

CURRICULUM VITA
LAURA BRINKER KENT

ADDRESSES

University of Arkansas	2653 Dewberry Court
College of Education and Health Professions	Fayetteville, AR 72701
Peabody 303	lkent@uark.edu
Fayetteville, AR 72701	(479) 305-0330

EDUCATION HISTORY

Doctor of Philosophy	University of Wisconsin-Madison (1996) Major: Curriculum and Instruction Major Professor: Thomas P. Carpenter
Master of Science	Purdue University-Calumet, Hammond, IN (1992) Major: Applied Mathematics
Bachelor of Science	Purdue University, West Lafayette, IN (1987) Major: Mathematics Minor: Mathematics Education

PROFESSIONAL EXPERIENCE

University of Arkansas 2006-Current	Associate Professor, Mathematics Education Department of Curriculum and Instruction
University of South Carolina 2002-2006	Associate Professor, Mathematics Education Department of Instruction and Teacher Education Program Coordinator: Middle Level Education
University of South Carolina 1996-2002	Assistant Professor, Secondary Mathematics Education Department of Instruction and Teacher Education
University of Wisconsin-Madison 1995 - 1996	Instructor, Elementary Mathematics Methods Course Department of Curriculum and Instruction

National Center for Research in Mathematics & Science Education

- 1995 - 1996 Research Assistant, *Cognitively Guided Instruction*
Principal Investigators: Dr. Thomas P. Carpenter & Dr.
Elizabeth Fennema
- 1993 - 1995 Research Assistant, *Mathematics in Context: A*
Connected Curriculum for Grades 5-8, Principle
Investigator: Dr. Thomas A. Romberg

Indiana University - Northwest, Gary, IN

Fall 1992 Adjunct Faculty, Mathematics Department

South Suburban College, South Holland, IL

Fall 1992 Adjunct Faculty, Mathematics Department

Tolleston Middle School, Gary Public Schools, Gary, IN

1987 - 1992 7th-8th Grade Mathematics Teacher

RESEARCH AND SCHOLARLY ACTIVITY**Books**

- Dingman, S., & **Kent, L.B.**, McComas, K., & Orona, C. (2019). *The Language of Mathematics Education*. Leiden, Netherlands: Brill Publishers.
- Swick, K. J., Winecoff, L., Nesbit, B., Kemper, R., Rowls, M., Freeman, N. K., Creech, N., Mason, J., & **Kent, L. B.** (2000). *Service learning and character education*. Clemson, SC: National Dropout Prevention Center & South Carolina Department of Education, (pp. 1- 36).

Refereed Journal Articles and Book Chapters

- Tapee, M., Cartmell, T., Guthrie, T., & **Kent, L. B.** (2019). Stop the silence! How to create a strategically social classroom. *Mathematics Teaching in the Middle School*, 24(4), 210-217.
- Kent, L.** (2017). Examining mathematics classroom interactions: Elevating student roles in teaching and learning. *IJEM - International Journal of Educational Methodology*, 3(2), 93-102.

- Kent, L. B.** (2017). Reinventing the wheel: Mathematics comes full circle. *Arkansas Council of Teachers of Mathematics Journal* 14 (1), 5-8.
- Nielsen, L., Steinhorsdottir, O., & **Kent, L. B.** (2016). Responding to student thinking: Enhancing mathematics instruction through classroom based professional development. *Middle School Journal*, 47(3), 17-24.
- Kent, L. B.**, Empson, S. B., & Nielsen, L. (2015). The richness of children's fraction strategies. *Teaching Children Mathematics*. National Council of Teachers of Mathematics. 22(2), 84-90.
- Kent, L. B.** (2015). Change in the era of common core standards: A mathematics teacher's journey. *International Journal of Learning, Teaching and Educational Research*, 12(2), 48-63.
- Kent, L. B.**, Nielsen, L., Guthrie, T., & Carethers, R. (2015). Connecting equal sharing strategies to proportional reasoning. *Arkansas Council of Teachers of Mathematics Newsletter* 12(3), 6-10.
- Kent, L. B.** (2014). Students' thinking and the depth of the mathematics curriculum. *Journal of education and learning*, 3(4), 90-96.
- Kent, L. B.** (2012). Using recipes and ratio tables to build on students' understanding of fractions. In G. Lappan, M. S. Smith, & E. Jones (eds.), *Rich and engaging mathematical tasks: Grades 5-9*. National Council of Teachers of Mathematics. Reston, VA: NCTM.
- Kent, L. B.**, Steinhorsdotti, O. B., & Pligge, M. (2011). Making sense of fraction operations through sense making activities. *Arkansas council of teacher of mathematics newsletter*, 5-13.
- Kent, L.B.** & Caron, T. (2008). I can relate to this! "Leveling up" mathematics curriculum and instruction through personal relevance and meaningful connections. In S. L. Schramm-Pate & R. B. Jeffries, (Eds.), *Grappling with diversity: Readings on civil rights pedagogy and critical multiculturalism*. New York: SUNY Press.
- Kent, L. B.** (2005). Professional development programs that enhance students' opportunities to reinvent significant mathematics. *Teacher Education Journal of South Carolina*.
- Kent, L. B.** & Mason, J. (2004). Designing and managing learning environments using a service learning pedagogy. *Teacher Education Journal of South Carolina*.

