

MARY P. TRUXAW

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EDUCATION

Ph.D., Curriculum and Instruction (emphasis in mathematics education), University of Connecticut, Storrs, 2004
Dissertation: *Mediating Mathematical Meaning Through Discourse: An Investigation of the Discursive Practices of Middle Grades Mathematics Teachers*

M.S., Education (emphases in alternative and multicultural education), University of Southern California, Los Angeles, CA, 1979

Mathematics and Computer Coursework, California State Polytechnic University, Pomona, CA 1987-1988

Computer Graphics and Illustration Coursework, Art Center College of Design, Pasadena, CA, 1983-1985

B.A., Social Ecology (Cum Laude), University of California, Irvine, CA, 1977

UNIVERSITY AND COLLEGE EXPERIENCE

Associate Professor, Mathematics Education (tenured August 2011) (2011-present)
University of Connecticut, Storrs, Connecticut

Participate in scholarly activities related to mathematics education and teacher education on the local, state, national, and international levels. Co-PI on research projects including: *Math Leadership Academy* (MLA) and *IMPACT* (Impact of Math Pedagogy and Content on Teaching) Project. Serve as advisor to graduate and undergraduate students. Instruct undergraduate and graduate courses. Supervise pre-service teachers in K-12 school placements. Serve on school and departmental committees, task groups, and research teams. Responsible for writing NCATE/CAEP Elementary Education SPA (Specialized Professional Association) report (nationally recognized with no conditions).

Courses taught: EDCI 6094: Doctoral Seminar in Curriculum and Instruction: Theoretical Frameworks and Language; EDCI 6415: Research in Mathematics Education; EDCI 4115: Elementary Mathematics Methods; EDCI 5460: Teaching and Learning Mathematics in the Elementary School; EDCI 5094: Master's Seminar; EDCI 5092: Master's Practicum; EDCI 5830: Curriculum Laboratory: Math Content and Leadership; EDCI 5830: Curriculum Laboratory: Algebraic and Proportional Reasoning – Content and Pedagogy; EGEN 4110: Analysis of Teaching

Assistant Professor, Mathematics Education (2005-2011)
University of Connecticut, Storrs, Connecticut

Participated in scholarly activities related to mathematics education, teacher education, and new literacies on the local, state, national, and international levels. Co-PI on research projects including: *Math Leadership Academy* (MLA), *IMPACT* (Impact of Math Pedagogy and Content on Teaching) Project, *Math ACCESS* (Academic Content and Communication Equals Student Success) Project, *Math Learning Discourse* Project, and *Reading and Writing to Learn with the 'New Literacies'* Project. Served as advisor to graduate and undergraduate students. Instruct undergraduate and graduate courses. Supervise pre-service teachers in K-12 school placements. Serve on school and departmental committees, task groups, and research teams. Participated in successful NCATE accreditation process.

Courses taught: EDCI 4115: Elementary Mathematics Methods; EDCI 5460: Teaching and Learning Mathematics in the Elementary School; EDCI 5092: Master's Seminar; EDCI 5094: Master's Practicum; EDCI 5450: Teaching and Learning Mathematics in the Secondary School; EGEN 4100: Methods of Teaching; EDCI 5094: Current Issues in Mathematics Education (Doctoral Seminar); EDCI 5465: Teaching and Learning Mathematics in the Middle School; EDCI 4210W: Secondary Mathematics Methods; EGEN 3110W: Seminar/Clinic: The Student in the School Context.

Assistant Professor in Residence (2004-2005)
University of Connecticut, Storrs, Connecticut
Instructed undergraduate and graduate courses. Supervised pre-service teachers in K-12 school placements. Served as advisor to undergraduate students. Served on school and departmental committees and task groups.
Courses taught: EDCI 222: Teaching Mathematics in the Elementary School; EDCI 410: Doctoral Seminar: Current Issues in Mathematics Education; EDCI 363: Teaching and Learning Mathematics in the Elementary School; EDCI 351: Teaching and Learning Mathematics in the Secondary School; EDCI 266: Instruction and Curriculum in the Secondary School Mathematics; EGEN 296: Methods of Teaching

Professional Development Center Coordinator (2001-2003)
University of Connecticut, Storrs, Connecticut
Coordinated collaborative partnership between the Neag School of Education and Professional Development Center (PDC) sites. Organized and conducted meetings related to PDC partnership, NCATE accreditation, grants, and pre-service and in-service teacher orientation. Served as instructor for seminar courses in Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program. Supervised pre-service teachers in K-12 school placements.
Courses taught: EGEN 294: The Student as Learner; EGEN 295: The Student in the School Context; EGEN 296: Methods of Teaching; EGEN 297: Analysis of Teaching

Instructor/Assistant Director, Computer Education (1985-1988)
Art Center College of Design, Pasadena, California
Served as instructor for computer literacy and computer graphics courses. Co-administrator for college-level computer graphics program. Duties included curriculum development, staff selection and supervision, grant solicitation, laboratory acquisitions, and fiscal planning.

K-12 TEACHING EXPERIENCE

Middle School Teacher (1994-2001)
Mansfield Public Schools, Storrs, Connecticut
Developed curriculum and provided instruction in mathematics, reading, language arts (1995-2001). Administered middle school computer education program (1994-1995); co-taught with and provided professional development for teachers. Served as *Beginning Educator Support and Training* (BEST) mentor for novice teachers, as well as cooperating teacher for K-8 pre-service teachers. Served on school district's Mathematics Curriculum Council and Technology Committee.

Mathematics Teacher (1988-1994)
Ithaca City School District, Ithaca, NY
Managed middle school mathematics support program, collaborating with faculty to integrate remediation and enrichment into the mathematics curriculum. Evaluated individual learning needs, developed educational plans, provided instruction, and documented academic progress of students.

Coordinating Teacher (1980-1983)
Los Angeles Unified School District, Los Angeles, California
Coordinated programs and taught students in urban alternative and continuation schools, including a pilot drug-abuse project. Established and administered high school equivalency program for an adult vocational skill center. Participated in curriculum design, financial planning and staff selection activities.

Teacher Corps Intern (1977-1979)
Los Angeles Unified School District, Los Angeles, California
University of Southern California, Los Angeles, California
Participated in a government-sponsored teaching internship that coupled university coursework with practical experience working in a public, urban alternative school. The program emphasized alternative, multicultural, urban education and community involvement.

