

AERA SIGRME

Newsletter

NEWS & FEATURES

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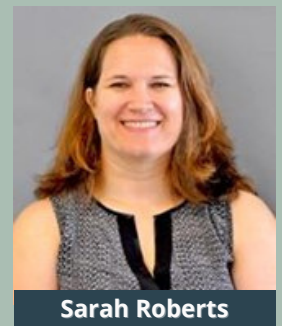
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Victoria Hand



Teruni Lamberg



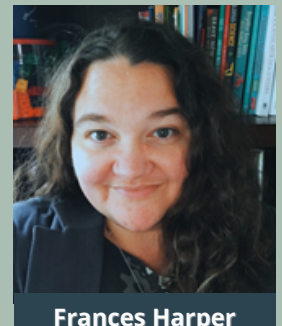
Sarah Roberts



Nicol R. Howard



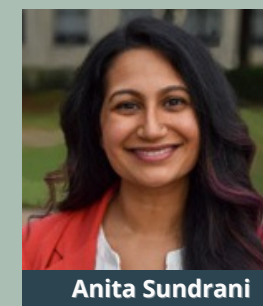
Nicole Fletcher



Frances Harper



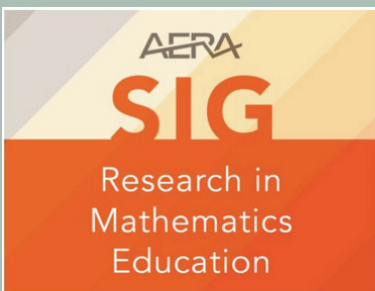
Maria Zavala




Anita Sundrani



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AERA
SIG
Research in
Mathematics
Education



RESEARCH IN MATHEMATICS
EDUCATION SIG SPEAKER SERIES

Special thanks to Dr. Luz A Maldonado Rodríguez, whose talk entitled, "Linguistic and Racial 'Othering' in Mathematics Education Research", inspires us to think deeply about how language ideologies shape how/with whom we conduct research and implications for emerging bilingual mathematics learners. Access the recording for a limited time (until 12/26/22) here: <https://youtu.be/uWo2lrZVNzY>

Call for Nominations for the Karen King Future Leader Award

The Special Interest Group for Research in Mathematics Education (SIG/RME) of AERA invites nominations for the Karen King Future Leader Award to be presented during the business meeting held at the AERA Annual Conference in 2023. The Karen King Future Leader Award recognizes graduate students, following in Dr. King's scholarly footsteps, who demonstrate exemplary promise as future leaders of mathematics education research who are committed to: 1) academic innovation in the areas of equity; 2) community engagement; and 3) teaching and research. The award includes a stipend of \$500, announcement in the SIG-RME newsletter and on the SIG-RME website and recognition at the AERA Annual Conference.

The graduate student must hold student status in January 2023 and have successfully passed their qualifying exam or equivalent. They will be nominated by a faculty member or administrator. Nominations are encouraged from both domestic and international scholars. The following materials must be submitted for a nomination to be considered:

- 1.a nomination letter from a faculty member or administrator
- 2.a supporting letter from a second faculty member or administrator
- 3.a statement from the student indicating how they meet the award criteria
- 4.student's curriculum vitae

All nomination materials must be submitted electronically no later than 11:59 pm ET on January 23, 2023 to the Awards Chair. Nomination letters and the student statement should explain how the nominee demonstrates exemplary promise as a future leader of mathematics education in the following areas: 1) academic innovation in the areas of equity; 2) community engagement; and 3) teaching and research.

A winner is selected based upon demonstrated promise as a future leader of mathematics education research and commitments to 1) academic innovation in the areas of equity; 2) community engagement; and 3) teaching and research. Nominations will be evaluated in relation to the three criteria above as described in the nomination letters and statement and listed in the graduate student's CV, which should include: 1) scholarly/creative work published and/or in progress in journals, open platforms, or institutional repositories; 2) specific teaching, service, and research efforts and activities that realize diversity, equity, inclusion, and community engagement initiatives; and 3) teaching, research, or service awards and grants. An awards committee composed of the Awards Board Member, the Senior Graduate Student Representative and the Communications Board Member of SIG/RME will decide on the award.

