#### Name: W. Gary Martin

**Department:** Curriculum & Teaching **College:** Education

**Present Rank:** Professor **Years Completed in present Rank:** 15

**Years in Faculty Service at AU:** 20 **Years in Faculty Service Elsewhere:** 12

**Type of Current Appointment:** Tenured

**Pay Basis:** 9 mo.

**Graduate Faculty Status:** Level 2 **Date Awarded:** August 2002

|  |  |  |  |
| --- | --- | --- | --- |
| **Education: Institution** | **Degree** | **Major** | **Date Awarded** |
| University of Georgia | E.D. | Mathematics Education | June 1986 |
| Eastern Mennonite University | B.S. | Mathematics/Psychology | May 1977 |

|  |  |  |
| --- | --- | --- |
| **Professional Experience: Institution** | **Rank** | **Period of Appointment** |
| Auburn University | Professor | October 2005 – Present |
|  | Associate Professor | October 2000 – September 2005 |
| National Council of Teachers of Mathematics | Director of Research | August 1997 – August, 2000 |
| University of Hawaiʻi | Associate Professor | August 1993 – August 1997 |
|  | Assistant Professor | August 1988 – August 1993 |
| Northern Illinois University | Assistant Professor | August 1984 – August 1988 |
| Chesapeake (VA) Public Schools | Mathematics Teacher | August 1981 – August 1984 |

Updated April 8, 2021.

W. Gary Martin

Curriculum Vita

Allocation of Effort

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Teaching | Research | Outreach | Service |
| 2020-2021 | 36% | 30% | 22% | 12% |
| 2019-2020 | 50% | 30% | 15% | 5% |
| 2018-2019 | 50% | 30% | 15% | 5% |
| 2017-2018 | 50% | 30% | 15% | 5% |
| 2016-2017 | 50% | 30% | 15% | 5% |

Honors and Awards

Excellence in Teaching in Mathematics Teacher Education Award, Association of Mathematics Teacher Educators, 2020

Emily R. and Gerald S. Leischuck Endowed Professorship, awarded October 2008

Fellow, Southeast Conference Academic Consortium Leadership Development Program, 2008-2009

Administrative Fellow, Office of the President, Auburn University, Spring 2008

Elected, Treasurer, Association of Mathematics Teacher Educators, 2007-2010

Elected, Board of Directors, Association of Mathematics Teacher Educators, 2004-2007

Appointed, Faculty Senate Steering Committee, Auburn University, 2006-2007

Elected, Faculty Senate, Auburn University, 2003-2006

Scholarly Contributions

A. Teaching

1. Courses taught each semester (past 3 years)

|  | **Course** | **Title** | **Lecture hrs/wk** | **Lab  hrs/wk** | **Enroll- ment** |
| --- | --- | --- | --- | --- | --- |
| Spring 2021 | | | | | |
|  | CTSE 4923 | Clinical Residency: Math | 11 | 0 | 3 |
|  | CTSE 5233/5236 | Managing Middle/High School Classes: Math | 1 | 0 | 3 |
|  | CTSE 7520 | Advanced Teaching Methods in Mathematics | 3 | 0 | 4 |
| Fall 2020 | | | | | |
|  | CTSE 4030 | Methods for Teaching High School Math | 3 | 1 | 4 |
|  | CTSE 5040/6040 | Use of Technology in Math Ed | 3 | 1 | 4 |
|  | CTSE 5233/5236 | Managing Middle/High School Classes: Math | 1 | 0 | 2 |
| Spring 2020 | | | | | |
|  | CTSE 4923 | Clinical Residency: Math | 11 | 0 | 2 |
|  | CTSE 5233/5236 | Managing Middle/High School Classes: Math | 1 | 0 | 4 |
|  | CTSE 7530 | Trends and Issues in Mathematics Education | 3 | 0 | 3 |
| Fall 2019 | | | | | |
|  | CTSE 4030 | Methods for Teaching High School Math | 3 | 1 | 6 |
|  | CTSE 5040/6040 | Use of Technology in Math Ed | 3 | 1 | 6 |
| Spring 2019 | | | | | |
|  | CTSE 4923 | Clinical Residency: Math | 11 | 0 | 3 |
|  | CTSE 5233/5236 | Managing Middle/High School Classes: Math | 1 | 0 | 6 |
| Fall 2018 | | | | | |
|  | CTSE 4030 | Methods for Teaching High School Math | 3 | 1 | 12 |
|  | CTSE 5040/6040 | Use of Technology in Math Ed | 3 | 1 | 9 |

