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EDUCATION

- 1996 Ph.D., Mathematics Education
University of Michigan, Department of Educational Studies
- 1993 M.A., Mathematics
University of California at Santa Barbara, Department of Mathematics
- 1991 A.B., Mathematics
Bryn Mawr College, Department of Mathematics

PROFESSIONAL APPOINTMENTS

- 2015 - present Henry J. Hermanowicz Professor of Teacher Education
College of Education, Penn State University
- 2009 - present Professor
Department of Curriculum & Instruction, Penn State University
- 2010 - 2013 Program Director
Elementary and Kindergarten Education (K-6)
Childhood and Early Adolescent Education (PK-4, 4-8)
Department of Curriculum & Instruction, Penn State University
- 2007 - 2009 Professor
Department of Mathematics, Virginia Tech
- 2001 - 2007 Associate Professor
Department of Mathematics, Virginia Tech
- 1996 - 2001 Assistant Professor
Department of Mathematics, Virginia Tech

FELLOWSHIPS, HONORS, AND AWARDS

- Henry J. Hermanowicz Endowed Chair, Penn State University, appointed 2015
- Cotterill Leadership Award, College of Education, Penn State University, 2013
- Undergraduate Program Leadership Award, Penn State University, 2013
- Alumni Award for Teaching Excellence, Virginia Tech, 2003

Certificate of Teaching Excellence, Virginia Tech, 2001

XCaliber Award, Center for Innovation in Learning, Virginia Tech, 1999

Outstanding Dissertation Award, Department of Educational Studies, University of Michigan, 1997

Philip Jones and Joseph Payne Award in Mathematics Education, University of Michigan, 1996

Regents' Fellowship, University of Michigan, 1993-96

School of Education Fellowship, University of Michigan, 1993-95

Distinguished Scholars Fellowship, University of California, 1991-92

A.B. degree conferred with Honors in Mathematics, Bryn Mawr College, 1991

Charlotte Angas Scott Award in Mathematics, Bryn Mawr College, 1991

PROJECTS AND GRANTS

***Journal of Teacher Education* (2010 - 2015)**

Editorial team supported by the College of Education at Penn State and the American Association of Colleges of Teacher Education (AACTE) (Co-editor with S. Knight & F. Arbaugh)

***Student Teachers and Their Mentors in the Practices of Mathematics Teacher Education* (2010-2011)**

Research Initiation Grant from the College of Education at Penn State (\$17,540; with F. Arbaugh and A. McCloskey)

***Improving the Learning of Preservice Secondary Mathematics Teachers through Engagement with Middle and High School Curriculum Materials*, 2006-2009 (no cost extension 2010)**

Principal Investigator of grant from the National Science Foundation's Division of Undergraduate Education CCLI Program (Course Curriculum and Laboratory Improvement). (\$100,000; co-PI V. Pitts Bannister)

***Virginia Teach: Serving Mathematics Students In Need*, 2008-2013**

Co-Principal Investigator of grant from the National Science Foundation's Robert C. Noyce Scholarship Program. (\$750,000; PI A. Norton)

***A Conference to Synthesize and Advance Research on Teachers' Use of Curriculum Materials*, 2006-2007**

Co-Principal Investigator of grant from the National Science Foundation's TPC Program (Teacher Professional Continuum). (\$50,000; co-PIs B. Herbel-Eisenmann, J. Remillard)

***The Mathematical Preparation of Preservice Secondary Teachers*, 2006-2008**

Principal Investigator of a Teaching and Learning Grant from the Virginia Tech Center for Excellence in Undergraduate Teaching. (\$5,000; co-PI S. Hagen)

Center for the Study of Mathematics Curriculum (CSMC), 2004-2009

Research Associate contributing to the research agenda of this Center for Learning and Teaching (CLT) funded by the National Science Foundation. (\$10,000,000; PIs C. Hirsch, G. Lappan, B. Reys)

Mathematics Specialists in Southwest Virginia, 2005-2008

Co-Principal Investigator of project funded by the Virginia Department of Education to support the development of elementary mathematics specialists (\$74,000; PI J. Wilkins)

Building a Theory of Teacher Learning With and About Mathematics Curriculum: The Role of Innovative K-12 Materials in Elementary Teacher Education, 2000-2006

Principal Investigator of this grant from the National Science Foundation's Early CAREER Development Program (Education and Human Resources: Research on Education, Policy, and Practice). (\$435,000)

Preparation of Middle School Mathematics and Science Teachers in Virginia, 2001-2004

Co-Investigator of grant from FIPSE (Fund for the Improvement of Post-Secondary Education, U.S. Department of Education) for a multi-university teacher education project directed from Virginia Commonwealth University. (\$30,000 VT share)

Secondary Mathematics Teacher Education, 2002

Co-Principal Investigator of grant from the Virginia Tech Center for Excellence in Undergraduate Teaching to support development of new mathematics courses for preservice teachers. (\$9,000)

Negotiating Visions of Mathematics Teaching, 1998-2000

Principal Investigator of grant from Virginia Tech's College of Arts & Sciences to support an investigation of the development of preservice teachers in the context of mathematics curriculum reform. (\$3,500)

Enhancing the Mathematical Preparation of Preservice Elementary Teachers, 1997-1998

Principal Investigator of grant from the Virginia Tech Center for Excellence in Undergraduate Teaching to support the revision of a sequence of mathematics courses for preservice teachers. (\$1,000)

Prospective Mathematics Teachers and Multimedia Portfolios, 1996-1997

Project Researcher. Analyzed data about preservice teachers' beliefs about mathematics and mathematics teaching in project funded by the Eisenhower Program.

Studying Teachers And Reform (STAR), 1994-1997

Project Researcher on a 3-year study of the experiences of four high school teachers as they implemented the reform-oriented curriculum materials of the NSF-sponsored Core-Plus Mathematics Project.

