

CURRICULUM VITA

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ACADEMIC BACKGROUND:

- Ph.D.** University of Wisconsin-Madison, Madison, WI. Major: Curriculum and Instruction, Minor: Mathematics. 1996
Thesis title: "Mathematics Pedagogy in Developing Nations: The Work of Two Inner-City, Guatemalan Teachers"
- M.A.** University of Montana, Missoula, MT. Mathematics. 1990
- B.A.** University of Colorado-Denver, Denver, CO. Mathematics. 1984

PROFESSIONAL POSITIONS:

Associate Professor, Department of Educational Specialties and Department of Mathematics & Statistics, University of New Mexico, Albuquerque, New Mexico. July 2004 – present.

Assistant Professor, Department of Educational Specialties, University of New Mexico, Albuquerque, New Mexico. August 1998 – June 2004.

Assistant Professor, Department of Mathematics and Computer Science, San José State University, San José, California.
August 1996 – August 1998.

Lecturer, Department of Mathematics and Computer Science, San José State University, San José, California. August 1995 - August 1996.

Staff, San José Mathematics Leadership Project - Teacher Enhancement Component. National Science Foundation funded project. September 1995 - August 1996.

Associate Researcher/Mathematics Assistant Coordinator, Wisconsin Performance Assessment Development Project. University of Wisconsin-Madison, Wisconsin Center for Education Research, Madison, Wisconsin.
December 1994 - June 1995.

Professional Positions (continued):

Project Assistant, Wisconsin Performance Assessment Development Project. University of Wisconsin-Madison, Wisconsin Center for Education Research, Madison, Wisconsin. July 1994 - December 1994.

Field Coordinator, ARISE Secondary Mathematics Curriculum Project. National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison, Madison, Wisconsin. August 1993 - June 1994.

Project Assistant, National Center for Research in Mathematical Sciences Education. University of Wisconsin-Madison, Madison, Wisconsin. August 1992 - July 1994.

TEACHING EXPERIENCE:

Associate Professor, Department of Educational Specialties and Department of Mathematics & Statistics, University of New Mexico, Albuquerque, New Mexico. July 2004 – present.

Assistant Professor, Department of Educational Specialties, University of New Mexico, Albuquerque, New Mexico. August 1998 – June 2004.

Assistant Professor, Department of Mathematics and Computer Science, San José State University, San José, California. August 1996 – August 1998.

Lecturer, Department of Mathematics and Computer Science, San José State University, San José, California. August 1995 - August 1996.

High School Mathematics Teacher, Colegio Internacional de Carabobo/Caracas, Valencia and Caracas, Venezuela. Also taught College Algebra in evenings at adjoining Shelton State Junior College. 1990 - 1992.

Teaching Assistant, Mathematics Department, University of Montana, Missoula, Montana. 1987 - 1990.

Teacher, Tanto School, Stockholm, Sweden. Taught all subjects to a combined 1st/2nd grade class in English. 1986 - 1987.

Teacher, Ojai Valley School, Ojai, California. Taught Algebra II and Geometry. Initiated and coordinated Computer Studies program. 1984 - 1986.

Teaching Assistant, Denver Public Schools, Denver, Colorado. 1982 - 1983.

ADMINISTRATIVE EXPERIENCE:

Associate Researcher/Mathematics Assistant Coordinator, Wisconsin Performance Assessment Development Project. University of Wisconsin-Madison, Wisconsin Center for Education Research, Madison, Wisconsin. December 1994 - June 1995.

Field Coordinator, ARISE Secondary Mathematics Curriculum Project. National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison, Madison, Wisconsin. August 1993 - June 1994.

SCHOLARSHIP ACTIVITIES:

PUBLICATIONS

Books:

Kitchen, R.S., DePree, J., Celedón-Pattichis, S., & Brinkerhoff, J. (in press). *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change.* Mahwah, NJ: Lawrence Erlbaum Associates.

Rodriguez, A.J. & Kitchen, R.S. (Editors) (2005). *Preparing Mathematics and Science Teachers for Diverse Classrooms: Promising Strategies for Transformative Pedagogy.* Mahwah, NJ: Lawrence Erlbaum Associates.

Chapters in books:

Kitchen, R.S. (in press). An Overview of the High Achieving Schools Initiative. In R.S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change.* Mahwah, NJ: Lawrence Erlbaum Associates.

Kitchen, R.S. (in press). Introduction to the Participating Highly Effective Schools. In R.S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change.* Mahwah, NJ: Lawrence Erlbaum Associates.

Kitchen, R.S. (in press). High Expectations and Sustained Support for Academic Excellence. In R.S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change.* Mahwah, NJ: Lawrence Erlbaum Associates.

Chapters in books (continued):

- Kitchen, R.S. (in press). Challenging Mathematical Content and High Level Instruction. In R.S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R.S. (in press). The Importance of Building Relationships among Teachers and Students. In R.S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R.S. (in press). Looking Back and Some Recommendations for Further Research. In R.S. Kitchen, J. DePree, S. Celedón-Pattichis, & J. Brinkerhoff, *Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R.S. (2005). Making Equity and Multiculturalism Explicit to Transform the Culture of Mathematics Education. In A.J. Rodriguez & R.S. Kitchen (Eds.), *Preparing Mathematics and Science Teachers for Diverse Classrooms: Promising Strategies for Transformative Pedagogy* (pp. 33-60). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R.S. (2001). The Socio-Political Context of Mathematics Pedagogy in Guatemala through the Words and Practices of Two Teachers. Atweh, W., Forgasz, H. & Nebres, B. (Eds.), *Sociocultural research on mathematics education: An international perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kitchen, R.S. & Lear, J.M. (2000). Mathematizing Barbie: Using Measurement as a Means for Girls to Analyze their Sense of Body Image. Secada, W. (Ed.), *Changing the Faces of Mathematics*. NCTM: Author.
- Kitchen, R.S. & Conry, S. (2000). A Case of Students Assessing Themselves and Their Peers in the Mathematics Classroom. Bush, W.S. (Ed.), *Mathematics Assessment: Cases and Discussion Questions for Grades 6-12*. (Book developed as part of "Classroom Assessment for School Mathematics K-12 Series). NCTM: Author.

Articles in refereed journals:

- Kulm, G., Wilson, L.D., & Kitchen, R.S. (2005). Alignment of Content and Effectiveness of Mathematics Assessment Items. *Educational Assessment Journal*, 10, 4. Los Angeles: UCLA, CRESST.