The nomination packet must be received by 11:59 pm ET on Monday, January 23, 2023. Electronic submissions to Frances K. Harper at fharper1@utk.edu are required.

SIGRME Officer Elections - Co-Chair Nominees

This year, we are electing positions for Co-Chair, Electronics, Events, and Communications. Terms will run from April 2022– April 2024. The candidates bios are offered below. The election will open early January 2022 and close early February. Election results will be announced in the AERA Highlights and in our SIG-RME spring newsletter.

Co-Chair

Dr. Meghan Shaughnessy is an assistant professor of Mathematics Education at Boston University's Wheelock College of Education and Human Development. Her research focuses on the design and study of practice-intensive approaches to teachers' professional preparation and ongoing learning. She focuses on teaching practices, such as leading discussions and eliciting student thinking, that are critical for fostering students' positive mathematical identities and agency. In a current NSF-funded program, she and colleagues are designing and studying professional development that seeks to improve elementary teachers' skills with leading discussions in ways that attend to and disrupt patterns of inequity that are often amplified during classrooms discussions. Her recent research has been published in the Journal of Mathematics Teacher Education, Educational Studies in Mathematics, and Teaching and Teacher Education. Before joining the faculty at Boston University, Dr. Shaughnessy worked as a lead researcher and elementary teacher educator at the University of Michigan for over a decade. Dr. Shaughnessy's research is deeply rooted in her work as a teacher educator, and she has collaborated nationally and internationally with university-based teacher preparation programs seeking to become practice-based teacher education programs. She has served as SIG-RME Electronics Board Member, the Associate Vice President for Research for the Association of Mathematics Teacher Educators and as a Board Member for the Michigan Association of Mathematics Teacher Educators.

John Seelke, PhD is currently an Instructional Specialist in Secondary Mathematics for Montgomery County Public Schools. Dr. Seelke completed his doctoral degree at the University of Maryland College Park, where his dissertation focused on the teacher performance assessment edTPA and its connection to practicing teachers, including its potential role in teacher induction. His dissertation won the 2018 Janice Hooper Hold Outstanding Dissertation in Research on Teacher Induction. Dr. Seelke also currently serves as the chair of the Advisory Board for Pillar II of the Maryland State Accountability and Implementation Board of the state's Blueprint for Maryland's Future. Pillar 2 focuses specifically on teacher growth and the teacher ladder, including the role induction plays in supporting starting teachers to assist them to pursue a path towards National Board Certification. He also serves as the President Elect of the Maryland Council Teachers of Mathematics. He recently completed a Fulbright in Mexico, supporting teachers in math education in two Escuelas Normales.

SIGRME Officer Elections - Electronics Nominees

Electronics

Tracy Dobie is an Assistant Professor of Mathematics Education and Learning Sciences at the University of Utah. She completed her doctoral studies at Northwestern University. Tracy's research explores two primary lines of inquiry. First, she examines adolescents' perceptions of the usefulness of mathematics, seeking to elevate the voices of students who have been historically marginalized and incorporate perspectives on usefulness that center relationality. Second, she studies how we can support teachers and pre-service teachers to enact equitable mathematics instruction, such as by using case-based teaching scenarios in university methods courses and developing strategies for encouraging critical discourse in teacher learning communities. Tracy's work is supported by the National Science Foundation and Spencer Foundation. In 2019, she was selected as an *AMTE Service, Teaching and Research (STaR)* fellow. Tracy's service to the field has included reviewing for journals such as the *Journal for Research in Mathematics Education*, *Mathematical Thinking and Learning*, *Mathematics Teacher Educator*, and *Mathematics Teacher: Teaching and Learning PK-12*. She has also regularly reviewed for SIG-RME and was named Outstanding Reviewer in 2019 and 2020. Locally, Tracy has served on the Utah State Board of Education's Equity Planning Team and Mathematics Advisory Team, and she has designed courses for the state such as Elementary Mathematics for Special Education Teachers. Tracy has experience with computer programming and would be excited to maintain and update the SIG-RME website.

