TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. Sharon K. Strickland Title: Professor

B. Educational Background

Degree	*Year*	*University*	*Major*	*Thesis/Dissertation*
PHD	2008	Michigan State University	Curriculum, Teaching, and Educational Policy	
MED	2002	Texas State University	Secondary Education	
BA	1999	Agnes Scott College	Mathematics, and Classical Language	

C. University Experience

Position	*University*	*Comments*	*Dates*
Professor	Texas State University		2022 - Present
Associate Professor	Texas State University		2015 - 2022
Faculty In Residence, Residential College	Texas State University		2015 - 2017
Assistant Professor	Texas State University		2008 - 2015
Research Assistant	Michigan State University		2003 - 2008
Teaching Assistant	Michigan State University		2003 - 2008

D. Relevant Professional Experience

Position	*Entity*	*Comments*	*Dates*
Mathematics Education ConsultantPROM/SE			2005 - 2008

(Michigan State University NSF MSP)		
Mathematics Teacher	Austin ISD, Austin, TX	1999 - 2003

E. Other Professional Credentials (licensure, certification, etc.)

8-12 Mathematics Teacher, Texas. (2000 - 2005).

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Recipient: Teaching Excellence Award, Department of Mathematics.
2021

2015

Award / Honor Recipient: Presidential Distinction Awards (Teaching), College of Science & Engineering.
2019

Award / Honor Recipient: Teaching Excellence Award, Department of Mathematics.
2018

Award / Honor Nominee: College of Science & Engineering Nominee to the Presidential Award for Teaching Excellence.
2016

Award / Honor Recipient: Seven Graduating Student Recognitions as the faculty that contributed significantly to their academic career.
2011 - 2014

Award / Honor Recipient: Runner-Up Presidential Award for Teaching Excellence, College of Science & Engineering.
2012

Award / Honor Recipient: Teaching Excellence Award, Department of Mathematics'.
2012
2010

B. Courses Taught:

Texas State University:

EDST 4680 - STUDENT TCH 4-8

MATH 1311 - BASIC MATH

MATH 1315 - COLL ALGEBRA

MATH 1315 - COLLEGE ALGEBRA

MATH 1319 - MATH BUS & ECO I

MATH 2311 - PRINC OF MATH I

MATH 2311 - PRINCIPLES OF MATHEMATICS I

MATH 2312 - INFORMAL GEOMETRY

MATH 2321 - CALCULUS FOR LIFE SCIENCES I

MATH 2328 - ELEMENTARY STATS

MATH 3315 - MOD GEOMETRY

MATH 3330 - INTRO ADV MATHEMAT

MATH 3330 - INTRO TO ADVANCED MATHEMATICS

MATH 4302 - PRINC OF MATH II

MATH 4304 - CAP MATH SEC TCHR

MATH 4304 - MATH UNDERSTAND

MATH 4311 - INTRO HIST MATH

MATH 4311 - INTRO TO HISTORY OF MATH

MATH 5111 - GRAD ASST TRAINING

MATH 5304 - TPCS SEC TCHR

MATH 5381 - SET THEORY

MATH 7111 - SEMINAR IN TCHING

MATH 7188 - SEMINAR IN MATH ED

MATH 7199A - DISSERTATION

MATH 7324 - CURR DSGN & ANLYS

MATH 7328 - INSTR TECH & ASSMT

MATH 7356B - ADV QUALITVE RSRCH

MATH 7366B - TCHNG K-2 STDNTS

MATH 7366C - TEACHING TEACHERS

MATH 7366D - TCHNG SPEC CONTENT

MATH 7378A - PRB SLVNG RSG & PR

MATH 7378B - CONNECT & COMM MTH

MATH 7378D - MATH TECHNOLOGIES

MATH 7378F - RESEARCH PROBLEM S

MATH 7385 - INDPNDT STUDY MATH

MATH 7386 - INDPNT STDY MTH ED

MATH 7389 - INTERNSHIP

MATH 7396 - MATH ED RES SEM

MATH 7399A - DISSERTATION

MATH 7699A - DISSERTATION

MATH 7999A - DISSERTATION

MTE 5301F - IMPLEMENT CURRILUM

MTE 5323 - LOGIC & FOUNDATONS

Michigan State University:

SME 600 - Special Problems for K-8 Teachers (Topic—Mathematics of Change)

TE 401 - Teaching Subject Matter to Diverse Learners (Secondary)

TE 402 - Crafting Teaching Practice (Secondary)

TE 402 - Teaching Subject Matter to Diverse Learners (Elementary)

TE 801 - Professional Roles and Teaching Practice (Elementary)

TE 857 - Teaching and Learning Mathematical Problem Solving

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.):

Supervisor / Chair, Candidacy Exam, "Qualification Exam Committee Chair-Frankson Collins", Status: Completed. (2024 - Present).
Student(s): Frankson Collins, PhD.

Member, Candidacy Exam, "Qualification Exam Committee-Joy Nsiah Asante", Status: Completed. (2024 - Present).
Student(s): Joy Nsiah Asante, PhD.

Supervisor / Chair, Candidacy Exam, "Qualification Exam Committee Chair-Paxton Smith", Status: Completed. (2024 - Present).
Student(s): Paxton Smith, PhD.

Supervisor / Chair, Dissertation, "tbd", Status: Proposal. (2024 - Present).
Student(s): Frankson Collins, PhD.

Member, Dissertation, "tbd", Status: Proposal. (2024 - Present).
Student(s): Joy Nsiah Asante.

Supervisor / Chair, Dissertation, "tbd", Status: Proposal. (2024 - Present).
Student(s): Paxton Smith, PhD.

Supervisor / Chair, Dissertation, "Understanding the Learning Experiences and Persistence of International Students in STEM: An Exploration of One Institutional Context", Status: In Progress. (2023 - Present).
Student(s): Abigail Quansah, PhD.

Member, Dissertation, "Exploring African American Male Students' Sense of Belonging in Developmental Mathematics", Status: In Progress. (2023 - Present).
Student(s): Gail Sylvester-Conrad, PhD.