AWARDS/HONORS

University of Connecticut Teaching Fellow Award. Institute for Teaching and Learning, University of Connecticut, 2014-2015.

Outstanding Undergraduate Student Advisement and Advocacy Award, University of Connecticut, nominated (not awarded) 2008 and 2009

Outstanding Doctoral Student Research Award, Neag School of Education, University of Connecticut, 2004

Doctoral Dissertation Fellowship, University of Connecticut Research Foundation, 2004

Graduate Student Fellowship, Department of Curriculum & Instruction, University of Connecticut, 2002 & 2003

REFEREED JOURNAL PUBLICATIONS

Yakimowski, M. & **Truxaw, M.** (in press, 2016). Assessing teacher education through pupil performance: A case-study about implementation in response to external pressure. *Journal of Assessment and Institutional Effectiveness*.

LaMonica, K. & **Truxaw, M.** (2014). The perceptions that linguistically diverse students have regarding effective mathematics instruction. *Connecticut Mathematics Journal, Spring*, 2-20.

Cardetti, F., & **Truxaw, M. P.** (2014). Towards improving the mathematics preparation of elementary preservice teachers. *School Science and Mathematics, 114*(1), 1-9.

Roberts, N. S., & **Truxaw, M. P.** (2013). Vocabulary: Beyond the definition for ELLs. *Mathematics Teacher, 107*(1), 28-34.

Staples, M. E., & **Truxaw, M. P.** (2012). An initial framework for the language of higher order thinking mathematics practices. *Mathematics Education Research Journal, 24*(3), 257-281.

Staples, M. E., & **Truxaw, M. P.** (2011). Using language objectives to support linguistically diverse students in mathematics classes. *Connecticut Mathematics Journal, Fall 2011*, 18-35.

Cardetti, F., **Truxaw, M. P.**, & Bushey, C. A. (2011). Impact of mathematics content courses on elementary preservice teachers' confidence in teaching mathematics. *Connecticut Mathematics Journal, Fall*, 2-17.

Truxaw, M. P., Casa, T. M., & Adelson, J. L. (2011). A stance toward inquiry: An investigation of preservice teachers' confidence regarding educational inquiry. *Teacher Education Quarterly, 38*(4), 69-96.

Truxaw, M. P., & Olson, M. R. (2010). Preservice mathematics and science teachers' inquiry into new literacy practices of the Internet. *Journal of Technology and Teacher Education, 18*(3), 489-508.

Staples, M. E., & **Truxaw, M. P.** (2010). The Mathematics Learning Discourse Project: Fostering higher order thinking and academic language in urban mathematics classrooms. *Journal of Urban Mathematics Education, 3*(1), 27-56.

Corbishley, J. B., & **Truxaw, M. P.** (2010). Mathematical readiness of entering college freshmen: An exploration of perceptions of mathematics faculty. *School Science and Mathematics, 110*(2), 71-85.

Truxaw, M. P., & Staples, M. E. (2010, Winter). Math ACCESS: Building mathematical proficiency in linguistically diverse schools. *AccELLerate! Quarterly Newsletter of the National Clearinghouse for English Language Acquisition, 2*(2), 16-18.

Bochicchio, D., Newsome, S., Ostien, D., Rodriguez, V., Susla, P., Staples, M., & **Truxaw, M.** (2009). Shared language. *Mathematics Teacher, 102*, 606-613.

Olson, M. R., & **Truxaw, M. P.** (2009). Invisibility of text and preservice science and mathematics teachers: The development of discursive meta-knowledge. *Journal of Adolescent and Adult Literacy, 52*, 422-431.

Truxaw, M. P., & DeFranco, T. C. (2008). Mapping mathematics classroom discourse and its implications for models of teaching. *Journal for Research in Mathematics Education, 39*, 489-525.

- Hannafin, R. D., **Truxaw, M. P.**, Vermillion, J. R., & Liu, Y. (2008). Effects of spatial ability and instructional program on geometry achievement. *Journal of Educational Research*, 101(3), 148-157.
- Truxaw, M.P.**, Gorgievski, N., & DeFranco, T. C. (2008). Measuring K-8 teachers perceptions of discourse use in their mathematics classes. *School Science and Mathematics*, 108(2), 58-70.
- Truxaw, M. P.**, & DeFranco, T. C. (2007). Lessons from Mr. Larson: An inductive model for orchestrating discourse. *Mathematics Teacher*, 101(4), 268-272.
- Truxaw, M. P.**, & DeFranco, T. C. (2007). Mathematics in the making: Mapping verbal discourse in Pólya's "Let us teach guessing" lesson. *Journal of Mathematical Behavior*, 26(2), 96-114.
- Gorgievski, N., Stroud, R., **Truxaw, M.**, & DeFranco, T. (2005). A preliminary report on Tablet PC: A Tool for Teaching Calculus. *International Journal for Technology in Mathematics Education*, 12(3), 95-102.
- DeFranco, T. C., McGivney-Burelle, J. M., & **Truxaw, M.P.** (2001). Imagery and motion: Promoting students understanding of fractions. *New England Mathematics Journal*, 24(1), 4-18.

REFEREED MONOGRAPH AND BOOK CHAPTERS

- Truxaw, M. P.**, & DeFranco, T. C. (2015). Mapping mathematics classroom discourse and its implications for models of teaching. Book chapter for E. Silver & P. Kenney (Eds.), *More Lessons Learned from Research: Volume 1: Useful and useable research related to core mathematical practices* (117-124). Reston, VA: National Council of Teachers of Mathematics.
- Kaufman, D., **Truxaw, M.**, Marcus, A., Billings, S., & Wagner, M. (2014). Solving problems of space, time, and knowledge: How to fit learning about linguistic and cultural diversity into pre-existing content area and methods courses. Book chapter for T. Levine, E. Howard, & D. Moss (Eds.), *Preparing classroom teachers to succeed with second language learners: Lessons from a faculty community* (pp. 85-104) New York: Routledge.
- Truxaw, M. P.**, & Staples, M. E. (2010). Math ACCESS: Building mathematical proficiency in linguistically diverse schools. In C. Casteel, C. & K. G. Ballantyne, K. G. (Eds.), *Professional development in action: Improving teaching for English learners* (pp. 45-48). Washington, DC: National Clearinghouse for English Language Acquisition.
- Truxaw, M. P.**, & DeFranco, T. C. (2009). Orchestrating whole group discourse. In L. Knott (Ed.), *The role of mathematics discourse in producing leaders of discourse* (pp. 129-151). Charlotte, NC: Information Age Publishing.

