

CURRICULUM VITAE
of
Lawrence M. Clark

Personal Information

Lawrence M. Clark
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Appointments at UMD

Academic

- 2014 - Associate Professor, Mathematics Education, Department of Teaching and Learning, Policy and Leadership, College of Education
- 2007-14 Assistant Professor, Mathematics Education, Department of Teaching and Learning, Policy and Leadership, College of Education

Administrative

- 2018 - 20 Senior Research Associate of Evidence-Based Innovations in Teacher Education, Dean's Office, College of Education

Other Employment

- 2005 - 07 Postdoctoral Research Fellow, Mathematics Education
University of Michigan, School of Education, Center for Proficiency in Teaching Mathematics
- 2003 - 05 Director of Project GRAD Mathematics
Project GRAD USA, Houston, TX
- 2003 - 04 Adjunct Faculty, Mathematics Education
Tift College of Education, Mercer University, Atlanta, GA
- 2002 - 03 Instructor, Mathematics Education
Division of Educational Studies, Emory University, Atlanta, GA
- 2001 & 02 Visiting Faculty, Mathematics Education
Abbiyi Addi College of Teacher Education, Abbiyi Addi, Ethiopia

1992 - 00 Middle School Mathematics Teacher
Peachtree Middle School, Dekalb County School District, Decatur, GA

1990 - 92 Director of Youth Services
Atlanta Urban League, Atlanta, GA

Educational Background

2004 Ph.D., Educational Studies
Emory University, Atlanta, GA

1998 M.Ed., Educational Studies
Emory University, Atlanta, GA

1989 B. A., Mathematics
Hampton University, Hampton, VA

Research, Scholarly, and/or Professional Activities

Chapters

Books

Clark, L., Goffney, I., & Ivy, K. (2018). From 'real world' math problems to 'their world' math problems: A mathematics teacher's journey towards establishing an equitable mathematics classroom. In D. White & A. Fernandes (Eds.) *Access and equity: Promoting high quality mathematics in grades 9-12*. Reston, VA: National Council of Teachers of Mathematics.

Chazan, D., Herbst, P., & Clark, L. (2016). Research on the teaching of mathematics: A call to theorize the role of society and schooling in mathematics instruction. In D. Gitomer & C. Bell (Eds.), *The Handbook of Research on Teaching*, 5th Edition. Washington, DC: American Education Research Association.

Clark, (2016). Anticipating the unexpected: Managing a dilemma during facilitation of a social justice task: A commentary on Herbal-Eisenmann's case. D. White, S. Crespo & M. Civil, M. (Eds). *Cases for mathematics teacher educators: Facilitating conversations about inequities in mathematics classrooms*. (pp. 421 – 426). Charlotte, NC: Information Age.

Clark, L., Johnson, W., & Chazan, D. (2009). Researching African American mathematics teachers of African American students: Conceptual and methodological considerations. In D. Martin (Ed.) *Mathematics teaching, learning, and liberation in the lives of Black children*, (pp. 75 – 102). New York: Routledge.

Davis, J., Jones, T., & Clark, L. (2013). The case of a Black male mathematics teacher teaching in a unique urban(ized) context: Implications for recruiting Black male mathematics teachers. In C. Lewis & I. Toldson (Eds.) *Black male teachers: Diversifying the United States teacher workforce*, (pp. 77 – 93). Oxford, UK: Emerald Group Publishing Limited.

Refereed Journals

Refereed Journal Articles

Campbell, P., Nishiko, M., Smith, T., Clark, L., Conant, D., Rust, A., DePiper, J., Frank, T., Griffin, Choi, Y. (2014). The relationship between teachers' mathematical content and pedagogical knowledge, teachers' perceptions, and student achievement. *Journal for Research in Mathematics Education*. 45(4), 419 – 430.

Clark, L., DePiper, J., Jones, T., Nishio, M., Campbell, P., Smith, T., Conant, D., Rust, A., & Griffin, M. (March 2014). Teacher characteristics associated with mathematics teachers' beliefs and awareness of their students' mathematics dispositions. *Journal for Research in Mathematics Education* 45(2), 246 – 260.

