

Fall 2016 Newsletter

SIG-RME Executive Board

Co-Chairs

Ilana Horn
Vanderbilt University
2015 – 2017

Ruth Heaton
University of Nebraska-Lincoln
2016 – 2018

Treasurer

Mariana Levin
Western Michigan University
2016 – 2018

Communications

Hala Ghouseini
University of Wisconsin-Madison
2015 – 2017

Electronics

Meghan Shaughnessy
University of Michigan
2015 – 2017

Awards

Imani Masters Goffney
University of Maryland
2016 – 2018

Events

Paula Guerra
Kennesaw State University
2015 – 2017

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SIG-RME Election

The time for the SIG-RME officer elections is approaching. This year, we are holding elections for four Board positions: (1) Co-Chairperson, (2) Communications, (3) Electronics, and (4) Events board members. Terms will run from April 2017– April 2019. The duties of officers are summarized below and also posted on the SIG-RME website (<http://www.sigrme.org/duties.htm>). SIG-RME members will receive instructions for the electronic voting procedure in an email from AERA in early January.

Officer Candidate Biographies

Co-Chair Position Description

The co-chair serves for two years, first as the junior and then senior co-chair. The senior co-chair presides over meetings of the executive board and at the membership during the SIG annual business meeting. In addition, each co-chair has specific duties related to conference organization. During the first year of service, the co-chair's primary responsibility involves liaising with the NCTM Research Committee to plan the NCTM Research Conference, including determining speakers for the opening and plenary addresses. During the second year of service, the co-chair's responsibilities include: general administration of the SIG-RME, serving as the program chair for the SIG-RME sessions for the AERA annual meeting, and liaising between the SIG and AERA. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

Candidates for Co-Chair

Amy Ellis is an associate professor of mathematics education in the Department of Mathematics and Science Education at the University of Georgia. Amy's scholarship is focused on supporting students' learning in middle school and high school. She studies student reasoning, particularly as it relates to algebra, generalization, and proof, as well as teachers' pedagogical practices aimed at fostering meaningful student engagement. Amy has received thirteen grants from national and state organizations including the National Science Foundation and the Institute of Education Sciences, and she currently serves as the PI or co-PI on three NSF-funded projects investigating students' algebraic reasoning, conjecturing, and proof practices. Part of her current work includes scaling up findings from twelve years of teaching experiment studies to the whole-classroom level, in which she works with middle school teachers to support their implementation of research-based units fostering students' understanding of function. Amy maintains a strong interest in issues of equity and social justice, which informs her work with students, teachers, and school districts. Amy has published articles in numerous journals, including the *Journal for Research in Mathematics Education*, the *Journal of the Learning Sciences*, *Cognition and Instruction*, the *Journal of Mathematical Behavior*, *Mathematical Thinking and Learning*, the *International Journal of Research in Undergraduate Mathematics Education*, the *Mathematics Teacher*, *Mathematics Teaching in the Middle School*, and *Science*. In addition, Amy has published three book on mathematics for practicing teachers as part of NCTM's *Essential Understandings Project*. Amy recently served as the co-editor of the Informing Practice department for *Mathematics Teaching in the Middle School*, she has been a strand leader and a steering committee member for PME-NA, and she has served as the co-chair of Division C (Learning and Instruction) Section 3 (Mathematics) for AERA. At the University of Georgia, Amy teaches

methods and content courses for pre-service secondary teachers, as well as graduate seminars on learning theories.

