

NICOLE LOUIE

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Department of Curriculum and Instruction
University of Wisconsin-Madison
School of Education
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FORMAL EDUCATION AND CREDENTIALS

- Ph.D. **University of California, Berkeley**
Graduate School of Education, 2009-2015.
Program: Education in Mathematics, Science and Technology

Dissertation committee: Alan Schoenfeld, Na'ilah Suad Nasir, and Judith Warren Little (Education) and Raka Ray (Sociology)

Dissertation title: *Learning to redefine "good at math": Tensions and possibilities in equity-oriented mathematics teachers' everyday practice*
- M.A. **Stanford University**
Stanford Teacher Education Program, 2004-2005.
M.A. and California Preliminary Single-Subject Teaching Credential in Mathematics
- B.A. **Stanford University**
Urban Studies, Urban Education concentration, 2000-2004.
- 2013 California Clear Single-Subject Teaching Credential in Mathematics
- 2007 Illinois Certificate for Secondary Teaching, endorsed in Mathematics

POSITIONS HELD

- 2017- Assistant professor, University of Wisconsin-Madison, School of Education, Department of Curriculum and Instruction.
- 2015-2017 Assistant professor, University of Texas at El Paso, College of Education, Department of Teacher Education.
- 2009-2014 Graduate research assistant, Algebra Teaching Study (PIs Alan Schoenfeld, University of California, Berkeley; Robert Floden, Michigan State University).
- 2009, 2010 Instructional planning team member, Summer Elementary Mathematics Laboratory at the University of Michigan (led by Deborah Ball).
- 2005-2009 Teacher, seventh and eighth grade mathematics at the Young Women's Leadership Charter School of Chicago. Grade-level department chair, 2006-2008.

SPECIAL HONORS AND AWARDS

- 2022 Best Paper Nominee, International Conference of the Learning Sciences. For Louie and Scott (2022), “Constructing an ‘us’ in teacher work groups: Affordances and limitations for learning.”
- 2020 Early Career Publication Award, American Educational Research Association, Special Interest Group in Research in Mathematics Education. Given for Louie (2018), “Culture and Ideology in Mathematics Teacher Noticing.”
- 2017 Postdoctoral Fellowship, National Academy of Education/Spencer Foundation (\$75,000). For project entitled *Empowering Teachers, Empowering Students? Mathematics Teacher Collaboration and Race in Chicago Public Schools*.
- 2016 Outstanding Dissertation Award, American Educational Research Association, Division K: Teaching and Teacher Education.
- 2016 Service, Teaching, and Research (STaR) Fellowship, Association of Mathematics Teacher Educators.
- 2014 Dissertation Fellowship, National Academy of Education/Spencer Foundation (\$30,000). For project entitled *Pushing the Boundaries of ‘Good at Math’: How Mathematics Teachers (Re)Define Their Subject in Everyday Practice*.
- 2013 Dean’s Normative Time Fellowship, University of California, Berkeley (\$18,000).
- 2009 Research in Cognition and Mathematics Education Fellowship, Institute for Education Sciences, Predoctoral Training Program (\$80,000).
- 2012 Race, Diversity, and Educational Policy Fellowship, Haas Diversity Research Center, University of California, Berkeley (\$1,000).
- 2009 Chancellor’s Fellowship, University of California, Berkeley (\$60,000).

RESEARCH SUPPORT

Funded projects

Principal Investigator, *CAREER: Advancing Equity in Middle School Mathematics by Engaging Students and Families of Color in Participatory Design Research*. National Science Foundation. 2022-2027, \$1,219,219.

Co-Principal Investigator, *Radical belonging in racist systems: A school-university partnership to enact an antiracist learning community*. Madison Education Partnership. 2020-2021, \$10,000.

Not funded

Co-Principal Investigator, *The RISE Postdoctoral Training Program: Inclusive STEM education rooted in an integrative theory of learning*. National Science Foundation: Program for Science, Technology, Engineering, and Mathematics (STEM) Education Postdoctoral Research Fellowships. 2022-2025, \$1,248,545.

Principal Investigator, *Radical belonging in racist systems: A study of learning and change for antiracist schools*. Office of the Vice Chancellor for Research and Graduate Education, UW–Madison: Understanding and Reducing Inequalities Initiative. 2021-2023, \$250,000.

Co-Principal Investigator, *Radical belonging for students and families of color: A participatory design research project*. Spencer Foundation: large grant program. 2021-2024, \$500,000.

