

October 2023

Jonathan Norris Thomas

Professor of Mathematics Education
Department Chair – STEM Education
University of Kentucky &
The Kentucky Center for Mathematics
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EDUCATION

Ed.D. Curriculum and Instruction Teaching and Learning of School Subjects: Mathematics Education University of Cincinnati, Cincinnati, Ohio	2010
M. Ed. Educational Leadership Summa cum Laude University of Cincinnati, Cincinnati, Ohio	2006
B. A. Elementary Education Cum Laude University of Kentucky Lexington, Kentucky Area of Concentration: <i>Mathematics</i>	2003

PROFESSIONAL EMPLOYMENT

Chairperson Department of STEM Education College of Education University of Kentucky	July 2019- Present
Professor of Mathematics Education Department of STEM Education College of Education University of Kentucky	July 2023- Present
Associate Professor of Mathematics Education Department of STEM Education College of Education University of Kentucky	July 2017- June 2023
Assistant Professor of Mathematics Education Department of STEM Education College of Education University of Kentucky	Aug 2015- May 2017

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Associate Professor of Mathematics Education
Department of Teacher Education
College of Education and Human Services
Northern Kentucky University

May 2015

Assistant Professor of Mathematics Education
Department of Teacher Education
College of Education and Human Services
Northern Kentucky University

Aug 2010 – May 2015

Associate Faculty Member
The Kentucky Center for Mathematics
Northern Kentucky University

Aug 2010 – Present

Assistant Director of Diagnostic Intervention Programs
The Kentucky Center for Mathematics
Northern Kentucky University

Jul. 2007 – May 2010

Evaluation Coordinator
The Kentucky Center for Mathematics
Northern Kentucky University

Jan. 2007 – Jun. 2007

Graduate Assistant
Evaluation Services Center &
Center for Access and Transition
University of Cincinnati

Sep. 2006 – Dec. 2006

Mathematics Intervention Teacher
Phoenix Community Learning Center
Cincinnati, OH

Jun. 2006 – Aug. 2006

Mathematics Intervention Teacher
Marva Collins Preparatory School
Cincinnati, OH

Aug. 2005 – May 2006

Paratrooper – Infantry Team Leader
82nd Airborne Division
United States Army
Ft. Bragg, NC

May 1994 – Aug. 1997

LEADERSHIP EXPERIENCE AND ACCOMPLISHMENTS

Leadership Roles

- **Department Chairperson** – STEM Education – University of Kentucky - Current
- **President** – Kentucky Association of Mathematics Teacher Educators – Current
- **Faculty Associate** – Kentucky Center for Mathematics - Current
- **Board Member/Chairperson** – U.S. Math Recovery Council – 2015-2021 (2018-2019 Chair)

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- **Senior Associate Editor** – School Science and Mathematics Journal – 2010-2023 (senior 2020-2023)
- **Program Chairperson** – Elementary Education – Northern Kentucky University – 2014-2015

Facilitator of Professional Advancement

- Facilitated two successful bids for promotion amongst dept. faculty (1 promotion to associate professor – clinical title series; 1 promotion to full professor – regular title series); Currently administering 2 additional junior faculty members promotion/tenure process.
- Serves as organizational leader for the Kentucky Center for Mathematics and routinely designs and implements professional learning experiences for mathematics teachers across the commonwealth including career development experiences for the Kentucky Mathematics Teacher Leader Network.

Focus on Growth across STEM Education Programs

- 50% enrollment gain in first term as chair (Fall2019-Fall2022)
- Strategic investments in multi-modal outreach and course/program refinements aimed at recruitment and retention.

Program and Course Expansions

- Creation of STEM Education certificate program to provide alternate, non-degree, educational pathways for students.
- Creation of Gaming in STEM Education course aimed at student recruitment from a frequently offered, high-enrollment experience.

Budget Stability

- Redesigned department budget to eliminate perennial structural deficits and achieved fiscal stability as well as reserves for strategic investment.

Administrative Innovation

- Co-led an effort to redesign administrative structures across the college to identify and capitalize on key efficiencies and unit strengths.

POST-SECONDARY TEACHING, SUPERVISION, AND ADVISING

TEACHING

University of Kentucky

SEM 706 Research in STEM Education

Primary Instructor

SEM 610 History of STEM Education

Primary Instructor

SEM 337 Teaching Mathematics in Elementary Schools

Primary Instructor

EDC 433 Elementary Student Teaching

Field Supervisor

Northern Kentucky University

EDG 699 Diagnostic Interventions in Primary Mathematics (*Independent Study*)

Primary Instructor

EDG 659 Diagnostic Interventions in Primary Mathematics

Primary Instructor

EDG 658 Assessment Techniques in P-12 Mathematics

Primary Instructor

EDU 567 Mathematics and Science Explorations Grades PreK-3rd

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Co-Instructor

EDU 493 Elementary Student Teaching

Field Supervisor

EDU 392 Elementary Field Experience

Field Supervisor

EDU 306 Teaching Elementary School Mathematics

Primary Instructor

University of Cincinnati

42 MATH 091 Elementary Algebra I

Graduate Teaching Assistant

42 MATH 092 Elementary Algebra II

Graduate Teaching Assistant

GRADUATE ADVISING

Doctoral Students

Shane Campbell (in progress). Committee Chair, Ph.D. STEM Education

University of Kentucky

Busari Isiaka (in progress). Committee Chair, Ph.D. STEM Education

University of Kentucky

Cindy Weaver (in progress). Committee Co-Chair, Ph.D. STEM Education

University of Kentucky

Dawn Hood (in progress). Committee Member, Ph.D. STEM Education

University of Kentucky

John Baumgarten (2023). Committee Member, Ph.D. Instructional Systems Design

University of Kentucky. Dissertation Title: Broken Down: A mixed methods inquiry examining the mechanics of the segmenting principle using flipped math instruction for automotive technicians.

Boyd Gudgel (2022). Committee Member, Ph.D. Educational Leadership

University of Kentucky. Dissertation Title: Improving Self-Efficacy of Teams Supporting Administrators and Teachers through Communities of Practice.

Rachel Rogers (2021). Committee Member, Ph.D. STEM Education

University of Kentucky. Dissertation Title: A Study of Underrepresented Minorities within Informal STEM Learning Experiences.

Kristen Witt (2020). Committee Member, Ph.D. STEM Education

University of Kentucky. Dissertation Title: A Case Study of a STEM Specialist Co-teaching Model.

Catherine Lawless (2019). Committee Member, Ph.D. Educational Leadership

University of Kentucky. Dissertation Title: Superintendents and the Micropolitics of Innovation in Rural School Districts.

