AARON BRAKONIECKI

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AREAS OF INTEREST

Technology, mathematics teacher education, teacher knowledge, geometry, algebra, problem solving

ACADEMIC POSITIONS

Boston University, Wheelock College of Education & Human Development
Lecturer, July 2016-Present

Boston University, Wheelock College of Education & Human Development
Post-doctoral Teaching and Research Associate, August 2014-July 2016

EDUCATION

Michigan State University, East Lansing, MI
Ph.D. Mathematics Education, August 2014
Dissertation Title: Preservice Teachers' Uses of the Internet to Support Their Learning of Mathematics: The Case of The Pythagorean Theorem, Directors: Drs. Sandra Crespo and Ralph Putnam

Michigan State University, East Lansing, MI
B.S. Mathematics, May 2006

GRANTS AND AWARDS

Robert Noyce Track I Scholarship and Stipend Grant - Enacting Curriculum Through Engaging Discourse (EnaCTED) Math Project - Drs. Ziv Feldman (PI), Aaron Brakoniecki, Suzanne Chapin, Steve Rosenberg, & Ale Salinas (Co-PIs) - $1.2 million over 5 years - Began Summer 2018

Dissertation Completion Fellowship, Michigan State University ($6,000 over one summer) - 2013

RESEARCH EXPERIENCE

Co-P.I., Boston University, Boston, MA, 2018-Present
Beginning Teachers' Proportional Reasoning Strategies, Dr. Julie Amador, Co-P.I., & Dr. David Glassmeyer, Co-P.I.
Study design, participant recruitment, data collection, data analysis, manuscript writing, presenting at conferences

Co-P.I., Boston University, Boston, MA, 2015-Present
Developing Quantitative Reasoning about Right Triangles, Slope, and Angles through Curriculum and Videos, Dr. Julie Amador, Co-P.I., & Dr. David Glassmeyer, Co-P.I.
Study design, participant recruitment, data collection, data analysis, manuscript writing, presenting at conferences

Post Doctoral Research Assistant, Boston University, Boston, MA, 2014-Present
EPIC (Enhancing the Potential of Intended Curriculum) Project, Dr. Leslie Dietiker, P.I. , Funded by CPM Educational Program
Study design, participant recruitment, field coordination, data collection design and support, database creation and maintenance

Research Assistant, Michigan State University, East Lansing, MI, 2008-2013
PIR (Examining Prospective Teacher's Learning of Three Mathematics Teaching Practices - Posing, Interpreting, and Responding - during Teacher Preparation) Project, Dr. Sandra Crespo, P.I. , Funded by NSF CAREER Grant: DRL 0546164
Data collection, database creation and maintenance, logistic support, creation of rubrics for coding of student responses, coding of student responses, quantitative and qualitative analysis of results, preparation of conference papers

Research Assistant, Michigan State University, East Lansing, MI, 2006-2008
TNE (Teachers for a New Era) Project, Dr. Sharon Senk & Dr. Mike Battista, P.I.s, Funded by Carnegie Corporation of New York

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Creation of student assessments, creation of rubrics, scoring and coding of student responses, quantitative and qualitative analysis of results, preparation of conference presentations, preparation of conference papers

Independent Research Project, Michigan State University, East Lansing, MI, 2007-2008
Future Teachers' Understanding of the Straightness of Lines in Euclidean and Non-Euclidean Spaces, Dr. Natasha Speer, P.I.
Co-Designer, co-execution, perform analysis, and co-author of research for independent study. Results from study presented at Conversation's Among Colleagues, 2008, Western Michigan University

PUBLICATIONS

REFEREED PUBLICATIONS AND PROCEEDINGS

Amador, J. M., **Brakoniecki, A.**, & Glassmeyer, D. (2022). Secondary teachers' analytic stance of noticing based on video of proportional reasoning. *International Journal of Mathematical Education in Science and Technology*, 1–21. https://doi.org/10.1080/0020739X.2022.2053756

Glassmeyer, D., **Brakoniecki, A.**, & Amador, J. M. (2021). Identifying and supporting teachers' robust understanding of proportional reasoning. *The Journal of Mathematical Behavior, 62*. https://doi.org/10.1016/j.jmathb.2021.100873

Brakoniecki, A., Amador, J. M., & Glassmeyer, D. M. (2021). One Task, Multiple Proportional Reasoning Strategies. *Mathematics Teacher: Learning and Teaching PK-12*, 114(1), 33–40. https://doi.org/10.5951/MTLT.2019.0276

Amador, J., Glassmeyer, D., & **Brakoniecki, A.** (2020). Noticing before responding. *Mathematics Teacher: Learning and Teaching Pre-K–12*, 113(4), 310-316.