Sarah Lubienski is a professor of mathematics education at the University of Illinois at Urbana-Champaign. Her research focuses on inequities in students' mathematics outcomes and the policies and practices that shape those outcomes. She conducts large-scale analyses of national datasets as well as smaller, classroom-based studies, with an eye toward differences in learning experiences and opportunities by gender, race/ethnicity, and social class. Sarah has chaired the NAEP Studies SIG of AERA, and is a member of the AERA Grants Governing Board. She also chaired the Editorial Panel of the *Journal for Research in Mathematics Education (JRME)*, and now serves as its book review editor. Sarah is PI of the University of Illinois Postdoctoral Research Training Program in Mathematics Education, funded by IES. Her work has also been funded by NSF, the National Center of Education Statistics, and Fulbright. Sarah co-authored the book, *The Public School Advantage: Why Public Schools Outperform Private Schools*, which links mathematics education reform with public school students' relatively high achievement, winning a 2015 American Publisher's Award for Professional and Scholarly Excellence. Sarah has also published in prominent journals spanning mathematics education, psychology, and education policy, including *JRME*, *Journal of Mathematics Teacher Education*, *Mathematical Thinking and Learning*, *Educational Researcher*, *American Educational Research Journal*, *Developmental Psychology*, *Elementary School Journal*, *Educational Policy and Educational Leadership*. In addition to her 20 years as a researcher and mathematics teacher educator, Sarah has extensive administrative experience, including her recent role as Interim Dean of the University of Illinois Graduate College.

Communications Board Member Position Description

The Communications Board Member's primary responsibilities are coordinating communication among the board and members of SIG-RME and preparing and distributing the SIG-RME newsletter. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

Candidates for Communications Board Member

Kristin Lesseig is an Assistant Professor of Mathematics Education in the College of Education at Washington State University Vancouver. She earned her PhD at Oregon State University in 2011. At Washington State University, Kristin teaches elementary and secondary mathematics content and methods courses as well as doctoral level courses focused on research in mathematics and science learning. Kristin's research focuses on mathematical knowledge for teaching proof and the design of professional learning experiences that can support teachers' ability to promote mathematical reasoning in middle and high school classrooms. Her research on promoting mathematical reasoning informs and is informed by her professional development work and efforts to embed practice-based experiences into secondary mathematics teacher preparation. Recent publications include articles in *Journal of Mathematics Teacher Education*, *Mathematics Teacher Educator*, *School Science and Mathematics*, *Mathematics Teacher Education and Development* and the *Middle School Journal*. Kristin served as principal investigator on a 3-year Math Science

Partnership grant designed to support middle grades teachers in implementing STEM Design Challenges aligned with CCSSM and NGSS content and practice standards. Kristin continues to collaborate with colleagues at Washington State University on STEM related projects.

Niral Shah is an Assistant Professor in the Department of Teacher Education at Michigan State University. He earned a Ph.D. in Mathematics Education at the University of California, Berkeley, and was a postdoctoral fellow in the IES-funded Research in Cognition and Mathematics Education (RCME) program at the University of California, Berkeley. Niral's research focuses on issues of race in mathematics education, particularly the role of racial narratives in everyday classroom interaction. He was a recipient of a National Academy of Education/Spencer Dissertation Fellowship, and was a Best Paper Nominee at the International Conference of the Learning Sciences (2014). Currently, he serves on the Association of Math Teacher Educator's (AMTE) Steering Committee for the STaR (Service, Teaching, and Research) program, and was the AERA SIG-RME's STaR fellow (2016). His work has been published in *Human Development* and the *Journal of African American Males in Education*, and is slated to appear in *Teachers College Record* and the *Compendium for Research in Mathematics Education*.

Electronics Board Member Position Description

The Electronics Board Member's responsibilities include: maintaining the SIG-RME website (e.g., posting announcements, updating news, posting position announcements), and coordinating aspects of the SIG-RME Officer Election (e.g., soliciting nominations, assembling the election slates). For a full description of duties, see <http://www.sigrme.org/duties.htm>.

Candidates for Electronics Board member

Katherine Lewis is an assistant professor at the University of Washington's College of Education. She earned her Ph.D. in mathematics education at University of California, Berkeley. Her research lies at the intersection of math education and special education and is concerned with understanding the nature of mathematical learning disabilities. Her work centers on an understanding of disability in terms of cognitive difference rather than deficit. She was awarded an NAEEd Spencer Postdoctoral Fellowship to explore the difficulties that college students with mathematical learning disabilities experience when learning algebra. She has published in journals such as, *Journal for Research in Mathematics Education*, *Learning Disabilities Quarterly*, and *Journal of Education*. She serves on the editorial boards for *American Educational Research Journal* and *Intervention in School and Clinic*. Katherine has extensive experience in website design and development; she holds a masters in multimedia systems from Trinity College Dublin and worked as a web developer for four years.

