (2022). Teaching mathematics in post-apartheid South Africa: The perspectives of teachers of Black students. *Research in Mathematics Education*.
<https://doi.org/10.1080/14794802.2021.2024086>

Kitchen, R. (2022). Leveraging Pólya's heuristic to support mathematical reasoning and language development. In Morska, Janina & Rogerson, Alan (Eds.) *Building on the Past to Prepare for the Future, Proceedings of the 16th International Conference of The Mathematics Education for the Future Project*, King's College, Cambridge, Aug 8-13, 2022 (pp. 261-266). Münster: WTM.
<https://books.google.de/books?id=IoGIEAAAQBAJ>

Castellón, L. B., Kitchen, R., & Matute, K. (2022). Equitable teaching practices: Developing Emergent Bilinguals' positive mathematical identities. In Lischka, A. E., Dyer, E. B., Jones, R. S., Lovett, J. N., Strayer, J., & Drown, S. *Proceedings of the Forty-Fourth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Middle Tennessee State University, November 17-20, 2022 (pp. 370-379).
<http://www.pmena.org/pmenaproceedings/PMENA%2044%202022%20Proceedings.pdf>

Matute, K. Castellón, L. B., & Kitchen, R. (2022). English language learner students' development of the mathematics register during a problem-solving lesson. In Lischka, A. E., Dyer, E. B., Jones, R. S., Lovett, J. N., Strayer, J., & Drown, S. *Proceedings of the Forty-Fourth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Middle Tennessee State University, November 17-20, 2022 (pp. 1822-1831).
<http://www.pmena.org/pmenaproceedings/PMENA%2044%202022%20Proceedings.pdf>

Kitchen, R. (2022). The power of their ideas: Leveraging teachers' mathematical ideas in professional development. *International Journal of Mathematical Education in Science and Technology*, 53(7), 1835-1858.
<https://doi.org/10.1080/0020739X.2020.1847337>

Kitchen, R., Martinez-Archuleta, M., Gonzales, L., & Bicer, A. (2021). Actualizing change after experiencing significant mathematics PD: Hearing from teachers of color about their practice and mathematical identities. *Education Sciences*,

11(11), 710. <https://doi.org/10.3390/educsci11110710> (0.45 SJR Impact factor – SCOPUS/Scimago-Q2)

- Tabron, L. A., Kitchen, R., & Mestas, B. (2021). Moving beyond equal access: Detracking a high school's mathematics program. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(9).
<https://www.ejmste.com/article/moving-beyond-equal-access-detracking-a-high-schools-mathematics-program-11131>
- Kitchen, R. (2021). Transforming schooling for the Mexican immigrant community: Integrating Christ's love and academic excellence. *Journal of Research on Christian Education*, 30(1), 20-41.
<https://doi.org/10.1080/10656219.2021.1910600>
- Kitchen, R., Castellón, L. B., & Matute, K. (2020). Supporting English learner students' development of the mathematics register through an instructional intervention. In A. I. Sacristán, J. C. Cortés-Zavala, & P. M. Ruiz-Arias (Eds.), *Mathematics Education Across Cultures: Proceedings of the 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education Conference*, México (pp. 1993-2000). Cinvestav/AMIUTEM/PME-NA. <https://doi.org/10.51272/pmena.42.2020>
- Kitchen, R. (2020). Caught in the middle: Examining a contentious divide through the experiences of a small Christian school for Mexican immigrants. *British Journal of Religious Education*, 42(4), 435-446.
<https://doi.org/10.1080/01416200.2020.1737917>
- Kitchen, R. (2019). The power of their ideas: Highlighting teachers' mathematical ideas in professional development. In M. Graven, H. Venkat, A. Essien, & P. Vale (Eds.), *Proceedings of the 43rd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 480-487). Pretoria, South Africa: PME
- Kitchen, R. (2019). Being a PD opportunist: Leveraging teachers' ideas to build mathematical knowledge and challenge beliefs. In S. Otten, A. G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.), *Proceedings of the forty-first annual meeting of the North American Group of the International Group for the Psychology of Mathematics Education Conference* (pp. 497–502). St. Louis, MO: University of Missouri.
<https://www.pmena.org/pmenaproceedings/PMENA%2041%202019%20Proceedings.pdf>
- Rodriguez, A., Kitchen, R., & Harding, J. L. (2018). If Trump was an applicant to your mathematics education program, would you accept him? *For the Learning of Mathematics*, 38(1), 19-21.

- Olp-Garcia, M., Van Ooyik, J., & Kitchen, R. (2017). Deficit discourse and labeling in elementary mathematics classrooms. *Journal of Mathematics Education at Teachers College*, 8(2), 1-8.
- Kitchen, R. S., & Berk, S. (2017). Keeping the focus on underserved students, privilege and power: A reaction to Clements and Sarama. *Journal for Research in Mathematics Education*, 48(5), 483-487.
<https://doi.org/10.5951/jresematheduc.47.1.0003>
- Kitchen, R. Olp-Garcia, M., & Van Ooyik, J. (2017, Fall). Resisting student labeling in this era of testing. *Colorado Mathematics Teacher*, 2-6.
- Kitchen, R., Anderson Ridder, S., & Bolz, J. (2016). The legacy continues: “The test” and denying access to a challenging mathematics education for historically marginalized students. *Journal of Mathematics Education at Teachers College*, 7(1), 17-26. <https://doi.org/10.7916/jmetc.v7i1.784>
- Kitchen, R. S., & Berk, S. (2016). Educational technology: An equity challenge to the Common Core. *Journal for Research in Mathematics Education*, 47(1), 3-16.
- Kitchen, R. S., Ridder, S., & Bolz, J. (2015). Student assessment in an era of accountability. In K. Krainer & N. Vondrová (Eds.), *Proceedings of the Ninth Conference of the European Society for Research in Mathematics Education (CERME9, 4-8 February 2015)* (pp. 1591-1596). Prague, Czech Republic: Charles University in Prague, Faculty of Education and ERME. <hal-01287904>
- Kitchen, R. S. (2015, Winter). Supporting the success of diverse, low-income learners in a Connected Mathematics Program (CMP) class. *Colorado Mathematics Teacher*, 22-26.
- Kitchen, R. S., Burr, L., & Castellón, L.B. (2010). Cultivating a culturally affirming and empowering learning environment for Latino/a youth through formative assessment. In R.S. Kitchen, & E. Silver (Editors), *Assessing English language learners in mathematics* (Vol. 2, pp. 59-82). Washington, DC: National Education Association.
- Kitchen, R. S., Roy, F. C., Lee, O., Secada, W. (2009). Comparing teachers’ conceptions of mathematics education and student diversity at highly effective and typical elementary schools. *Journal of Urban Mathematics Education*, 2, 1, 52-80.
- Kitchen, R. S., Acosta, J., Bengoechea, N., Civil, M., Gutiérrez, R., Marshall, M., & Moschkovich, J. (2007). Working Group: Transnational and borderland research studies in mathematics education. In T. Lamberg & Wiest, L.R. (Eds.), *Proceedings of the 29th Annual Meeting of the North American Chapter of the*

International Group for the Psychology of Mathematics Education. Stateline (Lake Tahoe), NV: University of Nevada, Reno.

- Kitchen, R. S., Acosta, J., Civil, M., Marshall, M., Moschkovich, J., & Gutiérrez, R. (2006). Discussion Group: Transnational and borderland research studies in mathematics education. In S. Alatorre, S., Cortina, J.L., Sáiz, M., & Méndez, A. (Eds.), *Proceedings of the Twenty Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Vol. 1*, 99-102. Merida, Mexico: Universidad Pedagógica Nacional.
- Kulm, G., Wilson, L. D., & Kitchen, R. S. (2005). Alignment of content and effectiveness of mathematics assessment items. *Educational Assessment*, 10(4), 333-356.
- Kitchen, R. S. & DePree, J. (2005). Closing the gap through an explicit focus on learning and teaching. *Journal of Mathematics Education Leadership*, 8(1). Lakewood, CO: National Council of Supervisors of Mathematics.
- Kitchen, R. S. (2004). Challenges associated with developing discursive classrooms in high-poverty, rural schools. *Mathematics Teacher*, 97(1), 28-31.
- Kitchen, R. S. & DePree, J. (2004). Examining prospective teachers' understanding of proportional reasoning. *Journal of the American Mathematics Association of Two-Year Colleges*, 25(2). AMATYC.
- Kitchen, R. S. & Wilson, L. D. (2004). Lessons learned from students about assessment and instruction. *Teaching Children Mathematics*, 10(8), 394-399.
- Kitchen, R. S. (2003). Getting real about mathematics education reform in high poverty communities. *For the Learning of Mathematics*, 23(3), 16-22.
- Kitchen, R. S., Cherrington, A., Gates, J., Hitchings, J., Majka, M., Merk, M. & Trubow, G. (2002). Teachers describe how performance assessment supported mathematics education reforms at their middle school. *Mathematics Teaching in the Middle School*, 8(1). Reston, VA: NCTM.
- Kitchen, R. S. (2002). Transforming mathematics education: Barriers to reform in high poverty, diverse schools. In P. Valero & O. Skovsmose (Eds.), *Proceedings of the Third International Conference on Mathematics Education and Society*. Helsingor, Denmark: Centre for Research in Learning Mathematics.
- Kitchen, R. S. (2000). Teachers' perspectives on performance assessment. In M.L. Fernández (Ed.), *Proceedings of the Twenty-Second 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.

Mondragon, J., Kitchen, R. S., Velásquez, D., & Myers, J. (1999). Dropout intervention/prevention in New Mexico schools with special emphasis on Hispanics and Native Americans. *Journal of the National School Development Council: Catalyst for change*, 29(1), 9-16.

Kitchen, R. S. (1999). Learning from California's experiences in the 1990's to move forward the mathematics education reform agenda. In F. Hitt & M. Santos (Eds.), *Proceedings of the Twenty-First 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.

Kitchen, R. S. (1999). Analyzing and making sense of statistics in newspapers. *Mathematics Teacher*, 92(4). NCTM: Author.

Kitchen, R. S., Becker, J. R., & Pence, B. J. (1997). Equity, teaching practices, and reform: Mathematics teachers discuss the impact of the San José Mathematics Leadership Project. In J.A. Dossey, J.O. Swafford, M. Parmantie, & A.E. Dossey (Eds.), *Proceedings of the Nineteenth 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.

Kitchen, R. S. (1996). Mathematics pedagogy in Guatemala: The narratives of two inner-city teachers. In E. Jakubowski, D. Watkins, & H. Biske (Eds.), *Proceedings of the Eighteenth 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.

Kitchen, R.S. (1990). The Greedy Method and structure in discrete optimization problems. *Proceedings of the Montana Academy of Sciences*, 50, 69-78.

Conference Proceedings (non-refereed):

Kitchen, R.S. (2003). Mathematics education reforms in high poverty communities. *Proceedings of the XI Interamerican Conference on Mathematical Education*. Blumenau, Brazil.

Policy Papers:

Gonzales, L., Leonard, Z. A., Padilla-Vigil, V. S., & Kitchen, R. (2018). White paper: A regional partnership school. Retrieved at

https://docs.google.com/document/d/1SgydoEHCw_bS2J5jPx-qWKsmm2wNxhtrnParNaMP1iA/edit

Kitchen, R. S. (2015). Equity from an assets-based perspective. *James C. Kennedy Institute for Educational Success*. Retrieved at http://www.du.edu/kennedyinstitute/media/documents/kennedy_institute_policy_paper_3.pdf.

Clements, D., Sarama, J., & Kitchen, R. (2013, November). Education and equity. *James C. Kennedy Institute for Educational Success*. Retrieved at <http://www.du.edu/kennedyinstitute/media/documents/equity-paper1.pdf>.

Articles in Non-Refereed Journals:

Kitchen, R.S. (2006, Summer). CEMELA – The Center for the Mathematics Education of Latino/as. *Intersection: Mathematics Educators Sharing Common Ground*. Reston, VA: Exxon Mobil Foundation & National Council of Teachers of Mathematics.

Kitchen, R.S. (2004, December). UNM Research Highlights. *Research Brief: Institute for Professional Development*, 3. Albuquerque, NM: University of New Mexico, College of Education.

Kitchen, R.S. (2000, June). A success story in assessment: Mathematics teachers write tasks that drive their curriculum. *The California Mathematics Council ComMuniCator*. Clayton, CA: California Mathematics Council.

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Kitchen, R.S. (2008). Diversity box for mathematics instruction. In E.A. Polloway, J.R. Patton, & L. Serna (Eds.), *Strategies for Teaching Learners with Special Needs* (9th ed.). Columbus, OH: Merrill-Prentice Hall.

Book Reviews:

Kitchen, R.S. (2002). Book Review of “Fragments of Infinity.” *Mathematics Teacher*, 95,6. NCTM.

Kitchen, R.S. (2000). Book Review of “Geometry from Africa: Mathematical and Educational Explorations.” *Mathematics Teacher*, 93,6. NCTM.

Kitchen, R.S. & Becker, J.R. (1998). Mathematics, Culture, and Power. Review of A. Powell and M. Frankenstein's, *Ethnomathematics: Challenging Eurocentrism in Mathematics Education* (Albany, NY: State University of New York Press, 1997). *Journal for Research in Mathematics Education*. NCTM: Author.

Kitchen, R.S. (1997). Book Review of "Results from the Sixth Mathematics Assessment." *Mathematics Teacher*. NCTM.

Kitchen, R.S. (1996). Review of the video "Conic Sections: Slicing the Cone." *Mathematics Teacher*, 89, 9.

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Kitchen, R.S., González, R.V., Ortiz, E. (Editors) (2007, Spring). Bibliography of Diversity and Equity in Mathematics Education (Second Edition). *TODOS: Mathematics for All*.

Kitchen, R.S. (Editor) (2004, May). Bibliography of Diversity and Equity in Mathematics Education. *TODOS: Mathematics for All*.

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Matthews, M., Anhalt, C., & Kitchen, R.S. (Editors) (2007, March). Noticias de *TODOS: News from TODOS Mathematics for All*. *TODOS: Mathematics for All*.

Matthews, M., Anhalt, C., & Kitchen, R.S. (Editors) (2006, October). Noticias de *TODOS: News from TODOS Mathematics for All*. *TODOS: Mathematics for All*.

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- Kitchen, R.S. (2004, October). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.
- Kitchen, R.S. (2004, April). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.
- Kitchen, R.S. (2003, October). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.
- Kitchen, R.S. (2003, May). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.
- Kitchen, R.S. (2003, April). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Las Cruces, NM.
- Kitchen, R.S. (1999). Dropout Prevention Study Making Progress. *New Mexico Research and Study Council Newsletter*, 40, 2. Albuquerque, NM: College of Education New Mexico Research and Study Council.
- Kitchen, R. (1995). Mathematics Pedagogy in the 3rd World: The Case of a Guatemalan Teacher. *Newsletter [of the International Study Group on Ethnomathematics (ISGEm)]*, 10, 1-4.

Final Reports from Funded Projects:

- Kitchen, R.S. (2016). Access in Mathematics for All (AMA). Year Two Report.
- Kitchen, R.S. (2015). Access in Mathematics for All (AMA). Year One Report.
- Kitchen, R.S., & Celedón-Pattichis, S. (2010). Center for the Mathematics Education of Latinos/as (CEMELA) at the University of New Mexico: Supplemental Year Report.
- Kitchen, R.S., & Celedón-Pattichis, S. (2009). Center for the Mathematics Education of Latinos/as (CEMELA) at the University of New Mexico: Year Five Report.
- Kitchen, R.S., & Celedón-Pattichis, S. (2008). Center for the Mathematics Education of Latinos/as (CEMELA) at the University of New Mexico: Year Four Report.
- Kitchen, R.S., & Celedón-Pattichis, S. (2007). Center for the Mathematics Education of Latinos/as (CEMELA) at the University of New Mexico: Year Three Report.
- Kitchen, R.S., & Celedón-Pattichis, S. (2006). Center for the Mathematics Education of Latinos/as (CEMELA) at the University of New Mexico: Year Two Report.