2. Graduate students whose work has been completed.

| **Student** | **Degree** | **Date** | **Role** | **Current Position** |
| --- | --- | --- | --- | --- |
| Ruby Ellis | Ph.D., Secondary Math Ed | December 2018 | Member | Assistant Professor, North Carolina State University |
| Nancee Garcia | Ph.D., Secondary Math Ed | August 2017 | Chair | Teacher, Auburn City Schools, AL |
| Denise Peppers | Ph.D., Secondary Math Ed | December 2016 | Member | Teacher, Phenix City Schools, AL |
| Christopher Parrish | Ph.D., Secondary Math Ed | August 2016 | Chair | Assistant Professor, University of South Alabama |
| Basil Conway | Ph.D., Secondary Math Ed | December 2015 | Chair | Assistant Professor, Columbus State University |
| Anna Wan | Ph.D., Secondary Math Ed | December 2013 | Member | Assistant Professor, University of Southern Mississippi |
| Luke Smith | Ph.D., Secondary Math Ed | August 2013 | Chair | Assistant Professor, Auburn University Montgomery |
| Lauretta Garrett | Ph.D., Secondary Math Ed | May 2010 | Chair | Associate Professor, Tuskegee University |
| Lora Joseph | Ph.D., Secondary Math Ed | May 2009 | Chair | Unknown |
| Mary Alice Smeal | Ph.D., Secondary Math Ed | December 2008 | Member | Assistant Professor, Alabama State University |
| April Parker | Ph.D., Secondary Math Ed | December 2007 | Member | Teacher, Phenix City Schools, AL |
| Joy Black | Ph.D., Secondary Math Ed | August 2007 | Chair | Deceased |
| Calvin McTier | Ph.D., Secondary Math Ed | May 2007 | Chair | Associate Professor, Alabama State University |
| Sarah K. Westbrook | Ph.D., Secondary Math Ed | December 2005 | Member | Retired; Adjust, Auburn University |
| John Gillis | Ph.D., Secondary Math Ed | May 2005 | Chair | Teacher, Columbus, GA |
| Massey MacAdoo | Ph.D., Secondary Math Ed | May 2005 | Member | Teacher, Atlanta, GA |
| Cindy Henning | Ph.D., Secondary Math Ed | May 2004 | Chair | Professor, Columbus State University; Dean, Honors College |
| Kimberly Henderson | Ed.S., Elementary Ed | August 2015 | Member | Teacher, Alexander City, AL |
| Lisa Lishak | Ed.S., Secondary Math Ed | December 2014 | Member | Retired |
| Erin Smith | Ed.S., Elementary Ed | December 2014 | Member | Mathematics teacher, Southside Middle School, Tallassee, AL |
| Gigi Douglas | Ed.S., Elementary Ed | December 2014 | Member | Retired |
| Michael Hodum | Ed.S., Elementary Ed | December 2013 | Member | Teacher, Coosada Elementary School, Coosada, AL |
| Joanna Hodum | Ed.S., Elementary Ed | December 2013 | Member | Teacher, Coosada Elementary School, Coosada, AL |
| Denise Peppers | Ed.S., Secondary Math Ed | May 2012 | Member | Teacher, Phenix City Schools, AL |
| Jehanara Ali | Ed.S., Secondary Math Ed | December 2011 | Member | Retired |
| Equvia Rhodes | Ed.S., Secondary Math Ed | August 2003 | Chair | Mathematics department chair, Whitewater HS, Fayetteville, GA |
| Mary Gardner | Ed.S., Secondary Math Ed | August 2010 | Member | Retired |
| Courtney Ehlert | M.Ed., Secondary Math Ed | May 2018 | Chair |  |
| Taylor Horn | M.Ed., Secondary Math Ed | August 2015 | Chair | Mathematics teacher, Tallassee HS, Tallasse, AL |
| Alana McCall | M.Ed., Secondary Math Ed | May 2015 | Chair | Not employed in education |
| Lydia East | M.Ed., Secondary Math Ed | May 2015 | Member | Mathematics teacher, Smiths Station High School, Smiths, AL |
| Russel Johnson | M.Ed., Secondary Math Ed | December 2014 | Member | Mathematics teacher, Auburn HS, Auburn, AL |
| Latoya Parkinson | M.Ed., Secondary Math Ed | December 2014 | Member |  |
| Melissa Backus | M.Ed., Secondary Math Ed | May 2014 | Member |  |
| Kelly Baal | M.Ed., Secondary Math Ed | August 2013 | Chair | Mathematics teacher, Opelika HS, Opelika, AL |
| Basil Conway | M.Ed., Secondary Math Ed | December 2012 | Chair | (see above) |
| Debra Davis-Harris | M.Ed., Secondary Math Ed | December 2012 | Chair | Mathematics teacher, Millbrook Middle School, Millbrook, AL |
| Stacy Royster | M.Ed., Secondary Math Ed | May 2012 | Member | Technology coordinator, Opelika City Schools, Opelika, AL |
| Kelli Watkins | M.Ed., Secondary Math Ed | December 2011 | Member |  |
| Brooke Barron | M.Ed., Secondary Math Ed | May 2011 | Member | Department chair, Tallassee HS, Tallasse, AL |
| Kimberly Houser | M.Ed., Secondary Math Ed | May 2011 | Member | Not employed in education |
| Bradley Bearden | M.Ed., Secondary Math Ed | August 2012 | Chair | Mathematics teacher, Dadeville HS, Dadeville, AL |
| Elizabeth Hammonds | M.Ed., Secondary Math Ed | May 2012 | Chair | Math specialist, Alabama State Department of Education |
| Catherine Carrigan | M.Ed., Secondary Math Ed | May 2012 | Chair | Mathematics instructor, Connecticut |
| Candice Lifsey | M.Ed., Secondary Math Ed | December 2010 | Chair |  |
| David Andrews | M.Ed., Secondary Math Ed | May 2009 | Member |  |
| Jennifer Murdoch | M.Ed., Secondary Math Ed | May 2009 | Member |  |
| Charmaine Cureton | M.Ed., Secondary Math Ed | May 2009 | Member |  |
| Justin Yeager | M.Ed., Secondary Math Ed | May 2009 | Member | Mathematics teacher, Auburn HS, Auburn, AL |
| Jon Alan Pope | M.Ed., Secondary Math Ed | May 2008 | Member |  |
| Beth Williams | M.Ed., Secondary Math Ed | December 2007 | Chair | Mathematics teacher, Drake Middle School, Auburn, AL |
| Carol Gudauskas | M.Ed., Secondary Math Ed | December 2007 | Member | Mathematics instructor, Southern Union Community College |
| Ethan Mynard | M.Ed., Secondary Math Ed | December 2007 | Member |  |
| Jehanara Ali | M.Ed., Secondary Math Ed | December 2006 | Member | (see above) |
| Mark VanHooser | M.Ed., Secondary Math Ed | December 2006 | Member |  |
| Ashley Seng | M.Ed., Secondary Math Ed | December 2006 | Chair |  |
| Beth Hickman | M.Ed., Secondary Math Ed | December 2005 | Chair | Director, AMSTI-Auburn, Auburn, AL |
| Nancee Garcia | M.Ed., Secondary Math Ed | December 2005 | Chair | Teacher, Auburn HS, Auburn, AL |
| Ashley Wallsmith | M.Ed., Secondary Math Ed | May 2006 | Member |  |
| Elissa Vallery | M.Ed., Secondary Math Ed | August 2004 | Chair |  |
| Kerri Spence | M.Ed., Secondary Math Ed | August 2004 | Member |  |
| Sarah Valentine | M.Ed., Secondary Math Ed | May 2004 | Member |  |
| Amy Speakman | M.Ed., Secondary Math Ed | August 2003 | Chair |  |
| Lewis Germann | M.Ed., Secondary Math Ed | December 2002 | Chair | Teacher, Central HS, Phenix City, AL |
| John Camp | M.Ed., Secondary Math Ed | August 2002 | Chair |  |
| Jennifer Cleiland | M.Ed., Secondary Math Ed | August 2002 | Member |  |
| Lindsay Bates | M.Ed., Secondary Math Ed | May 2002 | Chair |  |
| Patrick Delay | M.Ed., Secondary Math Ed | December 2001 | Chair |  |
| Melanie Missildine | M.Ed., Secondary Math Ed | August 2001 | Chair |  |

3. Graduate students on whose committee candidate is serving:

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Degree** | **Role** | **Status** |
| Equvia Rhodes | Ph.D., Secondary Math Ed | Chair | Completing proposal |
| Keri Flowers | Ph.D., Secondary Math Ed | Member | Completing proposal |
| Kathryn Early | Ph.D., Secondary Math Ed | Chair | Completing coursework |
| Brea Ratliff | Ph.D., Secondary Math Ed | Chair | Completing coursework |
| Mariya Rosenhammer | Ph.D., Secondary Math Ed | Chair | Completing coursework |
| Elizabeth Hammonds | Ph.D., Secondary Math Ed | Member | Completing coursework |

4. Courses and curricula developed:

|  |  |
| --- | --- |
| Course | Title |
| CTSE 4030 | Methods for Teaching High School Mathematics |
| CTSE 5040/6040 | Use of Technology in Math Ed |
| CTSE 5233/6233 | Class Management for Secondary Mathematics Education |
| CTSE 7520 | Advanced Methods for Teaching Mathematics |
| CTSE 7530 | Organization of Program in Mathematics |
| CTSE 4926/CTSE 7926 | Internship in Secondary Mathematics (with M. Strutchens) |
| MATH 5970/6970 | Advanced Connections to the Secondary Mathematics Curriculum (with A. Albrecht) |

1. Grants received relative to teaching:

NOTE: Since teaching is the main focus of my research program, all grant activity is listed under “B. Research/ Creative Work.”

1. Publications pertaining to teaching:

NOTE: Since teaching is the main focus of my research program, all publications are listed under “B. Research/ Creative Work.”

7. Other contributions to teaching:

None noted.

1. Teaching Philosophy:

As I began my career as a high school mathematics teacher, I soon realized that I wanted more from my students than the superficial "plug and chug" mathematics that I had experienced. I wanted my students to know what they were doing and why, and to experience the excitement and satisfaction that I gained from doing mathematics. Graduate studies in mathematics education gave me both the vocabulary and at least some of the tools I needed to better achieve those goals, and over the years, I have continued to develop my craft as a mathematics teacher in concert with the growing knowledge base developed within the field of mathematics education. I served as a co-author for Principles to Actions: Ensuring Mathematical Success for All (National Council of Teachers of Mathematics [NCTM], 2014), the latest iteration of the national vision for mathematics education, bringing together much that I have learned about mathematics teaching over nearly four decades. The document’s primary premise effectively captures my core philosophy of teaching: effective teaching "engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically.” This document further distills many years of research into eight mathematics teaching practices that mirror insights into teaching that I have gained over the years – including the importance of having clear mathematical goals and identifying tasks that promote student thinking, of asking good questions and facilitating classroom interactions to maximize student discourse, of encouraging use of varied mathematical representations to express mathematical thinking, of building procedural competence on a base of conceptual understanding, of supporting students as they productively struggle with mathematics, and of using formative assessment to guide instruction. Moreover, the document emphasizes essential elements that underlie effective instruction, particularly access and equity for all students. Over my career, I have seen far too many students relegated to sidelines of mathematics excellence and far too many teachers who do not recognize this as a problem.