- Kent, L. B.**, Pligge, M., & Spence, M. (2003). Enhancing teacher knowledge through curriculum reform. *Middle School Journal*, 34 (4), 42-46.
- Kent, L. B.**, Arnosky, J., & McMonagle, J. (2002). Using representational contexts to support students' multiplicative reasoning. In B. Litwiller (ed.), *Making sense of fractions, ratios, and proportions: 2002 NCTM Yearbook*. Reston, VA: National Council of Teachers of Mathematics.
- Kent, L. B.** (2001). Using the bar model to teach the "three" percent problems. *The Mathmate*. South Carolina Council of Teachers of Mathematics.
- Kent, L. B.** (2000). Integers and meaningful contexts: A direct connection. *Mathematics Teaching in the Middle School*. National Council of Teachers of Mathematics: Reston, VA, 62-66.
- Brinker, L.** (1998). Using recipes and ratio tables to build on students' understanding of fractions. *Teaching children mathematics*. National Council of Teachers of Mathematics: Reston, VA.
- Abels, M., Roodhardt, A., Clarke, D., Clark, B., Shew, J. A., Spence, M., & **Brinker, L.** (1998). Triangles and patchwork. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 1-42.
- Kindt, M., Wijers, M., Spence, M., **Brinker, L.**, & Pligge, M. (1998). Graphing equations. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 144.
- Kindt, M., Abels, M., Spence, M., & **Brinker, L.** (1998). Packages and Polygons. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 1-38.
- Roodhardt, A., de Jong, J. A., **Brinker, L.**, & Middleton, J. (1998). Triangles and beyond. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 1-44.
- Van Galen, F., Querelle, N., Wijers, M., Shew, J. A., & **Brinker, L.** (1998). Reflections on Number. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected*

curriculum for grades 5-8. Chicago: Encyclopedia Britannica Educational Corporation, 1-44.

Keijzer, R., Abels, M., **Brinker, L.**, & Shew, J. A. (1997). Ratios and Rates. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 1-46.

Roodhardt, A., Streefland, L., Cole, B. R., & **Brinker, L.** (1997). Dry and wet numbers. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 1-44.

Keijzer, R., van den Heuvel-Panhuizen, M., Wijers, M., Shew, J. A., **Brinker, L.**, Pligge, M. A., Shafer, M., & Brendefur, J. (1997). More or less. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 1-40.

Van Galen, F., Wijers, M., Shew, J. A., Cole, Brendefur, J., & **Brinker, L.** (1997). Some of the parts. In National Center for Research in Mathematical Sciences Education and Freudenthal Institute (Eds.), *Mathematics in context: A connected curriculum for grades 5-8*. Chicago: Encyclopedia Britannica Educational Corporation, 137.

Brinker, L., Winecoff, L., & Markham, F. (1997). The Dreher story: An evolving partnership. *Reflections on practice series: National network for educational renewal*. Center for Educational Renewal, 12-20.

ABSTRACTS AND ADDITIONAL PUBLICATIONS:

Kent, L. B. (1999). High School Mathematics Contest. South Carolina Independent School Association.

Brinker, L. & Hart, F. (1998). Teaching is hot! *Education Report*. University of South Carolina.

Brinker, L. (1998). Middle school mathematics contest. South Carolina Independent School Association.

Brinker, L. (1998). High school mathematics contest. South Carolina Independent School Association.

Brinker, L. (1997). Middle school mathematics contest. South Carolina Independent School Association.