- Kitchen, R.S., & Celedón-Pattichis, S. (2005). Center for the Mathematics Education of Latinos/as (CEMELA) at the University of New Mexico: Year One Report.
- Kitchen, R.S., DePree, J., Celedón-Pattichis, S., Brinkerhoff, J. (2004). High Achieving Schools Initiative Final Report. Report to Hewlett-Packard Department of Philanthropy and Education. Available at www.unm.edu/~jbrink/HASchools/.
- Kitchen, R. S. (2003). Teachers' conception about curriculum, instruction, and assessment, in mathematics and science. In O. Lee, W. Secada, R. Kitchen, F. Roy (Eds.), *Teachers' Conceptions and Practices in Mathematics and Science Instruction for Culturally and Linguistically Diverse Elementary Students*. Report to the National Science Foundation from the Urban Institute, Washington, DC.
- Lee, O., Secada, W., Kitchen, R., Roy, F. (2003). Teachers' Conceptions and Practices in Mathematics and Science Instruction for Culturally and Linguistically Diverse Elementary Students. Report to the National Science Foundation from the Urban Institute, Washington, DC.
- Wilson, L.D., Kitchen, R.S. (2002). *A Re-Examination of Project 2061's Alignment Analysis Procedure for Assessment Items: A Case Study of a Fourth Grade Assessment Task*. American Association for the Advancement of Science, Washington, DC.
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- Wilson, L.D., Kitchen, R.S. (2001). *An Examination of Project 2061's Alignment Analysis Procedure for Assessment Items: A Case Study of a Fourth Grade Assessment Task*. American Association for the Advancement of Science, Washington, DC.
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- Kitchen, R.S. (2000). *American Association for the Advancement of Science, Project 2061 Analysis of Mathematics and Science Tests: Alignment and Quality*. American Association for the Advancement of Science, Washington, DC.
- Kitchen, R.S. (2000). *New Mexico-Collaborative for Excellence in Teacher Preparation Year 3 Final Report: College of Education Activities*.

Kitchen, R.S., Velásquez, D., & Myers, J. (1999). *Dropout Intervention and Prevention in New Mexico's Schools With a Special Emphasis on Hispanics and Native Americans*. New Mexico Research and Study Council, University of New Mexico.

Leinwand, S., Jennings, R., Kitchen, R.S., Kulm, G., Manly, M., Sanders, H., & Schmitt, M.J. (1997). *GED 2000: Report of the Mathematics Specifications Panel to the GED Testing Service*. American Council on Education, General Educational Development Testing Service, Washington, DC.

Kitchen, R.S., & Martin, W. (1995). *Wisconsin Performance Assessment Development Project: Annual Report for Mathematics 1994-95*. Wisconsin Center for Education Research.

Romberg, T.A., Smith, M.E., Kitchen, R.S., Smith, S.Z., & Wilson, L.D. (1994). *Comments on Eighth-Grade Mathematics Assessment Materials Provided by CTB MacMillan/McGraw-Hill*. National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison.

Kitchen, R.S., Smith, M.E., Smith, S.Z., & Romberg, T.A. (1993). *What Does the Poor Performance of American Students on the 8th Grade SIMS Test Tell Us?* National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison.

Newspaper Articles:

Kitchen, R.S. (August 10, 2012). Ongoing Support Essential to Teacher Success. Appeared as a stand-alone article in the Editorial section of the Albuquerque Journal.

Kitchen, R.S. (November 18, 2005). Response to John Sena. Letter to the Editor that appeared in the Santa Fe New Mexican.

Kitchen, R.S. (August 29, 2005). Teach Our Teachers to Teach. Appeared as a stand-alone article in the Editorial section of the Albuquerque Journal.

PROFESSIONAL PRESENTATIONS

Refereed Presentations at International Professional Meetings:

Promoting Mathematical Reasoning and the Learning of the Mathematics Register during Problem Solving. To be presented at The 15th International Congress on Mathematical Education (ICME-15). Sydney, Australia, July 2024.

Developing Mathematical Reasoning Through Images and Student Generated

Language. To be presented at The 15th International Congress on Mathematical Education (ICME-15). Sydney, Australia, July 2024.

Teachers Talk about Implementing Problem-Solving Based Instruction at a Highly Diverse Elementary School. Presented at the Thirteenth Conference of the European Society for Research in Mathematics Education (CERME 13). Budapest, Hungary, July 2023.

Leveraging Pólya's Heuristic to Support Mathematical Reasoning and Language Development. Presented at the Building on the Past to Prepare for the Future Conference, the 16th International Conference of The Mathematics Education for the Future Project. King's College, Cambridge, United Kingdom, August 2022.

Mathematics Teachers Identify Challenges Associated with Being an Effective Teacher in Post-Apartheid South Africa. Presented in collaboration with Brantina Chirinda, Cape Peninsula University of Technology, and Libni Castellón & Karla Matute, University of Wyoming at the 2022 World Education Research Association (WERA) Focal Meeting. San Diego, CA, April 2022.

Making Culturally and Linguistically Diverse Teachers' Mathematical Ideas a Central Focus of Professional Development. Accepted for presentation at the Seventh Conference on Research in Mathematics Education in Ireland (MEI 7). Dublin, Ireland, October 2019.

The Power of Their Ideas: Highlighting Teachers' Mathematical Ideas in Professional Development. Presentation made at the 43rd Annual Meeting of the International Group for the Psychology of Mathematics Education (PME 43). Pretoria, South Africa, July 2019.

Is Computer-Assisted Instruction (CAI) Reliable to Promote Students' Mathematical Reasoning? Presented at the 19th Annual International Conference on Education, Athens Institute for Education and Research (ATINER). Athens, Greece, May 2017.

Student Assessment in an Era of Accountability. Presented at the 9th Congress of European Research in Mathematics Education (CERME), Prague, Czech Republic, February 2015.

Examining How High School Mathematics Teachers Use Assessment to Inform their Instruction. Presented at the World Educational Research Association (WERA) Focal Meeting, Edinburgh, Scotland, November 2014.

A Transnational Study of Latino/a Students' Access to Opportunities to Learn Mathematics. Presented at 11th International Congress on Mathematics Education (ICME), Topic Study Group 33, Monterrey, Mexico, July 2008.

Mathematics Education Reforms in High Poverty Communities. Presented at the 11th Interamerican Conference on Mathematical Education, Blumenau, Brazil, July 2003.

Transforming Mathematics Education: Barriers to Reform in High Poverty, Diverse Schools. Presented at the Third International Conference on Mathematics Education and Society (MES3), Copenhagen, Denmark, April 2002.

Crear Comunidades de Practica Colaborativa para Profesores de Matemáticas de Nivel Secundario. Plenary Speaker, 16th Congreso Nacional de Enseñanza de las Matemáticas, Saltillo, Mexico, November 2001.

Refereed Papers/Presentations at National Professional Meetings:

Celebrations and Challenges in Detracking Implementation Across the United States. To be presented at the 2024 American Educational Research Association (AERA) Annual Meeting. Philadelphia, PA, April 2024.

Leveraging Student Language to Teach a Mathematical Concept. To be presented at the 2024 American Educational Research Association (AERA) Annual Meeting. Philadelphia, PA, April 2024.

Learning from Teachers about Their Experiences Implementing an Instructional Protocol During Problem-Solving Lessons. To be presented at the 2024 American Educational Research Association (AERA) Annual Meeting. Philadelphia, PA, April 2024.

Introducing a Problem-Solving Based Instructional Protocol Focused on Math Reasoning and Language. Presented at the 2023 Annual Meeting of the National Council of Teachers of Mathematics (NCTM). Washington, DC, October 2023.

Problem-Solving at a Diverse School: Teachers Characterize their Experiences and their Multilingual Learners' Experiences. Presented at the 45th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Reno, NV, October 2023.

Leveraging Formative Assessment to Cultivate Relational Practices in Mathematics. **Invited presentation** made at the TODOS: Mathematics for All 5th National Conference. Albuquerque, NM, June 2023.

Teachers Discuss Implementing and Sustaining Inquiry-Based Mathematics Instruction at a Highly Diverse Elementary School. The 2023 American Educational Research Association (AERA) Annual Meeting. Chicago, IL, April 2023.

Teachers' Experiences Using an Instructional Protocol Designed for Problem-

- Solving Lessons*. Presented at the National Council of Teachers of Mathematics 2023 Virtual Conference. March 2023.
- Equitable Teaching Practices: Developing Emergent Bilinguals' Positive Mathematical Identities*. Presented with Berenice Castellón and Karla Matute at the 44th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). Nashville, TN, November 2022.
- A Teacher's Experience Implementing the Discursive Mathematics Protocol during a Problem-Solving Lesson*. Presented with Karla Matute and Berenice Castellón at the 44th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). Nashville, TN, November 2022.
- Challenges Associated with Being an Effective Mathematics Teacher of Blacks in Post-Apartheid South Africa*. Presented in collaboration with Brantina Chirinda, Berenice Castellón and Karla Matute at the 2022 American Educational Research Association (AERA) Annual Meeting. San Diego, CA, April 2022.
- Equitable Teaching Practices: Providing Opportunities for Emergent Bilinguals to Engage in Mathematical Discourse*. Presented in collaboration with Berenice Castellón and Karla Matute at the 2022 American Educational Research Association (AERA) Annual Meeting. San Diego, CA, April 2022.
- Mathematics as a Cultural and Community Activity*. Session Discussant. 2022 American Educational Research Association (AERA) Annual Meeting. San Diego, CA, April 2022.
- Formatively Assessing ELs in Mathematics with an Instructional Protocol*. Presented in collaboration with Berenice Castellón and Karla Matute at the NCTM Virtual Research Conference. January 2022.
- Supporting English Learner Students' Development of the Mathematics Register through an Instructional Intervention*. Presented in collaboration with Berenice Castellón and Karla Matute at the 42nd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). Mazatlan, Mexico, May 2021.
- Supporting English Learners' Mathematical Reasoning with an Instructional Protocol*. Presented in collaboration with Berenice Castellón and Karla Matute at the 2021 AERA Virtual Annual Meeting. April 2021.
- The Discursive Assessment Protocol to Support English Learners to Develop their Mathematics Register*. Presented in collaboration with Berenice Castellón and Karla Matute at the 2021 AERA Virtual Annual Meeting. April 2021.

- Supporting Emergent Bilinguals through Mathematical Inquiry and the Discursive Assessment Protocol.* Presented online at NCTM's 100 Days of Professional Development. Cohosted by TODOS: Mathematics for All. July 2020.
- Researching an Instructional Intervention in Mathematics for ELs.* Accepted for presentation in collaboration with Berenice Castellón and Karla Matute at the 2020 NCTM Research Symposium. Conference cancelled because of COVID-19 pandemic. Chicago, IL, April 2020.
- Being a PD Opportunist: Leveraging Teachers' Ideas to Build Mathematical Knowledge and Challenge Beliefs.* Presented at the 41st Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). St. Louis, MO, November 2019.
- Moving Beyond Noticing to Making Students' Mathematical Ideas Central in Instruction.* Accepted for presentation at the 2019 National Council of Teachers of Mathematics (NCTM) Regional Conferences & Expositions. Salt Lake City, UT, October 2019.
- A Partnership to Detrack Mathematics at a Diverse, Urban High School.* Presented with Lolita Tabron and Brianna Mestas at the 2019 American Educational Research Association (AERA) Annual Meeting. Toronto, ON, Canada, April 2019.
- Opportunities to Learn Secondary and Postsecondary Mathematics: Micro and Macro Analyses of Equity.* Chair. 2019 American Educational Research Association (AERA) Annual Meeting. Toronto, ON, Canada, April 2019.
- Religion and Postsecondary Education.* Discussant. 2019 American Educational Research Association (AERA) Annual Meeting. Toronto, ON, Canada, April 2019.
- Supporting the Learning of ELs through Discourse and Assessment.* Presented with Lorenzo Gonzales at the MidSchoolMath National Conference 2019. Sante Fe, NM, March 2019.
- Establishing an ESL Program at a Rural Colorado Elementary School.* Presented with Janet Lear at the 2018 National Forum to Advance Rural Education. Denver, CO, November 2018.
- Prospective Elementary Teachers of Mathematics Consider Student Labeling.* Presented with Jacklyn Van Ooyik at the 2018 National Council of Teachers of Mathematics Research Conference, Washington, DC, April 2018.
- Creating an ESL Program in Rural Colorado: Challenges for a First-Year Teacher.*

- Annual Meeting of the American Educational Research Association, New York, NY, April 2018.
- Promoting Equity and Access for Every Student in Middle School Mathematics.*
Presentation made at the 2017 National Council of Teachers of Mathematics Regional Conference and Exposition, Chicago, IL, November 2017.
- Considering Students' Mathematical Ideas to Advance Equity and Access.*
Presentation made at the National Council of Teachers of Mathematics 2017 Innov8 Conference, Las Vegas, NV, November 2017.
- If Trump Was an Applicant to Your Mathematics Education Program, Would you Accept Him? A Conversation About a Difficult Topic.* Presented by Anthony Rodriguez and Jenni Harding at the 2017 Critical Questions in Education Symposium, Pittsburgh, PA, October 2017.
- Designing Digital, Mathematics-Based Games and Puzzles to Develop Upper-Elementary Students' Computational Thinking.* Presented with Alvaro Arias at the National STEM Education Research and Practice Summit, Purdue University, Lafayette, IN, October 16-17, 2017.
- Deficit Discourse in Elementary Mathematics Classrooms.* Presented by Jacklyn Van Ooyik and Michelle Olp-Garcia at the 24th Annual Conference of the American Association for Teaching & Curriculum, Denver, CO, October 5-7, 2017.
- Deficit Discourse in Elementary Mathematics Classrooms.* Presented with Michelle Olp-Garcia and Jacklyn Van Ooyik at the Colorado State University Diversity Summit, Fort Collins, CO, September 28, 2017.
- Equity and Computer Assisted Instruction in High School Mathematics.* Presented with Ken Jensen at the National Council of Teachers of Mathematics 2017 Annual Meeting & Exposition, San Antonio, TX, April 2017.
- Supporting ELLs to Have Success with the CMP.* Presentation made at the National Council of Teachers of Mathematics 2016 Annual Meeting and Exposition, TODOS Strand, San Francisco, CA, April 2016.
- Testing and "Bubble Students": High School Teachers Assessment Practices.*
Presentation made in collaboration with Joe Bolz at the National Council of Teachers of Mathematics 2015 Research Conference, Boston, MA, April 2015.
- Improving Mathematics Instruction for ELLs through (In)formative Assessment and Leadership.* Presentation made in collaboration with Barbara Trujillo as an invited "Impact Session" at the Beyond Awareness ~ Equity, Access and Achievement for ALL (First Annual Conference of TODOS: Mathematics for All), Phoenix, AZ, June 2014.

What Experiences in Methods Courses or Professional Development Best Prepare Teachers to Support ELLs? Presentation made in collaboration with Jennifer Bay-Williams, Sylvia Celedón-Pattichis, Rochelle Gutiérrez, and Denisse Thompson at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA, January 2011.

Tools of the Trade: Part 2. Presentation (**invited**) made in collaboration with Dr. Dorothy White, U. of Georgia and the NCTM Research Committee at the Research Presession of the 2010 National Council of Teachers of Mathematics Annual Meeting and Exposition, San Diego, CA, April 2010.

From Dissertation to JRME Publication. Supported presentation in collaboration with the Journal for Research in Mathematics Education (JRME) Editorial Panel at the Research Presession of the 2010 National Council of Teachers of Mathematics Annual Meeting and Exposition, San Diego, CA, April 2010.

Making Mathematics Learnable for All Students: The Work of Teaching Mathematics. Presentation (**invited**) made at the LANL Foundation 12th Annual Conference on Education, Santa Fe, NM, November 2009.

Teacher Learning Communities as a Means to Advance the Mathematics Education of Latinos/as. Chair and Discussant. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009.

Equity and Opportunity in Mathematics Instruction. Discussant. Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009.

Promoting Mathematical Equity for Bilingual Mexican Immigrant Students through Formative Assessment. Presented in collaboration with Laura Burr at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 2009.

Mathematical Equity for Immigrant Students through Formative Assessment. Presented in collaboration with Laura Burr at the Research Presession of the 2009 National Council of Teachers of Mathematics Annual Meeting and Exposition, Washington, DC, April 2009.

Getting Published in JRME. Presented in collaboration with the Journal for Research in Mathematics Education (JRME) Editorial Panel at the Research Presession of the 2009 National Council of Teachers of Mathematics Annual Meeting and Exposition, Washington, DC, April 2009.

Assessment and Mathematical Representation as a Means to Provide ELLs Opportunities to Make Sense of Decimals and Fractions. Presented in collaboration with Laura Burr at the 2009 National Council of Teachers of Mathematics Annual Meeting and Exposition, Washington, DC, April 2009.

Doctoral Programs in Mathematics Education: Breakout Session on Diversity and Equity (Invited). Led two sessions in collaboration with Edd Taylor at the National Conference on Doctoral Programs in Mathematics Education, Kansas City, MO, September 2007.