REFEREED CONFERENCE PROCEEDINGS (Full Papers) & PRESENTATIONS

- Truxaw, M. P.** (2016, April). *Dialogic discourse and standards for mathematical practice in linguistically diverse elementary classrooms*. Presented at 2016 AERA (American Educational Research Association) Annual Meeting, Washington, D.C.
- Truxaw, M. P.** (2015, October). *Dialogic discourse in linguistically diverse elementary mathematics classes: Lessons learned from dual language classrooms*. Presented at the Northeastern Educational Research Association 46th Annual Conference, Trumbull, CT.
- Muchin, B. & **Truxaw, M. P.** (2015, October). *Self-talk+ and strategic teacher moves aimed at cognitive advancement in linguistically diverse elementary mathematics classrooms*. Presented at the Northeastern Educational Research Association 46th Annual Conference, Trumbull, CT.
- Truxaw, M. P.** (2014, April). *Lessons learned from linguistically diverse mathematics classrooms*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Truxaw, M. P.** (2014, April). *Meaningful discourse in linguistically diverse mathematics classes*. Paper presented at the National Council of Teachers of Mathematics 2014 Research Conference, New Orleans, LA.
- Truxaw, M. P.**, Cardetti, F., & Bushey, C. A. (2010). Expertise³: Outcomes of instructor collaboration on elementary teacher education in mathematics. *Proceedings of the 2010 Northeast Educational Research*

Association Annual Conference, Rocky Hill, CT.

- Staples, M. E., & **Truxaw, M. P.** (2010). Enhancing language, enhancing learning: Augmenting mathematics teachers' capacity in their linguistically diverse classrooms. In Brosnan, P., Erchick, D. B., & Flevares, L. (Eds.), *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1337-1345). Columbus, OH: The Ohio State University.
- Truxaw, M.** & Staples, M. & Ewart, R. (2009). Language demands of mathematical thinking: An investigation of the Math ACCESS Project. In Swars, S. L., Stinson, D. W., & Lemons-Smith, S. (Eds.), *Proceedings of the thirty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Vol. 5 (pp. 1065-1073). Atlanta, GA: Georgia State University.
- Staples, M. E. & **Truxaw, M. P.** (2009). A journey with justification: Issues arising from the implementation and evaluation of the Math ACCESS project. In Swars, S. L., Stinson, D. W., & Lemons-Smith, S. (Eds.), *Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Vol. 5 (pp. 827-835). Atlanta, GA: Georgia State University.
- Truxaw, M. P.**, & Olson, M. R. (2007). Preservice mathematics and science teachers' evidence-based inquiry into Internet literacy practices. In Lamberg, T., and Wiest, L. R. (Eds.), *Proceedings of the 29th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1034-1037). Stateline (Lake Tahoe), NV: University of Nevada, Reno.
- Staples, M. E., & **Truxaw, M. P.** (2007). Words, thoughts and actions: Examining the potential impact of a shared language of mathematics pedagogy. In Lamberg, T., and Wiest, L. R. (Eds.), *Proceedings of the 29th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 718-720). Stateline (Lake Tahoe), NV: University of Nevada, Reno.
- Truxaw, M. P.**, & DeFranco, T. C. (2006). Mathematics in the making: Mapping the discourse in Pólya's "Let us teach guessing" lesson. In S. Alatorre, J. L. Cortina, M. Sáiz & A. Méndez (Eds.), *Proceedings of the North American Chapter of the International Group for the Psychology of Mathematics Education 28th Annual Conference*, Vol. 2 (pp. 302-308). Mérida, Yucatán, México: Universidad Pedagógica Nacional.
- Truxaw, M. P.**, & De Franco, T. C. (2005). Models of teaching to promote mathematical meaning: Unpacking discourse in middle grades mathematics classes. In G. M. Lloyd, G.M.; Wilson, M. R.; Wilkins, J. L. M. & Behm, S. L. (Eds.), *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* [CD-ROM]. Eugene, OR: All Academic.
- Choppin, J., Ares, N., Herbel-Eisenmann, B., Hoffman, A., Seymour, J., Staples, M., **Truxaw, M.**, Wagner, D., Casa, T., & DeFranco, T. (2005). Discussion group on mathematics classroom discourse. In G. M. Lloyd, M. R. Wilson, J. L. M. Wilkins, & S. L. Behm (Eds.), *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* [CD-ROM]. Eugene, OR: All Academic.
- Truxaw, M. P.**, & DeFranco, T. C. (2004, October). A model for examining the nature and role of discourse in middle grades mathematics classes. In D. E. McDougall, & J. A. Ross (Eds.), *Proceedings of the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Vol. 2, (pp. 805-813). Toronto: OIE/UT.

REFEREED CONFERENCE PROCEEDINGS (Short Papers & Abstracts) & PRESENTATIONS

- Truxaw, M. P.**, & Eckert, R. D. (2016, November). *Co-teaching and math discourse to support students and teachers in linguistically diverse classrooms*. To be presented at the 2016 meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Tucson, AZ.
- Truxaw, M. P.** & Rojas, E. (2016, January). *Supporting teachers as they support emerging bilinguals with mathematical practices: A teacher learning cycle*. Presented at the 2016 Annual AMTE (Association of Mathematics Teacher Educators) Conference, Irvine, CA.