Articles in refereed journals (continued):

- Kitchen, R.S. & DePree, J. (2005). Closing the Gap through an Explicit Focus on Learning and Teaching. *Journal of Mathematics Education Leadership*, 8, 1. Lakewood, CO: National Council of Supervisors of Mathematics.
- Kitchen, R.S. (2004). Challenges Associated with Developing Discursive Classrooms. *Mathematics Teacher*, 97,1. Reston, VA: NCTM.
- Kitchen, R.S. & DePree, J. (2004). Examining Prospective Teachers' Understanding of Proportional Reasoning. *Journal of the American Mathematics Association of Two-Year Colleges*, 25, 2. AMATYC.
- Kitchen, R.S. & Wilson, L.D. (2004). Lessons Learned from Students about Assessment and Instruction. *Teaching Children Mathematics*, 10, 8, 394-399. Reston, VA: NCTM.
- Kitchen, R.S. (November, 2003). Getting Real about Mathematics Education Reform in High Poverty Communities. *For the Learning of Mathematics*, 23(3).
- Kitchen, R.S., Cherrington, A., Gates, J., Hitchings, J., Majka, M., Merk, M. & Trubow, G. (2002). Teachers Describe How Performance Assessment Supported Mathematics Education Reforms at their Middle School. *Mathematics Teaching in the Middle School*, 8, 1. Reston, VA: NCTM.
- Kitchen, R.S. (2002). Transforming Mathematics Education: Barriers to Reform in High Poverty, Diverse Schools. In P. Valero & O. Skovsmose (Eds.), *Proceedings of the Third International Conference on Mathematics Education and Society*. Helsingor, Denmark: Centre for Research in Learning Mathematics.
- Kitchen, R.S. (2000). Teachers' Perspectives on Performance Assessment. In M.L. Fernández (Ed.), *Proceedings of the Twenty-Second Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Mondragon, J., Kitchen, R.S., Velásquez, D., & Myers, J. (1999). Dropout Intervention/Prevention in New Mexico Schools With Special Emphasis on Hispanics and Native Americans. *Journal of the National School Development Council: Catalyst for change*. Commerce, Texas: Texas A&M University-Commerce.

Articles in refereed journals (continued):

Kitchen, R.S. (1999). Learning from California's Experiences in the 1990's to Move Forward the Mathematics Education Reform Agenda. In F. Hitt & M. Santos (Eds.), *Proceedings of the Twenty-First Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Kitchen, R.S. (1999). Analyzing and Making Sense of Statistics in Newspapers. *Mathematics Teacher*, 92, 4. NCTM: Author.

Kitchen, R.S., Becker, J.R., & Pence, B.J. (1997). Equity, Teaching Practices, and Reform: Mathematics Teachers Discuss the Impact of the San José Mathematics Leadership Project. In J.A. Dossey, J.O. Swafford, M. Parmantie, & A.E. Dossey (Eds.), *Proceedings of the Nineteenth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Kitchen, R.S. (1996). Mathematics Pedagogy in Guatemala: The Narratives of Two Inner-City Teachers. In E. Jakubowski, D. Watkins, & H. Biske (Eds.), *Proceedings of the Eighteenth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

Kitchen, R.S. (1990). The Greedy Method and Structure in Discrete Optimization Problems. *Proceedings of the Montana Academy of Sciences*, 50, 69-78.

Conference Proceedings (non-refereed):

Kitchen, R.S. (2003). Mathematics Education Reforms in High Poverty Communities. *Proceedings of the XI Interamerican Conference on Mathematical Education*. Blumenau, Brazil.

Articles in non-refereed journals:

Kitchen, R.S. (2004, December). UNM Research Highlights. *Research Brief: Institute for Professional Development*, 3. Albuquerque, NM: University of New Mexico, College of Education.

Kitchen, R.S. (2000, June). A Success Story in Assessment: Mathematics Teachers Write Tasks That Drive Their Curriculum. *The California Mathematics Council ComMuniCator*. Clayton, CA: California Mathematics Council.

Articles in non-refereed journals:

The Center for Teacher Education. (1999). *New Mexico First K-12 Education in New Mexico Benchmarks for the New Millennium*. Twenty-second New Mexico First Town Hall. Taos, NM 1999.

Book Reviews:

Kitchen, R.S. (2002). Book Review of "Fragments of Infinity." *Mathematics Teacher*, 95,6. NCTM.

Kitchen, R.S. (2000). Book Review of "Geometry from Africa: Mathematical and Educational Explorations." *Mathematics Teacher*, 93,6. NCTM.

Kitchen, R.S. & Becker, J.R. (1998). Mathematics, Culture, and Power. Review of A. Powell and M. Frankenstein's, *Ethnomathematics: Challenging Eurocentrism in Mathematics Education* (Albany, NY: State University of New York Press, 1997). *Journal for Research in Mathematics Education*. NCTM: Author.

Kitchen, R.S. (1997). Book Review of "Results from the Sixth Mathematics Assessment." *Mathematics Teacher*. NCTM.

Kitchen, R.S. (1996). Review of the video "Conic Sections: Slicing the Cone." *Mathematics Teacher*, 89, 9.

Kitchen, R.S. (1996). Review of the video "Trigonometric Functions 2: Sinusoidal Waves; Radian Measure." *Mathematics Teacher*, 89, 9.

Newsletters:

Kitchen, R.S. (2005, May). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Las Cruces, NM.

Kitchen, R.S. (Editor) (2005, March). Noticias de TODOS: News from TODOS Mathematics for All. TODOS: Mathematics for All.

Kitchen, R.S. (2004, October). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.

Kitchen, R.S. (Editor) (2004, May). Bibliography of Diversity and Equity in Mathematics Education. TODOS: Mathematics for All.

Kitchen, R.S. (2004, April). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.

Newsletters (continued):

Kitchen, R.S. (2003, October). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.

Kitchen, R.S. (2003, May). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Albuquerque, NM.

Kitchen, R.S. (2003, April). President's Corner. *The New Mexico Council of Teachers of Mathematics Newsletter*. Las Cruces, NM.

Kitchen, R.S. (1999). Dropout Prevention Study Making Progress. *New Mexico Research and Study Council Newsletter*, 40, 2. Albuquerque, NM: College of Education New Mexico Research and Study Council.

Kitchen, R. (1995). Mathematics Pedagogy in the 3rd World: The Case of a Guatemalan Teacher. *Newsletter [of the International Study Group on Ethnomathematics (ISGEm)]*, 10, 1-4.