Member, Dissertation, "Exploring Preservice Teachers’ Professional Noticing of Students’ Thinking about Measurement", Status: In Progress. (2023 - Present).

Student(s): Mai Bui, PhD.

Member, Dissertation, "Math Apps and their Relationship to Student Motivation and Mathematical Identity", Status: In Progress. (2023 - Present).
Student(s): Micah Swartz, PhD.

Supervisor / Chair, Dissertation, "A Critical Ethnographic Approach to Using Positioning Theory to Analyze an Instructor’s Mathematics Discourse in a Developmental Mathematics Classroom", Status: In Progress. (2021 - Present).
Student(s): Elizabeth Hewer, Doctoral.

Member, Dissertation, "Obligations and Instruction in Undergraduate Abstract Algebra Courses", Status: Completed. (2023 - 2024).
Student(s): Holly Zolt, PhD.

Member, Dissertation, "A Characterization of Summative College Algebra Assessment during Emergency Remote Teaching Using a Six-dimension Framework", Status: Completed. (2021 - 2024).
Student(s): Ashraf Demian, Doctoral, PhD.

Supervisor / Chair, "Qualification Exam Committee Chair-Abigail Quansah", Status: Completed. (2022 - 2023).
Student(s): Abigail Quash, Doctoral, PhD.

Member, Qualification Exam Committee, "Qualification Exam Committee", Status: Completed. (2022 - 2023).
Student(s): Mai Bui, Doctoral, PhD.

Member, Qualification Exam Committee, "Qualification Exam Committee", Status: Completed. (2022 - 2023).
Student(s): Micah Swartz, Doctoral, PhD.

Supervisor / Chair, Dissertation, "The Mediating Role of Teacher Expectancy on Participation in Mathematics Whole Class Discussion", Status: Completed. (2021 - June 2023).
Student(s): Mehmet Kirmizi, Doctoral, PhD.

Member, Qualifying Exam Committee, "Qualification Exam Committee", Status: Completed. (2022).
Student(s): Holly Zolt, PhD.

Member, Dissertation, "How Personal Narratives Contribute to Mathematician's Professional Self-Identity", Status: Completed. (2020 - 2021).
Student(s): Elizabeth Lambert, Doctoral.

Member, Dissertation, "An Exploration of Beginning Elementary Preservice Teacher’s Mathematical Practices", Status: Completed. (2017 - 2020).
Student(s): Christina Koehne, Doctoral.

Member, Dissertation, "Exploring Instructional Coherence of Introduction to Fractions in Chinese Classrooms", Status: Completed. (2017 - 2020).
Student(s): Xiowen Cui, Doctoral, PhD.

Member, Dissertation, "Proof Validation at the Introduction to Proof Level: Framing and Designing a Multiple-Choice Assessment", Status: Completed. (2017 - 2019).
Student(s): Joshua Fagan.

Member, Dissertation, "Motivation Intervention through Science and Engineering Calculus Tasks", Status: Completed. (2016 - 2018).
Student(s): Enes Akbuga, Doctoral, PhD.

Member, Dissertation, "Investigating How an Informal Summer Program Sustains Teachers in the Profession", Status: Completed. (2016 - 2018).
Student(s): Sonalee Bhattacharyya, Doctoral, PhD.

Member, Dissertation, "Teaching Teaching Through Teaching: Exploring Tutoring's Potential to Improve Mathematics Teacher Education", Status: Completed. (2017).
Student(s): Alexander Rasche.

Additional Comments: Spring

Supervisor / Chair, Dissertation, "Cultivating Mathematical Affections: Developing a Habitual Inclination to see Mathematics as Worthwhile through Engagement in Service-Learning", Status: Completed. (2017).
Student(s): Joshua Wilkinson.

Additional Comments: Doctoral Dissertation Committee Chair

Member, Dissertation, "The Effect of the Conceptualization of Limits on Proof Comprehension", Status: Completed. (2016).
Student(s): Christine Herrera.

Additional Comments: Defended Spring

Member, Dissertation, "Exploring Mathematical Flow: A Case Study of Four Pre-Service Secondary Teachers Collaborating on Model-Eliciting Activities", Status: Completed. (2016).
Student(s): Geoffrey Miller.

Additional Comments: Defended Summer

Member, Dissertation, "The Use of Examples in the Learning and Teaching of Proof", Status: Completed. (2015).
Student(s): Sarah Hanusch.

Additional Comments: Defended Summer

Member, Dissertation, "Alignment in Students, Teaching Assistants and Instructors on the Purpose and Instructional Practice of Calculus I Labs", Status: Completed. (2015).
Student(s): Yuliya Melnikova.

Additional Comments: Defended Summer

Supervisor / Chair, Student Teaching Supervision, "Cypress-Fairbanks ISD, Middle School Mathematics", Status: Completed. (2014).
Student(s): David Fuentes.

Additional Comments: Spring

Member, Dissertation, "The Effects of Smart Pen Narrated Solution Sets on Students' Study Routines and their Perceptions of the Solution Set as a Help Resource", Status: Completed. (2014).
Student(s): Jake Hammond.

Additional Comments: Defended Summer

Supervisor / Chair, Honors Course Supervision, "Honors research on the Bounded Gaps Conjecture and online math communities' roles in decreasing the bound", Status: Completed. (2014).
Student(s): Ryan Rholes.

Additional Comments: Fall

Member, Dissertation, "Diagnostic Assessment to Identify Students' Development Level in Learning Statistics", Status: Completed. (2013).
Student(s): Rini Octavia.

Additional Comments: Defended Spring

Member, Dissertation, "Identifying Mathematics Roadblock Courses for Adult Students and Examining Adult Students' Learning Behaviors in Roadblock Mathematics Courses", Status: Completed. (2012).
Student(s): Aimee Tennant.