Masters Students

Heather Chapman (2019). Committee Chair, M.Ed. STEM Education

University of Kentucky

Amy Chalk. (2011). Committee Member, M.Ed. Mathematics Education

University of Cincinnati

UNDERGRADUATE ADVISING AND RESEARCH SUPERVISION*

Meredith Davis – 2015-2016

Special Education, University of Kentucky

Mallory Bickett – 2015-2016

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Elementary Education, University of Kentucky

David Brown – 2017-2018

Elementary Education, University of Kentucky

Kristin Reeves – 2017-2018

Mathematics, University of Kentucky

Taylor Marzilli – 2018-2019

Elementary education, University of Kentucky

Brittney Sawyer – 2018-2019

Health Sciences, University of Kentucky

Natalya Hipplesly – 2020

Honor Capstone Advisor

Elementary education, University of Kentucky

Sarah Poston – 2021-2022

Elementary education, Eastern Kentucky University

Kayla Woodward – 2021-2022

Health Sciences, University of Kentucky

* Undergraduate research supervision funded by the National Science Foundation as part of the Research in Undergraduate Education (REU) program. Undergraduate research fellows may be enrolled at institutions other than the University of Kentucky.

PUBLICATIONS AND PRESENTATIONS 50 publications; 84 presentations

PEER-REVIEWED PUBLICATIONS (26; 13 as first author)

Thomas, J., Dueber, D., Fisher, M.H., Jong, C., & Schack, E.O. (2023). Professional Noticing Coherence: Exploring Relationships between Component Processes. *Mathematical Thinking and Learning*, 25, 361-379.

Jong, C., Schack, E.O., Fisher, M.H., **Thomas, J.,** & Dueber, D. (2021). What role does professional noticing play? Examining connections with affect and mathematical knowledge for teaching among preservice teachers. *ZDM-Mathematics Education*, 53, 151-164.

Thomas, J. Sawyer, B., Marzilli, T., Jong, C., Schack, E.O., & Fisher, M.H. (2020). Investigating the Manifestations of Bias in Professional Noticing of Mathematical Thinking among Preservice Teachers. *Journal of Mathematics Education at Teachers College*, 11, 1-11.

Thomas, J. Dueber, D., Fisher, M.H., Jong, C., & Schack, E.O. (2020). Professional noticing into practice: An examination of inservice teachers' conceptions and enactment. *Investigations in Mathematics Learning*, 12, 110-123.

Thomas, J. & Dueber, D. (2020). Thinking with our hands: The power of gesture in mathematical moments. *Mathematics Teacher: Learning and Teaching PK12*, 113, 69-73.

Fisher, M.H., **Thomas, J.,** Jong, C., Schack, E.O. & Dueber, D. (2019). Comparing preservice teachers' professional noticing skills in elementary classrooms. *School Science and Mathematics*, 119, 142-149.

- Thomas, J.** & Harkness, S.S. (2019). Tethering Towards Number: Coordinating Cognitive Variability and Stage-oriented Development in Children's Arithmetic Thinking. *Mathematics Education Research Journal*, 31, 325-347.
- Fisher, M. H., **Thomas, J.**, Jong, C., Schack, E. O., Tassell, J. (2018). Noticing Numeracy Now! Examining Changes in Preservice Teachers' Noticing, Knowledge, and Attitudes. *Mathematics Education Research Journal*, 30, 209-232.
- Thomas, J.** (2018). Talking with our hands. *Teaching Children Mathematics*, 24, 308-314.
- Thomas, J.**, Jong, C., Fisher, M.H., & Schack, E.O. (2017). Noticing and Knowledge: Exploring Theoretical Connections between Professional Noticing and Mathematical Knowledge for Teaching. *The Mathematics Educator*, 26, 3-25.
- Jong, C. **Thomas, J.**, Fisher, M.H., Schack, E.O., Davis, M., & Bickett, M. (2017). Decimal dilemmas: Interpreting and addressing misconceptions. *Ohio Journal of School Mathematics*, 75, 13-21.
- Thomas, J.** & Harkness, S.S. (2016). Patterns of Non-verbal Social Interaction within Intensive Mathematics Intervention Contexts. *Mathematics Education Research Journal*, 28, 277-302.
- Thomas, J.**, Fisher, M.H., Jong, C., Schack, E.O., Krause, L., Kasten, S. (2015). Professional Noticing: Learning to teach responsively. *Mathematics Teaching in the Middle School*, 21, 238-243.
- Lane, C.P., Harkness, S.S., & **Thomas, J.** (2015). Multiple ways to persevere: Liar's bingo. *Ohio Journal of School Mathematics*, 72, 23-28.
- Thomas, J.**, Fisher, M., Eisenhardt, S., Schack, E., Tassell, J., & Yoder, M. (2015). Professional Noticing: Developing Responsive Mathematics Teaching. *Teaching Children Mathematics*, 21, 295-303.
- Miracle-Meiman, B. & **Thomas, J.** (2014). Making a mathematical symphony: Emphasis on relational thinking and connections. *Ohio Journal of School Mathematics*, 70, 11-15.
- Eisenhardt, S., Fisher, M., **Thomas, J.**, Schack, E., Tassell, J., & Yoder, M. (2014). Is it counting or is it adding? *Teaching Children Mathematics*, 20, 498-507.
- Schack, E., Fisher, M., **Thomas, J.**, Eisenhardt, S., Tassell, J., & Yoder, M., (2013). Preservice teachers professional noticing of children's early numeracy. *Journal of Mathematics Teacher Education*, 16, 379-397.
- Lane, C., **Thomas, J.**, & Harkness, S.S. (2013). What is the Whole in Cornhole? Introducing and Capitalizing upon Disequilibrium with Fraction Operations. *Ohio Journal of School Mathematics*, 67, 33-41.
- Thomas, J.** & Harkness, S. S. (2013). Implications for intervention: Categorizing the quantitative mental imagery of children. *Mathematics Education Research Journal*, 25, 231-256.

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Harkness, S.S., **Thomas, J.**, Lane, C., & Cooper, A. (2013). Lesson Study: Allowing "What Is the Whole?" to Usurp "Where Is the Reciprocal?" *Far East Journal of Mathematics Education*, 10, 1-30.

Thomas, J. & Tabor, P.D. (2012). Developing Quantitative Mental Imagery. *Teaching Children Mathematics*, 19, 174-183. [NCTM Linking Research and Practice Outstanding Publication Award]

Burrows, A., **Thomas, J.**, Dole, D., Suess, R., & Woods, A. (2012). Riding the wave: Action researchers reflect on the ebb and flow of research engagement. *Education Action Research*, 20, 291-312.

Eisenhardt, S. & **Thomas, J.** (2012). The Mathematical Power of a Dynamic Professional Development Initiative: A Case Study. *Journal of Mathematics Education Leadership*, 14, 28-36.

Thomas, J., Tabor, P. D., & Wright, R. J. (2010). Three aspects of first-graders' number knowledge: Observations and instructional implications. *Teaching Children Mathematics*, 16, 299-308.

Harkness, S. S. & **Thomas, J.** (2008). Multiplication as original sin: The Implications of Using a Case to Help Preservice Teachers Understand Invented Algorithms. *Journal of Mathematical Behavior*, 27, 128-137.

BOOKS AND BOOK CHAPTERS (1 book; 4 book chapters)

MacDonald, B.L. & **Thomas, J.** (2023). *Teaching Mathematics Conceptually: Guiding Principles for 5-10 Year-Olds*. London: Corwin UK.

