

**Leigh A. van den Kieboom, Ph.D.**

Marquette University  
College of Education  
P.O. Box 1881  
Milwaukee, WI 53201-1881  
414.288.1429  
leigh.vandenkieboom@marquette.edu

**Education**

---

Ph.D. Educational Policy and Leadership Specialization in Mathematics Education Marquette University College of Education Milwaukee, Wisconsin	2008
M.S., Administrative Leadership University of Wisconsin-Milwaukee Milwaukee, Wisconsin	1993
B.S., Elementary Education (summa cum laude) Specialization in Psychology University of Wisconsin-Milwaukee Milwaukee, Wisconsin	1986

**Professional Experience**

---

<b>Professor</b> Marquette University College of Education Department of Educational Policy and Leadership	2023 - present
<b>Associate Professor</b> Marquette University College of Education Department of Educational Policy and Leadership	2016 - 2023
<b>Assistant Professor</b> Marquette University College of Education Department of Educational Policy and Leadership	2008 - 2016
<b>Assistant Clinical Faculty</b> Marquette University School of Education Department of Educational Policy and Leadership	2000 - 2008
<b>Mathematics and Science Resource Teacher</b> Elmbrook School District Tonawanda Elementary School	1994 - 1998
<b>Second Grade Teacher</b> School District of Shorewood Atwater Elementary School	1986 - 1993

## Scholarly Publications – Refereed Journals

---

van den Kieboom, L. A. & McNew-Birren, J. (2022). Using an integrated STEM methods course to prepare pre-service teachers to implement ambitious instruction. *Connections*, 31(4). <https://amte.net/connections/summer-2022-0>.

van den Kieboom, L. A. & Groleau, S. V. (2022). Planning for differentiation of instruction in mathematics classrooms. *Educational Studies in Mathematics*, 111(2), 225-252. DOI 10.1007/s10649-022-10149-1.

Magiera, M. T. & van den Kieboom, L. A. (2021). Exploring prospective 1-8 teachers' number and operations sense in the context of fractions. *Journal of Mathematics Education*, 14(1), 92-113. DOI 10.26711./0075771527900.

van den Kieboom, L. A. (2021). Using reflective journals to characterize pre-service teacher professional noticing skills. *The Teacher Educator*, 56, 347-371. DOI [10.1080/08878730.2021.1914255](https://doi.org/10.1080/08878730.2021.1914255).

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. (2017). K-8 pre-service teachers' algebraic thinking: Exploring the habit of mind "Building Rules to Represent Functions". *Mathematics Teacher Education and Development*, 19(2), 25-50.

McNew-Birren, J. & van den Kieboom, L. A. (2017). Exploring the development of core teaching practices in the context of inquiry-based science instruction: An interpretive case study. *Teaching and Teacher Education*, 66, 74-87.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. (2014). Exploring the relationship between prospective teachers' algebraic thinking ability and the questions they pose during diagnostic algebraic thinking interviews. *Journal of Mathematics Teacher Education*, 17(5), 429-461.

van den Kieboom, L. A. (2013). Examining the mathematical knowledge for teaching involved in pre-service teachers' reflections on teaching mathematics. *Teaching and Teacher Education*, 35, 146-156.

van den Kieboom, L. A., Birren, J. M., Eckman, E. W., & Silver-Thorn, M. B. (2013). Field experience as the centerpiece of an integrated model for STEM teacher preparation. *Teacher Education and Practice*, 26(2), 339-355.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. (2013). An extensive analysis of pre-service teachers' algebraic thinking. *Educational Studies in Mathematics*, 84(1), 93-113.

van den Kieboom, L. A., & Magiera, M. T. (2012). Cultivating algebraic representations. *Mathematics Teaching in the Middle School*, 17(6), 352-357.

Magiera, M. T., Moyer, J. C. & van den Kieboom, L. A. (2011). Relationships among features of preservice teachers' algebraic thinking. *Proceedings of the 35<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education*, Ankara, Turkey, 3, 169-176.

van den Kieboom, L. A. & Magiera, M. T. (2010). Developing pre-service teachers' mathematical and pedagogical knowledge using an integrated approach. In J.W. Lott & J. Luebeck (Eds.), *Mathematics Teaching: Putting Research into Practice at All Levels* (pp. 173-190). Association of Mathematics Teacher Educators (AMTE), San Diego: CA.