Additional Comments: Defended Summer

Member, Dissertation, "Effects of Mathematics Research on Mathematics Majors' Beliefs Regarding Mathematics", Status: Completed. (2012).
Student(s): Joshua Goodson.

Additional Comments: Defended Spring

D. Courses Prepared and Curriculum Development:

Training Course and Instructor Manual for 6th Grade Teacher Professional Development, Curriculum Development, Mathworks: 2010.

Algebra in the Elementary Grades (grades 3-5), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Angles in the Elementary Grades (K-5), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Geometry & Measurement (grades 5-8), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Number Theory in the Elementary Grades (K-5), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Proportionality Across the Strands (grades 5-8), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Some Applications of Geometric Thinking (grades 9-12), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

MATH 7366F: Equity in Mathematics Education, New Course, Texas State University. Proposed: 2019 - 2020.

MATH 5111, Revise Existing Course, Texas State University: 2016 - 2017.

Additional Comments: Redesigned as 3-semester sequence

MATH 7111, Revise Existing Course, Texas State University: 2016 - 2017.

Additional Comments: Redesigned as 3 -semester sequence

MATH 7188, Revise Existing Course, Texas State University: 2016 - 2017.

E. Teaching Grants and Contracts

1. Funded External Teaching Grants and Contracts:

Close, Eleanor W (Principal), Strickland, Sharon K (Co-Principal), Luxford, Cynthia J (Co-Principal), Van Overschelde, James P (Co-Principal), Collins, Kristina Henry (Co-Principal), Close, Hunter G (Supporting). Preparing Engaged STEM Teachers through Multi-level Peer Mentoring and Early Teaching Experiences, National Science Foundation Robert Noyce Teacher Scholarship Program, Federal, $1,200,000.00. (Submitted: August 31, 2022, Funded: June 15, 2023 - June 14, 2028). Grant.

Additional Comments: **Research component**: Investigate the teaching performance of Scholars after employment using special expert access to a vast data lake on Texas students, teachers, and schools. **Teaching component**: Provide scholarship and stipend support to STEM majors who seek K-12 teacher certification. Continue the Learning Assistant initiative in the three-course calculus-based physics sequence. Support a cohort of 6-8 Noyce Scholars each year, resulting in the preparation of an additional 20-30 STEM teachers over the five-year life of the project, with a focus on recruiting physics, chemistry, and mathematics majors. Implement vertical peer mentoring networks including master mentors and Scholars who are student-teachers and in years 1-5 of classroom teaching.

Strickland, Sharon K (Principal). MAA Tensor Women in Mathematics, $6,000.00. (Funded: February 2010). Grant.

Additional Comments: Primary Investigator

2. Submitted, but not Funded, External Teaching Grants and Contracts:

Close, Hunter G (Principal), Strickland, Sharon K (Co-Principal), Close, Eleanor W (Co-Principal), Luxford, Cynthia J (Co-Principal), Van Overschelde, James P (Co-Principal). Responsive, Attentive, Dialogic, and InterActive Noyce Scholars with Vertical Peer Mentoring (RADIANS2), National Science Foundation, Federal, $1,200,000.00. (Submitted: August 31, 2021, Funded: August 1, 2021 - July 31, 2021). Grant.

F. Other:

Camps, iAM: Integrating Art and Mathematics. (2015).

Additional Comments: Two-Week Camp for Middle School Girls focusing on Visualization Skills via integrated art, math, and technology including 2D and 3D Fabrication; Co-Teacher, Curriculum Design, & Coordinator with Dr. Shaunna Smith & Dr. Luz Maldonado

Professional Development Course, Mathworks Junior Summer Camp Professional Development. (2013 - 2016).

Professional Development Course, Teacher Professional Development Workshop (Mathworks Curriculum), LagoVista ISD. (2015).

Professional Development Course, Geometer's Sketchpad Training, Miller Middle School, San Marcos ISD. (2012).

Professional Development Course, Teacher Professional Development Workshop (Mathworks Curriculum), Freer ISD. (2012).

Professional Development Course, Mathworks Junior Summer Camp Professional Development. (2008 - 2011).

Professional Development Course, Teacher Professional Development Workshop (Mathworks Curriculum), Midland ISD. (2010).

Professional Development Course, Complex Instruction Workshops, McAllen, TX Schools. (2009).

Professional Development Course, Teacher Professional Development Workshop (Mathworks Curriculum), Texas CAN! Academy. (2009).

Professional Development Course, Fractions & Decimal Operations (5-8), Ionia County, MI Schools. (2008).

Professional Development Course, Geometry & Measurement (grades 5-8), Ionia County, MI Schools. (2008).

G. Teaching Professional Development Activities Attended

Workshop, "Faculty-Student Communities for Improving STEM Instruction," National Science Foundation, San Marcos. (2020).

Workshop, "Faculty Maker Project," Texas State University, San Marcos, United States. (September 2017 - May 2018).

Institute, "Multicultural Curriculum Institute," Texas State University, San Marcos, United States. (May 22, 2017 - May 26, 2017).

Workshop, "NSF Smarter Together Working Conference on Complex Instruction," National Science Foundation, Atlanta, GA. (2014).

Additional Comments: Invited Participant; wrote tasks that met complex instruction principles for preservice mathematics teacher content courses

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books:

Refereed:

Strickland, S. K., & Rand, B. (2016). Learning Proof-Writing: Applying English Composition Pedagogical Strategies to Undergraduate Mathematics. In R. Schwell, A. Steurer, & J. F. Vasquez (Eds.), *Beyond Lecture: Resources and Pedagogical Techniques to Improve Student Proof-Writing Across the Curriculum*. Mathematical Association of America. Retrieved from https://www.maa.org/press/ebooks/beyond-lecturehttps://www.maa.org/press/ebooks/beyond-lecture
1. StricklandRand_MAA-1.pdf

Strickland, S. K. (2016). Who Counts as a Mathematician? In D. Y. White, S. Crespo, & M. Civil (Eds.), *Cases for Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms*. Reston NJ: National Council of Teachers of Mathematics.
2. Strickland NCTM Equity-1.pdf

Warshauer, M. L., McCabe, T., Sorto, M. A., Strickland, S., Warshauer, H. K., & White, A. (2010). Equity. In M. Saul, S. Assouline, & L. J. Sheffield (Eds.), *The Peak in the Middle: Developing mathematically gifted students in the middle grades* (pp. 155 – 170). San Marcos, United States: NCTM.