Thomas, J. (2022). Scam, change and video games. In A.T. Kemp & N.D. Hartlep (eds.) *What the Hell was I Thinking: Reflections Ruminations, and Revelations on Becoming a Department Chair*. (pp.47-52). Lewes, DE: DIO Press.

Thomas, J. (2017). The Ascendance of Noticing: Connections, Challenges, and Questions. In Schack, E.O., Fisher, M.H., & Wilhelm, J. (eds.) *Research Trends in Mathematics Teacher Education*. (pp.507-514). New York: Springer.

Fisher, M.H., Jong, C., **Thomas, J.**, & Schack, E.O. (2017). Noticing preservice teachers' attitudes toward mathematics in traditional and online classrooms. In D. Polly, M. Putman, T.M. Petty, & A.J. Good (eds.) *Handbook of Research on Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs* (pp.123-133). Hershey, PA: IGI Global.

Fisher, M., Schack, E., **Thomas, J.**, Jong, C., Eisenhardt, S., Yoder, M., & Tassell, J. (2014). Examining the Relationship Between Preservice Elementary Teachers' Attitudes Toward Mathematics and Professional Noticing Capacities. In J. Cai & J. Middleton (eds.) *Research Trends in Mathematics Teacher Education*. (pp. 219-237). New York: Springer.

INVITED PUBLICATIONS (6)

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- Thomas, J.** (2022). Toward virtue and rehumanized mathematics in the classroom. *Kentucky Journal of Mathematics Teacher Education*, 1, 9-17.
- Thomas, J.** (2019). The Big Short. *School Science and Mathematics Journal*, 119, 429-431.
- Schroeder, M.M. & **Thomas, J.** (Eds.). (2015). *Proceedings from the School Science and Mathematics Association Annual Conference*. SSMA.
- Schack, E.O., Fisher, M.H., & **Thomas, J.** (2015). Multiple perspectives of teacher noticing: An emerging area of research. *Journal for Research in Mathematics Education*, 46, 371-375.
- Thomas, J.** (2015). Finding common ground. *School Science and Mathematics Journal*, 115, 1-3.
- Thomas, J.** (2012). Towards meaningful mathematical fluency. *School Science and Mathematics Journal*, 112, 327-329.

PEER-REVIEWED PUBLICATIONS IN CONFERENCE PROCEEDINGS (13)

- Thomas, J.**, Mask, W., Schack, E.O., Fisher, M.H., & Jong, C. (2022). Deciding quality: Lenses, challenges, and opportunities. *Psychology of Mathematics Education – North America Annual Conference*. Nashville, TN.
- Jong, C., **Thomas, J.**, Mask, W., Fisher, M.H., & Schack, E.O. (2022). Analytic processes for measuring equitable noticing in mathematics. *Psychology of Mathematics Education – North America Annual Conference*. Nashville, TN.
- Jong, C., Fisher, M.H., **Thomas, J.**, Schack, E.O., & Mask, W. (2021). Conceptualizing mathematics modules that integrate professional noticing and equity. *Psychology of Mathematics Education – North America Annual Conference*. Philadelphia, PA.
- Thomas, J.**, Marzilli, T., Sawyer, B., Jong, C., Fisher, M.H. (2021). Manifestations of bias within preservice teachers' professional noticing of children's mathematical thinking. *Psychology of Mathematics Education – North America Annual Conference*. Mazatlán, MX.
- Thomas, J.**, Brown, D., Reeves, K., Jong, C., Fisher, M.H., & Schack, E.O. (2019). Perceived ethnicity and gender influences on preservice teachers' professional noticing of children's mathematical thinking. *Psychology of Mathematics Education – North America Annual Conference*. St. Louis, MO.
- Jong, C., **Thomas, J.**, Schack, E.O., Fisher, M.H., & Dueber, D. (2019). What role does professional noticing play? Exploring connections to affect and pedagogical content knowledge. *Psychology of Mathematics Education – North America Annual Conference*. St. Louis, MO.
- Fisher, M.H., **Thomas, J.**, Jong, C., Schack, E.O., & Dueber, D. (2018). Professional noticing in complex mathematical contexts: Examining preservice teachers' changes in performance. *Psychology of Mathematics Education – North America Annual Conference*. Greenville, SC.

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- Fisher, M.H., Schack, E.O., Jong, C. & **Thomas, J.** (2017). Noticing preservice teachers' attitudes toward mathematics: Comparing traditional and technology-mediated approaches. *Psychology of Mathematics Education – North America Annual Conference*. Indianapolis, IN
- Thomas, J.**, Jackson, C., & Kasten, S. (2015). Teachers' perceptions of mathematics standards: A comparison of PSSM and CCSSM. *Psychology of Mathematics Education – North America Annual Conference*. East Lansing, MI.
- Schack, E. O., Fisher, M. H., Jong, C. & **Thomas, J.** (2015). Flowcharts to evaluate responses to video-based professional noticing assessments. *Psychology of Mathematics Education – North America Annual Conference*. East Lansing, MI.
- Schack, E., Fisher, M., **Thomas, J.**, & Eisenhardt, S. (2013). Learning to professionally notice: Pre-service elementary teachers' attitudes towards mathematics in context. *Psychology of Mathematics Education – North America Annual Conference*. Chicago, IL.
- Fisher, M., Schack, E., **Thomas, J.**, Eisenhardt, S., Yoder, M., & Tassell, J. (2012). The stages of early arithmetic learning: A context for learning to professionally notice. *Psychology of Mathematics Education – North America Annual Conference*. Kalamazoo, MI.
- Eisenhardt, S., Fisher, M., Schack, E., Tassell, J., & **Thomas, J.** (2011). Noticing Numeracy Now (N³): A collaborative research project to develop preservice teachers' abilities to professionally notice children's mathematical thinking. *Research Council on Mathematics Learning Annual Conference*. Cincinnati, OH.

PEER-REVIEWED NATIONAL & INTERNATIONAL PRESENTATIONS (27)

- Jong, C., Fisher, M.H., **Thomas, J.**, & Mask, W. (Feb.2023). Modules that integrate equitable noticing in mathematics methods courses. *Association of Mathematics Teacher Educators*. New Orleans, LA.
- Fisher, M.H., Jong, C., Mask, W., Schack, E.O., & **Thomas, J.** (Apr. 2022). Exploring professional noticing and equity among preservice elementary mathematics teachers. *American Educational Research Association*. San Diego, CA.
- Crawford, B.F., Jong, C., **Thomas, J.**, Fisher, M.H. (Apr. 2022). Transforming preservice elementary teachers' mathematics attitudes and confidence levels through micro-learning experiences. *American Educational Research Association*. San Diego, CA.
- Thomas, J.** & Fisher, M.H. (Feb. 2022). Professional noticing coherence: Exploring relationships between component processes. *Association of Mathematics Teacher Educators*. Las Vegas, NV.
- LaRochelle, R., Dick, L., Skultety, L., & **Thomas, J.** (Feb. 2020). Investigations into connections between teachers' professional noticing and teachers' cognitive resources: Looking back and moving forward. *Association of Mathematics Teacher Educators*. Phoenix, AZ.
- Fisher, M.H., Schack, E.O., **Thomas, J.**, & Jong, C. (Feb. 2020). Mathematical teacher decisions: The analytic lens matters. *Association of Mathematics Teacher Educators*. Phoenix, AZ.

