

FALL 2020

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Jeff Choppin



Dan Battey



Nicole M. Joseph



Luis Leyva



Cathery Yeh



Naomi Jessup



Tiffini Pruitt-Britton



Lori Burch



Kelley Buchheister

2021 SIG-RME DISTINGUISHED SCHOLAR AWARD



Every other year, the Special Interest Group for Research in Mathematics Education (SIG-RME) of the American Educational Research Association (AERA) invites nominations for the Distinguished Scholar Award. This award honors the programmatic research of a distinguished scholar within the field of mathematics education. It is designed to recognize an individual who is an exemplar in both designing and conducting empirically grounded programmatic research that contributes to the theoretical development of the field. Recipients of the award have expanded the research capacity of the field, as attested by the existence of a “school of thought” or intellectual heritage with constructs and results that are used regularly by others ([learn more about the award](#)).

The SIG-RME 2021 Distinguished Scholar Selection Committee chose **Dr. William F. Tate IV** of the University of South Carolina as the recipient of this prestigious and well-deserved honor. The committee found that the impact and quality of Dr. Tate’s scholarship across three decades exemplifies the award criteria of a truly distinguished scholar. In particular, the committee noted that Dr. Tate is one of the most recognized scholars for his research on educational attainment and

equity in mathematics/STEM education, policy, and theory. His foundational work introduced critical race theory to education and mathematics education and has been cited extensively. His work has influenced generations of mathematics education researchers. More recently, his research “has focused on the development of epidemiological and geospatial models to explain the social determinants of educational attainment as well as health and developmental outcomes. Over the course of his career, Dr. Tate has built an extensive body of research that serves as a model for conducting exceptional interdisciplinary research related to STEM education. Along with the many notable scholars who signed the letter nominating him for this award, we congratulate Dr. Tate and appreciate his unique and significant contributions to the field of mathematics education specifically and to the broader field of educational research.



SIG-RME OFFICER ELECTIONS

The time for the SIG-RME officer elections is approaching. This year we are electing positions for [Co-Chair](#), [Events](#), [Communications](#), and [Electronics](#). Terms will run from April 2021– April 2023. The duties of officers are summarized below. [The election will open early January 2021 and close early February](#). Election results will be announced in the February issue of Highlights and our SIG-RME spring newsletter.

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 SIG annual business meeting. During the first year of service, the co-chair’s responsibility includes serving on the Distinguished Scholar committee and other duties that emerge. During the second year of service, the co-chair’s responsibilities include serving as the program chair for the SIG-RME sessions for the AERA annual meeting and liaising between the SIG and AERA.

[Melissa Gresalfi](#) is a Professor in Mathematics Education and the Learning Sciences at Vanderbilt University. Melissa’s research investigates how students’ experiences in and out of school support their development of mathematical identities. In particular, her work focuses on two interconnected issues: how aspects of instructional practice shape the opportunities to learn that are offered and realized by students; and how instructional designs lead to the development of new understandings and identities towards learning more broadly. Her most recent work looks outside schools to explore new and different mathematical imaginaries, focusing on mathematical play, textile art, and the overlap between programming and mathematical reasoning. Melissa’s work has been funded by the Gates Foundation, the Institute of Education Sciences, the MacArthur Foundation, the National Science Foundation, and the Spencer Foundation. These projects share a commitment to understanding how designs create (or limit) opportunities for students to engage meaningfully with mathematics. Her research has been published in journals such as *Educational Studies in Mathematics*, the *Journal for Research in Mathematics Education*, *The Journal of the Learning Sciences*, and *Computers and Education*. She was awarded the Jan Hawkins Early Career award by Division C of the American Educational Research Association and was a postdoctoral fellow for the National Academy of Education. With respect to AERA leadership, Melissa has served as the co-chair of SIG-LS, and the co-chair of Division C

Section 3a for AERA. Her broader service commitments include former Associate Editor for the American Educational Research Journal, Editorial Board member for the Journal of the Learning Sciences, and Special Issue Editor for the Journal of Computer Science Education.

