

Leslie Dietiker, Ph.D.  
Boston University  
Mathematics Education Program, Teaching & Learning Department  
Wheelock College of Education & Human Development  
2 Silber Way, Boston, MA 02215

dietiker@bu.edu

## EDUCATION

Ph.D. in Mathematics Education, 2012  
Michigan State University, East Lansing, MI  
Title: *The mathematics textbook as a story: A novel approach to the interrogation of mathematics curriculum*  
Advisors: Drs. Glenda Lappan and Nathalie Sinclair

B.S. in Mathematics, with emphasis in teaching, 1988  
California Polytechnic State University, San Luis Obispo, CA

## ACADEMIC POSITIONS

Associate Professor of Mathematics Education, Boston University, Wheelock College of Education & Human Development, Spring 2019 – present

Assistant Professor of Mathematics Education, Boston University, School of Education, Fall 2012 – Spring 2019

## GRANTS

Wheelock Large Grant, Boston University, *The Integration of Social Justice and Mathematics within High School Lessons*, (PI: Leslie Dietiker, co-PI: Meghan Riling), \$20,000, 2021-2022, funded.

National Science Foundation (NSF), *CAREER: Designing and Enacting Mathematically Captivating Learning Experiences for High School Mathematics*, PI, \$898,673, 2/15/2017 – 1/31/2022, funded.

National Science Foundation (NSF), Robert Noyce Teaching Scholarship Program, *Boston University's BEST Program (Bringing Engineers to STEM Teaching)*, Co-PI (PI: Suzanne Chapin), awarded \$1,200,000, 9/1/2013 – 8/31/2018. Extended to 8/31/2020, funded.

CPM Educational Program, *Enhancing the Potential of Implemented Curriculum in Mathematics (EPIC Math)*, PI, awarded \$360,101, 5/1/2014 – 10/1/2017, funded.

National Science Foundation (NSF), DRL, via subcontract with Education Development Center, Inc. *Implementing the Mathematics Practice Standards: Enhancing Teachers' Ability to Support the Common Core State Standards*, Co-PI, awarded \$112,552, 8/1/2013 – 4/30/2016, funded.

William T. Grant Foundation via subcontract with Regents of the University of Michigan, Measures of Effective Teaching (MET) Early Career Research Grants Program, *Characteristics of Interesting Mathematics Lessons: A MET Video Study*, PI, awarded, 2013, \$25,000, 3/1/2013 – 7/31/2014, funded.

## SCHOLARSHIP

### Refereed Publications (\* indicates graduate student, \*\* indicates post-graduate researcher)

**Dietiker, L.**, Riling\*\*, M., Singh\*\*, R., I. Nieves\*, H., & Barno\*, E. (2023). The aesthetic effects of a new lesson design approach: Mathematical stories. *The Journal of Educational Research*, 116(1), 33–47.  
<https://doi.org/10.1080/00220671.2023.2182264>

**Dietiker, L., Singh\*\*, R., Riling\*\*, M., Nieves\*, H. I., & Barno,\* E. (2023).** Narrative characteristics of captivating secondary mathematics lessons. *Educational Studies in Mathematics*, 112(3), 481–504. <https://doi.org/10.1007/s10649-022-10184-y>

**Dietiker, L., & Richman\*, A. S. (2021).** How textbooks can promote inquiry: Using a narrative framework to investigate the design of mathematical content in a lesson. *Journal of Research of Mathematics Education (JRME)*, 52(3), 301–331.

Richman\*, A. S., **Dietiker, L., & Riling\*, M. (2019).** The plot thickens: The aesthetic dimensions of a captivating mathematics lesson. *Journal of Mathematical Behavior*. <https://doi.org/10.1016/j.jmathb.2018.08.005>

Jensen, B., LeBaron Wallace, T., Steinberg, M. P., Gabriel, R. E., **Dietiker, L.,** Davis, D. S., Kelcey, B., Covay Minor, E., Halpin, P., & Rui, N. (2019). Complexity and scale in teaching effectiveness research: Reflections from the MET Study. *Education Policy Analysis Archives*, 27, 7. <https://doi.org/10.14507/epaa.27.3923>

**Dietiker, L., & Riling\*, M. (2018).** Design (In)tensions in mathematics curriculum. *International Journal of Educational Research*, 92, 43–52. <https://doi.org/10.1016/j.ijer.2018.09.001>

**Dietiker, L., Males, L., Amador, J., & Earnest, D. (2018).** Curricular noticing: A framework to describe teachers' interactions with curriculum materials. *Journal of Research of Mathematics Education (JRME)*, 49(5), 521–532.

Riling\*, M., & **Dietiker, L. (2018).** Given a traditional textbook... Now what? *Mathematics Teacher*, 112(3), 212–219.

Ryan\*, L., & **Dietiker, L. (2018).** Engaging learners with plot twists. *Teaching Children Mathematics*, 24(5), 316–323. <https://www.jstor.org/stable/10.5951/teacchilmath.24.5.0316>

**Dietiker, L. (2016).** The role of sequence in the experience of mathematical beauty. In a special issue on mathematical beauty in the *Journal of Humanistic Mathematics*, 6(1), 152–173. <http://doi.org/10.5642/jhummath.201601.10>

**Dietiker, L. (2016).** Generating student interest with mathematical stories. *Mathematics Teacher*, 110(4), 304–308. <https://www.nctm.org/Publications/Teaching-Children-Mathematics/2018/Vol24/Issue5/Using-Plot-Twists-to-Engage-Learners/>

**Dietiker, L. (2015).** Mathematical story: a metaphor for mathematics curriculum. *Educational Studies in Mathematics*, 90(3), 285–302. <http://doi.org/10.1007/s10649-015-9627-x>

**Dietiker, L. (2015).** Shaping mathematics into compelling stories: A curriculum design heuristic. *Educational Designer*, 2(8), 1–17. <http://www.educationaldesigner.org/ed/volume2/issue8/article27/index.htm>

**Dietiker, L. (2015).** What mathematics education can learn from art: The assumptions, values, and vision of mathematics education. *Journal of Education*, 195(1), 1–10. [http://www.bu.edu/journalofeducation/files/2017/05/BUJOE.195\\_1\\_Dietiker.pdf](http://www.bu.edu/journalofeducation/files/2017/05/BUJOE.195_1_Dietiker.pdf)

**Dietiker, L. (2013).** Mathematics texts as narrative: Rethinking curriculum. *For the Learning of Mathematics*, 33(3), 14–19. <https://flm-journal.org/Articles/10E44B834D164035757211A85FC0E3.pdf>

Smith, J. P., Males, L. M., **Dietiker, L. C.,** Lee, K., & Mosier, A. (2013). Curricular Treatments of Length Measurement in the United States: Do They Address Known Learning Challenges? *Cognition and Instruction*, 31(4), 388–433. doi:10.1080/07370008.2013.828728

**Dietiker, L., Gonulates, F., & Smith III, J. P. (2011).** Understanding linear measure. *Teaching Children Mathematics*, 18(4), 252-259, Reston, VA. <https://www.nctm.org/Publications/teaching-children-mathematics/2011/Vol18/Issue4/Understanding-Linear-Measure/>

Horvath, A., **Dietiker**, L., Larnell, G., Wang, S., Smith, J. P. III, & Lappan, G. (2008/2009). Middle grades mathematics standards: Issues and implications. *Mathematics Teaching in the Middle School*, 14(5), 275-279. Reston, VA.

