Jennifer M. Langer-Osuna

(née Garcia de Osuna)

Curriculum Vitae, August 2017

Graduate School of Education
Stanford University
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Education

University of California, Berkeley
Ph.D. Cognition and Development, 2009
Committee: Geoffrey B. Saxe (co-chair), Randi A. Engle (co-chair), John Kihlstrom

University of California, Berkeley
M.A. Cognition and Development, 2002

Carnegie Mellon University
B.S. Cognitive Psychology, University and College Honors, 1999
Mathematics emphasis: Calculus I, Calculus II, 3-D Calculus, Modern Mathematics, Discrete Mathematics, Programming in C++, Statistics I, Statistics II

Academic Positions

2014- Stanford University, Assistant Professor, Curriculum and Teacher Education (CTE), Learning Sciences and Technology Design (LSTD), Race, Inequality and Language in Education (RILE)
Affiliated with:
Center for Comparative Studies in Race & Ethnicity (Faculty Affiliate)
Chicano/Latino Studies (Faculty Affiliate)
Feminist, Gender, & Sexuality Studies (Faculty Affiliate)

2010-2014 University of Miami, Assistant Professor, Teaching and Learning Department

2009-2010 University of Miami, Post-Doctoral Fellow, Teaching and Learning Department

Honors and Awards (Selected)

2015-2016	Institute for Research in the Social Sciences (IRiSS) Faculty Fellow, Stanford University
2012-2014	National Academy of Education/Spencer Postdoctoral Fellow
2012	Teaching Award, University of Miami, (see Professor spotlight: Top of their class, The Miami Hurricane, April 5, 2012)
2007	Promising Emerging Scholar Award, University of Manchester, UK
2002-2009	University Graduate Fellow, UC Berkeley
2000-2001	National Science Foundation Graduate Research Fellow
1998-1999	National Institute of Mental Health (NIMH) Undergraduate Fellowship for the Integration of Research & Education
1998-1999	Small Undergraduate Research Grant, Carnegie Mellon University
1995-1999	Carnegie Mellon Undergraduate Scholarship

Funded Research

AMSSI-Math Conference (Advancing Methods for Studying Social Identities in Mathematics)
Co-PIs: Jennifer M. Langer-Osuna & Niral Shah
Funding Source: Spencer Foundation
Project Period: 2016-2017
Total Award: $49,987

Supporting collaborative problem-solving in diverse elementary mathematics classrooms (ELEM-MATH)
Co-PIs: Jennifer M. Langer-Osuna & Janet Carlson
Funding Source: Private Donor Grant
Project Period: 2015-2016
Total Award: $115,000

The authority of ideas: Understanding influence in diverse student-led mathematical discussions
Principal Investigator: Jennifer M. Langer-Osuna
Funding Source: National Academy of Education/Spencer
Project Period: 2012-2014
Total Award: $55,000

Language in math
Principal Investigator: Walter Secada
Role: Co-Investigator
Funding Source: Institution for Education Sciences
Project Period: 2010-2013
Total Award: $1,500,000

Being heard when you have something to say: Understanding English-language learners' influence in student-led mathematical discussions
Principal Investigator: Jennifer M. Langer-Osuna
Funding Source: Office of the Provost for Research, University of Miami
Project Period: 2012
Total Award: $15,300

English-language learners' participation in mathematical discussions
Principal Investigator: Jennifer M. Langer-Osuna
Funding Source: Office of the Provost for Research, University of Miami
Project Period: 2011-2012
Total Award: $15,525

Peer-Reviewed Journal Articles

(*trainees)

1. Langer-Osuna, J. (accepted). Authority relations link identity and engagement in collaborative mathematics classrooms. *ZDM The International Journal on Mathematics Education.*

2. Langer-Osuna, J., Gargroetzi, E.*, Munson, J.* & Chavez, R.* (accepted). The productive functions of off-task talk: Access, recruitment, and maintenance of the collaborative problem-solving process. *Journal of Educational Psychology.*

3. Langer-Osuna, J. & McKinney de Royston, M. (accepted). Positioning theory and the Emergent Goals Framework: Addressing and remediating conceptual fuzziness in analyzing power relations in mathematics classroom interactions. *Journal of Urban Education.*

4. Langer-Osuna, J. (2017). Authority, identity, and collaborative mathematics. *Journal for Research in Mathematics Education*, *48*(3), 237-247.

