

## Hala N. Ghouseini

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### FORMAL EDUCATION

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**Ph.D., Mathematics Education** — University of Michigan-Ann Arbor (2008)

**M.A., Mathematics Education** – American University of Beirut (1996)

**B.S., Mathematics** – American University of Beirut (1989)

**Teaching Diploma, Secondary Mathematics Education**–American University of Beirut (1989)

### POSITIONS HELD

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University of Wisconsin-Madison, Department of Curriculum and Instruction  
Associate Professor (2017- current)  
Assistant Professor (2010 - 2017)

University of Michigan-Ann Arbor, Educational Studies Program  
Postdoctoral Fellow (2008-2010)  
Instructor - Mathematics Methods (2003-2004)  
Instructor – Practicum (2003 - 2005)  
Research Assistant (2001- 2008)

The American Community School of Beirut  
Elementary School Mathematics Teacher (1991-1993)  
Middle School Mathematics Teacher (1993-2001)  
Curriculum Coordinator (1993-2001)

### HONORS & AWARDS

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Outstanding *Journal of Teacher Education* Article Award from the *Association of American Colleges of Teacher Education* (2014)

Nominee for the Vilas Associate Award, University of Wisconsin-Madison (2013)

Post Doctoral Fellowship award from the National Academy of Education and the Spencer Foundation (2012)

### PUBLICATIONS

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\*PEER REVIEWED

# CO-AUTHORED WITH GRADUATE STUDENTS

§ COMPLETED PRIOR TO COMING TO THE UNIVERSITY OF WISCONSIN-MADISON

### ***JOURNAL ARTICLES***

- \*1. Greenberg, C., Ghouseini, H., Pavuluri Quamme, S., Beasley, H., Frasier, L., Brys, N., & Wiegmann, D. (2017). A statewide surgical coaching program provides opportunity for continuous professional development. *Annals of Surgery*. doi: 10.1097/SLA.0000000000002341
- \*2. Beasley, H., Ghouseini, H., Wiegmann, D., Brys, N., Pavuluri Quamme, S., & Greenberg, C. (2017). Strategies for building peer surgical coaching relationships. *JAMA Surgery*, 152(4): e165540. doi:10.1001/jamasurg.2016.5540.
- \*3. Ghouseini, H. (2017). Rehearsals of teaching and opportunities to learn mathematical knowledge for teaching. *Cognition and Instruction*, 35(3), 188-211.  
<http://dx.doi.org/10.1080/07370008.2017.1323903>
- \*4. Ghouseini, H., Lord, S., & Cardon, A. (2017). Supporting mathematical talk in small groups. *Teaching Children Mathematics*, 23 (7), 422-428.
- \*5. Ghouseini, H., & Herbst, P. (2016). Pedagogies of practice and opportunities to learn about classroom mathematics discussions. *Journal of Mathematics Teacher Education*, 19(1), 79-103.
- \*6. Kazemi, E., Ghouseini, H., & Cunard, A., Turrou, A. (2016). Getting inside rehearsals: Insights from teacher educators to support work on complex practice. *Journal of Teacher Education*, 67 (1), 18-31.
- \*#7. Ghouseini, H., Beasley, H., & Lord, S. (2015). Investigating the potential of an enactment tool in supporting adaptive performance. *Journal of the Learning Sciences*, 24 (3), 461-497.
- \*8. Ghouseini, H. (2015). Core practices and problems of practice in learning to lead classroom discussions. *The Elementary School Journal*, 115(3), 334-357.
- \*9. Greenberg, C., Ghouseini, H., Pavuluri Quamme, S.H., Beasley, H., & Wiegmann, D. (2015). Surgical coaching for individual performance improvement. *Annals of Surgery*, 261(1), 32-34.
- \*#10. Lampert, M., Franke, M., Kazemi, E., Ghouseini, H., Turrou, A.C., Beasley, H., Cunard, A., & Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education*, 64(3), 226-243.
- \*11. Ghouseini, H., & Sleep, L. (2011). Making practice studyable. *ZDM-The International Journal on Mathematics Education*, 43(1), 147-160.
- \*§12. Silver, E. A., Clark, L.M., Ghouseini, H., Charalambous, C.Y., & Sealy, J. T. (2007). Where is the Mathematics? Examining Teachers' Mathematical Learning Opportunities in

Practice-based Professional Learning Tasks. *Journal of Mathematics Teacher Education*, 10(4-6), 261-277.