Star, J. R., Strickland, S. K., & Hawkins, A. (2008). What is mathematical literacy? Exploring the relationship between literacy and content learning in middle and high school mathematics. In M. Conley, J. Freidhoff, M. Sherry, & S. Tuckey (Eds.), *Adolescent literacy policy and instruction: The research we have and the research we need* (pp. 104–112). New York: Guilford.

Non-refereed:

Strickland, S. K., Jiang, Z., Obara, S., & Cuevas, G. J. (2016). Curriculum, engagement, and learning to trust: Two cases of dynamic geometry implementation. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.
5. Strickland et al Monograph-1.pdf

Strickland, S. K. (2016). Proving activities in high school geometry: A comparison among dynamic and non-dynamic geometry classrooms. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.
4. Strickland Monograph-2.pdf

Sorto, M. A., Jiang, Z., White, A., & Strickland, S. K. (2016). Reprint: An Observational Protocol Measuring Secondary Teachers' Implementation of Dynamic Geometry Approach. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.

Jiang, Z., White, A., Strickland, S. K., Dickey, E., & Rossenwasser, A. (2016). The Efficacy of the Dynamic Geometry Approach. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.
3. Jiang et al Monograph-1.pdf

2. Articles:

a. Refereed Journal Articles:

Melhuish, K. M., Strickland, S. K., Han, S., & Sorto, M. A. (2024). Why Ask Why? An Analysis of Teachers' Why-Questions in Elementary and Middle Grade Mathematics Classrooms. *Journal of Mathematics Teacher Education*. Published.

Melhuish, K. M., Dawkins, P. C., Lew, K. M., & Strickland, S. K. (2022). Lessons learned about incorporating high-leverage teaching practices in the undergraduate proof classroom to promote authentic and equitable participation. *International Journal of Research in Undergraduate Mathematics Education*. Published.

Namakshi, N., Warshauer, H. K., Strickland, S., & Hickman, L. (2022). Investigating Preservice Teachers' Assessment Skills: Noticing and Analyzing Student Thinking in Elementary and Middle-School Students' Written Work. *School Science and Mathematics*, *122*(3), 142–154. https://doi.org/DOI:10.1111/ssm.12522
SSM_2022-1.pdf

Milewski, A., & Strickland, S. K. (2020). Building on the work of teachers: Adding a functional lens to a teacher-generated framework for describing the instructional practices of responding. *Linguistics & Education*, *57*(June 2020). https://doi.org/https://doi.org/10.1016/j.linged.2020.100816
Linguistics and Education 2019-1.pdf

McCabe, T. W., Herrera, C., Strickland, S. K., & White, A. (2017). Let's Draw a Picture. *Primus*. Published. https://doi.org/10.1080/10511970.2017.1338319
LEtsDrawAPictureFinal-1.pdf
Additional Comments: Originally submitted May 2016, received a revise and resubmit decision in September, submitted revised version in December, accepted in May 31, 2017, appeared online in June 22 for subscribers to journal. Will appear in print later this year.

Strickland, S. K., & Rand, B. (2016). Developing a proof-coding scheme. *PRIMUS*, *26*(10), 905–921.
6. StricklandRand PRIMUS-1.pdf

Milewski, A., & Strickland, S. K. (2016). (Toward) Developing a common language for describing instructional practices of responding: A teacher-generated framework. *Mathematics Teacher Educator*. Published.
7. Milewski Strickland 2016 MTE-1.pdf

Sorto, M. A., Jiang, Z., White, A., & Strickland, S. (2015). An Observational Protocol Measuring Secondary Teachers' Implementation of Dynamic Geometry Approach. *Mathematics Teaching – Research Journal*, *7*(4).

Star, J., & Strickland, S. K. (2008). Learning to observe: Using video to improve preservice teachers' ability to notice. *Journal of Mathematics Teacher Education*, *11*(2), 107–125.

3. Conference Proceedings:

a. Refereed Conference Proceedings:

Austin, C. K., Strickland, S. K., Melhuish, K. M., & Acevedo, C. I. (Accepted / In Press). Student Perceptions of Group Worthy Tasks in Proof-Based Courses. In *In Proceedings of the Forty-Fifth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*.

Melhuish, K. M., Lew, K. M., Dawkins, P. C., Strickland, S. K., & Patterson, C. L. (2023). Engineering Instructional Practices to Better Support Access and Participatory Equity in Authentic Proof Activity. In *In Cook, S., Katz, B., & Moore-Russo D. (Eds.) Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education*. Retrieved from

http://sigmaa.maa.org/rume/RUME25v2.pdfhttp://sigmaa.maa.org/rume/RUME25v2.pdf
RUMEHLTPtoSubmit-1.docx

Melhuish, K. M., White, A., Strickland, S. K., & Wrightsman, E. (Published). Exploring the Relationship Between Qualitative Lesson Scores and Quantitative Qualities of Individual Codes. In *In Lischka, A. E., Dyer, E. B., Jones, R. S., Lovett, J., Strayer, J., & Drown, S. (Eds). Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1832–1840).

Melhuish, K. M., Byeonguk Han, S., Sorto, M. A., & Strickland, S. K. (2021). An exploration of teachers' why-questions in the mathematics classroom. In *In Olanoff, D., Johnson, K., & Spitzer, S.M. (Eds.) Proceedings of the Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*.

Milewski, A., Strickland, S. K., Buchbinder, O., Chazan, D., & Herbst, P. (2021). Moves teachers use to respond to students' non-canonical approaches for solving equations. In *Proceedings of the Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*.