5. Langer-Osuna, J. & Nasir, N. (2016). Rehumanizing the 'other': Race, culture, and identity in education research. *Review of Research in Education, Education Research: A Century of Discovery, 40*, 723-743.

6. Langer-Osuna, J. (2016). The social construction of authority among peers and its implications for collaborative mathematics problem solving. *Mathematical Thinking and Learning, 18*(2), 107-124.

7. Langer-Osuna, J. & Avalos, M. (2015). Heterogeneous talk and the emergence of dialogic space in a fourth grade mathematics discussion. *ZDM The International Journal on Mathematics Education*, 47(7), 1313-1322.

8. Langer-Osuna, J. (2015a). From getting 'fired' to becoming a collaborator: A case of the co-construction of identity and engagement in a project-based mathematics classroom. *Journal of the Learning Sciences*, *24*(1), 53-92.

9. Langer-Osuna, J. (2015b). Linear equations and rap battles: How students in a wired classroom utilized the computer as a resource to coordinate personal and mathematical positional identities in hybrid spaces. *Mathematics Education Research Journal* 27(1)*,* 51-64.

10. Engle R.A., Langer-Osuna, J. & McKinney de Royston, M. (2014). Towards a model of influence in persuasive discussions: Negotiating quality, authority, and access within a student-led argument. *Journal of the Learning Sciences. 23*(2), 245-268

11. Esmonde, I. & Langer-Osuna, J. (2013). Power in numbers: Student participation in mathematical discussions in heterogeneous spaces. *Journal for Research in Mathematics Education, 44*(1). 288-315.
**Authors contributed equally to manuscript.*

12. Langer-Osuna, J. (2011). How Brianna became bossy and Kofi came out smart: Understanding the differentially mediated identity and engagement of two group leaders in a project-based mathematics classroom. *The Canadian Journal for Science, Mathematics, and Technology Education, 11*(3), 207-225.

13. Bermejo, V., Morales, S., & Garcia de Osuna, J. (2004). Supporting children's development of cardinality understanding. *Learning and Instruction*, *14*(4), 381-398.

Invited Chapters

14. Cirillo, M. & Langer-Osuna, J. (In Press). Mathematics discourse as formative assessment. In Mills, V. & Silver, E. (Eds.) *Formative Assessment.* National Council of Teachers of Mathematics.

15. Langer-Osuna, J. & Esmonde, I. (2017). Identity in research on mathematics education, In J. Cai, (Ed). *Compendium for Research in Mathematics Education.* (pp.637-648). National Council of Teachers of Mathematics.

16. Langer-Osuna, J. (2016). Seeing the problem before attempting to solve it: The role of noticing sociopolitical narratives in equity-focused work: A Commentary on Wager's Case. In D.Y. White, S. Crespo, and M. Civil (Eds.) *Cases for Mathematics Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms.* (pp. 479-484). Charlotte, NC: Information Age Publishing Inc.

17. Langer-Osuna, J. Moschkovich, J., Norén, E., & Powell, A. (2016). Student agency and counter-narratives in diverse multilingual mathematics classrooms. In M. Setati, T. Nkambule & L. Goosen (Eds.) *Mathematics Education and Language Diversity.* (pp. 163-173). Springer.

18. Langer-Osuna, J. & Esmonde, I. (2015). It's like you're a teacher!: A social semiotic analysis of authority relations among high school mathematics students. In P. Trifonas (Ed.) *The international handbook of semiotics.* (pp.1213-1223). Springer.
**Authors contributed equally to manuscript.*

19. Avalos, M., Zisselberger, M. Langer-Osuna, J., & Secada, W. (2015). Building teacher knowledge of academic literacy and language acquisition: A framework for cross-disciplinary professional development. In Molle, D., Sato, E., Boals, T., & Hedgspeth, C. A. (Eds.). *Multilingual Learners and Academic Literacies: Sociocultural Contexts of Literacy Development in Adolescents.* (pp. 255-276). Routledge.