As a mathematics teacher educator, I strive to impart this philosophy of teaching to the inservice and preservice teachers with whom I work. But I must also be consistent in continuing to apply this philosophy to my work with teachers, to “practice what I preach.” In many cases, the teachers (both inservice and preservice) are comfortable with their existing views of what it means to teach. It is my goal to challenge their beliefs in ways that help them reflect on their teaching practice at deeper levels. Change is a process, and resorting to simply telling them what I wish they would believe or do is not likely to be productive. I try to provide a range of experiences, including looking at mathematics teaching from the perspective of a learner, providing vignettes that help then explore the consequences of particular practices and beliefs, engaging in “practice teaching” experiences, and reading mathematics education research. Creating a community of learners who learn from and with each other is central to bringing these practices to life. In the end, I see both mathematics learning and learning to support the mathematics learning of others as a continual, career-long process. I try to kindle that spark of learning within both preservice and inservice teachers. And I try to model that process of continual growth within my own practice as both a mathematics teacher and a mathematics teacher educator.

B. Research and Creative Work

1. Books

a. Co-edited/Co-written

+^Smith, W., Strom, A., Voigt, M., Webb, D. C., & Martin, W. G. (in press). *Institutional change for active learning: Cases of mathematics department transformation around Precalculus to Calculus 2*. CBMS Math Education series. (15% contribution)

+^Martin, W. G., Lawler, B., Lischka, A., & Smith, W. (2020). *The Mathematics Teacher Education Partnership: The power of a networked improvement community to transform secondary mathematics teacher preparation* (vol. 4, Association of Mathematics Teacher Educators Professional Series). Information Age Publishing. (30% contribution)

+^Dillon, F., Martin, W. G., ℥Conway, B., & Strutchens, M. E. (2017). *The common core mathematics companion: The standards decoded, high school*. Corwin Press. (25% contribution)

+^Association of Mathematics Teacher Education. (2017). *Standards for preparing teachers of mathematics*. Raleigh, NC: Author. (member of leadership team; 15% contribution)

+^Association of Mathematics Teacher Education. (2016). *Standards for mathematics teacher preparation (Discussion Draft)*. Raleigh, NC: Author. (member of leadership team; 15% contribution)

+^National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author. (member of writing team; 10% contribution)

+^Zbiek, R., Schielack, J., & Martin, W. G. (2010). *Making it happen: A guide to interpreting and implementing the Common Core State Standards for Mathematics*. Reston, VA: National Council of Teachers of Mathematics. (35% contribution)

+^Common Core State Standards Initiative. (2010). *Common Core State Standards for Mathematics, Appendix A: Designing high school mathematics courses based on the Common Core State Standards*. Washington, DC: Author. (member of writing team)

+^ McCrone, S. et al. (2010). *Reasoning and sense making in geometry*. Reston, VA: National Council of Teachers of Mathematics (NCTM). (15% contribution; unnamed author)

+^ National Council of Teachers of Mathematics. (2009). *Focus in high school mathematics: Reasoning and sense making*. Reston, VA: National Council of Teachers of Mathematics. (lead writer)

\*+^ Martin, W. G., & Strutchens, M. (eds.) (2007). *Learning Mathematics*, 2007 Yearbook of the National Council of Teachers of Mathematics. Reston, VA: National Council of Teachers of Mathematics. (50% contribution)

\*+^ Kilpatrick, J., Martin, W. G., & Schifter, D. (eds.) (2003). A Research Companion to the Principles and Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics. (40% contribution)

+^National Council of Teachers of Mathematics. (2000). *Principles and Standards for School Mathematics*. Reston, VA: National Council of Teachers of Mathematics. (project director; 10% contribution)

b. Curriculum Materials

East Alabama Partnership for the Improvement of Mathematics Education. (2003-2008). *TEAM-Math Curriculum Guide*. Auburn, AL: Author. (Project director, 20% contribution)

Martin, W. G. et al. (1996). *Geometry: A Moving Experience*. Honolulu, HI: Curriculum Research and Development Group. (Project director; 50% contribution)

Martin, W. G. et al. (1996). *Geometry: A Moving Experience [Teacher’s Guide]*. Honolulu, HI: Curriculum Research and Development Group. (Project director; 50% contribution)

2. Article-length publications

a. Articles in Refereed Journals

\*+℥Parrish, C. W. & Martin, W. G. (in press). Cognitively demanding tasks and the associated learning opportunities within the MathTwitterBlogosphere. *International Journal of Mathematical Education in Science and Technology.*

\*+℥Conway, B., Martin, W. G., Strutchens, M. E., & Kraska, M. (2019). The statistical reasoning learning environment: A comparison of students’ statistical reasoning ability. *Journal for Statistics Education*. DOI: 10.1080/10691898.2019.1647008

\*+℥Parrish, C. W., ℥Ellis, R. L., & Martin, W. G. (2018). Improving mathematics discourse through action research. *Mathematics Teacher*, *112*(4), 302-306. (30% contribution)

\*+℥Smith, L., Martin, W. G., Wan, A., & Duenas, G. (2017). Students’ reactions to reform mathematics pedagogy in a postsecondary remedial mathematics course. *Mathematics Enthusiast*, *14*(1-3), 289-308. (20% contribution)

\*+Martin, W. G., & Gobstein, H. (2015). Generating a networked improvement community to improve secondary mathematics teacher preparation: Network leadership, organization, and operation*. Journal of Teacher Education*, *66*(5), 482–493. DOI: 10.1177/0022487115602312 (75% contribution)

\*+Gilbert, M. C., Musu-Gillette, L. E., Woolley, M.E., Karabenick, S. A., Strutchens, M.E., & Martin, W.G. (2014, July). Student perceptions of the classroom environment: Relations to motivation and achievement in mathematics. *Learning Environments Research*, *17*(2), pp. 287-304. (20% contribution)

^+Strutchens, M. E., & Martin, W. G. (2013). Making explicit the commonalities of MSP projects: Learning from doing. *The Mathematics Enthusiast*, *10*(3), 777-791. (50% contribution)

\*+Woolley, M. E., Strutchens, M. E., Gilbert, M. C., & Martin, W. G. (2010, April). Student motivation and the math success of African American middle school students: Direct and indirect effects of teacher beliefs and reform practices. *The Negro Education Review*. (20% contribution)

\*+Martin, W. G., & Kasmer, L. (2009). Focus on reasoning and sense making: It's not just for high school! *Teaching Teaching Children Mathematics*, *16*(5), 284-291. (65% contribution)

\*+Martin, W. G. (2009). The NCTM High School Curriculum Project: Why it matters to you. *The Mathematics Teacher*, *103*, 164-166.

\*+Hart, E. W., & Martin, W. G. (2008). Standards for high school mathematics: Why, what how? *Mathematics Teacher*, *102*, 377-382.(40% contribution)

\*+Martin, W. G. & Berk, D. (2001). The cyclical relationship between research and standards: The case of *Principles and Standards for School Mathematics.* *School Science and Mathematics*, *101*, 328-339. (60% contribution)

\*+Keller, B. A., Martin, W. G., & Hart, E. W. (2001). Illuminating National Council of Teachers of Mathematics’ *Principles and Standards for School Mathematics.* *School Science and Mathematics*, *101*, 292-303. (30% contribution)

\*+Strutchens, M. E., Harris, K. A., & Martin, W. G (2001, March). Assessing geometric and measurement understanding via manipulatives. *Mathematics Teaching in the Middle Grades*, *7*(6). (33% contribution)

\*+Martin, W. G. & Harel, G. (1989). Proof frames of preservice elementary teachers. *Journal for Research in Mathematics Education*, *20*, 41-51.

\*+Harel, G. & Martin, W. G. (1988). A pedagogical approach to forming generalizations. *International Journal of Mathematics Education in Science and Technology, 19,* 101-107.

b. Book Chapters

\*+Williams, M., Grant, D. R., O’Sullivan, M., & Martin, W. G. (in press). Sustaining institutional change in active learning. In W. Smith, A. Strom, M. Voigt, D. C. Webb, & W. G. Martin (eds.). *Institutional change for active learning: Cases of mathematics department transformation around Precalculus to Calculus 2*. CBMS Math Education series.