\*§13. Silver, E. A., Ghouseini, H., Gosen, D., Charalambous, C., & Strawhun, B.T.F. (2005) Moving from rhetoric to praxis: Issues faced by teachers in having students consider multiple solutions for problems in the mathematics classroom. *Journal of Mathematical Behavior*, 24, 287-301.

### **BOOK CHAPTERS**

\*14. Lampert, M., Ghouseini, H., & Beasley, H. (2015). Positioning novice teachers as agents in learning teaching. In L. Resnick & C. Asterhan (Eds.), *Socializing intelligence through academic talk and dialogue* (pp. 363-374). Washington, DC: American Educational Research Association.

\*15. Lampert, M., & Ghouseini, H. (2012). Situating mathematics teaching practices in a practice of ambitious mathematics teaching. In A. Canavaro, B. Leonor, & A. Oliveira (Eds.), *Research in Mathematics Education: Mathematics Teaching Practices* (pp. 5- 29). Portuguese Society for Research in Mathematics Education: Portalegre. <http://hdl.handle.net/10400.19/1153>

\*16. Lampert, M., Beasley, H., Ghouseini, H., Kazemi, E., & Franke, M. (2010). Designed instructional activities to enable novices to manage ambitious mathematics teaching. In M.K. Stein & L. Kucan (Eds.), *Instructional explanations in the disciplines* (pp.129-141). New York, NY: Springer.

\*§17. Ghouseini, H. (2009). Designing opportunities to learn to lead classroom mathematics discussions in pre-service teacher education: Focusing on enactment. In D. Mewborn & H. Lee (Eds.), *Scholarly practices and inquiry in the preparation of mathematics teachers* (pp. 147-158). San Diego, CA: Association of Mathematics Teacher Educators.

\*§ 18. Silver, E. A., Ghouseini, H., Charalambous, C. Y., & Mills, V. (2009). Exploring the curriculum implementation plateau: An instructional perspective. In J. Remillard, B. A. Herbel-Eisenmann, & G. Lloyd (Eds.), *Mathematics teachers at work: Connecting curriculum materials and classroom instruction* (pp. 245-265). New York: Routledge.

\*§ 19. Silver, E. A., Mills, V., Castro, A., & Ghouseini, H. (2006). Blending elements of lesson study with case analysis and discussion: A promising professional development synergy. In K. Lynch-Davis, & R. L. Ryder (Eds.), *The work of mathematics teacher educators: Continuing the conversation* (pp. 117-132). San Diego, CA: Association of Mathematics Teacher Educators.

### **MINOR PUBLICATIONS (including PEER REVIEWED CONFERENCE PROCEEDINGS and ABSTRACTS) <sup>1</sup>**

\*20. Frasier, L., Ghouseini, H., Beasley, H., Pavuluri Quamme, S., Brys, N., Wiegmann, D., & Greenberg, C. C. (2016). Evaluation of a statewide surgical coaching program for continuing professional development. *Journal of the American College of Surgeons*, 223(4), S126-S127.

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<sup>1</sup> The proceedings and abstracts were also talks presented at conferences.