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- Thomas, J., & Harkness, S.S.** (Apr. 2019). Tethering toward number: Synthesizing cognitive variability and stage-oriented development in children's arithmetic thinking. *American Educational Research Association*. Toronto, ON.
- Fisher, M.H., Schack, E.O., Jong, C., & **Thomas, J.** (Apr. 2019). Mathematical teacher decisions: The analytic lens matters. *American Educational Research Association*. Toronto, ON.
- Thomas, J.,** Brown, D., Reeves, K., Fisher, M.H., Jong, C., & Schack, E.O. (Apr. 2019). Influence of perceived ethnicity and/or gender on preservice teachers' professional noticing. *American Educational Research Association*. Toronto, ON.
- Thomas, J.,** Dueber, D., Fisher, M.H., Jong, C., & Schack, E.O. (Apr. 2018). Professional noticing into practice: An examination of inservice teachers' conceptions and enactment. *American Educational Research Association*. New York, NY.
- Fisher, M.H., Davis, M., **Thomas, J.,** Jong, C., & Schack, E.O. (Nov. 2017). Analyzing preservice elementary teachers' content knowledge using the TEDS-M assessment. *School Science and Mathematics Association (SSMA) Annual Meeting*, Lexington, KY.
- Fisher, M.H., **Thomas, J.,** Jong, C., & Schack, E.O. (Apr. 2017). Decimal operations: Making meaningful moves from misconceptions *National Council of Teachers of Mathematics (NCTM) Annual Meeting*, San Antonio, TX.
- Thomas, J.,** Jong, C., Schack, E.O., Fisher, M.H., & Dueber, D. (Apr. 2017). Developing an adaptable instrument to measure professional noticing skills. *National Council of Teachers of Mathematics (NCTM) Research Conference*, San Antonio, TX.
- Thomas, J. & Dueber, D.** (Feb. 2017). Exploring in-service teachers' perceptions of professional noticing. *Association of Mathematics Teacher Educators (AMTE)*. Orlando, FL.
- Fisher, M.H., Schack, E.O., Thomas, J., & Jong, C. (July. 2016). Changes in pre-service teachers' attitudes toward mathematics: Differences in traditional and online approaches. *International Congress on Mathematics Education (ICME)*. Hamburg, Germany.
- Fisher, M.H., Jong, C., **Thomas, J.** & Schack, E.O. (Feb. 2016). Implementing an online professional noticing module and its effects on attitudes towards mathematics. *Association of Mathematics Teacher Educators (AMTE)*. Irvine, CA.
- Thomas, J.,** Jong, C., Schack, E.O., Fisher, M.H., Wilhelm, J., & Stockero, S. (Nov. 2015). Teacher noticing: A hidden skill of teaching. *Psychology of Mathematics Education – North America Group Conference*. East Lansing, MI. **(Working Group)**
- Jong, C., Schack, E.O., **Thomas, J.,** & Fisher, M.H. (Apr. 2015). Flowcharts to assess professional noticing: Methods for coding open-ended responses. *National Council of Teachers of Mathematics Research Conference*. Boston, MA.
- Thomas, J.,** Fisher, M.H., Schack, E.O., & Tassell, J. (Feb. 2015). Trajectory-based measures of professional noticing capacities. *Association of Mathematics Teacher Educators (AMTE)*. Orlando, FL.

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Fisher, M.H., Schack, E.O., Wilhelm, J., **Thomas, J.**, & McNall-Krall, R. (Jul. 2014). Teacher noticing: A hidden skill of teaching. *Psychology of Mathematics Education – International Group Conference*. Vancouver, BC. (**Working Group**)

Fisher, M. H., **Thomas, J.**, Eisenhardt, S., Schack, E. O., Jong, C., & Tassell, J. (Apr. 2014). Correlating professional noticing and mathematics knowledge for teaching. *National Council of Teachers of Mathematics Research Conference*. New Orleans, LA.

Schack, E. O., Eisenhardt, S., Fisher, M. H., Jong, C., Tassell, J., & **Thomas, J.** (Apr. 2014). An instructional model to develop preservice teachers' professional noticing skills. *National Council of Teachers of Mathematics Research Conference*. New Orleans, LA.

Eisenhardt, S., Fisher, M., Schack, E., Tassell, J., **Thomas, J.**, & Yoder, M., (Apr. 2013). The Impact of a Professional Noticing Numeracy Module on Elementary Pre-service Teachers' Attitudes Toward Mathematics. *American Educational Research Association*. San Francisco, CA.

Thomas, J., Schack, E., Fisher, M., Eisenhardt, S., Yoder, M., & Tassell, J. (Apr. 2012). Noticing Numeracy Now: Preservice teachers' ability to attend to children's mathematical thinking. *American Educational Research Association*. Vancouver, BC.

Fisher, M., **Thomas, J.** & Schack, E. (Feb. 2012). Noticing Numeracy Now (N³): Developing preservice teachers' professional noticing of children's mathematical thinking. *Association of Mathematics Teacher Educators (AMTE)*; Ft. Worth, TX.

Thomas, J., Schack, E., Fisher, M., Eisenhardt, S., Tassell, J., & Yoder, M. (Apr. 2011). Noticing Numeracy Now (N³): A Collaborative Effort to Bolster Preservice Teachers' Professional Noticing of Students' Mathematics. *National Math Recovery Conference*; Louisville, KY

Tabor, P. D. & **Thomas, J.** (Apr. 2009). Climbing out of the box: Enhancing commercial intervention products. *National Math Recovery Conference*; Minneapolis, MN.

PEER-REVIEWED STATE OR REGIONAL PRESENTATIONS (23)

Gonulates, F., Crowe, C., Harris, T., Noblitt, B., Peters, S., & **Thomas, J.**, (May 2018). Evidence-based practices in teaching mathematics. *Kentucky Excellence in Educator Preparation Conference*, Louisville, KY.

Thomas, J. (Nov. 2017). Talking with our hands: Exploring gesture in mathematics instruction. *National Council of Teachers of Mathematics (NCTM) Regional Conference*, Chicago, IL.

Lane, C., **Thomas, J.**, & Harkness, S. S. (Mar. 2014). Nurturing mathematical behavior with Liar's Bingo. *Kentucky Center for Mathematics Conference*. Lexington, KY.

Schack, E.O., Fisher, M., & **Thomas, J.** (Nov. 2013). Look before you leap: Using children's thinking to target instruction. *National Council of Teachers of Mathematics (NCTM – regional meeting)*; Louisville, KY.