Daniel Edelen is an assistant professor in the Department of Early Childhood Elementary Education at Georgia State University. He received his Ph.D. in elementary education with a specialization in mathematics education from the University of Central Florida. Daniel uses interactional ethnographic and microethnographic approaches to research in collaboration with children in elementary mathematics spaces. He examines the social construction of cultures for learning by examining relationships of authority, autonomy, and agency, and their implications on learning opportunities for elementary students. Daniel's work also examines how ethnographic and qualitative research approaches might better collaborate with children to uplift and honor their stories within the mathematics education community.

SIGRME Officer Elections - Electronics Nominees (continued)

Electronics

Daniel has been an active member of the mathematics education community for the past ten years. He brings experience working with elementary children, where he taught grades second to fifth as a public-school teacher. Recently, his research and teaching has focused upon early elementary mathematics spaces for learning. His work has been published in numerous journals, such as *Investigations in Mathematics Learning*, *For the Learning of Mathematics*, *School Science and Mathematics*, and *Mathematics Teacher: Learning and Teaching PK-12*. He also regularly shares his work at conferences; most recently, he has presented at American Education Research Association, Association of Mathematics Teacher Educators, National Council of Teachers of Mathematics, and School Science and Mathematics. He looks forward to the opportunity to learn, collaborate, and serve on the SIGRME board.

Samantha A. Marshall, Ph.D. is an assistant professor in the Department of Teacher Education and Learning Sciences at North Carolina State University. She received her Ph.D. in Learning, Teaching, and Diversity from Vanderbilt University. Prior to her academic career, she served as a mathematics teacher, mathematics department chair, curriculum developer, and instructional coach. Motivated by the need to support mathematics teachers in learning more equitable and anti-oppressive pedagogies, Marshall's work seeks to design, investigate, and refine learning experiences for mathematics teachers. Marshall's research projects have spanned questions of mathematics teachers' learning through coaching, how teachers' learning is shaped by enactment in context, as well as how math teachers learn ambitious, asset-based, and culturally sustaining pedagogies. She has published in journals such as *Journal of Teacher Education*; *International Journal of Qualitative Studies in Education*; *Pedagogy, Culture & Society*; and *Mathematics Enthusiast*. A member of AERA since 2016, Marshall has presented every year since at the conference and reviewed for multiple divisions and SIGs including SIG-RME, Division K, and Critical Educators for Social Justice.

SIGRME OFFICER ELECTIONS - Events Nominees

Events

Dr. Audrey Meador is currently an Assistant Professor in the Mathematics Department in the College of Engineering at West Texas A&M University. She earned her PhD in Curriculum and Instruction in Mathematics Education from Texas Tech University, and her Master and Bachelor of Science in Mathematics from West Texas A&M University. She has a background in K-16 Mathematics Education and is currently instructing mathematics content and STEM methods courses for preservice and inservice teachers. Dr. Meador has expertise in instructional theories in mathematics and STEM education. Her research agenda includes the analysis of Number Talks as an instructional routine, and the recruitment and retention of underrepresented and underserved students in Rural STEM education. Dr. Meador has served as Co-PI on two funded National Science Foundation S-STEM grants, serving as the educational researcher on these projects. She has published several book chapters, various articles in mathematics and STEM journals, and her work has been recognized with awards and fellowships through her institution and organizations such as the Association of Mathematics Teacher Educators and School Science and Mathematics Association.

