Fall 2017 Newsletter

SIG-RME Executive Board

Co-Chairs
Ruth Heaton
University of Nebraska-Lincoln
Teachers Development Group – West Linn, OR
2016 – 2018

Sarah Theule Lubienski
Indiana University-Bloomington
2017 – 2019

Treasurer
Mariana Levin
Western Michigan University
2016 – 2018

Communications
Niral Shah
Michigan State University
2017 – 2019

Electronics
Katherine Lewis
University of Washington
2017 – 2019

Awards
Imani Masters Goffney
University of Maryland-College Park
2016 – 2018

Events
Nicole Louie
University of Wisconsin-Madison
2017 – 2019

Graduate Student Representative
Kristy Litster
Utah State University
2017 – 2019

What's Inside

The time for the SIG-RME officer elections is approaching. This year, we are electing three Board positions: (1) Co-Chair, (2) Treasurer, and (3) Awards board members. Terms will run from April 2018– April 2020. The duties of officers are summarized below. SIG-RME members will receive instructions for the electronic voting procedure in an email from AERA in early January. Descriptions of duties for all officers can be found on the website: http://sigrme.org/sig-officers/board-duties/.

Officer Candidate Biographies

Co-Chair Position Description
The co-chair serves for two years, first as the junior and then senior co-chair. The senior co-chair presides over meetings of the executive board and at the membership during the SIG annual business meeting. In addition, each co-chair has specific duties related to conference organization. During the first year of service, the co-chair's primary responsibility involves liaising with the NCTM Research Committee to plan the NCTM Research Conference, including determining speakers for the opening and plenary addresses. During the second year of service, the co-chair's responsibilities include: general administration of the SIG-RME, serving as the program chair for the SIG-RME sessions for the AERA annual meeting, and liaising between the SIG and AERA.

Candidates for Co-Chair

Sandra Crespo is a Professor of mathematics education in the Department of Teacher Education at Michigan State University. Her research is focused on students' resilience, creativity, and problem posing in the mathematics classroom and on teachers' potential to re-imagine mathematics classrooms as collaborative, equitable and nurturing spaces for teaching and learning. She has co-authored and co-edited books on these topics, published by NCTM and AMTE/IAP. Her research has been funded by the NSF-CAREER, REESE, DRL, and Large Empirical programs, and recognized by MSU's W.J. Beal outstanding faculty award (in 2017) and Service and Civic Engagement award (2012). Her publications aim to reach a range of research and practitioner audiences and she is increasingly interested in making research accessible to lay audiences through public scholarship (e.g., *http://edwp.educ.msu.edu/green-and-write/2014/moving-beyond-blanket-statements-about-what-teachers-can-and-cannot-do/)*. As the current editor of the *Mathematics Teacher Educator* journal, her goal has been to demystify the writing for publication process and to support junior scholars in producing high quality manuscripts. She has served as faculty mentor in the STaR program (2014-16), and on the program committees of several organizations (i.e., AERA division C, NCTM, PME, PME-NA, and TODOS). She is a long-standing member of SIG/RME, serving as event officer in 2008-10. Her vision as a co-chair for SIG/RME is to continue the SIG's tradition to support high quality scholarship and move the organization towards increasing our capacity to engage in challenging and difficult conversations about how our research in mathematics education can serve the ideals and promise of public education.

Erik Jacobson is Assistant Professor of Mathematics Education at Indiana University. He received a PhD in mathematics education in 2013 from the University of Georgia. His research focuses on how mathematics teachers develop knowledge and beliefs—including those related to equity and diversity—that support effective instruction. In particular, he studies the affordances of instructional activity (i.e., rehearsal, simulated "micro-teaching," tutoring, and classrooms instruction) both to assess and to change what teachers know and believe. He was the recipient of an AERA Dissertation Award for a secondary analysis of TEDS-M data that revealed relationships between the type of early field experience in elementary teacher preparation programs and program outcomes including mathematics-related knowledge and beliefs. He currently directs an NSF-funded research project, *Assessing the Structure of Knowledge in Teaching Mathematics*. This project is developing a multidimensional assessment of pedagogical content knowledge for teaching fractions and decimals to investigate how knowledge, teaching practices, and student learning are reciprocally related at the grain-size of specific curriculum standards. A second ongoing research project, *Mathematics Teachers' Beliefs and Practices*, is examining how preservice teachers' perceptions of student gender and race/ethnicity—and their beliefs about who is (or can be) mathematically brilliant—are related to instructional decisions. His work has been published in research journals including the *Journal of Research for Mathematics Education* and the *Journal of Mathematics Teacher Education* and in practitioner journals including *Teaching Children Mathematics* and the *Mathematics Teacher.*

Treasurer Board Member Position Description
The Treasurer has two primary duties: (1) Keeping the financial accounts updated and (2) Authorizing and Coordinating payment for various expenses. Important examples of expenses include: SIG business meeting at AERA, SIG/RME speaker at NCTM, Early Career and Senior Scholar Awards, STaR fellows, as well as processing reimbursements for SIG related expenses, as needed. The treasurer writes a brief annual financial report for the newsletter and for the SIG business meeting.