- \*#21. Ghouseini, H., Lord, S., & Cardon, A. (2016). Classroom mathematics discourse in a Kindergarten classroom. In Wood, M., B., Turner, E. E., Civil, M., & Eli, J. A. (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1321-1324). Tucson, AZ: The University of Arizona
- \*#22. Ghouseini, H., & Lord, S. (2016). Rehearsals of teaching: Attending to mathematics knowledge for teaching. In Wood, M., B., Turner, E. E., Civil, M., & Eli, J. A. (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 506-509). Tucson, AZ: The University of Arizona
- \*§ 23. Kazemi, E., Lampert, M., & Ghouseini, H. (2007). Conceptualizing and using routines of practice in mathematics teaching to advance professional education. *Report to the Spencer Foundation on a conference on routines of practice*. Spencer Foundation.
- \*§24. Ghouseini, H., & Sleep, L. (2006). Making practice studyable. In J. Novoná, H. Moraová, M. Krátká & N. Stehlíková (Eds.), *Proceedings of 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 1, p. 391). Prague, Czech Republic: Charles University.
- \*§25. McMahon, T., Sztajn, P., Ghouseini, H., & Ball, D. L. (2006). Purposeful professional development for mathematics teacher educators. In J. Novoná, H. Moraová, M. Krátká & N. Stehlíková (Eds.), *Proceedings of 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 1, p. 207). Prague, Czech Republic: Charles University.
- \*§26. Silver, E.A., Mills, V., Castro, A., Ghouseini, H, Stylianides, G. (2005). Complementary approaches to mathematics teacher professional development: Integrating case analysis and lesson study in the BIFOCAL project. In R. Even & D.L. Ball (Eds.), *Proceedings of the 15th International Commission on Mathematical Instruction: The Professional Education and Development of Teachers of Mathematics* (Águas de Lindóia, Brazil). US: Springer.

### **RESEARCH AND PUBLICATIONS IN PROGRESS**

- \*27. Frasier, L., Wiegmann, D., Ghouseini, H., Pavuluri Quamme, S., Beasley, H., Brys, N., Levenson, G., & Greenberg, C. C. (In preparation). Practicing surgeons' motivations and goals for participation in a statewide surgical coaching program.
- \* 28. Ghouseini, H., Lord, S., & Cardon, A. (In preparation). Mathematical discourse in a kindergarten classroom: A case study. *Elementary School Journal*.
- \*29. Ghouseini, H., Beasley, H., & Cardon, A. (In preparation). Re-contextualizing core instructional practices in beginning mathematics teaching: the co-evolution of tool use and identity *Paper presented at AERA 2016, and then to be submitted to Teachers College Record*

\*30. Shaughnessy, M., Ghouseini, H., Franke, M., Kelly-Peterson, M., & Kazemi, E. (In preparation). Supporting novice elementary teachers in leaning to lead mathematics discussions. *Teaching and Teacher Education*.

## **MULTIMEDIA**

\* Fischer, K., Kondziolka, M., Rice, C., Ball, D., Lampert, M., Ghouseini, H., & Yim, J. (2010). Out of the Blue episode 206 - School of Education. An episode of Big Ten Network's Out of the Blue series featuring the U-M School of Education's plan to refocus its teacher education program on skills of professional practice. [YouTube video](#)

\* Kazemi, E., Ghouseini, H., & Cunard, A., Turrou, A. (Feb 11, 2016). Interview on the Journal of Teacher Education's new blog, *JTE Insider*, about article "Getting inside rehearsals: Insights from teacher educators to support work on complex practice." [Link to Interview Blog](#)

## **RESEARCH SUPPORT**

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1. **Principal Investigator**, *Transforming Teacher Education through Specifying the Practice of Teacher Educators (TTE-CPC)*. Funded by the University of Wisconsin Graduate School Research Committee (\$38,397), 2015-2016.
2. **Collaborator**, *Coaching Intervention to Improve Technical Skill in Surgery* [in collaboration with Justin Dimick (PI), University of Michigan-Ann Arbor; Caprice Greenberg (co-PI), UW-Madison]. Funded by the Agency for Healthcare Research and Quality (AHRQ R01) (\$2,500,000), 2014-2018.
3. **Collaborator**, *The Core Practices Consortium (CPC)* [with Principal Investigators Pam Grossman, Stanford University and Morva McDonald, University of Washington]. Funded by Bill and Melinda Gates Foundation (\$450,000), 2014-2016.
4. **Principal Investigator**, *Connecting Teacher Preparation and Classroom Teaching: Investigating the Instructional Practices of Elementary Pre-Service Teachers (TP-T)*. Funded by the University of Wisconsin Graduate School Research Committee (\$38,791), 2014-2015.
5. **Co-Principal Investigator**, *The Wisconsin Surgical Coaching Program* [in collaboration with Caprice Greenberg and Douglas Wiegmann (co-principal investigators), UW-Madison]. Funded by the Wisconsin Partnership Program Education and Research Committee (PERC) (\$499,958), 2013-2015.
6. **Principal Investigator**, *Making a Difference: Examining the Impact of Focusing on High-leverage Practices in Teacher Preparation (HLPs)*. Funded by the National Academy of Education/Spencer Foundation (\$55,000), 2012-2014.

