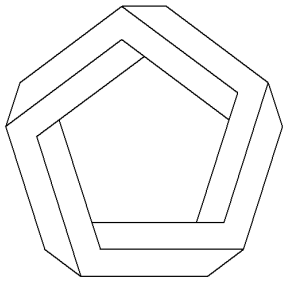

SIG/Research in Mathematics Education
American Educational Research Association
http://www.sigrme.org

Fall/Winter 2014 Newsletter

SIG/RME Executive Board

Co-Chairs
Paola Sztajn
North Carolina State University
2013 – 2015

Janine Remillard
University of Pennsylvania
2014 - 2016

Treasurer
Anita Wager
University of Wisconsin-Madison
2014 - 2016

Communications
Erin Turner
University of Arizona
2013 - 2015

Electronics
Kristen Bieda
Michigan State University
2013 - 2015

Awards
Victoria Hand
University of Colorado Boulder
2014 - 2016

Events
Vanessa Pitts Bannister
Florida A&M University
2013 - 2015

What's Inside

SIG/RME Election

The time for the SIG/RME officer elections is approaching. The biographies of the candidates appear below. SIG/RME members will receive instructions for the electronic voting procedure in an email from AERA. Information will also be posted on the SIG/RME website (www.sigrme.org).

Officer Candidate Biographies

Co-Chair Position Description

During the first year of service, the co-chair's responsibilities include: liaising with the NCTM Research Committee, reviewing proposals for the NCTM Research Pre-session, determining speakers for the NCTM Pre-session opening and closing addresses. During the second year of service, the co-chair's responsibilities include: general administration of the SIG/RME, planning the SIG/RME sessions for the AERA annual meeting, and liaising between the SIG and AERA. The co-chair will preside over all meetings of the executive board and at the SIG annual business meeting. For a full description of duties, see http://www.sigrme.org/duties.htm.

Candidates for Co-Chair

Melissa Boston
Duquesne University

Melissa Boston is an Associate Professor in the School of Education at Duquesne University (Pittsburgh, PA), where she teaches mathematics content and pedagogy courses for preservice secondary mathematics and elementary teachers. Melissa is the lead developer of the Instructional Quality Assessment (IQA) Mathematics Toolkit, a set of rubrics for analyzing mathematics teachers' instructional practices via classroom observations and collections of students' work. Melissa was awarded the Association of Teacher Educators' 2008 Distinguished Dissertation Award for her dissertation research on teachers' learning and instructional change following their participation in a professional development workshop. Melissa has published articles in *Elementary School Journal, Journal of Mathematics Teacher Education, Journal for Research in Mathematics Education*, *ZDM: International Journal of Mathematics Teacher Education, Journal of Mathematics Education Leadership, Mathematics Teaching in the Middle School,* and the NCTM Yearbook, and she assisted in developing the professional development materials, *Improving Instruction in Mathematics: Using Cases to Transform Mathematics Teaching and Learning*. Melissa has served on the NCTM "Student Explorations in Mathematics" committee (member, 2007-2008; Co-Chair, 2009), Editorial Panel of the NCTM 2015 *Annual Perspectives in Mathematics Education*, and currently serves as Associate Editor of *Mathematics Teacher Educator* (through April 2015.)

Ilana Horn
Vanderbilt University

Ilana Horn is Associate Professor of Mathematics Education at Vanderbilt University's Peabody College. Her work lies at the intersection of mathematics education and learning sciences, as her research actively pursues better understandings of mathematics teachers'

learning, with the aim to improve practice. Her research centers on urban schools and reflects a commitment to students and teachers in those settings. She currently serves as Principal Investigator on a Spencer-funded project investigating mathematics teachers' learning from large-scale assessment data. Additionally, she works on an NSF-funded project investigating instructional improvement in middle school mathematics in urban districts as a co-Principal Investigator (Paul Cobb, PI). Her research has been published in numerous journals, including *American Education Research Journal, Cognition and Instruction, Journal of the Learning Sciences, Mathematical Thinking and Learning,* and *Journal of Research in Mathematics Education.* She also writes frequently for teachers. Most recently, she authored a book for NCTM examining an equitable approach to collaborative learning (*Strength in Numbers*) and has ongoing engagement with mathematics teachers via blogs and twitter. At Vanderbilt, she teachers pre-service secondary math methods, as well as graduate seminars on classroom discourse and teachers' work.