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- Kasten, S., Austin, C., Jackson, C., Noblitt, B., & **Thomas, J.** (Feb. 2013). Preservice Teacher Preparation [Working Group]. *Kentucky Center for Mathematics Conference*. Lexington, KY.
- Lane, C., Harkness, S.S., & **Thomas, J.** (Nov. 2012). Pictures and portions: Understanding fractions through contexts and representations. *National Council of Teachers of Mathematics* (NCTM – regional meeting); Chicago, IL.
- Fisher, M., **Thomas, J.**, & Eisenhardt, S. (Feb. 2012). Noticing Numeracy Now (N^3): Focusing on children's mathematical thinking. *3rd Annual University of Kentucky STEM Symposium*; Lexington, KY.
- Fisher, M., **Thomas, J.**, & Schack, E. (Oct. 2011). Noticing Numeracy Now (N^3): Focusing on children's mathematical thinking. *National Council of Teachers of Mathematics* (NCTM – regional meeting); St. Louis, MO.
- Thomas, J.**, Tassell, J., & Eisenhardt, S. (Oct. 2011). Noticing Numeracy Now (N^3). *Kentucky Council for Teachers of Mathematics* (KCTM); Bowling Green, KY.
- Fisher, M., **Thomas, J.**, Schack, E., & Yoder, M. (May 2011). Noticing Numeracy Now (N^3): A collaborative research project to develop preservice teachers' professional noticing. *2nd Annual STEM Symposium* – University of Kentucky; Lexington, KY.
- Schack, E., **Thomas, J.**, Fisher, M., Eisenhardt, S., Tassell, J., Yoder, M., & Higgins, P. (Feb. 2011). Noticing Numeracy Now (N^3): A collaborative research project to develop preservice teachers' abilities to professionally notice children's mathematical thinking. *Kentucky Center for Mathematics Conference*; Lexington, KY.
- Thomas, J.**, Eisenhardt, S., & Tassell, J. (Nov. 2010). Noticing Numeracy Now (N^3): A collaborative research project to develop preservice teachers' ability to professionally notice children's mathematical thinking. *Appalachian Association of Mathematics Teacher Educators (AAMTE) Annual Conference*; Williamsburg, KY.
- Thomas, J.** (Oct. 2010). Picture this: Exploring the quantitative mental imagery of children. *National Council of Teachers of Mathematics* (NCTM – regional meeting); Denver, CO.
- Eisenhardt, S. & **Thomas, J.** (Feb. 2010). Capturing the mathematical moment: Using preservice teacher created video as a tool for developing understanding of numeracy. *Kentucky Center for Mathematics Conference*; Frankfort, KY.
- Harkness, S. S., Lane, C., & **Thomas, J.**, (Feb. 2010). Pictures and portions: Leveraging contexts and representations to buttress understandings of fractions. *Kentucky Center for Mathematics Conference*; Frankfort, KY.
- Thomas, J.** & Harkness, S.S. (Nov. 2009). Multiplication as original sin: Algorithms and attitudes in the elementary classroom. *Ohio Council for Teachers of Mathematics Annual Conference* (OCTM); Cincinnati, OH.
- Stallworth, J., Chalk, A., Cohen, M., Harkness, S.S., Lane, C., & **Thomas, J.** (Nov. 2009). Condos and contexts: Making sense of division with fractions. *Ohio Council for Teachers of Mathematics Annual Conference* (OCTM); Cincinnati, OH.

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Thomas, J. (Oct. 2009). Develop + mental - mathematics: Conceptual place value and problem strings. *Kentucky Council for Teachers of Mathematics Annual Conference* (KCTM); Paris, KY.

Thomas, J. & Bristol, L. (Mar. 2009). KCM progress points project. *Kentucky Center for Mathematics Conference*; Louisville, KY.

Gabbard, A., Eisenhardt, S., Smiddy, J., & **Thomas, J.** (Mar. 2008). Pathways to numeracy for every child every day. *Kentucky Teaching and Learning Conference*; Louisville, KY.

Harkness, S.S. & **Thomas, J.** (Mar. 2008). X-Mania: A valuable place for place value. *Kentucky Teaching and Learning Conference*; Louisville, KY.

Thomas, J. (Oct. 2008). Picture this: Mental imagery and early mathematics. *Kentucky Council for Teachers of Mathematics Annual Conference* (KCTM); Louisville, KY.

Thomas, J. (Oct. 2007). Conceptual place value: Research, resources, and challenges to understanding. *Kentucky Council for Teachers of Mathematics Annual Conference* (KCTM); Lexington, KY.

INVITED NATIONAL PRESENTATIONS (15; 5 Keynote)

MacDonald, B & **Thomas, J.** (2023). Teaching Mathematics Conceptually: Examining the U.S. Math Recovery Council's Guiding Principles. *U.S. Math Recovery Annual Conference*. Spokane, WA. **(Keynote speaker)**.

MacDonald, B & **Thomas, J.** (2023). The role of children's reflection in mathematics learning. *U.S. Math Recovery Annual Conference*. Spokane, WA. **(Featured session)**.

Thomas, J. & Macdonald, B. (2023). The equity principle: Rehumanizing mathematics in the classroom. *U.S. Math Recovery Annual Conference*. Spokane, WA. **(Featured session)**.

Moss, C., Day, S., **Thomas, J.**, Daoud, W. (2020). Preparing Students for STEM Careers. *Discovery Education + Cogna STEMinar*. virtual conference **(Keynote panel)**.

Thomas, J. (Oct. 2018). Family Ties, Growing Pains, and The Wonder Years: Tracing our Math Recovery journey. *U.S. Math Recovery Annual Conference*. Denver, CO. **(Keynote speaker)**.

Mohr-Schroeder, M. J., Jackson, C. D., Schroeder, D. C., & **Thomas, J.** (Apr. 2017). Connecting the "M" in STEM. *National Council of Teachers of Mathematics (NCTM)*, San Antonio, TX.

Edwards, B. Hudson, R., Males, L., Spangler, D.A., & **Thomas, J.** [listed alphabetically] (Feb. 2017). Service Teaching and Research (STaR) Fellowship faculty panel discussion. *Association of Mathematics Teacher Educators (AMTE)*. Orlando, FL.

Thomas, J. (May. 2014). Bridging distances: Connecting classroom and intervention mathematics instruction. *U.S. Math Recovery Conference*. Austin, TX. **(Keynote Speaker)**.

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Gibbons, L. K., Jackson, K., Johnson, H. L., & **Thomas, J.** [*listed alphabetically*] (Apr. 2014). Perspectives on linking research and practice: Thoughts from the field. *National Council of Teachers of Mathematics Research Conference*. New Orleans, LA.

Thomas, J. (Nov. 2013). Noticing Numeracy Now: Pre-service elementary teachers' capacity to professionally notice children's mathematical thinking. *School Science and Mathematics Association Annual Conference*; San Antonio, TX. (**Early Career Scholar Award Presentation**)

Eisenhardt, S., Fisher, M., Schack, E.O., Tassell, J., **Thomas, J.**, & Yoder, M. (Jan. 2013). Measuring Professional Noticing: Rubric Development and Calibration. *Association of Mathematics Teacher Educators (AMTE) – Service Teaching and Research (STaR) Seminar*; Orlando, FL. (**Poster Presentation**)

Thomas, J., Wu, H.S., Alberti, S., & Sawchuck, S. (May, 2012). Professional Demands of the Common Core State Standards for Mathematics. Participant in the *Education Week* electronic panel discussion.