Chazan, D., Brantlinger, A., Clark, L. M., & Edwards, A. R. (2013). What mathematics education might learn from the work of well-respected African American mathematics teachers in urban schools. *Teachers College Record*, 115(2), 1 – 15.

Clark, L., Badertscher, E. M., & Napp, C. (2013). African American mathematics teachers as agents in their African American students' mathematics identity formation. *Teachers College Record*, 115(2), 1 – 36.

Clark, L., Jones Frank, T., & Davis, J. (2013). Conceptualizing the role of the African American mathematics teacher as a key figure in the African American education historical narrative. *Teachers College Record*, 115(2), 1-29.

Anthony, A., & Clark, L. (2011). Examining dilemmas of practice associated with integrating technology into mathematics instruction. *Urban Education* 46(6), 1300-1331.

Silver, E. A., Clark, L., Ghousseini, H., Strawhun, B., Charalamabous, C., & Sealy, J. (2007). Where is the mathematics? Examining teachers' mathematical learning opportunities in practice-based professional learning tasks. *Journal of Mathematics Teacher Education*, 10(4-6), 261-277.

Published Conference Proceedings

Refereed Conference Proceedings

Clark, L., Blake-O'Neal, Lue, K. (March 2021). *Preservice teachers' perceptions of depictions of mathematics teaching practice when enduring individual characteristics are introduced*. Psychology of Mathematics Education of North America: Proceedings of the PME-NA Annual Meeting.

Herbst, P., Boileau, N., Clark, L., & Chazan, D. (2017). *Directing focus and enabling inquiry with representations of practice: Written cases, storyboards, and teacher education*. Psychology of Mathematics Education of North America: Proceedings of the PME-NA Annual Meeting. Indianapolis, IL.

Clark, L. & Davis, J. (2009). *An activity system analysis of mathematics teaching practice in an urban high school*. Psychology of Mathematics Education of North America: Proceedings of the PME-NA Annual Meeting. Atlanta, GA.

Conferences, Workshops, and Talks

Invited Talks

Clark, L. (2018, April). *Keynote address*. Calvert County Schools STEM/Math & Science Teacher of the Year Awards, Sponsored by Southern Maryland Electric Cooperative - SMECO

Clark, L. (2018, March). *Grow your own educator preparation: Lessons learned from two university - school district partnerships*. Washington University in St. Louis, St. Louis, MO.

Clark, L. (2016, April). *The power of students' perceptions of their mathematical ability*. Invited presenter at the annual meeting of the National Council of Teachers of Mathematics (NCTM), San Francisco, CA.

Clark, L. (2016, February). *Observing practices that support learners' identity development and participation in mathematics classrooms*. Invited presenter (w/ Imani Masters-Goffney) at the annual workshop of the Mathematical Sciences Research Institute Critical Issues In Mathematics Education, Berkeley, California.

Clark, L. (2014, March). *Preparing teacher candidates for CCSS in mathematics: Implications for teacher education programs, pedagogy and practice*. Invited panelist at the annual meeting of the Association of American Colleges of Teacher Education (AACTE), Indianapolis, Indiana.

Clark, L. (2012, March). *Cultivating your students' mathematical dispositions: Insights from research*. Presentation at the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) Conference, Helping Mathematics Teachers Become Culturally Relevant Educators: New Tools for a New Generation-Conference II. University of Maryland, College Park, MD.

Clark, L. (2009, August). *Supporting secondary mathematics teacher preparation in Ethiopia*. Panel contributor at the Tigray Development Association 25th Anniversary Symposium. Howard University, Washington, DC.

Clark, L. (2002, July). *Inquiry learning in the mathematics classroom*. Presentation to faculty of the Abbiyi Addi College of Teacher Education, Abbiyi Addi, Ethiopia.

Refereed Talks

Clark, L. & Brown, S.T. (2018, March). *Mathletics – A summer enrichment camp for middle school students at the intersection of mathematics, statistics, and athletics*. Presentation at the Understanding Interventions that Broaden Participation in Science Careers (10th annual conference), Baltimore, MD.