Communications Board Member Position Description

The Communications Board Member's primary responsibilities are coordinating communication among the board and members of SIG/RME and preparing and distributing the SIG/RME newsletter. For a full description of duties, see http://www.sigrme.org/duties.htm.

Candidates for Communications Board Member

Theodore Chao
The Ohio State University

Theodore Chao is an assistant professor of Mathematics Education in the Department of Teaching and Learning at The Ohio State University. His research focuses on the use of photographs and video to open up spaces for mathematical discussion, storytelling, and reflection. He has developed mobile apps that help children share and discuss their mathematical strategies with teachers. He also uses photovoice to explore how mathematics teachers struggle with the intersection of their ethnic and math teaching identities. Dr. Chao is currently co-PI on an IES-funded project, *S3: A Game-based 3rd-grade Math Curriculum*, which explores the use of an online, game-based interface to help elementary teachers' structure and orchestrate rich mathematical classroom discussions. Dr. Chao's work revolves around critical pedagogy and equity through mathematics. He has helped organize the *Free Minds, Free People* conference and the *Creating Balance in an Unjust World Mathematics Education and Social Justice* conference. He has also written teacher-focused equity briefs for NCTM and other teacher organizations. At OSU, he teaches the PreK to 3rd-grade Elementary Mathematics Methods course. He regularly reviews for journals in mathematics education, teacher education, and elementary education.
Dr. Chao recently finished a postdoctoral research fellowship at the Harvard Graduate School of Education where he worked with Jon Star. He earned his PhD in Mathematics education at The University of Texas where he studied with Susan Empson. He holds a master's degree in education from St. John's University, a bachelor's of science degree in Computer Science Engineering from Johns Hopkins University, and a bachelor's of arts degree in Film and Media Studies from Johns Hopkins University. Before starting on his doctorate, Dr. Chao taught 7th and 8th grade mathematics at I.S. 318 in Brooklyn, NY. As a classroom teacher he participated in the Japan Fulbright Memorial Fund exchange program and the NSF-funded Research Experience for Teachers program at Cornell University.

Hala Ghousseini
University of Wisconsin-Madison
Dr. Hala Ghousseini is an assistant professor in the department of Curriculum and Instruction at the University of Wisconsin-Madison. Her research focuses on understanding how teacher education can be an effective intervention in the process of learning to teach mathematics. Her current work focuses on studying how ambitious mathematics teaching practice can be made learnable and doable by novice teachers, and how teacher education can be designed to combine training in skills and development of professional knowledge, judgment, and sensibilities. Her research has been published in various journals including *the Elementary School Journal, Journal of Mathematics Teacher Education,* and *Journal of Teacher Education.* Dr. Ghousseini is a post-doctoral fellow of the National Academy of Education/Spencer Foundation (2012 cohort). She was a co-PI on the Learning Teaching Practice (LTP) project funded by the Spencer foundation. She is currently a principal investigator on an interdisciplinary project with the University of Wisconsin Department of Surgery, designing and studying the training of surgical coaches based on principles from research in teacher education. She is a member of the Core Practice Consortium, a collaboration among teacher educators from a variety of teacher education institutions, which is charged with developing a common technical language for teaching, addressing issues of research, development, and implementation related to core practices of teaching, and disseminating such work across disciplines and grade bands.

Events Board Member Position Description
The Events Board Member's primary responsibilities are working with the Chair to arrange a meeting of the SIG/RME Board with the NCTM Research Committee at the annual Research Presession meeting and at the annual AERA meeting, and taking notes during those meetings. For a full description of duties, see http://www.sigrme.org/duties.htm.

Candidates for Events Board Member

Yasemin Copur-Genturk
University of Houston
Yasemin Copur-Gencturk, Ph.D., is an assistant professor in the Department of Curriculum and Instruction at the University of Houston. Her research focuses on the interplay of knowledge, teaching, and student learning, including equity in students' access to high-quality instruction. Her work has published in several peer-reviewed journals, such as the *Journal for Research in Mathematics Education*, *Journal of Research in Science Teaching*, *Developmental Psychology*, and *Journal of Mathematics Teacher Education*. Dr. Copur-Gencturk has been serving as a reviewer for different professional journals, including the *Elementary School Journal*, *Journal of Mathematics Teacher Education*, and *Journal of Teacher Education*.