Whipp, J., Eckman, E. W., van den Kieboom, L. A. (2005). Using sociocultural theory to guide teacher use and integration of instructional technology in two professional development schools. *Journal of Computing in Teacher Education*, 22(1), 37-43.

## **Scholarly Publications - Refereed Book Chapters**

---

van den Kieboom, L. A., & McNew-Birren, J. (2022). Preparing pre-service STEM teachers: Rehearsing whole class discussion. *STEM Teacher Education and Practice for the 21<sup>st</sup> Century: Research-based Insights*. (pp. 113-134). Charlotte, NC: Information Age Publishing.

van den Kieboom, L.A., & McNew-Birren, J. (2021) Novice development of ambitious teaching practices. In E. S. Mangiante & K. Peno (Eds.) *Teaching and learning for adult skill acquisition: Applying the Dreyfus and Dreyfus model in different professions*. (pp. 57-79). Charlotte, NC: Information Age Publishing.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. (2017). Learning to notice student thinking about the equal sign: K-8 pre-service teachers' experiences in a teacher preparation program. In E. Schack, M. Fischer, & J. Williams (Eds.), *Teacher Noticing: Bridging and Broadening Perspectives, Contexts, and Frameworks*. (pp. 141-159). DOI 10.1007/978-3-319-46753-5. Springer Publishing.

## **Grants**

---

### **Externally Funded Projects**

Master's and Licensure Program to Prepare Mathematics and Science Teachers with Computer Science Certification and Expertise (2022)

Role: Co-Principal Investigator with J. Birren, D. Brylow, & T. Burant

Robert Noyce Teacher Scholarship Program National Science Foundation (#2151046)

Amount proposed \$1,171,333.

Integration of Teaching Co-ops in a Master's in Education Program for STEM Teachers (2017)

Role: Principal Investigator

Robert Noyce Teacher Scholarship Program National Science Foundation (#1660540)

Amount funded: \$1,199,990.

Raising Achievement through Fostering Algebraic Thinking (2011)

Co-PI with Dr. Marta Magiera, Department of Mathematics

U.S. Department of Education

Title II Part B Mathematics and Science Partnership (MSP) Program (#11M-6300-MSP1)

Amount funded: \$178,985.

Raising Achievement through Fostering Algebraic Thinking (2010)

Co-PI with Dr. Marta Magiera, Department of Mathematics

U.S. Department of Education

Title II Part B Mathematics and Science Partnership (MSP) Program (#11M-6300-MSP1)

Amount funded: \$296,497

## **Internally Funded Projects**

Scaffolding Student Success in Marquette University Coursework (2022)  
Marquette University Way Klingler Teaching Enhancement Award  
Role: Project Coordinator (with C. Brenner, J. Burns, N. Gordon, M. Magiera, & C. Stocker)  
Amount funded: \$20,000

Elementary Pre-service Teachers' Understanding of Children's Mathematical Thinking (2010)  
Marquette University Office of Research and Sponsored Programs Summer Faculty Fellowship  
Role: Faculty Participant/Researcher  
Amount funded: \$5,500.00.

Research Development Program (2009)  
Marquette University Office of Research and Sponsored Programs  
Amount funded: \$1,100.00.

Who Counts?: Math Across The Curriculum for Global Learning (2009)  
Marquette University  
Curriculum Development Grant Awarded by Marquette University  
Amount funded: \$3,500.00.

## **Peer-Reviewed Conference Proceedings**

---

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. (2011). K-8 pre-service teachers' algebraic thinking and their questioning ability. [Abstract]. *Proceedings of the 35<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education*, Ankara, Turkey, 1, 410.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. (2011). Prospective K-8 teachers' relational thinking in the context of arithmetic and algebra-based tasks. [Abstract]. *Proceedings of the 35<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education*, 1, 357.