Schroeder, C., **Thomas, J.**, Hunter, S., & Bristol, L. (Feb. 2012). Supporting classroom educators in integrating the mathematics standards. *Architecture for Implementing the Common Core Standards: Strategies, Partnerships, and Progress*; Louisville, KY.

Steffe, L. P., **Thomas, J.**, & Kinsey, K. (Apr. 2010). Early numeracy workshop for Math Recovery teachers. *National Math Recovery Conference*; Albuquerque, NM. (**Keynote Workshop**).

Kinsey, K. & **Thomas, J.** (Apr. 2010). Counting: It's harder than it looks. *National Math Recovery Conference*; Albuquerque, NM.

INVITED STATE OR REGIONAL PRESENTATIONS (19; 7 Keynote)

Thomas, J. (Mar. 2023). What it really means to teach elementary mathematics: Building community around guiding principles. *Kentucky Center for Mathematics Annual Conference*. Lexington, KY.

Thomas, J. (Jul. 2022). Equitable teaching of mathematics: Further down the rabbit hole. *Kentucky Center for Mathematics Teacher Leader Summit*. Lexington, KY. (**Keynote Presenter**).

Thomas, J. (Feb. 2022). Breaking the law: Mathematics as a living practice. *Kentucky Center for Mathematics Annual Conference*. Online Conference.

Thomas, J. (Feb. 2022). Teaching Equitable Noticing: Beginning and Extending Conversations. *Kentucky Association of Mathematics Teacher Educators*. Online Conference.

Thomas, J. (Jul. 2021). Teaching Equitable Noticing: Beginning and Extending Conversations. *Kentucky Center for Mathematics Teacher Leader Summit*. Louisville, KY. (**Keynote Presenter**).

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- Thomas, J.** (Mar. 2021). Between the Lines: Noticing and Equity in Elementary Mathematics. *Kentucky Center for Mathematics Conference*. [Virtual Event].
- Thomas, J. & Jong, C.** (Mar. 2020). Maximizing the Mathematical Moment. *Kentucky Center for Mathematics Conference*. Lexington, KY.
- Thomas, J.** (Mar. 2018). Family Ties, Growing Pains, and The Wonder Years: Tracing our KCM journey over the past decade. *Kentucky Center for Mathematics Conference*. Lexington, KY. **(Keynote Presenter)**.
- Gabbard, A., Hill, R., **Thomas, J.**, & McCallum, W.G. (Mar. 2015). Implementing the Common Core: A panel discussion. *Kentucky Center for Mathematics Conference*. Lexington, KY.
- Thomas, J.** (Oct. 2014). Common ground: Traditions, themes, and theories to unite mathematics educators. *Purdue University-Calumet 33rd Annual Conference on the Improvement of Mathematics Teaching*. **(Keynote Presenter)**.
- Thomas, J.** (Mar. 2014). Professional Noticing: Expanding the lens. *Kentucky Center for Mathematics Conference*. Lexington, KY. **(Keynote Presenter)**.
- Thomas, J.** (Jun. 2013). Consensus: Finding an effective vision for mathematics intervention *Instructional Support Leadership Network / Kentucky Leadership Academy Joint Summer Conference*. Lexington, KY.
- Thomas, J.** (Jun. 2013). Common ground: Building consensus around key ideas for effective mathematics teaching and learning. *Kentucky Educational Development Corporation Annual Mathematics Conference*. Ashland, KY. **(Keynote Presenter)**.
- Thomas, J.** (Feb. 2013). Bridging distances: Connecting classroom and intervention mathematics instruction. *Kentucky Center for Mathematics Conference*. Lexington, KY. **(Keynote Presenter)**.
- Thomas, J.** (Jun. 2012). Mathematics under the Microscope: Professional noticing to support teacher growth. *First People's Center for Education Annual Summit*; Sheridan, WY.
- Thomas, J.** (Feb. 2012). Achieving mathematical fluency: Tipping the iceberg. *3rd Annual University of Kentucky STEM Symposium*; Lexington, KY.
- Thomas, J.** (Nov. 2011). Response to Intervention. *Center for Integrated Natural Sciences and Mathematics (CINSAM) Elementary Alliance meeting*; Crestview Hills, KY.
- Thomas, J.** (Oct. 2011). Structuring Number. *Center for Integrated Natural Sciences and Mathematics (CINSAM) Elementary Alliance meeting*; Highland Heights, KY.
- Thomas, J. & Yoder, M.** (Jun. 2011). Noticing Numeracy Now. *Committee for Mathematics Achievement*; Frankfort, KY.

EXTERNALLY FUNDED ACTIVITY	total awarded funding	\$4,881,711
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FUNDED PROJECTS

National Science Foundation

Funded 2023-2027

Principal Investigator

\$1,499,220

Discovery Research K-12 (DRK12)

Project Title: Examining the Longitudinal Development of Pre-Service Elementary Teachers' Equitable Noticing of Children's Mathematical Thinking

Project Abstract: Building directly upon prior development of modules that intersect noticing and equity for preservice teacher education, this project seeks to further understand how teacher preparation programs can support pre-service teachers to adopt notions of equity focused on children's identities and strengths to create more systemic change in their classrooms, schools, and communities. The connections between how teachers view their students as learners and mathematics content can create equitable and just classroom environments with specific attention to students that have been historically marginalized in mathematical spaces (i.e., Black, Latinx, Indigenous, Asian American Pacific Islander). An important component of equitable noticing is helping teachers recognize how children's identities, language and mathematical reasoning are central to learning. The project will develop modules and explore their use across three different institutions (with vastly different student populations) in pre-service mathematics teacher education. In addition, the teachers will continue to learn from one another as first year teachers in a community of practice. The work also includes the design of measures to document preservice teachers' development in rehumanizing mathematics to include and affirm children's mathematical experiences, identities, and knowledge. An important contribution of this project is also understanding the longitudinal connections from preservice teacher education to student teaching, and the first year of teaching.

National Science Foundation

Funded 2019-2022

Co-Principal Investigator

\$599,875

Improving Undergraduate STEM Education (IUSE)

Project Title: Collaborative Research: Project M³INE: Microlearning Mathematics Modules that Intersect Noticing and Equity

Project Abstract: Project M³INE is aimed at developing preservice elementary teachers' (PSETs') capacity to enact equitable and responsive instruction in the mathematics classroom. Via a series of related microlearning modules, this project will provide context and activity for the development of these complex practices among PSETs such that diverse experiences of K-5 students may be *mined* more thoughtfully to create enriching and inclusive mathematical opportunities.

National Science Foundation

Funded 2016-2022

External Consultant to Project Leaders at Hofstra University

1,217,623

NOYCE Scholars Program – Phase 2

With funding from the National Science Foundation's Robert Noyce Teacher Scholarship Program, Hofstra University will partner with Nassau Community College (NCC) and four high-need school districts on Long Island, for this Scholarships & Stipends Phase II project, Noyce Scholars Program Phase II: Expanding the Model. The project will support 22 juniors

October 2023

/seniors/post-baccalaureate students who are majoring in mathematics or a science discipline (or who have completed such a major) and who are preparing to teach secondary mathematics or science in a high-need district. Each Scholar will receive 1 or 2 years of scholarship support. The new teachers will use vetted methods of mathematics and science instruction, connecting concepts across disciplines and engaging learners in collaborative problem solving related to real world contexts. My role as consultant was to design and implement professional learning activities for Noyce Scholars.