Clark L. (2017, September). Directing focus and enabling inquiry with representations of practice: written cases, storyboards, and teacher education. Presenter (w/ Patricio Herbt & Nicolas Bolieau) at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Indianapolis, IN.

Clark, L. (2014, February). *Using rich media to infuse a practice-based orientation throughout our university-based teacher education programs*. Presentation (w/D. Chazan, E. Alibegovic, K. Bieda, S. Crespo, & P. Herbst) at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, California.

Clark, L. (2013, October). *Teacher knowledge that connects to student achievement*. Session presentation (w/ P. Campbell and A. Rust) at the annual regional meeting of the National Council of Teachers of Mathematics, Baltimore, MD.

Edwards, A, Clark, L., Jones, T., & Tseng, N. (2011, January) *The development, use, and facilitation of equity cases in mathematics teacher education*. Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Campbell, P., Smith, T., Clark, L., Nishio, M., Conant, D., Rust, A., DePiper, J., & Jones, T. (2011, January). *Assessing teachers' knowledge of mathematical and pedagogical content: findings and implications*. Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Clark, L. & Edwards, A. (2010, April). *Learning from African-American teachers of African-American students in high-stakes testing environments*. Presentation at the Benjamin Banneker Association Symposium at the National Council of Teachers of Mathematics Annual Meeting, San Diego, CA.

Clark, L. & Davis, J. (2009, September). *An activity system analysis of mathematics teaching practice in an urban high school*. Paper presentation at the Annual Meeting of the Psychology of Mathematics Education of North America, Atlanta, GA.

Chazan, D., Clark, L., Sela, H., Gonzales, G., Weiss, M. (2009, April). *Classroom animations as tools to deepen secondary preservice teachers' mathematical knowledge for teaching*. Contribution to working session titled 'Affordances of Animations for Secondary Mathematics Teacher Education' at the annual meeting of the National Council of Teachers of Mathematics, Washington, DC.

Clark, L. (2009, April). *Knowledge of students' mathematics identity formation: An argument for inclusion in mathematics teacher knowledge discourse*. Paper presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Ball Anthony, A. & Clark, L. (2008, March). *System influences on mathematics teachers' technology integration practices*. Paper presentation at the Annual Meeting of the American Educational Research Association, New York, NY.

Clark, L., Napp, C. & Badertscher, E. (2008, March). *African American teachers assisting their students in becoming intentional learners of mathematics*. Paper presentation at the Annual Meeting for the American Educational Research Association New York, NY, March.

Clark, L. (2008, April). *A study of laptop use in math classrooms in a low-performing middle school*. Paper presentation at the Research Presession of the National Council of Teachers of Mathematics Annual Meeting Salt Lake City, UT.

Clark, L. (2007, April). *Teachers' preparation for creating learner-centered mathematics environments: The case of Ethiopia*. Annual meeting of the American Educational Research Association, Poster session, Chicago, IL.

Silver, E., Clark, L., Charalambos, C., & Sealy, J. (2007, April). *Show me the mathematics: Opportunities to learn mathematics in practice-based professional development*. Paper presentation at the annual meeting of the American Educational Research Association, (Chicago, IL.

Mills, M., Gosen, D., Devine, G., Clark, L., Silver, E., Sealy, J., & Gilbert, M. (2007, March). *Assessment with a focus on student learning: Using protocols to support the use of data to plan instruction*. Presentation at the annual meeting of the National Council of Supervisors of Mathematics Annual Conference, Symposium, Atlanta, GA.

Silver, E., Clark, L., Castro, A., Mills, V., Ghouseini, H., & Charalambous, C. (2007, January). *Integrating case analysis and lesson study in mathematics teacher professional development: A conceptual and empirical analysis of design and efficacy*. Paper presentation at the annual meeting of the American Education Research Association, San Francisco, CA.

Clark, L. Ghouseini, H., & Charalambous, C. (2007, January). *How can practice-based professional development help teachers learn mathematics? A conceptual and empirical exploration*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Silver, E., Mills, V., Clark, L., Ghouseini, H., Devine, G. (2006, April). *Moving beyond implementation: Challenges and possibilities*. Paper presentation at the annual meeting of the National Council of Supervisors of Mathematics, Paper presentation, St. Louis, MO.