Paula Guerra
Kennesaw State University
Paula Guerra is currently an Assistant Professor of Mathematics Education at Kennesaw State University. She completed her doctoral (2011) and masters (2007) degrees at Arizona State University, and her Mathematics teaching certification in her home country, Uruguay. In Uruguay she taught Mathematics in middle and high school from 2000 to 2005, then she

moved to the States. While in Kennesaw State he has taught mathematics methods and general education courses in the undergraduate program, and courses in teacher leadership and number, operations and early algebra the graduate program as well. Her research interests include mathematics schooling of Latinas, Girls of color and STEM, teaching mathematics to English language learners, and teaching mathematics for social justice. Currently she is preparing two manuscripts. One about how the beliefs and classroom practices of a "successful" teacher, and the impoverished views of mathematics "successful" girls hold. The second one is about how Latinas see their families as motivators to succeed in school mathematics at times, but also as walls for that success at other times.

Jennifer Langer-Osuna
Stanford University
Jennifer Langer-Osuna is an Assistant Professor of Mathematics Education at Stanford University. She earned her PhD in Education at the University of California, Berkeley. Her research focuses on the nature of student identity and engagement during collaborative activity, and the ways in which authority and influence are constructed in interaction. She was a 2012 NAEd/Spencer Post-doctoral Fellow during which she examined how racially and linguistically heterogeneous student groups negotiate mathematical ideas and positions of authority during collaborative work in the elementary classroom. Her work has been published in the Journal for Research in Mathematics Education, Journal of the Learning Sciences, Mathematics Education Research Journal, Canadian Journal of Science, Mathematics, and Technology Education, and other outlets.

Temple Walkowiak
North Carolina State University
Temple Walkowiak is an assistant professor of mathematics education at North Carolina State University. Prior to her appointment at NC State, Dr. Walkowiak completed a Ph.D. in 2010 at the University of Virginia. Her research focuses on the measurement of mathematics instructional quality in elementary classrooms and the impact of teacher education and professional development on teachers' knowledge, beliefs, and practice. Dr. Walkowiak is currently the Principal Investigator of an NSF-funded grant project entitled *Project ATOMS: Accomplished Elementary Teachers of Mathematics and Science*, a longitudinal study of elementary teacher development. Previously, she was the Principal Investigator of Project GEMS, a grant focused on preparing elementary mathematics specialists and funded by NC QUEST, a Title II-A Improving Teaching Quality program. Dr. Walkowiak has served on a board-appointed Curriculum Task Force for the National Council of Teachers of Mathematics, and she is a member of the 2011 cohort of STaR Fellows (Service, Teaching, and Research for Early Career Mathematics Educators). Her research has been published in journals such as *Educational Studies in Mathematics*, *Journal of Mathematical Behavior*, and *Teaching Children Mathematics*.

Electronics Board Member Position Description
The Electronics Board Member's responsibilities include: maintaining the SIG/RME website (e.g., posting announcements, updating news, posting position announcements), and coordinating aspects of the SIG/RME Officer Election (e.g., soliciting nominations, assembling the election slates). For a full description of duties, see http://www.sigrme.org/duties.htm

Candidates for Electronics Board Member

Meghan Shaughnessy
University of Michigan
Meghan Shaughnessy is a research specialist and elementary teacher educator at the University of Michigan School of Education. She received a PhD in mathematics education from the University of California, Berkeley. Her research focuses on the study and improvement of elementary mathematics instruction. To do this, she is engaged in three complementary and interconnected strands of inquiry: (a) students' mathematical thinking with a focus on fractions, (b) mathematics instructional practice, and (c) practice-intensive approaches to the professional training of teachers that support the development of mathematical knowledge for teaching and skill with teaching practices that support student learning. She currently co-directs an NSF-funded research project, *Investigating Simulations of Teaching Practice: Assessing Readiness to Teach Elementary Mathematics.* In this project, she and her colleagues are developing and studying an assessment of preservice teachers' skill with eliciting and interpreting student's mathematical thinking in which novices interact with a simulated elementary school student. Her work has been published in research journals such as *Mathematical Thinking and Learning* and practitioner journals such as *Teaching Children Mathematics.* She has co-written a book for practitioners, *Beyond Pizzas and Pies: 10 Essential Strategies for Supporting Fraction Sense*.