National Science Foundation

Funded 2014-2018

Principal Investigator

\$499,813

Improving Undergraduate STEM Education (IUSE)

Project Title: Collaborative Research-Project TECHNO

Project Abstract: Build upon previously funded NSF research (Collaborative Research: Noticing Numeracy Now) to develop technologically-centered learning modules for use in online teacher preparation contexts that will positively affect preservice teachers' capacity to professionally notice and respond appropriately to children's mathematical thinking along learning trajectories in numeracy and early-algebra.

Kentucky Department of Education

Funded 2014-2016

Faculty Associate & Proposal Co-Author

\$320,000

Mathematics and Science Partnership (MSP)

Project Title: Kentucky Numeracy Project - Intensive

Project Abstract: In order to address the needs of the partner schools for improving students' mathematics proficiency the KNPI (Kentucky Numeracy Project Intensive) will provide a rigorous, extended professional learning experience designed to improve primary teachers' pedagogical content knowledge to advance students' foundational number knowledge

Kentucky Department of Education

Funded 2013-2015

Faculty Associate & Proposal Co-Author

\$335,000

Mathematics and Science Partnership (MSP)

Project Title: Mathematics Response to Intervention Network

Project Abstract: In order to address the needs of the partner schools for improving students' mathematics proficiency the Mathematics Response to Intervention Network will provide a rigorous, extended professional learning experience designed to improve mathematics intervention teachers' understanding of responsive instructional practices organized at promoting fluency among struggling learners.

Kentucky Department of Education

Funded 2013-2014

External Evaluator & Proposal Co-Author

\$200,000

Project Title: Examining Effective Response-to-Intervention

Project Abstract: To grow teachers' understanding of early numeracy development and their abilities for establishing in students strong foundations for fluently adding and subtracting, in support of the KDE's statewide initiatives to develop highly effective teaching and learning in Kentucky classrooms that will lead to the success of all Kentucky students.

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Center for the Study of Mathematics Curriculum
Research Group Member

Funded 2012-2013

\$10,260

Project Title: Enactment of Standards Priority Research Agenda

Project Abstract: The focus of this research group is the comparison of teacher selection and use of written curriculum materials in Common Core State Standards for Mathematics (CCSSM) adopting and non-adopting states. We are considering written curriculum materials broadly to include the texts provided to teachers by their districts along with the materials they seek out and choose themselves to implement the standards in their states.

National Science Foundation

Funded 2011-2014

Principal Investigator

\$199,920

Transforming Undergraduate Education in Science,
Technology, Engineering, and Mathematics (TUES) – Type 1

Project Title: Collaborative Research-Noticing Numeracy Now

Project Abstract: This project examines the extent to which an innovative learning experience focused on the professional noticing of children's numeracy develops pre-service teachers' capacity to attend, interpret, and respond appropriately to the mathematical thinking of children. Faculty members from seven Kentucky universities (NKU, EKU, WKU, UK, UofL, Morehead State, & Murray State) and the Kentucky Center for Mathematics have designed and implemented a proprietary module, *Noticing Numeracy Now (N3)* based on literature in the areas of professional noticing and early mathematical learning.

UNFUNDED PROJECTS: Total Unfunded Proposals - \$5,774,626

2021

Collaborative Research: Teaching Equitable Noticing in Mathematics (TEN-MATHS)

National Science Foundation EHR Core Research (ECR) Program

\$1,377,555

2020

Collaborative Research: Developing and Testing Innovations: STEM Within: Promoting Positive Identities through Anti-racist and Gender Inclusive Virtual Integrated STEM Experiences

National Science Foundation ITEST Program

\$450,345

2019

Collaborative Research: Categorizing Decision-Making in Mathematical Moments (CAT-DM3)

National Science Foundation EHR Core Research (ECR) Program

\$1,307,163

2018

Collaborative Research: Project HUG Mathematics

National Science Foundation EHR Core Research (ECR) Program

\$490,453

2017

Collaborative Research: Categorizing Decisions in Mathematical Contexts (CAT-DMC)

National Science Foundation EHR Core Research (ECR) Program

\$988,683

2016

Collaborative Research: Project HUG Mathematics

National Science Foundation EHR Core Research (ECR) Program

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\$207,928

2015

Collaborative Research: A Whole School Mathematics Education Professional Development System

National Science Foundation DRK12 Program

\$125,506

2014

Collaborative Research: Project HUG (Helping, Understanding, Growing) Math

National Science Foundation EHR Core Research (ECR) Program

\$227,552

2013

Collaborative Research: Project: TECHNO: TECHNOlogy-Centered Mathematical Noticing

National Science Foundation TUES Program

\$599,441

SERVICE

COLLEGE AND DEPARTMENT-LEVEL SERVICE

Committee Member

2018-present

Evaluation Center Advisory Board

College of Education

University of Kentucky

Committee Member

Summer, 2020

College of Education Staffing Redesign Team

University of Kentucky

Committee Member

2019-2020

Science Educator Faculty Search

College of Education

University of Kentucky

Committee Member (interim)

2018

Faculty Council

College of Education

University of Kentucky

Committee Chairperson

2015-2017

Research Advisory Committee

College of Education

University of Kentucky

Committee Member

2015-2016; 2017-2019

Rules Committee

College of Education

University of Kentucky

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Committee Member <i>Elementary Education Program</i> College of Education University of Kentucky	2015-present
Program Chairperson <i>Elementary Education Program</i> Department of Teacher Education Northern Kentucky University	2014-2015
Committee Member <i>Council for the Accreditation in Educator Preparation (CAEP) Task Force</i> College of Education and Human Services Northern Kentucky University	2013-2014
Committee Co-Chairperson <i>Faculty Search Committee</i> Mathematics Educator Department of Teacher Education Northern Kentucky University	2013-2014
Committee Member <i>Search Committee</i> Dean College of Education and Human Services Northern Kentucky University	2012-2013
Committee Member <i>Distinguished Scholar Committee</i> College of Education and Human Services Northern Kentucky University	2012-2013
Committee Member <i>Middle Grades Mathematics Intervention</i> Kentucky Center for Mathematics	2011-2012
Committee Member <i>Continuous Assessment Committee</i> College of Education and Human Services Northern Kentucky University	2011-2012
Committee Chairperson <i>Elementary Mathematics Specialist Design Team</i> Department of Teacher Education, Department of Mathematics, & Kentucky Center for Mathematics Northern Kentucky University	2010-2015