Vicki Hand is an Associate Professor of Mathematics Education in the School of Education at the University of Colorado Boulder. She received her doctoral degree from Stanford University, was a postdoctoral researcher at UC Berkeley, and a previous faculty member at the University of Wisconsin, Madison. Vicki's research centers on issues of identity, race, and power in mathematics teaching and learning. She has investigated patterns in classroom mathematical interaction and how these reflect broader sociopolitical hierarchies and frames, the instructional and noticing practices of mathematics teachers successful at creating opportunities for minoritized students to "take up space", and most recently, participatory approaches to mathematics education research. She has had the opportunity to co-publish articles with colleagues and students in journals such as *Educational Researcher*, *Educational Studies in Mathematics*, and *American Educational Research Journal*. She has received grants from NSF and the Spencer Foundation, the most recent of which brings teachers, community leaders and researchers together to document and theorize mathematics teacher noticing for re-humanizing mathematics. She was the Awards Board member for SIG-RME (2015-2016), Strand Leader for PME-NA (2017), and a member of the NAEP 2025 Revisioning Committee (2019).

Events Board Member Position Description

The primary responsibilities of the Events board member are to arrange the SIG-RME reception at AERA and the joint meeting at NCTM. The events board member also is on the selection panel for the Early Career Award recipient.

Maria del Rosario Zavala is an Associate Professor of Elementary Education at San Francisco State University. She looks deeply at the ways learning mathematics is experienced by students from historically marginalized communities, especially multilingual Latinx students, including whether or not schooling supports their development of productive mathematics identities and challenges stereotypes of who "should" do math. Central to her research are ideas of mathematics identity, racial identities, power and privilege, and culturally responsive mathematics teaching. Her research has appeared in peer-reviewed journals such as the *Journal for Urban Research in Mathematics Education*, *Teaching for Excellence and Equity in Mathematics*, and *Race Ethnicity and Education*. She is on the board of directors of TODOS Mathematics for All and hosts the TODOS Math podcast. She is also active in Radical STEM Educators of the Bay Area and the Association of Mathematics Teacher Educators Equity Committee. She and her partner, who is a high school math teacher, have two children aged 6 years and almost 3 years. Maria firmly believes that social time and community building are essential to how we all survive social distancing during COVID, and our SIG RME community should be no exception. She's like to say she puts the "oo" in Zoom meetings, but if she's being honest it's all of us together who do that. Whether socially distanced or in person, she's looking forward to seeing everyone at our SIG gatherings.

Nicole Panorkou is an Associate Professor of Mathematics Education in the Department of Mathematics at Montclair State University in New Jersey. She was previously a Fulbright postdoctoral scholar at North Carolina State University. She earned her Ph.D. in mathematics education from the UCL Institute of Education

in England in 2011. Nicole is interested in the design of tools that students can use to think about mathematics and she examines students' construction, development, and shifts of meanings about mathematics as they engage with these tools. Her research also focuses on the ways that technology and modeling can foster the utility of mathematical concepts. As part of her research, she designs, and studies integrated STEM curricula that illustrate the purpose and utility of mathematics. Nicole's work has been funded by the National Science Foundation, the Spencer Foundation, and the National Academy of Education. Currently, she serves as a co-PI on the NSF-funded project ACMES that designs digital simulations and instructional modules that integrate computational and mathematical thinking into earth and environmental science for grades 5-7. Her work has been published in *Mathematical Thinking and Learning*, *For the Learning of Mathematics*, *Digital Experiences in Mathematics Education*, and *Constructivist Foundations* among others. She received special recognition in 2014 as an *AMTE Service, Teaching, and Research (STaR) fellow*, and in 2017 as a *NAED/Spencer postdoctoral fellow*. Nicole is on the executive council of NJAMTE (New Jersey Association of Mathematics Teacher Educators) and the board of trustees of AMTNJ (Association of Mathematics Teachers of New Jersey).

Communications Board Member Position Description

The Communications Board Member's primary responsibilities are coordinating communication between the Board and members of SIG-RME, posting to social media, and preparing and distributing SIG-RME newsletters.