Latina/os in Mathematics: Exploring Students' Educational Experiences in and across Borderlands. Symposium presented in collaboration with Marta Civil, Rochelle Gutiérrez, Rebecca McGraw, Nuria Planas, and Eliane Rubinstein-Avila and at the Annual Meeting of the American Educational Research Association, Chicago, IL, April 2007.

Mathematics at Highly Effective Schools that Serve the Poor. Presented at the 84th Annual Meeting of the National Council of Teachers of Mathematics, Atlanta, GA, March 2007.

Promises & Challenges of Equity in Teacher Education & Professional Development. Research symposium discussant. Presented at the Research Presession of the 2007 National Council of Teachers of Mathematics Annual Meeting and Exposition in collaboration with Denise Brewley-Corbin, Victoria Hand, and Julia Aguirre, Atlanta, GA, March 2007.

Mathematics Education and Equity. Conference Opening Session – Presented on **Plenary panel** at the Annual Meeting of the Association of Mathematics Teacher Educators in collaboration with Marta Civil, Megan Franke, Rochelle Gutiérrez, and Dorothy White. Irvine CA, January 2007.

Preparing Teachers to work with English Language Learning Students: Issues of Research and Practice. Presented at the Annual Meeting of the Association of Mathematics Teacher Educators in collaboration with Cynthia Anhalt, Marta Civil, Virginia Horak, and Lena Licón Khisty. Irvine CA, January 2007.

Transnational and Borderland Research Studies in Mathematics Education. Discussion Group Chair, 28th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Merida, Mexico, November 2006.

Short Oral Reports, Session Discussant. Titles of papers presented, included: “Exploring the relationship with academic self-efficacy and middle school students' performance on a high-stakes mathematics test,” “The impact of a non-high-stakes statewide test on teachers' expectations for student performance,” and “Infinitesimal procedures in modern and medieval mathematics textbooks.” 28th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Merida, Mexico, November 2006.

- The Assessment of Culturally and Linguistically Diverse Children.* Presented at the 84th Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, MO, April 2006.
- Mathematically Assessing Culturally and Linguistically Diverse Children.* Presented at the National Council of Supervisors of Mathematics Annual Meeting, St. Louis, MO, April 2006.
- Mathematical Communication and Discourse.* Session Chair and Discussant. Annual Meeting of the American Educational Research Association, San Francisco, CA, April 2006.
- Bridging Preservice Teachers' Educational Experiences through Mentoring and Practice.* Session Chair. Annual Meeting of the American Educational Research Association, San Francisco, CA, April 2006.
- Professional Development in the Teaching of Mathematics.* Session Chair. Annual Meeting of the American Educational Research Association, San Francisco, CA, April 2006.
- Teachers' Conceptions about Mathematics and Diversity in Two Urban Districts: Results from an Effective Schools Study.* Presented in collaboration with Francine Roy at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 2005.
- Latinos and Mathematics Learning and Teaching: What we Know, Don't Know, and Need to Know.* Presented in collaboration with Marta Civil, Virginia Horak, Julia Aguirre, Judit Moschkovich, and Rico Gutstein at the National Council of Teachers of Mathematics Research Pre-session, Anaheim, CA, April 2005.
- Teaching English Language Learners: Myths, Research and Practice, Challenges and Intervention.* Presented with Miriam Leiva, Susan Davidenko, Juracy Soares, Cynthia Anhalt, and Judit Moschkovich at the National Council of Supervisors of Mathematics Annual Meeting, Anaheim, CA, April 2005.
- Characteristics of High Achieving, Low-Income Schools.* Presented in collaboration with Sylvia Celedón-Pattichis and Julie DePree at the 82nd Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA, April 2004.
- Learning from High Achieving Schools that Serve High Poverty Communities with an Eye on Mathematics.* Presented in collaboration with Heather Teel, Jerry France, and Jennifer Rosenthal at The Fourteenth Education Trust National Conference, "Zapping the Gap," Washington, DC, November 2003.
- State and National Policy.* Policy working group participant, National Council of Teachers of Mathematics (NCTM) Research Catalyst Conference, "Studying the

Impact of the Standards of the National Council of Teachers of Mathematics.”
Reston, VA, September 2003.

Teachers Discuss Transforming Mathematics Education in a High-Poverty State.
Presented in collaboration with Raymond Holtsoi and Katheryn Roy at the 81st
Annual Meeting of the National Council of Teachers of Mathematics, San
Antonio, TX, April 2003.

The Impact of NCTM Reforms on Issues of Equity in Mathematics Education. Panel
presentation at the 80th Annual Meeting of the National Council of Teachers of
Mathematics, Las Vegas, NV, April 2002.

*Transforming Mathematics Education: Creating Communities of Collaborative
Practice for Secondary Mathematics Teachers.* Presented at the Annual Meeting
of the American Educational Research Association, New Orleans, LA, April,
2002.

*Mathematics and Science Teachers Grapple with Diversity: Strategies for
Transformative Action.* Presented as an interactive symposium at the Annual
Meeting of the American Educational Research Association, Seattle, WA, April
2001. Co-Chair and Discussant of the symposium.

*Assessing Quality Assessments: The Effectiveness of Alignment Procedures to Judge
Instruments and Tasks.* Presented as a symposium at the Research Pre-session of
the Annual Conference of the National Council of Teachers of Mathematics,
Orlando, FL, April 2001. Co-Chair of symposium.

*A Case of Assessment Driving the Mathematics Curriculum at a California Middle
School.* Presented at the joint conference of The School Science and
Mathematics Association, New Mexico Council of Teachers of Mathematics,
and New Mexico Science Teachers Association, Albuquerque, NM, October
2000.

Teachers' Perspectives on Performance Assessment. Presented at the Annual Meeting
of the North American Chapter of the International Group for the Psychology of
Mathematics Education, Tucson, AZ, October 2000.

Why I Use a Socio-Cultural/Political Perspective in my Research (Invited).
Presentation to the Socio-Cultural Perspectives in Mathematics Education
Working Group at the Annual Meeting of the North American Chapter of the
International Group for the Psychology of Mathematics Education, Tucson, AZ,
October 2000.

Dropouts in New Mexico: Native American and Hispanic Students Speak Out.
Presented at the Annual Meeting of the American Educational Research
Association, New Orleans, LA, April 2000.

Changing the Faces of Mathematics: Perspectives on Multiculturalism and Gender Equity. Invited panel presentation, 78th Annual Conference of the National Council of Teachers of Mathematics, Chicago, IL, April 2000.

The Political Context of Mathematics Education Reforms. Presented at the 77th Annual Conference of the National Council of Teachers of Mathematics, San Francisco, CA, April 1999.

Mathematics Pedagogy in Social and Cultural Contexts. Member of discussion group at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Raleigh, NC, November 1998.

A Project for Prospective Secondary Mathematics Teachers to Investigate the Representation and Use of Statistics in the Print Media. Presented at the Second Annual Conference of the Association for Mathematics Teacher Educators, Pomona, CA, January 1998.

Equity, Teaching Practices, and Reform: Mathematics Teachers Discuss the Impact of the San José Mathematics Leadership Project. Presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Normal, IL, October 1997.

Partisanship for a Better World: Mathematics Teachers Discuss Their Work In Guatemala. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, March 1997.

Measuring Barbies to Provoke Critical Thinking and Self-Reflection With Latina Girls. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, March 1997.

Mathematics Pedagogy in Guatemala: The Narratives of Two Inner-City Teachers. Presented at the Annual Meeting of PME-NA, Panama City, FL, October 1996.

Survival at a Guatemalan Public School: Insights into Schooling in an Authoritarian Country. Presented at the American Educational Research Association Annual Meeting, San Francisco, CA, April 1995.

Refereed Papers/Presentations at Regional Professional Meetings:

Supporting the Mathematical Learning of ELLs with the Discursive Assessment Protocol. **Invited** presentation made via Zoom at the Seventh Annual Congreso de Matemática Educativa, COME 2018. Tegucigalpa, Honduras, July 2018.

- Elementary Math Specialists State Endorsement.* Presented at the Mathematical Association of America (MAA) Rocky Mountain Section 2017 Meeting in collaboration with Gulden Karakok, Raymond Johnson, Jenni Harding and Heather Johnson. Colorado State University, Pueblo, CO, April 2017.
- Building Teachers' Mathematical Intuition.* Presented at the Mathematical Association of America (MAA) Rocky Mountain Section 2017 Meeting, Colorado State University, Pueblo, CO, April 2017.
- Modeling the CCSS-M Mathematical Practices to Support the Learning of All.* Presented as part of a Special Session on the Common Core and University Mathematics Instruction. American Mathematical Society Western Spring Sectional Meeting, Albuquerque, NM, April 2014.
- A Brief Overview of Changing Epistemologies and Practices in Mathematics Education.* **Invited keynote** presentation made at the First Annual Congreso de Matemática Educativa, COME 2012. Tegucigalpa, Honduras, October 2012.
- Collective Mathematics Identity: Thinking across Classes.* Presented at the 2011 National Council of Teachers of Mathematics Regional Conference, Albuquerque, NM, November 2011.
- New Paradigms in Grades K-12 Mathematics Professional Development: Irrational Number Institute.* Presented in collaboration with Lorenzo Gonzales at the 2011 National Council of Teachers of Mathematics Regional Conference, Albuquerque, NM, November 2011.
- Mathematics Education at Highly Effective Schools that Serve the Poor.* Presented at the National Council of Teachers of Mathematics Western Regional Conference, Phoenix, AZ, October 2006.
- Mathematics Education at Highly Effective Schools that Serve the Poor.* Presented at the National Council of Teachers of Mathematics Western Regional Conference, Denver, CO, November 2005.
- Características Sobresalientes de Nueve Exitosas Escuelas que Brindan sus Servicios a Comunidades de Bajos Recursos en los Estados Unidos.* Presented at the "III Congreso Trujillano de Educación en Matemática y Física (III CTEMF), Trujillo, Venezuela, June 2004.
- Características que Distinguen Escuelas muy Efectivas en Matemáticas.* Presented at the VI Congreso Estatal y IV Regional de Enseñanza de las Matemáticas, Asociación Nacional de Profesores de Matemáticas, Guadalajara, Mexico, February 2003.

Mathematics Teacher Preparation in Social and Political Context. Presented at the Association of Mathematics Teacher Educators Regional Conference, San José, CA, March 1997.

Assessment Issues with the Houghton Mifflin Integrated Math Series. Presented in collaboration with Lynn Walton at the National Council of Teachers of Mathematics Western Regional Conference, San José, CA, March 1997.

How to Use Portfolio Assessments and Still Have a Life! Presented in collaboration with Sheila Conry at the National Council of Teachers of Mathematics Western Regional Conference, San José, CA, March 1997.

Collaborative for Excellence in Teacher Preparation. Presented in collaboration with Bem Cayco at the National Council of Teachers of Mathematics Western Regional Conference, San José, CA, March 1997.

The Greedy Method and Structure in Discrete Optimization Problems. Presented at the Mathematical Association of American, Pacific Northwest Section Annual Meeting, Portland, OR, June 1990.

Presentations at State Professional Meetings:

Teaching Math to Empower Native Youth. Presented at the 2023 Native American Education Conference, Riverton, Wyoming, August 2023.

An Instructional Protocol Designed to Support Multilingual Learners in Mathematics. Conference Breakout Session made at the 2023 Wyoming ESL/DLI Conference, Casper, WY, May 2023.

Supporting Native Students to Develop their Mathematical Register and to Learn the Language of Mathematics. Presented at the 2021 Native American Education Conference (Wyoming), virtual, August 2021.

The Design and Development of the Discursive Assessment Protocol: An Instrument Intended to Support the Mathematical Learning of ELLs. Feature Presentation made in collaboration with Ali Bicer at the 4th Annual Wyoming ESL Conference, Casper, WY, April 2019.

Conference Welcome. Presented at the 4th Annual Wyoming ESL Conference, Casper, WY, April 2019.

Introducing An Assessment Tool Designed to Support the Mathematical Learning of ELLs. Made a Featured Presentation at the 3rd Annual Wyoming ESL Conference, Jackson, WY, April 2018.

- Exploring Key Ideas Across the Number & Operations in Base Ten Standard.*
Presented at the 2017 New Mexico STEM Symposium, Albuquerque, NM, June 2017.
- The Importance of Mathematical Success for Diverse, Low-Income Students in a CMP Class.* Presented at the Second Annual New Mexico STEM Symposium, Albuquerque, NM, May 2015.
- Student Assessment in an Era of Accountability at a Highly Diverse Secondary School.* Presented at the Front Range Mathematics Education Seminar (FRaMES), Fort Collins, CO, April 2015.
- Standardized Testing and its Impact on High School Mathematics Teachers' Assessment Practices.* Presented in collaboration with Joe Bolz (DU PhD student) at the Annual Conference of the Colorado Council of Teachers of Mathematics, Denver, CO, September 2014.
- Introducing the Elementary Mathematics Specialist (EMS).* Presented in collaboration with Clark Dollard (Assistant Professor of Mathematics, Metropolitan State University-Denver) at the Annual Conference of the Colorado Council of Teachers of Mathematics, Denver, CO, September 2014.
- Supporting and Challenging ELLs through Formative Assessment.* Presented at the Annual Conference of the Colorado Council of Teachers of Mathematics, Denver, CO, October 2013.
- Reform Mathematics Formative Assessment: Bilingual Students Communicating their Understanding of Decimals and Fractions.* Presented in collaboration with Laura Burr and Libni Castellón at the Annual Fall Conference of the New Mexico Council of Teachers of Mathematics, Albuquerque, NM, October 2008.
- Mathematics Education at Highly Effective Schools that Serve the Poor. **Invited***
Panel Presentation at the New Mexico Council of Teachers of Mathematics Professional Development Panel Discussion, Las Vegas, NM, November 2007.
- Mathematics Education at Highly Effective Schools that Serve the Poor.* Presented at the National Education Association – New Mexico & Los Lunas Public Schools Fall Professional Issues Conference, Albuquerque, NM, October 2007.
- Mathematics at Highly Effective Schools that Serve the Poor. **Plenary Speaker*** at the Arizona Association of Teachers of Mathematics Fall 2007 Pre-Conference Session/Dinner, Phoenix, AZ, September 2007.
- Mathematics at Highly Effective Schools that Serve the Poor.* Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2006.

- Transforming Mathematics Education at Secondary Schools in High Poverty Communities.* **Plenary Speaker** at the Annual Fall Conference of the New Mexico Council of Teachers of Mathematics, Roswell, NM, November 2005.
- Mathematics Education at Highly Effective Schools that Serve Low-Income Communities.* Presented at the Closing the Achievement Gap Conference, Albuquerque, NM, April 2005.
- Highly Effective Teachers' Conceptions of Mathematics.* Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2004.
- Seven Characteristics of Nine Highly Effective Schools in Mathematics that Serve Low-Income Communities.* Presented at the New Mexico Spring Forum sponsored by the Southwest Educational Development Labs (SEDL), Albuquerque, NM, March 2004.
- Creating and Sustaining High Achievement in Mathematics in Low-Income Communities.* Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2003.
- Learning from High Achieving Schools that Serve High Poverty Communities.* Presented at the Annual Fall Conference of the New Mexico Council of Teachers of Mathematics, Las Cruces, NM, December 2003.
- Collaborative Professional Development in Algebra and Geometry.* Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2002.
- Transforming Mathematics Education in New Mexico.* Presented with Kristin Umland (Dept. of Mathematics & Statistics) and Raymond Holtsoi and Kathryn Roy (Wingate High School) at the New Mexico State Learning Conference, Albuquerque, NM, October 2002.
- Creating Communities of Collaborative Practice for Secondary Mathematics Teachers.* Presented at the Annual Fall Conference of the New Mexico Council of Teachers of Mathematics, Taos, NM, October 2001.
- Mathematical Vignettes from the Classrooms of Preservice Teachers.* Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2000.
- Assessing Students' Problem Solving Skills.* Presented at the Annual Conference of the New Mexico Mathematics Association of Two Year Colleges, Valencia, NM, May 2000.

Writing/Scoring Open-ended Tasks to Facilitate Inquiry and Articulation. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1999.

Performance Assessment Can Drive the Curriculum. Presented at the Annual Conference of the New Mexico Council of Teachers of Mathematics, Hobbs, NM, October 1999.

Solving Problems Like Engineers in the Mathematics Classroom. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1998.

Connecting Statistics to Social and Political Events. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1997.

Alternative Assessment in the River Alliance Schools. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1997.

Proportionality. Presented at the Mathematical Power and the Latino Child Conference, Los Angeles, CA, May 1997.

Calculator Based Laboratory (CBL) Making Connections. Presented in collaboration with Gloria Klassen at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1996.

Getting the Most Out of Performance Assessment. Presented at the Annual Meeting of the Wisconsin Mathematics Council, Green Lake, WI, May 1995.