Dietiker, L. Riling, M., & **Brakoniecki, A.** (2018). Reading geometrically: changing expectations across K-12 for reading diagrams in textbooks. *Proceedings of the 2nd International Conference on Mathematics Textbook Research and Development*, Rio de Janeiro, Brazil.

Brakoniecki, A., Amador, J., Glassmeyer, D. (2018). Preservice teachers' creation of dynamic geometry sketches to understand trigonometric relationships. *Contemporary Issues in Technology and Teacher Education,* 18(3), 494-507.

Glassmeyer D., **Brakoniecki A.**, Amador J, (2018). Promoting uncertainty to support preservice teachers' reasoning about the tangent relationship. *International Journal of Mathematical Education in Science and Technology*, 50(4), 527-556.

Brakoniecki, A., & Shah, F. (2017). The use of concept maps to assess preservice teacher understanding: A formative approach in mathematics education. *Journal of Education*, *197*(1), 23–32.

Dietiker, L., **Brakoniecki, A.**, Riling M. (2017). The changing expectations for the reading of geometric diagrams. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 136–143). Tuscon, AZ: The University of Arizona.

Brakoniecki, A., Glassmeyer, D., & Amador, J. (2016). Examining preservice teacher thinking about technology-based trigonometric explorations through a replacing, amplifying, and transforming framework. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1463–1470). Tuscon, AZ: The University of Arizona.

Richman, A., Miller, E., **Brakoniecki, A.**, & Dietiker, L. (2016). Opportunities created by misdirection in mathematics education. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 109–112). Tuscon, AZ: The University of Arizona.

Dietiker, L., Richman, A., **Brakoniecki, A.**, & Miller, E. (2016). Woo! Aesthetic variations of the "same" lesson. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 66–73). Tuscon, AZ: The University of Arizona.

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Brakoniecki, A., Ward, M., & Fougere, G. (2016). Using the engineering design process to complement the teaching and learning of mathematics. *American Society for Engineering Education (ASEE) Annual Conference Proceedings,* New Orleans, LA. Retrieved from 10.18260/p.27167

Brakoniecki, A. (2015). Preservice teachers' learning mathematics from the Internet. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1226–1229). East Lansing, MI: Michigan State University.

Dietiker, L., & **Brakoniecki, A.** (2014). Reading geometrically: The negotiation of the expected meaning of diagrams in geometry textbooks. In K. Jones, C. Bokhove, G. Howson, & L. Fan (Eds.), Proceedings of the International Conference on Mathematics Textbook Research and Development (ICMT-2014) (pp. 191–196). Southampton Education School, University of Southampton.

Brakoniecki, A. (2014). Preservice Teachers' Uses of the Internet to Investigate the Proof of the Pythagorean Theorem and its Converse. In T. Fukawa-Connolly, G. Karakok, K. Keene, & M. Zandieh (Eds.), *Proceedings of the 17th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 407–411). Denver, CO.

Brakoniecki, A., & Dietiker, L. (2010). When is seeing not believing: A look at diagrams in mathematics education. In P. Brosnan, D. B. Erchick, & L. Flevares (Eds.), *Proceedings of the Thirty Second Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 644–648). Columbus, OH: The Ohio State University.

Brakoniecki, A. (2009). Mathematical knowledge for teaching exhibited by preservice teachers responding to mathematical and pedagogical contexts. In S. L. Swars, D. W. Stinson, & S. Lemons-Smith (Eds.), *Proceedings of the Thirty-First Annual Meeting of the North America Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1360–1369). Atlanta, GA: Georgia State University.