Doctoral Research, University of Michigan, 1994-1996

Dissertation: *Transforming instruction about functions: One veteran teacher's experience with an innovative secondary mathematics curriculum.*

PUBLICATIONS

Books (Edited and Authored)

- Lloyd, G. M., Herbel-Eisenmann, B. A., & Star, J. (2011). *Developing essential understanding of expressions, equations, and functions for teaching mathematics in grades 6-8*. Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M., & Pitts Bannister, V. R. (Eds.). (2011). *Curriculum based activities and resources for preservice math teachers*. Reston, VA: National Council of Teachers of Mathematics.
- Cooney, T. J., Beckmann, S., & Lloyd, G. M. (2010). *Developing essential understanding of functions for teaching mathematics in grades 9-12*. Reston, VA: National Council of Teachers of Mathematics.
- Remillard, J. T., Herbel-Eisenmann, B. A., & Lloyd, G. M. (Eds.). (2009). *Mathematics teachers at work: Connecting curriculum materials and classroom instruction* (Studies in Mathematical Thinking and Learning Series, A. Schoenfeld, Ed.). New York: Routledge. [Paperback edition 2011]
- Lloyd, G. M., Wilson, M., Wilkins, J. L. M., & Behm S. L. (Eds.). (2005). *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.

Book Chapters

- Lloyd, G. M., Cai, J., & Tarr, J. (2016 forthcoming). Research issues in curriculum studies: Evidence based insights and future directions. In J. Cai (Ed.), *First Compendium of Research on Mathematics Teaching and Learning*. Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M. (2011). Textbooks and curriculum materials in mathematics teacher education: Preservice teachers' learning about important principles for school mathematics. In G. Lloyd & V. Pitts Bannister (Eds.), *Curriculum-Based Activities and Resources for Preservice Math Teachers* (pp. 3-10). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M. (2011). The Assessment Principle: Broadening preservice teachers' views of assessment through engagement with curriculum materials. In G. Lloyd & V. Pitts Bannister (Eds.), *Curriculum-Based Activities and Resources for Preservice Math Teachers* (pp. 69-79). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M. (2011). Teacher educators' access to curricular resources: Online access to the history and development of *Standards*-based programs, sample materials, and technological tools. In G. Lloyd & V. Pitts Bannister (Eds.), *Curriculum-Based Activities and Resources for Preservice Math Teachers* (pp. 111-115). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M., & Pitts Bannister, V. R. (2010). Secondary curriculum materials as tools for teacher learning. In R. Reys & B. Reys (Eds.), *Mathematics Curriculum: Issues, Trends*

and Future Directions (NCTM 72nd Yearbook, pp. 321-336). Reston, VA: National Council of Teachers of Mathematics.

Lloyd, G. M., Remillard, J. T., & Herbel-Eisenmann, B. A. (2009). Teachers' use of curriculum materials: An emerging field. In J. T. Remillard, B. A. Herbel-Eisenmann, & G. M. Lloyd (Eds.), *Mathematics teachers at work: Connecting curriculum materials and classroom instruction* (Studies in Mathematical Thinking and Learning Series, A. Schoenfeld, Ed.) (pp. 3-14). New York: Routledge.

Behm, S. L., & Lloyd, G. M. (2009). Factors influencing student teachers' interactions with mathematics curriculum materials. In J. T. Remillard, B. A. Herbel-Eisenmann, & G. M. Lloyd (Eds.), *Mathematics teachers at work: Connecting curriculum materials and classroom instruction* (Studies in Mathematical Thinking and Learning Series, A. Schoenfeld, Ed.) (pp. 205-222). New York: Routledge.

Reys, B. J., Lloyd, G. M., Marrongelle, K., & Winsor, M. (2008). Induction of doctoral graduates in mathematics education into the profession. In R. Reys & J. Dossey (Eds.), *U. S. Doctorates in Mathematics Education: Developing Stewards of the Discipline* (CBMS Issues in Mathematics Education, vol. 15, pp. 169-176). Washington, DC: American Mathematical Society / Mathematical Association of America.

Lloyd, G. M. (2007). The challenges of preparing future teachers of K-12 mathematics. In E. S. Geller (Ed.), *Teaching excellence at a research-centered university: Energy, empathy, and engagement in the classroom* (pp. 155-159). Upper Saddle River, NJ: Pearson.

Lloyd, G. M. (2006). Using K-12 mathematics curriculum materials in preservice teacher education: Rationale, strategies, and teachers' experiences. In K. Lynch-Davis, & R. L. Rider (Eds.), *The work of mathematics teacher educators: Continuing the conversation* (vol. 3, AMTE monograph series, pp. 11-27). San Diego, CA: Association of Mathematics Teacher Educators.

Lloyd, G. M. (2002). Mathematics teachers' beliefs and experiences with innovative curriculum materials: The role of curriculum in teacher development. In G. Leder, E. Pehkonen, & G. Törner (Eds.), *Beliefs: A hidden variable in mathematics education?* (pp. 149-159). Utrecht, The Netherlands: Kluwer Academic Publishers.

Lloyd, G. M., & Wilson, M. R. (2002). Using a card sort to determine one's understanding of function. In J. Sowder & B. Schappelle (Eds.), *Lessons learned from research* (pp. 209-212). Reston, VA: National Council of Teachers of Mathematics.

Articles in Peer-Reviewed Journals

Coon-Kitt, M.J., Nolan, J.F., Lloyd, G.M., & Romig, G. (2015). Professional development school triads inquiring about student work in elementary mathematics. *School and University Partnerships*, 8(2), 33-40.

Knight, S.L., Lloyd, G.M., Arbaugh, F., Gamson, D.A., McDonald, S.P., Nolan, J., & Whitney, A.E. (2015). Five-year retrospective. *Journal of Teacher Education*, 66, 410-414.

- Knight, S.L., Lloyd, G.M., Arbaugh, F., Gamson, D.A., McDonald, S.P., Nolan, J., & Whitney, A.E. (2015). School-based teacher learning. *Journal of Teacher Education*, 66, 301-303.
- Knight, S.L., Lloyd, G.M., Arbaugh, F., Gamson, D.A., McDonald, S.P., Nolan, J., & Whitney, A.E. (2015). Contextualizing versus internationalizing research on teacher education: Competing or complementary goals. *Journal of Teacher Education*, 66, 197-200.
- Knight, S.L., Lloyd, G.M., Arbaugh, F., Gamson, D.A., McDonald, S.P., Nolan, J., & Whitney, A.E. (2015). Reconceptualizing teacher quality to inform preservice and inservice professional development. *Journal of Teacher Education*, 66, 105-108.
- Knight, S.L., Lloyd, G.M., Arbaugh, F., Gamson, D.A., McDonald, S.P., Nolan, J., & Whitney, A.E. (2015). Taking stock in 2015. *Journal of Teacher Education*, 66, 3-6.
- Lloyd, G. M. (2014). Research into teachers' knowledge and the development of mathematics classroom practice. *Journal of Mathematics Teacher Education*, 17(5), 393-395.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S., & Nolan, J. (2014). Performance assessment of teaching: Implications for teacher education. *Journal of Teacher Education*, 65(5), 372-374.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S., & Nolan, J. (2014). Professional development and practices of teacher educators. *Journal of Teacher Education*, 65(4), 268-270.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S., & Nolan, J. (2014). Taking stock in 2014. *Journal of Teacher Education*, 65(3), 183-184.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., McDonald, S. P., Nolan, J., & Whitney, A. E. (2014). Research as a catalyst for change. *Journal of Teacher Education*, 65(2), 86-87.
- Lloyd, G. M. (2013). The ongoing development of mathematics teachers' knowledge and practice: Considering possibilities, complexities, and measures of teacher learning. *Journal of Mathematics Teacher Education*, 16(3), 161-164.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. (2013). Talking across the disciplines. *Journal of Teacher Education*, 64, 376-377.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., McDonald, S. P., Nolan, J., & Whitney, A. (2013). Topics in teacher education research: What do we publish?. *Journal of Teacher Education*, 64, 292-293.

- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., McDonald, S.P., Nolan, J., & Whitney, A. (2013). Teacher learning and standards-based instruction. *Journal of Teacher Education*, 64, 200-201.
- Knight, S. L., Nolan, J., Lloyd, G., Arbaugh, F., Edmondson, J., & Whitney, A. (2013). Quality teacher education research: How do we know it when we see it? *Journal of Teacher Education*, 64, 114-116.
- Arbaugh, F., Lloyd, G. M., Knight, S. L., Edmondson, J., Nolan, J., Whitney, A. E., & McDonald, S. (2013). Teacher learning and perceptions across the professional continuum. *Journal of Teacher Education*, 64, 6-7.
- Knight, S. L., Edmondson, J., Lloyd, G. M., Arbaugh, F., Nolan, J., Whitney, A. E., & McDonald, S. P. (2012). Examining the complexity of assessment and accountability in teacher education. *Journal of Teacher Education*, 63, 301-303.
- Lloyd, G. M., Arbaugh, F., Knight, S. L., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. E. (2012). Beyond the teacher certification program debate: From models to features. *Journal of Teacher Education*, 63, 169-170.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. E. (2012). Adding to the knowledge base. *Journal of Teacher Education*, 63, 85-86.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. E. (2011). Advancing research, practice, and policy in teacher education. *Journal of Teacher Education*, 62, 429.
- Lloyd, G. M. (2009). School mathematics curriculum materials for teachers' learning: Future elementary teachers' interactions with curriculum materials in a mathematics course in the United States. *ZDM - The International Journal on Mathematics Education*, 41, 763-775.
- Lloyd, G. M. (2008). Teaching high school mathematics with a new curriculum: Changes to classroom organization and interactions. *Mathematical Thinking and Learning*, 10, 163-195.
- Lloyd, G. M. (2008). Curriculum use while learning to teach: One student teacher's appropriation of mathematics curriculum materials. *Journal for Research in Mathematics Education*, 39(1), 63-94.
- Lloyd, G. M. (2007). Strategic compromise: A student teacher's design of kindergarten mathematics instruction in a high-stakes testing climate. *Journal of Teacher Education*, 58(4), 328-347.
- Lloyd, G. M. (2006). Preservice teachers' stories of mathematics classrooms: Explorations of practice through fictional accounts. *Educational Studies in Mathematics*, 63(1), 57-87.

- Lloyd, G. M. (2005). Beliefs about the teacher's role in the mathematics classroom: One student teacher's explorations in fiction and in practice. *Journal of Mathematics Teacher Education*, 8(6), 441-467.
- Lloyd, G. M., & Behm, S. L. (2005). Preservice elementary teachers' analysis of mathematics instructional materials. *Action in Teacher Education*, 26(4), 48-62.
- Spielman, L. J., & Lloyd, G. M. (2004). The impact of enacted mathematics curriculum models on prospective elementary teachers' course perceptions and beliefs. *School Science and Mathematics*, 104(1), 32-44.
- Lloyd, G. M. (2002). Reform-oriented curriculum implementation as a context for teacher development: An illustration from one mathematics teacher's experience. *The Professional Educator*, 24(2), 51-61.
- Lloyd, G. M., & Wilson, M. R. (2001). Offering prospective teachers the tools to connect theory and practice: Hypermedia in mathematics teacher education. *Journal for Technology and Teacher Education*, 9, 497-518.
- Lloyd, G. M., & Frykholm, J. A. (2000). On the development of "book smarts" in mathematics: Prospective elementary teachers' experiences with innovative curriculum materials. *Issues in the Undergraduate Mathematics Preparation of School Teachers: The Journal*, 2. (online)
- Lloyd, G. M., & Frykholm, J. A. (2000). How innovative middle school mathematics materials can change prospective elementary teachers' conceptions. *Education*, 21, 575-580.
- Wilson, M. R., & Lloyd, G. M. (2000). The challenge to share mathematical authority with students: High school teachers reforming classroom roles. *Journal of Curriculum and Supervision*, 15, 146-169.
- Lloyd, G. M. (1999). Two teachers' conceptions of a reform curriculum: Implications for mathematics teacher development. *Journal of Mathematics Teacher Education*, 2, 227-252.
- Lloyd, G. M., & Wilson, M. (1998). Supporting innovation: The impact of a teacher's conceptions of functions on his implementation of a reform curriculum. *Journal for Research in Mathematics Education*, 29, 248-274.

Papers in Peer-Reviewed Conference Proceedings

- Behm, S. L., & Lloyd, G. M. (2011). Preservice elementary teachers' uses of mathematics curriculum materials: The role of disequilibrium and human resources. In L. R. Wiest & T. Lamberg (Eds.), *Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Reno, NV: University of Nevada, Reno.