Final Reports from Funded Projects:

Kitchen, R.S., DePree, J., Celedón-Pattichis, S., Brinkerhoff, J. (2004). High Achieving Schools Initiative Final Report. Report to Hewlett-Packard Department of Philanthropy and Education. Available at www.unm.edu/~jbrink/HASchools/.

Kitchen, R. S. (2003). Teachers' conception about curriculum, instruction, and assessment, in mathematics and science. In O. Lee, W. Secada, R. Kitchen, F. Roy (Eds.), *Teachers' Conceptions and Practices in Mathematics and Science Instruction for Culturally and Linguistically Diverse Elementary Students*. Report to the National Science Foundation from the Urban Institute, Washington, DC.

Lee, O., Secada, W., Kitchen, R., Roy, F. (2003). Teachers' Conceptions and Practices in Mathematics and Science Instruction for Culturally and Linguistically Diverse Elementary Students. Report to the National Science Foundation from the Urban Institute, Washington, DC.

Wilson, L.D., Kitchen, R.S. (2002). *A Re-Examination of Project 2061's Alignment Analysis Procedure for Assessment Items: A Case Study of a Fourth Grade Assessment Task*. American Association for the Advancement of Science, Washington, DC.

Kitchen, R.S. (2002). *New Mexico-Collaborative for Excellence in Teacher Preparation Year 5 Final Report: College of Education Activities*. National Science Foundation, Washington, DC.

Final Reports from Funded Projects (continued):

- Wilson, L.D., Kitchen, R.S. (2001). *An Examination of Project 2061's Alignment Analysis Procedure for Assessment Items: A Case Study of a Fourth Grade Assessment Task*. American Association for the Advancement of Science, Washington, DC.
- Kitchen, R.S. (2001). *New Mexico-Collaborative for Excellence in Teacher Preparation Year 4 Final Report: College of Education Activities*. National Science Foundation, Washington, DC.
- Kitchen, R.S. (2000). *American Association for the Advancement of Science, Project 2061 Analysis of Mathematics and Science Tests: Alignment and Quality*. American Association for the Advancement of Science, Washington, DC.
- Kitchen, R.S. (2000). *New Mexico-Collaborative for Excellence in Teacher Preparation Year 3 Final Report: College of Education Activities*.
- Kitchen, R.S., Velásquez, D., & Myers, J. (1999). *Dropout Intervention and Prevention in New Mexico's Schools With a Special Emphasis on Hispanics and Native Americans*. New Mexico Research and Study Council, University of New Mexico.
- Leinwand, S., Jennings, R., Kitchen, R.S., Kulm, G., Manly, M., Sanders, H., & Schmitt, M.J. (1997). *GED 2000: Report of the Mathematics Specifications Panel to the GED Testing Service*. American Council on Education, General Educational Development Testing Service, Washington, DC.
- Kitchen, R.S., & Martin, W. (1995). *Wisconsin Performance Assessment Development Project: Annual Report for Mathematics 1994-95*. Wisconsin Center for Education Research.
- Romberg, T.A., Smith, M.E., Kitchen, R.S., Smith, S.Z., & Wilson, L.D. (1994). *Comments on Eighth-Grade Mathematics Assessment Materials Provided by CTB MacMillan/McGraw-Hill*. National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison.
- Kitchen, R.S., Smith, M.E., Smith, S.Z., & Romberg, T.A. (1993). *What Does the Poor Performance of American Students on the 8th Grade SIMS Test Tell Us?* National Center for Research in Mathematical Sciences Education, University of Wisconsin-Madison.

PROFESSIONAL PRESENTATIONS

Refereed Presentations at International Professional Meetings:

Mathematics Education Reforms in High Poverty Communities. Presented at the 11th Interamerican Conference on Mathematical Education, Blumenau, Brazil, July 2003.

Transforming Mathematics Education: Barriers to Reform in High Poverty, Diverse Schools. Presented at the Third International Conference on Mathematics Education and Society (MES3), Copenhagen, Denmark, April, 2002.

Crear Comunidades de Practica Colaborativa para Profesores de Matemáticas de Nivel Secundario. Plenary Speaker, 16th Congreso Nacional de Enseñanza de las Matemáticas, Saltillo, Mexico, November 2001.

Refereed Papers/Presentations at National Professional Meetings:

Teachers' Conceptions about Mathematics and Diversity in Two Urban Districts: Results from an Effective Schools Study. Presented in collaboration with Francine Roy at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 2005.

Latinos and Mathematics Learning and Teaching: What we Know, Don't Know, and Need to Know. Presented in collaboration with Marta Civil, Virginia Horak, Julia Aguirre, Judit Moschkovich, and Rico Gutstein at the National Council of Teachers of Mathematics Research Pre-session, Anaheim, CA, April 2005.

Teaching English Language Learners: Myths, Research and Practice, Challenges and Intervention. Presented with Miriam Leiva, Susan Davidenko, Juracy Soares, Cynthia Anhalt, and Judit Moschkovich at the National Council of Supervisors of Mathematics Annual Meeting, Anaheim, CA, April 2005.

Characteristics of High Achieving, Low-Income Schools. Presented in collaboration with Sylvia Celedón-Pattichis and Julie DePree at the 82nd Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA, April 2004.

Learning from High Achieving Schools that Serve High Poverty Communities with an Eye on Mathematics. Presented in collaboration with Heather Teel, Jerry France, and Jennifer Rosenthal at The Fourteenth Education Trust National Conference, "Zapping the Gap," Washington, DC, November 2003.

Refereed Papers/Presentations at National Professional Meetings (continued):

State and National Policy. Policy working group participant, National Council of Teachers of Mathematics (NCTM) Research Catalyst Conference, "Studying the Impact of the Standards of the National Council of Teachers of Mathematics." Reston, VA, September 2003.

Teachers Discuss Transforming Mathematics Education in a High-Poverty State. Presented in collaboration with Raymond Holtsoi and Katheryn Roy at the 81st Annual Meeting of the National Council of Teachers of Mathematics, San Antonio, TX, April 2003.

The Impact of NCTM Reforms on Issues of Equity in Mathematics Education. Panel presentation at the 80th Annual Meeting of the National Council of Teachers of Mathematics, Las Vegas, NV, April 2002.

Transforming Mathematics Education: Creating Communities of Collaborative Practice for Secondary Mathematics Teachers. Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April, 2002.

Mathematics and Science Teachers Grapple with Diversity: Strategies for Transformative Action. Presented as an interactive symposium at the Annual Meeting of the American Educational Research Association, Seattle, WA, April 2001. Co-Chair and Discussant of the symposium.

