

Hala N. Ghouseini
Professor

Teacher Education Building
225 N. Mills Street
University of Wisconsin-Madison
Madison, WI 53706

Office: (608) 263-5141
fax: (608) 263-9992
email: gousseini@wisc.edu

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 (2019-2026)

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

1. Advancing Teachers' Pedagogical Reasoning with Tools:
This project aims to understand how language arts and mathematics teachers' thinking and sensemaking may support or constrain their learning to promote disciplinary argumentation. <https://www.jsmf.org/grants/220020523/>
2. An investigation of the Use of Mathematical Representations in Early Childhood:
This project aims to investigate how Kindergartners use multiple representations in mathematics and what this process reveals about their mathematical understanding. [Center for Research on Early Childhood Education \(CRECE\)](#), University of Wisconsin, Madison.

PUBLICATIONS

JOURNAL ARTICLES

1. **Ghousseini, H.,** Kavanagh, S.S., Kazemi, E., & Dutro, E. (2022). The fourth wall of professional learning and cultures of collaboration. *Educational Researcher*, 51(3), 216-222. <https://doi.org/10.3102/0013189X211058751>
2. Kavanagh, S.S., Fox, A., **Ghousseini, H.,** Gotwalt, E., Cordero-Siy, E., Kazemi, E., & Dutro, E. (2022). Breaking the Fourth Wall: Reaching beyond Observer/Performer Binaries in studies of teacher and researcher learning. *Cognition and Instruction*, 40, 126-147. <https://doi.org/10.1080/07370008.2021.2010209>
3. Cordero-Siy, E., & **Ghousseini, H.** (2022). Supporting Understanding using Representations: From "Different" to "Multiple." *Mathematics Teacher: Learning and Teaching PK-12*, 115 (6), 394-403. <https://doi: 10.5951/MTLT.2021.0155>
4. **Ghousseini, H.,** Lord, S., & Cardon, A. (2021). Supporting mathematics talk in kindergarten. *Mathematics Teacher: Learning and Teaching PK-12*, 114 (5), 362-368. <https://doi.org/10.5951/MTLT.2020.0310>
5. Kazemi, E., **Ghousseini, H.,** Cordero-Siy, E., Prough, S., McVicar, E., & Fox, A. (2021). Supporting teacher learning about argumentation through adaptive, school-based professional development. *ZDM Mathematics Education*, 53, 435-448. <https://doi.org/10.1007/s11858-021-01242-5>
6. Vande Walle, K., Pavuluri Quamme, S., Beasley, H., Levenson, G., **Ghousseini, H.,** Dombrowski, J., Fry B., Dimick, J., Wiegmann, D., Greenberg, C. (2020). Development and Assessment of the Wisconsin Surgical Coaching Rubric. *JAMA Surgery*, 155(6), 486-492. doi:10.1001/jamasurg.2020.0424
7. Shaughnessy, M., **Ghousseini, 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.
8. Greenberg, C., **Ghousseini, 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](https://doi.org/10.1097/SLA.0000000000002341)
9. Beasley, H., **Ghousseini, 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.
10. **Ghousseini, 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>

11. **Ghousseini**, 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).
12. **Ghousseini**, H., & Herbst, P. (2016). Pedagogies of practice and opportunities to learn about classroom mathematics discussions. *Journal of Mathematics Teacher Education*, 19(1), 79-103.
13. Kazemi, E., **Ghousseini**, 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.
14. **Ghousseini**, 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.
15. **Ghousseini**, H. (2015). Core practices and problems of practice in learning to lead classroom discussions. *The Elementary School Journal*, 115(3), 334-357.
16. Greenberg, C., **Ghousseini**, H., Pavuluri Quamme, S.H., Beasley, H., & Wiegmann, D. (2015). Surgical coaching for individual performance improvement. *Annals of Surgery*, 261(1), 32-34.
17. Lampert, M., Franke, M., Kazemi, E., **Ghousseini**, 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.
18. **Ghousseini**, H., & Sleep, L. (2011). Making practice studyable. *ZDM-The International Journal on Mathematics Education*, 43(1), 147-160.
19. Silver, E. A., Clark, L.M., **Ghousseini**, 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.
20. Silver, E. A., **Ghousseini**, 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

21. **Ghousseini**, H., & Kazemi, E. (Accepted, Minor Revisions). Professional learning tasks through job-embedded teacher professional development. In G. Stylianedes, J. Cai, & P. Kenney (eds.), *On the learning and teaching of mathematics: Research studies in honor of Edward A. Silver*.

22. **Ghousseini H.** (2021) The Work of Coaching in Rehearsals to Enlist Mathematical Knowledge for Teaching. In: Li Y., Howe R.E., Lewis W.J., Madden J.J. (eds) *Developing Mathematical Proficiency for Elementary Instruction*. *Advances in STEM Education*. Springer, Cham. https://doi.org/10.1007/978-3-030-68956-8_7
23. Kelly-Peterson, M., Davis, E., **Ghousseini, 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.
24. Lampert, M., **Ghousseini, 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.
25. Lampert, M., & **Ghousseini, 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>
26. Lampert, M., Beasley, H., **Ghousseini, 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.
27. **Ghousseini, 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.
28. Silver, E. A., **Ghousseini, 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.
29. Silver, E. A., Mills, V., Castro, A., & **Ghousseini, 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