Performance Assessment for the Classroom. Presented at the Annual Meeting of the Wisconsin Mathematics Council, Green Lake, WI, May 1995.

Mathematics Performance Assessment in Wisconsin. Presented at the Annual Meeting of the Northwest Wisconsin Education Association, Eau Claire, WI, October 1994.

Generalizing the Greedy Algorithm to Set Systems. Presented at the Montana Academy of Sciences Annual Meeting, Missoula, MT, April 1990.

Refereed Papers/Presentations at Local Professional Meetings:

Diverse Faculty and Diverse Research Perspectives: A Panel Discussion. Presented in collaboration with Lydiah Nganga, Tao Han and Reed Scull at the Wyoming Education Summit, Laramie, WY, March 2020.

Telling Our Math Stories to Confront Privilege and Power in the Classroom.
Presented in collaboration with Michelle Olp-Garcia and Jacklyn Van Ooyik at
the University of Denver Diversity Summit, Denver, CO, January 2017.

*The Difficulties Associated with Categorizing the Beliefs of a High School
Mathematics Teacher.* Presented at the University of Wisconsin Students of
Education Symposium, Madison, WI, March 1994.

Invited (non-refereed) Papers/Presentations to Professional Audiences:

*Simultaneously Promoting Students' Mathematical Reasoning and the Learning of
the Mathematics Register with the Discursive Mathematics Protocol.* Invited talk
given in the Department of Mathematical Sciences, Montana State University,
September, 2023.

Addressing Opportunity Gaps in Mathematics. Presented at the Critical Issues
Seminar, Department of Mathematical and Statistical Sciences, University of
Colorado Denver, April 2016.

Book talk: Interrogating Whiteness in the STEM Classroom. Panel presentation and
discussion carried out in collaboration with Nicole Joseph, Chayla Haynes,
Floyd Cobb, and Kristina Hesbol. Anderson Academic Commons, University of
Denver, March 2016.

Education Opportunity Gap Awareness and Advocacy Discussion. Presented to DU
Students for Educational Equity and DU Teach in Tuesday. University of
Denver, February 2015.

Teaching and Caring for Students in Poverty. Presented to Goodwill Industries of
Denver. Denver, CO. February 2014.

Gaps and Gains: Bridging Education Inequality in the US. Panel presentation made
at the Center on Rights Development's 14th Annual Human Rights Symposium
at the University of Denver. Josef Korbel School of International Studies,
University of Denver, Denver, CO, April 2013.

*Formative Assessment to Promote the Learning of English Language Learners in
Mathematics.* Presented at Department of Mathematics Colloquium, University
of Denver, Denver, CO, April 2013.

CEMELA Conference Panel. Colleagues presented my contribution in my absence at
the Center for the Mathematics Education of Latinos (CEMELA) Conference,
Charlotte, NC, May 2011.

Mathematics Education at Highly Effective Schools that Serve the Poor. Presented at Sandia National Laboratories, Albuquerque, NM, February 2011.

Challenges Faced by Schools: Helping All Students Excel in Math and Innovative Ways to Prepare Great Teachers. Presentation made to the Albuquerque Business Education Compact (ABEC) Management Committee, March 2006.

Mathematics Education at Highly Effective Schools that Serve Low-Income Communities. Presented at Department of Mathematics & Statistics Colloquium, University of New Mexico, Albuquerque, NM, April 2005.

Seven Characteristics of Nine Highly Effective Schools in Mathematics that Serve Low Income Communities. Invited presentation made to the Board of the Coalition for Excellence in Science and Math Education, Albuquerque, NM, August 2004.

Characteristics of Highly Effective Schools that Serve Low Income Communities. Invited presentation made to the faculty of Navajo Elementary School, Albuquerque, NM, July 2004.

Seven Characteristics of Nine Highly Effective Schools in Mathematics that Serve Low Income Communities. Invited presentation made to administrators at schools participating in the National Science Foundation funded Coalition of Educators for Native American Children (CENAC), Santa Fe, NM, June 2004.

Rendimientos Altos en Escuelas de Comunidades Pobres. Invited presentation made to the Paraguayan Mathematics Society, Asuncion, Paraguay South America, October 2003.

Introduccion al CGI—Metodo de Instruccion Cognitiva. Invited presentation made to the Paraguayan Mathematics Society, Asuncion, Paraguay South America, October 2003.

Graphing in the 21st Century. Coalition of Educators of Native American Children Conference. Santa Fe, NM, January 2002.

Professors Discuss guidelines from CBMS on The Mathematical Education of Teachers. Workshop facilitator, New Mexico Collaborative for Excellence in Teacher Preparation (NM-CETP) Fall Conference, Ruidoso, NM, September 2001.

Pedagogy of Place. Invited presentation at the First Annual Meeting of the National Science Foundation Rural Systemic Initiatives, Albuquerque, NM, March 2001.

Prospective Mathematics Teachers Content Knowledge. Invited presentation at a conference co-sponsored by the Southwest Educational Development Labs and the Albuquerque Public Schools, Albuquerque, NM, February 2001.

Trabajo Colaborativo Docente y Una Experiencia Inovadora en Las Matemáticas. Full day workshop for Chilean educators as part of Latin American Programs in Education's program entitled, "Action Research and Educational Technology in Curricular Innovation." Albuquerque, NM, November 1999.

Introduction to Cognitively Guided Instruction. The Fabric of Literacy: Weaving Science and Math Throughout Rio Rancho Public Schools, Rio Rancho, NM, November 1998.

The Politics of Mathematics Education Reforms. Presented to the Latin American Programs in Education, University of New Mexico, Albuquerque, NM, October 1998.

Interactive Demonstration of the Learnlinc Distance Education Platform. Presented at the MASTEP (NSF) Technology Conference, San José, CA, May 1997.

Children's Natural Strategies to Solve Mathematics Problems: Introduction to the Cognitively Guided Instruction Program. Center for Research in Mathematics Education, San José State University. San José, CA, October 1996.

Portfolios, Self-Assessment and Peer Assessment. Invited talk, presented in collaboration with Sheila Conry for the East Side Union High School District, San José, CA, October 1996.

Alternativas en Evaluacion de Educación Matemática. Invited talk, Engineering Department, Universidad de San Carlos de Guatemala, Guatemala City, Guatemala, Central America, July 1995.

Wisconsin Mathematics Performance Assessment Tasks. Invited talk, National Science Foundation funded San José Mathematics Leadership Project, San José, CA, June 1995.

School Mathematics Performance Assessment: How it Differs from Traditional Assessments and Some Examples. Invited talk, Mathematics Department, University of Texas at El Paso, El Paso, TX, April 1995.

Teacher Reactions to the Assessment Standards, and Their Use of Equitable Assessment Activities. Invited talk, Mathematics Education Assessment Group at the American Educational Research Association Annual Meeting, New Orleans, LA, April 1994.

Presentations to Lay, Para-Professional, Miscellaneous Audiences:

On the Preparation of Teachers. Presented to University of Denver undergraduate students at a “Teach in Tuesday” event, Anderson Commons, DU campus, January, 2014.

Reaching for the S.T.A.R.S. Presented to students from the Tesuque Pueblo, Bernalillo, NM, August 2004. Goal of event was to motivate Students to Take Action and Responsibility in School.

Highly Effective Schools that Serve Low-Income Communities. Presented on Albuquerque Public School co-Superintendent Tom Garrity’s radio show, “School Talk” on KANW (89.1 FM), April 2004.

Distinguishing Characteristics of Nine Highly Effective Schools in Mathematics that Serve High Poverty Communities. Presented as part of the College of Education Spotlight on Research series, February 2004.

Mathematics Reforms in K-12 Schools. Presented to Jackson Middle School Parent Advisory Committee in Mathematics. Albuquerque, NM, November 1999.

Mathematics Reforms in K-12 Schools. Presented to parent group at Hacienda Elementary School, San José, CA, April 1997.

EDITORIAL BOARDS/REVIEW ACTIVITIES

Reviewer for *Mathematics Education Research Journal*. November 2021.

Reviewer for *Review of Educational Research*. August 2021.

Reviewer for *Journal for Research in Mathematics Education*. On-going.

Reviewer for the *International Journal of Mathematics Education in Science and Technology*. Spring 2021.

Reviewer for American Educational Research Association (AERA), Division K: Teaching and Teacher Education. On-going.

Reviewer for Research in Mathematics Education Special Interest Group of AERA (RME-SIG). On-going.

Reviewer for AERA, Division C, section 3. On-going.

Reviewer for the *Journal of Research on Christian Education*. Fall 2022.

Reviewer for Religion and Education Special Interest Group of AERA. Summer, 2019.

Reviewer for 2011 AERA Annual Meeting, Division G, Section 2.

Reviewer for the Psychology of Mathematics Education – North American Chapter 42 (conference is scheduled to take place in November, 2020). April, 2020.

Reviewer for the Psychology of Mathematics Education – North American Chapter 41 (conference occurred in November, 2019). April, 2019.

Reviewer for the Association of Mathematics Teacher Educators (AMTE) Annual Conference, Fall 2018.

Reviewer for the *Mathematics Teacher: Learning and Teaching Pre-K-12* (National Council of Teachers of Mathematics practitioner journal). Fall 2018-Present.

Reviewer for the 31st annual University Council for Educational Administration (UCEA) Convention. Spring 2017.

Reviewer for the Psychology of Mathematics Education – North American Chapter 38 (conference took place in November, 2016). February 2016.

Reviewer for *The Mathematics Enthusiast*, Fall 2015.

Reviewer for *Mathematics Teacher*. On-going.

Reviewer for *Teaching Children Mathematics*. On-going.

Reviewer for the Psychology of Mathematics Education - North American chapter. 1995-2002.

Reviewer for National Council of Teachers of Mathematics, *Mathematics Lessons Learned from Across the World 7-12*. March 2013.

Reviewer for the TODOS journal, *Teaching for Equity and Excellence in Mathematics* (TEEM), Fall 2012 – present.

Reviewer for *Curriculum and Teaching Dialogue*, manuscript entitled, “Understanding fractions through literature.” Fall 2012.

Reviewer for *Pedagogies: An International Journal*, manuscript entitled, “Making Culturally Responsive Mathematics Teaching Explicit: A Lesson Analysis Tool.” Fall 2011.

“Invited Expert Reviewer” for monograph series *Advances in Mathematics Education*, a Springer book series, closely aligned to the journal, *ZDM: An International Journal on Mathematics Education*. I reviewed the article "From the Known to the Unknown: Pattern, mathematics and learning in Papua New Guinea" for possible publication in the monograph. August 2010.

Book Reviewer for Palgrave Macmillan. Tentative book title, *Examining factors in professional development that integrates issues of equity with issues of mathematics teaching and learning*. Spring 2009.

Reviewer for *Educational Assessment*. Reviewed manuscript entitled, “Testing the Multifaceted Nature of Mathematics: The dissociation of procedural Knowledge and Fluency.” Spring 2007.

Reviewed book manuscript for Lawrence Erlbaum Associates entitled, *Culturally specific pedagogy in the mathematical classroom: Strategies for teachers of diverse students* by Jacqueline Leonard. Spring 2006.

Reviewer for *Urban Education*. Reviewed manuscript entitled, “What Explains the Spike in Suspensions with Transition to Middle Schools?” Fall 2005.

Reviewer for *Journal of Educational and Psychological Consultation*. Reviewed manuscript entitled, “Mathematics Instruction Across the Grades: What Consultants Should Know.” Fall 2005.

Reviewer for the National Science Foundation (NSF). Reviewed proposal entitled, “First International Mathematics Teacher Education Study,” submitted by Principal Investigators at Michigan State University. Spring 2005.

Reviewer for the *American Educational Research Journal* (AERJ). Spring & Fall 2000 and Fall 2005.

Reviewer for *Journal of Mathematical Behavior*. Spring 2011 - Present.

Reviewer for Southwest Junior Science and Humanities Symposium competition. Spring 1999 & Spring 2000.

Reviewer for the Decimocuarta Reunión Latinoamericana de Matemática Educativa (RELME-14). Spring 2000.

Reviewer of “Focus on Math,” a booklet describing the new ELM mathematics examination to be used at all California State University campuses, Fall 1998.

PROPOSALS

Extra-mural:

Advancing the Discursive Mathematics Protocol for English Learners Targeting Mathematical Reasoning *and* the Language of Mathematics. Principal Investigator. Co-PIs are Ali Bicer, Sylvia Celedón-Pattichis (University of Texas), Yu-Yu Hsiao (University of New Mexico), and Eduardo Mosqueda (University of California, Santa Cruz). Institute of Education Sciences (IES) Education Research Grant Program. Pending.

Collaborative Research: Advancing and Examining an Instructional Protocol Targeting Mathematical Reasoning *and* the Language of Mathematics through Problem-Solving. Principal Investigator. Co-PIs are Ali Bicer, Sylvia Celedón-Pattichis (University of Texas), Kathy Green (University of Denver), and Eduardo Mosqueda (University of California, Santa Cruz). National Science Foundation (NSF) Discovery Research PreK-12 program. Declined.

A State-Wide Project to Prepare Prospective Elementary Teachers in Mathematics. Submitted for potential funding through the Provost's Strategic Investment Fund with Ali Bicer, Michelle Chamberlin, and Scott Chamberlin. Declined.

An Instructional Intervention in Algebra to Develop Student Mathematical Reasoning through Discourse. Principal Investigator; Ali Bicer, Co-PI. Bill & Melinda Gates Foundation Balancing the Equation Grand Challenge. Declined.

Developing an Instructional Intervention Designed to Transform the Mathematics Education of English Learners. Principal Investigator. Co-PIs were Ali Bicer, Kathy Green (University of Denver), and Eduardo Mosqueda (University of California, Santa Cruz). Institute of Education Sciences (IES) Education Research Grant Program. Declined.

Design and Development of the Discursive Assessment Protocol (DAP). Principal Investigator. Co-PIs are Ali Bicer, Jenna Shim, Kathy Green (University of Denver) and Signe Kastberg (Purdue University). National Science Foundation. Declined.

School of Teacher Education 2018-19 Graduate Recruiting Initiative, Academic Affairs, Office of Graduate Education, University of Wyoming. Funding sought with Drs. Cindy Brock and Leigh Hall. Declined.

STRATEGIES: The Bessie Coleman Project – Using Computer Modeling and Flight Simulation to Create STEM Pathways. Co-Principal Investigator. Funder: National Science Foundation (NSF). Lead PI: Dr. Jacqueline Leonard. Fall 2018.

School of Teacher Education 2017-18 Graduate Recruiting Initiative, Academic Affairs, Office of Graduate Education, University of Wyoming. Funding sought with Drs. Cindy Brock, Leigh Hall and Alan Buss. Funded for \$10,000.

Curriculum & Instruction Degree Programs 2017-18 Recruitment of Under-

Represented Domestic Minority (URDM) Graduate Students, Academic Affairs, Office of Graduate Education, University of Wyoming. Funding sought with Drs. Cindy Brock, Leigh Hall and Alan Buss. Declined.

Access in Mathematics for All (AMA). Principal Investigator. Funding requested: \$349,926. Capacity Building Project, Robert Noyce Teacher Scholarship Program, National Science Foundation. Funded in August 2014 for two years.

Center for the Mathematics Education of Latinos/as” (CEMELA), Expenditure of remaining funds. Funder: National Science Foundation. Award to UNM was \$62,387. Grant funded four Ph.D. students. Duration of project: August 2010 – July 2011.

Center for the Mathematics Education of Latinos/as” (CEMELA), Supplemental funding. Funder: National Science Foundation. Amount funded as of August 1, 2009 was \$500,000 for four collaborating universities: University of New Mexico, University of Arizona, University of California at Santa Cruz, University of Illinois at Chicago. Total value of the grant awarded to UNM was \$150,000. Grant funded four Ph.D. students. Duration of project: August 2009 – July 2010.

“Center for the Mathematics Education of Latinos/as” (CEMELA). Co-Principal Investigator with Dr. Sylvia Celedón-Pattichis. Funder: National Science Foundation (NSF), Center for Learning and Teaching (CLT). Amount funded as of August 1, 2004 was \$10 million for four collaborating universities: University of New Mexico, University of Arizona, University of California at Santa Cruz, University of Illinois at Chicago. Total value of the grant awarded to UNM over five-year duration of grant was \$1,359,936. Grant funded one Post-Doctoral student and seven Ph.D. students in mathematics education/bilingual education for four consecutive years each. Duration of project: August 2004 – July 2009.