\*+Martin, W. G. & Gobstein, H. (2020). Introduction to the MTE-Partnership. In W.G. Martin, B. Lawler, A. Lischka, & W. Smith (eds.), *The Mathematics Teacher Education Partnership: The power of a networked improvement community to transform secondary mathematics teacher preparation* (vol. 4, Association of Mathematics Teacher Educators Professional Series). Information Age Publishing.

\*+Martin, W. G., Smith, W., & Mohr-Schroeder, M. (2020). Program transformation. In W.G. Martin, B. Lawler, A. Lischka, & W. Smith (eds.), *The Mathematics Teacher Education Partnership: The power of a networked improvement community to transform secondary mathematics teacher preparation*. (vol. 4, Association of Mathematics Teacher Educators Professional Series). Information Age Publishing.

\*+Martin, W. G., Lawler, B., Lischka, A., & Smith, W. (2020). Looking back to look ahead: Transforming secondary mathematics teacher preparation. In W.G. Martin, B. Lawler, A. Lischka, & W. Smith (eds.), *The Mathematics Teacher Education Partnership: The power of a networked improvement community to transform secondary mathematics teacher preparation* (vol. 4, Association of Mathematics Teacher Educators Professional Series). Information Age Publishing.

+^Martin, W. G., & Strutchens, M. E. (2018). Transforming secondary mathematics teacher preparation via a networked improvement community: Focus on clinical experiences. In M. E. Strutchens, R. Huang, D. Potari, & L. Losano (eds.), *Educating prospective secondary mathematics teachers* (pp. 27-46). Springer Publishing. (50% contribution)

+^Hart, E., & Martin, W. G. (2018). Discrete mathematics is essential mathematics in a 21st century secondary school curriculum. In E. W. Hart & J. Sandefur (eds.), *Teaching and Learning discrete mathematics worldwide: curriculum and research* (pp. 3-19). Springer Publishing. (40% contribution)

+\*^℥Conway, B., Strutchens, M. E., ℥East-Kenney, Lydia, & Martin, W. G. (2018). Using equitable pedagogy to increase students’ participation in advanced placement. In D. Y. White, Fernandes, A. & Civil, M. (eds), *Access and equity: Promoting high quality mathematics in grades 9-12* (pp. 65-76). Reston, VA: National Council of Teachers of Mathematics. (25% contribution)

^+Strutchens, M. E. & Martin, W. G. (2017). The TEAM-Math teacher leader academies. In N. Rigelman and M. McGatha (Eds.), *Elementary mathematics specialists: Developing, refining, and examining programs that support mathematics teaching and learning*. Charlotte, NC: Information Age Publishing, Inc. (40% contribution)

^+Strutchens, M. E. & Martin, W. G. (2017). Transforming pre-service secondary mathematics teachers’ practices: Promoting mathematical problem solving and sense making. In T. Brush and J. Saye (eds.), *Developing and Supporting PBL Practice: Research in K-12 and Teacher Education Settings*. Purdue Press. (50% contribution)

\*+Hart, E. W., & Martin, W. G. (2016). Discrete mathematical modeling in the high school curriculum. In C. Hirsch (ed.), *Mathematical modeling and modeling mathematics* (Annual Perspectives in Mathematics Education 2016) (pp. 217-226). NCTM: Reston, VA. (35% contribution)

\*+Martin, W. G., & Hart, E. (2012). Standards for high school mathematics in the Common Core era. In C. Hirsch et al. (eds.), *Curriculum issues in an era of Common Core State Standards for Mathematics* (pp. 47-60). Reston, VA: National Council of Teachers of Mathematics (NCTM). (60% contribution)

\*+Martin, W. G., Strutchens, M. E., Stuckwisch, S., & Qazi, M. (2011). Transforming east Alabama mathematics (TEAM-Math): Promoting systemic change in schools and universities. In W. F. Tate, C. Rousseau, & K. King (eds.), *Disrupting tradition: Research and practice pathways in mathematics education* (pp. 105-118)*.* Reston, VA: National Council of Teachers of Mathematics (NCTM). (40% contribution)

\*+Martin, W. G., Strutchens, M. E., Woolley, M. E., & Gilbert, M. C. (2011). Transforming mathematics teachers’ attitudes and practices through intensive professional development. In D. Brahier (ed.), *Motivation and disposition: Pathways to learning mathematics*, 2011 NCTM Yearbook (pp. 291-303). Reston, VA: NCTM. (40% contribution)

\*+Hart, E. W., Keller, S., Martin, W. G., Midgett, C., Gorski, S. T. (2005). Using the Internet to Illuminate NCTM’s Principles and Standards for School Mathematics. In W. J. Masalski (ed.), *Technology-Supported Mathematics Learning Environments* (67th Yearbook). Reston, VA: National Council of Teachers of Mathematics.

^+Martin, W. G., & ℥Black, J. W. (2004). NAEP and state accountability measures. In P. Kloosterman & F. K. Lester, Jr. (eds.) *Results and Interpretations of the 1990 through 2000 Mathematics Assessments of the National Assessment of Educational Progress*. Reston, VA: National Council of Teachers of Mathematics. (75% contribution)

^+Kloosterman, P., Warfield, J., Wearne, D., Koc, Y., Martin, W. G., & Strutchens, M. (2004). Fourth-grade students’ knowledge of mathematics and perceptions of learning mathematics. In P. Kloosterman & F. K. Lester, Jr. (eds.) *Results and Interpretations of the 1990 through 2000 Mathematics Assessments of the National Assessment of Educational Progress*. Reston, VA: National Council of Teachers of Mathematics. (20% contribution)

^+Sowder, J. T., Wearne, D., Martin, W. G., & Strutchens, M. (2004). What do 8th-grade students know about mathematics? Changes over a decade. In P. Kloosterman & F. K. Lester, Jr. (eds.) *Results and Interpretations of the 1990 through 2000 Mathematics Assessments of the National Assessment of Educational Progress*. Reston, VA: National Council of Teachers of Mathematics. (20% contribution)

^+Kehle, P., Wearne, D., Martin, W. G., & Strutchens, M. (2004). What do 12th-grade students know about mathematics? In P. Kloosterman & F. K. Lester, Jr. (eds.) *Results and Interpretations of the 1990 through 2000 Mathematics Assessments of the National Assessment of Educational Progress*. Reston, VA: National Council of Teachers of Mathematics. (20% contribution)

^+Martin, W. G. (2004). Are the National Council of Teachers of Mathematics Standards working? Perspectives on student outcomes as a point of impact in research on standards. In F. K. Lester, & J. Ferrini-Mundy. (Eds.), *Proceedings of the National Council of Teachers of Mathematics Research Catalyst Conference* (pp. 43-58). Reston, VA: National Council of Teachers of Mathematics.

^+Martin, W. G., & Porter, A. (2004). State and national policy. In F. K. Lester, & J. Ferrini-Mundy. (Eds.), *Proceedings of the National Council of Teachers of Mathematics Research Catalyst Conference* (pp. 149-162). Reston, VA: National Council of Teachers of Mathematics. (75% contribution)

\*+Strutchens, M. E., Martin, W. G., and Kenney, P. A. (2003). What students know about measurement: Perspectives from the National Assessment of Educational Progress. In D. A. Clements (ed.), *Learning and teaching measurement* (23rd Yearbook). Reston, VA: National Council of Teachers of Mathematics. (40% contribution)

^+Martin, W. G. and Ferrini-Mundy, J. (2003). Using research in policy development: The case of the National Council of Teachers of Mathematics’ *Principles and Standards for School Mathematics.* In J. Kilpatrick, W. G. Martin, & D. Schifter, *A Research Companion to the Principles and Standards for School Mathematics*. Reston, VA: National Council of Teachers of Mathematics. (50% contribution)

^+Martin, W. G. & Strutchens, M. E. (2000). Geometry and measurement. In E. A. Silver (ed.), *Results of the 1996 NAEP mathematics assessment* (pp. 193-234). Reston, VA: National Council of Teachers of Mathematics. (50% contribution)

^+Martin, W. G. (1996). Supporting secondary school students' construction of geometric knowledge. In A. R. Baturo (Ed.), *New Directions in Research in Geometry* (pp. 74-79). Brisbane, Australia: Queensland University of Technology.