- Behm, S. L., & Lloyd, G. M. (2007). Student teachers' experiences with mathematics curriculum materials: Issues of autonomy and teacher learning. In D. K. Pugalee, A. Rogerson, & A. Schinck (Eds.), *Proceedings of the Ninth International Conference: Mathematics education in a global community* (pp. 69–74). Charlotte, NC: The Mathematics Education into the 21st Century Project.
- Lloyd, G. M., Herbel-Eisenmann, B. A., & Remillard, J. T. (2005). Researching teachers' use of mathematics curriculum materials: Advancing the research agenda. In G. M. Lloyd, M. 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.
- Behm, S. L., & Lloyd, G. M. (2005). The issue of flexibility in one student teacher's use of mandated curriculum materials and other instructional resources. In G. M. Lloyd, M. 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.
- Spielman, L. J., & Lloyd, G. M. (2005). Contextualizing "mathematics" in elementary teacher education. In G. M. Lloyd, M. 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.
- Lloyd, G. M. (2004). Mathematical authority in preservice elementary teachers' experiences with Standards-based curriculum materials. 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. 3, pp. 1245-1252). Toronto: OISE/UT.
- Lloyd, G. M., & Herbel-Eisenmann, B. A. (2004). Standards-based curriculum materials and teachers. 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. 3, pp. 1285-1286). Toronto: OISE/UT.
- Behm, S. L., Lloyd, G. M., Spielman, L. J. (2004). Curriculum negotiation and the implementation of conceptually different materials. 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. 3, pp. 1300-1301). Toronto: OISE/UT.
- Lloyd, G. M., & Behm, S. (2002). The impact of experiences with mathematics textbooks and curriculum materials on preservice elementary teachers' beliefs. In D. S. Mewborn, P. Sztajn, D. Y. White, H. G. Weigel, R. L. Bryant, & K. Nooney (Eds.), *Proceedings of the 24th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 3, p. 1241). Columbus, OH: The ERIC Clearinghouse for Mathematics, Science, and Environmental Education.

- Lloyd, G. M. (1999). Preservice teachers' portrayals of classroom discourse: Allowing students to know and tell mathematics. In M. Santos (Ed.), *Proceedings of the 21st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 751-756). Columbus, OH: The ERIC Clearinghouse for Mathematics, Science, and Environmental Education.
- Lloyd, G. M. (1998). Using reform curriculum materials in teacher education: Relearning mathematics and pedagogy. In S. Berenson (Ed.), *Proceedings of the 20th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 742). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Lloyd, G. M., & Wilson, M. R. (1997). The impact of teachers' beliefs about student cooperation and exploration on their interpretations of a secondary mathematics curriculum. In J. Dossey (Ed.), *Proceedings of the 19th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 371-376). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Lloyd, G. M. (1996). Change in teaching about functions: Content conceptions and curriculum reform. In E. Jakubowski, D. Watkins, & H. Biske (Eds.), *Proceedings of the 18th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 1, pp. 200-206). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Lloyd, G., & Wilson, M. R. (1995). The role of one teacher's mathematical conceptions in his implementation of a reform-oriented functions unit. In D. T. Owens, M. K. Reed, & G. M. Millsaps (Eds.), *Proceedings of the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 233-239). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Wilson, M. R., & Lloyd, G. (1995). High school teachers' experiences in a student-centered mathematics curriculum. In D. T. Owens, M. K. Reed, & G. M. Millsaps (Eds.), *Proceedings of the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 162-167). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

PRESENTATIONS

Research Presentations, Symposia, and Focus/Discussion Groups

- Lloyd, G.M., Margusity, L., & Wolkenhauer, R. (2015, October). Collaborative research as a site for professional learning in a school-university partnership. Presentation at the Teacher Education Assembly of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg.
- Cai, J., Tarr, J., & Lloyd, G.M. (2015, April). *Research Issues in Curriculum Studies*. Symposium at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Boston. (author only; did not present)

- Lynch, C., Morgart, E., Schneider, L., & Lloyd, G. (2015, April). What role can lesson study play in novice teacher educators' learning and preparation to engage preservice teachers with important mathematical ideas? Roundtable session at the Spring PSU/SCASD Inquiry Conference, State College PA.
- Lloyd, G. M., & Lynch, C. (2015, February). *Collaboration around mathematics instruction: Professional learning in a PDS triad*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando.
- Lloyd, G. M., McCloskey, A., & Lynch, C. (2014, April). *Descriptions of professional learning among members of professional development school triads*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia.
- McCloskey, A., Lloyd, G. M., & Lynch, C. (2014, April). *Fractions, algorithms, and textbooks: Ritual aspects of a 5th grade classroom*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia.
- McCloskey, A., Lloyd, G. M., & Lynch, C. (2014, February). *Fractions, algorithms, story problems, and families: Learning to teach math in a 5th grade classroom*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine CA.
- Arbaugh, F., Langrall, C., Lloyd, G. M., & Smith, P. (2013, January). *Publishing Research in Mathematics Teacher Education for Diverse Audiences*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando FL. (author only)
- McCloskey, A., Yoder, G., & Lloyd, G. (2013, January). *Assessment for learning: Grading practices in methods courses at two universities and implications for equity*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando FL. (author only)
- Lloyd, G. M., Herbel-Eisenmann, B. A., & Star, J. (2011, January). *Expressions, equations, and functions: Mathematical content knowledge for middle school teachers*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine CA.
- McCloskey, A. V., Arbaugh, F., & Lloyd, G. M. (2011, January). *Student teachers and their mentors in mathematics teacher education: Preliminary findings from a research study*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine CA.
- Lloyd, G. M., Pitts Bannister, V. R., Mariano, G., Herbel-Eisenmann, B. A., Drake, C., Land, T., & Arbaugh, F. (2010, January). *K-12 curriculum materials and textbooks as tools in mathematics teacher education*. Symposium at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- Reys, B., Chval, K., Lloyd, G. M., Pitts Bannister, V. R., & Switzer, M. (2009, February). *Why curriculum matters in teacher education*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Wilson, P., Beckmann, S., Cooney, T., & Lloyd, G. M. (2009, April). *Essential Understandings Book Series: Professional Development Tools for Engaging Teachers with Mathematics, Grades 9-12*. Presentation at the annual conference of the National Council of Supervisors of Mathematics, Washington, DC.