- Cardetti, F., & **Truxaw, M. P.** (2016, January). *A framework for math collaborative leadership: Collaboration, confidence, identity*. Presented at the 2016 Annual AMTE (Association of Mathematics Teacher Educators) Conference, Irvine, CA.
- Wakeman, W., & **Truxaw, M. P.** (2014, December). *Math coaching and change leadership in elementary schools*. Presented at Associated Teacher of Mathematics in Connecticut (ATOMIC) Conference, December, 2014.
- Rojas, E. & **Truxaw, M. P.** (2014, September). Supporting emerging bilinguals with mathematical practices. Presented at the Association of Mathematics Teacher Educators (AMTEC) Conference, New Britain Connecticut, September 2014.
- Presenters: Cole, S., Luberoff, E., Hickman, J., Cai, L., McCallum, W., Umland, K., Callahan, P., Discussant: **Truxaw, M. P.** (April 2014). *The Smarter Balanced Assessment Consortium Mathematics Reasoning Project*. 2014 National Council of Teachers of Mathematics Research Conference, New Orleans, LA.
- Truxaw, M. P.**, & Rojas, E. D. (2013, November). Challenges of learning mathematics in a second language. In Martinez, M. & Castro Superfine, A (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1077-1080). Chicago, IL: University of Illinois at Chicago.
- Cardetti, F., **Truxaw, M. P.**, Heyman, S., & Staples, M. E. (2012, April). *Math Leadership Academy: Enhancing Content, Pedagogy, and Leadership*. Presented at the National Council of Teachers of Mathematics Research Pre-session, April 2012, Denver, CO.
- Staples, M. E., Cardetti, F., Heyman, S., & **Truxaw, M.** (2012, October). *Enhancing teacher capacity in content, pedagogy and leadership: The Math Leadership Academy*. Presented at the 2012 Annual Association of Mathematics Teacher Educators in Connecticut Conference, New Britain, CT.
- Truxaw, M.**, Cardetti, F., Heyman, S., & Staples, M. (2012, October). *Building teacher capacity for collaborative leadership in schools*. Presented at the *National Network for Educational Renewal Conference 2012*, Denver, CO.
- Truxaw, M. P.**, & Staples, M. E. (2011, November). *Bridging everyday and academic language in math classes*. Presented at Associated Teacher of Mathematics in Connecticut (ATOMIC) Conference 2011.
- Yakimowski, M., & **Truxaw, M.** (2011, October). *Exploring pre-service teacher education: Impact of higher education institutions on pupil mathematics performance*. Presented at the 2011 Northeast Educational Research Association Annual Conference, Rocky Hill, CT.
- Cardetti, F., **Truxaw, M. P.**, & Bushey, C. A. (2011, April). *Digging into the IMPACT of Math Pedagogy and Content on Teaching*. Presented at the 2011 Annual Association of Mathematics Teacher Educators in Connecticut Conference, New Britain, CT.
- Yakimowski, M., **Truxaw, M.**, & Xia, W. (2011, April). *Do different higher education teacher education programs produce variations in grades 3-8 student performance in mathematics?* Presented at 2011 Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Cardetti, F., **Truxaw, M. P.**, & Bushey, C. A. (2010). Influences of mathematics content courses on elementary preservice teachers' content knowledge and pedagogical content knowledge [Abstract]. In Brosnan, P., Erchick, D. B., & Flevares, L. (Eds.), *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1242). Columbus, OH: The Ohio State University.
- Truxaw, M. P.**, & Staples M. E. (2010, May). *Language-related practices to build math proficiency in linguistically diverse schools*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Staples, M. E., & **Truxaw, M. P.** (2009, November). *Project ACCESS: A teacher quality partnership*. Presented at 2009 Association of Mathematics Teacher Educators in Connecticut Conference, Uncasville, CT.
- Conroy, W., Burbank, S., Calhoun, P., McHugh, J., Borowski, M., **Truxaw, M.**, & Staples, M. (2009, November).

- HOT in the city: Higher order thinking through math discourse*. Presented at Associated Teacher of Mathematics in Connecticut Conference 2009, Uncasville, CT.
- Staples, M. E., & **Truxaw, M. P.** (2009, April). *The mathematics learning discourse project: Fostering written and verbal discourse in urban mathematics classrooms*. Paper presented at 2009 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Hartman, D.K., Olson, M., Truxaw, M., Zawilinski, L., & Leu, D.J. (2008, December). *Equipping preservice teachers in science, mathematics, and English/Language arts to improve adolescents' comprehension of informational texts off- and online*. A paper presented at the 58th Annual Meeting of the National Reading Conference, Orlando, FL.
- Staples, M. E. & **Truxaw, M. P.** (2008, December). *Focusing on academic language and language objectives to support English language learners in math class*. Presented at Associated Teacher of Mathematics in Connecticut Conference 2008, Uncasville, CT.
- Hartman, D.K., Leu, D.J., Olson, M.R., **Truxaw, M.P.**, & Zawilinski, L. (2008, May). Preparing a new generation of teachers and students for the literacy demands of their future. A paper presented for the Carnegie Corporation's ALPI symposium on Adolescent literacy and preservice education: Potential new designs at the 53rd Annual Meeting of the International Reading Association, Atlanta, GA.
- Truxaw, M. P.**, Casa, T. M., & Adelson, J. (2008, April). *An investigation of change in preservice teachers' confidence of evidence-based decisions who completed inquiry projects*. Presented at 2008 Annual Meeting of the American Educational Research Association, New York, NY.
- Olson, M. R., **Truxaw, M. P.**, & Leu, D. (2007, November). *Investigating literacies—Preservice mathematics and science teachers' analyses of traditional print literacies and new literacies of the Internet*. A symposium paper presented at the 57th Annual Meeting of the National Reading Conference, Austin, TX.
- Hartman, D. K., Leu, D. J., Olson, M. R., **Truxaw, M. P.**, & Zawilinski, L. (2007, May). *Preparing a new generation of teachers to develop literate American adolescents: Reading and writing to learn with foundational and new literacies*. A symposium paper presented at the 2007 Reading Research Conference, 52nd Annual Convention of the International Reading Association, Toronto, Ontario.
- Hannafin, R. D., **Truxaw, M. P.**, Vermillion, J., & Liu, Y. (2007, April). *Effect of spatial acuity and amount of structure on learning geometry*. Paper presented at 2007 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Truxaw, M. P.**, & DeFranco, T.C. (2007, April). *Discourse to promote understanding in middle grades mathematics classes*. Paper presented at 2007 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Staples, M. E., & **Truxaw, M. P.** (2006). Preservice mathematics teachers' perceptions of mathematical discourse [Abstract]. In S. Alatorre, J. L. Cortina, M. Sáiz & A. Méndez (Eds.), Proceedings of the North American Chapter of the International Group for the Psychology of Mathematics Education 28th Annual Conference, Vol. 2 (pp. 772-773). Mérida, Yucatán, México: Universidad Pedagógica Nacional.
- Truxaw, M.P.** (2006, September). *Promoting mathematical understanding through discourse in middle grades mathematics classes*. Presented at the First Annual Association of Mathematics Teacher Educators in Connecticut (AMTEC) Conference, New Britain, CT.
- Truxaw, M. P.**, & DeFranco, T. C. (2006, April). *Two portraits of teaching practice: Connecting univocal and dialogic discourse, middle school teachers' interventions, and students' understanding of mathematics*. Paper presented at 2006 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Gorgievski, N., DeFranco, T. D., Stroud, R. A., & **Truxaw, M. P.** (2006, January). The tablet PC: A tool for teaching a large group calculus class. *Paper presented at the AMS-MAA Joint Mathematics Meetings, San Antonio, TX.*