^+Martin, W. G. (1996). The role of research in the development of a secondary school geometry curriculum. In A. R. Baturo (Ed.), *New Directions in Research in Geometry* (pp. 80-84). Brisbane, Australia: Queensland University of Technology.

c. Articles in Refereed Conference Proceedings

^+Franz, D., Lawler, B. R., Lischka, A., Martin, W. G., Mohr-Schroeder, M., Smith, W. M., Strutchens, M., Sutton, S., & Uy, F. (2020). MTEP 2.0: Launching a new focus on program transformation. In W. M. Smith & L.C. Augustyn (Eds.), *Proceedings of the ninth annual Mathematics Teacher Education Partnership conference.* Washington, DC: Association of Public and Land-grant Universities. (20% contribution)

^+ Martin, W. G., & Strutchens, M. E. (2020). High school to college mathematics pathways: Secondary mathematics teacher preparation is key! In W. M. Smith & L.C. Augustyn (Eds.), *Proceedings of the ninth annual Mathematics Teacher Education Partnership conference.* Washington, DC: Association of Public and Land-grant Universities. (50% contribution)

^+Martin, W. G. & Gobstein, H., & Smith, W. (2019). The Eighth Annual MTE-Partnership Conference: The beat goes on. In W. M. Smith, K. M. Callahan, J. F. Strayer, R. S. Jones, & L. C. Augustyn (Eds.). (2019). *Proceedings of the eighth annual Mathematics Teacher Education Partnership conference*. Washington, DC: Association of Public and Land-grant Universities. (60% contribution)

^+ Franz, D. P., Strutchens, M. E., Mohr-Schroeder, M. J., Smith, W. M. & Martin, W. G. Transformations panel. In W. M. Smith, K. M. Callahan, J. F. Strayer, R. S. Jones, & L. C. Augustyn (Eds.). (2019). *Proceedings of the eighth annual Mathematics Teacher Education Partnership conference*. Washington, DC: Association of Public and Land-grant Universities. (20% contribution)

^+Martin, W. G. & Gobstein, H. (2018). The Seventh Annual MTE-Partnership Conference: Equity, Transformation, Leadership. In W. M. Smith, B. R. Lawler, J. F. Strayer, & L. Augustyn, L. (eds.), *Proceedings of the Seventh MTE-Partnership Conference*. Washington, DC: Association of Public and Land-grant Universities. (75% contribution)

^+Martin, W. G. & Gobstein, H. (2018). The Transformations Working Group. In W. M. Smith, B. R. Lawler, J. F. Strayer, & L. Augustyn, L. (eds.), *Proceedings of the Seventh MTE-Partnership Conference*. Washington, DC: Association of Public and Land-grant Universities. (75% contribution)

^+Martin, W. G. & Gobstein, H. (2017). The Mathematics Teacher Education Partnership: Six Annual Conferences and Counting. In W. M. Smith, B. R. Lawler, J. Bowers, & L. Augustyn. (eds.), *Proceedings of the Sixth MTE-Partnership Conference*. Washington, DC: Association of Public and Land-grant Universities.

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^+Martin, W. G. & Gobstein, H. (2016). The MTE-Partnership Story as Revealed through Its Conferences: An Overview of The Partnership and the 2016 Conference. In B. Lawler, B. Ronau, & M. Mohr-Schroeder. (eds.), *Proceedings of the Fifth MTE-Partnership Conference*. Washington, DC: Association of Public and Land-grant Universities.

\*+ Martin, W. G. & Gobstein, H. (2015, April). Generating a networked improvement community to improve secondary mathematics teacher preparation: Network leadership, organization and operation. Paper presented at the AERA Annual Meeting. (70% contribution)

\*+ Martin, W. G. & Strutchens, M. E. (2014, April). Priorities for the improvement of secondary mathematics teacher preparation for the Common Core era. Paper presented at the AERA Annual Meeting. (50% contribution)

^+ Martin, W.G. (2010, September). *Reasoning and Sense Making as the Focus for Mathematics Education: What the Research Tells Us*. Proceedings of the Seminário de Investigação em Educação Matemática, University of Aveiro, Portugal. (CD-ROM)

\*+Martin, W. G., Strutchens, M., Karabenick, S. (2009, January). *Changing teachers' attitudes and practices through professional development*. MSP Learning Network Conference 2009, Washington, DC. Retrieved: <http://hub.mspnet.org/index.cfm/msp_conf_2009_abstracts> (30% contribution)

\*+Strutchens, M., Henry, D., & Martin, W. G. (2009, January). *Improving mathematics teaching and learning through school-based support: Champions or naysayers*. MSP Learning Network Conference 2009, Washington, DC. Retrieved: <http://hub.mspnet.org/index.cfm/msp_conf_2009_abstracts> (30% contribution)

\*+Martin, W. G. (1990). The role of format in students’ achievement of proof. In G. Booker, P. Cobb, & T. N. de Medicuti (Eds.), *Proceedings of the Fourteenth International Conference for the Psychology of Mathematics Education* (Vol. II, pp. 283-290). Mexico City: PME.

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\*+Wheeler, M. M. & Martin, W. G. (1988). Explicit knowledge of infinity. In M. Behr, C. Lacampagne, & M. M. Wheeler (Eds.). Proceedings of Tenth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. DeKalb, IL: PME-NA.

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d. Invited Articles

^Ferrini-Mundy, J. & Martin, W. G. (2000, May). Developing *Principles and Standards for School Mathematics*: The role of feedback and advice. *New England Mathematics Journal*¸ pp. 6-17. (50% contribution)

^+Lindquist, M. L. & Martin, W. G. (1999). Working together: The role of mathematical sciences organizations in National Council of Teachers of Mathematics’s update standards. *Mathematics and Education Reform Forum*, *11*(2), pp. 1, 8-10. (50% contribution)

^+Martin, W. G. (2001, March). *What (and who) are standards for?* Published on-line at PBS Teacherline.

e. Technical Reports and Issue Briefs

^Martin, W.G., & Garcia, N. (2013). *Measuring quality in secondary mathematics teacher preparation*. Working paper. Washington, DC: APLU/SMTI.

Martin, W. G. (lead writer) (2012). *Guiding principles for secondary mathematics teacher preparation*. Washington, DC: APLU/SMTI.

Bush, William S. et al. (2011). *Curriculum analysis project.* Washington, DC: CCSSO. Downloaded from http://commoncoretools.wordpress.com/2011/07/09/curriculum-analysis-tool/

Martin, W. G., Stein, M. K., and Ferrini-Mundy, J. (2002). *The impact of Principles and Standards for School Mathematics on state policies and practices*. Technical report prepared for the National Council of Teachers of Mathematics, Reston, VA.

^+Martin, W. G. (2002). *Are the National Council of Teachers of Mathematics standards working? Perspectives on student learning as a site of impact in research on standards*. Research brief prepared for the Standards Impact Research Group, National Council of Teachers of Mathematics, Reston, VA.