### **Publications in Progress (\* indicates doctoral student, \*\* indicates post-doctoral researcher)**

Scheitlin, K., **Dietiker**, L., & Riling\*\*, M. (in progress). Teaching secondary mathematics lessons for joy and wonder. In preparation for submission to a practitioner journal.

Richman, A., & **Dietiker**, L. (in progress). Attending to broader purposes: A framework for the role of aims in mathematics curriculum. In revision.

**Dietiker**, L., Schwartz, A., Wikner, E., Singh\*\*, R., & Barno\*, E. (in progress). Re-designing for delight. In preparation for submission to the NCTM journal *Mathematics Teacher: Learning and Teaching PK-12*.

**Dietiker**, L., Brakoniecki, A., Miller\*, E. R., & Richman\*, A. S. (in progress). “I’m Feelin’ It!” Shifting the narrative(s) of secondary mathematics lessons. In preparation for submission.

### **Refereed Proceedings (\* indicates graduate student, \*\* indicates undergraduate student, \*\*\* indicates masters student)**

Claiborne-Naranjo\*, B., Barstow\*\*\*, A., & **Dietiker**, L. (2023). “Oh! That’s Interesting!”: Captivating students who hate mathematics with mathematical ideas. *Submitted to the Proceedings of the Annual Conference of the Psychology of Mathematics Education - North American Chapter (PME-NA)*.

Riling, M., & **Dietiker**, L. (2022). The integration of mathematical and social justice content in secondary lessons for social justice. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 469–477).

Adil\*, A., Lee\*, K. L., & **Dietiker**, L. (2022). Relevance as perceived by high school students in decontextualized mathematics lessons. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1562–1569).

Huffman\*, A., **Dietiker**, L., & Richman, A. (2022). How the teacher and students impact the unfolding of mathematical ideas across a lesson. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 119–127).

Barno\*, E., & **Dietiker**, L. (2022). Collective noticing of teacher lesson design. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 91–99).

Singh, R., Nieves, H. I., Barno\*, E., & **Dietiker**, L. (2021). Impact of Lesson Design on Teacher and Student Mathematical Questions. *Proceedings of the Psychology of Mathematics Education - North American Chapter*, 1585–1589. <http://www.pmena.org/pmenaproceedings/PMENA%2043%202021%20Proceedings.pdf>

Simon\*\*, S., Singh, R., & Dietiker, L. (2021). THAT’S CRAZY! An exploration of student exclamations in high school mathematics lessons. *Proceedings of the Psychology of Mathematics Education - North American Chapter*, 1292–1296. <http://www.pmena.org/pmenaproceedings/PMENA%2043%202021%20Proceedings.pdf>

Han\*, J., Riling\*, M., Nieves\*, H. I., **Dietiker**, L., & Singh, R. (2020). Characterizing coherence within enacted mathematics lessons. *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, 418–422. <https://doi.org/10.51272/pmena.42.2020>

**Dietiker**, L., Singh, R., Riling\*, M., & Nieves\*, H. I. (2020). What makes a mathematics lesson interesting to students? *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, 391–399. <https://doi.org/https://doi.org/10.51272/pmna.42.2020>

Nieves\*, H. I., Singh, R., & **Dietiker**, L. (2020). Student inquiry in interesting lessons. *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, 454–455. <https://doi.org/10.51272/pmna.42.2020>

**Dietiker**, L., \*Riling, M., & Gates, M. (2019). The impact of mathematically captivating learning experiences. *Annual Meeting of the Psychology of Mathematics Education - North American Chapter*, 96–100.

Riling\*, M., **Dietiker**, L., Gibson, K., Tukhtakhunov, I., & Ren, C. (2018). Factors that influence student mathematical dispositions (p. 1012). Presented at the *annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Greenville, South Carolina.

Males, L. M., Setniker, A., & **Dietiker**, L. (2018). What do teachers attend to in curriculum materials? In V. Gitirana, T. Miyakawa, M. Rafalska, S. Soury-Lavergne, & L. Trouche (Eds.), *Proceedings Re(s)ources 2018 International Conference* (pp. 207–210). Lyon, France.

**Dietiker**, L., Riling\*, M., & Brakoniecki, A. (2017). Reading geometrically: Changing expectations across K-12 for reading diagrams in textbooks. The proceedings of the *2nd International Conference on Mathematics Textbook Research and Development (ICMT2) Conference*, Rio de Janeiro, Brazil.

**Dietiker**, L., & Richman\*, A. S. (2017). When is an exploration exploratory? A comparative analysis of geometry lessons. The proceedings of the *2nd International Conference on Mathematics Textbook Research and Development (ICMT2) Conference*, Rio de Janeiro, Brazil.

**Dietiker**, L., Brakoniecki, A., & Riling\*, M. (2017). The changing expectations for the reading of geometric diagrams. In *The Proceedings of the Annual Meeting of the Psychology of Mathematics Education, North American Chapter* (pp. 136–143). Indianapolis, IN.

**Dietiker**, L., Richman\*, A. S., Brakoniecki, A., & Miller\*, E. R. (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). Tucson, AZ: The University of Arizona.

Richman\*, A. S., Miller\*, E. R., Brakoniecki, A., & **Dietiker**, L. (2016). Opportunities created by misdirection in mathematics lessons. 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 (PME-NA)* (pp. 109–112). Tucson, AZ: The University of Arizona.

Miller\*, E. R., **Dietiker**, L., Ryan\*, L., Brakoniecki, A., & Richman\*, A. S. (2016). Mathematics lessons as stories: A reason to do the math. 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 (PME-NA)* (p. 435). Tucson, AZ: The University of Arizona.

Males, L. M., Earnest, D., **Dietiker**, L., & Amador, J. M. (2015). Examining K-12 prospective teachers’ curricular noticing. In *Proceedings of the annual meeting of the North American chapter of the international group for the Psychology of Mathematics Education (PME-NA)* (pp. 88–95). East Lansing, MI.

Brakoniecki, A., Miller\*, E., Richman\*, A., & **Dietiker**, L. (2015). Contrasting mathematical plots: A study of “identical” mathematics lessons. In *Proceedings of the annual meeting of the North American chapter of the international group for the Psychology of Mathematics Education* (p. 117). East Lansing, MI.