Casa, T. M., & **Truxaw M. P.** (2005, October). *Encourage proficiency: Individualizing computational content and strategies*. Presented at the National Council of Teachers of Mathematics Eastern Regional Conference and Exposition, Hartford, CT.

Truxaw, M. P. (2005, April). *Orchestrating whole group discourse to mediate mathematical meaning*. Paper presented at 2005 Annual Meeting of the American Educational Research Association, Montreal, Canada.

Hand, V., Horn, I.; Staples, M., & **Truxaw, M.** (Panelists). Lampert, M. (Discussant). *Bringing together students and subjects: The teachers' role in discourse-intensive mathematics and science classrooms* (2005, April). Symposium presented at 2005 Annual Meeting of the American Education Research Association, Montreal, Canada.

Truxaw, M. P., DeFranco, T. C., & McGivney-Burelle, J. M. (2004, April). *Mediating mathematical meaning through discourse: An investigation of the discursive practices of middle grades mathematics teachers*. Paper presented at 2004 Annual Meeting of the American Educational Research Association, San Diego, CA.

Truxaw, M. P., DeFranco, T. C., and McGivney-Burelle, J. M. (2002, October). The nature and role of teacher intervention with respect to discourse in the middle school mathematics class [Abstract]. In D. S. Mewborn, P. Sztajn, D. Y. White, H. G. Wiegel, R. L. Bryant, & K. Nooney (Eds.), *Proceedings of the 24th annual meeting: North American Chapter of the International Group for the Psychology of Mathematics Education, 2*, (1065-1066). Columbus, OH: ERIC.

MANUSCRIPTS AND PRESENTATIONS UNDER REVIEW

Eckert, R. D., & **Truxaw, M. P.** (under review). Redefining reflective practice: Co-teaching in linguistically diverse elementary classrooms. Submitted to the *National Conference on Co-Teaching*, St. Cloud State University, Minneapolis, MN.

MISCELLANEOUS PUBLICATIONS

Truxaw, M. P., & Rojas, E. (2014). A mathematics educator's journey to understanding challenges and affordances of learning mathematics in a second language. *Journal of Urban Mathematics Education* 7(2), 21-30.

Staples, M. E., & **Truxaw, M.P.** (2006). The curriculum focal points: NCTM's next steps towards coherent, rigorous mathematics curricula. *Associated Teachers of Mathematics in Connecticut Newsletter*, Fall 2006.

Truxaw, M. P. (2005). Orchestrating whole group discourse to mediate mathematical meaning. TERC Documents. Paper 2. http://digitalcommons.uconn.edu/terc_docs/2. 1189 full-text downloads as of 7/16/2014.

Truxaw, M. (2004). *Mediating mathematical meaning through discourse: An investigation of discursive practices of middle grades mathematics teachers*. (Doctoral dissertation, University of Connecticut, 2004). Dissertation Abstracts International, 65(08), 2888B.

MANUSCRIPTS IN PROGRESS

Muchin, B., & **Truxaw, M. P.** (manuscript in progress). Self-talk+: An innovative approach for promoting meaningful math. To be submitted to *Teaching Children Mathematics*.

Truxaw, M. P. (manuscript in progress). Dialogic discourse and standards for mathematical practice in linguistically diverse elementary classrooms. To be submitted to *Journal of Urban Mathematics Education*.

INVITED AND MISCELLANEOUS PRESENTATIONS

Levine, T. & **Truxaw, M.** (2016, March) *What role do—and what role should—colleagues play in a teacher's life? Promoting learning communities*. Workshop presented as part of Fulbright Program for German teachers to learn about Diversity in U.S. Schools.

Wakeman, W., & **Truxaw, M. P.** (2016, February). *Implementing the Practice Standards (Elementary)*. Co-facilitated focus group as part of Connecticut Council of Teachers of Mathematics (CCLM) Winter 2016 Event,

Central Connecticut State University, New Britain, CT.

Truxaw, M. P. (2015, January). *Talk moves to enhance discussion and student thinking*. Presented as part of seminar series by Institute for Teaching and Learning, University of Connecticut.

Truxaw, M. P. (2009, March). *Mathematics ACCESS Project and Implications for Assessment*. Guest speaker for EDCI 5765, Assessment of Bilingualism.

Staples, M. E., & **Truxaw, M. P.** (2008, November). *Mathematics ACCESS: Academic Content and Communication Equals Student Success*. Presented as part of faculty colloquium series sponsored by Center for Research in Mathematics Education. University of Connecticut, Storrs, CT.

Truxaw, M. P. (2006, April). *Exploring connections between classroom discourse and non-routine routine mathematical problem solving*. Presented to faculty of the Neag School of Education as part of the "Works in Progress" series. University of Connecticut, Storrs, CT.

Hartman, D. K., Leu, D. J., Olson, M. R., & **Truxaw, M. P.** (2006). *Reading and writing to learn with the 'new literacies': Preparing a new generation of teachers and researchers to develop literate American adolescents*. A research presentation to the Adolescent Literacy Preservice Initiative of the Carnegie Corporation, New York City, NY.

Truxaw, M. P. (2007, December). *Mathematics in the making: Mapping the discourse in Pólya's "Let us teach guessing" lesson*. Presented as part of faculty colloquium series sponsored by Center for Research in Mathematics Education. University of Connecticut, Storrs, CT.

Truxaw, M. P. (2005, October). *The border problem: One method of analysis*. Presented to the Discourse Discussion Group at the North American Chapter of the International Group for the Psychology of Mathematics Education 27th Annual Conference, Roanoke, VA.