Tesha Sengupta-Irving is an Assistant Professor of Mathematics Education and the Learning Sciences at Vanderbilt University's Peabody College of Education and Human Development. Dr. Sengupta-Irving completed her PhD in Mathematics Curriculum and Teacher Education at Stanford University and completed her postdoctoral studies at the

UCLA Graduate School of Education & Information Sciences. Dr. Sengupta-Irving's scholarship centers around three interrelated objectives: 1) to challenge the association of neoliberalism, white supremacy, and heteronormativity with mathematics by working interdisciplinarily to articulate a vision and practice of humanistic mathematics; 2) to understand how mathematics curriculum can be designed to better capitalize on the curiosities and experiences of children from nondominant backgrounds; and 3) to create new knowledge related to the cultivation of productive and democratic mathematics learning communities. Dr. Sengupta-Irving's work has appeared in the *Journal of the Learning Sciences*, *Journal of Mathematical Behavior*, and *Mathematical Thinking and Learning*. She is currently PI on a Nicholas Foundation sponsored project investigating how the proliferation of engineering design in schools may provide a unique gateway for teachers and students to center their attention on learning that promotes solutions to human problems in the everyday.

Events Board Member Position Description

The Events Board Member's primary responsibilities are working with the Chair to arrange a meeting of the SIG-RME Board with the members at both the NCTM annual research meeting and at the annual AERA meeting, and taking notes during those meetings.

Candidates for Events Board member

Karl Kosko is an assistant professor of mathematics education at Kent State University. Prior to his appointment at Kent State, Dr. Kosko was a postdoctoral fellow at the University of Michigan with the G.R.I.P. (Geometry, Reasoning, & Instructional Practices) research group. He received his Ph.D. in 2010 at Virginia Tech. His research focuses on how mathematical meaning is conveyed, and the influence of individual and social factors on the conveyance of mathematical meaning. This includes work on whole class mathematical discussion and mathematical argumentative writing. Dr. Kosko has published in several peer-reviewed journals including, the *Journal of Mathematical Behavior* (JMB), the *Journal of Mathematics Teacher Education* (JMTE), *Mathematics Education Research Journal* (MERJ), *School Science and Mathematics* (SSMJ), and others. Dr. Kosko is an active member of AERA, having served two years as section co-chair for Division C – Section 1c (Mathematics), and being a long time reviewer for SIG-RME conference proposals. Additionally, he is a member of the 2013 STaR (Service, Teaching and Research Program) cohort, a 2015-2017 LessonSketch Mathematics Teacher Education Research and Development Fellow, and a 2015-2016 Kent State Teaching Scholar.

Nicole Louie is an Assistant Professor of Mathematics Education in the College of Education at the University of Texas at El Paso. She earned her PhD in mathematics education at the University of California, Berkeley and was a NAEd/Spencer Foundation Dissertation Fellow in 2014-2015. Her research investigates mathematics teacher learning for equity, with a focus on how teachers learn to redefine what it means to do mathematics and who can be mathematically smart. Her dissertation won an Outstanding Dissertation Award from AERA's Division K: Teaching and Teacher Education. Her work has been published in *Teaching and Teacher Education* and is in press with *Teachers College Record*. Additionally, she co-edited *Mathematics for Equity: A Framework for Successful Practice*,

working with both scholars and teachers to produce a volume examining equitable teacher and student learning at Railside High School (co-published in 2014 by Teachers College Press and NCTM).

SIG-RME Website

Please check our website at <http://www.sigrme.org> and our Facebook page for information related to SIG-RME announcements, positions available, upcoming conferences, and much more.

If you have any information you think should be posted on the SIG-RME website, please contact Meghan Shaughnessy at < mshaugh@umich.edu >.

The SIG-RME Annual Membership Directory is available on the AERA website (www.aera.net). Once you login to your AERA account, you can find the directory under “Member Resources”.

Membership Dues and Contact Information

Remember to renew your SIG-RME membership when you renew your AERA membership. SIG-RME dues are processed by AERA, making membership periods the same for both AERA and the SIG. All SIG-RME members must also be active members of AERA. *Our membership numbers impact the number of sessions we get at the AERA annual meeting. The more members, the more SIG-RME slots in the AERA program!*

If your mailing address or other contact information is incorrect, please update your contact information through the AERA website.