Crespo, S., Oslund, J., **Brakoniecki, A.**, Lawrence, A. M., & Thorpe, J. (2009). Learning to interpret students' mathematical work: Studying (and mapping) elementary preservice teachers' practices. In S. L. Swars, D. W. Stinson, & S. Lemons-Smith (Eds.), *Proceedings of the Thirty-First Annual Meeting of the North America Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1134–1142). Atlanta, GA: Georgia State University.

Brakoniecki, A. (2009). Taxicab geometry: Explorations in three dimensions. *Online Journal of School Mathematics*, 7(1). Retrieved from https://web.archive.org/web/20110726055314/http://nctm.org/eresources/tocgraphic.asp?journal_id=6

CONFERENCE PRESENTATIONS, POSTERS, & NON-REFEREED PUBLICATIONS

Brakoniecki, A., Glassmeyer, D., & Amador, J. M. (2022). Proportional reasoning: Visualizing a knowledge resources framework. *Poster Presented at the Forty-Fourth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* Nashville, TN: Middle Tennessee State University.

Glassmeyer, D., **Brakoniecki A.**, & Amador, J. (2021). Identifying and supporting teachers' robust understanding of proportional reasoning. Presentation at the 2021 Annual Conference of the Association of Mathematics Teacher Educators, Online.

Brakoniecki, A., Amador, J., & Glassmeyer, D. (2021). The Orange Juice Task. - Lesson Plan. *NCTM Illuminations*.

Dietiker, L., Miller, E. R., **Brakoniecki, A.**, & Riling, M. (2018). Inside the envelope: Describing the influence of curriculum materials on enacted lessons. Presentation at the 2018 Annual Meeting of the American Educational Research Association, New York, NY.

Brakoniecki, A., Glassmeyer, D., Amador, J. (2017). Preservice teachers' constructions of dynamic geometry sketches for explaining and exploring trigonometry. Presentation at the 2017 Annual Conference of the Association of Mathematics Teacher Educators, Orlando FL.

Shah, F. & **Brakoniecki, A.** (2016). A comparison of instructor and secondary preservice teacher noticings using concept maps. *Poster Presented at the Thirty-Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* Tuscan, AZ: University of Arizona.

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Miller, E. R., Dietiker, L., Ryan, L., **Brakoniecki, A.**, & Richman, A. S. (2016). Mathematics lessons as stories: A reason to do the math. *Poster Presented at the Thirty-Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tuscan, AZ: University of Arizona.

Dietiker, L., **Brakoniecki, A.**, Miller, E. R., & Richman, A. S. (2016). Enacted Task Design: Tasks as Written in the Classroom. Presentation at the 13th International Congress On Mathematics Education (ICME-13), Hamburg, Germany.

Glassmeyer, D., **Brakoniecki, A.**, & Amador, J. (2016). Challenging teacher assumptions of trigonometry through slope ratio. Presented at the 13th International Congress on Mathematics Education (ICME-13), Hamberg, Germany.

Richman, A., Dietiker, L., & **Brakoniecki, A.** (2016). Exposing the Mathematical Differences Between Enactments of the Same Written Lesson. Presentation at the 2016 Annual Meeting of the American Educational Research Association, Washington D.C.

Glassmeyer, D., **Brakoniecki, A.**, & Amador, J. (2016). Angle and slope connections: Challenging teacher assumptions in trigonometry. Presented at the 2016 National Council of Teachers of Mathematics Research Conference, San Francisco, CA.

Brakoniecki, A. (2016). Preservice Mathematics Teachers' Multiple Foci of Learning: Engaging Multiple Aspects of TPACK Through Isolation. Presentation at the 2016 Annual Conference of the Association of Mathematics Teacher Educators, Irvine CA.

Brakoniecki, A. (2016). The Development of Beginning Teachers' Understanding of Pythagorean Theorem from Two Internet-Based Activities. Presentation at the 2016 Joint Mathematics Meetings, Seattle, WA.

Brakoniecki, A. (2016). Concept Maps as a Way to Assess Form and Quality of Student Understanding of Algebra Concepts. Presentation at the 2016 Joint Mathematics Meetings, Seattle, WA.