^+Martin, W. G. (2001). *Surviving the math wars*. Article published online at http://mathematicallysane.com

^Martin, W. G., Ferrini-Mundy, J., & Lindquist, M. L. (2000, April). *The shaping of* Principles and Standards for School Mathematics*: From discussion draft to final document*. Technical report prepared for the National Council of Teachers of Mathematics, Reston, VA. (50% contribution)

f. Committee Articles

^+Research Advisory Committee. (2000). On the complexity of schools in contemporary society: How can research inform us about mathematics learning and teaching? *Journal for Research in Mathematics Education*, *31*, 520-523. (15% contribution)

^+Research Advisory Committee. (1999). The Standards Impact Research Group: A project to study the effects of National Council of Teachers of Mathematics’s updated standards. *Journal for Research in Mathematics Education*, *30*, 484-486. (25% contribution)

^+Research Advisory Committee. (1998). New challenges to the research community: Reflections of the Research Advisory Committee. *Journal for Research in Mathematics Education*, *29*, 499-502. (15% contribution)

g. On-line Resource Materials

^+ Martin, W. G., & Slowbe, J. (2012). *Eruptions: Old Faithful Geyser*. On-line activity guide. Reston, VA: National Council of Teachers of Mathematics. Downloaded: [www.nctm.org/hsfocus](http://www.nctm.org/hsfocus) (70% contribution)

^+ Martin, W. G., & Johanson, T. (2012). *Fuel For Thought*. On-line activity guide. Reston, VA: Author. Downloaded: [www.nctm.org/hsfocus](http://www.nctm.org/hsfocus) (60% contribution)

^+ Martin, W. G. (2011). *Taking a Spin*. On-line activity guide. Reston, VA: National Council of Teachers of Mathematics. Downloaded: [www.nctm.org/hsfocus](http://www.nctm.org/hsfocus) (100% contribution)

^+ Martin, W. G., & Robinson, E. (2011). *Horseshoes in Flight*. On-line activity guide. Reston, VA: National Council of Teachers of Mathematics. Downloaded: [www.nctm.org/hsfocus](http://www.nctm.org/hsfocus) (60% contribution)

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^+ National Council of Teachers of Mathematics. (2009). *A Teacher’s Guide to High School Mathematics: Placing the Focus on Reasoning and Sense Making*. Reston, VA: Author. Downloaded: [www.nctm.org/hsfocus](http://www.nctm.org/hsfocus) (50% contribution)

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3. Papers or Lectures

1. International

\*+ Martin, W. G., & Strutchens, M. E. (2021, July). *Transforming Secondary Mathematics Teacher Preparation: A Multi-Dimensional Problem.* Presentation to the International Congress for Mathematics Education, Shanghai, China.

\*+ Martin, W. G., & Strutchens, M. E. (2016, August). *Transforming Secondary Mathematics Teacher Preparation via a Networked Improvement Community.* Presentation to the International Congress for Mathematics Education, Hamburg, Germany.

^+ Martin, W. G. (2010, September). *Making Reasoning and Sense Making the Focus of Mathematics Education*. Invited session at ProfMat 2010, Annual Meeting of the Associação de Professores de Matemática, University of Aveiro, Portugal.

^+ Martin, W. G. (2010, September). *Reasoning and Sense Making as the Focus for Mathematics Education: What the Research Tells Us*. Plenary address to the Seminário de Investigação em Educação Matemática, University of Aveiro, Portugal.

^+Martin, W. G. (1993). *Constructivist Curriculum Research and Development in High School Geometry*. Keynote address at the New Directions in Geometry Research Conference, Western Australia.

\*+Martin, W. G. (1993). *A Recursive Basis for Curriculum Development in High School Geometry.* Presentation to the Third International Seminar for Misconceptions and Educational Strategies in Science and Mathematics.

\*+Martin, W. G. (1992). *Research-based Curriculum Development in High School Geometry: A Constructivist Model*. Presentation to the Sixteenth Annual Meeting of the International Group for the Psychology of Mathematics Education.

b. National

\*+Martin, W. G., Strutchens, M. E., & Jones, C. (2021, April). *Designing Pathways for Student Success from K-12 to Post-High School.* Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, MO.

^+Lee, J., Hendrix, T., Roth McDuffie, A., Waddell, G. (2021, April). *Get the Facts Out Teacher Recruitment Resources.* Association of Mathematics Teacher Educators Webinar.

^+Martin, W. G. (2021, February). *Mathematics Teacher Preparation: Putting Students at the Center.* Presentation to the Annual Conference of the Association of Mathematics Teacher Educators (virtual).

\*+Martin, W. G., & Strutchens, M. E. (2021, February). *Mathematics Pathways from High School to Postsecondary: The Role of Mathematics Teacher Preparation*. Presentation to the Annual Conference of the Association of Mathematics Teacher Educators (virtual).

\*+Smith,W., Martin, W. G. et al. (2021, February). *The Mathematics Teacher Education Partnership: Transforming Secondary Teacher Preparation Toward the AMTE Standards.* (2021, February). Presentation to the Annual Conference of the Association of Mathematics Teacher Educators (virtual).

\*+Martin, W. G. (2020, October). *Designing Pathways for Student Success from K-12 to Post-High School.* NCTM 2020 Virtual Conference, National Council of Teachers of Mathematics. (featured session)

^+Quiroz-Livanis, E., Garschina-Bobrow, S., Bales, B., & Martin, W. G. (2020, October). *Key Learnings with Featured States.* Presentation to the Mathematics Alignment Forum, Conference Board of Mathematics Sciences, virtual.

\*+Martin, W. G. (2020, July). *Quadratic Quandary: Where and How Do Quadratic Functions and Equations Fit?*100 Days of Mathematics Webinar Series, National Council of Teachers of Mathematics.

\*+Martin, W. G. & Strutchens, M. E. (2020, June). *High School to College Mathematics Pathways: Secondary Mathematics Teacher Preparation is Key!* Presentation to the MTE-Partnership Virtual Conference.

\*+ Martin, W. G., Bay-William, J., Bezuk, N., & Clements, D. H. (2020, February). *Enacting the Standards for Preparing Teachers of Mathematics: What Are We Learning?* Presentation to the Annual Conference of the Association of Mathematics Teacher Educators, Phoenix, AZ.

^+ Berry, R., Wilkerson, T., Martin, W. G., & Barnes, D. (2020, February). *Opportunities, Advocacy, and Communication in Support of MTE: Standards, HEA, Infographics, and Case Studies*. Presentation to the Annual Conference of the Association of Mathematics Teacher Educators, Phoenix, AZ.

\*+ Martin, W. G., & Smith, W. (2020, January). *Using Networked Improvement Communities to Design and Implement Program Transformation Tools for Secondary Mathematics Teacher Preparation* (Poster). Joint Mathematics Meeting, Denver, CO.

\*+ Martin, W. G., & Matin, M. (2019, April). *From Exit Ramps to On Ramps: High School Pathways That Support the Success of Each and Every Student.* Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, San Diego, CA.

\*+ Amick, L., Martin, W. G., Martinez, J., McNamara, J., Strutchens, M. E., & Webb, D. C. (2019, April). *Collaborating to Improve the Preparation of Secondary Mathematics Teachers*. Presentation to the National Council of Teachers of Mathematics Research Conference, San Diego, CA.

\*+ Strutchens, M. E., & Martin, W. G. (2019, February). *Developing Teacher Candidates’ Proficiency with Equitable Pedagogy Across Multiple Program Components*. Presentation to the Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

\*+ Martin, W. G., & Smith, W. (2019, January). *Using Networked Improvement Communities to Design and Implement Program Transformation Tools for Secondary Mathematics Teacher Preparation* (Poster). Joint Mathematics Meeting, Baltimore, MD.

\*+ Martin, W. G. & Strutchens, M.E. (2018, May). *Update on the Mathematics Teacher Education Partnership*. MTE-P Hui Conference, University of Hawaii at Manoa, HI.

\*+ Martin, W. G. (2018, April). *Matrices Are Not Boring, They Are Transformative!* Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, Washington, DC.

\*+ Martin, W. G., Ellis, M., Smith, W., & Strutchens, M. E. (2018, February). *Transforming Secondary Mathematics Teacher Preparation: A Networked Approach to Enacting the AMTE Standards*. Presentation to the Annual Conference of the Association of Mathematics Teacher Educators, Houston, TX.

\*+ Bay-Williams, J., Bezuk, N., Martin, W. G., & Clements, D. (2018, February). *Collaborating to Align Programs with the Standards for Preparing Teachers of Mathematics*. Presentation to the Annual Conference of the Association of Mathematics Teacher Educators, Houston, TX.

\*+ Martin, W. G., & Strutchens, M. E. (2018, January). *The Mathematics Teacher Education Partnership: A Networked Improvement Community of Universities and School Systems to Transform the Preparation of Secondary Mathematics Teachers*. Presentation to AMS Special Section on Building Infrastructure, Joint Mathematics Meeting, San Diego, CA.

^+ Martin, W. G., & Boerst, T. (2017, September). *Exploring the AMTE Standards: Key Points in Assessing Mathematics Teacher Preparation.* Webinar presented to the Association of Mathematics Teacher Educators.