20. Saxe, G. B., Shaughnessy, M. M., Shannon, A., Langer-Osuna, J., Chinn, R., & Gearhart, M. (2007). Learning about fractions as points on a number Line. In W. G. Martin, M. E. Strutchens, & P. C. Elliott (Eds.), *The learning of mathematics: Sixty-ninth yearbook* (pp. 221-237). Reston, VA: National Council of Teachers of Mathematics.

Peer-Reviewed Proceedings

(*trainees)

21. Langer-Osuna, J., & McKinney de Royston, M. (2017). Understanding relations of power in the mathematics classroom: Explorations in positioning theory. In *Mathematics Education at Times of Crisis: Proceedings of the 9th Mathematics Education and Society*, Volos, Greece: University of Thessaly.

22. Langer-Osuna, J., Munson, J.*, & Groetzinger, E.* (2016). Productivity and the distribution of authority during collaborative mathematics problem-solving. In M.B Wood, E.E., Turner, M. Civil, and J.A. Eli (Eds). *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* Tucson, AZ: The University of Arizona.

23. Langer-Osuna, J. & Munson, J.* (2016). Supporting elementary teachers' capacity to foster equitable and productive mathematics classrooms. In G. Kaiser & R. vom Hofe (Eds.) *Proceedings of the 13th International Congress on Mathematics Education (ICME-13)*, Hamburg, Germany: University of Hamburg.

24. Kumar, M., Sengupta-Irvung, T., Enyedy, N., Gresalfi, M., Langer-Osuna, J., Sfard, A., & Gutierrez, K.D. (2014). Becoming more mathematical: New directions for describing and designing for positive dispositions toward mathematics. In J. L. Polman, E.A. Kyza, D. K. O'Neill, I. Tabak, W. R. Penuel, A. S. Jurow, K. O'Connor,T. Lee, and L. D'Amico (Eds.) *Learning and Becoming in Practice: Proceedings of the 11th International Conference of the Learning Sciences (ICLS 2014) – Volume 3.* International Society of the Learning Sciences: Boulder, CO.

25. Langer-Osuna, J. (2012). The authority of ideas: How students become influential in linguistically heterogeneous small group discussions. In van Aalst, J., Thompson, K., Jacobson, M. J., & Reimann, P. (Eds.) *The Future of Learning: Proceedings of the 10th International Conference of the Learning Sciences (ICLS 2012) – Volume 2, Short Papers, Symposia, and Selected Abstracts.* International Society of the Learning Sciences: Sydney, NSW, Australia.

26. Secada, W., Zisselberger, M., Langer-Osuna, J., & Avalos, M. (2011). A linguistic analysis of mathematics textbooks. In M. Setati, T. Nkambule & L. Goosen (Eds.) *Proceedings of the 21st International Commission on Mathematical Instruction Conference: Mathematics Education and Language Diversity (ICMI Study-21).* International Commission on Mathematics Instruction: Sao Paolo, Brazil.

27. Langer-Osuna, J. & Engle, R. A. (2010). "I study features; believe me, I should know!" The meditational role of distributed expertise in the development of student authority. Gomez, K., Lyons, L., & Radinsky, J. (Eds.) *Learning in the Disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS 2010) - Volume 1, Full Papers.* (pp. 612-619). International Society of the Learning Sciences: Chicago IL.

28. Engle, R. A., Langer-Osuna, J. & McKinney de Royston, M. (2008). Toward a model of differential influence in discussions: Negotiating quality, authority, and access within a

heated classroom argument. In B. C. Love, K. McRae & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 2010-2015). Austin, TX: Cognitive Science Society.

29. Langer-Osuna, J. (2007). Toward a framework for the co-construction of learning and identity in mathematics classrooms. In *Proceedings of the Second Annual Socio-cultural Theory in Educational Research and Practice Conference: Theory, Identity and Learning*, Manchester, UK.