- Lloyd, G. M. (2008, November). Invited speaker at the *ExCITE* conference at Michigan State University, East Lansing, MI.
- Lloyd, G. M. (2008, February). Invited co-leader of the *Teacher Learning* group at the Curriculum Research Conference, hosted by the Center for the Study of Mathematics Curriculum (CSMC), Phoenix, AZ. (with Kate Kline)
- Pitts Bannister, V. R., Lloyd, G. M., & Mariano, G. (2008). *Improving the learning of preservice secondary mathematics teachers through engagement with middle and high school curriculum materials*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Tulsa, OK.
- Behm, S. L., & Lloyd, G. M. (2007). *Student teachers' experiences with mathematics curriculum materials: Issues of autonomy and teacher learning*. Paper presented at the 9th International Conference of the Mathematics Education Into the 21st Century Project, Charlotte, NC.
- Lloyd, G. M. (2007). *Preservice teachers' views of Standards-based curriculum materials and traditional textbooks*. Paper presented in the symposium, *Teachers' use of Standards-based curriculum materials and traditional textbooks* (Chair: J. Moyer, Marquette University; Other participants: J. Cai, University of Delaware; B. Herbel-Eisenmann, Iowa State University), at the research presession of the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Behm, S. L., & Lloyd, G. M. (2007). *Student teachers*. Paper presented in the symposium, *Mathematics teachers' curriculum use at different points on the professional continuum* (Chair: G. Lloyd; Other participants: C. Christou, University of Cyprus; T. Cooney, University of Georgia; E. Silver, V. Mills, H. Ghouseini, & C. Charalambous, University of Michigan), at the research presession of the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Herbel-Eisenmann, B. A., & Lloyd, G. M. (Organizers). (2007). *Interactions between teachers and curriculum materials: Perspectives from research and practice* (Participants: T. Cooney, University of Georgia; B. Jaworski, Agder University College, Norway; D. Pimm, University of Alberta; J. Remillard, University of Pennsylvania; M. Schnepp, Holt Public Schools, MI; M. Larson, Lincoln Public Schools, NE; L. Davenport, Boston Public Schools, MA; E. Phillips, Vancouver Public Schools). Symposium conducted at the research presession of the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Lloyd, G. M. (2007, September). Invited co-leader of the *Induction of Doctoral Graduates into the Profession* session at the National Conference on Doctoral Programs in Mathematics Education, Kansas City, MO. (with Barbara Reys)
- Lloyd, G. M. (2007, February). *Teachers' experiences with mathematics curriculum materials*. Invited colloquium presentation, Department of Mathematical Sciences, University of Delaware, Newark, DE.
- Lloyd, G. M. (2006, February). Invited discussion leader for the *Curriculum Implementation* group at the Curriculum Research Conference, hosted by the Center for the Study of Mathematics Curriculum (CSMC), Phoenix, AZ.

- Lloyd, G. M. (2005, February). Invited co-leader of the *Teachers, Teaching, and Curriculum* Working Group at the Curriculum Research Conference, hosted by the Center for the Study of Mathematics Curriculum (CSMC), Phoenix, AZ. (with B. Herbel-Eisenmann & J. Remillard)
- Lloyd, G. M., Herbel-Eisenmann, B. A., & Remillard, J. T. (2005). *Researching teachers' use of mathematics curriculum materials: Advancing the research agenda*. Paper presented at the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Roanoke, VA.
- Behm, S. L., & Lloyd, G. M. (2005). *The issue of flexibility in one student teacher's use of mandated curriculum materials and other instructional resources*. Paper presented at the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Roanoke, VA.
- Spielman, L. J., & Lloyd, G. M. (2005). *Contextualizing "mathematics" in elementary teacher education*. Paper presented at the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Roanoke, VA.
- Lloyd, G. M. (2005, January). *Mathematics teachers' use of Standards-based curriculum materials*. Invited colloquium presentation, Department of Curriculum and Instruction, Iowa State University, Ames, IA.
- Lloyd, G. M. (2004). *Research and instruction in dialogue: Exploring the use of reform-oriented curriculum materials with prospective elementary teachers*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, San Diego, CA.
- Lloyd, G. M. (2004). *Mathematical authority in preservice elementary teachers' experiences with Standards-based curriculum materials*. Paper presented at the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto.
- Lloyd, G. M., & Herbel-Eisenmann, B. A. (2004). *Standards-based curriculum materials and teachers*. Paper presented at the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto.
- Behm, S. L., Lloyd, G. M., Spielman, L. J. (2004). *Curriculum negotiation and the implementation of conceptually different materials*. Paper presented at the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto.
- Lloyd, G. M. (2004). *Using Standards-based curriculum materials in preservice teacher education: Issues and questions*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Behm, S., & Lloyd, G. M. (2004). *A mathematics project's impact on preservice teachers' notions of student thinking*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.

- Spielman, L. J., & Lloyd, G. M. (2004). *Preservice teachers' observations of children's mathematical thinking*. Paper presented at the research presession of the annual meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Lloyd, G. M. (2004, April). *Mathematics teachers and curriculum materials*. Invited presentation as part of the Colloquium Series, Department of Mathematics, Bryn Mawr College, Bryn Mawr, PA.
- Lloyd, G. M. (2004, May). Invited co-leader of the *Instructional Materials and Teachers Working Group* at the Second Show-Me Researchers Workshop, University of Missouri – Columbia. (with B. Herbel-Eisenmann).
- Spielman, L. J., Behm, S. L., & Lloyd, G. M. (2003). *Learning outcomes of alternative enacted curriculum models in a mathematics course for preservice elementary teachers*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Baltimore, MD.
- Lloyd, G. M. (2003). *What preservice elementary teachers learn from their college mathematics textbooks*. Paper presented at the research presession of the annual meeting of the National Council of Teachers of Mathematics, San Antonio, TX.
- Lloyd, G. M., Behm, S., & Spielman, L. J. (2003). *Learning with and about mathematics curriculum*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Atlanta, GA.
- Lloyd, G. M. (2003, December). *On mathematics teachers and their textbooks: How experiences with innovative textbooks can help teachers to rethink mathematics and pedagogy*. Invited presentation as part of the Virginia Tech Faculty Research Series, co-sponsored by the Women's Center and the Organization of Women Faculty at Virginia Tech, Blacksburg, VA.
- Lloyd, G. M., & Behm, S. (2002). *Prospective elementary teachers' ways of experiencing reform-oriented K-12 mathematics curriculum materials*. Paper presented in the symposium, *Beyond following the text: Perspectives on relationships between teachers and mathematics curriculum materials* (Chair: J. Remillard, University of Pennsylvania), at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lloyd, G. M., & Behm, S. (2002). *The impact of experiences with mathematics textbooks and curriculum materials on preservice elementary teachers' beliefs*. Paper presented at the 24th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Athens, GA.
- Lloyd, G. M. (2001). *Teachers' views of the role of curriculum materials in mathematics teaching*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators. Costa Mesa, CA.
- Lloyd, G. M. (2000). *Narrative analysis in teacher education research: The meanings of complicating actions and resolutions in mathematics teachers' stories*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Lloyd, G. M., & Haynes, G. (2000). *The interplay of students and curriculum: One preservice teacher's developing view of his role in mathematics classroom discourse*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lloyd, G. M. (1999; Invited). *Learning with and about mathematics curriculum: The role of teachers' conceptions*. Paper presented at the meeting, *Mathematical beliefs in the teaching and learning of mathematics*, at Oberwolfach Mathematics Research Institute, Germany.
- Lloyd, G. M. (1999). *Preservice teachers' portrayals of classroom discourse: Allowing students to know and tell mathematics*. Paper presented at the 21st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Cuernavaca, Mexico.
- Lloyd, G. M. (1998). *Using reform curriculum materials in teacher education: Relearning mathematics and pedagogy*. Paper presented at the 20th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Raleigh, NC.
- Lloyd, G. M. (Chair/Organizer). (1998). *Innovation in mathematics teacher education: New directions for research on teacher learning* (Participants: J. Frykholm, Virginia Tech; H. Borko, N. Perresini, E. Knuth, University of Colorado; D. Ball, University of Michigan). Symposium conducted at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Washington, DC.
- Lloyd, G. M., & Frykholm, J. A. (1998). *The role of curriculum in learning to teach mathematics*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Washington DC.
- Lloyd, G. M., & Wilson, M. R. (1998). *Context, representation, and authority: Illustrations of reform-oriented learning about mathematical functions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Lloyd, G. M. (1997). *Teaching and learning through curriculum implementation: Teachers' beliefs about student learning in mathematics*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Lloyd, G. M., & Wilson, M. R. (1997). *The impact of teachers' beliefs about student cooperation and exploration on their interpretations of a secondary mathematics curriculum*. Paper presented at the 19th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Normal, IL.
- Wilson, M. R., & Lloyd, G. M. (1997). *Hypermedia creation: Helping prospective secondary teachers build flexible conceptions of mathematics and teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Lloyd, G. (1996). *One veteran mathematics teacher's experiences with curriculum reform: Transforming instruction about functions*. Paper presented at the annual meeting of the American Educational Research Association, New York.