The Hewlett-Packard Company (HP) and the University of New Mexico (UNM) High-Achieving Schools Initiative. Nine high-achieving, low-income secondary public schools across the United States were selected to receive recognition for outstanding academic achievement, particularly in mathematics. UNM faculty conducted research in 2002-2003 to understand salient features of the high-achieving schools that academically distinguish themselves from other low-income schools, particularly in mathematics. Total value of the grant awarded to UNM by HP was approximately \$400,000. Principal Investigators: Dean Vi Florez and Richard S. Kitchen. Funded .5 GA and Part-time Project Coordinator.

2004 University of New Mexico Mathematics Academy. Three-week mathematics academy for 30 secondary teachers in Albuquerque, NM, June 14-July 2, 2004. Follow-up monthly meetings held in fall of 2004.

2003 University of New Mexico Mathematics Academy. Three-week mathematics academy for 42 secondary teachers in Albuquerque, NM, June 2-20, 2003. Follow-up monthly meetings held during 2003-2004 academic year.

2002 University of New Mexico Mathematics Academy. Three-week mathematics academy for 34 secondary teachers in Albuquerque, NM, June 10-28, 2002. Follow-up monthly meetings held during 2002-2003 academic year.

2001 University of New Mexico Mathematics Academy. Three-week mathematics academy for 28 secondary teachers in Gallup, NM, June 18-July 6, 2001. Follow-up monthly meetings held during 2001-2002 academic year. Funded by the U.S. Department of Education (Year 1: \$1.19 million; Year 2: \$830,000). Co-Principal Investigators: Dean Vi Florez and Dr. Anne Madsen.

“School-University Collaborative to Support First Year Teachers and Promote Problem Solving with Technology in the K-12 Mathematics Classroom.” Eisenhower grant funded by the New Mexico Commission of Higher Education for \$34,400. August 2000 – May 2001. Funded .25 GA.

New Mexico Collaborative for Excellence in Teacher Preparation (NM-CETP) Grant. Recruited professors from the College of Arts and Sciences to submit proposals for course reforms. Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001. \$67,556 for two years.

NM-CETP Grant. Reform of Elementary Mathematics Content and Methods Courses. Coordinated with Dr. Julie DePree, UNM-Valencia. Funded Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001 and 2001-2002 academic years. \$38,884 for two years (\$19,442/year).

NM-CETP Grant. Future K-12 Mathematics and Science Teachers Club. Funded Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001 and 2001-2002 academic years. \$7145/year.

NM-CETP Grant. Coordinated project to send select UNM students to national conferences in mathematics and science education. Spring 2002. \$9,500.

NM-CETP Grant. Coordinated Collegial Coaching Workshops for cooperating teachers in our program with Sue Lloyd. Fall 2000 - Spring 2001. \$9,500 for one year.

NM-CETP Grant. Coordinated Early Field Experience for secondary mathematics and science teachers. Fall 1999 – Spring 2000. \$5400.

NM-CETP Grant. Helped coordinate Collegial Coaching Workshops for cooperating teachers in our program with Sue Lloyd. Fall 1999 - spring 2000. \$9,500.

NM-CETP Grant. Recruited several teams from the College of Arts and Sciences to submit proposals for course reforms. Wrote mini-grant application form. Reviewed proposals with Dr. Kathryn Powell. Fall 1999. \$22,176.

“Intervention/Prevention of the High Dropout Rate in New Mexico Schools, With Emphasis on Hispanics and Native Americans.” Research grant co-sponsored by the New Mexico Research and Study Council, the New Mexico Coalition of School Administrators, the New Mexico School Boards Association and the New Mexico State Department of Education. Co-principal investigator with Dr. Diane Torres Velasquez. Fall 1998 – Spring 1999. Funded .25 GA for 1998-1999 academic year. \$8,000.

CONSULTING EXPERIENCE

Irrational Number Institute. Conducting three professional development workshops in mathematics for K-8 teachers from Pojoaque Valley School District and other school districts located in Northern New Mexico. Funded through the by Los Alamos National Laboratory (LANL) Foundation. Fall-Spring, 2022-23.

Northern New Mexico Summer Math Institute. Conducted a two-day professional development institute for grade K-8 teachers from Pojoaque Valley School District and other northern New Mexico school districts. Funded by LANL. Española, NM, August 2022.

Supported development of high school performance mathematics standards, Albany County School District #1. Spring, 2022.

In collaboration with two of my graduate students, Berenice Castellón & Karla Matute, led professional development on the Discursive Mathematics Protocol (DMP) for the staff of Naaba Ani Elementary School in Bloomfield, NM. The PD included trainings and support for the entire staff to implement six problem-solving lessons in mathematics employing the DMP as an instructional guide. Fall-Spring, 2021-22.

Irrational Number Institute. Conducted three professional development workshops in mathematics for K-8 teachers from the Pojoaque Valley School District in Northern New Mexico. Funded through the by Los Alamos National Laboratory (LANL) Foundation. Fall-Spring, 2021-22.

Northern New Mexico Summer Math Institute. Conducted an intensive weeklong professional development institute for grade K-8 teachers from Pojoaque Valley School District. Funded by LANL. Pojoaque, NM, July 2021.

In collaboration with Dr. Lorenzo Gonzales from LANL’s Mathematics and Science Academy, conducted two virtual mathematics workshops for the staff of Jemez Day School. Spring, 2021.

Irrational Number Institute. Conducted 8 professional development virtual workshops in mathematics for K-8 teachers from the Pojoaque Valley School District in Northern New Mexico and other New Mexico school districts. Funded through the

New Mexico Public Education Department and LANL's Mathematics and Science Academy. Fall-Spring, 2020-21.

Irrational Number Institute. Conducted three professional development workshops in mathematics for K-8 teachers from the Pojoaque Valley School District in Northern New Mexico and other New Mexico school districts. Funded by LANL's Mathematics and Science Academy. Española, NM, Fall-Spring, 2019-20.

Northern New Mexico Summer Math Institute. Conducted an intensive weeklong professional development institute for grade K-8 teachers from public schools in northern New Mexico. Funded by Los Alamos National Laboratories. Española, NM, June 2019.

University of Wyoming Mathematics Institute. The Institute was a series of workshops in mathematics offered to middle school and high school mathematics teachers from Platte County School District #1, Platte County School District #2, Niobrara School District #1, and Goshen School District #1. The mathematical content focus was ratios and proportional relationships. Participating teachers had an option to obtain graduate-level credit for their active participation in the Institute. August 2018-June 2019.

Secondary Mathematics Consultant, Converse County School District #1. Fall 2018-Spring 2020. Offered a one credit hour graduate-level course, NASC 5959, Policy in Mathematics Education to participating teachers in Spring 2020.

Consultant, Regional Partnership Schools (RPS). The RPS is a professional development school involving the Pojoaque Valley School District, New Mexico Highlands University and the Mathematics and Science Academy, Los Alamos National Laboratories. Spring 2018-Summer 2019.

Irrational Number Institute. Conducted three professional development workshops in mathematics for K-8 teachers from the Pojoaque Valley School District in Northern New Mexico. Funded by LANL's Mathematics and Science Academy. Española, NM, Fall-Spring, 2018-19.

Pojoaque Valley School District – Summer Math Workshops. Conducted workshops in mathematics over one week for grade K-12 teachers who work in PVSD. Funded by Los Alamos National Laboratories. Pojoaque, NM, June 2018.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted six (three in fall and three in spring) Friday professional development workshops in mathematics for K-8 teachers from Bureau of Indian Education (BIE) schools and schools in Northern New Mexico. Funded by LANL's Mathematics and Science Academy. Española, NM, Fall-Spring, 2017-18.

Escuela de Guadalupe, mathematics consultant and professional development provider. Denver, CO, Fall 2016 – present.

Northern New Mexico “Math Week.” Conducted an intensive weeklong professional development institute for grade K-8 teachers from public schools in northern New Mexico. Funded by Los Alamos National Laboratories. Española, NM, June 2017.

Bloomfield Public Schools, mathematics consultant and professional development provider. Bloomfield, NM, June 2017.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducting six (three in fall and three in spring) Friday professional development workshops in mathematics for K-8 teachers from Bureau of Indian Education (BIE) schools and schools in Northern New Mexico. Funded by LANL’s Mathematics and Science Academy. Española, NM, Fall-Spring, 2016-17.

Bloomfield Public Schools, mathematics consultant and professional development provider. Bloomfield, NM, December 2016 & June 2017.

Northern New Mexico “Math Week.” Conducted an intensive weeklong professional development institute for grade K-8 teachers who teach in Bureau of Indian Education (BIE) schools in New Mexico and in public schools in northern New Mexico. Funded by Los Alamos National Laboratories. Española, NM, June 2016.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted five (three in fall and two in spring) Friday professional development workshops in mathematics for K-8 teachers who teach in Bureau of Indian Education (BIE) schools. Funded by LANL’s Mathematics and Science Academy. Santa Fe, NM, Fall-Spring, 2015-16.

Denver Public Schools. Conducted two full day professional development workshops to middle school mathematics teachers focused on teaching strategies for English Language Learners (ELLs). Denver, CO, June-July 2015.

Northern New Mexico “MathCitement.” Conducted an intensive weeklong professional development institute for grade K-3 and grade 4-8 teachers of mathematics who teach in Bureau of Indian Education (BIE) schools in New Mexico. Funded by Los Alamos National Laboratories. Santa Fe, NM, June 2015.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted seven (four in fall and three in spring) weekend professional development workshops in mathematics for elementary, middle, and high school teachers who teach in Bureau of Indian Education (BIE) schools. Funded by LANL’s Mathematics and Science Academy. Santa Fe, NM, Fall-Spring, 2014-15.

Northern New Mexico “MathCitement.” Conducted an intensive weeklong professional development institute for grade 4-8 teachers of mathematics who teach in Bureau of Indian Education (BIE) schools in New Mexico. Funded by Los Alamos Labs. Albuquerque, NM, June 2014.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted eight (four in fall and four in spring) weekend professional development workshops in mathematics for elementary, middle, and high school teachers who teach in Bureau of Indian Education (BIE) schools. Funded by LANL’s Mathematics and Science Academy. Albuquerque, NM, Fall-Spring, 2013-14.

Colorado Council for Learning Disabilities. Featured presenter, Math on The “Planes” annual two-day conference, Centennial, CO. February, 2014.

Northern New Mexico Community Colleges. Conducted an intensive full day professional development institute for mathematics instructors from six community colleges located in northern New Mexico. Funded by the Regional Development Corporation. Santa Fe, NM, May 2013.

Northern New Mexico Mathematics Institute. Conducted an intensive weeklong professional development institute for elementary and middle school teachers of mathematics who teach in BIE schools. Funded by Los Alamos Labs and the University of New Mexico. San Felipe, NM, June 2013.

Northern New Mexico Mathematics Institute. Conducted an intensive week-long professional development institute for elementary and middle school teachers of mathematics who teach in Bureau of Indian Education schools. Funded by the University of New Mexico. San Felipe, NM, July 2012.

New York City Public Schools. Conducted workshops on mathematical discourse and formative assessment formats for use with English language learners in mathematics. March 2012.

Houston Independent School District – Conducted workshop for secondary teachers of mathematics on promoting discourse for ELLs. February 2012.

Ganado Middle School, Ganado, Arizona. Worked with teachers of mathematics at Ganado Middle School. January 2012.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted three weekend professional development workshops in mathematics for elementary and middle high school teachers. Funded by LANL’s Mathematics and Science Academy. Española, NM, Spring 2012.

San Juan Elementary School, Ohkay Owingeh Pueblo, NM. Conducted training for all elementary school teachers at the school in Cognitively Guided Instruction (CGI). Fall 2011.

James H. Rodriguez Elementary School, Española, NM. Conducted training for elementary school teachers at the school in Cognitively Guided Instruction (CGI). Fall 2011.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted six weekend professional development workshops in mathematics for elementary and middle high school teachers. Funded by LANL’s Mathematics and Science Academy. Española, NM, Fall 2011 & Spring 2012.

Capitan Schools, Capitan, NM. Serve as consultant to district superintendent and classroom teachers of mathematics. 2011-2012.

Northern New Mexico College, Española, NM. Conducted half-day workshop for instructors of developmental mathematics courses. August 2011.

Pojoaque School District, Pojoaque, NM. Conducted two half-day professional development sessions for teachers; one on fractions and proportional reasoning for secondary mathematics teachers and the other on Cognitively Guided Instruction (CGI) for elementary school teachers. July 2011.

Northern New Mexico Mathematics Institute. Conducted an intensive week-long professional development institutes for upper elementary and middle school teachers of mathematics. Funded by Los Alamos Labs. Española, NM, June 2011.

Capitan Schools, Capitan, NM. Serve as consultant to district superintendent and classroom teachers of secondary mathematics. Spring 2011.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted three weekend professional development workshops in mathematics for elementary, middle and high school teachers. Funded by New Mexico Public Education Department and the Española Public School District. Española Valley High School, Spring 2011.

Region IX Schools in New Mexico. Provided classroom support for mathematics teachers in Carrizozo and Hondo, Spring 2011.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted three weekend professional development workshops in mathematics for elementary, middle and high school teachers. Funded by New Mexico Public Education Department and the Española Public School District. Española Valley High School, Fall 2010.

University of New Mexico – Valencia. Title V funded Workshop for instructors of developmental mathematics courses. Fall 2010.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted three weekend professional development workshops in mathematics for elementary, middle and high school teachers. Funded by Los Alamos Labs. Española, NM, Spring 2010.

Ganado Middle School, Ganado, Arizona. Conducted an all-day workshop in mathematics for Ganado Middle School faculty. January 2010.

Region IX Schools in New Mexico. Provided classroom support for mathematics teachers in region, 2009-10.

Northern New Mexico Mathematics Academy – “Irrational Number Institute.” Conducted three weekend professional development workshops in mathematics for elementary, middle and high school teachers. Funded by Los Alamos Labs. Española, NM, Fall 2009.

New York City Public Schools. Conducted workshops on formative assessment formats for use with English language learners in mathematics. April 2009.

Region IX Schools in New Mexico. Conducted mathematics workshops and provided classroom support for teachers in region. Fall 2008 & Spring 2009. Ruidosa, NM and Region IX schools.

Northern New Mexico Mathematics Academy. Conducted three weekend professional development workshops for upper elementary and middle school teachers of mathematics. Funded by Los Alamos Labs. Española, NM, Spring 2009.

Santa Domingo Elementary School. Led CGI trainings for elementary school teachers. November 2008.

Northern New Mexico Mathematics Institute. Conducted an intensive week-long professional development institutes for upper elementary and middle school teachers of mathematics. Funded by Los Alamos Labs. Española, NM, June 2008.

Northern New Mexico Mathematics Academy. Conducted two weekend professional development workshops for upper elementary and middle school teachers of mathematics. Funded by Los Alamos Labs. Española, NM, Spring 2008.

Vanderbilt University. Served as a consultant on a mathematics education research project led by Dr. Paul Cobb. Fall 2007.

La Meta Mathematics Lesson Study. Served as a facilitator of teacher study group at Manzano Vista Middle School, Los Lunas Schools. 2007 - 2008.

Los Lunas Schools. Led two workshops for high school mathematics teachers and visited classrooms of three high school mathematics teachers to serve as a classroom coach. Fall 2007.

Northern New Mexico Mathematics Institute. Conducted two intensive week-long professional development institutes for upper elementary and middle school teachers of mathematics. Funded by Los Alamos Labs. Española, NM, June 2007.

Stone Elementary School, Hobbs Municipal Schools. Conducted training for all elementary school teachers at the school in Cognitively Guided Instruction (CGI). Spring 2007.

Los Lunas Schools. Conducted training for all elementary school teachers from Desert View Elementary School and Tome Elementary School in Cognitively Guided Instruction (CGI). Spring 2007.

Placitas Elementary School, Bernalillo School District. Conducted training for all elementary school teachers at the school in Cognitively Guided Instruction (CGI). Fall 2006.

Sombrillo Elementary School, Española School District. Conducted full-day workshop in Cognitively Guided Instruction (CGI) for entire staff. Fall 2006.

Los Lunas Schools. Led two half-day professional development workshops for all K-6 teachers in the district. Fall 2006.

Northern New Mexico Mathematics Institute. Conducted two intensive week-long professional development institutes for upper elementary and middle school teachers of mathematics. Funded by Los Alamos Labs. Española, NM, June & August 2006.

Los Lunas Schools. Led two half-day professional development workshops for district principals. Spring 2006.

Los Lunas Schools. Led three “Critical Friends” meetings for high school mathematics teachers at Los Lunas High School. Spring 2006.

Placitas Elementary School, Bernalillo School District. Conducted trainings for all elementary school teachers at the school in Cognitively Guided Instruction (CGI) and visited some teachers’ classrooms once to model CGI instruction in their classrooms. Spring 2006.