**Dietiker, L.** (2014). Telling new stories: Reconceptualizing textbook reform in mathematics. In K. Jones, C. Bokhove, G. Howson, & L. Fan (Eds.), *Proceedings of the International Conference on Mathematics Text book Research and Development 2014 (ICMT-2014)* (pp. 185–190). University of Southampton, UK.

**Dietiker, L.,** and Brakoniecki, A. (2014). Reading Geometrically: The negotiation of expected meaning of diagrams in mathematics textbooks. *Proceedings of the International Conference of Mathematics Textbooks Research and Development (ICMTRD)* (pp. 191-196). Southampton, UK.

Brakoniecki, A., & **Dietiker, L.** (2010). When is seeing not believing: A look at diagrams in mathematics education. In P. Brosnan, D. B. Erchick, & D. Owens (Eds.), *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 644–648). Columbus, OH.

**Dietiker, L.** (2010). Re-conceptualizing textbooks as mathematical storylines: Lessons from Dewey. In P. Brosnan, D. B. Erchick, & Flevares, Lucia (Eds.), *Proceedings of the 32nd Annual meeting of the Psychology of Mathematics Education, North American Chapter* (p. 335). Columbus, OH.

Newton, J., **Dietiker, L.,** & Horvath, A. (2008). Statistics: A look across K-8 state standards. In C. Batanero, G. Burrill, & A. Rossman (Eds.), *Joint ICMI/IASE study: Teaching statistics in school mathematics. Challenges for teaching and teacher education (Vol. 18)*. Presented at the *ICMI Study 18 and 2008 IASE Round Table Conference*.

### Invited Talks and Panels

**Dietiker, L.** (2023, May 18). *Designing Mathematics Lessons that Inspire Curiosity and Wonder* [Invited Talk]. Symposium, Western New England University.

**Dietiker, L.,** & Riling, M. (2022). *The integration of mathematical and social justice content in secondary lessons for social justice*. Salon, Wheelock College of Education & Human Development, Boston University.

**Dietiker, L.** (2022, November 30). *How Mathematical Plots Can Reveal New Characteristics of Math Lessons*. Mathematics Education Colloquium, Michigan State University, East Lansing, MI.

**Dietiker, L.** & Richman, A. (2021). *How textbooks can promote inquiry*. Guest lecture for Ohio University, Athens, OH.

**Dietiker, L.** (2021). *Characteristics of Interesting Mathematical Stories* [Invited Talk]. Symposium of the Department of Mathematics and Applied Mathematics, Virginia Commonwealth University.

**Dietiker, L.** (2020). Research with the Mathematical Story Framework. A talk delivered to a doctoral course at Purdue University, West Lafayette, IN.

**Dietiker, L.** (2018). The development of compelling mathematical stories. A colloquium talk delivered at the University of Delaware, Newark, DE.

**Dietiker, L.** (2018). Stimulating mathematical curiosity and awe with curriculum. A colloquium talk delivered at Boston College, Boston, MA.

**Dietiker, L.** (2017). Designing a CAREER research project. *The CADRE Fellows orientation*, Educational Development Center (EDC), Waltham, MA.

**Dietiker, L.** (2017). The influence of curriculum materials and teachers on lesson enactments: Findings from the EPIC Project. *Curriculum Ergonomics Conference*, Rochester, NY.

**Dietiker, L.** (2017). Fostering a love of mathematics. *Ignite Conference*, San Francisco, CA.

**Dietiker, L.** (2016). Inspiring wonder and awe. A keynote talk delivered to the *Oman Mathematics Day II*, The Omani Mathematics Committee of the International Cooperation Office at the Sultan Qaboos University (SQU), Muscat, Oman.

**Dietiker, L.** (2016). Designing mathematical stories. A workshop delivered to the *Oman Mathematics Day II*, The Omani Mathematics Committee of the International Cooperation Office at the Sultan Qaboos University (SQU), Muscat, Oman.

**Dietiker, L.** (2016). Principles of curriculum design and research. *Miami University Department of Mathematics*, Miami, OH.

**Dietiker, L.** (2015). What's the story? Analyzing the mathematical tasks of a lesson for dramatic effect. *Annual Meeting of the College Preparatory Mathematics Educational Program*, San Francisco, CA.

**Dietiker, L.** (2014). A framework for interpreting mathematics curriculum. A talk presented at *CAREER: Constructing Coherence Curriculum Meeting*, Michigan State University, East Lansing, MI.

Amador, J., **Dietiker, L.**, Earnest, D., & Males, L. (2014). The curricular noticing of pre-service teachers. A panel presented at *CAREER: Constructing Coherence Curriculum Meeting*, Michigan State University, East Lansing, MI.

**Dietiker, L.** (2014). The aesthetics of sequence. *Mathematics Learning and Research Group*, Michigan State University, East Lansing, MI.

**Dietiker, L.** (2014). Making connections: The story behind the Connections series. A keynote delivered on October 18, 2014 at the *25<sup>th</sup> Anniversary Celebration of the CPM Educational Program*, Sacramento, CA.

**Dietiker, L.** (2014). Examining the Structure of Inquiry in Algebra Lessons. A presentation to the *Service, Teaching, and Research in Mathematics Education (STaR)* meeting at the *Association of Mathematics Teacher Educators (AMTE) Conference* at Irvine, CA.

**Dietiker, L.**, Amador, J., Males, L. (2014). Shifts in pre-service teachers' curricular noticing. A presentation to the *Service, Teaching, and Research in Mathematics Education (STaR)* meeting at the *Association of Mathematics Teacher Educators (AMTE) Conference* at Irvine, CA.

**Dietiker, L.** (2013). A tale of two algebra lessons: A contrast of mathematical plots. A presentation of research delivered on October 7, 2013 at the *Graduate School of Education* at University of California, Berkeley, CA.

**Dietiker, L.** (2013). Current research, resources, and opportunities in mathematics education (K-12). Panel on K-12 Mathematics Teaching and Research. Presentation at *Keene State University*. Keene, NH. With Darrell Earnest, Lorraine Males, Chepina Rumsey, and William Zahner.

**Dietiker, L.** (2013). Sources of inspiration in educational design. Presentation at the *International Society for Design and Development in Education (ISDDE)*. Berkeley, CA.

## Book Chapters

Amador, J., Earnest, D., Males, L., & **Dietiker, L.** (2017). Curricular noticing: Theory on and practice of teachers' curricular use. In E. Schack, M. Fisher, & J. Wilhelm (Eds.), *Teacher Noticing Monograph* (pp. 427–443). New York: Springer.

Newton, J., Horvath, A., & **Dietiker, L.** (2011). The statistical process: A view across K-8 state standards. In J. P. Smith III (Ed.), *Variability is the rule: A companion analysis of K-8 state mathematics standards* (Vol. 2). Charlotte, NC: Information Age Publishing.