Panelist (2005, November). *Sharing Faculty Research*. Presented current research projects to Neag School of Education Alumni Association. University of Connecticut, Storrs, CT.

GRANT RELATED EXPERIENCE

2015-2016, Dean's Research Incentive Award, Neag School of Education, University of Connecticut

Eckert, R. & **Truxaw, M. P.** (Co-PIs). *Co-Teaching and Mathematical Discourse: Exploring Innovative Intersections to Support Students and Teachers in Culturally and Linguistically Diverse Classrooms*, \$8785.

2015, National Science Foundation (submitted, but not granted)

Anagnostopoulos, D., Firestone, W., Donaldson, M., & **Truxaw, M.** (Co-PIs). *Collaborative Research: Teachers' Use of Evaluation Data to Support Reform Oriented mathematics Instruction*. \$1,526,793.

2014, SHARE (Social Science, Humanities, and Arts Research Experience) Award, Office of Undergraduate Research, University of Connecticut.

Truxaw, M. P., & Muchin, B. (Faculty mentor and undergraduate mentee). *Discourse in Linguistically Diverse Mathematics Classrooms*. \$2000 (faculty stipend, \$500; undergraduate stipend: \$1500).

2013, SHARE (Social Science, Humanities, and Arts Research Experience) Award, Office of Undergraduate Research, University of Connecticut.

Truxaw, M. P., & Giegerich, C. (Faculty mentor and undergraduate mentee). *Discourse in Linguistically Diverse Mathematics Classrooms*. \$2000 (faculty stipend, \$500; undergraduate stipend: \$1500).

2011-2012, Connecticut State Department of Higher Education, Teacher Quality Partnership Grant

Truxaw, M. P., Staples, M. E., & Cardetti, F. (Co-PIs). *UConn Math Leadership Academy*, \$381,130.

2011-2012, Teachers for a New Era (TNE), University of Connecticut

Cardetti, F. & **Truxaw, M. P.** (Co-PIs). *Project IMPACT: Impact of Mathematics Pedagogy and Content on Teaching*, \$5000.

2010-2011, Teachers for a New Era (TNE), University of Connecticut

Cardetti, F. & **Truxaw, M. P.** (Co-PIs). *IMPACT (Impact of Mathematics Pedagogy And Content on Teaching)*,

TNE graduate research assistant support.

2009-2010, Connecticut State Department of Higher Education, Teacher Quality Partnership Grant

Truxaw, M. P., Staples, M. E., & Levine, T. H. (Co-PIs). *ACCESS* (Academic Content and Communication Equals Student Success), Co-PI, \$143,077 requested; offered \$105,000. Grant proposal was termed one of the top two in the pool, but awarded only \$105,000 due to revised guidelines on use of funds. The PIs determined project was not feasible with changed guidelines and reduced funding, and declined the grant.

2008-2009, Connecticut State Department of Higher Education, Teacher Quality Partnership Grant

Staples, M. E., & **Truxaw, M. P.** (Co-PIs). *ACCESS* (Academic Content and Communication Equals Student Success), \$104,512.

2007, University of Connecticut Research Foundation, Faculty Small Research Grant

Truxaw, M. P. (PI). *UConn Mathematics Learning Discourse Project*, \$995.

2006-2007, Teachers for a New Era (TNE), University of Connecticut

Casa, T. M., & **Truxaw, M. P.** (Co-PIs). *Preservice teachers' Confidence of Evidence-based Decisions*, \$500.

2006-2007, Teachers for a New Era (TNE), University of Connecticut

Casa, T. M., & **Truxaw, M. P.** (Co-PIs). *Two Educators' Collaboration Supporting Preservice Teachers in Conducting Educational Research*, Co-PI, in kind support.

2006-2007, Neag School of Education, University of Connecticut

Truxaw, M. P. (PI). *Investigating and Promoting Problem Solving and Mathematical Discourse in Urban Settings* Faculty Research Grant, \$10,000.

2006, U.S. Department of Education, Institute of Educational Sciences (submitted, but not granted)

Hannifin, R., Swaminathan, H., McGuire, J., **Truxaw, M.** (Co-PIs). *Adaptive Instruction, Adaptive Assessment: Making Inductive Geometry Accessible for All Learners*, Mathematics and Science Special Education Research Grant, \$1,450,066.

2005-2007, Carnegie Corporation of New York

Hartman, D. K., Leu, D. J., Olson, M. R., & **Truxaw, M. P.** (Co-PIs). *Reading and Writing to Learn with the 'New Literacies': Preparing a New Generation of Teachers and Researchers to Develop Literate American Adolescents*, \$100,000.

2005, Mathematical Association of America (submitted, but not granted)

Cardetti, F., & **Truxaw, M. P.** *PMET (Preparing Mathematicians to Educate Teachers) Mini-Grant* submitted in conjunction with Mathematics Department at the University of Connecticut, \$5000.

2003-2004, University of Connecticut Research Foundation

Truxaw, M. P. (PI). *Doctoral Dissertation Fellowship*, \$2000.

2003, University of Connecticut Research Foundation

Truxaw, M. P. (PI). *Doctoral Dissertation Extraordinary Expense Award*, \$500.

2003, Neag School of Education, University of Connecticut

Provided input to \$5 million Carnegie grant review process as a Professional Development Center Coordinator and graduate student.

2000, Connecticut State Dept. of Education, University of Connecticut, and Mansfield Public Schools

Mathematics Curriculum Project 2000, Participated in \$15,000 grant involving a two-year partnership with the state department of education, the university, and the public schools, to create exemplary, comprehensive K-8 mathematics curriculum and to develop professional development activities to be shared with other school districts.

CONSULTING EXPERIENCE

Consultant

2015

Sacred Heart University, Fairfield, Connecticut

Reviewed and offered feedback on accreditation materials for elementary education program.

Consultant	2005
Mansfield Public Schools, Storrs, Connecticut	
Served as a mathematics teaching coach for beginning mathematics teacher. Observed lessons and provided feedback. Consulted on mathematics teaching strategies and lesson and unit planning.	
Program Evaluator	2002
Urban Collaborative Accelerated Program, Providence, RI	
Conducted an independent evaluation of an alternative middle school. Collected, analyzed, and interpreted qualitative and quantitative data to provide evidence of effectiveness of educational practices with at-risk students.	
Consultant	1985 - 1987
California Institute of Technology, Small System Specialists, Computer Training Consultants, Bourke-Arnold Enterprises, Courseware, Inc.	
Developed and produced instructional materials and graphics for computer-based training programs. Served as computer-animation assistant on the "Mechanical Universe" project, a physics education series.	