AERA 2017 Annual Meeting Information

<http://www.aera.net/EventsMeetings/AnnualMeetin/tabid/10208/Default.aspx>

The 2017 AERA Annual Meeting will be held Thursday, April 27 - Monday, May 1st, 2017, in San Antonio, TX. The theme is “*Knowledge to Action: Achieving the Promise of Equal Educational Opportunity.*”

There were 128 proposals submitted to SIG-RME, 19 symposium proposals and 109 individual proposals. We are very grateful to 75 reviewers who reviewed the proposals, including a number who agreed to review additional proposals late in the process. We received over 500 reviews. The SIG received an allocation of 13 sessions for symposia or paper sessions and 47 individual paper presentations that could be grouped into roundtable or poster formats. Overall, symposia were more strongly reviewed than individual papers, so we have proportionately more symposia sessions this year than paper sessions to make the session quality stronger overall. Some strongly reviewed papers or symposia that did not receive top ratings and had at least 3 accepts were accepted as roundtable sessions or as posters, unless the proposers did not agree to an alternative format. Papers placed in

roundtables were grouped thematically, with a chair who has expertise related to the theme. See the table below for a summary of submissions and accepted proposals.

	Symposia	Papers	RT or posters
Submitted	19	109	n/a
Accepted	11	54	7 sessions

NCTM 2017 Research Conference
<http://www.nctm.org/researchconf/>

The Research Conference is sponsored by the NCTM Research Committee and the Special Interest Group on Research in Mathematics Education of the American Educational Research Association. The NCTM Research Conference this academic year will be held in San Antonio, Texas, April 3-6, 2017.

Information about the conference is not available at this point. We will send this information at a later date.

Distinguished Scholar Award

Professor Paul Cobb of Vanderbilt University is the recipient of the SIG-RME Senior Scholar Award 2017. He will be presented the award and then speak at our membership/business meeting at AERA 2017. A reception will follow. The title of his presentation is “*What does it take to support improvements in the quality of mathematics teaching on a large scale?*”

Call for Nominations for a Graduate Student Board Member

Nominations are sought for a (non-voting) Graduate Student Representative to serve for two years on the SIG-RME board, starting in April 2017. This representative is intended to serve and represent fellow graduate student members of the SIG-RME in the American Educational Research Association (AERA). Duties of the Graduate Student Board member include:

- Participate in the SIG-RME Board meetings
- Support the SIG-RME Co-Chair with development of the AERA Annual Meeting program
- Plan and facilitate graduate student programs during the AERA Annual Meeting as well as the SIG-RME Business Meeting/Reception
- Help in the selection of the incoming SIG-RME Graduate Student Representative for the following year
- Design and disseminate announcements for upcoming programs and networking opportunities

Enrolled graduate student members of SIG-RME and AERA at large who can maintain this status for two consecutive years are eligible to serve as SIG-RME Graduate Student Representatives. Interested graduate students should submit an application package consisting of a curriculum vita and a 300-word statement on qualifications in carrying out the representative duties (including expected date of graduation) to Meghan Shaughnessy, at mshaugh@umich.edu, by **January 15, 2017**. Please disseminate this call to eligible graduate students. The duties of the graduate student representatives are listed in the bylaws online <http://www.sigrme.org/xsigbylaws01.html>.

Call for Early Career Publication Award Nominations

The Special Interest Group for Research in Mathematics Education is soliciting nominations for "**SIG-RME Early Career Publication Award**". The purpose of the Early Career Publication Award is to recognize an outstanding mathematics education research publication by an individual within six years of receiving her/his doctoral degree. The award includes a stipend of \$500, announcement in the SIG-RME newsletter and on the SIG-RME website, recognition at the annual NCTM Research Conference, and recognition at the SIG-RME Member Meeting.

Nomination Guidelines:

Your nomination materials need to include an electronic copy of the publication being nominated for the SIG-RME Early Career Publication.