Newton, J., **Dietiker, L.**, & Horvath, A. (2011). Statistics Education in the United States: Statistical Reasoning and the Statistical Process. In C. Batanero, G. Burrill, & C. Reading (Eds.), *Teaching Statistics in School Mathematics—Challenges for Teaching and Teacher Education* (pp. 9–13). Springer Netherlands. Retrieved from [http://link.springer.com/chapter/10.1007/978-94-007-1131-0\\_2](http://link.springer.com/chapter/10.1007/978-94-007-1131-0_2)

## Published Books

**Dietiker, L., Anderson, N. C., & Reilly, G.** (2020). *Good questions for math teaching: why ask them and what to ask, grades 9-12*. Math Solutions Publications.

## Original Mathematics Textbook Versions for grades 6-12

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2017). *Calculus* (3rd edition). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2011). *Making connections: Foundations for algebra, Course 1*. Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2011). *Making connections: Foundations for algebra, Course 2*. Sacramento, CA: CPM Educational Program.

**Kysh, J., Dietiker, L., Sallee, G. T., & Hoey, B.** (2009). *Algebra 2 connections*. Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, T., & Hoey, B.** (2007). *Geometry connections* (version 3.1). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2006). *Algebra connections*. Sacramento, CA: CPM Educational Program.

**Sallee, T., Kysh, J., Kasimatis, E., & Hoey, B.** (1998). *Math 1: Algebra*. (**L. Dietiker**, Ed.). Sacramento, CA: CPM Educational Program.

**Common Core State Standards Versions** (Note: These textbooks are highly-edited versions of the original textbooks listed above to align with the CCSS math standards for each grade level)

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2016). *Core connections: Integrated II* (2nd edition). Sacramento, CA: CPM Educational Program.

**Kysh, J., Dietiker, L., Sallee, G. T., & Hoey, B.** (2016). *Core connections: Integrated III* (2nd edition). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2014). *Core connections: Integrated I* (2nd edition). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2014). *Core connections: Geometry* (2nd edition). Sacramento, CA: CPM Educational Program.

**Kysh, J., Dietiker, L., Sallee, G. T., & Hoey, B.** (2014). *Core connections: Algebra 2* (2nd edition). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2013). *Core connections: Algebra* (2nd edition). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2013). *Core connections: Course 1* (2nd edition). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2013). *Core connections: Course 2* (2nd edition). Sacramento, CA: CPM Educational Program.

**Dietiker, L., Kysh, J., Sallee, G. T., & Hoey, B.** (2013). *Core connections: Course 3* (2nd edition). Sacramento, CA: CPM Educational Program.

## Books in progress

Chapin, S. H., **Dietiker, L.**, Feldman, Z., & O'Connor, C. (in press). *Classroom discussions: Using math talk to help students learn, Grades 7-12*. Math Solutions Publications.

## Presentations and Posters (\* indicates graduate student, \*\* indicates undergraduate student)

Satyam, V. R., **Dietiker, L.**, & Riling, M. (2022). *Aesthetic and affective dimensions of Mathematics Learning. Working Group* [Working group]. 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.

**Dietiker, L.** (2022). *Designing math lessons that inspire curiosity and engagement*. NE-Commit Conference, Cambridge, MA.

**Dietiker, L.** (2022). *Narrative Characteristics of HS Math Lessons Students Find Interesting*. International Society for the Design and Development of Education (ISDDE) Conference, Nottingham, UK.

**Dietiker, L.** (2022). *Teacher Lesson Design with the Mathematical Story Framework*. International Society for the Design and Development of Education (ISDDE) Conference, Nottingham, UK.

Singh, R., **Dietiker, L.**, & Barno\*, E. (2022). *Shifting the Qualities of Questions Asked in Secondary Mathematics Education*. Annual meeting of the American Educational Research Association (AERA), San Diego, CA.

**Dietiker, L.**, Singh, R., Riling, M., & Barno\*, E. (2022). *Improving the Learning Experiences of High School Mathematics Students*. Annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Barno\*, E., & **Dietiker, L.** (2022). Opportunities in social justice mathematics curriculum: Analyzing high school algebra lessons. *Annual Meeting of the American Educational Research Association (AERA)*, San Diego, CA.

Lee\*, K. L., & **Dietiker, L.** (2021). *Narrative Characteristics of Captivating Secondary Mathematical Lessons*. International Conference of Joint Societies for Mathematics Education, Online.

\*Riling, M., **Dietiker, L.**, & \*Nieves, H. I. (2021). *Captivating students WITH mathematics: High school lesson plans designed as stories*. Annual meeting of the National Council of Teachers of Mathematics (NCTM) 2021, Online.

\*Nieves, H. I., **Dietiker, L.**, \*Riling, M., & Singh, R. (2021). *Fostering positive student participation by supporting teachers' discursive tactics*. Annual meeting of the Association of Mathematics Teacher Educators (AMTE), Orlando, FL.

**Dietiker, L.**, Manz, E., & Zahner, W. (2021). *Challenges and opportunities arising in STEM Education Design-based Research Focused on Curriculum and Professional Development* [Workshop]. Annual meeting of the NSF CADRE, Virtual.

**Dietiker, L.**, & Singh, R. (2021). *CAREER: Mathematically Captivating Learning Experiences (MCLE) Project* [Poster]. NSF CADRE Conference, Virtual.

Nieves\*, H. I., Barno\*, E., & **Dietiker, L.** (Accepted for 2020, but cancelled due to COVID). *Students say the coolest things (about math): Designing lessons with their perspectives in mind*. Annual meeting of the National Council of Teachers of Mathematics (NCTM), Atlanta, GA.

**Dietiker, L.**, Riling, M., Nieves, H. I., & Singh, R. (2019). *What are the Mathematical Story Characteristics that Appear Related to Student Interest?* [Poster]. Annual meeting of the International Society for the Design and Development of Education, Pittsburgh, PA.



**Dietiker**, L., \*Riling, M., & Gates, M. (2019, September). *Captivating Students WITH Mathematics: Boston Area Teachers Share Their Lesson Designs*. Presented at the Regional meeting of the National Council of Teachers of Mathematics (NCTM), Boston, MA.

\*Riling, M., **Dietiker**, L., & Gates, M. (2019). *How do students experience mathematics? Designing and testing a lesson specific tool to measure student perceptions*. Presented at the American Educational Research Association (AERA), Toronto, Ontario, Canada.

**Dietiker**, L. (2019, March). *Making Math Class Captivating*. Colloquium presented at the Teaching and Learning Department, Wheelock College of Education & Human Development, Boston University, Boston, MA. Teaching and Learning Department, Wheelock College of Education & Human Development, Boston University, Boston, MA.