SERVICE

University-wide Committees, University of Connecticut:

Provost's Library Advisory Committee, member 2010-present

Neag School of Education, University of Connecticut

Committees

Neag Ph.D. Program Working Group	2016-present
Neag Strategic Area STEM Education Subcommittee, co-chair	2014-present
Neag Teacher Education Redesign Steering Committee, member	2014-present
Neag Teacher Education STEM Education Subcommittee, co-chair	2014-present
Neag Assessment Committee, member	2009-present
EDCI Elementary Education Graduate Admissions Committee, chair (2011-2012) & member	2006-present
Scholarships/Awards Committee, chair (2005-present) & member	2004-present
IB/M Undergraduate Admissions Committee, member	2004-present
Teacher Education Faculty, member	2004-present
Search Committee for Bilingual/Math Faculty, member	2013
EDCI Doctoral Handbook Review Committee, member	2013
Search Committee for Teacher Education Faculty (EPSY/EDCI), member	2012
EDCI Graduate Admissions Committee, chair	2012
Search Committee for Director of Teacher Education, member	2011
Neag Information Committee, member	2009-2010
Neag Teacher Education Policy Board, member	2006-2010
NCATE Accreditation Committee, Elementary Education	2008-2010
Technology Oversight Committee, Neag School of Education, member	2007-2008
Teachers for a New Era (TNE), Assessment Committee, member	2004-2008
Search Committee for Reading/Literacy Education Faculty, member	2007

Elementary Methods Working Group, member	2006
Search Committee for Clinical Faculty, member	2006
Field of Study Graduate Admissions Committee, member	2004-2006
Teacher Certification Program for College Graduates Admissions Committee, member	2004-2006
IB/M Technology Task Group, member	2004-2005

Faculty Research & Working Groups:

Mathematics Education Research Group (MERG), member	2001-present
Center for Research in Mathematics Education, member	2007-present
Project PREPARE-ELLs Faculty Working Group, member	2009-2014
ELL Infusion Group, member	2006-2010
Master's Seminar Leaders' Working Group, member	2006-2007
Elementary Methods Working Group, member	2006

Other Department, School and University Service

CAEP Accreditation Elementary Program SPA (Specialized Professional Association) Sub-committee, member	2015-present
Review, Dean's Research Incentive Award, Neag School of Education	2016
Reviewer, Center for Excellence in Teaching and Learning Outstanding Graduate Teaching Awards, University of Connecticut	2016
NCATE/CAEP Accreditation Elementary Education Program SPA (Specialized Professional Association), report writer	2013-2015
University Open House, faculty representative	2004-present
Undergraduate and Graduate Commencement, faculty participant	2004-present
Project PREPARE-ELLs Faculty Working Group, member	2009-present
Mathematics Education Research Group (MERG), member	2001-present
Center for Research in Mathematics Education, member	2007-2015
Commencement Marshall	2004, 2007, 2013

Advisor:

Advise 20-25 undergraduates in IB/M program each year	2004-present
Advise 10-15 master's and sixth-year students each year	2005-present
Served as major advisor for 2 Ph.D. students, as committee member for 6 Ph.D. students, and as reader (comps, proposals &/or dissertation) for 18 Ph.D. students	2006-present

Ph.D. Dissertation Chair:

Jennifer Lapp, Dissertation: <i>The Symbols are in the Music: An Investigation of Eighth Graders' Mathematics Connecticut Mastery Test Achievement and Musical Involvement</i>	Fall 2010
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Local and State Level Service

Connecticut Council for Leaders of Mathematics, Executive Board member	2014-present
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<i>Bridging Math Practices Project</i> , planned and facilitated mathematics education professional development for grades 2-12 public school teachers (Hartford, Manchester, and Mansfield school districts), June and August, 2014	2014
<i>Higher Education Focus Group on the Connecticut Core Standards</i> , May 12, 2014, participant	2014
<i>Connecticut State Department of Education</i> , Math and ELA Common Core Standards and Smarter Balance Assessments Meeting, January 4, 2013, Neag School of Education representative	2013
<i>Connecticut State Department of Education</i> , Elementary Test Standard Setting Committee, April 3, 2012, Neag School of Education representative	2012
<i>Connecticut State Department of Education</i> , Elementary Test Review Panel, November 7, 2011, Neag School of Education representative	2011
<i>Math Leadership Academy</i> , mathematics education professional development and work within public school districts (Hartford, East Hartford, Vernon, and Manchester).	2011-2012
<i>Glastonbury Public Schools</i> , ongoing work within district (2009-2010) and presentation to district Curriculum Council (May 2010) related to district initiatives supported by master's inquiry project	2009-2010
<i>Mathematics ACCESS Project</i> , mathematics education professional development for Hartford Public Schools teachers, bi-weekly school site visits	2009-2010
<i>CommPACT Schools</i> , consultation with Waterbury Public Schools related to mathematics program improvement; conference call, site visit, and collaborative planning with UConn colleagues	2009
<i>Mathematics ACCESS Project</i> , mathematics education professional development for Hartford Public Schools teachers, summer 2008 and weekly school site visits	2008-2009
<i>Mathematics Learning Discourse Project</i> , professional development for Hartford public school teachers, summer 2007 and weekly school site visits	2007-2008
<i>Mathematics and art</i> , presented workshops at CAMPY [Connecticut Association for Mathematically Precocious Youth] on Campus Conference, University of Connecticut, Storrs, CT	2005-2007