Yasemin Copur-Gencturk is an Assistant Professor of Teacher Education at the University of Southern California's Rossier School of Education. Dr. Copur-Gencturk received her Ph.D. in mathematics education from the University of Illinois at Urbana-Champaign and holds a bachelor's degree in math, *summa cum laude*, and master's degree in statistics. Dr. Copur-Gencturk's current research program seeks to improve the field's understanding of the mathematical knowledge needed in teaching and how it is developed. Her research program also focuses on understanding how teacher knowledge and implicit bias affect issues of equity in mathematics classrooms. Dr. Copur-Gencturk was recently awarded four major grants from the National Science Foundation and Institute of Education Sciences, totaling \$4.98 million. She received an NSF CAREER award in 2018 and the 2016 Early Career Publication Award from the AERA's Special Interest Group on Research in Mathematics Education, and her work has been published in *Educational Researcher*, *American Educational Research Journal*, *Journal of Teacher Education*, and *Journal of Research in Mathematics Education*.

Nicol R. Howard is an Assistant Professor of STEM education in the School of Education's Department of Teaching and Learning at the University of Redlands. She is also the Co-Director of the Race in Education Analytics Learning Lab (REAL Lab) in the Center for Educational Justice. Her research focuses on STEM and computer science equity and identity development, as well as parent involvement. She has been recently examining the family-school partnerships and the racialized experiences of Black girls and families in mathematics classrooms through quantitative and mixed methods studies analyzing primary data and secondary restricted-use large data. Dr. Howard's concern for equity in STEM and computer science education has led to research publications in *Urban Education*, *Teachers College Record*, *Educational Technology Research & Development*, and *e-Learning and Digital Media* among others. Additionally, she has written for practitioner-focused outlets, such as Corwin Connect and

Edutopia, and co-authored a new book entitled *Coding+Math: Strengthen K-5 Math Skills with Computer Science*. Dr. Howard is also co-editor for the *Journal of Computer Science Integration*. In addition to her experience in higher education, Dr. Howard has served as an educator in various capacities over the past 20+ years. She has taught at the high school level (9th – 12th grades and Special Education) and in grades K through 5 and was a Program Specialist in Personalized and Blended Learning, in California K-12 public school districts. Dr. Howard has previously served as chair, program chair, and communications chair for AERA's Technology, Instruction, Cognition, and Learning SIG.

Electronics Board Member Position Description

The primary responsibility of the Electronics board members is to maintain and regularly update the SIG-RME website with announcements, job postings, and calls for manuscripts. The Electronics Board Member also manages the annual election process and is on the selection panel for the Early Career Award recipient.

Dionne Cross Francis is the Joseph R. Neikirk Term Professor of mathematics education at the University of North Carolina at Chapel Hill. She has a BA in Mathematics from the University of the West Indies, Jamaica, and a Ph.D. in Educational Psychology from the University of Georgia. Her research focuses on understanding both the contextual and teacher-specific factors that motivate teacher actions as they plan and instruct with the goal of determining the optimal design features of professional development that allow teachers to thrive. The results of this work have informed the design and implementation of professional development initiatives nationally (Indiana, Georgia) and internationally [Jamaica, Turkey, Kosovo, South Sudan, Ghana], and have secured several million dollars in both state and federal funding. She is a co-editor and co-author of two books, *Research on Teacher Identity: Mapping Challenges and Innovations* (2018) and *Teachers' Goals, Beliefs, Emotions, and Identity Development: Investigating Complexities in the Profession* (2020). Her work has also been featured in top journals in the field, including the *Journal of Mathematical Behavior*, *Journal of Mathematics Teacher Education*, *Teacher College Record*, *Educational Studies in Mathematics*, and *Teaching and Teacher Education*.