Janet Walkoe is an Associate Professor in the Center for Mathematics Education (CfME) at the University of Maryland. She earned her Doctorate from Northwestern University in the Learning Sciences in 2013. She also holds an MS in Mathematics from the University of Illinois at Chicago and a BA in Mathematics from the University of Chicago. Before enrolling in graduate school, Janet taught secondary mathematics for ten years and earned National Board Certification in 2003. Janet's first AERA conference was in San Francisco in 2006. She has actively attended and presented in the conference ever since and is excited about the possibility of taking on a more formal role on the SIG-RME board.

SIGRME OFFICER ELECTIONS - Events Nominees (continued)

Events

Janet's research interests include teacher noticing and teacher responsiveness in the mathematics classroom. In particular, she is interested in how teachers attend to and make sense of student thinking and other student resources including but not limited to student dispositions and students' ways of communicating mathematics, with a particular focus on translanguaging and other multimodal resources. Janet's work has been funded by the National Science Foundation, the Spencer Foundation, and the US Department of Education. Her work appears in journals such as the Journal of Mathematics Teacher Education, ZDM, Mathematics Teacher, and the Journal of the Learning Sciences, among others. She is also on the editorial board of the Journal of Mathematics Teacher Education.

Jonee Wilson is an assistant professor of Mathematics Education at the University of Virginia. Dr. Wilson received an early career publication award at AERA from the SIG-RME in 2020. Her research focuses on examining and outlining instructional practices that empower and honor students who have been marginalized and underserved specifically in the context of conceptually-oriented mathematics classrooms. She also focuses on professional development opportunities and other resources that support educators in learning, developing, and implementing such practices. Her work has been funded by the National Science Foundation and the Spencer Foundation. She currently serves as a principal investigator for three NSF grants through the Discovery Research preK-12 program. Her research has been featured in a range of seminal journals such as the Journal of Research in Mathematics Education, Teachers College Record, the American Educational Research Journal, ZDM - The International Journal on Mathematics Education, Urban Education, and Mathematics Teacher: Learning and Teaching PK-12. Apart from the early career publication award, Dr. Wilson has been actively involved with AERA/the SIG-RME since her time as a graduate student. She was an AERA dissertation travel award recipient, she has served as a proposal submission reviewer, and she has been selected as a paper session and symposium presenter for annual meetings since 2012. In terms of her service experiences, she serves as an advisory board member for several NSF grants, is a research committee member for the National Council of Teachers of Mathematics, and is a member on the editorial board for Urban Education.

SIGRME OFFICER ELECTIONS - Communications Nominees

Communications

Emma Gargroetzi is an Assistant Professor in the Department of Curriculum and Instruction and the Program in STEM Education at University of Texas at Austin. Building on twenty years of working with young people in and out of school in cities across the United States and Latin America, Emma's research focuses on identity, power, and educational justice in the mathematical lives of children and youth. Her ongoing work examines the use of quantitative reasoning in youth civic composing and the possibilities for educational dignity in mathematics learning environments. Emma is currently an NAEed/Spencer Postdoctoral Fellow for her project "Quantitative Civic Composing for Imagination, Action, and Freedom: A Social Design-Based Experiment in Mathematics and English Language Arts." Emma's work has been published in the Journal of Research in Mathematics Education Monograph 17, "Making visible the invisible: The promise and challenges of identity research in mathematics education," in American Education Research Journal and in the Journal of Teacher Education, among others spaces. Most recently Emma is excited to see a lesson sequence written with two of her former pre-service elementary teachers published in the recently released book, Upper Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice. Emma has been a member of SIG-RME since 2017 and is looking forward to serving the SIG-RME community in the role of the Communication Board Member, paying forward and amplifying the possibilities for mentorship and support provided by our SIG.