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Committee Member <i>Elementary Education Program</i> Department of Teacher Education Northern Kentucky University	2010-2015
Committee Member <i>Early Childhood Education Program</i> Department of Teacher Education Northern Kentucky University	2010-2015
Committee Co-Chairperson <i>Faculty Search Committee</i> Technology Educator Department of Teacher Education Northern Kentucky University	Spring, 2012
Committee Member <i>Peer Evaluation</i> Dr. Patti Bills Department of Teacher Education Northern Kentucky University	Spring, 2015
Committee Member <i>Peer Evaluation</i> Dr. Tammie Sherry Department of Teacher Education Northern Kentucky University	Spring, 2013
Committee Member <i>Peer Evaluation</i> Dr. Bianca Prather-Jones Department of Teacher Education Northern Kentucky University	Fall, 2012
Committee Member <i>Peer Evaluation</i> Dr. Helene Hart Department of Teacher Education Northern Kentucky University	Fall, 2011
Committee Chairperson <i>Peer Evaluation</i> Dr. Kevin Besnoy Department of Teacher Education Northern Kentucky University	Spring, 2011
Committee Member <i>Peer Evaluation</i> Dr. Sarah Kasten Department of Teacher Education	Spring, 2011

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Northern Kentucky University

Committee Member

Fall, 2010

Peer Evaluation

Dr. Denise Dallmer

Department of Teacher Education

Northern Kentucky University

UNIVERSITY-LEVEL SERVICE

Senator

2018-2019

University Senate

Representing the College of Education

University of Kentucky

Faculty Learning Community

2017-2019

Support Systems for Student Veterans

University of Kentucky

Board Member

2014 – 2015

Institutional Review Board (IRB)

Northern Kentucky University

Committee Member

2013-2014

Planning Committee

Meet, Greet, and Grab a Seat Conference

Northern Kentucky University

Committee Member

2012-2013

Search Committee

Executive Director

Center for Integrated Natural Sciences and Mathematics (CINSAM)

Northern Kentucky University

Faculty Advisor

2011-2014

Elementary Education Alliance

Center for Integrated Natural Sciences and Mathematics (CINSAM)

Northern Kentucky University

Faculty Participant

2011

Professor Panel for New Students

September 19, 2011

Residence Life

RA Coordinator: Aaron Howell

Faculty Participant

2011

Professor Panel for New Students

March 30, 2011

Residence Life

RA Coordinator: Aaron Howell

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Presenter – Fall Event **2010**
Early Childhood Education Alliance
Center for Integrated Natural Sciences and Mathematics (CINSAM)
Northern Kentucky University

SERVICE TO DISCIPLINE AND PROFESSIONAL COMMUNITY

President-Elect **2022 - 2023**
Kentucky Association of
Mathematics Teacher Educators

Board Chairperson **2018 - 2019**
U.S. Math Recovery Council

Board Member **2015 - present**
U.S. Math Recovery Council

Associate Editor **2011 - present**
School Science and Mathematics Journal
Publisher: Wiley-Blackwell

Board Member at Large **2017 - 2019**
Kentucky Association of Mathematics
Teacher Educators

Proposal Review Panelist **2015, 2021**
National Science Foundation
Division of Undergraduate Education

Committee Member **Spring, 2019**
Executive Director Search Committee
Kentucky Center for Mathematics

Committee Member **2018-2019**
Mathematics Standards Revision Panel
Kentucky Department of Education

Committee Member **2014 - present**
Publications Committee
School Science and Mathematics Association

Facilitator **Spring, 2014**
Professional Noticing of Children's Mathematical Thinking
Professional Development Sessions (5)
Erlanger/Elsmere Independent Schools

Session Leader **Summer, 2013**
Mathematics & Entrepreneurship
Norse Think Tank
Institute for Talent Development & Gifted Studies

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Northern Kentucky University

Facilitator

Spring, 2013

Conceptual Fraction Construction

Lesson Modeling Session

Kelly Elementary School

Boone County Schools

Professional Source

Spring, 2012

Education Week

Article Title:

“Concerns Abound over Teachers’ Preparedness for Standards”

Professional Source

Spring, 2012

Education Week

Article Title:

“Common Core brings K12 and Higher Education Together”

Professional Source

Spring, 2012

Education Week

Article Title:

“Kentucky: Building a Bumpy Road from K12 through College”

Facilitator

2011-2012

Mathematics Response to Intervention

Professional Development Session

River Ridge Elementary School

Kenton County Schools

Project Team Member

2011-2012

Response to Intervention: Collaborating to Make a Difference

Refereed Symposium

National Council of Teachers of Mathematics (NCTM) &

Council for Exceptional Children (CEC)

Facilitator

Spring, 2011

Professional Noticing for Mathematics Intervention

Professional Development Session

Ockerman Elementary School

Boone County Schools

Lead Facilitator

2009-present

Pre-service Teacher Preparation (PTP) Collaborative

Kentucky Center for Mathematics

Committee Member

2009-2010

Mathematics Education Research Collaborative (MERC)

Kentucky Association of Colleges of Teacher Education

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Committee Member <i>K-12 Common Core Standards Workgroup.</i> Kentucky Department of Education	2009-2010
Co-Facilitator <i>PRIME Mathematics Intervention Teacher Leadership Group</i> Kentucky Center for Mathematics	2008-2009
Referee <i>Mathematics Teaching and Learning PK12</i> National Council of Teachers of Mathematics (NCTM)	2020-present
Referee <i>Journal of Numerical Cognition</i> PsychOpen	2018-present
Referee <i>Journal of Education Research</i> Taylor and Francis	2018-present
Referee <i>Journal of Mathematics Teacher Education Research</i> Springer	2018-present
Referee <i>Journal for Research in Mathematics Education</i> National Council of Teachers of Mathematics (NCTM)	2016-present
Referee <i>Cognition and Instruction</i> Routledge	2017-present
Referee <i>Mathematics Education Research Journal</i> Mathematics Education Research Group – Australasia (MERGA)	2013-present
Referee <i>Ohio Journal of School Mathematics.</i> Ohio Council of Teachers of Mathematics (OCTM)	2008-present
Referee <i>Mathematics Teaching in the Middle School.</i> National Council of Teachers of Mathematics (NCTM)	2015-2019
Referee <i>Teaching Children Mathematics.</i> National Council of Teachers of Mathematics (NCTM)	2009-2019
Referee <i>Learning and Individual Differences</i> Elsevier	2017-present

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Referee
National Council of Teachers of Mathematics (NCTM)
Research Conference

2016-present

AWARDS & HONORS

Department Chair Leadership Academy
University of Kentucky

2020-2021

Outstanding Publication Award
Linking Research to Practice
National Council of Teachers of Mathematics

2014

Outstanding Early Career Scholar Award
School Science and Mathematics Association

2013

Academic Impact Senior Survey
Office of Student Affairs
Northern Kentucky University †

2009, 2012, 2013, 2014

Excellence in Teaching Award
Delta Gamma Fraternity
Northern Kentucky University

2013

Service Teaching and Research (STaR)
Summer Fellowship for
Rising Early-Career Mathematics Educators
*National Science Foundation &
The Park City Mathematics Institute*

2012

Faculty Excellence in Teaching Award (*Nominee*)
College of Education and Human Services
Northern Kentucky University

2012

† The Northern Kentucky University Academic Impact Senior Survey is administered to all undergraduate senior students and asks these individuals to identify a single faculty member who had the greatest positive impact on their academic experience. The Office of Student Affairs notifies faculty members of such mentions the following semester.