**Dietiker**, L., & Riling\*, M. (2018). *So You've Got a Traditional Textbook... Now What?* Presented at the National Council of Teachers of Mathematics Regional Conference, Hartford, CT.

**Dietiker**, L., Riling\*, M., Miller\*, E. R., & Brakoniecki, A. (2018). Inside the envelope: Describing the influence of curriculum materials on enacted lessons. *The annual meeting of the American Educational Research Association (AERA)*, New York City, NY.

**Dietiker**, L. (2018). Captivating mathematical stories. Presented at the *School of Education Speaker Series*, Boston University, Boston, MA.

Jansen, A., Horn, I. S., **Dietiker**, L., & Miller\*, E. R. (2018). Curricular contributions for aesthetic engagement in mathematics. In the symposium Classroom Instruction that Engages High School Students with Mathematics. Presented at the *Annual research conference of the National Council of Teachers of Mathematics (NCTM)*, Washington, D.C.

Richman\*, A., & **Dietiker**, L. (2018). The nature of explorations: A comparative analysis of written lessons. *The annual research conference of the National Council of Teachers of Mathematics (NCTM)*, Washington, D.C.

Richman\*, A., & Dietiker, L. (2018). *Helping teachers identify investigations that inspire inquiry*. Presented at the Association of Mathematics Teacher Educators (AMTE), Houston, TX.

**Dietiker**, L., Riling\*, M., Gibson, K., Tukhtakhunov, I., & Ren, C. (2018). CAREER: Enacting Mathematically Captivating Learning Experiences. Presented at the Annual meeting of the National Science Foundation, Washington, D.C.

Brownell, D., **Dietiker**, L., Jameson, E., Lacy, S., McClure, L., & Phillips, E. D. (2017). Designing for delight. Presented at the *annual meeting of the International Society for the Design and Development of Education (ISDDE)*, Berkeley, CA.

**Dietiker**, L., Riling\*, M., & Brakoniecki, A. (2017). Reading geometrically: The analysis of geometric diagrams in textbooks. *The 2nd International Conference on Mathematics Textbook (ICMT2) Conference*, Rio de Janeiro, Brazil.

Ryan\*, L., & **Dietiker**, L. (2017). Mathematics lessons as stories: Engaging learners with plot twists. The annual meeting of the *National Council of Teachers of Mathematics (NCTM)*, San Antonio, TX.

**Dietiker**, L., Brakoniecki, A., Miller\*, E. R., & Richman\*, A. S. (2016). Enacted task design: Tasks as written in the classroom. Presented at *13th International Congress on Mathematical Education (ICME)*. Hamburg, Germany.

Richman\*, A., **Dietiker**, L., & Brakoniecki, A. (2016). Exposing the mathematical differences between enactments of the same written lesson. *Annual Meeting of the American Educational Research Association (AERA)*, Washington, D.C.

Amador, J. M., Earnest, D., Males, L. M., & **Dietiker**, L. (2015). Dimensions of curricular noticing. In the *Research Conference of the National Council of Teachers of Mathematics (NCTM)*. Boston, MA.

- Earnest, D., Males, L. M., Amador, J., **Dietiker**, L., Drake, C., Land, T., & Tyminski, A. (2015). Towards a practice to support K-12 prospective mathematics teachers' curricular decision-making. Presented at the *Annual Meeting of the Association of Mathematics Teacher Educators Conference (AMTE)*, Orlando, FL.
- Dietiker**, L. (2014). The shape of inquiry, Part 2. A report of research to the annual meeting of the *National Academy of Education, Measures of Effective Teaching group*, Washington, D.C.
- Dietiker**, L. (2014). The plot thickens: Supporting lesson design by looking at mathematical sequences as stories. Presented at the *MassMATE Symposium*, Bridgewater State University, Bridgewater, MA.
- Dietiker**, L., Amador, J., Males, L. M., Ernest, D., Stohlmann, M. (2014). Fostering K-12 prospective teachers' curricular noticing. A symposium presented to the *National Council of Teachers of Mathematics (NCTM) Research Conference*, New Orleans, LA.
- Dietiker**, L. (2014). Characteristics of interesting mathematics lessons. Paper presented to *Annual Meeting of the American Educational Research Association (AERA)*, Philadelphia, PA.
- Dietiker**, L. (2014). Narrative Perspectives on Curriculum Design. A poster presented to the *Annual meeting of the International Society for the Design and Development of Education (ISDDE)*, Cambridge, UK.
- Dietiker**, L. & Chapin, S. (2014). Boston University's Noyce Scholars Program. Presented at *Annual meeting of the NOYCE program*, National Science Foundation, Philadelphia, PA.
- Dietiker**, L. (2013). Forms of mathematical inquiry: Characteristics of unfolding content of algebra lessons. A presentation to the *research colloquium* at Boston University, Boston, MA.
- Dietiker**, L. (2013). Framing a mathematics lesson as a story: A window into the aesthetics of a lesson. Paper presented to *Annual Meeting of the American Educational Research Association (AERA)*, San Francisco, CA.
- Dietiker**, L. (2013). The shape of inquiry, Part 1. A report of research to the annual meeting of the *National Academy of Education, Measures of Effective Teaching group*, Washington, D.C.
- Dietiker**, L. (2012). How do we design textbooks to strategically develop metacognition? Presentation at the *International Society for Design and Development in Education (ISDDE)*. Boston, MA.
- Dietiker**, L. (2012). The need for contextual and pedagogical flexibility in classroom materials: A design principle. Presentation at the *International Society for Design and Development in Education (ISDDE)*. Boston, MA.
- Dietiker**, L. (2011). Curricular invitations and opportunities for strategic judgment. Presented at the *Annual Research Pre-session of the National Council of Teachers of Mathematics (NCTM)*, Indianapolis, IN.
- Dietiker**, L. (2011). The stories of textbooks: Exploring sequences in mathematics curriculum. Presented at the *Annual Research Pre-session of the National Council of Teachers of Mathematics (NCTM)*, Indianapolis, IN.
- Brakoniecki, A. & **Dietiker**, L. (2011). Geometric diagrams and their use in K-12 Textbooks. Presented at the *Annual Research Pre-session of the National Council of Teachers of Mathematics (NCTM)*, Indianapolis, IN.
- Dietiker**, L. (2010). Telling new stories: Examining changes in mathematics curriculum. Paper presented at the *31st Annual Bergamo Conference on Curriculum Theory and Classroom Practice*. Dayton, OH.
- Dietiker**, L., Gonulates, F., Figueras, H., & Smith III, J. P. (2010). Weak Attention to Unit iteration in U.S. Written Curriculum Materials. Poster presented at the at the *2010 Annual Meeting of the American Educational Research Association (AERA)*, Denver, CO.
- Dietiker**, L., Figueras, H., & Park, J. Y. (2009). Student mathematical questions in whole class discussions: Patterns in responses. Part of Anna Sfard's symposium: *Learning Mathematics as Developing a Discourse: Outlining and Applying a Commognitive Perspective on Learning*. Paper presented at the *2009 Annual Meeting of the American Educational Research Association (AERA)*, San Diego, CA.