Award may be based on the dissertation work of the nominee or other recent research the nominee has conducted. The nominee should be either the single author or the first author (in the case of a jointly authored paper) and the contributor of the majority of the work done on the paper. Only peer reviewed research publications are eligible for nomination; the award will not be given for a dissertation. The nominee should have received his/her doctoral degree in mathematics education no earlier than 6 years prior to the nomination deadline (i.e., no earlier than January 2011 for this year's nomination). The publication being nominated will be judged according to the following criteria: significance of research; relevance and timeliness of research question; and quality and rigor of research.

Nomination Packets

Nominations should include (and are restricted to) 2 copies of the following:

- A letter nominating the author of an early career publication.
 - Please include the name of the author, the date he/she received the doctoral degree, and the name of the institution that conferred the degree. The nominator should also include reasons that the paper should be considered as an example of an outstanding mathematics education research publication. If the article is based on the author's dissertation, please include the name of the dissertation director and complete bibliographic information about the dissertation including the dissertation abstract's number. (Self-nominations are

allowed.)

- A copy of the published paper, including complete bibliographic information;
- A copy of the Table of Contents of the journal or other peer reviewed research publication in which the paper appeared.

Please send nomination materials **no later than January 18, 2017** to Imani Goffney at igoffney@umd.edu. **Electronic submissions are required.**

**Texas A&M University
Award for Excellence in Mathematics Education**

This award intends to recognize work of lasting significance and impact in advancing mathematics education as an interdisciplinary field, linking mathematics, educational studies and practice. In particular, the award recognizes major contributions to new knowledge and scholarship, and as well, exemplary contributions in promoting interdisciplinary collaboration in mathematics education.

This annual award includes a commemorative plaque and a cash prize (\$3000). A recipient will be selected annually and will be invited to present a keynote address, with all travel expenses covered, at a workshop dedicated to advancing mathematics education. Moreover, subject to the availability of the recipient, a housing allowance and a \$5000 stipend will also be offered to the recipient to spend two weeks in residence at Texas A&M University interacting with students and faculty in seminars and informal mentoring sessions.

Deadline:

Texas A&M University invites nominations for the Award of Excellence in Mathematics Education annually. For the 2017 award, the nomination deadline is **January 1, 2017**.

Criteria:

Candidacy for the Award is open to anyone with a record of outstanding contributions in the fields of education, mathematics, and mathematics education, whose work has had a broad impact on crosscutting scholarship and/or interdisciplinary collaboration in mathematics education. Individuals of all nationalities and institutional affiliations are eligible to be nominated.

Nominations from experts in the field are preferred to institutional nominations; however, individual and self-nominations are also acceptable.

Required Materials:

- A letter of no more than three pages describing the nominee's professional experience, accomplishments, and qualifications for the award
- A brief curriculum vitae of the nominee

Submit Nomination Materials to:

tlaconward@tamu.edu or via postal mail to:

Selection Committee for the Award in Mathematics Education
(Attn: Yeping Li)

4232 TAMU
Texas A&M University
College Station, TX 77843-4232
U.S.A.

Important Dates

2016

December 2

Late deadline for Research in Undergraduate Mathematics Education Conference proposals.
Go to <http://sigmaa.maa.org/rume/Site/News.html> for further information.

2017

January 15

Nominations for Graduate Student Board member
(Meghan Shaughnessy, mshaugh@umich.edu)

January 18

Nominations for Early Career Publication Award Due
(Imani Goffney, igoffney@umd.edu)

February 9-11

Association of Mathematics Teacher Educators (AMTE) Annual Meeting
Orlando, FL (<http://www.amte.net>)

February 23-25

Research in Undergraduate Mathematics Education (RUME) Conference
San Diego, CA

April 3- 5

NCTM Research Conference in San Antonio, TX (<http://www.nctm.org>)

April 5- 8

NCTM Annual Meeting in San Antonio, TX (www.nctm.org)

April 27- May 1

AERA Annual Meeting in San Antonio, TX (<http://www.era.net>)

September 10-15

14th International Conference of the Mathematics Education for the Future Project in
Balatonfüred, Balaton lake, Hungary

August 28-September 2

17th Biennial Conference of the European Association for Learning and Instruction Tampere,
Finland (<http://www.earli2017.org>)