Los Lunas Schools. Led half-day meeting for district leaders on the district’s grade 7-12 mathematics program. Fall 2005.

Sombrillo Elementary School, Española School District. Conducted full-day workshop in Cognitively Guided Instruction (CGI) for entire staff and modeled CGI lessons in all participating teachers' classrooms. Fall 2005.

Cochiti Elementary School, Bernalillo School District. Conducted two trainings for all elementary school teachers at the school in Cognitively Guided Instruction (CGI) and went to all of teachers' classrooms once or twice to model CGI instruction in their classrooms. Fall 2005 – Spring 2006.

Española Middle School East. Conducted full-day workshop on mathematical numeracy for entire staff. Fall 2005.

Northern New Mexico Mathematics Institute. Conducted an intensive week-long professional development institute for secondary mathematics teachers. Funded by Los Alamos Labs. Española, NM, August 2005. Conducted full day follow up workshop for Institute participants in October 2005.

Socorro Consolidated Schools. Conducted training for all elementary school teachers in district in Cognitively Guided Instruction (CGI) and modeled CGI lessons in teachers' classrooms of all four elementary schools in district. Fall 2004 – Spring 2005.

Bernalillo Public Schools. Conducted monthly professional development workshops for K-12 mathematics cadre leaders funded through Title II. January 2001 – April 2005.

Española Middle School East. Conducted full-day workshop on mathematical numeracy for entire staff. Fall 2004.

Northern New Mexico Mathematics Institute. Conducted an intensive week-long professional development institute for secondary mathematics teachers. Funded by Los Alamos Labs. Española, NM, August 2004. Conducted full day follow up workshop for Institute participants in November 2004.

Albuquerque Public Schools. Conducted monthly professional development workshops for Albuquerque Public School mathematics leaders from every APS middle school. Funded by Title II. Fall 2002 – Spring 2003.

Albuquerque Public Schools. Conducted monthly professional development workshops for Albuquerque Public School mathematics leaders from every APS middle and high school. Funded by Title II. Fall 2000 – Spring 2002.

Highland High School. Consultant for mathematics teachers at Highland High School who implemented reforms in mathematics, Spring 2002.

Wingate High School, Ft. Wingate, NM. Conducted professional development workshops for mathematics faculty. Fall 2002 – Spring 2003.

Roosevelt Elementary School, Bernalillo, NM. Mathematics Scholar in Residence. Conducted professional development workshops and was instructor of on-site mathematics course in spring of 2002. Fall 2001 – Spring 2002. Conducted on-site mathematics course on Cognitively Guided Instruction (CGI) in spring 2003. Continued to conduct on-site professional development workshops in spring of 2004.

Republic of Mexico, Mathematics Education Project. Collaborator on Mexican research project in mathematics education led by Dr. Eduardo Mancera to understand characteristics of highly effective mathematics teachers. Fall 2002 – Spring 2003.

American Association for the Advancement of the Sciences, Project 2061. Researcher on Assessment Alignment Project. Fall 2000 – Spring 2002.

Urban Institute. Mathematics Education Researcher on Effective Schools Research Project. Fall 2000 – Fall 2002.

Jemez Pueblo Mathematics Institute. Five day workshop for teachers at San Diego/Riverside School. Focus of workshop was on K-8 mathematics curricula and assessment. Jemez Pueblo, NM, June 2000.

American Association for the Advancement of Science (AAAS), Project 2061. Assessment Analysis Project Participant. Fall 1999 – Spring 2000.

American Association for the Advancement of the Sciences, Project 2061 Workshop Provider – Mathematics Leader of workshops (two full days) held in Washington, DC and Panama City, Panama (an additional two full days) for Panamanian leaders in mathematics education. Focus of workshops, conducted in Spanish was on alignment of mathematics curricula and standards. Fall 1998 – Spring 1999.

General Education Diploma (GED) Test Specifications Committee Member. Helped establish guidelines for the GED mathematics tests for years 2000 - 2006. 1997 – 1998.

GED mathematics test item writer. 1999.

New Mexico Mathematics, Engineering, Science Achievement (NM-MESA). Conducted workshops for teachers and students in mathematics education. Fall 1999 – Spring 2001.

Jemez Pueblo San Diego, Riverside Public Charter School. Mathematics Consultant. Fall 1999 – Spring 2001.

San Mateo/Foster City School District. Consultant - Performance Assessment and general issues in assessment. 1997 – 1999.

SERVICE

Service to the Profession:

External reviewer of dossier for promotion to Professor of Dr. John Francisco, Department of Teacher Education & Curriculum Studies, University of Massachusetts Amherst. Fall 2023.

External reviewer of dossier for promotion to Associate Clinical Professor of Dr. Carolina Napp-Avelli, Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park. Fall 2023.

External reviewer for the Swiss National Science Foundation (SNSF) and the Japan Society for the Promotion of Science (JSPS) Joint Research Projects. Reviewed proposal titled, "Teaching and Learning Mathematics Problem-Solving: How do teachers in Japan and in Switzerland strive for Equity?" Fall 2022.

External reviewer of dossier for promotion to Professor of Dr. Mathew Felton-Koestler, Department of Teacher Education, Ohio University. Fall 2022.

External reviewer of dossier for promotion to Professor of Dr. Anthony Fernandes, Department of Mathematics and Statistics, University of North Carolina Charlotte. Summer 2022.

External reviewer of dossier for promotion to Professor of Dr. Craig Willey, Indiana University Purdue University – Indianapolis (IUPUI). Summer 2022.

Reviewed two NSF applications submitted to the Discovery Research PreK-12 (DRK-12), Directorate for Education and Human Resources. Fall 2021.

Wrote invited letter in support of the nomination of Professor Signe Kastberg to assume the Mary Endres Chair in Elementary Education in the Curriculum and Instruction Department at Purdue University. Fall 2021.

External reviewer of dossier for promotion to Full Professor of Dr. Melva Grant, Old Dominion University. Fall 2021.

External reviewer of dossier for promotion to Full Professor of Dr. Teruni Lamberg, University of Nevada, Reno. Summer 2021.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Sarah Roberts, University of California, Santa Barbara. Summer 2021.

External reviewer of dossier for promotion to Full Professor of Dr. Paula Guerra, Kennesaw State University. Summer 2021.

External reviewer for the South African National Research Foundation (NRF). Completed a five year assessment of Professor Marc Schäfer, Research Chair in Mathematics Education, Rhodes University, Eastern Cape South Africa. Spring 2021.

External reviewer for the South African National Research Foundation (NRF). Completed a five year assessment of Professor Hamsa Venkatakrishnan, Numeracy Research Chair, University of Witwatersrand, Johannesburg South Africa. Fall 2020.

Advisory Board Member. *Making Sense of Science and Math Through Connected Communities* (MSSM•C²) project funded through the U.S. Department of Education Supporting Effective Educator Development (SEED). This project is a collaboration among New Mexico State University (NMSU), the New Mexico Public Education Department (NM PED), Empirical Education, and Heller Research Associates. Spring 2021.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Fred Peck, University of Montana. Fall 2020.

External reviewer for the South African National Research Foundation (NRF). Reviewed an application submitted for a national replacement for the South African Research Chairs Initiative that develops and undertakes major initiatives in school mathematics in the country. Summer 2020.

External reviewer for the South African National Research Foundation (NRF). Reviewed an application submitted for a national replacement for the South African Research Chairs Initiative that develops and undertakes major initiatives in school mathematics in the country. Fall 2019.

External reviewer of dossier for promotion to Full Professor of Dr. Robert Kline, Ohio University. Fall 2019.

External reviewer of dossier for promotion to Full Professor of Dr. Joi Spencer, University of San Diego. Winter 2019.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Kate Johnson, Brigham Young University. Summer 2018.

External reviewer of dossier for promotion to Full Professor of Dr. Lynn Hodge, University of Tennessee. Summer 2018.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Crystal Kalinec-Craig, University of Texas at San Antonio (UTSA). Summer 2018.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Woong Lim, University of New Mexico. Summer 2018.

External reviewer of dossier for promotion to Professor of Dr. Diana White, Department of Mathematical and Statistical Sciences, University of Colorado Denver. January 2018.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Craig Willey, Indiana University Purdue University – Indianapolis (IUPUI). Summer 2017.

External reviewer of dossier for promotion to Senior Lecturer of Dr. Marsha McCrary, Department of Mathematics and Science Education, University of Georgia. Summer 2017.

Member, Colorado Department of Education (CDE), Standards Review and Revision, Mathematics Committee. Summer 2017.

Advisory Board Member for Math Snacks, an NSF funded project located at New Mexico State University. The intent of the project is to develop and research a suite of games designed to help students in grades 5, 6, and 7 understand key concepts in pre-algebra. Fall 2016 – Spring 2018.

Led state-wide effort in Colorado to get the Elementary Mathematics Specialist (EMS) approved for the state. Fall 2014 – Spring 2016.

Invited Speaker, Dr. Nicole Joseph's class at Vanderbilt University entitled, "The Centrality of Race in STEM Education." September 2016.

Advisory Board Member, The Knowledge for Teaching Algebra for Equity (KATE), an NSF funded project located at Texas A&M University. Spring 2011 – Spring 2014.

Advisory Board Member, ITEST Project, an NSF funded project located at the University of Wyoming. Fall 2013 – Summer 2014.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Mathew Felton-Koestler, Ohio University. Fall 2016.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Higinio Dominguez, Michigan State University. Summer 2016.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Eugenia Vomvori-Ivanovic, University of South Florida. Summer 2016.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. George Roy, University of South Carolina. Summer 2016.

External reviewer of dossier for promotion to associate level of Dr. Cynthia Anhalt, University of Arizona, Department of Mathematics. Summer 2016.

External reviewer of dossier for promotion to full professor of Dr. Mary Q. Foote, Department of Elementary & Early Childhood Education, Queens College, CUNY. Winter 2016.

External reviewer for promotion to Professor for Dr. Teruni Lamberg, University of Nevada, Reno. Summer 2015.

External reviewer for promotion to Professor for Dr. Todd Shockey, University of Toledo. Summer 2015.

External reviewer for promotion to Professor for Dr. Shelly Harkness, University of Cincinnati. Summer 2015.

External reviewer of dossier for tenure and promotion to Associate Professor of Dr. Sandra Madden, University of Massachusetts. Summer 2013.

External reviewer of dossier for promotion to Clinical Associate Professor of Dr. Gina Yoder, Indiana University-Purdue University Indianapolis. Summer 2013.

Editorial Panel Member, 2012 National Council of Teachers of Mathematics (NCTM) Seventy-Fourth Yearbook entitled, *Professional Collaborations in Mathematics Teaching and Learning: Seeking Success for All*.

External reviewer of dossier for promotion to Full Professor of Dr. Sylvia Celedón-Pattichis, College of Education, University of New Mexico. Summer 2012.

External reviewer of dossier for tenure and promotion of Dr. Anthony Fernandes, Department of Mathematics and Statistics, University of North Carolina, Charlotte. Summer 2012.

External reviewer of dossier for tenure and promotion of Dr. Cathy Kinzer, College of Education, New Mexico State University. Summer 2012.

Member, Association of Mathematics Teacher Education (AMTE) Equity Task Force. Spring 2012 – Winter 2015.

External reviewer of dossier for tenure and promotion of Dr. Tonya Bartell, College of Education, University of Delaware. Summer 2011.

External reviewer of dossier for tenure and promotion of Dr. Robert Kline, Department of Mathematics, Ohio University. Fall 2010.

External reviewer for mid-career appraisal of Assistant Professor Eduardo Mosqueda, Education Department, University of California, Santa Cruz. Fall 2010.

External reviewer of dossier for tenure of Dr. Mary Q. Foote, Department of Elementary & Early Childhood Education, Queens College, CUNY. Summer 2010.

Chair, Assessment Strand, “Practitioners and Researchers Learning Together: A National Conference on the Mathematics Teaching and Learning of Latinos/as.” CEMELA-CPTM-TODOS Conference, Tucson, AZ. Spring 2010.

Member, Association of Mathematics Teacher Education (AMTE) Research Committee. Spring 2010 – Fall 2014.

External reviewer of dossier for tenure and promotion of Dr. Margret Hjalmarson, College of Education and Human Development, George Mason University. Fall 2009.

Editorial Panel, *Journal for Research in Mathematics Education* (JRME) published by the National Council of Teachers of Mathematics (NCTM). Spring 2008 – Spring 2011.

Board Member, Scaling Up Mathematics Achievement (SUMA), an NSF funded project located at New Mexico State University. Spring 2008 – Spring 2010.

Board Member, TODOS: Mathematics for ALL. Spring 2006 – Spring 2010.

Editorial Panel Member, 74th National Council of Teachers of Mathematics (NCTM) Yearbook entitled, “Professional Collaborations in Mathematics Teaching and Learning: Seeking Success for All.” Fall 2008 – Fall 2011.

Chair, Research & Publications Committee. TODOS: Mathematics for ALL. Spring 2006 – Spring 2011.

Instructor, CEMELA Summer School, “Mathematics Assessment and ELLs/Latino Students.” Course offered to National Science Foundation Fellows from universities across United States. Tucson, AZ. June 2008.

Representative for TODOS: Mathematics for All, 99th meeting of the Conference Board of the Mathematical Sciences Executive Committee and Council. Washington, DC, May 2008.

Member, 11th International Congress on Mathematics Education (ICME) Topic Study Group 33 (Mathematics Education in a multilingual and multicultural environment). Fall 2007 – Fall 2009.

Member, Association of Mathematics Teacher Educators (AMTE) Nominations and Elections Committee. Fall 2007 – Spring 2008.

External reviewer of dossier for promotion to associate professor of Dr. Hanan Innabi, Department of Curriculum and Instruction, College of Education, University of United Arab Emirates. Fall 2007.

Chair, Student Learning Research Group, Center for the Mathematics Education of Latinos/as (CEMELA). Fall 2007 – Spring 2009.

Member, Albuquerque Public Schools, District Math Core Team. Spring 2006.

External reviewer of dossier for tenure of Dr. Karen Clark, Education & Human Development, University of Colorado at Denver and Health Sciences Center. Fall 2005.

External reviewer of dossier for reappointment, promotion, and tenure of Dr. Joy Moore, College of Education at the University of Cincinnati. Fall 2005.

President, New Mexico Council of Teachers of Mathematics. Fall 2002-Fall 2004.

Chair, TODOS Publications Committee. TODOS: Mathematics for ALL. Fall 2004-2005.

Interim Chair, TODOS Publications Committee. TODOS: Mathematics for ALL is a national organization that advocates for high quality mathematics education for all students, in particular Latino/Hispanic students. Spring 2003 – Fall 2003.

Board Member, New Mexico Council of Teachers of Mathematics. 1999 – 2006.

Board Member, New Mexico Mathematics and Science Partnership. Fall 2000 - Fall 2004.

Psychology of Mathematics Education – North American Chapter, Program Committee Member, Twentieth Annual Meeting. 1998.

Service to the University:

Search Committee Chair for assistant professor position in secondary mathematics education at the University of Wyoming, 2023-24.

Member, Diversity, Equity & Inclusion Council, College of Education. Fall 2022-Present.

Guest Speaker, EDAD 5700, Educational Leader for Instruction (Instructor: Dr. Barbara Hickman). October, 2023.

Co-Chair, COE Education Summit, Spring 2023-Present.

Member, AAQEP Program Team. Summer 2021.

Guest Speaker, EDAD 5700, Educational Leader for Instruction (Instructor: Dr. Barbara Hickman). April, 2022.

Member, UW Inclusivity Pillar Team. Spring 2021.

Coordinator, Ed.D. degree program in Mathematics Education, University of Wyoming, Fall 2021 – Present.

Member, UW Chair Policy Task Force. Fall 2020.

Member, University Reappointment, Tenure, and Promotion Committee. 2020-2023.

Member, University of Wyoming Faculty Advisory Committee to the Budget Reduction Working Group. Fall 2020.

Led effort to initiate an Ed.D. Degree Program with a Concentration in Mathematics Education, College of Education, University of Wyoming. The new degree program was accepted and had its first cohort of 8 students in the fall of 2021.

Member, University of Wyoming, College of Education Mentoring Program Planning Team. 2021-22.

University of Wyoming, College of Education New Faculty Mentor. Was mentor for Dr. Ali Bicer in 2018-19, 2019-20, and 2020-21.

University of Wyoming, College of Education New Faculty Mentor. Was mentor for Drs. Jonathan Carrier and Reed Scull in 2020-21.