Refereed Posters

Campbell, P., Smith, T., Clark, L., Nishio, M., Conant, D., Rust, A., DePiper, J., & Jones, T. (2012, April). *The relationship between mathematical content and pedagogical knowledge and teacher characteristics*. Structured poster session at the Annual Meeting of the American Educational Research Association, Vancouver, BC.

Clark, L., DePiper, J., Jones, T. Smith, T., Campbell, P., Nishio, M., Conant, D., Rust, A., & Griffin, M. (2012, April). *Teacher variables associated with teachers' beliefs and awareness of their students' mathematics dispositions*. Structured poster session at the Annual Meeting of the American Educational Research Association, Vancouver, BC.

Clark, L., Davis, J., Jones, T., Brantlinger, A., Chazan, D., Edwards, A., Marshall, A., & Leavitt, D. (2010, May). *Knowledge of teachers' mathematics identity formation and development*. Contribution to poster session titled 'Narratives and practices of African American mathematics teachers in contemporary schooling contexts' at the Annual Meeting of the American Education Research Association, Denver, CO.

Clark, L. (2009, April). *Classroom animations as tools to deepen secondary preservice teachers' mathematical knowledge for teaching*. Structured poster session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Clark, L. (2007, September). *Ongoing professional development in mathematics: Results of a proof-of-concept project*. Poster session at the annual meeting of the National Science Foundation DRK-12 Principal Investigators' Conference, Poster session, Crystal City.

Clark, L. (2006, May). *Ongoing professional development in mathematics – A proof of concept project*. Poster session at the National Science Foundation Teacher Professional Continuum Principal Investigators' Conference, Reston, VA.

Clark, L. (2006, January). *Factors associated with mathematics instructional practices in an urban setting*. Poster session at the National Science Foundation Centers for Learning and Teaching Principal Investigators' Conference, Washington, DC.

Professional and Extension Publications

Reports and Non-Refereed Monographs

Miller, J., Bill, K., & Clark, L. (2021). *The teaching internship: How much time is "enough" time?*, Issues Brief #1. Report prepared for the Maryland PDS 2025 Project, University of Maryland.

Bill, K., Miller, J., & Clark, L. (2020). *Building a teacher career ladder through collaboration*, Issues Brief #2, Report prepared for the Maryland PDS 2025 Project at the University of Maryland, College of Education.

Campbell, P., Smith, T., Clark, L., Nishio, M., Conant, D., Rust, A., DePiper, J., & Jones, T. (2016). *Teachers' Mathematical Knowledge, Perceptions about Mathematics Teaching and Learning, and Professional Qualifications: Impact on Students' Mathematics Achievement (Baltimore City Public Schools)*, Evaluation Report, College Park, MD: Center for Mathematics Education.

Campbell, P., Smith, T., Clark, L., Nishio, M., Conant, D., Rust, A., DePiper, J., & Jones, T. (2016). *Teachers' Mathematical Knowledge, Perceptions about Mathematics Teaching and Learning, and Professional Qualifications: Impact on Students' Mathematics Achievement (State of Delaware)*, Evaluation Report, College Park, MD: Center for Mathematics Education.

Campbell, P., Smith, T., Clark, L., Nishio, M., Conant, D., Rust, A., DePiper, J., & Jones, T. (2016). *Teachers' Mathematical Knowledge, Perceptions about Mathematics Teaching and Learning, and Professional Qualifications: Impact on Students' Mathematics Achievement (State of Maryland)*, Evaluation Report, College Park, MD: Center for Mathematics Education.

Campbell, P., Smith, T., Clark, L., Nishio, M., Conant, D., Rust, A., DePiper, J., & Jones, T. (2016). *Teachers' Mathematical Knowledge, Perceptions about Mathematics Teaching and Learning, and Professional Qualifications: Impact on Students' Mathematics Achievement (State of Pennsylvania)*, Evaluation Report, College Park, MD: Center for Mathematics Education.

