April 2026

Jonathan Norris Thomas

Professor of Mathematics Education
Acting Chairperson – Department of Teaching and Learning
University of Kentucky
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EDUCATION

Ed.D. Curriculum and Instruction **2010**
Teaching and Learning of School Subjects:
Mathematics Education
University of Cincinnati,
Cincinnati, Ohio

M. Ed. Educational Leadership **2006**
Summa cum Laude
University of Cincinnati,
Cincinnati, Ohio

B. A. Elementary Education **2003**
Cum Laude
University of Kentucky
Lexington, Kentucky
Area of Concentration:
Mathematics

PROFESSIONAL EMPLOYMENT

Acting Chairperson **2026 – Present**
Department of Teaching and Learning
College of Education
University of Kentucky

Chairperson **2019 –2026**
Department of STEM Education
College of Education
University of Kentucky

Acting Chairperson **2024 –2026**
Department of Curriculum and Instruction
College of Education
University of Kentucky

Professor of Mathematics Education **2023 – Present**
Department of STEM Education
College of Education
University of Kentucky

April 2026

Co-Director STEM Experiences Camps Department of STEM Education College of Education University of Kentucky	**2022 – Present**
Associate Professor of Mathematics Education Department of STEM Education College of Education University of Kentucky	**2017 – 2023**
Assistant Professor of Mathematics Education Department of STEM Education College of Education University of Kentucky	**2015 – 2017**
Associate Professor of Mathematics Education Department of Teacher Education College of Education and Human Services Northern Kentucky University	**2015**
Assistant Professor of Mathematics Education Department of Teacher Education College of Education and Human Services Northern Kentucky University	**2010 – May 2015**
Associate Faculty Member The Kentucky Center for Mathematics Northern Kentucky University	**2010 – Present**
Assistant Director of Diagnostic Intervention Programs The Kentucky Center for Mathematics Northern Kentucky University	**2008 – 2010**
Evaluation Coordinator The Kentucky Center for Mathematics Northern Kentucky University	**2007 – 2008**
Graduate Assistant Evaluation Services Center & Center for Access and Transition University of Cincinnati	**2006**
Mathematics Intervention Teacher Phoenix Community Learning Center Cincinnati, OH	**2006**
Mathematics Intervention Teacher Marva Collins Preparatory School Cincinnati, OH	**2005 – 2006**

April 2026

Paratrooper – Infantry Team Leader **1994 – 1997**
82nd Airborne Division
United States Army
Ft. Bragg, NC

LEADERSHIP EXPERIENCE AND ACCOMPLISHMENTS

Leadership Roles

- **Acting Department Chairperson** – Teaching and Learning – University of Kentucky - Current
- **Department Chairperson** – STEM Education – University of Kentucky – 2019-2026
- **Acting Department Chairperson** – Curriculum and Instruction – University of Kentucky – 2024-2026
- **President** – Kentucky Association of Mathematics Teacher Educators – 2023-2024
- **Faculty Associate** – Kentucky Center for Mathematics - Current
- **Board Member/Chairperson** – U.S. Math Recovery Council – 2015-2021 (2018-2019 Chair)
- **Senior Associate Editor** – School Science and Mathematics Journal – 2010-2023 (senior 2020-2023)
- **Program Chairperson** – Elementary Education – Northern Kentucky University – 2014-2015

Administrative Innovation

- Led department redesign effort aimed at developing a new teacher education unit in the college of education (to synthesize new unit from existing STEM and Curriculum and Instruction Departments) to maximize efficiencies and innovation across multiple units.
- Co-led an effort to redesign administrative structures across the college to identify and capitalize on key efficiencies and unit strengths.
- Led structural redesign of non-profit institution (Integrow/U.S. Math Recovery Council) with an emphasis on creating systems of program evaluation and leveraging data to drive program refinement.

Facilitator of Professional Advancement

- Facilitated five successful bids for promotion amongst dept. faculty (1 promotion to associate professor – regular title series; 1 promotion to associate professor – clinical title series; 2 promotions to associate professor – regular title series; 2 promotions to full professor – regular title series)
- 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 and Resource Attainment across Education Programs

- 10% net enrollment gain (across all dept. program areas) - 2020-2025
- $9.5m extramural funding for department research and project activity - 2020-2025
- Facilitated 4 faculty hires to expand department capacities and meet program needs
- Strategic investments in multi-modal outreach and course/program refinements aimed at recruitment and retention
- Led a comprehensive department self-study (2023-2024) to identify areas of growth and innovation

Program and Course Expansions

- Comprehensive re-design of Masters Initial Certification programs
- Creation of quantitative reasoning course to support mathematical needs of College of Education students
- 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. Worked with senior fiscal leaders to enhance budget management including the appointment of embedded department-level budget officers.