Co-Principal Investigator, *Going for broke: Building an anti-racist school community together*. Baldwin Wisconsin Idea Endowment. 2019-2020, \$120,187.

Co-Principal Investigator, *Going for broke: School-university partnerships that enact antiracist change in schools*. Spencer Foundation: small grants program. 2021-2022, \$346,036.

Co-Principal Investigator, *Developing an antiracist school community to support radical belonging: A social design experiment*. W. T. Grant Foundation. 2020-2022, \$563,388.

PEER-REVIEWED RESEARCH PUBLICATIONS*

1. **Louie, N.** & †Zhan, W. Y. (in press). A socio-ecological framework for research in mathematics education. *Journal for Research in Mathematics Education*.
2. †Alvidrez, M., **Louie, N.**, & Tchoshanov, M. (2022). From mistakes, we learn? Mathematics teachers' epistemological and positional framing of mistakes. *Journal of Mathematics Teacher Education*. <https://doi.org/10.1007/s10857-022-09553-4>
3. **Louie, N.**, Berland, L., Roeker, L., Nichols, K., Pacheco, M., & Grant, C. (2022). Toward Radical Belonging: Envisioning Antiracist Learning Communities. *Race, Ethnicity, and Education*. doi: 10.1080/13613324.2022.2106879
4. Maldonado, L., Jessup, N., Myers, M., **Louie, N.**, & Chao, T. (2022). A critical lens on Cognitively Guided Instruction: Perspectives from mathematics teacher educators of color. *Mathematics Teacher Educator*, 10(3), 191-203.
5. **Louie, N.** & Pacheco, M. (2021). Love as a necessary corrective: Toward antiracist schools for our children. *Multicultural Perspectives*, 23(3), 181-187. [[1]]
6. **Louie, N.**, Adiredja, A. P., & Jessup, N. (2021). Teacher noticing from a sociopolitical perspective: The FAIR framework for anti-deficit noticing. *ZDM Mathematics Education*, 53. 95-107. [[18]]
7. **Louie, N.** (2020). Agency discourse and the reproduction of hierarchy in mathematics education. *Cognition and Instruction*, 38(1), 1-26. [[17]]

* *Note.* Number of citations according to Google Scholar as of August 29, 2022 is provided in double brackets at the end of citations. The † symbol indicates an advisee or classroom teacher as co-author.

8. Adiredja, A. P. & **Louie, N.** (2020). Untangling the web of deficit discourse in mathematics education. *For the Learning of Mathematics*, 40(1), 42-46. [[16]]
9. Lefstein, A., **Louie, N.**, Segal, A., & Becher, A. (2020). Taking stock of research on teacher collaborative discourse: Theory and method in a nascent field. *Teaching and Teacher Education*, 88. <https://doi.org/10.1016/j.tate.2019.102954> [[60]]
10. Schoenfeld, A. H., Baldinger, E. M., Disston, J., Donovan, S., Dosalmas, A., Driskill, M., Fink, H., Foster, D., Haumersen, R., Lewis, C., **Louie, N.**, Mertens, A., Murray, E., Narasimhan, L., Ortega, C., Reed, M., Ruiz, S., Sayavedra, A., Sola, T., Tran, K., Weltman, A., Wilson, D., Zarkh, A. (2020). Learning with and from TRU: Teacher educators and the Teaching for Robust Understanding framework. In K. Beswick & O. Chapman (Eds.), *International handbook of mathematics teacher education: Volume 4: The mathematics teacher educator as a developing professional* (Second edition, pp. 271–304). Sense Publishers. [[8]]
11. †Skinner, A., **Louie, N.**, & Baldinger, E. M. (2019). Learning to see students' mathematical strengths. *Teaching Children Mathematics*, 25(6), 339-344. [[6]]
12. **Louie, N.** (2018). Culture and ideology in mathematics teacher noticing. *Educational Studies in Mathematics*, 97(1), 55-69. [[93]]
13. **Louie, N.** (2017). The culture of exclusion in mathematics education and its persistence in equity-oriented teaching. *Journal for Research in Mathematics Education*, 28(5), 488-519. [[85]]
14. **Louie, N.** (2017). Supporting teachers' equity-oriented learning and identities: A resource-centered perspective. *Teachers College Record*, 119(5), 1-42. [[22]]
15. **Louie, N.** (2016). Tensions in equity- and reform-oriented learning in teachers' collaborative conversations. *Teaching and Teacher Education*, 53(1), 10-19. [[53]]