Refereed Extension Publications

Silver, E. A., Clark, L., Gosen, D., & Mills, V. (2008). Using narrative cases in mathematics teacher professional development: Strategic selection and facilitation issues. In M. S. Smith & S. Friel (Eds.), *Cases in mathematics teacher education: Tools for developing knowledge needed for teaching [AMTE Monograph Series No. 4]* (pp. 89 – 92). San Diego: Association of Mathematics Teacher Educators.

Completed Creative Works

Production – Film, Video, and Multimedia

Producing suite of animations illustrating the importance of teachers' awareness of students' mathematical dispositions and the role of race and class in teachers' messages to students (one animation completed and in use).

Sponsored Research and Programs – Administered by the Office of Research Administration

Grants (in Principal Investigator role)

2019 - *Maryland PDS 2025 Project*

The [*Maryland PDS 2025 Project*](#) focuses on components of Maryland Professional Development Schools (PDS) to support the evolution of Maryland PDS to more vibrant hubs of professional learning for prospective, new, and experienced teachers. The Maryland PDS 2025 Project is a collaborative effort between Montgomery County Public Schools, Prince George's County Public Schools and their respective employee organizations.

Funding Source: Maryland State Department of Education, Teacher Collaborative Grant Program

Award: \$2,332,138

2019 - *Maryland Sports Data Analytics Project (formerly 'Mathletics')*

The [*Maryland Sports Data Analytics Project*](#) is designed to immerse middle grades youth in the rapidly growing world of sports data analytics and build their knowledge of statistical concepts and the data science process. The program is particularly focused on engaging African American and Latinx youth in an effort to deepen their STEM knowledge and introduce them to STEM fields. In partnership with Coppin State University (CSU), the project consists of activities led by faculty from UMCP and Coppin, local teachers and UMD and CSU undergraduate students majoring in a STEM field.

Funding Source: National Science Foundation, AISL & iTEST Programs

Award: \$1,710,680

2017 *Maryland Data Analytics Program: Performance-Based and Contextualized STEM Learning (formerly 'Mathletics')*

Funding Source: National Security Agency, STEM Education Partnership Program

Award: \$49,693

2015 - 16 *Mathletics Summer Camp*

Funding Source: Mathematical Association of America (MAA), Tensor Grant

Award: \$4,000

2011 *University of Maryland Noyce Mathematics Scholarship Program*

The UMD Noyce Scholarship is a comprehensive teacher preparation and recruitment effort aimed at attracting and preparing a talented, diverse cohort of UMD undergraduate students to effectively teach science and mathematics in high needs middle and high schools. Through the Noyce program, 32 undergraduates received tuition support on their pathway to becoming secondary mathematics teachers. The program also supported UMD undergraduates in summer internships and employment as tutors in local schools.

Funding Source: National Science Foundation, Robert Noyce Scholarship Program

Award: \$1,198,251

Grants (in Co-Principal Investigator role)

2012 *University of Maryland Noyce Science Scholarship Program*

Funding Source: National Science Foundation

Award: \$1,199,674

Principal Investigator: Andrew Elby, University of Maryland

2009 *Maryland Science and Mathematics Resident Teacher (MSMaRT) Program*

Funding Source: U.S. Department of Education, Transition to Teaching Program

Award: \$2,094,923

Principal Investigator: Andrew Brantlinger

2005 *Ongoing Professional Development in Mathematics Project*

National Science Foundation

Award: \$168,000

Principal Investigator: Nan Perkins

Grants (in Senior Personnel role)

2019 - *Examining the Persistence and Motivation of STEM Pre-Service Teachers of Color in the Sherman STEM Teacher Scholars Program*
Funding Source: National Science Foundation
Award: \$147,823
Principal Investigator: Ramon Goings, Loyola University

