

NICOLE L. LOUIE

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University of Wisconsin-Madison
School of Education
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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)
- 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

EMPLOYMENT

- 2017- Assistant professor of teacher education and mathematics education, University of Wisconsin-Madison.
- 2015-2017 Assistant professor of mathematics education, University of Texas at El Paso.
- 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, 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.

FELLOWSHIPS AND AWARDS

- 2017 National Academy of Education/Spencer Foundation Postdoctoral Fellowship
- 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 National Academy of Education/Spencer Foundation Dissertation Fellowship
- 2013 Dean's Normative Time Fellowship, University of California, Berkeley
- 2012 Race, Diversity, and Educational Policy Fellowship at the Haas Diversity Research Center, University of California, Berkeley
- 2009 Research in Cognition and Mathematics Education Fellowship (multi-year), University of California, Berkeley
- 2009 Chancellor's Fellowship (multi-year), University of California, Berkeley
- 2003 Arts for Youth Fellowship, Haas Center for Public Service, Stanford University

PEER-REVIEWED PUBLICATIONS

- †Skinner, A., **Louie, N.**, & Baldinger, E. M. (in press). Learning to see students' mathematical strengths. *Teaching Children Mathematics*.
- Louie, N.** (2018). Culture and ideology in mathematics teacher noticing. *Educational Studies in Mathematics*, 97(1), 55-69.
- 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).
- Louie, N.** (2017). Supporting teachers' equity-oriented learning and identities: A resource-centered perspective. *Teachers College Record*, 119(5), 1-42.
- Louie, N.** (2016). Tensions in equity- and reform-oriented learning in teachers' collaborative conversations. *Teaching and Teacher Education*, 53(1), 10-19.
- Louie, N.**, Baldinger, E. M., & the Algebra Teaching Study and Mathematics Assessment Project. (2016). *TRU conversation guide: A tool for teacher learning and growth*. Berkeley, CA & E. Lansing, MI: Graduate School of Education, University of California, Berkeley & College of Education, Michigan State University. Retrieved from: <http://tru.berkeley.edu>.
- Louie, N.** (2015). *Learning to redefine "good at math": Tensions and possibilities in equity-oriented mathematics teachers' everyday practice* (Doctoral dissertation). University of California, Berkeley, Berkeley, CA.
- 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*. New York: Teachers College Press.
- †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*. New York: Teachers College Press.
- Nasir, N., Cabana, C., Shreve, B., Woodbury, E., & **Louie, N.** (Eds.) (2014). *Mathematics for Equity: A Framework for Successful Practice*. New York: Teachers College Press.

† indicates an advisee or classroom teacher as co-author

- 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*. Berkeley, CA & E. Lansing, MI: Graduate School of Education, University of California, Berkeley & College of Education, Michigan State University. Retrieved from: <http://ats.berkeley.edu/tools.html> and/or <http://map.mathshell.org/materials/pd.php>.
- 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.

RESEARCH PRESENTATIONS

- Louie, N.** (2019, April). Promoting agency and authority through Math Talks. Paper to be presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Lefstein, A., **Louie, N.**, Segal, A., & Vedder-Weiss, D. (2019, April). Taking stock of research on teacher collaborative discourse: Theory and method in a nascent field. Paper to be presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- 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. Paper to be presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Louie, N.** and Adiredja, A. (2019, January). An Ecological Perspective on the Reproduction of Deficit Discourses in Mathematics Education. To be presented at Mathematics Education and Society, Hyderabad, India.
- Louie, N.** (2018, July). “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.
- Louie, N.** (2017, April). Shifting the Culture of Teaching Through a Focus on Agency, Authority, and Identity. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- †**Louie, N.**, Gibbons, L., Knapp, M., Whitenack, J., Ellington, A., & †Alvidrez, M. (2017, February). Coaches’ Relational Work in Support of Ambitious Teacher Learning. Symposium presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Louie, N.** (2016, November). The Smartness Dilemma: A Challenge to Teaching Mathematics for Equity. Paper presented at the annual meeting of the Psychology of Mathematics Education - North American chapter, Tucson, AZ.
- Louie, N.** (2016, April). Resources for Teachers’ Equity-Oriented Learning and Identities. Paper presented at the annual research conference of the National Council of Teachers of Mathematics, San Francisco, CA.

- Jilk, L., **Louie, N.**, & teachers. (2016, April). Transformative Math Teaching and Learning: Stories from Railside High. Invited session at the annual meeting of the National Council of Teachers of Mathematics, San Francisco, CA.
- Louie, N.**, Jilk, L., & Baldinger, E. M. (2016, January). Managing Power and Status to Support Teachers' Learning. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- Baldinger, E. M., Jilk, L., & **Louie, N.** (2015, November). Re-Culturing a School District for Equity and De-tracking in Mathematics: A (Tenuously) Successful Program. Poster presented at the annual meeting of the Psychology of Mathematics Education - North American chapter, East Lansing, MI.
- Louie, N.** (2014, May). Ability labels as cultural forms: A lens for analyzing teacher interpretations of intelligence. Paper presented at the annual meeting of the Jean Piaget Society, San Francisco, CA.
- Louie, N.** (2013, April). What and Who Is "Good at Math": How Mathematics Teachers (Re)Define Their Subject in Everyday Practice. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Louie, N.** (2011, April). Shot Through the Heart: Successful Mathematics Teachers' Instructional and Emotional Responses to District Accountability Policies. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 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. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 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. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 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. Symposium presented at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

UNIVERSITY TEACHING

University of Wisconsin-Madison

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

Teaching Mathematics (elementary-level methods course for undergraduate preservice teachers). Fall 2017, Fall 2018.

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 (masters seminar). Fall 2015, Spring 2016, Fall 2016.

PROFESSIONAL DEVELOPMENT EXPERIENCE

2015-2017 *Teacher partner*, Canutillo High School, Canutillo TX. Working with a calculus 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.

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.

SERVICE

2018- Advisory board member, “Supporting Instructional Growth in Mathematics” (“Project SIGMa”). PI Ilana Horn, Vanderbilt University.

2017- Member of the Coordinating Council of Professional Educators, University of Wisconsin-Madison

2017- Events Board Member for the Special Interest Group for Research in Mathematics Education (SIG-RME), American Educational Research Association (AERA).

2017- Ad hoc reviewer for *Review of Research in Education*.

2017- Ad hoc reviewer for *Race Ethnicity and Education*.

2017- Ad hoc reviewer for the *Journal of Mathematics Teacher Education*.

2017- Ad hoc reviewer for *Mathematics Teacher Educator*.

2016- Reviewer for annual meetings of the National Council of Teachers of Mathematics.

2015- Ad hoc reviewer for *Teaching and Teacher Education*.

2012- Reviewer for annual meetings of the American Education Research Association.

2011- Reviewer for annual meetings of the Association of Mathematics Teacher Educators.

MEMBERSHIPS

Association of Mathematics Teacher Educators
American Educational Research Association
National Council of Teachers of Mathematics

member since November, 2009
member since January, 2011
member since June, 2014