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Associate Professor

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FORMAL EDUCATION

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)

HONORS & AWARDS

John G. Harvey Professor of Mathematics Education, University of Wisconsin-Madison (2019-2024)

Nominee for the Romnes Award, University of Wisconsin, Madison (2019)

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

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

CURRENT PROJECTS

Improving the Quality of Hernia Operations through Surgical Coaching:
<https://www.surgery.wisc.edu/education-training/wisconsin-surgical-coaching-program/>

<https://www.surgery.wisc.edu/2019/02/20/improving-the-quality-of-hernia-operations-through-surgical-coaching/>

Advancing Teachers' Pedagogical Reasoning with Tools:
<https://www.jsmf.org/grants/20170017/>

PUBLICATIONS

JOURNAL ARTICLES

1. Kazemi, E., Ghouseini, H., Siy, E., Prough, S., MacVicar, E., & Fox, A. (Under Review). Supporting teacher learning about argumentation through adaptive school-based professional development. *ZDM-The International Journal on Mathematics Education*
2. Vande Walle, K., Pavuluri Quamme, S., Beasley, H., Levenson, G., Ghouseini, H., Dombrowski, J., Fry B., Dimick, J., Wiegmann, D., Greenberg, C. (Accepted). Development and Validation of the Wisconsin Surgical Coaching Rubric (WiSCoR). *JAMA Surgery*.
3. Shaughnessy, M., Ghouseini, H., Kazemi, E., Franke, M., Kelly-Peterson, M., & Hartmann, E.S. (2019). An investigation of supporting teacher learning in the context of a common decomposition for leading mathematics discussions. *Teaching and Teacher Education, 80*, 167-179.
4. Greenberg, C., Ghouseini, H., Pavuluri Quamme, S., Beasley, H., Frasier, L., Brys, N., & Wiegmann, D. (2018). A statewide surgical coaching program provides opportunity for continuous professional development. *Annals of Surgery, 267*(5), 868-873.
doi: 10.1097/SLA.0000000000002341
5. 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.
6. 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>
7. Ghouseini, H., Lord, S., & Cardon, A. (2017). Supporting mathematical talk in small groups. *Teaching Children Mathematics, 23* (7), 422-428. **(Selected as one of the Best articles in the Journal of Teaching Children Mathematics, 2019).**
8. 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.
9. 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.
10. 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.
11. Ghouseini, H. (2015). Core practices and problems of practice in learning to lead classroom discussions. *The Elementary School Journal, 115*(3), 334-357.

12. 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.
13. 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.
14. Ghouseini, H., & Sleep, L. (2011). Making practice studyable. *ZDM-The International Journal on Mathematics Education*, 43(1), 147-160.
15. 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.
16. 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

17. Ghouseini, H. (Accepted). The work of coaching in rehearsals to enlist mathematical knowledge for teaching. In Y. Li & R. Howe (eds.), *The Mathematics Preparation of Elementary Teachers*.
18. Kelly-Peterson, M., Davis, E., Ghouseini, H., Kloser, M., & Monte-Sano, C. (2018). Rehearsals as examples of approximations. In P. Grossman (Ed.), *Teaching Core Practices in Teacher Education* (Chapter 5). Cambridge, MA: Harvard Education Press.
19. 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.
20. Lampert, M., & Ghouseini, H. (2012). Situating mathematics teaching practices in a practice of ambitious mathematics teaching. In A. Canavarro, 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>
21. 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.

22. 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.
23. 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.
24. 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)¹

25. Ghouseini, H. (2019). Rehearsals of teaching: A simulation of complex practice. Short paper published in Simulations in Teacher Education Conference Proceedings <https://www.ets.org/s/research/pdf/short-papers.pdf> (February 19–21). Louisville, KY
26. Ghouseini, H., Kazemi, E., Fox, A., & Prough, S. (2019). An investigation of teachers' sensemaking around facilitating argumentation. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 471-475). St Louis, MO: University of Missouri.
27. Vande Walle, K., Quamme, S.P., Wiegmann, D., Ghouseini, H., Dimick, J., & Greenberg, C. (2019). What makes a good surgical coach. *Academic Surgical Congress Abstracts*. 14th Annual Meeting of Surgical Congress, Orlando, FL. (Winner of Outstanding Scholar Award at Association for Academic Surgery 2019. <https://www.asc-abstracts.org/auth2019/vande-walle-kara/?pfstyle=wp>)
28. Ghouseini, H., Beasley, H., & Lord, S. (2017). Using generative routines to support learning of ambitious mathematics teaching. In Galindo, E., & Newton, J., (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 869-876). Indianapolis, IN: Hoosier.
29. 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.

¹ The proceedings and abstracts were also talks presented at conferences.

30. 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
31. 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
32. Campbell M, Selling S., et al. (2016). Designing and researching pedagogies of rehearsal and enactment for secondary mathematics teacher development. *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1664-1672). Tucson, AZ: The University of Arizona.
33. 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.
34. Ghouseini, H., & Sleep, L. (2006). Making practice studyable. In J. Novoná, H. Moraová, M. Krátká & N. Stehliková (Eds.), *Proceedings of 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 1, p. 391). Prague, Czech Republic: Charles University.
35. 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. Stehliková (Eds.), *Proceedings of 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 1, p. 207). Prague, Czech Republic: Charles University.
36. 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

37. Ghouseini, H., Lord, S., & Cardon, A. (In preparation). Mathematical discourse in a kindergarten classroom: A case study. *Elementary School Journal*.
38. 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*