BOOKS & BOOK CHAPTERS

16. **Louie, N.**, Reinholz, D., & Shah, N. (2019). Getting published: Perspectives from early-career scholars. In K. Leatham (Ed.), *Designing, Conducting, and Publishing Quality Research in Mathematics Education* (pp. 241-253). Springer. [[1]]
17. Nasir, N., Cabana, C., Shreve, B., Woodbury, E., & **Louie, N.** (Eds.) (2014). *Mathematics for Equity: A Framework for Successful Practice*. Teachers College Press. [[67]]
18. **Louie, N.** & Nasir, N. (2014). Derailed at Railside. In N. Nasir, C. Cabana, B. Shreve, E. Woodbury, & N. Louie (Eds.), *Mathematics for Equity: A Framework for Successful Practice*. Teachers College Press.

† indicates an advisee or classroom teacher as co-author

19. †Velazquez, M. & **Louie, N.** (2014). What you can't learn from a book: Alumni perspectives on Railside mathematics. In N. Nasir, C. Cabana, B. Shreve, E. Woodbury, & N. Louie (Eds.), *Mathematics for Equity: A Framework for Successful Practice*. Teachers College Press.

MINOR PUBLICATIONS

20. **Louie, N.** (2022). Pursuing a career in mathematics education (invited). *Notices of the American Mathematical Society*, 69(9), 1524-1525.
21. **Louie, N.** and Scott, M. (2022). Constructing an “us” in teacher work groups: Affordances and limitations for learning. *Proceedings of the 16th International Conference of the Learning Sciences - ICLS 2022*.
22. **Louie, N.** and Berland, L. (2022). Managing deference, leadership, vision, and voice: Dilemmas from antiracist school-university partnerships. *Proceedings of the 16th International Conference of the Learning Sciences - ICLS 2022*.
23. Zhan, W. Y. and **Louie, N.** (2022). Tensions in supporting equity during knowledge-building activities in mathematics. *Proceedings of the 16th International Conference of the Learning Sciences - ICLS 2022*.
24. Berland, L., **Louie, N.**, Pacheco, M., and Roeker, L. (2022). Racism with antiracists: Examining sensemaking in a school-university partnership for antiracism. *Proceedings of the 16th International Conference of the Learning Sciences - ICLS 2022*.
25. **Louie, N.** and Adiredja, A. (2019). An ecological perspective on the reproduction of deficit discourses in mathematics education. In J. Subramanian (Ed.), *Proceedings of the Tenth International Mathematics Education and Society Conference*. Hyderabad, India.
26. **Louie, N.** (2016). The smartness dilemma: A challenge to teaching mathematics for equity. In M. Wood, E. Turner, M. Civil, & J. Eli (Eds.), *Proceedings of the Thirty-Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics*. Tucson, AZ.
27. **Louie, N.**, Baldinger, E. M., & the Algebra Teaching Study and Mathematics Assessment Project. (2016). *TRU conversation guide: A tool for teacher learning and growth*. Graduate School of Education, University of California, Berkeley & College of Education, Michigan State University. Retrieved from https://www.map.mathshell.org/trumath/tru_cg_domain_general_20160902.pdf [[13]]
28. Baldinger, E. M., Jilk, L., & **Louie, N.** (2015). Re-culturing a school district for equity and de-tracking in mathematics: A (tenuously) successful program. In T. Bartell, K. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the Thirty-Seventh Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics*. East Lansing, MI.

29. Baldinger, E. M., **Louie, N.**, & the Algebra Teaching Study and Mathematics Assessment Project. (2014). *TRU math conversation guide: A tool for teacher learning and growth*. Graduate School of Education, University of California, Berkeley & College of Education, Michigan State University. Retrieved from https://www.map.mathshell.org/trumath/tru_cg_math_2016_final.pdf
30. Nasir, N., Shah, N., Gutiérrez, J., **Louie, N.**, Seashore, K. & Baldinger, E. (2011). Mathematics learning and diverse students. White paper commissioned by the National Research Council, Washington, DC. [[15]]