Book Club Discussion Leader, College of Education Diversity Committee. We read and discussed chapters from Paris and Alim's (2017) *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. Spring, 2020.

Co-Chair, University of Wyoming, Education Summit, Spring 2020.

Chair, Ellbogen Dean's Excellence Fund for Research Seed Grants Committee, College of Education, Spring 2020.

Ph.D. Dissertation Committee Chair, Karla Matute, Mathematics Education, University of Wyoming. Spring 2020 – Summer 2022.

Ph.D. Dissertation Committee Chair, Angela Schanke, Mathematics Education, University of Wyoming. Spring 2020 – Spring 2022.

Ph.D. Dissertation Committee Chair, Libni Berenice Castellón, Mathematics Education, University of Wyoming. Spring 2020 – Fall 2022.

Ed.D. Committee Chair, Paige Hockersmith, Curriculum & Instruction, University of Wyoming. Spring 2023 – Present.

Ph.D. Dissertation Committee Co-Chair, Ariane Eicke, Mathematics Education, University of Wyoming. Spring 2020 – Present.

Ph.D. Dissertation Committee Co-Chair, Jennifer Rodin, Mathematics Education, University of Wyoming. Spring 2020 – Spring 2023.

Ph.D. Dissertation Committee Member, Amy Kassel, Mathematics Education, University of Wyoming. Spring 2020 – Summer 2022.

Ph.D. Dissertation Committee Member, Kelly Hawkinson, Mathematics Education, University of Wyoming. Spring 2020 – Spring 2022.

Ph.D. Dissertation Committee Member, Helen Aleksani, Mathematics Education, University of Wyoming. Spring 2022 – Present.

Ph.D. Dissertation Committee Member, Rachel Patrick, Curriculum Studies, University of Wyoming. Spring 2023 - Present.

Ph.D. Dissertation Committee Member, Christopher Dresang, Learning, Design, and Technology program, University of Wyoming. Fall 2022 - Present.

Ph.D. Dissertation Committee Member, Abby Markley, Curriculum & Instruction, University of Wyoming. Fall 2022 - Present.

Ph.D. Dissertation Committee Member, Aaron Nydam, Curriculum & Instruction, University of Wyoming. Summer 2022 - Present.

Ed.D. Dissertation Committee Member, Anna Miarka-Grzelak, Higher Education Administration program, University of Wyoming. Spring 2020 - Present.

Ph.D. Dissertation Committee Member, Marcos Martinez, Curriculum & Instruction, University of Wyoming. Summer 2020 – Spring 2023.

Ph.D. Dissertation Committee Member, Sarah Vilardo, Higher Education Administration, University of Wyoming. Fall 2020 – Present.

Ed.D. Dissertation Committee Member, Christina Millemon, Higher Education Administration, University of Wyoming. Fall 2023 – Present.

Ed.D. Dissertation Committee Member, Roger Humphrey, Higher Education Administration, University of Wyoming. Fall 2023 – Present.

Ph.D. Dissertation Committee Member, Ashli Tomisich, Higher Education Administration, University of Wyoming. Fall 2020 – Spring 2023.

Ph.D. Dissertation Committee Member, Becky McDowell, Science Education, University of Wyoming. Fall 2022 – Spring 2023.

Ph.D. Dissertation Committee Member, Jason Browning, Higher Education Administration, University of Wyoming. Summer 2020 – Spring 2021.

Lead advisor for the following doctoral students in mathematics education at the University of Wyoming: Aylin Marquez, Megan Rourke, Luke Audette, Bridget Dunbar, Melena Osborne, Traci Jackson, Michelle Sanchez, and Jennifer Kellner.

Lead advisor for the following master's degree students at the University of Wyoming: Antonia Valdez (W05373979) and Kendyl Thorne (C&I).

Chair, MS Plan B Committee for Dawn Wiley, MS Student in Middle Level Math Concentration Program. Spring, 2023.

Member, MA Plan B Committee for Erica Ballou, MS Natural Sciences – Middle Level Mathematics Program. Spring, 2023.

Member, MA Plan B Committee for Jessica Flores, MA Student in Curriculum & Instruction Program. Spring, 2022.

Member, MS Plan B Committee for Harold Mulholland, MA Student in Middle Level Math Concentration Program. Spring, 2020.

Member, MA Plan B Committee for Alejandra Anna Gonzales, MA Student in Higher Education. Spring, 2020.

Member, MA Plan B Committee for Angela Massman, MA Student in Higher Education. Spring, 2020.

Ed.D. Dissertation Project Committee Chair for Heidi Edmunds, Higher Education Administration, University of Wyoming. Spring 2018 – Spring 2019.

Chair, Ellbogen Dean's Excellence Fund for Research Seed Grants Committee, College of Education, Spring 2019.

Guest speaker, PRST 5610 Introduction to Doctoral Studies (Dr. Sara Axelson, Instructor), Fall 2019.

Search Committee Chair for assistant professor position in elementary mathematics education at the University of Wyoming, Spring, 2018. Search was successful and led to hiring of Dr. Ali Bicer, post-doctoral student at Texas A&M University.

Coordinator, Ph.D. degree program in Mathematics Education, University of Wyoming, Fall 2017 – Present.

Member, Ed.D. Task Force. College of Education, University of Wyoming. Fall 2018 – present.

Guest speaker, PRST 5610 Introduction to Doctoral Studies (Dr. Sara Axelson, Instructor), Fall 2018.

Member, School of Teacher Education Seed Grant Committee. Fall 2018.

Member, Data Science Advisory Committee (DSAC). University of Wyoming, February 2018 – Spring 2019.

Co-Chair, University of Wyoming, College of Education “Enhancing Graduate Student Recruiting Efforts” funded by the Office of Academic Affairs. Effort supported recruitment of new students into the PhD degree program in mathematics education. Fall 2017 – Fall 2018.

Co-Chair, University of Wyoming, College of Education Research Symposium, Spring 2018.

University of Wyoming, College of Education New Faculty Mentor. Mentored Dr. Richard Carter in Spring 2018.

Co-Chair, University of Wyoming, College of Education Academic Writing Fellows. Fall 2018 – Spring 2019.

Member (Appointed by the GSSW Dean Amanda McBride), Faculty Promotion Appeal Committee, Graduate School of Social Work, University of Denver, Spring 2017.

Chair, APT Committee, Morgridge College of Education, University of Denver. Fall 2015 – June 2017.

Chair, AP Committee, Morgridge College of Education, University of Denver, Fall 2015 – June 2017.

Leader, C&I Program Orientation for new students. September 2016.

Member, William T. Grant Scholars Award Internal Nomination Panel, Morgridge College of Education, University of Denver, December 2015.

Panel member, Discussed the film “Race to Nowhere.” University of Denver Undergraduate Admission Staff Retreat. August 2015.

Co-Leader with Dr. Nicole Joseph, C&I Program Orientation for new students. September 2015.

Co-Leader with Dr. Nicole Joseph, EdD Student Cohort in C&I Program Orientation for new students. Summer 2015.

Member, APT Committee, Morgridge College of Education, University of Denver. Fall 2013 – Spring 2015.

Lead faculty, Development of a Concentration in Mathematics Education for the Curriculum & Instruction (C&I) MA, EdD, and PhD degree programs at the University of Denver. Spring 2013 – Fall 2013.

Lead faculty, mathematics education faculty in collaboration with the MCE Admissions Office at the University of Denver held an event to share information about the newly created concentration in mathematics education. Fall 2013.

Alternate, Promotion & Tenure Committee, Morgridge College of Education, University of Denver. Fall 2012 – Spring 2013.

Committee Member, Hiring Committee for Tenure Track, Assistant Professor position in Child, Family, School, Psychology (CFSP) Program, Morgridge College of Education. Spring 2015.

Committee Member, Hiring Committee for Tenure Track, Assistant Professor position in Educational Leadership Program, Morgridge College of Education. Summer 2014.

Committee Member, Hiring Committee for Senior Grants Administrator, Morgridge College of Education. Fall 2014.

Committee Member, Hiring Committee for Institutional Effectiveness Research Analyst, Morgridge College of Education. Spring 2014.

Ph.D. Dissertation Committee Chair for Brian Duwe, Curriculum & Instruction, University of Denver. Spring 2014 – Fall 2017. Dr. Duwe successfully defended, Fall 2017.

Ph.D. Dissertation Committee Chair for Paul Conley, Curriculum & Instruction, University of Denver. Fall 2013 – Fall 2017. Dr. Conley successfully defended, Fall 2017.

Ph.D. Dissertation Committee Chair for Mindy Adair Curriculum & Instruction, University of Denver. Spring 2013 – Winter 2016. Dr. Adair successfully defended, Winter 2016.

Ph.D. Dissertation Committee Chair for Jill McVey, Curriculum & Instruction, University of Denver. Winter 2015 – Winter 2016. Dr. McVey successfully defended, Winter 2016.

Ph.D. Dissertation Committee Chair for Sherry Segura, Curriculum & Instruction, University of Denver. Fall 2013 – Spring 2016. Dr. Segura successfully defended, Spring 2016.

Ph.D. Dissertation Committee Member for Joanna Bruno, Curriculum & Instruction, University of Denver. Fall 2016. Dr. Bruno successfully defended, Fall 2016.

Ph.D. Dissertation Committee Member for Courtney Tobiassen, Curriculum & Instruction, University of Denver. Spring 2014 – Fall 2015. Dr. Tobiassen successfully defended, Fall 2015.

Ph.D. Dissertation Committee Member for Amanda Smith, Curriculum & Instruction, University of Denver. Fall 2015. Dr. Smith successfully defended, Fall 2015.

Ph.D. Dissertation Committee Member for Sarabeth Berk, Curriculum & Instruction, University of Denver. Winter 2014 – Spring 2015. Dr. Berk successfully defended, Spring 2015.

Ph.D. Dissertation Committee Member for Jennifer Arzberger, Curriculum & Instruction, University of Denver. Spring 2015. Dr. Arzberger successfully defended, Spring 2015.

Ph.D. Dissertation Committee Member for AJ McKinney, Curriculum & Instruction, University of Denver. Spring 2013 – Fall 2014. Dr. McKinney successfully defended, Fall 2014.

Ph.D. Dissertation Committee Member for Germaine Bruno, Curriculum & Instruction, University of Denver. Dr. Bruno successfully defended, Fall 2013.

Ph.D. Dissertation Committee Co-Chair for Tina Valtierra, Curriculum & Instruction, University of Denver. Dr. Valtierra successfully defended, Fall 2013.

Ph.D. Dissertation Committee Co-Chair for Cameron Hayes, Curriculum & Instruction, University of Denver. Fall 2015 – Spring 2017.

Ph.D. Dissertation Committee Chair for Sarah Anderson Ridder, Curriculum & Instruction, University of Denver. Spring 2014 – Spring 2017.

Ph.D. Dissertation Committee Chair for Joe Bolz, Curriculum & Instruction, University of Denver. Spring 2014 – Spring 2017.

Ph.D. Dissertation Committee Chair for Alicia Vasquez, Curriculum & Instruction, University of Denver. Spring 2016 – Spring 2017.

Ph.D. Dissertation Committee Chair for Lauren McKittrick, Curriculum & Instruction, University of Denver. Spring 2014 – Spring 2017.

Ph.D. Dissertation Committee Member for Arongna Bao, Curriculum & Instruction, University of Denver. Fall 2015 – Spring 2017.

Ph.D. Dissertation Committee Member for Joanna Bruno, Curriculum & Instruction, University of Denver. Fall 2016 – Spring 2017.

Ph.D. Dissertation Committee Member for Brittany Miller, Curriculum & Instruction, University of Denver. Winter 2017 – Spring 2017.

Chair, Committee composed of faculty in the Educational Leadership program, faculty in the Native American Studies program, the superintendents of the Northern and Southern Pueblo schools and staff from the Mathematics and Science Academy (MSA) from LANL to re-conceptualize MA degree program at UNM in Educational Leadership for teachers and administrators from the Pueblo schools. 2011-2012.

Member, Tenure & Promotion Committee for Alicia Chávez, Department of Educational Leadership and Organizational Learning (ELOL). Fall 2011.

Member, Promotion Panel for Holbrook Mahn, Department of Language Literacy and Sociocultural Studies (LLSS). Fall 2011.

Member, Office of the Vice President of Research Internal Proposal Review Committee. Spring 2009 – Spring 2011.

Worked with Los Alamos National Laboratories (LANL), Española Public Schools (EPS) and Dr. Arlie Woodrum to recruit and create new Rural Doctoral cohort from northern New Mexico. Spring 2010.

Collaborated with Dr. Arlie Woodrum in the Educational Leadership to organize academic program for the new Rural Doctoral cohort from northern New Mexico. Spring 2010.

Provided support for work on curriculum revision/redesign of the Educational Leadership doctoral curricula. Fall 2010.

Advised and mentored Alicia Chavez, assistant professor in the Department of Educational Leadership and Organizational Learning on the development and presentation of her tenure/promotion file. 2010-11.

Member, College of Education Promotion and Tenure Committee. Fall 2007 – Spring 2010.

Co-Chair. University of New Mexico P-20 Center for Mathematics and Science Education. Fall 2008 – Spring 2009.

Member, Mid-Probationary Review Committee for Fengfeng Ke, Department of Organizational Learning and Instructional Technology (OLIT). February 2009.

Chair of Presentation made at the 12th Annual College of Education Graduate Student Colloquium by Lisa Tsuchiya. February 2009.

Participant and Presenter, Academic Language for All Institute led by Dr. Holbrook Mann. June 2009.

Invited Speaker, Dr. Devorah Kennedy's class for early childhood educators. October 2008.

Ph.D. Dissertation Committee Chair for Alan Tennison, Department of Teacher Education, UNM. Fall 2005 – Spring 2010. Dr. Tennison successfully defended in Spring 2010.

Ph.D. Dissertation Committee Chair for Barbara Trujillo, Department of Teacher Education, UNM. Fall 2006 – Spring 2010. Dr. Trujillo successfully defended in Spring 2010.

Ph.D. Dissertation Committee Member for Carlon Ami, Department of Educational Psychology, UNM. Summer 2008. Dr. Ami successfully defended in Summer 2008.

Ph.D. Dissertation Committee Member for Jessica Deshlar, Department of Mathematics & Statistics, UNM. Fall 2007 - Spring 2008. Dr. Deshlar successfully defended in Spring 2008.

Ph.D. Dissertation Committee Member for Mary Marshall, Department of Language, Literacy and Sociocultural Studies, UNM. Fall 2007 – Summer 2009. Dr. Marshall successfully defended in Summer 2009.

Ph.D. Dissertation Committee Member for Anthony Rodriguez, Department of Educational Specialties, UNM. Fall 2008 – Spring 2012. Dr. Rodriguez successfully defended in Spring 2012.

Ph.D. Dissertation Committee Chair for David Escalante, Department of Teacher Education. Fall 2005 – Fall 2009.

Ph.D. Dissertation Committee Co-Chair for Edgar Romero, Department of Teacher Education. Fall 2004 – Spring 2012.

Ph.D. Dissertation Committee Member for Ayesha Livingston, Department of Individual, Family and Community Education. Spring 2009 – Spring 2012.

M.A. Thesis Committee Member for T.J. Middleton, Department of Mathematics & Statistics, UNM. Spring 2006 - Fall 2008.

Invited Panelist. UNM Research Proposal Writing Workshop sponsored by UNM Office of the V.P. of Research and Economic Development. February 2008.

Chair, K-12 Outreach Committee. Department of Mathematics & Statistics. 2007 - 2008.

Committee Member, Faculty Senate. Spring 2008 – Spring 2009.

Chair of Presentation made by Anthony Rodriguez at the Eleventh Annual College of Education Graduate Student Colloquium. February 2008.

Affiliate Faculty, Department of Teacher Education, Fall 2008 – 2009.

Faculty Mentor to Dr. Xue Han, Assistant Professor in the College of Education. Fall 2007 – 2009.

Faculty Mentor to Dr. Guada Lozano, Department of Mathematics & Statistics Post Doctoral Student. Fall 2007 – 2009.

Committee Member, Secondary Education Committee, National Council for Accreditation of Teacher Education (NCATE) and New Mexico Public Education Department evaluation visitations. Fall 2007.

Wrote teaching review letter for Dr. Ricky Allen, Department of Language, Literacy and Sociocultural Studies (LLSS). Fall 2007.

Committee Member, Teacher Quality Committee. A faculty committee from the Colleges of Arts & Science and Education that discusses needs, initiatives and problems related to the education of P-12 across departments. Spring 2007.

Wrote Freshman Learning Community proposal that was accepted. Course entitled, "Education and Faith" was offered in Fall 2007.