TECHNICAL REPORTS

Master of Arts in Teaching: Secondary Mathematics NCATE Program Report. Submitted in 2011; "Nationally Recognized" program – Fall 2014 (University of Arkansas)

Master of Teaching: Secondary Mathematics NCATE Program Report. Submitted in 2002; Reviewed by the National Council of Teachers of Mathematics and assessed as "Nationally Recognized" program in 2003. (University of South Carolina)

Master of Arts in Teaching: Secondary Mathematics NCATE Program Report. Submitted in 2002; Reviewed by the National Council of Teachers of Mathematics and assessed as "Nationally Recognized" program in 2003. (University of South Carolina)

PRESENTATIONS

Exploring Students' Thinking During Social Interactions (with M. Tapee & T. Guthrie), *Cognitively Guided Instruction* Biennial Meeting, June 25, 2019, Minneapolis, MINN.

Multiplication and division of fractions: Multiple groups or partial groups? (with O. Steinhorsdottir), National Council of Supervisors of Mathematics Annual Meeting, April 24, 2018, Washington, DC.

Whole Group or Partial Group? It Matters When Kids Make Sense of Fraction Problems. (with O. Steinhorsdottir), National Council of Teachers of Mathematics Annual Meeting, April 8, 2017, San Antonio, TX.

Novel Strategies Using Familiar Notations (with L. Nielsen). Arkansas Curriculum Conference. November 3, 2016, Little Rock, AR.

Changes in Teachers' Knowledge of Content and Students' Mathematics: Results from a Three Year Partnership (with S. Dingman & L. Nielsen). Association of Mathematics Teacher Educators (AMTE) annual meeting, January 27-29, 2016, Irvine, CA.

Promoting Rich Mathematical Discourse Through Teacher Support (with T. Guthrie). National Council of Supervisors of Mathematics. April 11-13, 2016, San Francisco, CA.

How Do I Differentiate for all Learners? (with L. Nielsen) Arkansas Curriculum Conference, Little Rock, AR , November 5-6, 2015.

Fraction Problems and Students' Sense Making Strategies. *Cognitively Guided Instruction* Ninth Biennial Conference, Los Angeles, CA, June 25-27, 2015.

Thinking Mathematically in Grades 6-8 (with T. Guthrie and R. Carethers). Arkansas Association for Middle Level Educators, Little Rock, March 31, 2015.

Equal Sharing Problems and Middle Grades Students' Solution Strategies. National Council of Teachers of Mathematics Regional Meeting, November 19-20, 2014, Houston, TX.

Number Choices Really Do Matter! Teaching Proportions for Understanding (with O. Steinhorsdottir), National Council of Teachers of Mathematics Annual Meeting, April 9-12, New Orleans, LA 2014. **Selected as one of the Professional Development Focus of the Year Learn↔Reflect Strand sessions****

Proportional Reasoning: How Number matters (with O. Steinhorsdottir), California Mathematics Council Southern Conference, November 1, 2013, Palm Springs, CA.

Purposeful Problem Posing for ELL and Special Education Students in Middle School Mathematics Classes (with R. Carethers & T. Guthrie), Seventh Biennial Cognitively Guided Instruction Conference, July 12, 2013.

Cracking the Mathematics Common Core (with R. Carethers & T. Guthrie), Arkansas Association of Middle Level Educators Annual Meeting, May 6, 2013, Little Rock, AR.

Leverage Points in Teacher Knowledge: Examining Relationships between Content Knowledge and PCK of Practicing Teachers. Association of Mathematics Teacher Educators (with S. Dingman, S. Empson, & J. Baek), January, 2011, Irvine, CA,.

Assessing Teachers' Knowledge of Students' Mathematical Thinking Processes. National Council of Teachers of Mathematics Annual Meeting, April, 2008, Salt Lake City, UT.