Melhuish, K. M., Strickland, S. K., Ellis, B., Byeonguk Han, S., Pham, A., & Thanheiser, E. (2020). Profiling productive mathematical teaching moves in 4th-8th mathematics classrooms. In *Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (Eds.). Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2017–2025). https://doi.org/https://doi.org/10.51272/pmena.42.2020-338

Koehne, C. R., Thanheiser, E., Strickland, S. K., Pham, A., Heaton, R., & Melhuish, K. M. (2020). Profiling the use of public records of students' mathematical thinking in 4th-8th mathematics classrooms. In *In Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (Eds.). Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*.

Sorto, M. A., Melhuish, K. M., Thanheiser, E., Zied, K., Koehne, C., Sugimoto, A., … Strickland, S. K. (2019). Components of High-Quality Mathematics Classrooms: Attending to Learning Opportunities for English Language Learners. In *In S. Otten, A. G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.) Proceedings of the forty-first annual meeting of the North American*

Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) (pp. 1594–1603).

Melhuish, K. M., & Strickland, S. K. (2019). Abstract Algebra Instructors' Noticing of Students' Mathematical Thinking. In *In Weinberg, A., Moore-Russo, D., Soto, H., & Wawro, M. (Eds.). Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education* (pp. 428–436).

Milewski, A., & Strickland, S. K. (2016). Maintaining Coherence across Research and Practice: A Common Framework for Describing Teachers' Reacting Moves. In *Proceedings of the American Educational Research Association, Annual Research Conference*.
11. Milewski Strickland AERA2016-1.pdf

Strickland, S. K., & Milewski, A. (2016). Toward a functional framework for describing teachers' practices of reacting. In *Proceedings of the 13th International Congress on Mathematical Education*.
9.StricklandMilewski ICME-1.pdf

Warshauer, H. K., Strickland, S., Namakshi, N., Hickman, L., & Bhattacharyya, S. (2015). Development of Preservice Teacher Noticing in a Content Course. In T. Bartell, K. Bieda, R. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 972–975). East Lansing, MI, USA: Michigan State University.

Warshauer, H. K., Strickland, S., Hickman, L., & Namakshi, N. (2014). Relating Preservice Teacher Noticing with Mathematical Knowledge for Teaching. In S. Oesterle, N. Nicol, P. Liljedahl, & D. Allan (Eds.), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th North America Chapter of the Psychology of Mathematics Education* (Vol. 6, p. 262).

Strickland, S. K., & Rand, B. (2012). Improving Undergraduates Novice Proof-Writing: Investigating the Use of Multiple Drafts. In *Proceedings of the 15th Annual Conference on Research in Undergraduate Mathematics Education*.

Strickland, S. K. (2008). Proofs, purposes, and participation in undergraduate mathematics. In *Proceedings for the eleventh special interest group of the Mathematical Association of America on Research in Undergraduate Mathematics Education*.

Speer, N., Strickland, S. K., Johnson, N., & Gucler, B. (2006). Mathematics graduate students' knowledge of undergraduate students' strategies and

difficulties: Supporting concepts for derivative. In *Proceedings of the 9th annual conference for Research in Undergraduate Mathematics Education*.

Strickland, S. K., Wood, M., Parks, A., Lloyd, G., Wilson, M., Wilkins, J., & Behm, S. (2005). Number Lines: Students Across Grade Levels Making Meaning through Metaphor. In *Proceedings of the twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education*.

Strickland, S. K., Speer, N., Johnson, N., Gucler, B., Lloyd, G., Wilson, M., … Behm, S. (2005). Teaching Assistants' Knowledge and Beliefs Related to Student Learning of Calculus. In *Proceedings of the twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education*.

Strickland, S. K., McDougall, D. E., & Ross, J. A. (2004). Listening to student understanding: Pre-service teachers' difficulties. In *Proceedings of the twenty-sixth annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education* (Vol. 3, p. 1298).

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

Brown, A., Strickland, S. K., Herbst, P., Beckemeyer, R., Spitari, A., AMTE, "(What) Can we learn from teachers' decisions and ways of justifying their practice?," Association of Mathematics Teacher Educators, New Orleans, TX. (February 2023).

Herbst, P., Milewski, A., Stevens, I., Lorenz, R., Huhn, C., Strickland, S. K., Association of Mathematics Teacher Educators, "Supporting synchronous and asynchronous study of secondary mathematics lessons among colleagues: Designs, technologies, and facilitation," Henderson, United States. (February 2022).

Milewski, A., Strickland, S. K., Buchbinder, O., Chazan, D., Herbst, P., National Council of Teachers of Mathematics Research Conference, "Managing students' non-canonical approaches to solving equations: Linguistic resources teachers use to respond to students' mathematical work," St Louis, MO. (January 2022).

Melhuish, K. M., Strickland, S. K., Ellis, B., Byeonguk Han, S., Pham, A., Thanheiser, E., Forty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), "Profiling productive mathematical teaching moves in 4th-8th mathematics classrooms," Mazatlan, Mexico. (2021).

Melhuish, K. M., Byeonguk Han, S., Sorto, M. A., Strickland, S. K., the Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)., "An exploration of teachers' why-questions in the mathematics classroom," Philadelphia. (October 2021).

Milewski, A., Strickland, S. K., Herbst, P., Chazan, D., Buchbinder, O., Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), "Moves teachers use to respond to students' non-canonical approaches for solving equations," Philadelphia. (October 2021).

Koehne, C. R., Thanheiser, E., Strickland, S. K., Pham, A., Heaton, R., Melhuish, K. M., Forty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), "Profiling the use of public records of students' mathematical thinking in 4th-8th mathematics classrooms," Mazatlan, Mexico. (May 2021).

Brown, A., Strickland, S. K., Buchbinder, O., Chazan, D., Herbst, P., National Council of Teachers of Mathematics Research Conference, "Managing students' non-canonical approaches to solving equations: Linguistic resources teachers use to respond to students' mathematical work." (January 2021).