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

1. **Co-Principal Investigator**, *Video-based Collaborative Learning to Improve Ventral Hernia Repair*, with Caprice Greenberg (PI), Jacob Greenberg, Douglas Wiegmann, Richard Chappell, & Jessica Schumacher (Co-PIs). Funded by the Agency for Healthcare Research and Quality (AHRQ R01) (\$1,900,000), 2018-2023.
2. **Principal Investigator**, *Advancing Teachers' Pedagogical Reasoning and Practices with Tools* [in collaboration with Elham Kazemi (Co-PI, University of Washington-Seattle), Elizabeth Dutro (Co-PI, University of Colorado- Boulder), Sarah Kavanagh (Co-Pi, University of Pennsylvania). Funded by the James S. McDonnell Foundation (JSMF) (\$2,500,000), 2018-2023.
3. **Principal Investigator**, *Advancing Teachers' Pedagogical Reasoning and Practices with Tools*. Funded by the University of Wisconsin Graduate School Research Committee (\$37,204), relinquished after getting grant from JSMF, 2018-2019.
4. **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.
5. **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.
6. **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.
7. **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.

8. **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.
9. **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.
10. **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.
11. **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.

SELECTED PRESENTATIONS

INVITED TALKS

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| February 2019 | Rehearsals of teaching: A simulation of complex practice. Simulations in Teacher Education Conference, Louisville, KY |
| June 2018 | What is Coaching? Perspectives from Other Disciplines. Surgical Coaching Summit panel, University of Wisconsin. |
| November 2017 | Using generative routines to support learning ambitious mathematics teaching. National Council of Teachers of Mathematics Regional Conference. Chicago, IL. |
| October 2017 | Supporting Productive Mathematics Talk. Wisconsin Mathematics Council. Wisconsin Dells, WI |
| 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 2012 Conceptualizing and Using Routines of Practice in Mathematics Teaching to Advance Professional Education. Annual Meeting of Teacher Development Group, Portland, OR.
- February 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.

TEACHING

UNDERGRADUATE AND GRADUATE TEACHING

- C&I 712 Introduction to Curriculum and Instruction (Fall 2017)
- C&I 367 Elementary Teaching Field Studies
(Fall 17, Fall 18)
- C&I 370 The Teaching of Elementary School Mathematics
(Fall 10, Fall 11, Spring 12, Fall 15, Spring 16, Fall 16, Spring 18)
- 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 12, Spring 16, Spring 17, Spring 18)
- C&I 942 Seminar in Research in Mathematics Education
(Fall 2013; Spring 2016)
- C&I 975 The Pedagogies of Professional Practice
(Spring 2012)

PROFESSIONAL SERVICE

SERVICE TO THE PUBLIC

- May 2016 Wisconsin Mathematics Council Annual Meeting: *Struggles and Triumphs of Teaching Middle School Students to Work on Mathematics in Groups*
- March 2015 Madison Metropolitan School District, New Educator Seminar: *Selecting and Setting up Cognitively Demanding Tasks to Support Student Learning*
- Jan. 2015- Current Madison Metropolitan School District, Cherokee Heights Middle School, Professional Development: *Classroom Mathematics Discourse*
- 2011-2012 *Professional Developer*, Boston Teacher Residency – Boston, MA.
- 2010-2012 *Professional Developer*, Ann Arbor Public Schools

PROFESSIONAL SERVICE

- 2019-2021 *Secretary*, American Educational Research Association, Division K
- 2018-2020 *Member*, the National Academy of Education Fellows Retreat Planning Committee.
- 2016 *Working Group Organizer*, Psychology of Mathematics Education Conference
- 2015-2017 *Communications Board Member*, Special Interest Group – Research in Mathematics, American Educational Research Association
- 2013-2016 *Planning Committee*, Core Practices Consortium, Stanford University.
- 2012-2014 *Mentoring Committee*, Association of Mathematics Teacher Educators
- 2011 *Professional Development Planner and Facilitator*, Summer Learning Institute – University of Michigan

2007 *Conference Planner, Conceptualizing and Using Routines of Practice in Mathematics Teaching to Advance Professional Education – Ann Arbor, Michigan.*

UNIVERSITY SERVICE

2017- current Co-Coordinator of Elementary Mathematics Content Courses, Department of Curriculum and Instruction

2011- current Co-Coordinator of Elementary Mathematics Methods, Department of Curriculum and Instruction

2017-2018 Reviewer for the Grand Challenges Engage and Transform grant competition

2017-2018 Reviewer for the UW Baldwin grant competition

2017-2018 Reviewer for UW2020 grant competition

2017-2018 Participant, UW-Madison Joseph F. Kauffman Administrative Development Program

2017-2018 Member, *Inquiry into Research committee* (chaired by Chuck Kalish) that was charged by the Dean to conduct a broad review of the current extent and nature of research activity

2017- 2019 Leader of the Middle Childhood Early Adolescent- Content Cohort starting Spring 2017

2017-2020 Member of the Department of Curriculum and Instruction's Personnel Committee

2016-2017 Member of the Department of Curriculum and Instruction's Curriculum Committee

2016-2017 Member of the Teacher Education search committee (Spring 2017)

2014- 2016 Coordinating Council for Professionals in Education, School of Education

2015- 2016 Search Committee for Mathematics Education Position, Department of Curriculum and Instruction

2014-2015 Member of Re-envisioning Teacher Education Committee, School of Education

2014-2015 Search Committee member, Mathematics Education Position, Department of Curriculum and Instruction

2012-2013	Member, University of Wisconsin Standards Committee, School of Education
2011- 2012	Search Committee for Social Studies Education Position, Department of Curriculum and Instruction
2011-2012	Elementary Education Structural Committee, Department of Curriculum and Instruction
2010-2014	Faculty Senate