Jason Silverman
Drexel University
Jason Silverman is an associate professor in the School of Education at Drexel University, where he also serves as the program director for the Graduate Program in Mathematics Learning and Teaching and as a research associate at the Math Forum @ Drexel. Jason's research interests include mathematical knowledge for teaching, technology-mediated mathematics learning and teaching, and the role of culture and community in mathematics teacher professional development. His work has been published in a variety of peer reviewed journals in mathematics education, including the *Mathematics Teacher Educator,* the *Journal of Technology in Teacher Education,* and *the* Journal of *Mathematics Teacher Education*, and he regularly participates in and presents his work at mathematics education conferences. Jason serves as the PI for the NSF funded EnCoMPASS project, a five-year project that studies the emergence of an online community of mathematics educators focused on understanding and improving mathematical thinking through professional noticing and formative assessment and also leads DragonsTeach, Drexel's replication of the successful UTeach STEM teacher preparation program developed at the University of Austin. Jason has been active in a variety of positions within professional organizations, including serving as a board member for the Pennsylvania Association of Mathematics Teacher Educators, served as the webmaster and developer for the Pennsylvania Council of Teachers of Mathematics annual meetings, and currently serves on AMTE Research Committee.

NCTM 2015 Research Conference Information

The Research Conference is sponsored by the NCTM Research Committee and the Special Interest Group on Research in Mathematics Education of the American Educational Research Association. The NCTM Research Conference this academic year will be held on April 13-15, 2015, in Boston at the Boston Convention and Exhibition Center.

The NCTM Research Conference serves multiple purposes. First, it brings researchers together annually to examine and discuss current issues in mathematics education. Second, provides a chance for researchers to receive feedback on their work and to benefit from exposure to alternative points of view. Third, the Research Conference offers an opportunity to capitalize on the collective wisdom available when researchers and practitioners come together to discuss mathematics education and research. Finally, the Research Conference affords beginning scholars opportunities to interact and network with veteran researchers in the field.

There were 433 proposals submitted for the Research Conference (X more submissions than last year), including 219 for Brief Research Reports, 67 for Interactive Paper Sessions, 29 for Research Symposia, 56 for Discussion Sessions, and 62 for Poster Sessions. Of these, 175 proposals were accepted for an overall acceptance rate of 40.4%. Some sessions were reclassified by the program committee. The final program for the NCTM Research Conference will be available in February 2015 through NCTM's website at http://nctm.org.

Pre-registration for the Research Conference is also available electronically through NCTM's website at http://www.nctm.org/researchconf/. On-site registration will also be available. For more information on registration costs, please consult the NCTM website.

The **opening session** is Monday, April 13th at 7:00 p.m. **Bill Penuel and Cathy Martin** will give the plenary address entitled, *Design-Based Implementation Research as a Strategy for Expanding Opportunity to Learn in School Districts*. This session will be preceded by brief research reports (5:00-5:30 p.m.) and poster sessions (5:45-6:45 p.m.) and followed by an opening reception at 8:30 p.m. The **research conference plenary session** will be on Wednesday, April 15th from 10:15-11:15 a.m. **Deborah Ball, Danny Martin and Dan Meyer** will be the speakers. There will be concurrent sessions from 8:30 a.m. to 6:00 p.m. on Tuesday, April 14th, and from 8:30 a.m. to 4:00 p.m. on Wednesday, April 15th. Wednesday sessions will be open to anyone registered for the 2015 NCTM Annual Meeting.

Meeting Place Sessions at the NCTM Research Conference
In response to feedback from last year's participants, the 2015 program will also include 2 sessions called Meeting Places. These will be time slots (and designated rooms) for researchers to gather to discuss shared research interests. The aim is to provide opportunities for researchers to share or generate ideas, network, and learn from others. Each Meeting Place will have designated topics and will be facilitated by one or two experienced researchers. Visit the 2015 Research Conference page (www.nctm.org/researchconf) in January 2015 in order to nominate a topic and/or facilitator for a Meeting Place Session.

AERA 2015 Information

The 2015 AERA Annual Meeting will be held Thursday, April 16, through Monday, April 20th, 2015, in Chicago, Illinois. The theme is Toward Justice: Culture, Language and Heritage in Education Research and Praxis.