- The Pedagogical Residue: Impact of the Institute on STEM Faculty** (with S. Pickard). Paper presented at the American Education Research Association Annual Meeting, April, 2005, Montreal, Canada.
- Keeping up with Reform: How Professional Development Schools Support Innovative Practices in Mathematics Classes.** National Association of Professional Development Schools Annual Conference, March, 2005, Orlando, FL.
- Frog jumps and forest fires: Activities to support learning slope and linear equations.** National Council of Teachers of Mathematics 2003 Regional Meeting, November 7, 2003, Charleston, SC.
- Contextualized models for slope and linear equations.** International Group for the Psychology of Mathematics Education Annual Meeting, July 2001, Utrecht, The Netherlands.
- Engaging students in mathematical problem solving.** South Carolina Middle School Association Annual Meeting, March 2001, Myrtle Beach, SC.
- East or West, North or South: Activities and games to enhance students' understandings of operations with integers.** National Council of Teachers of Mathematics Annual Meeting, April 2000, Chicago, IL.
- Negotiation of meaning and students' developing notations for integers.** Paper presented at the annual meeting of the American Educational Research Association Annual Meeting, April, 2000, New Orleans, LA.
- Examining teacher change within the context of mathematics curriculum reform: Views from middle school teachers** (with M. Pligge & M. Spence). Paper presented at the annual meeting of the American Educational Research Association Annual Meeting, April 2000, New Orleans, LA.
- Mathematics in Context: A Connected Curriculum for Grades 5-8.** South Carolina Council of Teachers of Mathematics Annual Meeting, October 5, 2000, Myrtle Beach, SC.
- The transformation of activity: Towards a theory of mathematical notating and knowing** (with S. B. Empson, R. Ambrose, M. Pligge, & J. Baek). Paper presented at the National Council of Teachers of Mathematics (NCTM) Research Pre-session, April 1999, San Francisco, CA.

Students' "not so mathematical" understandings: Insights from precalculus lessons on the concept of functions (with R. Ratterree). Annual meeting of the National Council of Teachers of Mathematics, April, 1999, San Francisco, CA.

Social interactions and Rachel's strategy choices. Paper presented at the European Conference of Educational Research, September 1998, Ljubljana, Slovenia.

Using knowledge of students' thinking for instruction: The case of the secondary mathematics curriculum. Paper presented at the American Educational Research Association Annual Meeting, April 1998, San Diego, CA.

Using structured representations to solve fraction problems: A discussion of seven students' strategies. Paper presented at the annual meeting of the American Educational Research Association Annual Meeting, March 1997, Chicago, IL.

Arts and Sciences and the PDS. Symposium/round table presentation at the annual meeting of the American Educational Research Association Annual Meeting, March 1997, Chicago, IL.

ADDITIONAL/INVITED PRESENTATIONS

Cognitively Guided Instruction. Kentucky Center for Mathematics Conference, Lexington, KY, March 2015.

Deepening Our Knowledge of Students' Mathematical Thinking Processes through a Purposeful Pedagogy Model of Instruction. University of Illinois-Chicago, March 4, 2104.

Building on Students' Understanding of Fractions. Arkansas Curriculum Conference, November 5, 2009, Little Rock, AR.

Predicting Students' Developmental Readiness and Problem Solving Strategies: A Comparative Analysis. Arkansas Curriculum Conference, November 5, 2009, Little Rock, AR

Exploring mathematical understandings in context: Classroom-embedded professional development (with L. Jaslow & V. Barker), *Cognitively Guided Instruction Fifth Biennial National Conference*, August 1, 2009, San Diego, CA.

Evaluation of the statewide implementation of *Cognitively Guided Instruction*. Mathematics Specialists meeting, October 2007, Plumerville, AR.

Mathematics in Context: Presentation for Principals and Supervisors. New York City Public Schools – Chancellor’s District, July 2000, Bronx, NY.

Algebraic Thinking and the MiC Curriculum, City College of New York, May 1, 2000, New York, NY.

Mathematics in Context: The Development of the Number Strand. New York City Public Schools Math Supervisors and Coordinators Meeting, January 21, 1999, Brooklyn, NY.

Mathematics in Context: A Connected Curriculum for Grades 5-8. National Council of Teachers of Mathematics Southern Regional Conference, February 1999, Charlotte, NC.

How Can You Implement the Standards when You Don't Have Enough Time? South Carolina Middle School Association Annual Meeting, March 1999, Myrtle Beach, SC.

Teacher Cadets. Service Learning in Teacher Education Institute: Empowering a New Generation of Teachers Through Service Learning, June 1999, Clemson, SC.

Mathematics in Context: A Connected Curriculum for Grades 5-8. South Carolina Council of Supervisors Annual Meeting, November 1999, Hilton Head, SC.

4MAT Learning Styles (with J. White, J. Zenger, & F. Splittgerber). South Carolina Middle School Association Annual Meeting. February 1998, Myrtle Beach, SC.