\*+ Martin, W. G. (2017, April). *Mathematical Action Technologies: Moving beyond Whiteboards, Flipping, and Clickers.*Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, San Antonio, TX.

^+ Martin, W. G. (2017, April). *Network Improvement Communities*. Presentation to the Annual Meeting of the Association of State Supervisors of Mathematics, San Antonio, TX.

^+ Bezuk, N., Bay-Williams, J., Clements, C., & Martin, W. G. (2017, January). *Putting AMTE’s Standards for Mathematics Teacher Preparation to Work for You.*Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

^+Martin, W. G. (2016, November). *Putting “Action” into Technology to Support the Mathematical Teaching Practices.*“Master Class” Presentation to the National Council of Teachers of Mathematics Innov8 Conference, St. Louis, MO.

\*+ Fernandez, M., & Martin, W. G. (2016, April). *Transforming Secondary Mathematics Teacher Preparation via a Networked Improvement Community.* Presentation to the Annual Meeting of the American Educational Research Association.

^+ Martin, W. G. (April, 2016). *Moving Principles into Actions: Curriculum and Technology.* Presentation to the Annual Conference of the National Council of Teachers of Mathematics, San Francisco, CA.

^+ Martin, W. G., & Fennel, F. (April, 2016). *Moving Principles into Actions: Curriculum and Technology.* Presentation to the Annual Conference of the National Council of Supervisors of Mathematics, Oakland, CA.

^+ Bezuk, N., Bay-Williams, J., Clements, D., & Martin, W. G. (2016, January). *AMTE’s Standards for Mathematics Teacher Preparation: Share Your Input*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

\*+ Martin, W. G., Alibegovic, E., Dickey, E., & Strutchens, M. E. (2016, January). *Transforming Secondary Mathematics Teacher Preparation at Scale*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

\*+ Martin, W. G. & Gobstein, H. (2015, April). *Generating a networked improvement community to improve secondary mathematics teacher preparation: Network leadership, organization and operation*. Paper presented at the AERA Annual Meeting, Chicago, IL.

\*+Martin, W. G. & Brahier, D. (2015, April). *Moving Principles into Actions: Leading Change in Mathematics Programs (9–12)*. Presentation to the Annual Conference of the National Council of Teachers of Mathematics, Boston, MA.

+^Martin, W. G. & Gobstein, H. (2015, April). *MTE-Partnership: The Continuing Quest to Transform Secondary Mathematics Teacher Preparation*. Presentation to the Annual Meeting of the Association of State Supervisors of Mathematics, Boston, MA.

^+Doctor, J., Gobstein, H. Martin, W. G., Parkerson, E., & Russell, J. (2015, March). *Launching Improvement Networks: A Framework for Getting Started.* Presentation to the Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.

\*+Martin, W. G., Lewis, W. J., Strutchens, M. E., & Fernandez, M. L. (2015, February). *Addressing Central Challenges in Secondary Mathematics Teacher Preparation: A National Networked Improvement Community.* Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

^+Lewis, W. J., Tubbs, R., Martin, W. G., & Gobstein, H. (2014, October). *Increasing Student Engagement in Introductory Mathematics Courses: The APLU Mathematics Teacher Education Partnership.* Presentation to the Conference Board of the Mathematical Sciences Forum, Reston, Va.

^+Gobstein, H., Lewis, J., & Martin, W. G. (2014, October). *Improving the Preparation of Secondary Mathematics Teachers: A National Networked Improvement Community.* Plenary Address to the Mathematics and Science Partnerships Program Conference, U. S. Department of Education, Washington, D.C.

^+Strutchens, M., Lewis, J., Martin, W. G., & Gobstein, H. (2014, October). *The Mathematics Teacher Education Partnership: Improving the Clinical Preparation of Secondary Mathematics Teachers.* Session presented to the Mathematics and Science Partnerships Program Conference, U. S. Department of Education, Washington, D.C.

^+Martin, W. G., & Strutchens, M. E. (2014, September). *Using a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation.* Webinar presented to the Association of Mathematics Teacher Educators.

^+Martin, W. G. (2014, July). *Building Successful High School Mathematics Programs That Support the Mathematical Practices.* National Council of Teacher of Mathematics High School Mathematics Institute, Chicago, IL.

^+Martin, W. G., & Strutchens, M. E. (2014, June). *Sharing Lessons Learned with Networked Improvement Communities.* Presentation to the Council of Accreditation for Educator Preparation State Alliance Meeting, Denver, CO.

^+Martin, W. G. (2014, April). *NCTM's Principles to Actions: Implications for High School Mathematics*. Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

\*+Martin, W. G., Maynor, J., & Strutchens, M. E. (2014, April). *Preparing Secondary Mathematics Candidates to Teach the Common Core: Schools and Universities Working Together*. Presentation to the Annual Conference of the National Council of Supervisors of Mathematics, New Orleans, LA.

\*+Martin, W. G., & Strutchens, M. E. (2014, April). *Priorities for the Improvement of Secondary Mathematics Teacher Preparation for the Common Core Era*. Presentation to the Annual Meeting of the American Education Research Association, Philadelphia, PA.

\*+Martin, W. G., Mays, M., & Strutchens, M. E. (2014, February). *MTE-Partnership: A National Networked Improvement Community for Secondary Mathematics Teacher Preparation*. Presentation to the Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.

\*+Martin, W. G., Strutchens, M. E., & Lewis, W. J. (2014, January). *MTE-Partnership: Mathematicians, Mathematics Educators, and Secondary Mathematics Teachers Working Together to Transform the Preparation of Teachers*. Presentation to American Mathematical Society Special Session on the Changing Education of Preservice Teachers in Light of the Common Core, Joint Mathematics Meeting, Baltimore, MD.

^+Martin, W.G. (2013, December). *Mathematics Teacher Education Partnership*. Presentation to the Conference Board of the Mathematical Sciences, Washington, DC.

^+Martin, W. G. (2013, November). *Mathematics Teacher Education Partnership*. Presentation to the APLU Science and Mathematics Teacher Imperative Advisory Board, Washington, DC.

^+Martin, W. G. (2013, October). *It Starts with Your Tasks: Meeting the Challenge of Promoting Mathematical Processes/Practices*. National Council of Teacher of Mathematics High School Mathematics On-line Institute.

^+Martin, W.G. (2013, September). *Transforming Secondary Mathematics Teacher Preparation Using a Networked Improvement Model*. Plenary address to the Carnegie Foundation for the Advancement of Teaching Conference--Using Improvement Science to Tackle Practical Problems in Education, Washington, DC.

^+Martin, W. G. (2013, July). *Mathematical Habits of Mind: From Processes to Practices.* National Council of Teacher of Mathematics High School Mathematics Institute, Washington, DC.

^+Martin, W. G., & Gobstein, H. (2013, June). *Mathematics Teacher Education Partnership: Transforming Math Teacher Preparation Through a Networked Improvement Community*. Plenary session at Association of Public and Land-grant Universities’ Science and Mathematics Teacher Imperative Annual Conference, St. Louis, MO.

^+Martin, W. G., & Garcia, N. (2013, June). *Measuring Success: Are We There Yet?* Plenary session at Mathematics Teacher Education Partnership Annual Conference, St. Louis, MO.

\*+ Martin, W. G. (2013, April). *Transformational Geometry and the Core Math Tools*. Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, Denver, CO.

\*+ Martin, W. G., Lewis, J., Maynor, J., & Strutchens, M. (2013, April). *Improving the Quality (and Quantity) of New Secondary Math Teachers: University/School Partnerships are the Key!* Presentation to the Annual Meeting of the National Council of Supervisors of Mathematics, Denver, CO.

+^ Strutchens, M. E., Martin, W. G., & Bush, W. (2013, April). *Building Consensus with the CCSSM Curriculum Materials Analysis Tools*. Presentation to the Annual Meeting of the National Council of Supervisors of Mathematics, Denver, CO.