Assessing Quality Assessments: The Effectiveness of Alignment Procedures to Judge Instruments and Tasks. Presented as a symposium at the Research Pre-session of the Annual Conference of the National Council of Teachers of Mathematics, Orlando, FL, April 2001. Co-Chair of symposium.

A Case of Assessment Driving the Mathematics Curriculum at a California Middle School. Presented at the joint conference of The School Science and Mathematics Association, New Mexico Council of Teachers of Mathematics, and New Mexico Science Teachers Association, Albuquerque, NM, October 2000.

Teachers' Perspectives on Performance Assessment. Presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Tucson, AZ, October 2000.

Why I Use a Socio-Cultural/Political Perspective in my Research. Invited presentation to the Socio-Cultural Perspectives in Mathematics Education Working Group at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Tucson, AZ, October 2000.

Refereed Papers/Presentations at National Professional Meetings (continued):

Dropouts in New Mexico: Native American and Hispanic Students Speak Out.

Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 2000.

Changing the Faces of Mathematics: Perspectives on Multiculturalism and Gender Equity. Invited panel presentation, 78th Annual Conference of the National Council of Teachers of Mathematics, Chicago, IL, April 2000.

The Political Context of Mathematics Education Reforms. Presented at the 77th Annual Conference of the National Council of Teachers of Mathematics, San Francisco, CA, April 1999.

Mathematics Pedagogy in Social and Cultural Contexts. Member of discussion group at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Raleigh, NC, November 1998.

A Project for Prospective Secondary Mathematics Teachers to Investigate the Representation and Use of Statistics in the Print Media. Presented at the Second Annual Conference of the Association for Mathematics Teacher Educators, Pomona, CA, January 1998.

Equity, Teaching Practices, and Reform: Mathematics Teachers Discuss the Impact of the San José Mathematics Leadership Project. Presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Normal, IL, October 1997.

Partisanship for a Better World: Mathematics Teachers Discuss Their Work In Guatemala. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, March 1997.

Measuring Barbies to Provoke Critical Thinking and Self-Reflection With Latina Girls. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, March 1997.

Mathematics Pedagogy in Guatemala: The Narratives of Two Inner-City Teachers. Presented at the Annual Meeting of PME-NA, Panama City, FL, October 1996.

Survival at a Guatemalan Public School: Insights into Schooling in an Authoritarian Country. Presented at the American Educational Research Association Annual Meeting, San Francisco, CA, April 1995.

Refereed Papers/Presentations at Regional Professional Meetings:

Características Sobresalientes de Nueve Exitosas Escuelas que Brindan sus Servicios a Comunidades de Bajos Recursos en los Estados Unidos. Presented at the “III Congreso Trujillano de Educación en Matemática y Física (III CTEMF), Trujillo, Venezuela, June 2004.

Características que Distinguen Escuelas muy Efectivas en Matemáticas. Presented at the VI Congreso Estatal y IV Regional de Enseñanza de las Matemáticas, Asociación Nacional de Profesores de Matemáticas, Guadalajara, Mexico, February 2003.

Mathematics Teacher Preparation in Social and Political Context. Presented at the Association of Mathematics Teacher Educators Regional Conference, San José, CA, March 1997.

Assessment Issues with the Houghton Mifflin Integrated Math Series. Presented in collaboration with Lynn Walton at the National Council of Teachers of Mathematics Western Regional Conference, San José, CA, March 1997.

How to Use Portfolio Assessments and Still Have a Life! Presented in collaboration with Sheila Conry at the National Council of Teachers of Mathematics Western Regional Conference, San José, CA, March 1997.

Collaborative for Excellence in Teacher Preparation. Presented in collaboration with Bem Cayco at the National Council of Teachers of Mathematics Western Regional Conference, San José, CA, March 1997.

The Greedy Method and Structure in Discrete Optimization Problems. Presented at the Mathematical Association of American, Pacific Northwest Section Annual Meeting, Portland, OR, June 1990.

Refereed Papers/Presentations at State Professional Meetings:

Mathematics Education at Highly Effective Schools that Serve Low-Income Communities. Presented at the Closing the Achievement Gap Conference, Albuquerque, NM, April 2005.

Highly Effective Teachers' Conceptions of Mathematics. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2004.

Refereed Papers/Presentations at State Professional Meetings (continued):

Seven Characteristics of Nine Highly Effective Schools in Mathematics that Serve Low-Income Communities. Presented at the New Mexico Spring Forum sponsored by the Southwest Educational Development Labs (SEDL), Albuquerque, NM, March 2004.

Creating and Sustaining High Achievement in Mathematics in Low-Income Communities. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2003.

Learning from High Achieving Schools that Serve High Poverty Communities. Presented at the Annual Fall Conference of the New Mexico Council of Teachers of Mathematics, Las Cruces, NM, December 2003.

Collaborative Professional Development in Algebra and Geometry. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2002.

Transforming Mathematics Education in New Mexico. Presented with Dr. Kristin Umland (Dept. of Mathematics & Statistics) and Raymond Holtsoi and Kathryn Roy (Wingate High School) at the New Mexico State Learning Conference, Albuquerque, NM, October 2002.

Creating Communities of Collaborative Practice for Secondary Mathematics Teachers. Presented at the Annual Fall Conference of the New Mexico Council of Teachers of Mathematics, Taos, NM, October 2001.

Mathematical Vignettes from the Classrooms of Preservice Teachers. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 2000.

Assessing Students' Problem Solving Skills. Presented at the Annual Conference of the New Mexico Mathematics Association of Two Year Colleges, Valencia, NM, May 2000.

Writing/Scoring Open-ended Tasks to Facilitate Inquiry and Articulation. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1999.

Performance Assessment Can Drive the Curriculum. Presented at the Annual Conference of the New Mexico Council of Teachers of Mathematics, Hobbs, NM, October 1999.

Refereed Papers/Presentations at State Professional Meetings (continued):

Solving Problems Like Engineers in the Mathematics Classroom. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1998.

Connecting Statistics to Social and Political Events. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1997.

Alternative Assessment in the River Alliance Schools. Presented at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1997.

Proportionality. Presented at the Mathematical Power and the Latino Child Conference, Los Angeles, CA, May 1997.

Calculator Based Laboratory (CBL) Making Connections. Presented in collaboration with Gloria Klassen at the Annual Meeting of the Northern California Mathematics Council, Asilomar, CA, December 1996.