30. Munnich, E., Ranney, M., Nelson, J., Garcia de Osuna, J., & Brazil, N. (2003). Policy shift through Numerically-Driven Inferencing: An EPIC experiment about when base rates matter. In R. Alterman & D. Kirsh (Eds.), *Proceedings of the Twenty-Fifth Annual Conference of the Cognitive Science Society* (pp. 834-839). Mahwah, NJ: Erlbaum

Commissioned Working Papers

31. Langer-Osuna, J. (2017). *Leading a Group Discussion: Authority, Positioning, and Learning in Problem-Based Mathematics Classrooms.* White paper for University of Michigan's Teaching Works Seminar Series.

Manuscripts under Review

(*trainees)

32. Langer-Osuna, J. & Munson, J.*. Supporting elementary teachers' capacity to foster productive collaborative mathematics problem-solving in small group contexts. Under Review, *Journal of Teacher Education.*

Manuscripts in Preparation

(*trainees; +classroom teacher co-author)

33. Langer-Osuna, J. Fostering productive partnerships: Explaining shared intellectual authority in a fourth grade collaborative mathematics classroom.

34. Langer-Osuna, J. Teaching re-voicing: Supporting productive collaborative mathematics problem solving among first graders.

35. Langer-Osuna, J., Gargroetzi, E.* & Munson, J.*. Modeling interactional pathways into and out of shared authority: Insights for supporting collaborative mathematics problem-solving.

36. Langer-Osuna, J. & Munson, J.* Math and masculinity: Three strategies to support gender

inclusive classrooms.

37. Langer-Osuna, J. & Trinkle, M.+ Supporting productive partnerships in small groups.

Invited Addresses (selected)

Langer-Osuna, J. (forthcoming). Invited talk. *Transformative collaborative mathematics classrooms: fostering equity and productivity*, University of California, Santa Cruz.

Langer-Osuna, J. (2017, January). Invited talk, *Leading a group discussion: identity, engagement, and authority in mathematics,* Teaching Works Seminar Series, University of Michigan, Ann Arbor, MI.

Langer-Osuna, J. (2016, October). Invited talk. *Performing power: Understanding relationships of authority among students during collaborative mathematics problem-solving*. Stanford Center for Opportunity Policy in Education (SCOPE), Stanford University, Stanford, CA.

Martinez, R. & Langer-Osuna, J. (2016, October). Invited talk. *Exploring race and racialization through video analysis.* Race, Inequality, and Language in Education (RILE), Stanford University, Stanford, CA.

Langer-Osuna, J. (2016, August). Invited talk. *How to engage students productively: The games of cognition and identity.* Santa Clara University, Department of Mathematics, Santa Clara, CA.

Langer-Osuna, J. (2016, January). Invited panelist, Classroom discourse as formative assessment at Association of Mathematics Teacher Educators (AMTE), Irvine, CA.

Langer-Osuna, J. (2015, November). Invited talk, *The authority of ideas: Understanding influence during collaborative mathematical activity.* UC San Diego/San Diego State.

Langer-Osuna, J. (2015, November). Invited talk, *Constructing influence: A situative approach to understanding the travel of ideas.* UC Berkeley.

Langer-Osuna, J. (2015, November). Invited panelist, Addressing Equity and Diversity Issues in Mathematics Education Working Group, PME-NA, East Lansing, MI.

Langer-Osuna, J. (2015, October). Invited talk. *Becoming a scholar: Reflections on framing research and identities*, University of Houston.

Langer-Osuna, J. (2015, May). Invited talk, *Addressing equity and the Common Core in the elementary mathematics classroom.* Social Policy and Research in Cognition and Mathematics Education (SPaRCME), UC Berkeley.

Langer-Osuna, J. (2014, November). Invited talk, *Power plays: The construction of student authority during collaborative problem-solving.* NCTM Regional Conference and Exposition, Houston.

Langer-Osuna, J. (2012, February). Invited talk, *The authority of ideas: Understanding influence in student-led discussions.* Ontario Institute for Studies in Education, University of Toronto.

Conference Presentations (selected)

(*trainees)

Langer-Osuna, J., Munson, J.*, & Groetzinger, E.* (2017, April). *The relationship between productive disciplinary engagement and the construction of student authority during collaborative mathematics problem solving.* Paper presented as part of the structured symposium: A cross-disciplinary conversation about Productive Disciplinary Engagement. Annual meeting of the American Educational Research Association, San Antonio.