Using Models and Contexts to Support Computations with Fractions. South Carolina Council of Teachers of Mathematics Annual Meeting, November 1998, Hilton Head, SC.

Mathematics in Context: A Connected Curriculum for Grades 5-8. Ovec/Prism Conference, June 1997, Louisville, KY.

GRANTS

Getting to the Core (Emphasis on Common Core implementation in grades 3-5). Arkansas Department of Education Mathematics and Science Partnership grant competition, 2012, \$400,000 (funded). Co-Director. (Shannon Dingman – Director).

Northwest Arkansas Mathematics Partnership. (Emphasis on Fractions/Proportional Reasoning; Grades 4-8.) Arkansas Department of Education Mathematics and Science Partnership grant competition, 2009, \$365,000 (funded).

An Evaluation of a Large-Scale Implementation of a Professional Development Program that Focuses on Building Instruction on Students' Mathematical Thinking. National Center for Education Research, Department of Education, 2007, \$2,000,000 (not funded).

Improving Elementary Teachers' Mathematics Content Knowledge by Integrating Number and Algebra Concepts. Arkansas Department of Higher Education Teacher Quality Grant Competition, 2007-2008, \$43,000.00 (funded).

Evaluation of Cognitively Guided Instruction. Arkansas Department of Education, 2006-2007, \$20,000 (funded).

Eisenhower Professional Development Grant – Applications of Research-Based Approaches to K-5 Math Instruction. South Carolina Commission on Higher Education, Summer 2003, \$7,982.

Improving Teachers' Content Knowledge for Math Instruction In the Middle Grades. (2001-2002). South Carolina Commission on Higher Education (\$74,538.00). Co-Principal Investigator (with E. Dickey).

Mathematics Inquiry Project. (2000-2001). Teacher Quality Grant. University of South Carolina (\$900.00). Department of Instruction and Teacher Education.

University of South Carolina Teacher Cadet Partnership. (2000-2001). South Carolina Center for Teacher Recruitment (\$8500.00). Co-Principal Investigator (with R. Dedmon).

University of South Carolina Teacher Cadet Partnership. (1999-2000). South Carolina Center for Teacher Recruitment (\$8500.00). Co-Principal Investigator (with R. Dedmon).

University of South Carolina Teacher Cadet Partnership. (1998-1999). South Carolina Center for Teacher Recruitment (\$8500.00). Co-Principal Investigator (with F. Hart).

University of South Carolina Teacher Cadet Partnership. (1997-1998). South Carolina Center for Teacher Recruitment (\$8500.00). Co-Principal Investigator (with F. Hart).

OTHER RESEARCH, EVALUATION AND CONSULTING EXPERIENCE

Adventures in Algebra, Teaching Algebra 1 for the 21st Century Learning based on the Common Core State Mathematics Standards (with Cathy Jones and Allan Cochran), Spring-Summer 2011

Richland School District One Algebra Task Force, Chair of Professional Development subcommittee, Fall 2005.

Classroom-Based Teaching/Research Projects

Students' use of contexts and representations in their learning of slope and linear equation concepts, (February 2001). Eighth grade pre-algebra class, Northside Middle School, Lexington School District Two, West Columbia, SC.

Cognitively Guided Instruction Professional Development Workshop, (June 2001). Hyatt Park Elementary School, Richland District 1, Columbia, SC 29208.

Students' developing notations for integers, (May 1999). Fifth grade mathematics class, Meadowfield Elementary School, Richland School District One, Columbia, SC.

Editorial Experience/Books Reviewed

Arkansas Council of Teachers of Mathematics Journal Editor, 3-5 Corner (2015-2017).

Anderson, Julie (2000). *The Answers to Questions that Teachers Most Frequently Ask*. Thousand Oaks, CA: Corwin Press.

Cobb, P., Yackel, E., & McClain, K. (eds.) (2000). *Symbolizing and Communicating in Mathematics Classrooms: Perspectives on Discourse, Tools, and Instructional Design*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Atkinson, S. (ed.) (1992). *Mathematics with Reason: The Emergent Approach to Primary Maths*. Portsmouth, NH: Heinemann.

Silver, E., Jeremy Kilpatrick, J., Schlesinger, B. (1990). *Thinking Through Mathematics: Fostering Inquiry and Communication in Mathematics Classrooms*. New York: College Entrance Examination Board.