Brakoniecki, A., Miller, E., Richman, A., & Dietiker, L. (2015). Contrasting Mathematical Plots: A Study of "Identical" Mathematics Lessons. Poster presented at the 37th Annual Meeting of the Psychology of Mathematics Education North America Chapter, East Lansing, MI: Michigan State University

Brakoniecki, A. (2015). Uses of the Internet to Support Pre-Service Teacher Learning of Mathematics. Presentation at the 2015 Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Crespo, S., **Brakoniecki, A.**, Thorpe, J., Dietiker, L., Lawrence, A., Roller, S., Jin, X., Lewis, C., Strickland, S., Oslund, J. (2012, May). *Using Preservice Teachers' Invented Classroom Dialogues as a Window into their Developing Mathematics Teaching Practice.* Poster presented at CREATEing the Future of STEM Education, East Lansing, MI: Michigan State University.

Brakoniecki, A., Crespo, S., Dietiker, L., Lawrence, A., Lewis, C., & Thorpe, J. N. (2011). Strategic judgment: The missing paradigm in mathematics teacher preparation. Panel presented at the 2011 Annual National Council of Teachers of Mathematics Conference. Indianapolis, IN.

Brakoniecki, A. (2011). A Tale of Two Promethean Boards: Using the TPCK Framework as a Heuristic to Develop Strategic Judgment. Presented at the 2011 Annual Pre-session of the National Council of Teachers of Mathematics, Indianapolis, IN.

Brakoniecki, A. & Dietiker, L. (2011). Sequences and transitions in grades K-12 textbooks. Presented at the 2011 Annual Pre-session of the National Council of Teachers of Mathematics, Indianapolis, IN.

Brakoniecki, A. (2011). Textbooks, Technology and Transversals: An Exploratory Study for Unpacking Textbooks' Impact on Technology Activities. Presented at the 2011 Annual Pre-session of the National Council of Teachers of Mathematics, Indianapolis, IN.

Brakoniecki, A. (2010, October). *Rethinking "unlearning to teach mathematics": Questions for mathematics educators*. Poster presented at the Thirty-Second Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH: The Ohio State University.

Brakoniecki, A. Crespo, S., Lawrence, A. (2010, April). *Beyond Mathematical Content Knowledge: Beginners Present Mathematical Tasks*. Presented at the National Council of Teachers of Mathematics Research Presession, San Diego, CA.

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Brakoniecki, A. (2009, February). *Online Learning Tools in SME430: History of Mathematics*. Presentation at the Explorations in Instructional Technology Colloquium Series, East Lansing, MI.

Brakoniecki, A. (2008, August). *TNE Impact on Course Development at Michigan State University*. Presentation at Mathfest, Madison, WI.

Brakoniecki, A. & Cervello, K. (2008, August). *Future Teachers' Understanding of "Straight" in Euclidean and Non-Euclidean Spaces*. Paper presented at the meeting of Michigan Council of Teachers of Mathematics, Holt, MI.

Brakoniecki, A. & Cervello, K. (2008, March). *Future Teachers' Understanding of "Straight" in Euclidean and Non-Euclidean Spaces*. Paper presented at the meeting of Conversations Among Colleagues, Kalamazoo, MI.

Senk, S., Son, J.-W., Mosier, A., & **Brakoniecki, A.** (2008 March). *Preservice Elementary Teachers' Understanding of Mathematics and Students' Thinking*. Presented at Conversations Among Colleagues, Kalamazoo, MI.

Battista, M., **Brakoniecki, A.**, Crespo, S., Frazier, M., Kim, D.-J., Senk, S., & Son, J.-W. (2007, April). *Investigating Preservice Elementary Teachers' Understanding of Mathematics and Students' Mathematical Thinking*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

TEACHING EXPERIENCE

POST DOCTORAL & LECTURER TEACHING EXPERIENCE

Introduction to Mathematics Education (SED ME 200) at Boston University (*In-Person* - FS17)

> This course provides students with an introduction to the field of K-12 mathematics education, housing on current issues such as standards, curriculum, diversity, student achievement, parental involvement, instructional methods, and the nature of learning mathematics with understanding.

Methods for Teaching Middle and High School Mathematics (SED ME 546/547) at Boston University (*Online* - FS16, FS18, FS19).

> This online course is focused on examining this role of a middle/high school mathematics teacher from both theoretical and practical perspectives. This includes learning about the nature of mathematical knowledge as it pertains to teaching, strategies for maintaining productive learning environments, developing and implementing lessons effectively, the role of mathematics curricula, and the evaluation of students' mathematical thinking.