Service

Campus

Department – Teaching and Learning, Policy and Leadership

2019 Member, Search committee for Teacher Education faculty

2017-20 Coordinator, Secondary Education Programs

2007 Member, Search Committee for Chair of Department of Curriculum and Instruction

2008 Member, Search Committee for faculty in Mathematics Education

2008 Member, Mid-Atlantic Center for Mathematics Teaching and Learning Research Conference Planning Committee

College – College of Education

2019 - Member, Search Committee for Associate Dean of Educator Preparation

2018 - Member, Improvement Science Leadership Team, Center for Innovation and Instructional Improvement

2017 Chair, College of Education Strategic Planning Re-imagining Educator Preparation Workgroup

2017 Member, Department Chair Review Committee

2016 At-Large Committee Member, College Senate

2016 - Co-chair, Educator Preparation Committee

2016 Member, Faculty Search Committee for faculty positions in Social Studies, Policy, and Teacher Education

- 2014 Member, Diversity Work Group
- 2012 Member, Task Force on University Supervision and School Based Mentoring
- 2009 Member, Faculty Search Committee for faculty position in Technology Education
- 2009 Lead Author, Secondary Mathematics Education Program Report, submitted for accreditation review by the National Council of Accreditation of Teacher Education
- 2007 - 10 Member, International Advisory Committee

University – University of Maryland

- 2019-20 Fellow, Big Ten Academic Alliance Leadership Program
- 2016 Committee Member, Academic Planning Advisory Committee (APAC)
- 2014 Member, Search Committee for Associate Director of Terrapin Teachers
- 2009 Member, Selection Committee, Benjamin Banneker/Key Scholarship Competition
- 2009 Interim Director, Center for Mathematics Education (housed in the College of Education)
- 2008 Volunteer, Service Day

Offices and Committee Memberships Held in Professional Organizations

- 2016 Member, Elections Committee, National Council of Teachers of Mathematics
- 2012 Northeast Regional Representative, Benjamin Banneker Association

Reviewing Activities for Journals and Presses

- Peer Reviewer, Journal for Research in Mathematics Education
- Peer Reviewer, Educational Review
- Peer Reviewer, Asia Pacific Journal of Education
- Peer Reviewer, Journal of Teacher Education
- Peer Reviewer, American Education Research Journal
- Peer Reviewer, Journal for Urban Mathematics Education

Reviewing Activities for Agencies and Foundations

National Science Foundation Research Proposal Reviewer, Discovery Research K – 12 Program, ITEST Program

Other Service

2017 - Thurgood Marshall Academy Campus Visit

Coordinated visits for students at the Thurgood Marshall Academy (District of Columbia Public Schools) to attend UMD mathematics classes, meet UMD STEM undergraduates of color, meet UMD STEM faculty of color, and meet with UMD recruitment officials

2013 - 15 Henry Arthur Callis Academy (Alpha Phi Alpha Fraternity, Inc.)

Served as Dean of the Alpha Phi Alpha Fraternity, Inc. Henry Arthur Callis Academy, a college readiness program for local African American male high school seniors designed to support their transition from high school to college

Teaching, Extension, Mentoring, and Advising

Courses Taught (UMD)

TLPL 488	Knowing and Learning in Mathematics and Science
EDCI 657	Understanding and Engaging Students' Conceptions of Mathematics
EDCI 752	Foundations of Mathematics Education II: Theory and Research on Mathematics
EDCI 682	Reframing Teacher Professionalism: Achieving Teacher Leadership
EDCI 457	Teaching Mathematics in the Middle School
EDCI 455	Teaching Mathematics in the High School
EDCI 858	Seminar in Mathematics Education
EDCI 658	Teaching Internship Seminar

Teaching Innovations

Course or Curriculum Development

2018 – 20 Embracing Diversity Series, Master's of Education with Certification (MCERT)

Led the coordination of faculty engagement and design of the Embracing Diversity Series. In 2018, The Department of Teaching and Learning, Policy and Leadership took on the ambitious work of restructuring the MCERT program with a focus on increasing diversity requirements. As a result, three, 3-credit courses were developed and introduced in the required course sequence. These courses are thematically aligned and build and develop

students' cultural and social understanding and knowledge as they advance through the sequence. The next stage of development is the integration of the Embracing Diversity Sequence in the undergraduate teacher education programs.