- Lloyd, G. M. (1996). *Change in teaching about functions: Content conceptions and curriculum reform*. Paper presented at the 18th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Panama City, FL.
- Lloyd, G., & Wilson, M. R. (1996). The experiences of teachers reforming mathematics instruction. Paper presented in the symposium, *Combining large-scale evaluation with focused research in reformed mathematics classrooms* (Chair: H. Schoen, University of Iowa), at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, San Diego, CA.
- Lloyd, G., & Wilson, M. R. (1995). *The role of one teacher's mathematical conceptions in his implementation of a reform-oriented functions unit*. Paper presented at the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH.
- Wilson, M. R., & Lloyd, G. (1995). *High school teachers' experiences in a student-centered mathematics curriculum*. Paper presented at the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH.

Professional Development for K-12 Teachers and Students

- Pennsylvania Mathematics Initiative (July 2014). *Mathematics as a Second Language*. Eberly College of Science, Penn State University. <http://sites.psu.edu/pennmathinit/>
- Pennsylvania Mathematics Initiative (July 2014). *Functions and Algebra*. Eberly College of Science, Penn State University. <http://sites.psu.edu/pennmathinit/>
- SCASD Professional Development (Nov. 1, 2013). *Identifying big ideas for responsive teaching using Math Expressions*, Mount Nittany Elementary School, State College PA.
- Lloyd, G. M., & preservice secondary teachers at Virginia Tech. (annually Oct/Nov. 1999-2007). *Explorations of mathematics through tessellations*. Session at the "Women in Mathematics: Career Day at Virginia Tech" program for middle school girls, Blacksburg, VA.
- Lloyd, G. M. (2006, March). *Teachers and mathematics curriculum materials*. Presentation in the Research Symposium of the Annual Meeting of the Virginia Council of Teachers of Mathematics, Blacksburg, VA.
- Lloyd, G. M. (Organizer.). (2001, November). *Technology workshop for middle and high school mathematics teachers*. Conference for secondary mathematics teachers in Montgomery and Giles County Schools, Blacksburg, VA.
- Lloyd, G. M. (Organizer.). (2000, April). *Exploring mathematical relationships: A workshop in preparation for the world's largest math event*. Conference for K-12 teachers during Mathematics Awareness Week / Mathematics Education Month, Blacksburg, VA.
- Lloyd, G. M. (1999, March). *Real-world geometry for the middle grades*. Workshop at the annual meeting of the Virginia Council of Teachers of Mathematics, Roanoke, VA.

- Lloyd, G. M. (Organizer.). (1999, March). *Exploring mathematics in nature: A workshop in preparation for the world's largest math event*. Conference for K-12 teachers during Mathematics Awareness Week / Mathematics Education Month, Blacksburg, VA.
- Lloyd, G. M., Casey, D., Hicks, D., & Soares, D. (1998, November). *Integrating science, mathematics, and social studies in preservice teacher education*. Presentation at the "Team Building for Integration of High School Academics and Vocational Education" Conference, Blacksburg, VA.
- Lloyd, G. M., & Frykholm, J. A. (Organizers.). (1998b). *A preview to the world's largest math event for teachers: Connecting mathematics to the worlds of ancient and modern cultures*. Conference for elementary teachers during Mathematics Awareness Week, Blacksburg, VA.
- Lloyd, G. M. (1997, November). *Multiplication algorithms: Recognizing important concepts in non-traditional methods*. Workshop conducted at the "Computation for Kids and Teachers" Working Day, Montgomery County Public Schools, Blacksburg, VA.
- Lloyd, G. M., & Hagen, S. (1997, April). *A preview to the world's largest mathematics event*. Workshop conducted with elementary teachers during Mathematics Awareness Week, Virginia Tech, Blacksburg, VA.
- Lloyd, G. M., & Wilson, M. R. (1996, October). *Teachers' experiences implementing a reform-oriented curriculum*. Presentation at the Leadership Conference of the Core-Plus Mathematics Project, Ann Arbor, MI.
- Lloyd, G. (1996, February). *Investigating relationships in data with computers*. Workshop conducted at the Forty-Sixth Annual Mathematics Education Conference, University of Michigan, Ann Arbor.
- Lloyd, G. (1995, February). *Integrating the curriculum: Incorporating reading, writing, and other disciplines into the mathematics classroom*. Workshop conducted at the Forty-Fifth Annual Mathematics Education Conference, University of Michigan, Ann Arbor.