Nicole Fletcher is an Assistant Professor of Educational Studies and Teacher Preparation in the Elementary Education Program at Fairfield University. She is a 2020 Association of Mathematics Teacher Educators (AMTE) Service, Teaching, and Research (STaR) Fellow. Her research focuses on children's often-unrecognized competence for learning mathematics and on developing research-based methods for teaching and learning mathematics at the early childhood and elementary levels. Nicole is working on the development of the fourth edition of the Test for Early Mathematics Ability (TEMA), and she is collaborating with colleagues to design and implement virtual and hybrid field experiences in mathematics methods courses. She completed her PhD in Mathematics Education at Teachers College, Columbia University, where she also completed an MA in Early Childhood/Special Education. Nicole previously worked as a classroom teacher for ten years, teaching nursery school, kindergarten, and first grade, and later worked as a K-5 Mathematics Coordinator. She also worked as a Postdoctoral Researcher at Temple University and at the University of Pennsylvania. She currently serves on the editorial board of the *Journal of Mathematics Education* at Teachers College. Nicole's varied professional and personal experiences—including design and evaluation of early mathematics apps, development of an online formative assessment item bank, teaching a

number of online courses in Fall 2020 and previously, and serving as a political campaign volunteer and organizer—make her well equipped to serve as the electronics board member, and she is excited about the opportunity to serve the AERA SIG-RME community through this position.

Alesia Mickle Moldavan is an Assistant Professor of Mathematics Education in the Graduate School of Education at Fordham University. Dr. Moldavan earned her Ph.D. in Teaching and Learning in Mathematics Education from Georgia State University in 2018. At Fordham University, she is the Director of the MST Adolescence Mathematics Education program and chairs dissertation committees for doctoral students pursuing research in STEM education. Her research focuses on equity-based teaching practices and ethnomathematics to promote cultural awareness and social justice advocacy in the mathematics classroom. She also examines such work in conjunction with digital technology in teacher preparation. Her work has been published in scholarly journals (e.g., *Journal of Urban Mathematics Education* (in press), *Digital Culture and Education*, *Georgia Educational Researcher*), book chapters, and conference proceedings (e.g., PME-NA, GAMTE). Her commitment to the field includes serving as the *Critical Reads* section editor of the *Journal of Urban Mathematics Education* and on the editorial board of the *Journal of Mathematics and Culture*. She has also reviewed for various journals (e.g., *Journal of Teacher Education*, *Cognition and Instruction*) and conferences (e.g., PME-NA, NCTM, AMTE, CIES). In 2019, she received recognition as an *AMTE Service, Teaching, and Research (STaR) Fellow*. Over the years, she has been actively involved with AERA presenting papers in SIG-RME and participating in Division K's *Early Career Seminar* and *TEACH Seminar for Advanced Graduate Students*. She is experienced with website design (e.g., www.edubeing.com) and looks forward to maintaining web-related announcements for SIG-RME.



2021 AERA VIRTUAL ANNUAL MEETING INFORMATION

April 9 – 12, 2021

Accepting Educational Responsibility

<https://www.aera.net/Events-Meetings/Annual-Meeting>



Registration will open in December 2020

As stated in the call for submissions: “Education researchers are not merely scholars; we are also citizens of the places in which our scholarship is produced, disseminated, and implemented. Equity and justice in these places depend as much on our deep thinking as they do on what we do with what we know. Racism, xenophobia, transphobia, Islamophobia, anti-Semitism, homophobia, and other

manifestations of hate continually poison these places. Mass shootings occur in too many places close to where we live and do our academic work. Sexism, sexual harassment, and sexual assault occur too often within and beyond our workplaces. Myriad consequences of wealth inequity negatively affect people inside of and around the places where many of us think, teach, research, and write. Attendees of the 2021 AERA Annual Meeting will be empowered to accept greater responsibility for social problems that plague places around the world. Our identities as citizens and as scholars will be embraced.”

SIG-RME Submission and Review Stats for the 2020 Annual Meeting:

Our SIG received **96 proposals**, and we are grateful to the many reviewers (listed below) who stepped up to help review these proposals. The SIG-RME program simply could not happen without the work of our reviewers to select the best proposals from our strong pool of submissions! *Thank you!*

We were allocated 12 sessions and 47 papers as round table or posters

96 paper submissions

- 24 were accepted as papers for the 6 symposium sessions
- 35 were accepted as round table papers
- 12 were accepted as posters

8 session submissions, of which 6 were accepted

We will have our regular business meeting. Additional information to follow as more details become available.