Sorto, M. A., Melhuish, K. M., Thanheiser, E., Zied, K., Koehne, C. R., Sugimoto, A., Strickland, S. K., Forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, "Components of High-Quality Mathematics Classrooms: Attending to Learning Opportunities for English Language Learners," St Louis, MO. (October 2019).

Melhuish, K. M., Strickland, S. K., 22nd Annual Conference on Research in Undergraduate Mathematics Education, "Abstract Algebra Instructors' Noticing of Students' Mathematical Thinking," Boston, MA. (February 2019).

Strickland, S. K., Milewski, A., 13th International Congress on Mathematical Education, "Toward a functional framework for describing teachers' practices of reacting," Hamburg, Germany. (2016).

Warshauer, H., Strickland, S. K., Namakshi, N., Bhattacharyya, S., Hickman, L., Presentation at the Association of Mathematics Teacher Educators Research Conference, "Using student work to enhance preservice teachers' noticing and content knowledge," Irvine, CA. (2016).

Milewski, A., Strickland, S. K., American Educational Research Association, Annual Research Conference, "Maintaining Coherence across Research and Practice: A

Common Framework for Describing Teachers' Reacting Moves," Washington DC. (April 2016).

Davila, R., Strickland, S. K., Presentation at the Joint Mathematics Meetings of the American Mathematics Society and Mathematics Association of America, "Definition construction and developing mathematical inquiry," San Antonio, TX. (2015).

Warshauer, H., Strickland, S. K., Hickman, L., Namakshi, N., Presentation at the National Council of Teachers of Mathematics Research Conference, "Development of preservice teacher noticing through analysis of student work," Boston, MA. (2015).

Warshauer, H. K., Strickland, S. K., Namakshi, N., Hickman, L., Bhattacharyya, S., 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, "Development of Preservice Teacher Noticing in a Content Course," East Lansing, MI. (November 2015).

Warshauer, H. K. (presenter/author), Strickland, S. (author), Hickman, L. (author), Namakshi, N. (author), 38th Conference of the International Group for the Psychology of Mathematics Education (PME) and the 36th Conference of the North America Chapter of the Psychology of Mathematics Education (PME-NA), "Relating Preservice Teacher Noticing with Mathematical Knowledge for Teaching," Vancouver, Canada. (July 2014).

Strickland, S. K., Rand, B., 15th Annual Conference on Research in Undergraduate Mathematics Education, "Improving Undergraduates Novice Proof-Writing: Investigating the Use of Multiple Drafts," Portland, OR. (2012).

Strickland, S. K., Presentation at the National Council of Teacher's of Mathematics Regional Conference, "Providing Productive Feedback for Proofs," Chicago, IL. (2012).

Strickland, S. K., Presentation at the National Council of Teacher's of Mathematics Regional Conference, "When Teacher Silence Is Not Golden," Dallas, TX. (2012).

Strickland, S. K., Presentation at the National Council of Teacher's of Mathematics Regional Conference, "When Teacher Silence Is Not Golden," Hartford, CT. (2012).

Strickland, S. K., Rand, B., Presentation at the Mathematical Association of America's MathFest 2010 MAA, "Learning Proof-Writing: Applying English Composition Pedagogical Strategies to Undergraduate Mathematics," Pittsburgh, PA. (2010).

Strickland, S. K., Eleventh special interest group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, "Proofs, purposes, and participation in undergraduate mathematics," San Diego. (2008).

Speer, N. K., Strickland, S. K., Johnson, N., Gucler, B., 9th annual conference for Research in Undergraduate Mathematics Education, "Mathematics graduate students' knowledge of undergraduate students' strategies and difficulties: Supporting concepts for derivative." (2006).

Strickland, S. K., Wood, M., Parks, A., Presentation, Michigan Council of Teachers of Mathematics, "Number line metaphors." (2005).

Strickland, S. K., M, W., A, P., Twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education, "Number Lines: Students Across Grade Levels Making Meaning through Metaphor," Toronto, Canada. (2005).

Strickland, S. K., Speer, N., Johnson, N., Gucler, B., Twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education, "Teaching Assistants' Knowledge and Beliefs Related to Student Learning of Calculus." (2005).

Speer, N. M., Star, J. R., Strickland, S. K., Presentation, North American chapter of the International Group for the Psychology of Mathematics Education, "Mathematics teaching assistant preparation and development research," University of Toronto. (2004).

2. Invited Talks, Lectures, and Presentations:

Strickland, S. T., Graduate Open House, "Function Follows Form: Investigating the Relationship between Responding to Student Thinking and Further Classroom Engagement.," Mathematics Department, Texas State University, San Marcos. (2017).

White, A. (Panelist), Warshauer, M. L. (Panelist), Warshauer, H. K. (Panelist), McCabe, T. W. (Panelist), Strickland, S. K. (Panelist), Mathworks Mathematics Education Symposium, "Mathworks," Mathworks, San Marcos Conference Center, San Marcos, TX, United States. (September 2014).

Strickland, S. K., Undergraduate MathFest XXIII, "Math and Aesthetics: More than Meets the Eye," National Association of Mathematicians. (2013).

Strickland, S. K., Third Annual Graduate Open House, Mathematics Department, "Providing Productive Feedback for Proofs," Texas State University. (2012).

Star, J. R., Strickland, S. K., Hawkins, A., Second Annual Michigan State University Symposium on Literacy Achievement, "What is mathematical literacy? Exploring the relationship between literacy and content learning in middle and high school mathematics." (2006).

Sinclair, N., Strickland, S. K., Michigan State University College of Education Mathematics Education Colloquium Series, "Abduction and mathematics learning: Necessary risks." (March 2006).

3. Consultancies:

Academic, University of Michigan; GRIP Lab, Ann Arbor, MI. (January 2021 - June 2025).

Additional Comments: Assisted with professional development facilitator preparation and support; some PD content creation

Academic, Budapest Semesters in Mathematics Education, Budapest, Hungary. (2019).