National and International Service

Editorial Board, <i>Education in a Democracy: A Journal of the NNER</i>	2015-present
National Council of Teachers of Mathematics Research Conference: Served as session discussant for <i>The Smarter Balanced Assessment Consortium Mathematics Reasoning Project</i>	2014
American Educational Research Association Annual Conference, Special Interest Special Interest Group [SIG] RME – Research in Mathematics Education: Served as chair for <i>Research around Issues of Equity and in Equity-Sensitive Settings</i> session and served on review panel for 2014 Conference proposals.	2013-present
American Association of Colleges of Teacher Education [AACTE] “Day on the Hill” Event, Neag School of Education Representative	2013
Editorial Review Board, <i>Journal of Advanced Academics</i>	2008-2012
Advisory Board, <i>Project LIDRA: The language interaction and discourse research</i> , NSF Grant Proposal (unfunded). PIs: Stylianou, D. A. & Huerta, J. M., City College of New York	2009
Advisory Committee, <i>Developing inquiry teacher practices in studio-based learning for middle school science and mathematics</i> , NSF Grant proposal (unfunded). PIs: Brocato, K.,	2008-2009

Monson, C., Brenner, D., Franz, D., Prince, D., Mississippi State University
 North American Chapter of the International Group for the Psychology of Mathematics Education – *Discourse Working Group* – Organizer, 2005 & 2006; Facilitator 2007 2005-2007
 Participant, Carnegie Corporation of New York – *Adolescent Literacy Preservice Initiative Meeting*, New York, NY, September 6, 2006 2006

Reviewer

North American Chapter of the International Group for Psychology of Mathematics Education 2016
 2016 Annual Conference, Tucson, AZ (3 conference proposals reviewed)
American Educational Research Journal (2 manuscripts reviewed) 2015-2016
 National Council of Teachers of Mathematics, *New handbook for teaching and learning of mathematics* book chapter reviewer (1 chapter reviewed) 2015
 American Educational Research Association Annual Conference, Special Interest Special Interest Group [SIG] RME – Research in Mathematics Education – Review panel for 2014 Annual Conference (8 conference proposals reviewed) 2014
 National Council of Teachers of Mathematics, *Lessons learned from research* book chapter reviewer – (2 chapters reviewed) 2013
 American Educational Research Association Annual Conference, Special Interest Special Interest Group [SIG] RME – Research in Mathematics Education – Review panel for 2014 Annual Conference (10 conference proposals reviewed) 2013
Educational Assessment (1 manuscript reviewed) 2013
 North American Chapter of the International Group for Psychology of Mathematics Education 2013
 2013 Annual Conference, Chicago, Illinois (4 conference full papers and 2 conference brief research reports reviewed) 2013
School Science and Mathematics (5 manuscripts reviewed) 2010-2014
Journal for Advanced Academics (10 manuscripts reviewed) 2006-2011
Journal for Research in Mathematics Education (7 manuscripts reviewed) 2005-2011
Journal of Teacher Education (2 manuscripts reviewed) 2009-2011
Educational Research and Evaluation (1 manuscript reviewed) 2009
 North American Chapter of the International Group for Psychology of Mathematics Education 2009
 2009 Annual Conference, Atlanta, Georgia (3 conference full papers reviewed) 2009
Journal of Educational Psychology (7 manuscripts reviewed) 2006-2009
The Mathematics Teacher (4 manuscripts reviewed) 2006-2009
 American Educational Research Association Annual Conference, 2009, San Diego, CA: Research in Mathematics Education Special Interest Group (5 conference proposals reviewed) 2008
 North American Chapter of the International Group for Psychology of Mathematics Education 2007
 2007 Annual Conference, Reno, Nevada (6 conference proposals reviewed) 2007
 American Educational Research Association Annual Conference, 2008, New York, NY: Research in Mathematics Education Special Interest Group and Middle Level Education Research Special Interest Group (8 conference proposals reviewed) 2007
 American Educational Research Association Annual Conference, 2007, Chicago, Illinois: Research in Mathematics Education Special Interest Group and Middle Level Education Research Special Interest Group (4 conference proposals reviewed) 2006

Kendall/Hunt Publishing Company, Mathematics Series Reviewer (2 textbooks reviewed)	2006-2007
North American Chapter of the International Group for Psychology of Mathematics Education 2006 Annual Conference, Mérida, Yucatán, Mexico (4 conference proposals reviewed)	2006
American Educational Research Association Annual Conference, 2006, San Francisco, CA: Division L (Educational Policy and Politics), Research in Mathematics Education Special Interest Group, and Middle Level Education Research Special Interest Group (6 conference proposals reviewed)	2005
North American Chapter of the International Group for Psychology of Mathematics Education 2005 Annual Conference, Roanoke, Virginia (4 conference proposals reviewed)	2005
IPSI-2005 [Internet, Processing, Systems, and Interdisciplinary (Research)] France/Spain Conferences (1 conference proposal reviewed)	2005

PROFESSIONAL AFFILIATIONS

Association of Mathematics Teacher Educators (2014-present)

Connecticut Council of Leaders of Mathematics (2014-present)

American Education Research Association [AERA]

- AERA Division K – Teaching and Teacher Education (2004-present)
- AERA Special Interest Group [SIG] RME – Research in Mathematics Education (2004-present)
- AERA Special Interest Group [SIG] Urban Learning, Teaching and Research (2008-present)
- AERA Special Interest Group [SIG] Language and Social Processes (2009-present)
- AERA Special Interest Group [SIG] Tracking and Detracking (2013-2015)
- AERA Special Interest Group [SIG] RMLE – Research in Middle-Level Education (2005-2009)

North American Chapter of the International Group for the Psychology of Mathematics Education [PME-NA] (2002-present)

National Council of Teachers of Mathematics [NCTM] (1993-present)

Association of Mathematics Teacher Educators in Connecticut [AMTEC] (2006-present)

Associated Teachers of Mathematics in Connecticut [ATOMIC] (2004-present)

Associated Teachers of Mathematics in New England [ATMNE] (2004-present)

TODOS: Mathematics for All (2009-present)

Northeastern Educational Research Association [NERA] (2010-present)

American Association of Colleges of Teacher Education [AACTE] (2013-2014)

School Science and Mathematics Association [SSMA] (2007-2015)

TEACHING CREDENTIALS

Connecticut Professional Educator Teaching Certificates: Secondary Mathematics (7-12), Middle School (4-8), and Elementary (K-6)

New York Teaching Certificates: Mathematics (7-12), Social Studies (7-12), Art, and Elementary (N-6 with 7-9 Mathematics Extension)

California Teaching Credentials: Mathematics (preschool-12 and adult), Social Studies (preschool-12 and adult), and Multiple Subjects (preschool-12 and adult)