**Dietiker, L., & Gonulates, F. (2009).** Length content within K-8 curricula in the United States. Poster presented at the *Annual Meeting of the Center for the Study of Mathematics Curriculum*, Phoenix, AZ.

**Dietiker, L. (2009).** What's the story? How is it told? Presentation at the *Annual Meeting of the Center for the Study of Mathematics Curriculum*, Phoenix, AZ.

Smith III, J. P., **Dietiker, L.**, Figueras, H., Males, L., Lee, K., Mosier, A., et al. (2008). Framing the analysis of written measurement curricula. Paper presented at the *2008 Annual Meeting of the American Educational Research Association (AERA)*, New York, NY.

**Dietiker, L., & Males, L. (2008).** Framing the analysis of written measurement curricula. Presentation at the *Annual Meeting of the Center for the Study of Mathematics Curriculum*, Phoenix, AZ.

**Dietiker, L. (2008).** Mathematics curricula and students' opportunity to learn measurement. Presentation at the *2008 Annual Meeting of the National Council of Teachers of Mathematics (NCTM)*, Atlanta, GA.

Lappan, G., Tarr, J., Horvath, A., **Dietiker, L.**, & Newton, J. (2008). The final chapter of the CSMC K-8 state standards analyses: Statistics. Presentation at the *2008 Pre-session Annual Meeting of the National Council of Teachers of Mathematics (NCTM)*, Salt Lake City, UT.

Smith III, J. P., **Dietiker, L.**, Figueras, H., Lee, K., Mosier, A., & Sisman, G. (2008). Assessing curricular contributions to measurement learning. Presentation at the *2008 Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics (NCTM)*, Salt Lake City, UT.

**Dietiker, L. (2008).** Student conceptions of slope: A conceptual framework. Presentation at the meeting of the *Mathematics Learning Research Group*, Michigan State University, East Lansing, MI.

Lappan, G., Smith III, J. P., Tarr, J., Dingman, S., **Dietiker, L.**, Horvath, A., et al. (2008). The completion of the CSMC K-8 state standards analyses: Probability & Statistics. Paper presented at the *2008 Annual Meeting of the National Council of Supervisors of Mathematics (NCSM)*, Salt Lake City, UT.

**Dietiker, L. (2008).** Student conceptions of slope. Presentation at the *Annual Meeting of the Michigan Council of Teachers of Mathematics (MiCTM)*, Holt, MI.

Smith III, J. P., Lee, K., **Dietiker, L.**, Figueras, H., Mosier, A., & Males, L. (2007). How well do our texts introduce and define area? Presentation at the *Annual Meeting of the Michigan Council of Teachers of Mathematics (MCTM)*, Holt, MI.

**Dietiker, L. (2007).** What is the impact of the "Ways of Thinking" on inquiry in the CPM curriculum? Presentation at the *Annual Meeting of the Center for the Study of Mathematics Curriculum*, Phoenix, AZ.

Smith III, J. P., **Dietiker, L.**, Tan, G., Lee, K., Figueras, H., Mosier, A., et al. (2007). Tracing the origins of weak learning of spatial measurement. Presentation at the *Mathematics Education Colloquium*, Michigan State University, East Lansing, MI.

### **Other Reports (\* indicates graduate student)**

**Dietiker, L., Singh, R., \*Riling, M., & \*Nieves, H. (2019, November).** CAREER: Designing and Enacting Mathematically Captivating Learning Experiences for High School Mathematics | CADRE. *Community for Advancing Discovery Research in Education (CADRE) Newsletter*. Retrieved from <https://cadrek12.org/projects/career-designing-and-enacting-mathematically-captivating-learning-experiences-high-school>

## TEACHING EXPERIENCE

### University Graduate and Undergraduate Teaching Experience

**Boston University** (Assistant and Associate Professor, 2012 – present)

Courses taught (\* indicates course designed or heavily redesigned by me):

- Teaching and Teacher Education for Mathematics and Science (for doctoral students)
- \*Methods of Teaching Mathematics: High School (for both masters and undergraduate students)
- Mathematics Curriculum: Programs, Issues, and Trends (for masters and CAGS students)
- \*Mathematics for Teaching: Geometry (for both masters and undergraduate students)
- \*Mathematics for Teaching: Calculus (for both masters and undergraduate students)
- Problem Solving for Mathematics Teachers (for both masters and undergraduate students)
- \*Knowing and Coming to Know Mathematics and Science (for doctoral students)
- \*Curriculum Theory and Research in Mathematics and Science Education (for doctoral students)
- \*Teaching and Teacher Education in Mathematics and Science Education (for doctoral and CAGS students),
- \*The Design of Secondary Mathematics Curriculum (for masters and CAGS students)

Other course design (to be taught in a future semester):

- \*Managing to Teach: Equitable Collaborative Learning in Mathematics (ME 534) (a 2-credit course being proposed for approval for both MAT and EdM students)

**Michigan State University** (Lecturer, 2006 – 2011)

Courses taught:

- Mathematics Methods for Middle and Secondary Teachers (for undergraduate students),
- Mathematics Micro-teaching Lab for Middle and Secondary Teachers,
- Geometry and Measurement for Pre-Service Elementary Teachers, and
- Field Instruction for Student Teachers

**San Francisco State University** (Lecturer, 2004-2006)

Course taught: Mathematics Methods for Secondary Teachers (for graduate students)

**Mills College** (Field instructor, 2000-2001)

Course taught: Supervision of Secondary Math Student Teachers

### High School Public Teaching Experience

**Math and Computer Science Teacher**, Burton High School, San Francisco, CA, January 1989 – June 2005

**Math and Computer Science Department Chair**, Burton High School, San Francisco, CA, September 1997 – June 2005

**Interdisciplinary Teacher**, Science Summer School, San Francisco, CA, Summers of 1994 and 1995

### Teacher Education and Professional Development

**Dietiker, L.** (2019). *Facilitating meaningful discussions in secondary mathematics classrooms*. Presented at the Annual conference of the CPM Educational Program, San Francisco, CA.

Designed and led multiple seminars for the BEST Noyce Scholars Program, 2013 – 2018

**Dietiker, L.** (2018) Teaching with CPM curriculum materials, a professional development for high school mathematics teachers in Waltham, MA.

**Dietiker, L.** (2017, 2018) Fostering student reasoning through problem solving, a professional development for high school mathematics teachers at Excel Academy High School, MA.

Mikles, C. and **Dietiker, L.** (2016) Developing and Maintaining Collaborative Student Groups, a 5-day professional development for high school mathematics teachers in Boston, MA.