Getting the Most Out of Performance Assessment. Presented at the Annual Meeting of the Wisconsin Mathematics Council, Green Lake, WI, May 1995.

Performance Assessment for the Classroom. Presented at the Annual Meeting of the Wisconsin Mathematics Council, Green Lake, WI, May 1995.

Mathematics Performance Assessment in Wisconsin. Presented at the Annual Meeting of the Northwest Wisconsin Education Association, Eau Claire, WI, October 1994.

Generalizing the Greedy Algorithm to Set Systems. Presented at the Montana Academy of Sciences Annual Meeting, Missoula, MT, April 1990.

Refereed Papers/Presentations at Local Professional Meetings:

The Difficulties Associated with Categorizing the Beliefs of a High School Mathematics Teacher. Presented at the University of Wisconsin Students of Education Symposium, Madison, WI, March 1994.

Invited (non-refereed) Papers/Presentations to Professional Audiences:

Mathematics Education at Highly Effective Schools that Serve Low-Income Communities. Presented at Department of Mathematics & Statistics Colloquium, University of New Mexico, Albuquerque, NM, April 2005.

Title II workshops for K-12 Mathematics Cadre Leaders, Bernalillo Public Schools. Professional development workshop facilitator for monthly meetings. January 2001 – present.

Seven Characteristics of Nine Highly Effective Schools in Mathematics that Serve Low Income Communities. Invited presentation made to the Board of the Coalition for Excellence in Science and Math Education, Albuquerque, NM, August 2004.

Characteristics of Highly Effective Schools that Serve Low Income Communities. Invited presentation made to the faculty of Navajo Elementary School, Albuquerque, NM, July 2004.

Seven Characteristics of Nine Highly Effective Schools in Mathematics that Serve Low Income Communities. Invited presentation made to administrators at schools participating in the National Science Foundation funded Coalition of Educators for Native American Children (CENAC), Santa Fe, NM, June 2004.

Rendimientos Altos en Escuelas de Comunidades Pobres. Invited presentation made to the Paraguayan Mathematics Society, Asuncion, Paraguay South America, October 2003.

Introduccion al CGI—Metodo de Instruccion Cognitiva. Invited presentation made to the Paraguayan Mathematics Society, Asuncion, Paraguay South America, October 2003.

Title II workshops for Secondary Mathematics Teachers, Albuquerque Public Schools. Professional development workshop facilitator for monthly meetings. September 2000 – May 2003.

Graphing in the 21st Century. Coalition of Educators of Native American Children Conference. Santa Fe, NM, January 2002.

Mathematics Scholar, Roosevelt Elementary School, Bernalillo Public Schools. Professional development workshop facilitator. September 2001 – May 2003.

Professors Discuss guidelines from CBMS on The Mathematical Education of Teachers. Workshop facilitator, New Mexico Collaborative for Excellence in Teacher Preparation (NM-CETP) Fall Conference, Ruidoso, NM, September 2001.

**Invited (non-refereed) Papers/Presentations to Professional Audiences
(continued):**

Pedagogy of Place. Invited presentation at the First Annual Meeting of the National Science Foundation Rural Systemic Initiatives, Albuquerque, NM, March 2001.

Prospective Mathematics Teachers Content Knowledge. Invited presentation at a conference co-sponsored by the Southwest Educational Development Labs and the Albuquerque Public Schools, Albuquerque, NM, February 2001.

Jemez Pueblo Mathematics Institute. Five day workshop for teachers at San Diego/Riverside School. Focus of workshop was on K-8 mathematics curricula and assessment. Jemez Pueblo, NM, June 2000.

Trabajo Colaborativo Docente y Una Experiencia Inovadora en Las Matemáticas. Full day workshop for Chilean educators as part of Latin American Programs in Education's program entitled, "Action Research and Educational Technology in Curricular Innovation." Albuquerque, NM, November 1999.

Alignment of Mathematics Curricula with Standards. Presented full-day workshop in Spanish for the American Association for the Advancement of Science. Participants included teachers and leaders in mathematics education in Panama, Central America. Panama City, Panama, Central America. April 1999.

Alignment of Mathematics Curricula with Standards. Presented two, full-day workshops in Spanish for the American Association for the Advancement of Science. Participants included leaders in mathematics education in Panama, Central America. Washington, DC. January 1999.

Introduction to Cognitively Guided Instruction. The Fabric of Literacy: Weaving Science and Math Throughout Rio Rancho Public Schools, Rio Rancho, NM, November 1998.

The Politics of Mathematics Education Reforms. Presented to the Latin American Programs in Education, University of New Mexico, Albuquerque, NM, October 1998.

Interactive Demonstration of the Learnline Distance Education Platform. Presented at the MASTEP (NSF) Technology Conference, San José, CA, May 1997.

Children's Natural Strategies to Solve Mathematics Problems: Introduction to the Cognitively Guided Instruction Program. Center for Research in Mathematics Education, San José State University. San José, CA, October 1996.

**Invited (non-refereed) Papers/Presentations to Professional Audiences
(continued):**

Portfolios, Self-Assessment and Peer Assessment. Invited talk, presented in collaboration with Sheila Conry for the East Side Union High School District, San José, CA, October 1996.

Alternativas en Evaluación de Educación Matemática. Invited talk, Engineering Department, Universidad de San Carlos de Guatemala, Guatemala City, Guatemala, Central America, July 1995.

Wisconsin Mathematics Performance Assessment Tasks. Invited talk, National Science Foundation funded San José Mathematics Leadership Project, San José, CA, June 1995.

School Mathematics Performance Assessment: How it Differs from Traditional Assessments and Some Examples. Invited talk, Mathematics Department, University of Texas at El Paso, El Paso, TX, April 1995.

Teacher Reactions to the Assessment Standards, and Their Use of Equitable Assessment Activities. Invited talk, Mathematics Education Assessment Group at the American Educational Research Association Annual Meeting, New Orleans, LA, April 1994.

Presentations to Lay, Para-Professional, Miscellaneous Audiences:

Reaching for the S.T.A.R.S. Presented to students from the Tesuque Pueblo, Bernalillo, NM, August 2004. Goal of event was to motivate Students to Take Action and Responsibility in School.

Highly Effective Schools that Serve Low-Income Communities. Presented on Albuquerque Public School co-Superintendent Tom Garrity's radio show, "School Talk" on KANW (89.1 FM), April 2004.

Distinguishing Characteristics of Nine Highly Effective Schools in Mathematics that Serve High Poverty Communities. Presented as part of the College of Education Spotlight on Research series, February 2004.