EXTERNALLY FUNDED ACTIVITY total awarded/pending funding	$**5,371,027**

FUNDED PROJECTS

National Science Foundation **Pending**
Principal Investigator
$489,316
Education Core Research (ECR)
Project Title: Collaborative Research: Project AIM Noticing (AI Measurement Noticing)
Project Abstract: The proposed project investigates how generative artificial intelligence (GENAI) can evaluate preservice and in-service teachers' professional noticing of children's mathematical thinking, a construct fundamental to effective mathematics instruction. Building from established frameworks of noticing the study explores whether Generative AI (GENAI) systems utilizing large language models such as GPT-5 can validly evaluate teachers' written responses to video-based mathematical instructional moments that vary in complexity. Automated, rubric-aligned scoring of professional noticing will broaden access to high-quality feedback for preservice and in-service teachers by increasing opportunities for timely evaluation of this key instructional practice. First, the project has the potential to shift the evaluation of professional noticing of children's mathematical thinking from a highly labor-intensive activity towards a far more efficient and responsive analytic process which creates new and novel pathways for evaluating teacher practice. Moreover, a better understanding the utility of efficient, GENAI-generated evaluations of practice will lead to advancements in the deployment of these tools and their applications in teacher preparation and mentoring contexts. Lastly, study of alignment, reliability, and feedback with respect to GENAI-generated scoring of professional noticing performances will provide insight into the viability and limits of GENAI-deployment in the evaluation of complex teaching practices.

National Science Foundation **Funded 2023-2025**
Principal Investigator
$1,499,220
Education Core Research (ECR)
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.
Note – this project was defunded in year 2 due to changes in strategic priorities with the National Science Foundation. This discontinuation was not related, in any manner, to project leadership, operations, or outcomes.

National Science Foundation **Funded 2019-2022**
Co-Principal Investigator
$599,875
Improving Undergraduate STEM Education (IUSE)
Project Title: Collaborative Research: Project M^{3}INE: Microlearning Mathematics Modules that Intersect Noticing and Equity
Project Abstract: Project M^{3}INE 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 /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: 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: 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.

Center for the Study of Mathematics Curriculum **Funded 2012-2013**
Research Group Member
$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
$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

PUBLICATIONS AND PRESENTATIONS 57 publications; 90 presentations

PEER-REVIEWED PUBLICATIONS (29; 16 as first author)

Thomas, J., Woodward, K.A., Poston, S., Jong, C., & Fisher, M.H. (in press). Mathematical Voices: Examining Bias in Pre-/In-Service Teachers' Noticing with Respect to Variations in Students' Accent. *School Science and Mathematics.*

Thomas, J., Jong, C., & Fisher, M.H. (2024). Being mindful in the mathematical moment. *Mathematics Teacher: Learning and Teaching PK12, 117,* 107-114.

Thomas, J., Brown, D., Reeves, K., Fisher, M.H., Jong, C., & Schack, E.O. (2023). Connections between preservice teachers' professional noticing and perceptions of race and/or gender. *Education and Society, 41,* 49-67.

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.

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 (2 books; 5 book chapters)

Thomas, J. (2026). *Exploring Human Virtue in the Math Classroom: Teaching Practices for Student Flourishing in the Elementary Grades*. Oxfordshire, UK: Routledge.

Thomas, J., Jong, C., Fisher, M.H., Schack, E.O., & Mask, W. (2025). Building a community through equitable noticing. In C. Koestler & E. Thanheiser (eds.) *Building Community to Center Equity and Justice in Mathematics Teacher Education* (pp. 23-40). Houghton, MI: AMTE.

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)

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 (15)

Pham, A., Ajose, S.T., Kalinec-Craig, C., **Thomas, J.,** Bonner, E., Jong, C., Fisher, M.H., Jessup, N. (2025). Designing Modules to Enhance Rehumanizing Mathematics and Professional Noticing Skills for Elementary Preservice Teachers. *Psychology of Mathematics Education – North America Annual Conference*. State College, PA.