## **Conference Presentations**

---

van den Kieboom, L.A., Using Rehearsals to prepare Pre-service Teachers to Orchestrate Whole Class Discussion. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Conference. Las Vegas, NV. February 2022.

van den Kieboom, L. A., & McNew-Birren, J. Teaching and Learning for Adult Skill Acquisition: Application of the Dreyfus and Dreyfus Model. Symposium presentation at the American Educational Research Association (AERA) Annual (Virtual) Conference. April 2021.

van den Kieboom, L. A. Planning for Differentiation of Instruction as a Core Practice Supporting Ambitious Instruction. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Conference. Phoenix, AR. February 2020.

van den Kieboom, L. A., McNew-Birren, J., & Gaul-Stout, J. *Rehearsing and Enacting Core Practices in an Integrated STEM methods*. Presentation at the National Science Foundation (NSF) Annual Conference. Washington, DC. July 2019.

van den Kieboom, L. A., McNew-Birren, J., Eckman, E. W., & Silver-Thorn, M. B. *Integration of Teaching Co-ops in a Master's in Education Program for STEM Teachers*. Poster presented at the National Science Foundation (NSF) Annual Conference. Washington, DC. July 2018.

McNew-Birren, J., & van den Kieboom, L. A. *Examining the Development of Core Teaching Practices for Inquiry-Based Science Instruction*. Paper presented at the American Educational Research Association (AERA) Annual Conference. San Antonio, TX. May 2017.

van den Kieboom, L. A., & McNew-Birren, J. *Exploring Paths to Inquiry-Based Science Instruction: The Development of Questioning as a Core Teacher Practice Supporting Inquiry*. Paper presented at the American Educational Research Association (AERA) Annual Conference. San Antonio, TX. May 2017.

McNew-Birren, J., & van den Kieboom, L. A. *Inquiry-Based Science Instruction and the Core Practice of Teacher Questioning*. Paper presented at the National Association of Research in Science Teaching (NARST) Annual Conference. San Antonio, TX. May 2017

van den Kieboom, L. A., & Magiera, M. T. *Planning and Implementing Problem-Based Instruction: Teacher Dilemmas and Difficulties*. Association of Mathematics Teacher Educators (AMTE) Seventeenth Annual Conference. Orlando, Florida. February 2015.

McNew-Birren J., van den Kieboom, L. A., Eckman E. W., & Silver-Thorn, M. B. *Field Experience as The Centerpiece of an Integrated Model for STEM Teacher Preparation*. Paper presented at the American Educational Research Association (AERA) Annual Conference. Philadelphia, PA. April 2014

Magiera, M. T., & van den Kieboom, L. A. *A Landscape of Middle and High School Students' Interpretations of the Equal Sign and Conceptions of Equality*. Paper presented at the American Educational Research Association (AERA) Annual Conference. Philadelphia, PA. April 2014.

Magiera, M. T., & van den Kieboom, L. A. *Interpreting Middle and High School Students' Written Task Solutions: Students' Conceptions of Equality and the Equal Sign*. Paper presented at the National Council of Teachers of Mathematics (NCTM) Annual Conference. New Orleans, LA. April 2014.

van den Kieboom, L. A., & Magiera, M. T. *Supporting K-12 Teachers' Implementation of the Common Core Mathematical Practices: The Context of Algebra-Related Concepts*. Association of Mathematics Teacher Educators (AMTE) Seventeenth Annual Conference. Orlando, Florida. January 2013.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Pre-service Teachers' Responses to Students' Relational Thinking during Clinical Interviews*. Association of Mathematics Teacher Educators (AMTE) Seventeenth Annual Conference. Orlando, Florida. January 2013.

van den Kieboom, L. A., & Geronimi, L. *Examining Pre-service Teachers' Knowledge of Number and Operations Using Cognitively Guided Instruction*. Poster presented at the American Educational Research Association (AERA) Annual Meeting, Vancouver, British Columbia. April 2012.

van den Kieboom, L. A., Magiera, M. T., & Fuller, E. C. *Preparing 6-12 Teachers to Foster Algebraic Thinking in Mathematics Classrooms*. U.S. Department of Education Mathematics and Science Partnerships Program Regional Conference. Chicago, Illinois. April 2012.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Examining How Pre-service Teachers' Identify, Analyze, and Interpret Students' Relational Thinking*. Association of Mathematics Teacher Educators (AMTE) Sixteenth Annual Conference. Fort Worth, Texas. February 2012.