7. **Principal Investigator**, *Studying the Development of Mathematical Knowledge for Teaching in Novice Teachers (MKT)*. Funded by the University of Wisconsin Graduate School Research Committee (\$30, 837), 2012-2014.
8. **Co-Principal Investigator**, *Learning Teaching in, from, and for Practice (LTP)* [in collaboration with Magdalene Lampert (Principal investigator), Boston Teacher Residency); Megan Franke (co-principal investigators), UCLA; and Elham Kazemi (co-principal investigator), University of Washington-Seattle]. Funded by the Spencer Foundation (\$497,625), 2010-2013.

## **LIST OF PRESENTATIONS**

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### ***INVITED TALKS***

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| November<br>2017 | Using generative routines to support learning ambitious mathematics teaching. National Council of Teachers of Mathematics Regional Conference. Chicago, IL.  |
| April 2016       | Educating Linguistically and Culturally Diverse Learners: New approaches to practice in teacher education. Invited discussant at the Annual Meeting of the American Educational Research Association                   |
| March 2015       | Selecting and Setting up Cognitively Demanding Tasks to Support Student Learning. New Educator Seminar, Madison Metropolitan School District, Madison, WI.   |
| April 2014       | Making a Difference: Examining the Impact of Focusing on High-leverage Practices in Teacher Preparation. Early career scholars and their work, at the annual meeting of the American Educational Research Association. |
| May 2013         | Supporting Teachers to Learn the Practice of Ambitious Mathematics Teaching. The Center for Mathematics Education Colloquium Series at the University of Maryland-College Park.  |
| October 2013     | Making a Difference: Examining the Impact of Focusing on Core Instructional Practices in Teacher Education. The annual meeting of the National Academy of Education, Washington, D.C.                                  |
| February<br>2012 | Conceptualizing and Using Routines of Practice in Mathematics Teaching to Advance Professional Education. Annual Meeting of Teacher Development Group, Portland, OR.   |
| February<br>2011 | Coaching Through Rehearsal. Annual Meeting of Teacher Development Group, Portland, OR.   |

- October 2011 Developing Mathematical Knowledge for Teaching in, from, and for Practice. Mathematics Department Colloquium, University of Wisconsin Madison.
- September 2011 Using Instructional Activities To Accomplish Discourse Goals And Mathematical Goals With Students And Novice Teachers. Dialogic Learning and Instruction Conference at the Learning Research and Development Center, University of Pittsburg.

### ***SELECTION OF RESEARCH CONFERENCE PRESENTATIONS<sup>2</sup>***

Pavuluri Quamme, S.R., Beasley, H., Brys, N.A., Ghouseini, H., Wiegmann, D.A., Frasier, L.L., & Greenberg, C.C. (2017 February). Surgical coaching can address all aspects of intra-operative performance. Abstract to be presented at the 2017 Academic Surgical Congress Meeting. Las Vegas, NV.

Ghouseini, H., Lord, S., & Cardon, A. (2016 November). Classroom mathematics discourse in a Kindergarten classroom. Paper presented at the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Tucson, AZ.

Pavuluri Quamme, S.R., Beasley, H.L., Brys, N.A., Ghouseini, H., Wiegmann, D.A., Frasier, L.L., & Greenberg, C.C. (2016, November). Surgical Coaching Can Address All Aspects of Intra-Operative Performance. Presented at the Wisconsin Surgical Society. Kohler, WI.