Fisher, M.H., Jong, C., Mask, W., & **Thomas, J.** (2023). Modules that intersect noticing and equity: Passing an inflection point with elementary preservice teachers. *Psychology of Mathematics Education – North America Annual Conference*. Reno, NV.

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.

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 (N^3): 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 (29)

Thomas, J., & Fisher, M.H. (Sep. 2024). Rehumanizing the Mathematical Experience in the Elementary Grades. *National Council of Teachers of Mathematics Research Conference.* Chicago, IL.

Thomas, J., Jong, C., Fisher, M.H., & Schack, E.O. (Apr. 2024). Building Community through Equitable Noticing. *American Educational Research Association.* Philadelphia, PA.

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.

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.

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., Eisenhard, 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 (N^3): 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 (N^3): 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.

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.

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 (16; 8 Keynote/Featured)

Thomas, J. (2025). Math Recovery Guiding Principles: Getting to the how's and why's. *U.S. Math Recovery Annual Conference.* Falls Church, VA. **(Featured speaker).**

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 speaker).**

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

Moss, C., Day, S., **Thomas, J.**, Daoud, W. (2020). Preparing Students for STEM Careers. *Discovery Education + Cognia 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.* Autin, TX. **(Keynote Speaker).**

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 (22; 8 Keynote/Featured)

Thomas, J. (Mar. 2026). Dispositions for Productive Mathematics Teaching. *Kentucky Center for Mathematics Annual Conference.* Lexington, KY.

Thomas, J. (Mar. 2025). Mathematics for human flourishing in the elementary grades. *Kentucky Center for Mathematics Annual Conference.* Lexington, KY.

Thomas, J. (Mar. 2024). Guiding principles for teaching in the elementary classroom. *Kentucky Center for Mathematics Annual Conference.* Lexington, KY.

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).**

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.

POST-SECONDARY TEACHING, SUPERVISION, AND ADVISING

TEACHING
University of Kentucky
SEM 781 Generative AI Applications in STEM Education Research
Primary Instructor
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
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
Tonya May (in progress). Committee Chair, Ph.D. Curriculum and Instruction
University of Kentucky.
Segun Ajose (in progress). Committee Chair, Ph.D. STEM Education
University of Kentucky.
Erika Sidler (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.
Eika Johnson (in progress). Committee Member, Ph.D. STEM Education
University of Kentucky.
James Allen (in progress). Committee Member, Ph.D. STEM Education
University of Kentucky.
Owens Saylor (2026). Committee Member, Ed.D. Educational Leadership
University of Kentucky. Dissertation Title: Problem-Based and Practice-Driven: Designing for Engagement in an Online Educational Leadership Program.
Jennifer Daddysman (2025). Committee Member, Ph.D. STEM Education
University of Kentucky. Dissertation Title: Implementation of Project-Based Instruction in Statistics Higher Education Courses.
Shane Campbell (2025). Committee Chair, Ph.D. STEM Education
University of Kentucky. Dissertation Title: Empowering Future Educators: The Rolw of Integrated STEM Experiences in Enhancing Self-Efficacy among Preservice Elementary Teachers.
Busari Isiaka (2024). Committee Chair, Ph.D. STEM Education. *University of Kentucky*.
Dissertation Title: Examining High School Mathematics Teachers' Research-Based Instructional Practices and Their Relationship to Students' Learning Outcomes: A Mixed-Method Study.
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
Gavin Atkinson (in progress). Committee Chair, M.Ed. STEM Education
University of Kentucky
Ashley Wilkerson (2024). Committee Chair, M.Ed. STEM Education
University of Kentucky
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
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 Hippesly – 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.

April 2026

SERVICE

COLLEGE AND DEPARTMENT-LEVEL SERVICE

Committee Member **2018-2026**
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

Committee Member **2015-present**
Elementary Education Program
College of Education
University of Kentucky

Program Chairperson **2014-2015**
Elementary Education Program
Department of Teacher Education
Northern Kentucky University

Committee Member **2013-2014**
Council for the Accreditation in Educator Preparation (CAEP) Task Force
College of Education and Human Services
Northern Kentucky University

Committee Co-Chairperson **2013-2014**
Faculty Search Committee
Mathematics Educator
Department of Teacher Education
Northern Kentucky University

Committee Member **2012-2013**
Search Committee
Dean
College of Education and Human Services
Northern Kentucky University