Additional Comments: Provided a review of their program and offered suggestions for improvement and attracting more students

4. Workshops:

Melhuish, K. M., Patterson, C. L., Strickland, S. K., Ellis, B. M., "STEP UP Workshop (Year 2)," National Science Foundation, Texas State University. (August 2024).

Melhuish, K. M., Patterson, C. L., Strickland, S. K., Ellis, B. M., "STEP UP Workshop (Year 1)," National Science Foundation, Texas State University. (May 2023).

Strickland, S. K., "Junior Summer Camp Professional Development," Mathworks. (2016).

Strickland, S. K., "Junior Summer Camp Professional Development," Mathworks. (2015).

Strickland, S. K., "Mathworks Curriculum," Mathworks, Lago Vista, TX. (2015).

Strickland, S. K., "Junior Summer Camp Professional Development," Mathworks. (2014).

Strickland, S. K., "Junior Summer Camp Professional Development," Mathworks. (2013).

Strickland, S. K., "Geometer’s Sketchpad Training," Miller Middle School, San Marcos ISD. (2012).

Strickland, S. K., "Mathworks Curriculum," Freer, TX ISD. (2012).

Strickland, S. K., "Mathworks Curriculum," Midland, TX ISD. (2010).

Strickland, S. K., "Complex Instruction," McAllen, TX ISD. (2009).

Strickland, S. K., "Mathworks Curriculum," Texas CAN! Academy. (2009).

Strickland, S. K., "Fractions & Decimal Operations (grades 5-8)," Ionia County Schools, MI. (2008).

Strickland, S. K., "Geometry & Measurement (grades 5-8)," Ionia County Schools, MI. (2008).

5. Other Works not in Print:

b. Works "in progress":

Journal Articles:

Melhuish, K. M., Czocher, J. A., & Strickland, S. K. (In Preparation; Not Yet Submitted). Analyzing Argumentation as a Means to Establish Validity of Coder Reconciliation Processes.

c. Other Works Not in Print:

Focus Group Research Participants:

Strickland, S. K., Ortiz, A. M., "Why Do Students Leave STEM?." (2014).

Panelists:

Strickland, S. K., Mathworks Math Education Research Symposium, "Curriculum Research & Development." (2014).

Strickland, S. K., Mathworks 25th Anniversary Reunion, "The Present and Future of Math and Science Education." (2014).

Posters:

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

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

Patterson, Cody Lynn (Principal), Melhuish, Kathleen Mary (Co-Principal), Strickland, Sharon K (Co-Principal), Ellis, Brittney Marie (Co-Principal). MAA OPEN Math, Mathematical Association of America, Institutional (Higher Ed), $12,000.00. (Submitted: October 2024, Funded: May 2025 - December 2025). Grant.

2025 MAA OPEN Math workshop acceptance-1.pdf

Additional Comments: This is an award from the MAA OPEN Math program; it will provide summer support for me and three other faculty, one postdoctoral fellow, and one doctoral student as we provide a national virtual workshop on groupworthy tasks related to mathematical proof.

Melhuish, Kathleen Mary, Ellis, Brittney Marie, Patterson, Cody Lynn, Strickland, Sharon K. Structuring Equitable Participation in Undergraduate Proof, National Science Foundation, Federal, $600,000.00. (Submitted: July 2022, Funded: January 1, 2023 - December 31, 2025). Grant.

Czocher, Jennifer Ann, White, Alexander (Supporting), Strickland, Sharon K (Supporting). CAREER: Scaffolding Strategies for Undergraduate Mathematical Modeling Skills, NSF, Federal, $954,500.00. (Submitted: July 2017, Funded: September 2018 - August 2024). Grant.

Czocher_CAREER_Final-1.pdf

Melhuish, Kathleen Mary (Principal), Heaton, Ruth (Co-Principal), Thanheiser, Eva (Co-Principal), Strickland, Sharon K (Co-Principal), Sorto, Maria Alejandra (Co-Principal), Ellis, Brittney Marie (Co-Principal). Using Technology to Capture Classroom Interactions: The Design, Validation, and Dissemination of a Formative Assessment of Instruction Tool for Diverse K-8 Mathematics Classrooms, NSF, Federal, $1,984,657.00. (Submitted: November 2, 2017, Funded: September 4, 2018 - August 31, 2023). Grant.

Warshauer, Max (Principal), Strickland, Sharon K (Supporting). Mathworks Algebra Program, KDK-Harman Foundation, Private / Foundation / Corporate, $108,000.00. (Funded: 2012 - 2014). Grant.

Additional Comments: Renewed each year at $36,000 per year, Senior personnel

Warshauer, Max (Principal), Strickland, Sharon K (Supporting). Mathworks Algebra Program, Sid W. Richardson Foundation, Private / Foundation / Corporate, $108,000.00. (Funded: 2012 - 2014). Grant.

Additional Comments: Renewed each year at $36,000 per year, Senior personnel

Jiang, Zhonghong (Co-Principal), Cuevas, Gil (Co-Principal), Strickland, Sharon K (Supporting). NSF-CADRE Dynamic Geometry in Classrooms, $2,090,495.00. (Funded: 2009 - 2014). Grant.

Additional Comments: Senior Personnel

Warshauer, Max (Principal), Strickland, Sharon K (Supporting). Mathworks Algebra Program, Evaluation and Replication Plan, Meadows Foundation, $306,000.00. (Funded: 2012 - 2013). Grant.

Additional Comments: Renewed each year at $153,000 (2014 renewal pending), senior personnel

2. Submitted, but not Funded, External Grants and Contracts:

Sigley, Robert (Principal), Czocher, Jennifer Ann (Co-Principal), Melhuish, Kathleen Mary (Co-Principal), Strickland, Sharon K (Co-Principal), Morey, Susan (Supporting). IUSE: Orchestrating Discussions About Proof, NSF IUSE, Federal, $289,833.00. (Submitted: November 2016). Grant.
IUSE-Reviews-1.docx
Additional Comments: Received 4 very good (second highest after excellent). Reviews are attached.