Mathematics for Special Needs Students (SED ME 551) at Boston University (*In Person* - US18).

> Examines programs for mathematics students with special needs in grades K-12, focusing on gifted students, students with learning disabilities, and their intersection. Topics include diagnostic techniques, alternative curricula, appropriate instructional strategies, and classroom organization techniques.

Mathematics Curriculum: Program Issues, Trends (SED ME 558) at Boston University (*In-Person* - FS20).

> Analysis of historical, mathematical, and psychological factors influencing grades K-12 mathematics curricula. Focuses on national and international standards, research on learning and teaching with understanding, and integrated curricula.

Mathematics for Teaching: Geometry (SED ME 559) at Boston University (*In-Person* FS14, SS15, FS15, SS16, FS16, SS17, FS17, SS18, FS18, SS19, FS19, SS20, FS20).

> Revisits geometry from an advanced perspective, preparing teachers to teach geometry with understanding. Topics such as transformations, nonmetric, Euclidean, and non-Euclidean geometries are explored with a focus on teaching with technology.

Mathematics for Teaching: Algebra (SED ME 560) at Boston University (*In Person* - FS14, FS15, FS16, SS17, FS17, FS18, SS20, FS20, *Online* - SS17, SS18).

Revisits school algebra from an advanced perspective, with emphasis on multiple representations, making generalizations, and justifications. Topics include variables, patterns, functions, and linear algebra. Attention to contemporary issues in curriculum, learning, teaching, technology, and other tools are woven throughout.

Problem Solving in Mathematics (SED ME 363/563) at Boston University (*In-Person* US 2015, US17, SS18, US18, SS19, SS20, *Online* - US17, US18, US19, US20).

Explores big ideas in mathematics through solving sets of challenging problems and connects to issues in teaching and learning. Topics include: research on problem solving, problem design, and implications of a problem-solving approach in school mathematics.

Mathematical Reasoning in the Elementary Grades: Algebra, Geometry, and Statistics (CAS MA 108) at Boston University (*In Person* - SS19).

Designed for students majoring in elementary education, special education and deaf education who are preparing to become teachers of children in grades 1-6. Topics include pre-algebra, proportional reasoning, geometry, measurement, and statistics. The emphasis is on exploring, explaining, and justifying mathematical ideas and connecting these ideas to the elementary classroom.

UNIVERSITY GRADUATE AND UNDERGRADUATE TEACHING EXPERIENCE

Number and Operation for Pre-Service Elementary Teachers (Undergraduate-level) at Michigan State University (Fall 2011, Fall 2012).

Created lessons and facilitated classroom instruction and discussions. Also created, administered, and graded student tests, homework and projects.

Geometry and Measurement for Pre-Service Elementary Teachers (Undergraduate-level) at Michigan State University (Spring, 2007, Spring 2012).

Created lessons and facilitated classroom instruction and discussions. Also created, administered, and graded student tests, homework and projects.

Mentor and Grader for Math Content Course Instructors at Michigan State University (Spring, 2013, Fall 2013).

Mentor new instructors through their first year year teaching the math content courses, including conducting classroom observations, providing feedback on classroom instruction, and planning new lessons. Additionally created a series of course materials for use by future instructors. Lastly, provided grading support and feedback on assessments to instructors of content courses.

History of Mathematics at Michigan State University (Spring 2008, Spring 2009, Spring 2010).

Researched and designed lessons. Facilitated instruction and class discussions. Created, and graded course assignments. Created and administered Honors options. Created course curriculum website for future instructors

Math Methods for Middle and Secondary Pre-Service Teachers (Undergraduate and Graduate) at Michigan State University (2006-2009)

Served as teaching assistant to the course instructor during both the senior-year course and internship-year course. Worked with instructor to create a cohesive curriculum for students, lead class discussions, graded student work, instructed lab sections, provided feedback to students in lab, led lab discussions. Provide daily support to the instructor in the classroom. Created databases to record student responses as well as activities for students to complete. Created Podcasts of each seminar.