Dr. Queshonda Kudaisi is an assistant professor of mathematics education at the University of North Texas in the Department of Teacher Education and Administration. Her degrees include a Ph.D. from the University of South Florida, a M.A.T from the University of South Florida, and a B.S. from Southeastern University. Her research is composed of two strands of inquiry. The first strand focuses on social justice in mathematics education with particular attention being given to mathematics teacher educators, mathematics teachers, and mathematics teacher candidates' development of the knowledge needed to teach mathematics for social justice. Dr. Kudaisi's second strand of inquiry focuses on science, technology, engineering, art, and mathematics (STEAM) learning experiences that take place in informal learning environments such as after-school and summer programs. Her research methods include the use of both quantitative and qualitative methods. Dr. Kudaisi has close to a decade of experience in mathematics education which includes her work in both private and public schools, work as a mathematics teacher, work as an instructional mathematics coach, work as an education consultant, work as a mathematics education professor, non-profit STEAM executive director and co-founder, and service on local and state professional education boards. Dr. Kudaisi has presented at both state and national mathematics conferences and plans to continue her research, teaching, and service in ways that promote equity in mathematics education.

Graduate Student Announcements

Grad Student Writing Group

We're still at it, every Friday from 11 am - 2 pm EST (until December 16th and will start up again on January 16th). We will also take a fall break on November 25th. If you want a space for writing, a thought partner, and/or accountability, come through! The link is:

[https://rutgers.zoom.us/j/92943885414?](https://rutgers.zoom.us/j/92943885414?pwd=RDcvUVphOFRDaEY0N0IyeW4xcU85UT09)

[pwd=RDcvUVphOFRDaEY0N0IyeW4xcU85UT09](https://rutgers.zoom.us/j/92943885414?pwd=RDcvUVphOFRDaEY0N0IyeW4xcU85UT09)

Support/Affinity Space

SIG-RME is looking to create space for graduate students to feel supported in their work and a consistent sense of community with like-minded scholars across the country. If you are interested in joining (or know of a graduate student who would benefit from participating), please complete the [Google Form](#).

Graduate Recruitment

SIG RME Faculty Members, we need your help! We are working to provide multiple learning opportunities and spaces for graduate students to engage in to build a community and support group as they develop as scholars, researchers, and teacher educators. To ensure graduate students are receiving news about these offerings and access to a few member-specific events, we are asking faculty members to share the following message with their advisees and students:

The Research in Mathematics Educations Special Interest Group (SIG RME) is a forum within the larger American Education Research Association (AERA) that actively promotes communication between researchers in mathematics education and related disciplines, and to provide a platform for initiating new developments in the field. We invite you to join SIG RME to take part in multiple learning opportunities for graduate students and to engage in spaces to build community and a support group as you develop as scholar, researcher, and teacher educator. Some of these offerings include a writing group, book club, affinity spaces, and topic-focused mentoring sessions for students. We will also provide graduate student members of the SIG the opportunity to apply for a one-on-one mentoring session during the 2023 Annual AERA Conference. We encourage those who are able to become members to learn more about these events.

If you have any questions, please feel free to reach out to sigmegraduaterep@gmail.com.

SIG-RME Connector

Creating Opportunities to Connect!

Looking to connect with other researchers for collaborative research or to create a conference symposium proposal? Join the SIG-RME Connector (SIG-RME Members Only) to post your research interests and connect with other researchers who share your interests.

<https://goo.gl/forms/mecDVn3SiNResbk2>

What is the SIGRME Connector?

The SIGRME Connector is a Google Sheet that contains information about our members who are interested in connecting with their peers for a variety of purposes, including research collaborations, writing groups, etc. Although it is targeted for graduate students and early career researchers, any SIGRME member can join. The Google Sheet is available in a read-only mode for participating members.

Website & Membership

Please check out our website (<http://www.sigrme.org>), our Facebook page, and our Twitter account [@AERA_SIGRME](#) for up-to-date information related to SIG-RME announcements, available positions, upcoming conferences, and more. If you have any information you think should be posted on the SIG-RME website, please contact Nicole Fletcher at nfletcher@fairfield.edu.

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.



Interrogating Consequential Education Research in Pursuit of Truth

Place-based in Chicago: April 13–16 | Virtual: May 4–5

Call for Submissions: June 1–August 1 (extended from July 27)