Munson, J.*, Groetzinger, E.*, & Langer-Osuna, J. (2017, February). *How much is a Billion?: Engaging novice teachers in a first experience of open-ended, collaborative mathematics problem solving*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando.

Langer-Osuna, J., Munson, J.*, & Groetzinger, E.* (2016, November). *Productivity and the distribution of authority during collaborative mathematics problem-solving*. Paper presented at the annual meeting of the Psychology of Mathematics Education-North America, Tucson.

Langer-Osuna, J. & Munson, J.* (2016, July). *Supporting elementary teachers' capacity to foster equitable and productive mathematics classrooms*. Paper presented at the 13th International Congress on Mathematics Education, Hamburg.

Avalos, M., Langer-Osuna, J., Secada, W., & Zisselsberger, M. (2014, April). *Teachers' perceptions of professional development designed to foster math-academic language and literacy for English learners.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Langer-Osuna, J. (2013, April). *Positioning, authority, and the spread of mathematical ideas.* Poster presented at the structured session on Excellence in Educational Research: Early Career Scholars and their Work in the annual meeting of the American Educational Research Association, San Francisco.

Langer-Osuna, J. & Iuhasz-Velez, N.* (2013, April). *Relational power as what's missing in understanding collaborative student-led problem solving.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Langer-Osuna, J. (2012, April). *Autonomy, authority, and engagement in a project-based mathematics classroom.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver.

Langer-Osuna, J. (2011, June). *Understanding the development of student authority in cooperative mathematics classrooms and its role in supporting engagement in mathematical discussions.* Paper presented at the annual meeting of the Jean Piaget Society, Berkeley.

Langer-Osuna, J. (2010, April). *The co-construction of identity and engagement in collaborative tasks.* Paper presented at the annual NCTM Research Presession, San Diego.

Langer-Osuna, J. (2010, January). *Transforming mathematics classrooms by fostering hybrid practices: A socio-cultural perspective on reconciling personal and academic identities among minority students.* Paper presented at the Phi Beta Kappa Research Day, Barry University, Miami Shores.

Langer-Osuna, J. (2009, April). *The algebra of identity: The mediational role of classroom tools in the co-construction of mathematical learning and student identity over an academic year.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Langer-Osuna, J. (2009, February). *From getting 'fired' to becoming a collaborator: One student's trajectory of engagement in a reform-oriented Algebra classroom.* Paper presented at the 14th annual meeting of the Southeastern Association of Educational Studies, Chapel Hill.

Langer-Osuna, J. & Esmonde, I. (2008, March). *Is Riley an outcast or an expert? The power dynamics of subject positions in mathematical discussions during group work.* Paper presented as part of a structured symposium: The Dynamics of Student Identity: Socio-cultural perspectives on identities and engagement in mathematical learning practices (symposium chair). Annual meeting of the American Educational Research Association, New York City.

Esmonde, I. & Langer-Osuna, J. (2007, April). *Power in numbers: An analysis of how shifts in social and mathematical power among students in a cooperative group affect opportunities for learning.* Poster presented as part of the structured symposium: Dynamics of Positioning: Perspectives on students' participation in relation to each other, academic disciplines, and classroom settings. Annual meeting of the American Educational Research Association, Chicago.

Engle, R.A., McKinney de Royston, M., & Langer-Osuna, J., Bergan, J. (2007, April). *From positioning to differential influence in a classroom argument: Students negotiating space, authority and the conversational floor.* Poster presented as part of the structured symposium: Dynamics of Positioning: Perspectives on students' participation in relation to each other, academic disciplines, and classroom settings. Annual meeting of the American Educational Research Association, Chicago.

Langer-Osuna, J. (2006, March). *The utilization of classroom resources for the co-construction of learning and identification in mathematics classrooms.* Paper presented at the annual Graduate School of Education Research Day, Berkeley.

Garcia de Osuna, J. (2005, March). *Where's that Ace of Hearts? Strategic thinking among urban middle-school students playing cards*. Poster presented at the annual Graduate School of Education Research Day, Berkeley.