Committee Member **2012-2013**
Distinguished Scholar Committee
College of Education and Human Services
Northern Kentucky University

Committee Member **2011-2012**
Middle Grades Mathematics Intervention
Kentucky Center for Mathematics

Committee Member **2011-2012**
Continuous Assessment Committee
College of Education and Human Services
Northern Kentucky University

Committee Chairperson **2010-2015**
Elementary Mathematics Specialist Design Team
Department of Teacher Education,
Department of Mathematics, &
Kentucky Center for Mathematics
Northern Kentucky University

Committee Member **2010-2015**
Elementary Education Program
Department of Teacher Education
Northern Kentucky University

Committee Member **2010-2015**
Early Childhood Education Program
Department of Teacher Education
Northern Kentucky University

Committee Co-Chairperson **Spring, 2012**
Faculty Search Committee
Technology Educator
Department of Teacher Education
Northern Kentucky University

Committee Member **Spring, 2015**
Peer Evaluation
Dr. Patti Bills
Department of Teacher Education
Northern Kentucky University

Committee Member **Spring, 2013**
Peer Evaluation
Dr. Tammie Sherry
Department of Teacher Education
Northern Kentucky University

Committee Member **Fall, 2012**
Peer Evaluation
Dr. Bianca Prather-Jones
Department of Teacher Education
Northern Kentucky University

Committee Member **Fall, 2011**
Peer Evaluation
Dr. Helene Hart
Department of Teacher Education
Northern Kentucky University

Committee Chairperson **Spring, 2011**
Peer Evaluation
Dr. Kevin Besnoy
Department of Teacher Education
Northern Kentucky University

Committee Member **Spring, 2011**
Peer Evaluation
Dr. Sarah Kasten
Department of Teacher Education
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

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

Panelist **2025-2026**
National Foundations of Mathematics Advisory Panel
Convened by Educational Testing Services

President **2023 - 2024**
Kentucky Association of Mathematics
Teacher Educators

April 2026

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

Board Member **2015 – 2020**
U.S. Math Recovery Council

Associate Editor **2011 - 2023**
School Science and Mathematics Journal
Publisher: Wiley-Blackwell

Board Member at Large **2017 - present**
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
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

Committee Member **2009-2010**
K-12 Common Core Standards Workgroup.
Kentucky Department of Education

Co-Facilitator **2008-2009**
PRIME Mathematics Intervention Teacher Leadership Group
Kentucky Center for Mathematics

Referee **2020-present**
Mathematics Teaching and Learning PK12
National Council of Teachers of Mathematics (NCTM)

Referee **2018-present**
Journal of Numerical Cognition
PsychOpen

Referee **2018-present**
Journal of Education Research
Taylor and Francis

Referee **2018-present**
Journal of Mathematics Teacher Education Research
Springer

Referee **2016-present**
Journal for Research in Mathematics Education
National Council of Teachers of Mathematics (NCTM)

Referee **2017-present**
Cognition and Instruction
Routledge

Referee **2013-present**
Mathematics Education Research Journal
Mathematics Education Research Group – Australasia (MERGA)

Referee **2008-present**
Ohio Journal of School Mathematics.
Ohio Council of Teachers of Mathematics (OCTM)

Referee **2015-2019**
Mathematics Teaching in the Middle School.
National Council of Teachers of Mathematics (NCTM)

Referee **2009-2019**
Teaching Children Mathematics.
National Council of Teachers of Mathematics (NCTM)

Referee **2017-present**
Learning and Individual Differences
Elsevier

Referee **2016-present**
National Council of Teachers of Mathematics (NCTM)
Research Conference

AWARDS & HONORS

Department Chair Leadership Academy 1&2 **2020-2021; 2025**
University of Kentucky

Outstanding Publication Award **2014**
Linking Research to Practice
National Council of Teachers of Mathematics

Outstanding Early Career Scholar Award **2013**
School Science and Mathematics Association

Academic Impact Senior Survey **2009, 2012, 2013, 2014**
Office of Student Affairs
Northern Kentucky University †

Excellence in Teaching Award **2013**
Delta Gamma Fraternity
Northern Kentucky University

Service Teaching and Research (STaR) **2012**
Summer Fellowship for
Rising Early-Career Mathematics Educators
National Science Foundation &
The Park City Mathematics Institute

Faculty Excellence in Teaching Award (*Nominee*) **2012**
College of Education and Human Services
Northern Kentucky University

† *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.*