RESEARCH PRESENTATIONS

1. Baldinger, E., & **Louie, N.** (accepted for 2023, February). Challenges of mathematics teacher educators' equity commitments in instructional coaching. Annual meeting of the Association of Mathematics Teacher Educators, New Orleans, LA.
2. Yeh, C., Kokka, K., Chen, G. A., **Louie, N.**, Jong, C., Chao, T., Wolfe, J., & Adiredja, A. (accepted for 2023, February). Not your model minority: Interrogating the phrase "Asian American" in mathematics education. Annual meeting of the Association of Mathematics Teacher Educators, New Orleans, LA.
3. **Louie, N.**, Adiredja, A., Jessup, N. (2021, April). Reframing students, mathematics, and interactions for anti-deficit noticing [Structured poster session]. American Educational Research Association Annual Meeting, virtual.
4. **Louie, N.**, Adiredja, A., Jessup, N. (2020, April). Orienting to anti-deficit perspectives for equitable teacher noticing [Structured poster session]. American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/y37cayf5> (Conference canceled)
5. **Louie, N.** & Mertens, A. (2020, April). Coaching for agency and authority [Symposium]. American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/sxbjkfp> (Conference canceled)
6. Baldinger, E., **Louie, N.**, Nguyen, H., Torres, A., Jilk, L. (2020, April). Teacher-centered coaching and dismantling hierarchies [Symposium]. American Educational Research Association Annual Meeting, San Francisco, CA. <http://tinyurl.com/wq3mn66> (Conference canceled)
7. Nguyen, H., **Louie, N.**, & Torres, A. (2020, April). Navigating coach-teacher relationships to move toward equity in math education [Conference paper]. Centennial Annual Meeting of the National Council of Teachers of Mathematics, Chicago, IL. (Conference canceled)
8. **Louie, N.**, Zavala, M., Dunleavy, T., Kalinec-Craig, C., & Bannister, N. (2020, February). A critical perspective on equity pedagogies and race in mathematics education [Conference workshop]. Annual meeting of the Association of Mathematics Teacher Educators, Phoenix, AZ.
9. **Louie, N.** (2019, April). Promoting agency and authority through Math Talks [Conference poster]. Annual meeting of the American Educational Research Association, Toronto, Canada.

10. Lefstein, A., **Louie, N.**, Segal, A., & Becher, A. (2019, April). Taking stock of research on teacher collaborative discourse: Theory and method in a nascent field [Conference paper]. Annual meeting of the American Educational Research Association, Toronto, Canada.
11. Yeh, C., **Louie, N.**, Kokka, K., Jong, C., Eli, J., Chao, T., & Adiredja, A. (2019, April). Growing against the grain: Counterstories of Asian American mathematics education scholars [Conference paper]. Annual meeting of the American Educational Research Association, Toronto, Canada.
12. **Louie, N.** (2018, November). Norms of safety in teacher collaboration: Safe for what, for whom? [Conference paper]. National Academy of Education/Spencer Foundation Fall Fellows Retreat and Annual Meeting, Washington DC.
13. **Louie, N.** (2018, April). Orienting to students as mathematical agents: New possibilities or the same old inequities? [Conference poster]. Annual meeting of the American Educational Research Association, New York, NY.
14. **Louie, N.** (2017, April). Shifting the culture of teaching through a focus on agency, authority, and identity [Conference paper]. Annual meeting of the American Educational Research Association, San Antonio TX.
15. **Louie, N.**, Gibbons, L., Knapp, M., Whitenack, J., Ellington, A., & †Alvidrez, M. (2017, February). Coaches' relational work in support of ambitious teacher learning [Symposium]. Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
16. **Louie, N.** (2016, April). Resources for teachers' equity-oriented learning and identities [Conference paper]. Annual research conference of the National Council of Teachers of Mathematics, San Francisco, CA.
17. Jilk, L., **Louie, N.**, & teachers. (2016, April). Transformative math teaching and learning: Stories from Railside High [Invited symposium]. Annual meeting of the National Council of Teachers of Mathematics, San Francisco, CA.
18. **Louie, N.**, Jilk, L., & Baldinger, E. M. (2016, January). Managing power and status to support teachers' learning [Conference paper]. Annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
19. **Louie, N.** (2014, May). Ability labels as cultural forms: A lens for analyzing teacher interpretations of intelligence [Conference paper]. Annual meeting of the Jean Piaget Society, San Francisco, CA.
20. **Louie, N.** (2013, April). What and who is "good at math": How mathematics teachers (re)define their subject in everyday practice [Conference paper]. Annual meeting of the American Educational Research Association, San Francisco, CA.
21. **Louie, N.** (2011, April). Shot through the heart: Successful mathematics teachers' instructional and emotional responses to district accountability policies [Conference paper]. Annual meeting of the American Educational Research Association, New Orleans, LA.
22. Lepak, J., Seashore, K., Reinholz, D., Nix, S., Champney, D., Floden, R.E., Katwibun, D., Kim, H., Levin, M., **Louie, N.**, Sanchez, J., Schoenfeld, A., Shah, N., & Wernet, J. (2011, April). Assessing what counts [Conference paper]. Annual meeting of the American Educational Research Association, New Orleans, LA.