Candidates for Treasurer Board Member

Jessica Barr Hunt is an Associate Professor in a collaborative Department of Teacher Education and Learning Sciences at North Carolina State University. She has a Bachelor of Science in Business Administration from Youngstown State University, a Masters in Mathematics Education and a Ph.D. in Exceptional Education from the University of Central Florida. She completed a post-doctoral program from The University of Texas at Austin in 2012. Dr. Hunt earned a CAREER Award from the National Science Foundation in 2013. Her expanding scholarship includes the examination of the mathematical thinking and learning of students with learning difference, both in small group environments and one on one settings. This expertise positions her as an emerging leader in the fields of mathematics education and special education. Hunt's collaborative nature supports the co-creation, implementation, and refinement of learning situations that utilize teaching experiment and fine-grain analytical methodologies. She uses these methodologies to illustrate students' informal knowledge, their development of conceptual understanding, reasoning and sense making, and adaptive expertise. Hunt has served as the co-creator of one national working group at the intersection of mathematics and special education. She is currently collaborating

with a second working group that examines critical perspectives on disability and mathematics. She has published her research in Mathematical Thinking and Learning, the Journal of Mathematical Behavior, and is showing national and international impact. Hunt's future work shows connections to future research, teaching, and policy.

Lorraine Males is an assistant professor in the Department of Teaching, Learning, and Teacher Education at the University of Nebraska-Lincoln. She earned her Ph.D. in mathematics education from Michigan State University in 2011 and worked for a semester as a postdoctoral researcher and instructor at MSU before assuming her current role. Lorraine's work focuses on preparing secondary mathematics teachers to plan and enact instruction that influences student learning by focusing on curricular transformations. With the discipline of mathematics being, arguably, one of the most textbook-dependent of school subjects, it is critical that we understand the influence of these texts on preK-12 students' mathematics learning and how teachers' use of materials mediates this influence. To this end, her research has focused on understanding the potential contributions of *written* and *teacher-intended curriculum*. Her work has been published in books and journals such as *Cognition and Instruction*, *Journal of Mathematics Teacher Education*, *International Journal of Educational Research*, *Mathematical Thinking and Learning,* and others. She has served as a PI or Co-PI on projects funded by internal and external sources totaling more than $5 million, including an NSF CAREER award that expands her work on the teacher-intended curriculum to explore its connection to the *enacted curriculum* using eye tracking methodologies.

Awards Board Member Position Description
The Awards Board Member is responsible for managing the process for soliciting nominations for awards and serving on the committee to decide on award recipients. The Awards Board Member is responsible for coordinating the award events at NCTM and the SIG/RME at AERA.

Candidates for Awards Board Member

Darrell Earnest is an Assistant Professor in Teacher Education and Curriculum Studies in the College of Education at the University of Massachusetts, Amherst. He earned a Ph. D. in education at the University of California, Berkeley. His research investigates mathematical cognition from a sociocultural perspective, including the role of mathematical representations and tools in supporting learning and teaching. He is committed to exploring issues of access and equity in mathematics education. He has published in such journals as *Journal for Research in Mathematics Education*, *Cognition & Instruction*, *Journal of Mathematics Teacher Education,* and *Teaching Children Mathematics*, and is slated to appear in the *Journal of Numerical Cognition*. He was co-author on the 2014 book, *Implementing the Common Core State Standards through Mathematical Problem Solving, Grades 3-5*. He serves on the editorial board of Mathematics Teaching in the Middle School for the Quick Reads department.

Kathleen Jablon Stoehr is an Assistant Professor in the Department of Education at Santa Clara University. She earned her Ph.D. in mathematics education at the University of Arizona and was a postdoctoral fellow on the NSF Teach Math grant. Her research primarily

focuses on issues of equity and social justice around language, race, culture, and gender that occur in the mathematics classroom. Her work has been published in the *Journal of Teacher Education, Journal of Mathematics Teacher Education, Teaching and Teacher Education, Journal of Urban Mathematics Education,* and *ZDM Mathematics Education.* She is currently a PI on a Heising-Simons Foundation sponsored project investigating a model of parental engagement in mathematics that is based on a two-way dialogue between school and home. She is a co-researcher on a US Department of Education study that is exploring ways to prepare bilingual preservice and cooperative teachers to build language and literacy across languages of instruction with kindergarten-5th grade emergent bilingual learners in mathematics.