DOCTORAL STUDENTS (Penn State)

Department of Curriculum & Instruction: Mathematics Education Option

Svetlana Konnova (chair), Ph. D. in progress – candidacy complete

Courtney Lynch (chair), Ph. D. in progress – dissertation in progress

Daniel Ozimek (chair), Ph. D. in progress – candidacy complete

Tenille Cannon (committee member), Ph. D. in progress – dissertation in progress

Jung Colen (committee member), Ph. D. in progress – candidacy complete

Heather Ervin (committee member), Ph. D., 2015

Ben Freeburn (committee member), Ph. D., 2015

Maureen Grady (committee member), Ph. D., 2013

Current position: Assistant Professor, East Carolina University

Nursen Kanuk (committee member), Ph. D. in progress – Comps complete

Department of Curriculum & Instruction: Curriculum & Supervision Option

Waeodao Autid (chair), Ph. D. in progress – dissertation in progress

Erin Morgart (chair), Ph. D. in progress – candidacy complete

Anna Persson (chair), Ph. D. in progress – candidacy complete

M.J. Kitt (committee member), Ph. D., 2015

Kelly Mark (committee member), Ph. D. in progress – dissertation in progress

Department of Educational Psychology, Counseling, & Special Education: Special Education Option

Jiwon Hwang (committee member), Ph. D. in progress – dissertation in progress

Stephanie Morano (committee member), Ph. D. in progress – candidacy complete

Karen Fries (committee member), Ph. D., 2013

Current position: Assistant Professor, Francis Marion University

DOCTORAL STUDENTS (Virginia Tech)

Karl Kosko (committee member), Ph. D., May 2010, Dept. of Teaching & Learning

Current position: Assistant Professor, Kent State University

Betti Kreye (committee member), Ed. D., May 2009, Dept. of Teaching & Learning

Current position: Clinical Assistant Professor, Virginia Tech

Lida Uribe (committee member), Ph. D., May 2009, Dept. of Teaching & Learning

Current position: Assistant Professor, New Mexico State University

Stephanie L. Behm (chair), Ph. D., May 2008, Dept. of Teaching & Learning

Current position: Assistant Professor, Georgia State University, Atlanta

Olgamary Rivera-Marrero (chair), Ph. D., 2007, Dept. of Mathematics

Current Position: Assistant Professor, Dept. of Mathematics, University of Puerto Rico

Laura Jacobsen (chair), Ph. D., 2006, Dept. of Teaching & Learning

Current Position: Associate Professor, Dept. of Mathematics and Statistics, Radford University

Donna Watson (committee member), Ph. D., 2005, Dept. of Teaching & Learning

Current Position: Director of Teacher Education, Bluefield College

Mary A. Quillen (co-chair with J. Burton), Ph. D., 2004, Dept. of Teaching & Learning

Current Position: Director, University of Virginia Southwest Higher Education Center

Rebecca Nelson (committee member), Ph. D., 1998, Dept. of Teaching & Learning

Current Position: Associate Professor of Mathematics Education, Longwood University

TEACHING AND ADVISEMENT AT PENN STATE (2009- present)

Member of Graduate Faculty, Mathematics Education and Curriculum & Supervision options in the Department of Curriculum and Instruction

Co-Program Coordinator, Mathematics Education (graduate recruitment and admissions), 2013 - 2014

Professional Development Associate, Penn State-SCASD Professional Development School, 2013 - present

Director, Elementary and Kindergarten Education [EKED, K-6] and Childhood and Early Adolescent Education [CEAED, PK-4, 4-8] Teacher Education Programs, 2010 - 2013

Head, Discipline Inquiry Group (elementary mathematics, science, and social studies methods; mid-level field experience), Fall 2010

Instructor of mathematics education courses for preservice elementary and secondary teachers:

Teaching Mathematics in the Elementary School (MTHED 420)

The Function Concept in Secondary School Mathematics (MTHED 433)

Instructor of mathematics education courses for doctoral students:

Foundations of Mathematics Education III: Curriculum (MTHED 503)

Instructor of online curriculum course for graduate students:

Overview of Contemporary School Curriculum (CI 550, World Campus)

Academic advisor of EKED and CEAED Certification-Only Post-Baccalaureate Students, 2010 - 2013

Academic advisor of 20 undergraduates, Elementary and Kindergarten Education Program, 2009-2010

TEACHING AND ADVISEMENT AT VIRGINIA TECH (1996-2009)

Instructor of mathematics and education courses for preservice elementary and secondary teachers:

Number and Computing for Teachers (MATH 1614)

Geometry and Computing for Teachers (MATH 1624)

Capstone Research Seminar for Secondary Mathematics Teachers (MATH 4654)

Mathematics for Secondary Teachers I & II (MATH 4625, 4626)

Special Seminar in Mathematics Education - Curriculum & Reform (MATH 5984)

Teaching Elementary Mathematics (EDCI 4234)

Teaching Middle and High School Mathematics (EDCI 5784)

Research in Mathematics Education (EDCI 5705)

Secondary Mathematics Student Teaching Seminar (EDCI 5984)

Mathematics Education Research Seminar (EDCI 6944)

Instructor of summer courses for inservice mathematics and special education teachers:

Curriculum and Instruction in Elementary and Middle School Mathematics (EDCI 5234)

HQT Numbers & Operations (MATH 5614)

Founder of ongoing Mathematics Education Seminar for faculty and students

Advisor of research projects and independent studies for undergraduate and graduate students

Mathematics Education Program Area Leader (Undergraduate Program), Dept. of Mathematics

Leader of major curriculum revisions in elementary and secondary courses and programs:

Developed new mathematics courses for preservice secondary teachers and revised mathematics courses for preservice elementary teachers

Developed new 5-year mathematics education licensure program
(joint program in the Depts. of Mathematics and Teaching & Learning)

Recipient of three major university teaching awards at Virginia Tech (listed in *Honors*)

Nominated for the 2006 Alumni Award for Excellence in Graduate Advising at Virginia Tech

Academic advisor of 20-35 undergraduates per year, Department of Mathematics

Member of masters degree students' committees in the Dept. of Mathematics and Dept. of Teaching & Learning (10-15 per year)

Committee member for teachers completing the Elementary Mathematics Specialist program in the School of Education

Graduate Program Director in Mathematics Education, Dept. of Teaching & Learning, 1998-99

Support for elementary mathematics instruction, Blacksburg New School, 2006-2009

UNIVERSITY COMMITTEES (Penn State)

2014-2015 Promotion and Tenure Committee, College of Education

2013-2015 Research Advisory Committee, College of Education

2014-2015 Professional Development School Fixed Term Coordinator Search Committee, Department of Curriculum & Instruction