Taylor, E.V., Garcia de Osuna, J., Coben, R., Shahidi, B., Cheng, B., & Lehman, S. (2004, April). *Area models and number lines in the construction of equivalent fractions.* Poster presented as part of structured poster symposium for the annual meeting of the American Educational Research Association, San Diego.

Munnich, E.L., Garcia de Osuna, J., Nelson, J., Germine, L.T., Lurie, N., & Ranney, M.A. (2003, November). *Why a base rate may be worth a gazillion words: EPIC policy development experiments.* Paper presented at the annual meeting of the Psychonomic Society, Vancouver.

Garcia de Osuna, J. & Taylor, E.V. (2003, March). *Representational thinking about fractions.* Poster presented at the annual Graduate School of Education Research Day, Berkeley.

Garcia de Osuna, J. (2002, March). *Shifting positions on social policy issues: The role of surprising base rates.* Poster presented at the annual Graduate School of Education Research Day, Berkeley.

Ranney, M., Cheng, F., Garcia de Osuna, J., & Nelson, J. (2001, November). *Numerically driven inferencing: A new paradigm for examining judgments, decisions, and policies involving base rates.* Paper presented at the annual meeting of the Society for Judgment and Decision Making, Orlando.

Kotovsky, K. & Garcia de Osuna, J. (2000, April). *No longer zombies: Evidence of high-order unconscious cognitive processes.* Paper presented at Tucson 2000: Toward a Science of Consciousness, Tucson.

Garcia de Osuna, J. & Kotovsky, K. (1999, June). *Implicit processes in sentence generation*. Poster session presented at the annual meeting of the Association for the Scientific Study of Consciousness, London, Ontario.

Kotovsky, K. & Garcia de Osuna, J. (1999, June). *The strategic unconscious: Some problem-solving and game-playing evidence.* Paper presented at the annual meeting of the Association for the Scientific Study of Consciousness, London, Ontario.

Rogier, T., Garcia de Osuna, J. & Kotovsky, K. (1999, June). *Headwaters of the stream of consciousness*. Poster session presented at the annual meeting of the Association for the Scientific Study of Consciousness, London, Ontario.

Fujimori, Y. & Garcia de Osuna, J. (1998, May). *Strategic learning without awareness during game playing and problem solving.* Poster presented at the annual Meeting of the Minds, Carnegie Mellon University, Pittsburgh.

Kotovsky, K., Fujimori, Y., Garcia de Osuna, J., & Gottlieb, J. (1998, May). *The strategic*

unconscious: Some problem-solving evidence. Paper presented at the annual meeting of the American Psychological Society, Washington, D.C.

Mentoring

Stanford University

Doctoral Primary Academic Advisor
Emma Gargroetzi, Rosa Del Carmen Chavez, Kimiko Lange

Doctoral Secondary Academic Advisor
Jen Munson, Holly Pope (University of Hawaii, Manoa)

Doctoral Dissertation Committee
Rebekah LeMahieu, Jeremy Glazer, Jennifer Ruef, Felicia Darling, Edit Khachatryan, Cathy Humphreys, Melissa Kemmerle, Charmaine Mangram, Nicole Hallinen, Kathleen O'Connor

Masters (Learning & Technology Design) Primary Academic Advisor
Monica Miaoxia Chan, Leiny Garcia

Undergraduate Honors Thesis Advisor
Jaziel Salomon

Research Assistants in SIELL (not otherwise listed as mentee)
Jennifer Ruef (University of Oregon), Immanuel James Williams (UC Santa Cruz), Thong Vang, Hailey Qu

University of Miami

Doctoral Dissertation Committee
Edwing Medina, Andrea Adelman, Georgina Lindskoog, Kristen Doorn, Ryan Pontier, Sabrina F. Sembiante, Brandon Diamond, Sheree Sharpe, Alejandra Salinas