Field Instruction for Interns/Student Teachers (Graduate) at Michigan State University (2008-2009)

Work involved traveling to schools biweekly, observing classes with an observational tool concentrating on one or two teaching practices, meeting with the intern to discuss strategies and build professional goals, and mediating and maintaining a relationship between the intern and cooperating teacher.

PROFESSIONAL DEVELOPMENT EXPERIENCE

Boston University Building Leadership for Change through School Immersion Program for Saudi Educators Boston, MA (Jan, 2020).

This workshop was over two days focused on explaining major historical initiatives in the field of mathematics education in the United States. Current trends and areas of focus were highlighted and activities were designed to help attendees consider curricular areas of focus such as cognitive demand, discourse practices, and a problem-solving approach to learning mathematics.

Academy of Best Practices - CPM Educational Program. Seattle, WA (Summer 2015, 2016, 2017, 2018, 2019).

Engage beginning teachers around the ideas of cognitive demand and mathematical story. The cognitive demand of written tasks was explored as well as ideas of how teachers can intentionally (and unintentionally) raise or lower cognitive demand through enactment. Additionally, different sequencing of tasks were explored for how the development of mathematical ideas were altered with various arrangements. With the CPM Educational Program

EPIC Research Project Professional Development Milwaukee, WI (June, 2015).

This professional development was targeted for participants in the EPIC research project, as well as other teacher leaders. The cognitive demand of tasks and lessons were explored, as well as curricular implications of task sequencing. Additionally, aesthetic opportunities were discussed for how the structure of lessons might affect student engagement.

PROFESSIONAL SERVICE

GUEST SPEAKER

Invited Guest Lecturer for SED ME 200: Introduction to Mathematics Education. Presented on The Use of Technology to Enhance Students' Opportunities for Conceptual Mathematical Learning, Fall 2019

Invited Guest Lecturer for SED ME 546/547: Methods of Teaching Mathematics. Presented on Technology, Textbooks, and Teaching in the Mathematics Classroom, Fall 2019

Invited Guest Speaker for SED Online Course Collaborative - Presented on The Use of Zoom to Enhance Student Participation in Online Coursework, Fall 2017

Invited Guest Lecturer for SED ME 546/547: Methods of Teaching Mathematics. Presented on Technology, Textbooks, and Teaching in the Mathematics Classroom, Fall 2017

Invited Guest Lecturer for SED ME 200: Introduction to Mathematics Education. Presented on The Use of Technology to Enhance Students' Opportunities for Conceptual Mathematical Learning, Fall 2016

Invited Guest Lecturer for SED ME 558: Mathematics Curriculum: Program Issues, Trends. Presented on Technology Use in Mathematics Curriculum, Fall 2015

SERVICE ON NATIONAL COMMITTEES

Webmaster & Steering Committee Member: North American Chapter of the Psychology of Mathematics Education (PMENA), Summer 2017 - Present

Website & Communications Committee for PMENA-37: Michigan State University Summer 2014 - 2016

Signage Committee for PMENA-37: Michigan State University, Summer 2014-2016

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SERVICE ON UNIVERSITY COMMITTEES & GROUPS

Mathematics Education Program Director: BU Wheelock, Fall 2018 - Present,

Boston University Consortium - Faculty Director: BU Wheelock, Fall 2016 - Present,

Undergraduate Redesign Task Force: BU Wheelock, Fall 2019 - Spring 2020,

Faculty Affairs Committee: BU Wheelock, Fall 2016 - Spring 2019

Job Search Committee for Teacher Education (Math Education) Position: Michigan State University, Fall 2008 - Spring 2009

Practicum Committee: Served on practicum committee for fellow mathematics education graduate student, Fall 2009 to Spring 2012

REVIEWING

American Educational Research Association Annual Conference Proposals

National Council of Teachers of Mathematics Research Conference Proposals

North American Chapter of the International Group for the Psychology of Mathematics Education Annual Conference Proposals

Journal for Research in Mathematics Education (JRME), National Council of Teachers of Mathematics

Mathematics Teacher Journal, National Council of Teachers of Mathematics

Journal of Education, Boston University Wheelock College of Education & Human Development

Real Analysis Exchange, Michigan State University Department of Mathematics, 2002-2004, Assistant Managing Editor

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

Association of Mathematics Teacher Educators

Mathematical Association of America

National Council of Teachers of Mathematics