Mathematics Reforms in K-12 Schools. Presented to Jackson Middle School Parent Advisory Committee in Mathematics. Albuquerque, NM, November 1999.

Mathematics Reforms in K-12 Schools. Presented to parent group at Hacienda Elementary School, San José, CA, April 1997.

EDITORIAL BOARDS/REVIEW ACTIVITIES

Reviewer for “Urban Education.” Reviewed manuscript entitled, “What Explains the Spike in Suspensions with Transition to Middle Schools? Fall 2005.

Reviewer for the National Science Foundation (NSF). Reviewed proposal entitled, “First International Mathematics Teacher Education Study,” submitted by Principals at Michigan State University, Spring 2005.

Reviewer for the *American Educational Research Journal* (AERJ). Spring & Fall 2000.

Reviewer for Research in Mathematics Education Special Interest Group of AERA (RME-SIG). On-going.

Reviewer for *American Educational Research Association*, Division K: Teaching and Teacher Education. On-going.

Reviewer for “Mathematics Teacher.” On-going.

Reviewer for “Journal of Research in Mathematics Education.” On-going.

Reviewer for the Psychology of Mathematics Education - North American chapter. On-going.

Reviewer for Southwest Junior Science and Humanities Symposium competition. Spring 1999 & Spring 2000.

Reviewer for the Decimocuarta Reunión Latinoamericana de Matemática Educativa (RELME-14). Spring 2000.

Reviewer of “Focus on Math,” a booklet describing the new ELM mathematics examination to be used at all California State University campuses, Fall 1998.

PROPOSALS

Extra-mural:

“Center for the Mathematics Education of Latinos/as” (CEMELA). Co-Principal Investigator with Dr. Sylvia Celedon-Pattichis. Funder: National Science Foundation (NSF), Center for Learning and Teaching (CLT). Amount funded as of August 1, 2004 is \$10 million for four collaborating universities: University of New Mexico, University of Arizona, University of California at Santa Cruz, University of Illinois at Chicago. Total value of the grant awarded to UNM over five-year duration of grant is \$1,359,936. Grant will fund one Post-Doctoral student and seven Ph.D. students in mathematics education/bilingual education for four consecutive years each. Duration of project: August 2004 – July 2009.

The Hewlett-Packard Company (HP) and the University of New Mexico (UNM) High-Achieving Schools Initiative. Nine high-achieving, low-income secondary public schools across the United States were selected to receive recognition for outstanding academic achievement, particularly in mathematics. UNM faculty conducted research in 2002-2003 to understand salient features of the high-achieving schools that academically distinguish them from other low-income schools, particularly in mathematics. Total value of the grant awarded to UNM by HP is approximately \$400,000. Co-Principal Investigators: Dean Vi Florez and Richard S. Kitchen. Funded .5 GA and Part-time Project Coordinator.

2001 University of New Mexico Mathematics Academy. Three-week mathematics academy for 28 secondary teachers in Gallup, NM, June 18-July 6, 2001. Follow-up monthly meetings held during 2001-2002 academic year. Funded by the U.S. Department of Education (Year 1: \$1.19 million; Year 2: \$830,000). Co-Principal Investigators: Dean Vi Florez and Dr. Anne Madsen.

2002 University of New Mexico Mathematics Academy. Three-week mathematics academy for 34 secondary teachers in Albuquerque, NM, June 10-28, 2002. Follow-up monthly meetings held during 2002-2003 academic year.

2003 University of New Mexico Mathematics Academy. Three-week mathematics academy for 42 secondary teachers in Albuquerque, NM, June 2-20, 2003. Follow-up monthly meetings held during 2003-2004 academic year.

2004 University of New Mexico Mathematics Academy. Three-week mathematics academy for 30 secondary teachers in Albuquerque, NM, June 14-July 2, 2004. Follow-up monthly meetings held in fall of 2004.

“School-University Collaborative to Support First Year Teachers and Promote Problem Solving with Technology in the K-12 Mathematics Classroom.” Eisenhower grant funded by the New Mexico Commission of Higher Education for \$34,400. August 2000 – May 2001. Funded .25 GA.

Extra-mural proposals (continued):

New Mexico Collaborative for Excellence in Teacher Preparation (NM-CETP) Grant. Recruited professors from the College of Arts and Sciences to submit proposals for course reforms. Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001. \$67,556 for two years.

NM-CETP Grant. Reform of Elementary Mathematics Content and Methods Courses. Coordinated with Dr. Julie DePree, UNM-Valencia. Funded Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001 and 2001-2002 academic years. \$38,884 for two years (\$19,442/year).

NM-CETP Grant. Future K-12 Mathematics and Science Teachers Club. Funded Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001 and 2001-2002 academic years. \$7145/year.

NM-CETP Grant. Coordinated project to send select UNM students to national conferences in mathematics and science education. Spring 2002. \$9,500.

NM-CETP Grant. Coordinated Collegial Coaching Workshops for cooperating teachers in our program with Sue Lloyd. Fall 2000 - Spring 2001. \$9,500 for one year.

NM-CETP Grant. Coordinated Early Field Experience for secondary mathematics and science teachers. Fall 1999 – Spring 2000. \$5400.

NM-CETP Grant. Helped coordinate Collegial Coaching Workshops for cooperating teachers in our program with Sue Lloyd. Fall 1999 - spring 2000. \$9,500.

NM-CETP Grant. Recruited several teams from the College of Arts and Sciences to submit proposals for course reforms. Wrote mini-grant application form. Reviewed proposals with Dr. Kathryn Powell. Fall 1999. \$22,176.

“Intervention/Prevention of the High Dropout Rate in New Mexico Schools, With Emphasis on Hispanics and Native Americans.” Research grant co-sponsored by the New Mexico Research and Study Council, the New Mexico Coalition of School Administrators, the New Mexico School Boards Association and the New Mexico State Department of Education. Co-principal investigator with Dr. Diane Torres Velasquez. Fall 1998 – Spring 1999. Funded .25 GA for 1998-1999 academic year. \$8,000.

CONSULTING EXPERIENCE

Socorro Consolidated Schools. Conducted training for all elementary school teachers in district in Cognitively Guided Instruction (CGI) and went to all four elementary schools in district to model CGI instruction in teachers' classrooms. Fall 2004 – Spring 2005.

Bernalillo Public Schools. Conduct monthly professional development workshops for K-12 mathematics cadre leaders. January 2001 – present.