A Huge Thank You to Our 2021 AERA Reviewers!!!

Outstanding Faculty Reviews:

Tracy Dobie, University of Utah
Terrie Galanti, University of North Florida
Charles Hohensee University of Delaware
Sarah Roberts, University of California – Santa Barbara
Erik Tillema, Indiana University

Outstanding Graduate Student Reviews:

Nicolas Boileau, University of Michigan
Roxanne Moore, Washington State University
Salvador Huitzilopochtli, University of California – Santa Cruz
Joseph Kozlowski, Utah State University

FACULTY REVIEWERS

Name	Institution
Ambrose, Rebecca	University of California - Davis
Aydin, Utkun	American University of the Middle East
Banse, Holland	University of Alabama
Barcus, Courtney	University of Illinois at Chicago
Bolyard, Johnna	West Virginia University
Bolyard, Johnna	West Virginia University
Bowen, Diana	University of the Virgin Islands
Brenner, Mary	University of California - Santa Barbara
Casler-Failing, Shelli	Georgia Southern University

Cho, Seokhee	St. John's University
Choi, Kyong	University of Virginia
Clark, Kathleen	Florida State University
Copur-Gencturk, Yasemin	University of Southern California
Creager, Mark	University of Southern Indiana
DeJarnette, Anna	University of Cincinnati
Dobie, Tracy	University of Utah
Doyle-Neumann, Maureen	University of Vermont
Edwards, Laurie	Saint Mary's College of California
Erebholo, Francis	Hampton University
Foote, Lori	The University of Cincinnati
Forsyth, Suzanne	Cameron ISD
Francine, Athias	University of Besançon
Galanti, Terrie	University of North Florida
Garner, Brette	University of Denver
Gates, Miriam	Education Development Center, Inc.
Ghousseini, Hala	University of Wisconsin - Madison
Gonzalez, Monica	East Carolina University
Gutiérrez, José	University of Utah
Hand, Victoria	University of Colorado - Boulder
Harper, Frances	The University of Tennessee
Harris, Yvette	Miami University
Headley, Marcia Gail	University of Delaware
Hinestroza, José Martínez	Texas State University
Hochberg, Eric	TERC
Hohensee, Charles	University of Delaware
Hoyos, Veronica	National Pedagogical University, Mexico
Hwang, Jihyun	Kangwon National University
Jones, Ryan	Middle Tennessee State University
Joseph, Nicole	Vanderbilt University
Joswick, Candace	The University of Texas - Arlington
King, Nicholas	Seattle Pacific University
Kitchen, Richard	University of Wyoming
Kloos, Heidi	University of Cincinnati
Kobiela, Marta	McGill University
Koellner, Karen	Hunter College - CUNY
Koester, Mark	Metropolitan State University of Denver
Kwon, Minsung	California State University - Northridge
Kysh, Judith	San Francisco State University
Lefcourt, Tamara	Bar Ilan University
Leyva, Luis	Vanderbilt University
Litke, Erica	University of Delaware
Lommatsch, Christina	University of Canberra
Lubienski, Sarah	Indiana University
Lynch, Sararose	Westminister College
Mack, Nancy	Grand Valley State University
Makowski, Martha	The University of Alabama - Tuscaloosa
McDougall, Douglas	University of Toronto
Meador, Audrey	West Texas A&M University

Mitchell, Monica	MERAssociates
Morton, Karisma	University of North Texas
Myers, Kayla	Georgia State University
Orrill, Chandra	University of Massachusetts - Dartmouth
Parmar, Rene	Saint John's University
Peck, Frederick	University of Montana - Missoula
Pynes, Kristen	University of Michigan - Ann Arbor
Raygoza, Mary	Saint Mary's College of California
Roberts, Sarah	University of California - Santa Barbara
Runnalls, Cristina	California State Polytechnic University - Pomona
Saclarides, Evthokia	The University of Alabama - Tuscaloosa
Saran, Rupam	Medgar Evers College - CUNY
Scheiner, Thorsten	Australian Catholic University
Sears, Ruthmae	University of South Florida
Shah, Meetal	Diablo Valley College
Shaughnessy, Meghan	University of Michigan
Shumway, Jessica	Utah State University
Spencer, Joi	University of San Diego
Staples, Megan	University of Connecticut
Steele, Mike	University of Wisconsin - Milwaukee
Stroud, Rena	Merrimack College
Suazo-Flores, Elizabeth	Purdue University
Tchoshanov, Mourat	The University of Texas - El Paso
Tillema, Erik	Indiana University
Wessman-Enzinger, Nicole	George Fox University
Woods, Dawn	Oakland University
Wynn, Lynda	California State University - Stanislaus
Xing, Chenmu	Minot State University
Yao, Xiangquan	The Pennsylvania State University
Zahner, William	San Diego State University