Other Manuscript and Proposal Review Panels

Manuscript reviewer for *Teaching Children Mathematics* (1999 – present).

Manuscript reviewer for *Journal for Research in Mathematics Education* (1997 – 2000)

Reviewer for National Council of Teachers of Mathematics Annual Research Pre-session (current).

Reviewer for American Educational Research Association Division C, *Learning and Instruction*, (1997 – 2006).

Reviewer for American Educational Research Association Division G, *Social Context of Education* (1998 – 2000).

Consulting Experience

Teachers Development Group, Extending Children's Mathematics Years 1, 2, 3
Workshop Facilitator & Development team member, (2012 – current).

Teachers Development Group, *Cognitively Guided Instruction* Years 1,2,3 Workshop
Facilitator (2006- Current).

Thinking Mathematically in Grades 6-8 (2012-current).

Consultant – (2005) Holt, Rhinehardt, & Winston.

Middle School Mathematics Consultant (2004-2005). Richland County School District
One, Columbia, SC.

National Center for Education and the Environment (2005)

Mathematics in Context: A Connected Curriculum for Grades 5-8. Consultant
- Encyclopaedia Britannica:

Lead Consultant - Philadelphia Public Schools (1998- 2002)

Consultant (Module of the Month) - Lehman College, Bronx, NY (1999-2000)

Consultant - Dade County Schools, Miami, FL. (1999-2000)

COURSES TAUGHT

SEED 5303 & 5313 Secondary Mathematics Methods

CIED 3123 Elementary Mathematics Methods

CIED 5263 Assessment, Evaluation, and Practitioner Research
MATH 2213 – Survey of Mathematical Structures I
EDSE 764 & CIED 5243, 5253, 5262, Advanced Study of the Teaching of Mathematics in the Secondary Schools
EDSE 851: Advanced Readings in Mathematics Education
EDML 583- Methods and Materials for Teaching Mathematics in the Middle Grades
EDTE 771 - Studies and Internship in Teaching Math Elementary Education
SMED 769B Data Analysis and Probability
CIED 5022 Classroom Management Concepts CIED
5232 Interdisciplinary Instruction

DOCTORAL SUPERVISION

Frederickson, S. (2019). The Relationship between English Language Learners' Mathematics Problem Solving Strategies and the Mathematics Register. Doctoral Dissertation, University of Arkansas.

Jay, C. (2014). The Impact of CAI on Students' Performance in Mathematics. Doctoral Dissertation, University of Arkansas.

McComas, K (2011). Gifted Students in CGI Classrooms. Doctoral Dissertation, University of Arkansas.

Caron, T. A. (2006). Building Upon Students' Intuitive Knowledge of Function Concepts Utilizing Realistic Tasks and Culturally Sensitive Pedagogy: A Classroom-Based Approach. Doctoral Dissertation, University of South Carolina.

Darley, J. W. (2005). Ninth Graders' Interpretations and Use of Contextualized Models of Fractions and Algebraic Properties: A Classroom-Based Approach. Doctoral Dissertation, University of South Carolina.

Goins, K. (2001). Comparing the Effects of Visual and Algebra Tile Manipulative Methods on Student Skill and Understanding of Polynomial Multiplication. Doctoral Dissertation, University of South Carolina.

Committee member of at least 12 other students' dissertation committees since 1996.

MASTER'S LEVEL SUPERVISION

Supervise approximately 5-10 students in the Master of Arts in Teaching (MAT) in secondary mathematics education per year.

CLINICAL SUPERVISION

Supervised interns and student teachers in elementary and secondary education programs
1996-current.

HONORS AND AWARDS

University of South Carolina Faculty Service - Learning in Teaching Award 2001
Who's Who Among America's Teachers 1990

SERVICE ACTIVITIES

Secondary MAT Program Coordinator (Summer 2019 -
At Large, Four Year Colleges and Universities, Board member, Arkansas Council of
Teachers of Mathematics (Elected 2015-2017)
Co-Chair, Sixth Biennial National CGI Conference, Little Rock, AR, June 2011
College Council (UA) (2008)
College of Education and Health Professions Scholarship Committee (2006- current)
College of Education Student Affairs Committee (Chair, 2003-04)
University of South Carolina Faculty Senator (1999-2003)
Instruction and Teacher Education Annual Review Committee
Presidential Awards for Excellence in Mathematics Teaching, SC Department of
Education Review Committee (2000).
Teacher Cadets (1998-2003).