Strickland, Sharon K (Co-Principal), Smith, Shaunna (Co-Principal), Bos, Beth (Co-Principal). NSF REAL Grant: iAM, Integrating Art and Mathematics to Impact Middle School Girls' Mathematics Abilities, Federal, $490,000.00. (Submitted: 2014). Grant.

4. Submitted, but not Funded, Internal Grants and Contracts:

Strickland, Sharon K (Co-Principal), Melhuish, Kathleen Mary (Co-Principal). Undergraduate Mathematics Instructor Noticing of Students' Mathematical Thinking, Texas State University, $15,000.00. (Submitted: October 2019). Grant.

Strickland, Sharon K (Co-Principal), Melhuish, Kathleen M (Co-Principal). Undergraduate Mathematics Instructor Noticing of Students' Mathematical Thinking, Texas State University, Texas State University, $13,200.00. (Submitted: October 2018). Grant.

Strickland, Sharon K (Principal). Linking Teachers' Responding Practices to School-Level Variables, Texas State University, $8,000.00. Grant.

Strickland, Sharon K (Principal). Research Enhancement Program, Texas State University, $8,000.00. (Submitted: October 2010). Grant.

Strickland, Sharon K (Principal). Research Enhancement Program, Texas State University, $8,000.00. (Submitted: October 2009). Grant.

D. Scholarly / Creative Fellowships, Awards, Honors:

Fellowship Recipient: Supplemental Award, Faculty Development Leave Program, Texas State University.
2017 - 2018

Fellowship Recipient: Dissertation Completion Fellowship, MSU College of Education.
2008

Fellowship Recipient: Dale S. Evans Memorial Scholarship, MSU College of Education.
2007

Award / Honor Recipient: Best Paper Award for the 2006 RUME Conference.
2006

Fellowship Recipient: Spencer Research Training Fellowship, MSU College of Education.
2006

Fellowship Recipient: Summer Research Fellowship, MSU College of Education.
2006
2004
Additional Comments: Summer

IV. SERVICE

A. Institutional

1. University:

Participant, Understanding Professors' Office Hours, Residential College. (2017).

Faculty In Residence. (2015 - 2017).

Residential College/Mathematics Dept Representative, Bobcat Days. (2015 - 2017).

Residential College/Mathematics Dept Representative, Residential Hall Move In Day for Freshmen. (2015 - 2017).

Member, Faculty Senate's Equity and Access Committee. (2015 - 2016).

Residential College/Mathematics Dept Representative, Freshman Orientation Sessions Summer. (2015 - 2016).

PACE Mentor. (2011).

Member, Middle School Mathematics Program Review Group. (2010 - 2011).

2. College:

Member, College Review Group-Liberal Arts. (2022 - 2023).

Member, Physics Education Tenure Track Hiring Committee. (2017 - 2018).

3. Department/School:

Graduate Advisor, Doctoral. (2019 - Present).

Member, Graduate Program Committee. (2016 - Present).

GIA Mentor. (2008 - Present).

University Mentor, Tenure-Track Faculty Mentor, Robert Sigley. (2016 - 2021).

Chair, UIA/TA Renewal Committee. (2016 - 2018).

Member, Budget Committee. (2015 - 2018).

Member, Committee on Committees. (2015 - 2018).

Member, Statistics Position Hiring Committee. (2017).

Member, Mathematics Education Tenure Track Positions Hiring Committee. (2015 - 2017).

Lecturer Mentor. (2015 - 2016).

Member, Developmental Mathematics Review Committee. (2015 - 2016).

Member, TA Hiring Committee. (2013 - 2016).

Member, Elementary Statistics Curriculum Review Group. (2013 - 2014).

Participant, Graduate Open House, Talk, Table Host, Math in Picture School Liaison. (2011 - 2014).

Member, Calculus II for Middle School Math Curriculum Review Task Force. (2013).

Member, Math Education Qualifying Exam Committee. (2011 - 2013).

Member, Lecturer Hiring Committee. (2012).

Member, Library Committee. (2009).

Member, Travel Committee. (2009).

B. Professional:

Reviewer / Referee, Journal for Research in Mathematics Education. (2020 - Present).

Reviewer / Referee, Mathematics Teacher Educator. (2015 - Present).

Reviewer / Referee, Journal of STEM Education. (2014 - Present).

Reviewer / Referee, Journal for Mathematics Teacher Education. (2013 - Present).

Reviewer / Referee, Elementary School Journal. (2010 - Present).

Reviewer / Referee, PME-NA. (2006 - Present).

Policy Contributor, National Science Foundation: Graduate Teaching Assistantship Training Working Session. (2017).

Reviewer / Referee, ICME13. (2016).

Reviewer / Referee, International Conference on Teaching Statistics. (2015 - 2016).

Task Writer, National Science Foundation: Smarter Together Working Conference on Complex Instruction. (2014).

Reviewer / Referee, RUME Conference. (2008 - 2013).

Reader, NCTM Statistics Yearbook. (January 2008 - April 2008).

C. Community:

iAM (Integrating Art & Math) Free camp for middle school girls. (2014 - 2016).

Family Math Night, Crockett Elementary, San Marcos, TX. (2013).

Math Consultant, Child Development Center, Texas State University. (2011 - 2012).

D. Organization Memberships:

American Educational Research Association. (1925 - Present).

Association of Mathematics Teacher Educators. (1925 - Present).

Mathematical Association of America. (1925 - Present).

National Council of Teachers of Mathematics. (1925 - Present).

Psychology of Mathematics Education. (1925 - Present).

G. Service Professional Development Activities Attended:

Workshop, "Principles to Guide the Design and Implementation of Doctoral Programs in Mathematics Eduction," National Science Foundation, Las Vegas. (October 27, 2021 - October 30, 2021).

Workshop, "Workshop on Mathematics and Racial Justice," Mathematical Sciences Research Institute. (June 2021).

Workshop, "College Mathematics Instructor Development Source," Mathematical Association of America. (July 2018).