23. Reinholz, D., Levin, M., Kim, H., Champney, D., Floden, R., Katwibun, D., Lepak, J., **Louie, N.**, Nix, S., Sanchez, J., Schoenfeld, A., Seashore, K., Shah, N., & Wernet, J. (2011, April). Capturing what counts: Classroom practices that lead to robust understanding of algebra [Conference paper]. Annual meeting of the American Educational Research Association, New Orleans, LA.
24. Kim, H., Lepak, J., Levin, M., **Louie, N. L.**, Reinholz, D. L., Shah, N., Wernet, J., & Floden, R. (2011, January). Capturing classroom practices that lead to competence with complex algebraic tasks [Conference symposium]. Annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

INVITED TALKS

1. 2022, May 5. Making the shift toward equity: Who gets a say? Keynote address, Wisconsin Mathematics Council Annual Conference. Green Lake, WI.
2. 2022, May 4. Making the shift toward equity: Thinking systemically. Keynote address, Wisconsin Mathematics Council Annual Conference. Green Lake, WI.
3. 2021, November 22. Mathematics education and pulls toward (in)justice. Inaugural lecture, Justice in Mathematics Education lecture series. University of Michigan.
4. 2021, April 2. The elusion of equity in mathematics education. Distinguished Women in Mathematics Colloquium Series. University of Nebraska-Lincoln, Department of Mathematics.
5. 2020, September 24. Equity in our Standards: What does it mean to be good at math? Wisconsin Department of Public Instruction, State Standards for Mathematics Writing Committee.
6. 2020, August 27. Leading antiracist school communities [Panelist]. Real Talk for Real Change Series, UW-Madison Office of Professional Learning and Community Education.
7. 2020, June. Ideology and teacher learning. Featured panel at the International Conference of the Learning Sciences, Nashville, TN. (Conference canceled)
8. 2019, December 6. Re-culturing mathematics education. Wisconsin Mathematics Leadership Council, Pewaukee, WI.
9. 2019, November 4. Agency and hierarchy in mathematics instruction. MathEdPodcast.com.
10. 2019, October 18. The gravity of hierarchies in mathematics education. University of Missouri, Mathematics Education Research and Doctoral Studies group.
11. 2018, November 2. The research and design of equitable mathematics teaching and learning. University of California, Berkeley, Graduate School of Education.
12. 2018, July 11. “The culture of exclusion in mathematics education” and publishing in the *Journal for Research in Mathematics Education*. Invited webinar, National Council of Teachers of Mathematics.
13. 2018, April 24. Demystifying the review process. National Council of Teachers of Mathematics Research Conference. Washington, D.C.

14. 2017, December 20. The culture of exclusion in mathematics education. MathEdPodcast.com.
15. 2017, January 17. Equity in mathematics teaching and learning. University of Texas at Austin, College of Education.

OTHER CONFERENCE PARTICIPATION

Invited discussant, Collaborative approaches to noticing for anti-oppressive mathematics education. Annual meeting of the American Educational Research Association, San Diego, California. April 2022.

Symposium co-chair (with L. Berland), Teacher Learning to Position Students as Capable in Class Discussions: Looking Across Subject-Matter Domains. Annual meeting of the American Educational Research Association, Toronto, Canada. April 2019.

Invited discussant, Critical participatory and multisensory approaches in mathematics teacher noticing. Annual meeting of the American Educational Research Association, Toronto, Canada. April 2019.

UNIVERSITY TEACHING

University of Wisconsin-Madison

Pedagogical Content Knowledge for Teaching Mathematics. Summer 2021.

Teaching Mathematics (undergraduate methods course for prospective elementary school teachers). Fall 2017-present

Seminar in the Study of Teacher Education (graduate seminar). Fall 2017, Fall 2018.

Supervision in Teacher Education (graduate seminar). Fall 2019, Spring 2021.

Introduction to Curriculum and Instruction (graduate seminar). Fall 2021.

University of Texas at El Paso

Teaching Mathematics in Intermediate and Middle Grades (methods course for undergraduate preservice teachers). Spring 2017.

Critical Issues in Curriculum and Instruction (doctoral seminar). Fall 2015, Fall 2016.