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

30. Siy, E., Prough, S., Alapala, B., & **Ghousseini**, H. (2021). Identifying and recontextualizing problems of practice in learning to facilitate discussions with argumentation. In (Eds.), *Productive struggle: Persevering through challenges*. Proceedings of the 43rd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia, PA.
31. Siy, E., Prough, S., McVicar, E, **Ghousseini**, H., & Kazemi, E. (2020). This is you. This is your family. Case study on attending to mathematical language development. In Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (Eds.), *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico*. Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>
32. Prough, S., Siy, E., & **Ghousseini**, H. (2020). Developing argumentation practices for teachers. In Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (Eds.), *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico*. Virtual format. DOI: 10.51272/pmena.42.2020-327
33. **Ghousseini**, 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
34. **Ghousseini**, 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.
35. Vande Walle, K., Quamme, S.P., Wiegmann, D., **Ghousseini**, 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>
36. **Ghousseini**, 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.
37. Frasier, L., **Ghousseini**, 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.
38. **Ghousseini**, 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

39. **Ghousseini, 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
40. 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.
41. Kazemi, E., Lampert, M., & **Ghousseini, 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.
42. **Ghousseini, 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.
43. McMahon, T., Sztajn, P., **Ghousseini, 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.
44. Silver, E.A., Mills, V., Castro, A., **Ghousseini, 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 UNDER REVIEW/ IN PROGRESS

45. Beasley, H., & **Ghousseini, H.** (Under Review). Developing novices' capacity to facilitate responsive mathematical discourse through embedded rehearsals. In D. Polly, E. Garin, & C. Martin (eds.), Clinically based teacher Education in Action: Cases from mathematics teacher educators. Information Age Publishing.
46. **Ghousseini, H., Cordero-Siy, E., & Prough, S.** (In preparation). Teacher sensemaking through problems of practice in learning to facilitate argumentation-based classroom discussions. Journal of Mathematical Behavior

47. **Ghousseini, H., & Beasley, H.** (Under Review). The co-evolution of tool use and identity in teacher learning. *Journal of the Learning Sciences*

MULTIMEDIA

Ghousseini, H., Siy, E., Jones, K. (2020). Building math talk communities. [Podcast](#)

Fischer, K., Kondziolka, M., Rice, C., Ball, D., Lampert, M., **Ghousseini, 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., **Ghousseini, 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

FUNDED:

1. *Principal Investigator, An investigation of the Use of Mathematical Representations in Early Childhood, with Rau, M. (co-PI). Funded by Center for Research on Early Childhood Education (CRECE), University of Wisconsin, Madison (\$30,000), 6/1/2022-6/30/2023
2. *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), 2018-2021.
3. *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), 2018-2024.
4. 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.
5. 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.
6. 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.

7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.

UNDER REVIEW/NOT FUNDED:

*The Wisconsin Idea to Classroom Action Network (WICAN). Matthews, P. (PI), with Co-PIs: **Ghousseini, H.**; Stephens, A.; Alibali, M.; Good, A.; Kim, J.; Scheufele, D.; & Wagner, M. Proposal submitted to Research Forward Competition, The Office of the Vice Chancellor for Research and Graduate Education (OVCRGE), University of Wisconsin, Madison, (\$500,000). *No funded*

*Collaborative Research: Advancing Teachers' Pedagogical Reasoning and Mentoring Practices Through Collaborative Deliberation, Hala Ghousseini (PI, University of Wisconsin), National Science Foundation, DRK-12 (\$971,562). *No funded*

SELECTED PRESENTATIONS

INVITED TALKS

- *February 4, 2021 Designing and conducting collaborative research. Undergraduate talk as part of the Purdue University Honors College Visiting scholar series. February 4, 2021
- *February 5, 2021 Advancing teachers' pedagogical reasoning and practices. Math Education talk as part of the Purdue University Honors College Visiting scholar series.
- *November 2020 Supporting teachers to learn the practice of ambitious mathematics teaching. Invited talk as part of the University of Cambridge Mathematics Education Research Group.
- *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 719 Introduction to Qualitative Research (Fall 2020)

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, Fall 2019, Spring 2020, 2021)

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

Summer 2020	Online Professional Development, MMSD (Lincoln Elementary teachers and coaches)
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

2020-	Editorial Board member, Journal of Mathematics Teacher Education
2019-2021	Secretary, American Educational Research Association, Division K
2021	Mentor, the National Academy of Education Dissertation Fellows
2018-2020	Member, the National Academy of Education Fellows Retreat Planning Committee.
2019-2021	Reviewer for three tenure cases at other universities
2020-21	Book Reviewer/Endorser for Harvard Ed Press; Bloomsbury Academic
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/DEPARTMENTAL SERVICE

2021-2023	Campus Diversity & Climate Committee
2021- 2022	SoE Program's Committee
2021	Elem Ed Program Manager Search Committee, chair
2021	Elem Ed/Special Ed dual certification program Redesign Committee
2020- 2022	WCER Director's Council
2020-2021	Graduate Admissions & Awards Member
2020-2021	Faculty & Staff Reviews Member
2017-current	Chair, Prof. Louie Tenure Committee
2019-current	Member, Prof. Kirchgasser Tenure Committee
2017-current	Elementary Education Coherence Committee
2019	Search Committee member, Wisconsin Center for Education Research (WCER) director search.
2019	Search Committee chair, Mathematics Education Position, Department of Curriculum and Instruction
2019-2020	Member, Faculty Awards Committee, Department of Curriculum and Instruction.
2017- current	Coordinator of Elementary Mathematics Content Courses, Department of Curriculum and Instruction
2011- current	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