**Dietiker, L.**, Richman, A., and Brakoniecki, A. (2015) Enhancing the potential of intended curriculum (EPIC), A 4-day professional development for study participants and teacher leaders. Milwaukee, WI.

**Dietiker, L.** (2015) BPA Discussion Institute: Using discussions in advanced mathematics courses. A 3-day professional development on mathematical discussion and talk moves for teachers in the Boston Public Schools and Arlington school district. Boston, MA.

Chapin, S., **Dietiker, L.**, Feldman, Z., and O'Connor, C. (2014) Mathematical Discussions Institute. A weeklong professional development on mathematical discussion and talk moves for an invited group of teachers in the Boston area. Boston, MA.

Zahner, W. & **Dietiker, L.** (2013, 2014) The Common Core State Standards Mathematical Practices. Two workshops co-designed and co-led at the Boston Latin Academy, Boston, MA.

**Dietiker, L.** (2011). Mathematical stories: A way of understanding mathematics curriculum. Workshop led at the *National Conference of CPM Educational Program*, Sacramento, CA.

**Dietiker, L.** (2009). What's the problem? Professional development ideas to help mathematics teachers understand the importance of task design. Workshop led at the *Annual Meeting of the National Council of Supervisors of Mathematics*, Washington D.C.

**Dietiker, L.** (2008). Slope: More than a formula. Paper presented at the *Annual Meeting of the Michigan Council of Teachers of Mathematics*, Holt, MI.

**Dietiker, L.** (2008). Developing algebraic understanding with Algebra Tiles. Paper presented at the *Annual Meeting of the Michigan Council of Teachers of Mathematics*, Holt, MI.

**Dietiker, L.** (2008). Harnessing the power of discourse: More than just talking. Workshop led at the *National Conference of CPM Educational Program*, Sacramento, CA.

**Dietiker, L.** (2008). Algebra Connections: Why it is what it is. Workshop led at the *National Conference of CPM Educational Program*, Sacramento, CA.

**Dietiker, L.** (2008). Baring it all: The effects of lesson modification. Workshop led at the *National Conference of CPM Educational Program*, Annapolis, MD.

**Dietiker, L.** (2008). Reconceptualizing Team Roles. Workshop led at the *National Conference of CPM Educational Program*, Annapolis, MD.

**Dietiker, L.** (2007). Curriculum design that helps students recognize that they are smart. Workshop led at the *Annual Meeting of the National Council of Supervisors of Mathematics*, Atlanta, GA

**Dietiker, L.** (2008). From concrete to abstract. A workshop led for Lansing School District through the Michigan State University Teacher Quality Grant.

**Dietiker, L.** (2008). Using mathematics to motivate students. A workshop led for Lansing School District through the Michigan State University Teacher Quality Grant.

Led College Prep Mathematics (CPM) Professional Development workshops for teachers new to curriculum, as well as numerous workshops on topics such as how to use graphing calculators for teachers of San Francisco Unified School District. 1995 – 2005

## PROFESSIONAL SERVICE

### Regional/National/International Committee and Leadership Positions

**Chair of Annual ISDDE International Conference**, Fall 2023, Wheelock College of Education & Human Development, Boston University, Boston, MA

**Co-Editor of Special Issue**, 2022-2023, *Educational Designer*, solicited articles, synthesized reviews, and edited articles for an issue on *Designing for Justice and Belonging*.

**Elected Member, PME-NA Steering Committee**, Fall 2022 – current

**Elected Member, ISDDE Executive Committee**, Fall 2018 – current

**Elected member and Website Manager** of the Executive Committee of the International Society of the Design and Development of Education (ISDDE) (2014 – present)

**Member** of the Research Committee of the Association for Mathematics Teacher Educators (AMTE) (2020 – present). As part of this committee, I designed and implemented a new Dissertation Award for new doctorates in Mathematics Education who develop a research study that focuses on equity and social justice.

**Volunteer** for the Research in Undergraduate Mathematics Education (RUME) Conference (2020)

**Annual Conference Co-Organizer** for Western Division, ISDDE International Conference, Spring 2021, with Christian Schunn (University of Pittsburgh)

**Strand leader** (with Brian Drayton of the EDC) for the *Perspectives of Designing Curriculum for Inquiry in Mathematics and Science* working group at the International Society for the Design and Development of Education (ISDDE) annual meeting in Berkeley, CA, October 7-10, 2013.

**Discussant**, Mathematics Education Colloquium (Laura Jacobsen Spielman and Jean Mistele from Radford University), September 30, 2009

**President**, San Francisco Math Teachers Association (SFMTA), 1999 - 2002

**Student Hosts Committee Co-chair**, NCTM Annual Conference, San Francisco, CA 1999

**Represented** Boston University's Noyce Scholars Program at the Northeast Noyce Conference, hosted by Drexel University, Philadelphia, PA, in March, 2014.

### Research-related Consulting and Advisory Boards

**External Consultant**, methodology and study design for the *Changing Curriculum and Practice Project* with Lincoln Public Schools and University of Nebraska, Lincoln (2017 - 2018)

**Board of Directors** and **Executive Committee** of the CPM Educational Program, 2014 - present

### Editorial Boards and Review for Journals and Funding Organizations

**Member** of the Editorial Board of the American Educational Research Journal (AERJ), a journal of the American Educational Research Association (AERA) (2016 – 2020)

**Reviewer** for research and practitioner journals

Journal of Research for Mathematics Education (NCTM - 2), Educational Studies of Mathematics (ESM - 4), 2022

Mathematics Teacher: Learning and Teaching (MTLT), Mathematics Teacher Educator (MTE), Journal of Education (JOE), Journal of Mathematics Teacher Education (JMTE), Educational Studies of Mathematics (ESM), 2021

Journal of Research for Mathematics Education (NCTM), Journal of Mathematical Behavior (JMB), Educational Researcher (ER), Journal of Mathematical Teacher Education (JMTE), American Educational Research Association (AERA) Open, 1 article, 2020

American Educational Research Journal (AERJ) articles, Journal of Research for Mathematics Education (NCTM), 2019

International Journal of Educational Research, Journal of Research for Mathematics Education (NCTM), American Educational Research Journal (AERJ), 2018

American Educational Research Journal (AERJ) articles, Journal of Humanistic Mathematics (JHM), ZDM Mathematics Education (Zentralblatt für Didaktik der Mathematik), Mathematics Teacher (NCTM), 2016

Mathematics Teacher (NCTM), Journal of Education, 2013-2015

Mathematics Teacher (NCTM), Teaching Children Mathematics (NCTM), 2010 - present

### **Reviewer** for Research Conferences

Psychology of Mathematics Education – North American Chapter (PME-NA), 2016, 2017, 2018, 2020, 2021, 2022

(Re)Sourcing Mathematics Education, 2018

American Educational Research Association Annual Meeting proposals, 2011, 2016, 2017

National Council of Teachers of Mathematics (NCTM) Annual Meeting proposals, 2014, 2016

International Congress of Mathematics Education (ICME) conference proposals, 2015

### **Reviewer** for research grant proposals

CPM Educational Program Grant RFP, 2016, 2017, 2018

National Science Foundation (NSF) Panel, 2018, 2019, 2020

## **Curriculum and Instruction Consulting and other K-12 School Support**

**CPM Education Program Conference**, volunteer, 2020

**Excel Academy High School**, Boston, MA: Coached mathematics teachers and met with administrators. 2016-2018

**Boston Public Schools** (August 2018) Co-designed and led a workshop for math teachers in Boston on strategies to strengthen productive mathematical discourse, with Linda Davenport.