Magiera, M. T., & van den Kieboom, L. A. *Raising Achievement in Mathematics through Fostering Algebraic Thinking*. Wisconsin Department of Education MSP Conference. Wisconsin Dells, WI. November 2011.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Pre-service K-8 Teachers' Algebraic Thinking and their Questioning Ability*. Paper presented at the 35<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Ankara, Turkey. July 2011.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. *Prospective K-8 Teachers' Relational Thinking in the Context of Arithmetic and Algebra-based Tasks*. Paper presented at the 35<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education. Ankara, Turkey. July 2011.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. *Relationships Among Features of Pre-service Teachers' Algebraic Thinking*. Paper presented at the 35<sup>th</sup> Conference of the International Group for the Psychology of Mathematics Education, Ankara, Turkey. July 2011.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Pre-service teachers' in-the-moment responses to students' relational thinking during clinical interviews*. Poster presented at the American Educational Research Association (AERA) Annual Meeting, New Orleans, LA. April 2011.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. *Pre-service K-8 teachers' relational thinking*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, New Orleans, LA. April 2011.

Magiera, M. T., van den Kieboom, L. A., & Fuller, E. C. *Algebra and Algebraic Thinking for Teachers and their Students*. U.S. Department of Education Mathematics and Science Partnerships Program Regional Conference. Baltimore, MD. February 2011.

Moyer, J., Magiera, M. T., & van den Kieboom, L. A. *Pre-service Teachers' Understanding of Relational Thinking*. Association of Mathematics Teacher Educators (AMTE) Fifteenth Annual Conference. Irvine, CA. January 2011.

Magiera, M. T., Moyer, J. C., & van den Kieboom, L. A. *Clinical Interviews: Window into Pre-service Teachers' Learning about Students' Mathematical Thinking*. Association of Mathematics Teacher Educators (AMTE) Fifteenth Annual Conference. Irvine, CA. January 2011.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. *An Extensive Analysis of Pre-service Elementary Teachers' Knowledge of Algebraic Thinking*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Denver, CO. April 2010.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Pre-service Teachers' Knowledge of Algebraic Thinking and their Ability to Pose Questions for Students*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Denver, CO. April 2010.

Moyer, J. C., Magiera, M. T., & van den Kieboom, L. A. *Algebraic Thinking and the "Eyes and Ears" of Pre-service Elementary Teachers*. National Council of Teachers of Mathematics (NCTM) Annual Meeting and Research Pre-Session. San Diego, CA. April 2010.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Using Algebraic Interviews as a Performance Assessment to Evaluate Teacher Candidates' Effectiveness in Analyzing Students' Algebraic Thinking*. Paper presented at the American Association of Colleges for Teacher Education (AACTE) 62<sup>nd</sup> Annual Conference. Atlanta, GA. February 2010.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. *Advancing Pre-service Teachers' Competences in Algebra and Algebraic thinking*. Association of Mathematics Teacher Educators (AMTE) Fourteenth Annual Conference, Irvine, CA. January 2010.

van den Kieboom, L. A., *Using Reflective Journal Writing to Define Mathematical Knowledge for Teaching for Pre-service teachers*. Paper presented at the American Educational Research Association (AERA) Annual Conference. San Diego, CA. April 2009.

van den Kieboom, L. A., & Magiera, M. T. *Rethinking Worthwhile Tasks: Using Mathematical Knowledge for Teaching to Inform Problem Selection for Pre-service Teachers and their Field Students*. Association of Mathematics Educators (AMTE) Thirteenth Annual Conference. Orlando, FL. January 2009.

Magiera, M. T., & van den Kieboom, L. A. *Metacognition in Solving Complex Problems: Situations and Circumstances that Prompt Metacognitive-type Behaviors*. National Council of Teachers of Mathematics (NCTM) Annual Meeting and Research Pre-Session. Washington, D.C. April 2009.

van den Kieboom, L. A. *Developing Mathematical Knowledge for Teaching Fractions: An Integrated Approach for Pre-service Teachers*. Association of Mathematics Educators (AMTE) Twelfth Annual Conference, Tulsa, Oklahoma. January 2008.

van den Kieboom, L. A. *Developing and Using Mathematical Knowledge for Teaching: Guiding Pre-service Teachers Through the Integration of Learning in Methods Coursework and Field Experiences*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. New York, NY. March 2008.