Ghouseini, H., & Lord, S. (2016 November). Rehearsals of teaching: Attending to mathematics knowledge for teaching. Paper presented at the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Tucson, AZ.

Frasier, L.L., Ghouseini, H., Beasley, H.L., Pavuluri Quamme, S.R., Brys, N.A., Wiegmann, D.A., & Greenberg, C.C. (2016, October). Evaluation of a Statewide Surgical Coaching Program for Continuing Professional Development. Presented at the American College of Surgeons. Washington, DC.

Ghouseini, H., Lord, S., & Cardon, A. (2016 April). Classroom mathematics discourse in a Kindergarten classroom. Paper presented at the National Council of Teachers of Mathematics Research Conference. San Francisco, CA.

Ghouseini, H., Beasley, H., & Cardon, A. (2016 April). Re-contextualizing core instructional practices in beginning mathematics teaching: the co-evolution of tool use and identity. Paper presented at the annual meeting of the American Educational Research Association. Washington, DC.

Ghouseini, H., Beasley, H.L., & Cardon, A. (2016, April). Examining the enactment of core instructional practices from teacher education to beginning teaching. Paper presented at the annual meeting of the American Educational Research association. Washington, DC.

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<sup>2</sup> Excludes talks from the proceedings listed above

Beasley, H.L., Wiegmann, D.A., Ghouseini, H., Brys N.A., Pavuluri Quamme S.R., & Greenberg C.C. (2016, February). Strategies for Building Peer Surgical Coaching Relationships. Presented at the Academic Surgical Congress. Jacksonville, FL.

Ghouseini, H. (2016, January). Learning in, from, and for teaching practice: Rethinking the design of teacher education. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Greenberg, C.C., Ghouseini, H., Pavuluri Quamme, S.R., Glarner, C.E., Beasley, H.L., Wiegmann, D.A. (2014, January). Surgical Coaching to Improve Performance. Presented at the University of Wisconsin Department of Surgery Research Summit. Madison, WI.

Ghouseini, H. (2014). Enriching Research and Innovation through the Specification of Professional Practice. American Educational Research Association Annual Meeting Presidential Session with the Core Practices Consortium Group

Ghouseini, H., Franke, M., & Turrou-Chan, A. (2014, April). Learning in, from, and for teaching practice: A practice-based design for teacher education to advance an equity agenda. Paper presented at the annual meeting of the American Educational Research Association meeting, Philadelphia, PA.

Kazemi, E., Ghouseini, H., & Cunard, A. (2014, April). Getting inside rehearsal: Elaborating key elements and factors that support work on complex practice. Paper presented at the annual meeting of the American Educational Research Association meeting, Philadelphia, PA.

Ghouseini, H., & Patricio, H. (2013 April). Learning to lead classroom mathematics discussions in, from, and for practice. Paper presented at the annual meeting of the American Educational Research Association meeting. San Francisco, CA.

Ghouseini, H., & Lord, S. (2013 April). Learning mathematical knowledge for teaching in, from, and for practice. Paper presented at the National Council of Teachers of Mathematics Research Meeting. Denver, CO.

## **TEACHING**

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### ***UNDERGRADUATE AND GRADUATE TEACHING***

C&I 370      The Teaching of Elementary School Mathematics  
(Fall 2010, Fall 2011, Spring 2012, Fall 2015, Spring 2016, Fall 2016)

C&I 675      Research Methods in Mathematics and Science Education  
(Spring 2014, Spring 2017)

C&I 712      Introduction to Curriculum and Instruction (Fall 2017)



- C&I 812 Curricular Issues in Mathematics Education  
(Spring 2011, Fall 2013, Spring 2015)
- C&I 911 Post-Secondary Teaching Practicum  
(Spring 2012, Spring 2016, Spring 2017)
- C&I 942 Seminar in Research in Mathematics Education  
(Fall 2013; Spring 2016)
- C&I 975 The Pedagogies of Professional Practice  
(Spring 2012)