Undergraduate Honors Thesis Advisor
Leticia Pugliese

Teaching

Doctoral Courses

Video Analysis in the Learning Sciences, Stanford University
Social Interaction Analysis, Stanford University
Research in Mathematics Education: Conducting Inquiry, Stanford University
Qualitative Research Methods III: Video-based Interaction Analysis, University of Miami
Research on Learning in Mathematics and Science, University of Miami
Seminar on Teaching and Teacher Education, University of Miami

Masters Courses

Quantitative Reasoning in Mathematics I, II & III, Stanford University

Curriculum, Assessment, Teaching & Learning for Number, Operations, and Algebra, University of Miami

Undergraduate Courses

Mathematics Instruction in the Elementary School, University of Miami

Research Methods in Experimental Psychology, University of Pittsburgh

K-12 Teaching

Afterschool math club (weekly), grades 4-7, San Carlos School District, CA, 2016-current

Afterschool math club (weekly), grades 3-5, Henry S. West Laboratory School, Miami-Dade Public Schools, FL, 2012-2014

Substitute mathematics teacher, grade 9, Our Lady of Lourdes Academy, Miami, FL 1999-2000

Review Activities

Ad Hoc Journal Review

American Educational Research Journal

Classroom Discourse

Cognition & Instruction

Curriculum Inquiry

Educational Evaluation and Policy Analysis

Journal of Mathematical Behavior

Journal for Research in Mathematics Education

Journal for Mathematics Teacher Education

Journal for Teacher Education

Mind, Culture, and Activity

Mathematical Thinking and Learning

Review in Educational Research

ZDM

Meeting Reviewer

American Educational Research Association

International Conference of the Learning Sciences

International Congress of Mathematics Education

National Council of Teachers of Mathematics

Psychology of Mathematics Education

National Activities

Psychology of Mathematics Education (PME-NA), Co-Chair of Equity in Mathematics Education Working Panel, 2015-2020
AERA Division K Mid-Career Award Committee, Member, 2015-2016
Human Development Journal, Editorial Assistant, 2003-2006

Professional Memberships

American Educational Research Association
Association of Mathematics Teacher Educators
Cognitive Science Society
International Society of the Learning Sciences
Jean Piaget Society
National Council of Teachers of Mathematics
Psychology of Mathematics Education

Departmental Activities

Stanford Graduate School of Education
Faculty Search Committee, 2015-2016, 2017-current
Stanford Center for Opportunity Policy in Education (SCOPE) Advisory Committee, 2016-current
Stanford Teacher Education Program (STEP) Steering Committee, Member, 2015-current
Center to Support Excellence in Teaching (CSET), Steering Committee, 2014-current
STEP, Advisory Board, 2014-current
Technologies for Equity and Educational Excellence, Advisory Board, 2015-2016
Studiocode Video Analysis Conference, Co-Host, 2015

University of Miami
Department of Teaching and Learning
STEM Graduate Program Committee, 2009-2014
Strategic Plan Graduate Program Committee, 2011-2013
Faculty Search Committee, 2011-2012
Inclusive Collaborative Leaders United for Diversity in Education (INCLUDE), 2010-2011
School of Education and Human Development
Undergraduate Education Curriculum Committee, 2013-2014
Curriculum Alignment Committee, 2010-2011
University-Level
Graduate School Council, 2012-2014

Professional Training

Workshop on Using and Knowing Mathematics to Create and Promote Equitable Teaching, (2017, March; 2016, September), University of Michigan. Invited Workshop Participant.

Using Mathematical Knowledge for Teaching Equitably Meeting (2016, March), University of Michigan. Invited Workshop Participant.

Mathematical Knowledge for Equitable Teaching Practices Working Meeting (2015, October), University of Houston. Invited Workshop Participant.

AMTE/NCSM Formative Assessment Working Meeting (2014, October), University of Michigan. Invited Workshop Participant.

Discourse Analysis in Educational Research (2014, May), Ohio State University. Invited Workshop Participant.

Smarter Together Working Conference (2014, February), University of Georgia. Invited Workshop Participant.

Social Network Analysis: An Introduction, ICPSR Summer Program in Quantitative Methods of Social Research, (2013, July), University of California, Berkeley. Workshop Participant.

Privilege and Oppression in Mathematics Teacher Education (2012, October), Michigan State University. Invited Workshop Participant.