Research for the Classroom Teacher (master's seminar). Fall 2015, Spring 2016, Fall 2016.

PROFESSIONAL DEVELOPMENT EXPERIENCE

2019, 2020 *Workshop facilitator*, Math Equity Project, University of Wisconsin-Madison, Professional Learning and Community Education (PLACE). Co-designed and co-lead a two-week summer workshop for K-12 educators on equitable mathematics instruction.

2015-2017 *Teacher partner*, Canutillo High School, Canutillo TX. Working with a math teacher to create and implement more open-ended and inclusive curriculum.

- 2012-2015 *Professional developer*, San Francisco Unified School District and Oakland Unified School District. Leading workshops on equitable mathematics instruction.
- 2014 *Graduate student instructor*, “Race, Identity, and Culture in Urban Schools,” UC Berkeley. Advising undergraduates to conduct original empirical research.
- 2012-2013 *Instructional coach*, San Francisco Unified School District. Supporting secondary mathematics teachers in student-centered, equity-oriented instruction.
- 2010-2011 *Project facilitator*, Project IMPACT/Math for America, UC Berkeley. Organizing and facilitating bi-weekly meetings for math and science teachers engaged in action research.

ADVISING

Current doctoral student advisees: Anshika Bhasin, Amanda Coviello, Wan Yue Zhan, Chundou Her

Current dissertation committee member: Evan Moss, Erica Ramberg, Sidney Jennings, Burcu Alapala, Kyle Harrison, Aimee Cardon, Sandra Strebel

Completed dissertation committee chair: Laura Roeker (2022), Mayriza Mijares Butsic (2020)

Completed dissertation committee member: Amy Mueller (2022), Kimberly Oamek (2022), Molly Carroll (2021), Nicole Marble (2021), Jiwon Kim (2020), Sara Krauskopf (2020), Kathryn Boonstra (2019), Mariana Alvidrez (UTEP, 2019), Susanne Strachota (2018), Melanie Obitz-Bukartek (2018), Melissa Melendez (UTEP, 2018)

SERVICE to the University of Wisconsin-Madison

- 2020- Co-Director, Wisconsin Center for Education Research Fellows Program
- 2020- Chair, Colloquium Committee, Department of Curriculum and Instruction
- 2017- Elementary Education Program Committee member, Department of Curriculum and Instruction
- 2019-2020 Personnel Committee member, Department of Curriculum and Instruction
- 2019-2020 Early Childhood Education search committee member, Department of Curriculum and Instruction
- 2018 Secondary mathematics faculty associate search committee member, Department of Curriculum and Instruction
- 2017-2018 Coordinating Council of Professional Educators member

SERVICE to the field

- 2021- Review panelist, National Science Foundation (twice since 2021)

- 2019- Advisory board member, “Microlearning Mathematics Modules that Intersect Noticing and Equity” (“Project M3INE”). PI Cindy Jong, University of Kentucky.
- 2020 Review panelist, Spencer Foundation
- 2018-2020 Advisory board member, “Supporting Instructional Growth in Mathematics” (“Project SIGMa”). PI Ilana Horn, Vanderbilt University.
- 2017-2019 Events Board Member for the Special Interest Group for Research in Mathematics Education (SIG-RME), American Educational Research Association (AERA).
- 2015- Ad hoc reviewer for academic journals, including *Educational Researcher*, *Journal for Research in Mathematics Education*, *Equity & Excellence in Education*, *Cognition and Instruction*, *Review of Research in Education*, *Race Ethnicity and Education*, *Journal of Mathematics Teacher Education*, *Mathematics Teacher Educator*, and *Teaching and Teacher Education*
- 2011- Reviewer for academic conference proposals, including the International Conference of the Learning Sciences (senior reviewer, 2020) and annual meetings of the American Education Research Association, the National Council of Teachers of Mathematics, and the Association of Mathematics Teacher Educators

OTHER SERVICE

- 2020-2021 Wisconsin State Standards for Mathematics Writing Committee. Leading PD on equity in mathematics education for committee members; working with other educators to revise standards for grades 3-5.
- 2019-2021 Member of school-university partnership to build antiracist school communities at two local elementary schools. Co-designing and co-leading monthly meetings and professional development sessions with teachers, staff, and parents.

PROFESSIONAL MEMBERSHIPS

Association of Mathematics Teacher Educators	member since November, 2009
American Educational Research Association	member since January, 2011
National Council of Teachers of Mathematics	member since June, 2014