2013-2014 Strategic Planning Committee, College of Education

2010-2014 Promotion and Tenure Committee, Department of Curriculum & Instruction (Chair 2011-2014)

2013-2014 Curriculum and Supervision Tenure Line Faculty Search Committee, Department of Curriculum & Instruction

2010-2013	Professional Certification Coordinating Council, College of Education
2010-2013	Advisory Committee, Department of Curriculum & Instruction
2011-2013	Assessment Committee, College of Education
2011-2012	Elementary Science Education Search Committee, Department of Curriculum & Instruction (Co-Chair)
2009-2010	Associate Dean Search Advisory Committee, College of Education
2009-2010	Academic Adviser Search Committee, College of Education
2009-2010	Elementary Mathematics Education Search Committee, Penn State Berks

UNIVERSITY COMMITTEES (Virginia Tech)

College / University - Level Committees

2007-2009	College of Science Promotion and Tenure Committee
2007-2008	Executive Committee of the Academy of Teaching Excellence
2005-2006	STEM/E Group
2005-2006	College of Science Dean Search Committee
2004-2006	Honors Program Advisory Panel of the Academy of Teaching Excellence
2004-2005	College of Science Scholarship Review Committee
2003-2004	Alumni Teaching Award Selection Committee
2003-2009	Academy of Teaching Excellence
1999-2000	University Student Computer Requirement Steering Committee
1999-2000	Teaching/Learning/Technology Subgroup of the University Student Computer Requirement Steering Committee

Department of Mathematics Committees

2007-2008	Undergraduate Program Committee
2006-2007	Mathematics Education Faculty Search
2006-2007	Instructor Affairs Committee
1997-2008	Career Day / Women in Mathematics Committee
1999-2008	Academic Advisor, Undergraduate Program
2005-2006	Department Internal Review Committee
2004-2006	Personnel Committee (Department P & T)
2001-2004	Instructor Evaluation Committee
2001-2002	Graduate Program Committee
1997-2003	Mathematics Awareness Week Committee
1997-2001	Teaching Committee
1998-1999	Emporium Working Group
1998-1999	Geometry Curriculum Committee
1999-2000	Colloquium Committee

School of Education / Department of Teaching and Learning Committees

2006-2007	Mathematics Education (Clinical Faculty) Search Committee
2004-2006	Senior STEM Search Committee
2004-2005	Mathematics Education (Tenure-Line Faculty) Search Committee
1996-2001	Teacher Education in the Sciences and Humanities

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Association of Colleges for Teacher Education [AACTE]

American Educational Research Association [AERA]

Research in Mathematics Education SIG

Professional Development School SIG

Association of Mathematics Teacher Educators [AMTE]

Mathematical Association of America [MAA] - *SIG Teaching Advanced High School Mathematics*

National Council of Supervisors of Mathematics [NCSM]

National Council of Teachers of Mathematics [NCTM]

North American Chapter of the Int. Group for the Psychology of Mathematics Education [PME-NA]

Pennsylvania Association of Colleges and Teacher Educators [PAC-TE]

Virginia Council of Teachers of Mathematics [VCTM]

Project Kaleidoscope Faculty Network

PROFESSIONAL SERVICE

Service and Leadership Positions in Professional Organizations

Member, Research Committee of the Association of Mathematics Teacher Educators, appointed position (2008- 2010).

Member, Research Task Force of the Association of Mathematics Teacher Educators, appointed position (2007- 2008).

Co-Leader, Mathematics Education Mentoring Group, Enhancing Diversity in Graduate Education [EDGE] for Women (2008-2009).

Board Member, elected position of the Research in Mathematics Education Special Interest Group (SIG-RME) of the American Educational Research Association (2007-2009).

Chairperson of the Editorial Panel of the *Journal for Research in Mathematics Education*, appointed position in the National Council of Teachers of Mathematics (2007-2008)

Editorial Service and Experience

Associate Editor, *Journal of Mathematics Teacher Education* (Aug. 2011 - present)

Co-Editor, *Journal of Teacher Education* (2010 - 2015)

Editorial Board Member, *Journal of Mathematics Teacher Education* (Jan. 2011- Aug. 2011)

Editorial Panel Member, *Journal for Research in Mathematics Education* (2005-2008)

Guest Editor, *Journal for Research in Mathematics Education* (2007- 2009)

Editor-in-Chief, peer-reviewed *Proceedings* of the 2005 Annual Meeting of the North American Chapter of the Int. Group for the Psychology of Mathematics Education (208 papers)

Conference Planning

PSU-SCASD Inquiry Conferences, 2014-present

Planning Committee, 10th Anniversary Graduate Research Conference of the Mid-Atlantic Center for Mathematics Teaching and Learning, August 11-13, 2010 at Penn State.

Planning Committee, 2nd *International Conference on Mathematics Curriculum* (“Future Curricular Trends in School Algebra and Geometry”), sponsored by the Center for the Study of Mathematics Curriculum (CSMC), May 2-4, 2008 at the University of Chicago

Organizer of Presession to the Research Meeting of CSMC, Feb. 2006, Phoenix AZ (with B. Herbel-Eisenmann & J. Remillard). NSF-funded authors’ meeting for the book, *Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction*

Program Committee and Local Organizing Committee, 2005 Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education [PME-NA], Roanoke VA (hosted by Virginia Tech)

Program Committee, 2004 Annual Meeting of the Association of Mathematics Teacher Educators [AMTE], San Diego CA

Reviewer

Annual meetings of the American Educational Research Association [AERA]

Annual meetings of the North American Chapter of the International Group for the Psychology of Mathematics Education [PME-NA]

Annual meetings of the International Group for the Psychology of Mathematics Education [PME]

Research presessions of the annual meetings of the National Council of Teachers of Mathematics [NCTM]

Journals:

American Educational Research Journal
Cognition and Instruction
Educational Studies in Mathematics
Journal of Mathematics Teacher Education
Journal for Research in Mathematics Education
Journal of Teacher Education
Mathematical Thinking and Learning
Mathematics Teacher Educator
School Science and Mathematics Journal
ZDM: The International Journal on Mathematics Education

National Science Foundation (grant proposals)

Book manuscripts for *Routledge*, *Pearson*, *Eye on Education*, and *Corwin Press*

Committee Service to Local School District

Member, K-12 Mathematics Curriculum Committee, State College Area School District,
2014-2015