Chair of Presentation made at the Tenth Annual College of Education Graduate Student Colloquium entitled, "Working Toward Creating and Sustaining an Active Graduate Student Organization." February 2007.

M.A. Thesis Committee Member for Parry Silcox, Department of Language, Literacy and Sociocultural Studies (LLSS). Spring 2007.

Faculty Mentor to Dr. Sandra Musanti, CEMELA Post Doctoral Student. Fall 2006 – Fall 2009.

Committee Member, Department of Mathematics & Statistics, K-12 Outreach Committee. 2005-06.

Faculty Mentor for Juan Miguel Ortiz, Ronald E. McNair Scholars Program. 2006-07.

Graphing Calculator Workshop Leader, Department of Mathematics & Statistics. Coordinated and conducted graphing calculator workshops for TAs and Part-time instructors with Dr. Deborah Sulsky. Fall 2006.

Chair of Presentation made at the Ninth Annual College of Education Graduate Student Colloquium entitled, "Universal Design for Learning Technology in the Classroom." March 2006.

Chair of Presentation made at the Ninth Annual College of Education Graduate Student Colloquium for two individual presentations. March 2006.

Committee Member, UNM College of Education Sabbatical Committee. 2006 - present.

Committee Member, UNM Academic Freedom and Tenure Committee. November 2005 – May 2006.

Coordinator, Mathematics, Science, Environmental and Technology Education (MSET) Program. Fall 2004 – August 2006.

Member, Department of Educational Specialties Merit Subcommittee, Spring 2005 & 2006.

Committee Member, Dr. Sylvia Celedón-Pattichis promotion and tenure review committee. Fall 2005.

Ph.D. Dissertation Committee Member for Mary Jo Daniel, Department of Educational Specialties. Spring 2005.

Chair, CEMELA Post Doc Hiring Committee Chair. Spring 2006.

Chair, Visiting Assistant Professor of Science Education Hiring Committee. Spring 2006.

Chair, CEMELA Post Doc Hiring Committee. Spring 2005.

Participant, Writing Across the Curriculum Forum at UNM, Spring 2005.

Recruited three (3) CEMELA Research Assistants to begin working on the project in fall 2005. Recruited two RAs who begin working on the project during the 2006-07 academic year. Recruited another in the fall of 2007 and one more in fall of 2008.

Committee Member, Dr. Lyn Oshima's promotion committee. Fall 2004.

Ph.D. Dissertation Committee Member for Susan Payne, Department of Language, Literacy and Sociocultural Studies. Fall 2004.

Recruited CEMELA Project Assistant to serve as local evaluator on project. Fall 2004.

UNM Freshman Convocation Ceremony faculty participant. August 2004.

Mathematics, Science, Environmental and Technology Education (MSET) Program Committee Member. Fall 1998 – Summer 2006.

Advisor; Secondary Mathematics and Science Teacher Education Program. Spring 1999 – Summer 2005.

Advisor; K-8 Licensure Program, Mathematics Endorsement. Fall 2001 – Summer 2005.

Secondary Education Committee Member. Spring 1999 – Spring 2001, Spring 2003.

Recruited Mr. Chris Barbic, Principal of YES College Preparatory School in Houston Texas to present at a colloquium for the College of Education. YES College Prep is one of the participating schools in the HP High Achieving Schools Initiative. Mr. Barbic also made presentations at NMSU, to teachers in Las Cruces, and Albuquerque Public School teachers. Spring 2003

Recruited local teachers into M.A. program in mathematics, science and technology education at meetings conducted by MSET faculty in Albuquerque. Fall 2002, Spring 2003, and Spring 2004.

CoE Undergraduate Committee Member, Fall 2000-Spring 2003.

Ph.D. Dissertation Committee Member for Karen Miller, Department of Educational Psychology. Fall 2000.

Member, Secondary Mathematics and Science Teacher Education Program Task Force. Spring 2000.

MSET M.A. & Ph.D. Programs Advisory Committee Member. Fall 1999.

University Curriculum Committee, substituted for Dr. Kathryn Watkins. Fall 1998.

College of Education (CoE) Technology Planning Committee Member. Spring 1999 – Spring 2000.

Coordinator, Secondary Mathematics and Science Teacher Education Program. Fall 1999 – Spring 2001.

CoE Secondary Teacher Education Program. Interviewed potential candidates for program with CoE faculty. Spring 2000 – Spring 2002.

CoE Elementary Teacher Education Program. Interviewed potential candidates for program with CoE faculty. Spring 1999 and Spring 2000.

CoE Educational Technology MA Program. Interviewed potential candidates with CoE faculty. Spring 1999.

CoE Technology and Education Center Hiring Committee Member. Dr. William Bramble, Chair. Fall 1999.

Served on hiring committee for tenure-track position in mathematics education in Department of Mathematics & Statistics. Spring 2002.

New Mexico Collaborative for Excellence in Teacher Preparation (NM-CETP) Grant. Scholarship Award Coordinator. Spring 2001 – Spring 2002.

NM-CETP Grant, Scholarship Committee Member. Spring 1999 – Spring 2000.

NM-CETP Grant Implementation. Coordinated development of Future K-12 Mathematics and Science Teachers Club. Funded Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001 academic year. \$7145/year.

NM-CETP Grant Implementation. Coordinated program to fund course reforms undertaken by faculty in the College of Arts and Sciences. Fall 2000 – Spring 2002. \$67,556/two years.

NM-CETP Grant. Coordinated Travel Funds for K-12 Preservice Mathematics and Science Teachers to Attend National Professional Conferences. Spring and Fall, 2000. \$19,000 for two years (\$9500/year).

NM-CETP Grant Implementation. Helped coordinate Collegial Coaching Workshop for cooperating teachers in Secondary Mathematics and Science Teacher Education program with Sue Lloyd. Fall 2000. \$19,000 for two years.

Public Service:

Outside observer, elementary mathematics textbook adoption committee, Albany County School District #1. Wrote analysis/summary of adoption process for the district. March, 2022.

Mathematics Judge, 2019 Wyoming State Science Fair. Laramie, WY. March, 2019.

Professional development provider, Northfield High School. In collaboration with Dr. Lolita Tabron, University of Denver, we used Design-Based Improvement Science with NHS staff and administration to support detracking in mathematics at NHS, a Denver Public School. Fall 2018 – Fall 2019.

Jemez Day School, Jemez Pueblo, NM. Conducted training for all elementary school teachers at the school in Cognitively Guided Instruction (CGI). Spring 2018.

Guest Speaker in Mathematics, Slade Elementary School, Laramie, WY. April – May, 2018.

Reviewer, Mathematics Education Program, Douglas High School, Converse County School District #1, Douglas, WY. April 6, 2018.

Professional development provider in mathematics, Wheatland PD Day. February, 2018.

Invited Professional Learning Community (PLC) Speaker, Sunrise Elementary School, Cherry Creek School District, Denver, CO. February, 2017.

Participant, Middle School Mathematics Lesson Study. Merrill Middle School, Denver Public Schools. November and December, 2015.

Board Member, East Central Ministries, a Christian street ministry in the La Mesa neighborhood of Albuquerque, NM. Fall 2015 – Fall 2017.

Ph.D. Dissertation Committee for Carol Brown, Department of Teacher Education, Educational Leadership & Policy, UNM. Spring 2016 – Fall 2016.

Ph.D. Dissertation Committee for Yanira Vazquez, Department of Teacher Education, Educational Leadership & Policy, UNM. Spring 2014 – Spring 2015.

Ph.D. Dissertation Committee for Josephine Kilde, University of Colorado, Boulder. Spring 2015 – March 2016. Dr. Kilde successfully defended her dissertation in March 2016.

Ph.D. Dissertation Committee Member for Laura Burr, Department of Teacher Education, Educational Leadership & Policy, UNM. Fall 2007 – Fall 2015. Dr. Burr successfully defended in Fall 2015.

Founder and Board President, Escuela Luz del Mundo (ELM), a Christian, community-based college prep middle school that serves the poor in the La Mesa neighborhood of Albuquerque, NM. Fall 2006 – August 2014.

Volunteer Director, Escuela Luz del Mundo (ELM), November 2007 - August 2012.

Ph.D. Dissertation Committee Member for Monica Archuleta, Department of Teacher Education, Educational Leadership & Policy, University of New Mexico. Spring 2014.

Ph.D. Dissertation Committee Co-Chair for Lisa Tsuchiya, Department of Teacher Education, Educational Leadership & Policy, UNM. Fall 2011 – Summer 2014. Dr. Tsuchiya successfully defended in Summer 2014.

Ph.D. Dissertation Committee Member for James Lujan, Department of Educational Leadership and Organizational Learning, UNM. Spring 2013. Dr. Lujan successfully defended in Spring 2013.

Ph.D. Dissertation Committee Chair for Cathy Gosler (married and changed name to Cathy Briand), Department of Teacher Education, UNM. Fall 2005 – Fall 2013. Dr. Briand successfully defended in Fall 2013.

Board President, East Central Ministries, a Christian street ministry in the La Mesa neighborhood of Albuquerque, NM. Fall 2010 – Fall 2011.

Conducted an on-site mathematics workshop for parents of children who attended La Mesa Elementary School in Albuquerque. Fall 2011.

Organized and help conduct a Professional Learning Community (PLC) for Española Public School administrators for 2010-11 school year.

Organized a Professional Learning Community (PLC) for grades 6-12 mathematics and science teachers in Española Public Schools for 2010-11 school year.

Keynote Speaker, “Teaching Your Research.” Presented to the University of New Mexico Ronald E. McNair and Research Opportunity Program participants. April 2009.

Invited Speaker, “The 90-90-90 Schools.” Presented at the Northern New Mexico College, First Annual STEM Educators’ Symposium. April 2009.

Keynote Speaker. Santa Domingo Elementary School Math Night for Parents. November 2008.

Keynote Speaker. Northern New Mexico Mathematics and Science Academy MA graduate ceremony. Funded by Los Alamos Labs. Española, NM, May 2008.

Mathematics teacher, Escuela Luz del Mundo. Taught 6th grade class on a daily basis using the Connected Mathematics Program (CMP). Fall 2007 – Spring 2008.

Leader, Mathematics Study Group, Carroll Elementary School in Bernalillo. Participating teachers from both Carroll and Roosevelt Elementary were funded through the NSF-funded Center for the Mathematics Education of Latinos/as (CEMELA). 2006-2007.

Invited Participant, K-12 Professional Teacher Development: Building on the Math and Science Academy Model sponsored by U.S. Senator Jeff Bingaman, U.S. Congressman Tom Udall, N.M. Congressman Jerry Costello, and the Los Alamos National Laboratory Foundation. May 2005.

Workshop leader, conducted two on-site mathematics workshops for parents of children who attended La Mesa Elementary School in Albuquerque. Spring 2005.

Leader, Mathematics Study Group, Roosevelt Elementary School in Bernalillo. Participating teachers at Roosevelt were funded through NSF-funded Center for the Mathematics Education of Latinos/as (CEMELA). 2005-2006.

Developed a K-12 Vision and Strategic Plan for Mathematics for the Bernalillo School District in collaboration with the district-wide Math Cadre Members. Presented this plan to meeting of district principals. Fall 2004.

Paid registration fees for team of eight mathematics teachers from throughout New Mexico to attend annual NCTM meeting in San Antonio, TX. Funded by the U.S. Department of Education “Academies” Grant. Spring 2003.

Workshop coordinator, Hewlett-Packard/UNM High Achieving Schools Initiative. Coordinated three-day workshop for participating teams from the nine high achieving secondary-level schools that served low income communities throughout United States that were selected to participate in grant initiative. August, 2002.

Facilitator, HP/UNM High Achieving Schools Initiative. With use of HP Virtual Classroom, conducted monthly training for teachers from nine participating schools on the integration of the technological capabilities of the HP Wireless Mobile Classroom. Fall 2002 – Spring 2003.

Facilitator, APS Mathematics Teachers Articulation Meeting, District-wide meeting, January 2002.

Classroom coach for two teachers at San Diego/Riverside School, Jemez Pueblo. Spring 2002 – Spring 2003.

Contributor, New Mexico MESA National Science Foundation grant proposal for \$10 million in mathematics education (not funded). Spring 2002.

Contributor, Albuquerque Public Schools National Science Foundation Urban Systemic Program grant proposal for \$10 million in mathematics education (not submitted to NSF). Spring 2001 and Spring 2002.

Workshop leader, conducted two professional development workshops for Freshman Academy teachers at Albuquerque High School, December 2001 and January 2002.

Writer, Teacher Survey administered to mathematics teachers in the Northern New Mexico Network for research purposes. Fall 2001.

Contributor, Bernalillo Public Schools National Science Foundation grant proposal for \$5 million in mathematics education (not funded). Spring 2001.

Facilitator for Mathematics Faculty at UNM-Gallup involved in reforming the Math 111, 112, 215 sequence for prospective elementary school teachers. Spring 2000 – Spring 2001.

Workshop leader, Conducted five-day professional development workshops for teachers at Jemez Pueblo San Diego, Riverside Public Charter School. June, 2000.

Taught mathematical problem solving to fourth and fifth graders at elementary school in the Navajo Nation. Spring 2000.

Paid registration fees for team of three mathematics teachers from Manzano High School (APS) to attend regional NCTM meeting in El Paso, TX. Funded by the Center for Teacher Education at UNM. Spring 2000.

Coordinator, Teachers Teaching with Technology (T³) week-long graphing calculator workshop attended by 26 teachers. Sponsored by NM-MESA, June, 2000.

Workshop leader, New Mexico Mathematics, Engineering, Science Achievement (NM-MESA) Buddies Program. Fall 1999 – Spring 2002.

Committee Member, State of New Mexico, Department of Education Presidential Awards for Excellence in Mathematics and Science Teaching Program. Spring 1999.

Mathematics Support Person, Jemez Pueblo San Diego, Riverside Public Charter School. Fall 1999 – Spring 2002.

Judge, New Mexico MESA Statewide Jamboree. Spring 1999 and Spring 2000.

Mathematics workshop leader, Chilean educators project. Project sponsored by the Latin American Programs in Education (LAPE). Fall 1999.

Contributor, “Circles of Support” CD-ROM. “Circles of Support,” a two-volume CD-ROM was the result of a three-year partnership between the Bernalillo Public Schools and CoE faculty. Fall 1999.

Attended New Mexico MESA/University of New Mexico Leadership Luncheon. Spring 1999 and Fall 1999.

Taught mathematical problem solving at Georgia O’Keeffe Elementary School (APS) to first and second graders. Fall 1999 - Spring 2000.

Attended meetings, Albuquerque Public Schools Materials Adoption Committee in Mathematics. Fall 1999 - Spring 2000.

Member, Jackson Middle School Parent Advisory Committee. Fall 1999 – Spring 2000.

Participant, Shared Visions Grant. Fall 1999 – Spring 2001.

Recruited Dr. Gerald Kulm, Texas A&M University to present at a colloquium for the College of Education and the Department of Mathematics & Statistics, Fall 1998. Dr. Kulm also worked with students in Project RICO and students in the Secondary Mathematics and Science Teacher Education Program.

Judge, Quality Education Awards Program, New Mexico Research and Study Council. Fall 1998.

Participant, Estancia High School Career Fair. Fall 1998.

MEMBERSHIPS IN PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)
Association of Mathematics Teacher Education (AMTE)
National Council of Teachers of Mathematics (NCTM)
TODOS: Mathematics for All

AWARDS/HONORS

DU Recognition: Informed in September 2015 by Provost Kvistad that I was mentioned by at least one alum “as having a meaningful positive impact.”

Book review: Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change (Editors: R.S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff). Mahwah, NJ: Lawrence Erlbaum Associates. Reviewed in *Journal for Research in Mathematics Education*, 40(1), January 2009.

Book review: Preparing Mathematics and Science Teachers for Diverse Classrooms: Promising Strategies for Transformative Pedagogy (Editors: A.J. Rodriguez, & R.S. Kitchen). Mahwah, NJ: Lawrence Erlbaum Associates. Reviewed in *Journal for Research in Mathematics Education*, 40(4), July 2009.

Fulbright Senior Specialist Program Award, Council for International Exchange of Scholars, Washington, DC, Spring 2005. Taught graduate-level course in mathematics education at National Pedagogical University “Francisco Morazán” in Tegucigalpa, Honduras.

Book Award: Preparing Mathematics and Science Teachers for Diverse Classrooms: Promising Strategies for Transformative Pedagogy (Edited by A.J. Rodriguez, & R.S. Kitchen). Mahwah, NJ: Lawrence Erlbaum Associates. Selected for Distinguished Choice's Outstanding Academic Title List for 2005.

President’s Special Recognition Award, San José State University. December 1997.