Northern New Mexico Mathematics Institute. Conducted an intensive week-long professional development institute for secondary mathematics teachers. Funded by Los Alamos Labs. Espanola, NM, August 2004. Conducted full day follow up workshop for Institute participants in November 2004.

Northern New Mexico Mathematics Institute. Conducted an intensive week-long professional development institute for secondary mathematics teachers. Funded by Los Alamos Labs. Espanola, NM, August 2005. Conducted full day follow up workshop for Institute participants in November 2005.

Albuquerque Public Schools. Conducted monthly professional development workshops for Albuquerque Public School mathematics leaders from every APS middle school. Fall 2002 – Spring 2003.

Albuquerque Public Schools. Conducted monthly professional development workshops for Albuquerque Public School mathematics leaders from every APS middle and high school. Fall 2000 – Spring 2002.

Wingate High School, Ft. Wingate, NM. Conducted professional development workshops for mathematics faculty. Fall 2002 – Spring 2003.

Roosevelt Elementary School, Bernalillo, NM. Mathematics Scholar in Residence. Conducted professional development workshops and was instructor of on-site mathematics course in spring of 2002. Fall 2001 – Spring 2002. Conducted on-site mathematics course on Cognitively Guided Instruction (CGI) in spring 2003. Continued to conduct on-site professional development workshops in spring of 2004.

Republic of Mexico, Mathematics Education Project. Collaborator on Mexican research project in mathematics education led by Dr. Eduardo Mancera to understand characteristics of highly effective mathematics teachers. Fall 2002 – Spring 2003.

American Association for the Advancement of the Sciences, Project 2061. Researcher on Assessment Alignment Project. Fall 2000 – Spring 2002.

Urban Institute. Mathematics Education Researcher on Effective Schools Research Project. Fall 2000 – Fall 2002.

Consulting Experience (continued):

American Association for the Advancement of the Sciences, Project 2061 Workshop Provider – Mathematics Leader of workshops held in Washington, DC and Panama City, Panama for Panamanian leaders in mathematics education. Fall 1998 – Spring 1999.

American Association for the Advancement of Science (AAAS), Project 2061. Assessment Analysis Project Participant. Fall 1999 – Spring 2000.

General Education Diploma (GED) Test Specifications Committee Member. Helped establish guidelines for the GED mathematics tests for years 2000 - 2006. 1997 – 1998.

GED mathematics test item writer. 1999.

New Mexico Mathematics, Engineering, Science Achievement (NM-MESA). Conducted workshops for teachers and students in mathematics education. Fall 1999 – Spring 2001.

Jemez Pueblo San Diego, Riverside Public Charter School. Mathematics Consultant. Fall 1999 – Spring 2001.

San Mateo/Foster City School District. Consultant - Performance Assessment and general issues in assessment. 1997 – 1999.

SERVICE

Service to the Profession:

President, New Mexico Council of Teachers of Mathematics. Fall 2002-Fall 2004.

Interim Chair, TODOS Publications Committee. TODOS: Mathematics for ALL is a national organization that advocates for high quality mathematics education for all students, in particular Latino/Hispanic students. Spring 2003 – Fall 2003.

Chair, TODOS Publications Committee. TODOS: Mathematics for ALL. Fall 2004-present.

Board Member, New Mexico Council of Teachers of Mathematics. 1999 – present.

Psychology of Mathematics Education – North American Chapter, Program Committee Member, Twentieth Annual Meeting. 1998.

Service to the University:

Mathematics, Science, Environmental and Technology Education (MSET) Program Coordinator. Fall 2004 - present.

Ph.D. Dissertation Committee Member for Mary Jo Daniel, Spring 2005.

CEMELA Post Doc Hiring Committee Chair. Spring 2005.

Participant, Writing Across the Curriculum Forum at UNM, Spring 2005.

Recruited three (3) CEMELA Research Assistants to begin working on the project in Fall 2005. Spring 2005.

Panel Member, Dr. Lyn Oshima's promotion to associate professor. Fall 2004.

Ph.D. Dissertation Committee Member for Susan Payne, Fall 2004.

Recruited CEMELA Project Assistant to serve as local evaluator on project. Fall 2004.

UNM Freshman Convocation Ceremony faculty participant. August 2004.

Mathematics, Science, Environmental and Technology Education (MSET) Program Committee Member. Fall 1998 - present.

Advisor; Secondary Mathematics and Science Teacher Education Program. Spring 1999 - present.

Advisor; K-8 Licensure Program, Mathematics Endorsement. Fall 2001 - present.

Secondary Education Committee Member. Spring 1999 – Spring 2001, Spring 2003.

MSET M.A. & Ph.D. Programs Advisory Committee Member. Fall 1999.

University Curriculum Committee, substituted for Dr. Kathryn Watkins. Fall 1998.

College of Education (CoE) Technology Planning Committee Member. Spring 1999 – Spring 2000.

CoE Undergraduate Committee Member, Fall 2000-Spring 2003.

Coordinator, Secondary Mathematics and Science Teacher Education Program. Fall 1999 – Spring 2001.

Service to the University (continued):

Recruited local teachers into M.A. program in mathematics, science and technology education at meetings conducted by MSET faculty in Albuquerque. Fall 2002, Spring 2003, and Spring 2004.

CoE Secondary Teacher Education Program. Interviewed potential candidates for program with CoE faculty. Spring 2000 – Spring 2002.

CoE Elementary Teacher Education Program. Interviewed potential candidates for program with CoE faculty. Spring 1999 and Spring 2000.

CoE Educational Technology MA Program. Interviewed potential candidates with CoE faculty. Spring 1999.

CoE Technology and Education Center Hiring Committee Member. Dr. William Bramble, Chair. Fall 1999.

Served on hiring committee for tenure-track position in mathematics education in Department of Mathematics & Statistics. Spring 2002.

New Mexico Collaborative for Excellence in Teacher Preparation (NM-CETP) Grant. Scholarship Award Coordinator. Spring 2001 – Spring 2002.

NM-CETP Grant, Scholarship Committee Member. Spring 1999 – Spring 2000.

NM-CETP Grant Implementation. Coordinated development of Future K-12 Mathematics and Science Teachers Club. Funded Fall 2000 – Spring 2002. Funded .25 GA for 2000-2001 academic year. \$7145/year.

NM-CETP Grant Implementation. Coordinated program to fund course reforms undertaken by faculty in the College of Arts and Sciences. Fall 2000 – Spring 2002. \$67,556/two years.