AERA 2018 Annual Meeting Information
April 13 – April 17, 2018
New York City, NY
http://www.aera.net/Events-Meetings/Annual-Meeting

The 2018 AERA Annual Meeting will be held Friday, April 13 - Tuesday, April 17, 2018, in New York City, NY. The theme is "*The Dreams, Possibilities, and Necessity of Public Education.*" As stated in the call for proposals, "The 2018 program theme calls us to confront the struggles for public education, considering the times in which we are living, the historical arcs that shape our present(s), and the roles we can play in the fight for justice."

There were 191 proposals submitted to SIG-RME, 20 symposium proposals and 171 individual proposals. We are very grateful to 60 reviewers who reviewed the proposals, including a number who agreed to review additional proposals late in the process. We received over 500 reviews. The SIG received an allocation of 13 sessions for symposia or paper sessions and 51 individual paper presentations that could be grouped into roundtable or poster formats. Some strongly reviewed papers that did not receive the highest ratings were accepted as roundtable sessions or as posters, unless the proposers did not agree to an alternative format. Papers placed in roundtables were grouped thematically. See the table below for a summary of submissions and accepted proposals. One Workshop, one Demonstration/Performance, and one Structured Poster Session are included in the selected symposia this year.

	Symposia	Papers	RT or posters
Submitted	20	171	n/a
Accepted	11	61	8 sessions

NCTM 2018 Research Conference
http://www.nctm.org/researchconf/
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 in

Washington, DC, April 23-25, 2018. **Information about proposal acceptance rates is not available at this point. We will send this information at a later date.**

Call for Nominations for a Graduate Student Board Member

Nominations are sought for a (non-voting) Graduate Student Representative to serve for two years on the SIG-RME board, starting in April 2018. This representative is intended to serve and represent fellow graduate student members of the SIG-RME in the American Educational Research Association (AERA). Duties of the Graduate Student Board member include:

- Participate in the SIG-RME Board meetings
- Support the SIG-RME Co-Chair with development of the AERA Annual Meeting program
- Plan and facilitate graduate student programs during the AERA Annual Meeting as well as the SIG-RME Business Meeting/Reception
- Help in the selection of the incoming SIG-RME Graduate Student Representative for the following year
- Design and disseminate announcements for upcoming programs and networking opportunities

Enrolled graduate student members of SIG-RME and AERA at large who can maintain this status for two consecutive years are eligible to serve as SIG-RME Graduate Student Representatives. Interested graduate students should submit an application package consisting of a curriculum vita and a 300-word statement on qualifications in carrying out the representative duties (including expected date of graduation) to Kristy Litster, at chemile@hotmail.com by **January 15, 2017.** Please disseminate this call to eligible graduate students. The duties of the graduate student representatives are listed in the bylaws online http://www.sigrme.org/xsigbylaws01.html.

SIG-RME Website

Please check our website at http://sigrme.org and our Facebook page for information related to SIG-RME announcements, positions available, upcoming conferences, and much more. If you have any information you think should be posted on the SIG-RME website, please contact Katherine Lewis at sigrmeweb@gmail.com.

The SIG-RME Annual Membership Directory is available on the AERA website (www.aera.net). Once you login to your AERA account, you can find the directory under "Member Resources".

Membership Dues and Contact Information

Remember to renew your SIG-RME membership when you renew your AERA membership. SIG-RME dues are processed by AERA, making membership periods the same for both AERA and the SIG. All SIG-RME members must also be active members of AERA.

If your mailing address or other contact information is incorrect, please update your contact information through the AERA website.

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Call for Early Career Publication
Award Nominations

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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 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. The most recent award was presented to Dr. Gregory Larnell.

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 2012 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) 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;

  o 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 <u>electronically</u> **no later than January 19, 2018** to Imani Masters Goffney at igoffney@umd.edu.

Important Dates

2017

December 1
Deadline for the Conference on Research in Undergraduate Mathematics Education poster proposals. Go to http://sigmaa.maa.org/rume/Site/News.html for further information.

December 15
Deadline for the 48th Annual Meeting of the Jean Piaget Society (JPS) proposal submissions. Go to http://www.piaget.org/Symposium/2018/call.html for further information.

2018

Janaury 15
Nominations for Graduate Student Representative
(Kristy Litster, chemile@hotmail.com)

January 19
Nominations for Early Career Publication Award Due
(Imani Goffney, igoffney@umd.edu)

February 8-10
Association of Mathematics Teacher Educators (AMTE) Annual Meeting
Houston, TX (http://www.amte.net)

February 22-24
Conference on Research in Undergraduate Mathematics Education
(http://sigmaa.maa.org/rume/crume2018/Home.html)
San Diego, CA

April 13 – April 17
AERA Annual Meeting in New York City, NY (http://www.aera.net)

April 23 – April 25
NCTM Research Conference in Washington, DC (http://www.nctm.org)

April 25 – April 28
NCTM Annual Meeting in Washington, DC (http://www.nctm.org)