## **Courses Taught**

---

### ***EDUC 4367 Integrated STEM Methods (co-taught with McNew-Birren)***

Prepares pre-service teachers to enact core teaching practices supporting ambitious STEM instruction in grades 4-9 classrooms. Topics include core teaching practices include identifying a "Big Idea"; selecting worthwhile STEM tasks; using representations to model STEM concepts; eliciting and building on student thinking; facilitating whole class discussion. Provides students multiple opportunities to integrate theory with practice through analysis and reflection on their own teaching in STEM classrooms.

### ***EDUC 4307 Early Childhood Development: Numeracy (co-taught with Walker-Dalhouse)***

The purpose of this course is to understand young children's characteristics and needs and the multiple influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children and addresses systems of inequality and racism that permeate the early childhood ecosystem.

***EDUC 6972 Integrated STEM Methods for NSF (co-taught with Dr. Jill McNew-Birren)***

Provides NSF-NOYCE scholars with theoretical opportunities to reflect on the goals and objectives of STEM education and to encourage scholars to critically consider the responsibilities and priorities of STEM teaching and what it means to be mathematically and scientifically literate.

***EDUC 1964 Teaching Elementary Mathematics***

Integrated with MATH 2031. Prepares students to teach elementary mathematics through a problem-solving approach. Guided participation in an elementary mathematics classroom with practicing teacher and course instructor for twenty hours of fieldwork.

***EDUC 2964 Teaching Middle School Mathematics***

Integrated with MATH 2032. Prepares students to teach middle school mathematics through a problem-solving approach. Guided participation in a middle school mathematics classroom with practicing teacher and course instructor for forty hours of fieldwork.

***EDUC 4297-5297 Teaching in the Middle School***

Foundations, methods, and strategies for teaching at the middle school level. Guided participation in a middle school classroom with practicing teacher and course instructor for forty hours of fieldwork.

---

**Service**

**Service to Marquette University**

***Marquette University Technology Committee (2020 – present)***

Serve as a representative of the College of Education to address technology issues and plan for technology implementation across campus.

***Marquette University COVID-19 Research Steering Committee (2020-2022)***

Facilitate research collaboration across campus. Plan and organize sharing of research related to COVID-19 for faculty across campus.

***Marquette University COVID-19 Academic Planning Committee (2020-2022)***

Work with department chairs and academic leaders across campus to plan for academic related activities. Develop and distribute academic policies and procedures for faculty, staff, and students.

***Marquette University Local Schools Committee (2016-2017)***

Worked with Office of Community Engagement to collect and disseminate data related to research, service, and teaching partnerships with K-12 Local Schools.

***Marquette University Academic Integrity Council (2014-2017)***

Served as an investigative officer related to student academic misconduct, participated in academic misconduct hearings, functioned as a committee member on the Education Subcommittee to develop, implement, and communicate academic misconduct protocols.

***Marquette University Board of Undergraduate Studies (2008-2011)***

Served as representative from the College of Education on Board of Undergraduate Studies. Acted as liaison to faculty in the College of Education.



## **Service to College of Education**

### ***College of Education Leadership Team (2020 – present)***

Collaborate with Dean, Associate Dean, and Department Chairs in overseeing programs across the college.

### ***College of Education Evaluative Committee (2019-2020)***

University-wide community formed at the request of Marquette University's Executive Leadership Team to examine the structure of the College of Education.

### ***College of Education Strategic Planning Committee (2014-2015)***

Worked with Dean, faculty, and consultants to develop strategic plan for the College of Education. Work includes developing mission and vision statement, goals, action plan.

### ***College of Education Assessment Coordinator (2005-2010)***

Oversaw College of Education's Assessment Plan for all programs. Coordinated collection of assessment data. Worked with faculty to maintain performance assessments. Prepared for NCATE and DPI accreditation visit fall, 2010.

### ***College of Education NCATE Leadership Team (2005-2010)***

Worked with College of Education administrators and faculty to provide leadership in preparation for NCATE and DPI accreditation visits. Designed and implemented assessment plan that evaluates individual candidate performance and program outcomes for undergraduate and graduate programs.