Graduate Student Reviewers

Name	Institution
Ahmad, Fatimah	Indiana University - Bloomington
Anantharajan, Madhuvanti	Stanford Graduate School of Education
Barcus, Courtney	University of Illinois at Chicago
Boileau, Nicolas	University of Michigan
Bradley, Jay	George Mason University
Burch, Lori	Indiana University - Bloomington
Calor, Sharon	University of Amsterdam
Carson, Cynthia	University of Rochester
Cosso, Jimena	Purdue University
Huitzilopochtli, Salvador	University of California - Santa Cruz
Kozlowski, Joseph	Utah State University
Laina, Vasiliki	University of California-Berkeley
Lee, Jiwon	University of California - Irvine
Liao, Yi-Yu	University of Texas - El Paso
Liu, Jinqing	Indiana University - Bloomington
Lopez, Maria-Josée Bran	McGill University

Marum, Timothy
Moore, Roxanne
Osibodu, Oyemolade
Purington, Stephanie
Richman, Andrew
Salisbury, Kurt
Schanke, Angela
Shen, Zongyu
Smith, James
Stevens, Michael
Yang, Zhanxia
Zdravkovic, Ana

University of Massachusetts - Dartmouth
Washington State University
York University
University of Massachusetts – Amherst
Boston University
Baylor University
University of Wyoming
East China Normal University
University of Arizona
University of California – Davis
Texas Tech University
University of Toronto



SIGRME WEBSITE & MEMBERSHIP

Please check our website <http://www.sigrme.org> and [Facebook page](#) for information related to SIG-RME announcements, job postings, upcoming , and more. If you have any information you want posted on our website, please contact Naomi Jessup at njessup@gsu.edu. Follow us on Twitter @AERA_SIGRME!

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

The number of AERA sessions allotted to our SIG each year is based, in part, on the number of SIG-RME members. [Please remember to renew your SIG-RME membership when you renew your AERA membership.](#) If your mailing address or other contact information is incorrect, please update your contact information through the AERA website.



IMPORTANT DATES

June 2 – 6, 2021

42nd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (**PME-NA 42**), Mazatlán, Sinaloa, Mexico (<https://www.pmena.org/future-conferences/>)

Thursday, Feb 11 – Saturday, Feb 13, 2021

Thursday, Feb 18 – Saturday, Feb 20, 2021

2021 VIRTUAL AMTE Annual Conference

(<https://amte.net/conferences/conf2021>)

April 19 – 21, 2021

NCTM Research Conference

St. Louis, Missouri

(<https://www.nctm.org/Conferences-and-Professional-Development/Research-Conference/>)

April 21 – 24, 2020

NCTM Annual Meeting & Exposition

(<https://www.nctm.org/Conferences-and-Professional-Development/Research-Conference/>)



USEFUL RESOURCES

On the job market? These resources might be helpful:

- (SIG-RME Jobs Page) <http://sigrme.org/open-positions/>
- (AERA) <https://careers.aera.net/jobs/>
- (NCTM) <https://nctm-jobs.careerwebsite.com/>
- (AMTE) <https://amte.net/resources/joblistings>

Looking for a writing community?

Our Graduate Student Writing Group provides a space for motivation and accountability for writing tasks for graduate students. The group meets virtually via zoom **Fridays from 10 am to 1 pm EST**. If you are interested or you know of a graduate student who would benefit from participating, please email sigrmegraduaterep@gmail.com for more information.