This year, we again received a high number of proposals. There were 132 proposals submitted to SIG/RME, 17 symposium proposals and 115 individual paper proposals. We are very grateful to all of the 68 reviewers who helped review the proposals. We received over 500 reviews. The SIG/RME received an allocation of 12 sessions for symposia or paper sessions, and 45 individual paper presentations that could be grouped into roundtable or poster format. We were able to accept all symposia and papers for which all reviewers agreed the proposal should be accepted. Proposals that had 1 reject and whose authors were willing to present in a different format were also accepted. Of the 17 symposium proposals submitted, 8 were accepted as symposia and 2 were accepted as roundtables, taking 8 presentation slots. Of the 115 individual paper proposals, 19 were accepted as papers organized into 4 sessions, and 37 were accepted as roundtable or poster presentations.

SIG/RME Website

Please check our website at **http://www.SIGRME.org** for information related to SIG/RME announcements, positions available, upcoming conferences, and much more. The Membership Directory can also be accessed through the website. (The user ID is **math**, and the password is **SIGRME**.) Please check your contact information in the current directory by checking the electronic directory on the SIG/RME website.

If you have any information you think should be posted on the SIG/RME website, please contact Kristen Bieda at kbieda@msu.edu. If any changes need to be made to your contact information, please notify Anita Wager awager@wisc.edu.

Senior Scholar Award

Jim Hiebert is the recipient of the SIG/RME Senior Scholar Award 2014. He will be presented the award and then speak at our business meeting at AERA. A reception will follow. The title of his presentation is **Ill-conceived Reforms and Damaging Craziness: Corrective Possibilities of Implementation Theory and Improvement Science.**

Call for Early Career Publication Award Nominations

In 2001, the Special Interest Group for Research in Mathematics Education established the "SIG/RME Early Career Publication Award". The first award was presented in 2002. The most recent award was presented to Dr. Einat Heyd-Metzuyanim. The purpose of the Early Career Publication Award is to recognize an outstanding mathematics education research publication by an individual within five years of receiving her/his doctoral degree. The award includes a stipend of $500, announcement in the SIG/RME newsletter and on the SIG/RME website and recognition at the annual NCTM Research Conference.

Nomination Guidelines

- The publication being nominated for the SIG/RME Early Career Publication Award may be based on the dissertation work of the nominee or other recent research the nominee has conducted. The nominee should be either the single author or the first author (in the case of a jointly authored paper) and the contributor of the majority of the work done on the paper. Only peer reviewed

research publications are eligible for nomination; the award will not be given for a dissertation. The nominee should have received his/her doctoral degree in mathematics education no earlier than 6 years prior to the nomination deadline (i.e., no earlier than January 2009 for this year's nomination). The publication being nominated will be judged according to the following criteria: significance of research; relevance and timeliness of research question; and quality and rigor of research.

Nomination Packets

- Nominations should include (and are restricted to) 2 copies of the following:
  - A letter nominating the author of an early career publication. Please include the name of the author, the date he/she received the doctoral degree, and the name of the institution that conferred the degree. The nominator should also include reasons that the paper should be considered as an example of an outstanding mathematics education research publication. If the article is based on the author's dissertation, please include the name of the dissertation director and complete bibliographic information about the dissertation including the dissertation abstract's number. (Self-nominations are allowed.)
  - A copy of the published paper, including complete bibliographic information;
  - A copy of the Table of Contents of the journal or other peer reviewed research publication in which the paper appeared.

Nominations will be considered by a sub-committee of the Executive board, consisting of the Awards, Events, and Electronic Board Members. The decisions of that committee will be final. Please send nomination materials **no later than January 15, 2015** to Victoria Hand at victoria.hand@colorado.edu. **Electronic submissions are preferred.**

Important Dates

2015

January 15
Nominations for Early Career Publication Award Due (Victoria Hand victoria.hand@colorado.edu)

February 12-14
Association of Mathematics Teacher Educators (AMTE) Annual Meeting in Orlando, FL http://amte.net/conferences/conf2015

April 13-15
NCTM Research Conference in Boston, MA (http://www.nctm.org)

April 15-18
NCTM Annual Meeting in Boston, MA (www.nctm.org)

April 16-20
AERA Annual Meeting in Chicago, IL (http://www.aera.net)

June 21-26
MES8 (Mathematics Education and Society) Conference at Portland State University
https://sites.google.com/a/pdx.edu/mes8/

November 5-8
PMENA-37 Annual Meeting in East Lansing, Michigan (http://pmena2015.org/)

Membership Dues and Contact Information

A few years ago, a change occurred in our membership policy as dictated by AERA. You may now renew your SIG/RME membership when you renew your AERA membership. This way, your SIG/RME dues are processed by AERA, and your membership dates are always the same.