TLPL 688F	Embracing Diversity: Critical Foundations of Schooling and Education
TLPL 638	Embracing Diversity: Supporting Culturally and Linguistically Diverse Learners in the Secondary Classroom
EDSP 609	Embracing Diversity: Teaching Students with Disabilities and Gifted Students in the Secondary Classroom

2017 Development of course to meet UMD General Education course criteria

Modified and developed mathematics and science education course to meet UMD General Education criteria. Course approved as a General Education History and Social Sciences course in March 2017.

TLPL 488: Knowing and Learning Mathematics and Science

2010 Secondary Mathematics Education Instructional Methods Sequence

Worked with mathematics education faculty to restructure secondary mathematics instructional methods course sequence to focus on supporting teacher candidates' capacity to engage in one-on-one and small group teacher and student interactions and candidates' capacity to manage large group and classroom level processes.

EDCI 455	Teaching Mathematics in the High School
EDCI 457	Teaching Mathematics in the Middle School

2013 EdD Partnership Program

Co-developed instructional leadership course (w/ Hanne Mawhinney) for EdD cohort of Prince George's County Schools administrators (Fall 2013)

EDHI 741 Advanced Seminar on Instructional Improvement

Advising

Doctoral Program (Committee Chair)

2020 Camille Fair, Ph.D., Minority and Urban Education
Dissertation Title: *Place Value: A Qualitative Study of Being a Black Girl in Urban Mathematics Classrooms*

- 2018 Holly Young Ph.D., Mathematics Education
Dissertation Title: *Wanting to Do Right By Students: Examining a Teacher's and Students' Experiences with Whole Class Discussions in One Middle School Classroom Using the Connected Math Project*
- 2018 Alicia Morse Ph.D., Mathematics Education
Dissertation Title: *If Not Me, Then Who?" Resources, Orientations, and Goals of Effective and Equity-Minded Developmental Mathematics Instructors in a Community College Context*
- 2013 Toya Jones Frank, Ph.D., Mathematics Education
Dissertation title: *Widgets and Digits: A Study of Novice Middle School Teachers Attending to Mathematics Identity in Practice*
- 2012 Wanda McCoy, Ph.D., Mathematics Education
Dissertation title: *Assessing Pre-Service Teachers' Knowledge of and Attitudes Towards Incorporating Social Justice Education in Elementary School Mathematics Classes*

Professional and Extension Education

- 2013 - 18 Mathletics Summer Camp

With colleagues in the Maryland Institute for Minority Achievement and Urban Education, established Mathletics, a summer math camp facilitated on the UM campus for rising 6th and 7th grade mathematically talented and motivated minority males. Partial funding for the Mathletics camp was secured through the Mathematical Association of America Tensor Grant

International Activities

- 2018 Teachers 2 Teachers, International
Served on a team of educators selected to facilitate professional development for upper elementary mathematics teachers in Nairobi, Kenya
- 2016 Teachers 2 Teachers, International/Galapagos Conservancy
Served on a team of educators selected to facilitate professional development for upper elementary mathematics teachers in Galapagos Islands and Quito, Ecuador

Consultancies

- 2018 External Evaluator, *Race-Gender Trajectories in Engineering: The Role of Social Control across Neighborhood and School Contexts*, Principal Investigator: Odis Johnson, Washington University as St. Louis, funded by National Science Foundation
- 2015 Item and Assessment Reviewer, Discovery Education, Silver Spring, MD
- 2012 Item Reviewer, Geometry Assessments for Secondary Teachers Project, Horizon Research, Inc., Chapel Hill, NC
- 2014 External Evaluator, United Negro College Fund Math and Science Teacher Education Initiative, Virginia Union University, Richmond, VA
- 2008 External Evaluation Team Member, Scarlett Middle School Student Laptop Program, Ann Arbor Public Schools, Ann Arbor, MI

Research Fellowships, Prizes and Awards

- 2008 Global Awareness in Teacher Education (GATE) Fellow, College of Education, University of Maryland, College Park
- 2000 Emory Minority Graduate Fellowship, Emory University