## **Service to Department of Educational Policy and Leadership (EDPL)**

### ***Department Chair (2019-present)***

Responsible to the Dean of the College of Education and University administration, and to the faculty of the department the operation and administration of the department and the execution of its policies according to the Department of Educational Policy and Leadership bylaws.

### ***Educational Leadership Committee (2019-present)***

Work with educational leadership program team to develop and implement strategic plan initiatives.

### ***Teacher Education Committee (2000-present)***

Work with Director of Teacher Education and teacher education faculty to evaluate the Teacher Education Program. Work includes preparing for program assessment and evaluation, design and implementation of course sequence and field experiences for elementary and secondary teaching candidates.

### ***Faculty Search Committee (2018)***

Worked with committee to review and select candidates for Director of Student Teaching and Licensure. Screen candidates, conduct interviews, work with committee to select finalist

### ***Transition Team (2017-2019)***

Collaborated with faculty to develop by-laws for the department, supporting faculty making transitions to leadership roles.

### ***Faculty Search Committee (2013-2014)***

Worked with committee to review and select candidates for tenure-track faculty member. Screen candidates, conduct interviews, participate in job talks, work with committee to select finalist.

### ***Assessment Committee (2012-2014)***

Worked with Assessment Coordinator, faculty members, and staff to review Teacher Education Assessment. Work included preparing for program evaluation, designing and implementing performance assessment for pre-service teachers.

## **Service to Professional Community**

### ***Wisconsin Educator Preparation Program: Curriculum Learning Network (2021-present)***

Collaborated with teacher educators across the state of Wisconsin to prepare teacher candidates to skillfully use and adapt curricular materials in ways that meet the demands of Wisconsin's College- and Career-Ready Standards and are responsive to local conditions, contexts, students, and their communities.

### ***Wisconsin Department of Public Instruction (2020-present)***

Worked with a team of mathematics educators from institutions around the State of Wisconsin to develop state standards for elementary mathematics.

### ***Wisconsin Department of Public Instruction (2018-2019)***

Collaborated with a team of mathematics educators from around the State of Wisconsin to develop a mathematical practices instructional guide that focuses on equitable practices for K-12 teachers.

### ***Professional Development West Allis-West Milwaukee School District (2010-2013) (U.S. Department of Education Mathematics Science Partnership, MSP)***

Worked with Co-PI, Dr. Marta Magiera to plan and implement professional development activities for grades 6-12 mathematics teachers in the West Allis West Milwaukee School District:

- Summer Institute III, Summer 2013.
- Professional Development Workshops 2012 – 2013 Academic Year.
- Summer Institute II, Summer 2012.
- Professional Development Workshops 2011 – 2012 Academic Year.
- Summer Institute I, Summer 2011.
- Professional Development Workshops 2010 - 2011 Academic Year.

## **Ad-Hoc Reviewer**

Reviewer, The Teacher Educator

Reviewer, Journal of Mathematics Teacher Education

Reviewer, Mathematics Teacher Educator

Reviewer, Teaching Children Mathematics

Reviewer, Teaching and Teacher Education

Reviewer, ZDM Mathematics Education

Reviewer, Educational Studies in Mathematics

## **Professional Associations**

---

American Educational Research Association (AERA)  
Association of Jesuit Colleges and Universities (AJCU) College of Education Deans  
Association of Mathematics Educators (AMTE)  
National Council of Teacher of Mathematics (NCTM)  
Wisconsin Mathematics Council (WMC)

## **Awards, Honors, and Fellowships**

---

- Marquette University's Father Pedro Arupe Faculty Colleague Award, Fall 2021
- Faculty All-Star, Marquette University's Provost Office, Spring 2020
- Faculty Exploring Leadership Opportunities (FELOS) Program Participant Office of the Provost, Marquette University 2019-2020
- Dean's Faculty Excellence Award, College of Education, Marquette University Spring 2019
- Summer Research Institute, Program Participant, Office of Research and Sponsored Programs, Marquette University, Summer, 2018
- Marquette University Faculty Seminar in Catholic Identity, Spring 2011
- Forward Thinking Poster Sessions and Colloquy "Pre-service Teachers' Knowledge of Relational Thinking" (\$1000.00) Marquette University, Office of Research and Sponsored Programs, Fall 2009