**Winchester Public Schools**, MA: Consulted and sat on job search committee for a new teacher at McCall Middle School. Spring 2016

**Boston Public Schools**, MA: Provided advice and support to develop professional development on the quality of curriculum materials. Spring 2015

**Coaching Coaches in Jefferson County**, GA: Provided mentoring to AYP coaches for middle and high school mathematics coaches through a grant with Michigan State University. Fall 2009 – Spring 2010

**Mentored Teachers in Lansing Unified School District**: Provided monthly mentoring for four new math teachers in Lansing middle and high schools. Fall 2006 – Summer 2008

**Consulting for Thurgood Marshall High School**, San Francisco, CA: I developed and implemented an ongoing series of professional developments aimed toward increasing teacher effectiveness. 2005 - 2006

## **Boston University Committee and Leadership Positions**

**Co-chair of the Mathematics Education Colloquium Series**, Organized and produced a talk series in collaboration with Boston College (2019 – present)

**Chair of the Faculty Assembly**, an elected leadership position of Wheelock College of Education and Human Development, Boston University (2019 – present)

**Member, Strategic Planning Committee**, a voluntary participant in shaping the strategic plan of BU Wheelock (2020)

**Member, Cabinet**, an advisory leadership committee for the dean of Wheelock College of Education and Human Development, Boston University (2019 – present)

**Chair, Math Education Search Committee**, Tenure-track Associate Mathematics Education position, Member (2019 – 2020), successful

**Representative, University-wide IRB Review Board**, on behalf of Boston University Wheelock College of Education & Human Development, 2018-2019, Alternate (2019-present).

**IRB Liaison**, Support IRB proposals and reviews for faculty and review and approve IRB proposals by doctoral students within BU Wheelock, 2018-2019.

**Math Education Search Committee**, Tenure-track Associate/Full Mathematics Education position, Member, 2018-2019.

**Research Committee**, Elected Member of the standing committee of BU Wheelock, 2014-2018.

**Senior Lecturer Search Committee**, Foundations of Education faculty position, Member, Spring 2017, successful.

**STEM Search Committee**, Associate Clinical Professor Mathematics Education faculty position, Member, Fall 2016-Spring 2017, successful.

**Modern Foreign Language Search Committee**, Clinical Professor faculty position, Member, Fall 2014-Spring 2015, successful.

**STEM Search Committee**, Tenure-track Science Education faculty position, Member, Fall 2014-Spring 2015, successful.

**STEM Search Committee**, Tenure-track Mathematics Education faculty position, Member, Fall 2014-Spring 2015, successful.

**Boston University School of Education Ad Hoc PhD Proposal Committee**, Member, 2014-2015.

**Modern Foreign Language Search Committee**, Boston University, Member, 2013-2014, successful.

**Mathematics and Science Program Advisory Board**, Boston University, Member, focused on evaluating the math and science degree programs at BU, 2012-2015.

**Panel Focusing on Future Faculty Symposium**, hosted by the Boston University Center for Excellence and Innovation in Teaching and the Office of the Provost, panel member, 2013.

**Art and Science Practicum Ad Hoc Committee**, Boston University, focused on evaluating the practicum (student-teaching) program at BU, 2012-2013.

**School of Education Strategic Technology Project**, Boston University, focused on analyzing technological needs in the School of Education at BU, 2012-2013.

**Job Search Committee** for a mathematics teacher educator tenure track faculty position at Michigan State University, 2010 – 2011.

**Conference Planning Committee**, CSMC Graduate Student Research Institute, University of Missouri-Columbia, surveyed graduate students and produced a schedule of activities for annual meeting, 2006-2007.

**Graduate Student Practicum Committees**: Served on two practicum committees for fellow mathematics education graduate students, Fall 2008 to present.

### **Doctoral Students in Mathematics Education**

Gina Sheehan, expected Spring 2024 (Boston University, 1<sup>st</sup> Reader)

Erin Barno, expected Spring 2025 (Boston University, 1<sup>st</sup> Reader)

Rachel Starks, Spring 2022 (Boston University, Advisor, 1<sup>st</sup> Reader)

Jaepil Han, Spring 2022 (University of Missouri, 4<sup>th</sup> Reader)

Andrew Richman, Spring 2021 (Boston University, Advisor, 1<sup>st</sup> Reader)



Meghan Riling, Spring 2021 (Boston University, Advisor, 1<sup>st</sup> Reader)  
Elyssa Miller, Fall 2020 (Boston University, Advisor, 1<sup>st</sup> Reader)  
Victor Mateas, Spring 2020 (Boston University, Advisor, 1<sup>st</sup> Reader)  
Laura Callis, Spring 2017 (Boston University, 2<sup>nd</sup> Reader)  
Cara Goldberg, Spring 2017 (Boston University, 2<sup>nd</sup> Reader)

## **AWARDS AND HONORS**

Designing Antiracist Curricula Fellow, Boston University, 2023-2024  
Marshall Award, BU Wheelock College of Education & Human Development, 2023  
Metcalf Teaching Award, Boston University, 2021-2022  
BU Wheelock Large Grant Award, Boston University, 2021-2022  
100Kin10 Partner (with Dr. Gretchen Fougere and Dr. Don DeRosa), 2014  
STaR (Service, Teaching and Research) Fellow, 2013  
New Faculty Mentoring Program Fellow, AERA Division C, 2013  
Finalist (top 3) article for the NCTM 2012 Linking Research and Practice Award, 2012  
University Distinguished Fellowship, Michigan State University, 2006 – 2011  
Center for the Study of Mathematics Curriculum Fellow, 2006 – 2011  
Division of Science and Math Education Travel Grant, 2011 and 2009  
National Board Certification, 2001  
Sci-Mat Fellow, Council for Basic Education, 1991

## **PROFESSIONAL MEMBERSHIPS**

National Council of Teachers of Mathematics — 1989 - present  
International Society for Design and Development in Education — 2010 - present  
American Educational Research Association — 2008 – present  
Association of Mathematics Teacher Educators — 2013 - present