NM-CETP Grant. Coordinated Travel Funds for K-12 Preservice Mathematics and Science Teachers to Attend National Professional Conferences. Spring and Fall, 2000. \$19,000 for two years (\$9500/year).

NM-CETP Grant Implementation. Helped coordinate Collegial Coaching Workshop for cooperating teachers in Secondary Mathematics and Science Teacher Education program with Sue Lloyd. Fall 2000. \$19,000 for two years.

Service to the Community:

Invited Participant, K-12 Professional Teacher Development: Building on the Math and Science Academy Model sponsored by U.S. Senator Jeff Bingaman, U.S. Congressman Tom Udall, N.M. Congressman Jerry Costello, and the Los Alamos National Laboratory Foundation. May 2005.

Facilitator for Mathematics Faculty at UNM-Gallup involved in reforming the Math 111, 112, 215 sequence for prospective elementary school teachers. Spring 2000 – Spring 2001.

Board Member, New Mexico Mathematics and Science Partnership. Fall 2000-Fall 2004.

State of New Mexico, Department of Education Presidential Awards for Excellence in Mathematics and Science Teaching Program, Committee Member. Spring 1999.

New Mexico Mathematics and Science Partnership Committee Member. Fall 1999 – present.

Public Service

Developed a K-12 Vision and Strategic Plan for Mathematics for the Bernalillo School District in collaboration with the district-wide Math Cadre Members. Presented this plan to meeting of district principals. Fall 2004.

APS Mathematics Teachers Articulation Meeting Facilitator. District-wide meeting, January 2002.

Workshop coordinator, Hewlett-Packard/UNM High Achieving Schools Initiative. Coordinated three-day workshop for participating teams from the nine high achieving secondary-level schools that served low income communities throughout United States that were selected to participate in grant initiative. August, 2002.

Facilitator, HP/UNM High Achieving Schools Initiative. With use of HP Virtual Classroom, conducted monthly training for teachers from nine participating schools on the integration of the technological capabilities of the HP Wireless Mobile Classroom. Fall 2002 – Spring 2003.

Consultant for mathematics teachers at Highland High School who implemented reforms in mathematics, Spring 2002.

Wrote Teacher Survey to be administered to mathematics teachers in the Northern New Mexico Network for research purposes. Fall 2001.

Public Service (continued):

Recruited Mr. Chris Barbic, Principal of YES College Preparatory School in Houston Texas to present at a colloquium for the College of Education. YES College Prep is one of the participating schools in the HP High Achieving Schools Initiative. Mr. Barbic also made presentations at NMSU, to teachers in Las Cruces, and Albuquerque Public School teachers. Spring 2003

Classroom coach for two teachers at San Diego/Riverside School, Jemez Pueblo. Spring 2002 – Spring 2002.

Conducted two professional development workshops for Freshman Academy teachers at Albuquerque High School, December 2001 and January 2002.

Contributor, Bernalillo Public Schools National Science Foundation grant proposal for \$5 million in mathematics education (not funded). Spring 2001.

Contributor, Albuquerque Public Schools National Science Foundation Urban Systemic Program grant proposal for \$10 million in mathematics education (not submitted to NSF). Spring 2001 and Spring 2002.

Contributor, New Mexico MESA National Science Foundation grant proposal for \$10 million in mathematics education (not funded). Spring 2002.

Workshop leader, New Mexico Mathematics, Engineering, Science Achievement (NM-MESA) Buddies Program. Fall 1999 – Spring 2002.

Jemez Pueblo San Diego, Riverside Public Charter School. Mathematics Support Person. Fall 1999 – Spring 2002.

Jemez Pueblo San Diego, Riverside Public Charter School. Conducted five-day professional development workshop for teachers at school. June, 2000.

New Mexico MESA Statewide Jamboree Judge. Spring 1999 and Spring 2000.

Mathematics workshop leader, Chilean educators project. Project sponsored by the Latin American Programs in Education (LAPE). Fall 1999.

“Circles of Support” CD-ROM Contributor. “Circles of Support,” a two-volume CD-ROM was the result of a three-year partnership between the Bernalillo Public Schools and CoE faculty. Fall 1999.

Recruited Dr. Gerald Kulm, Texas A&M University to present at a colloquium for the College of Education and the Department of Mathematics & Statistics, Fall 1998. Dr. Kulm also worked with students in Project RICO and students in the Secondary Mathematics and Science Teacher Education Program.

Public Service (continued):

Attended New Mexico MESA/University of New Mexico Leadership Luncheon. Spring 1999 and Fall 1999.

Taught mathematical problem solving at Georgia O’Keeffe Elementary School (APS) to first and second graders. Fall 1999 - Spring 2000.

Taught mathematical problem solving to fourth and fifth graders at elementary school on the Navajo Nation. Spring 2000.

Albuquerque Public Schools Materials Adoption Committee in Mathematics. Attended meetings. Fall 1999 - Spring 2000.

Jackson Middle School Parent Advisory Committee Member. Fall 1999 – Spring 2000.

Shared Visions Grant Participant. Fall 1999 – Spring 2001.

Secondary Mathematics and Science Teacher Education Program Task Force. Recruited three APS teachers for two task force meetings to provide feedback on Program. Spring 2000.

Paid registration fees for team of eight mathematics teachers from throughout New Mexico to attend annual NCTM meeting in San Antonio, TX. Funded by the U.S. Department of Education “Academies” Grant. Spring 2003.

Paid registration fees for team of three mathematics teachers from Manzano High School (APS) to attend regional NCTM meeting in El Paso, TX. Funded by the Center for Teacher Education at UNM. Spring 2000.

Teachers Teaching with Technology (T³) grant sponsored by NM-MESA. Helped coordinate week long graphing calculator workshop. 26 participants, June, 2000.

Quality Education Awards Program Judge, New Mexico Research and Study Council. Fall 1998.

Estancia High School Career Fair Participant. Fall 1998.

MEMBERSHIPS IN PROFESSIONAL ASSOCIATIONS

American Education Research Association
California Mathematics Council
National Council of Teachers of Mathematics
New Mexico Council of Teachers of Mathematics

Memberships in Professional Associations (continued):

Sigma XI Scientific Society
TODOS: Mathematics for All

AWARDS/HONORS

President's Special Recognition Award, San José State University. December 1997.

Fulbright Senior Specialist Program Award, Council for International Exchange of Scholars, Washington, DC, Spring 2005. Taught graduate-level course in mathematics education at National Pedagogical University "Francisco Morazan" in Tegucigalpa, Honduras.