\*+ Martin, W. G., Strutchens, M. E., & Mays, M. (2013, January). *Transforming Secondary Mathematics Teacher Preparation: The Mathematics Teacher Education Partnership*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

\*+ Hirsch, C., Zbiek, R. M., Hopfsensperger, P. W. (2013, January). *Core Math Tools and Its Affordances for Mathematics Teacher Educators and for Prospective Teachers*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

\*+ Mays, M., & Martin, W. G. (2013, January). *The Mathematics Teacher Education Partnership*. American Mathematics Society Special Session on Mathematics Teacher Education and the Common Core Standards, 2013 Joint Mathematics Meeting, San Diego, CA.

King, J., Kohler, B., Martin, W. G., McCallum, W., Umland, K. (2013, January). *Mathematicians supporting the implementation of Common Core State Standards for Mathematics*. MAA Committee on the Mathematical Education of Teachers Panel Discussion, 2013 Joint Mathematics Meeting, San Diego, CA.

^+ Martin, W. G. (2012, June). *Discussion on the MTE-Partnership*. Session at the APLU/SMTI National Conference, Alexandria, VA.

^Strutchens, M.E., Martin, W. G., Stuckwisch, S., & Qazi, M. (June 2012). *The TEAM-Math Teacher Leader Academy: Fostering Mathematics Teacher Leadership through Multiple Venues*. Poster Session at the APLU/SMTI National Conference, Alexandria, VA.

^+ Bauerle, C., Hodapp, T., Martin, W. G., & Taylor, T. M. (2012, June). *A disciplinary perspective for teacher preparation*. Plenary presentation to the APLU/SMTI National Conference, Alexandria, VA.

+^ Martin, W. G. (2012, May). *The Common Core State Standards for Mathematics: Implications for Science Education*. Symposium on the Science Framework, Next Generation Science Standards, and Teacher Preparation, Washington, D. C.

+Strutchens, M. E., Martin, W. G., Stuckwisch, S., & Qazi, M. (2012, May). *Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12*. Poster Session at the Seventh Annual NSF Robert Noyce Teacher Scholarship Program Conference, Washington, DC.

^+ Martin, W. G., & Gobstein, H. (2012, May). *The Mathematics Teacher Education Partnership*. Presentation to the Conference Board of the Mathematical Sciences, Washington, D.C.

^+ Martin, W. G. (2012, April). *Using Core Math Tools in Implementing the CCSSM Geometry Standards*. Presentation to Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.

\*+ Robinson, E., & Martin, W. G. (2012, April). *Meeting the Common Core Challenge: Reasoning and Sense Making Tasks*. Presentation to Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.

^+ Martin, W. G., & Gobstein, H. (2012, May). *The Mathematics Teacher Education Partnership*. Presentation to the Annual Meeting of the Association of State Supervisors of Mathematics, Philadelphia, PA.

^+ Gobstein, H. & Martin, W. G. (2012, March). *Overview of the Mathematics Teacher Education Partnership*. Opening session for the MTE-Partnership Conference, Atlanta, GA.

^+ Martin, W. G., & Coble, C. (2012, March). *Guiding Principles for Secondary Mathematics Teacher Preparation*. Pleanary session for the MTE-Partnership Conference, Atlanta, GA.

^+ Martin, W. G., & Coble, C. (2012, March). *Priorities for Action: Implementation Results from the AF-MTEA*. Pleanary session for the MTE-Partnership Conference, Atlanta, GA.

+\* Strutchens, M. E., Stuckwisch, S., & Martin, W. G. (2012, March). Getting Education and STEM Faculty on the Same Page. Presentation to the MTE-Partnership Conference, Atlanta, GA.

\*+ Martin, W. G. et al. (2012, February). *Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Fort Worth, TX.

+^Martin, W. G., Pruitt, S., Wilson, S., & Shapiro, N. (2011, October). *Higher education and Common Core State Standards*. APLU Forum, Washington, DC. (national webinar)

^Strutchens, M.E., Bay-Williams, J., Breyfogle, L., Hendrix, T., Herbel Eisenmann, B., Martin, W. G., & McDuffie, A. R. (October 2011). *Preparing teachers and teacher leaders in the era of the common core state standards: mathematics teacher educators’ perspectives.* Conference Board of the Mathematical Sciences (CBMS) Fourth National Forum, Reston, VA.

+^ Martin, W.G., & Robinson, E. (2011, August). *Tasks to promote reasoning and sense making in high school mathematics.* Keynote address to Infusing High School Mathematics with Reasoning and Sense Making: An Interactive Institute on High School Mathematics, Orlando, FL.

\*+ Martin, W. G., Boswell, L. A., & Chazan, D. (2011, April). *Promoting reasoning and sense making in high school mathematics*. Presentation to Annual Meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.

+^Shaughnessy, J. M., & Martin, W. G. (2011, April). *Focus on Mathematical Reasoning and Sense Making: New and continuing efforts in NCTM’s long-term initiative on the teaching of secondary mathematics.* Presentation to the Annual Meeting of the National Council of Supervisors of Mathematics, Indianapolis, IN.

\*+Martin, W. G., Dick, T., Strutchens, M. E., & Shaughnessy, J. M. (2011, January). *Focusing on Reasoning and Sense in High School Mathematics: Implications for Teacher Education*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

+^Shaughnessy, J. M., & Martin, W. G. (2011, January). *Focus on Mathematical Reasoning and Sense Making: New and continuing efforts in NCTM’s long-term initiative on the teaching of secondary mathematics.* Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

+^Lappan, G., Clements, D., Martin, W. G., Thompson, P., & Kepner, H. (2010, April). *A discussion about standards*. Invited presentation to the Research Pression to the Annual Meeting of the National Council of Teachers of Mathematics, San Diego, CA.

\*+Martin, W. G., Quander, J. R., & Snipes, V. (2010, April). *Focus in High School Mathematics: Reasoning and Sense Making*. Presentation to Annual Meeting of the National Council of Teachers of Mathematics, San Diego, CA.

\*+Martin, W. G., & Quander, J. R. (2010, April). *Focus in High School Mathematics: Reasoning and Sense Making*. Presentation to Annual Meeting of the National Council of Supervisors of Mathematics, San Diego, CA.

\*+Martin, W. G., Strutchens, M. E., Stuckwisch, S., & Qazi, M. (2010, February). *TEAM-Math: Lessons learned and challenges*. Poster presented to the Math and Science Partnership (MSP), Learning Network Conference, Washington, D.C.

\*+Martin, W. G., & Quander, J. R. (2010, January). *The role of teacher education in promoting reasoning and sense making in high school mathematics.* Presentation to the Annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

\*+Strutchens, M. E., Martin, W. G., & Scarborough, B. (2010, January). *Using multiple venues to increase teachers’ knowledge of and attention to equity issues.* Presentation to the Annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

^+ Kilpatrick, J., Beckmann, S., Martin, W. G., & Zimba, J. (2009, October). *What are the features of a coherent math curriculum?* Presentation to the CBMS Forum on the Content and Assessment of School Mathematics, Reston, VA.

\*+ Martin, W. G., Forster, S., Robinson, E., & Reed, J. (2009, April). *NCTM’s High School Curriculum Project: Putting Reasoning and Sense Making at the Center*. Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, Washington, DC.

\*+ Martin, W. G., Kader, G., Kepner, H., & Robinson, E. (2009, April). *NCTM’s Focus in High School Mathematics: Reasoning and Sense Making*. Presentation to the Annual Meeting of the National Council of Supervisors of Mathematics, Washington, DC.

\*+Hickman, E., & Martin, W. G. (2009, April). *Splash or Splat: Modeling the High-Dive Problem from the Interactive Mathematics Program Using Sketchpad*. Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, Washington, DC.

\*^Martin, W. G. (2009, February). *NCTM’s Focus in High School Mathematics: Reasoning and sense making*. 2009 Center for the Study of Mathematics Curriculum Research Conference, Phoenix, AZ

\*+ Martin, W. G., Strutchens, M., Qazi, M., Norris, P., & Hickman, E. (2009, February). *Creating an Effective and Cost-Effective Teacher Leader Network to Support School-based Reform in K-12 Mathematics*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

\*+ Martin, W. G., Strutchens, M. E., & Karabenick, S. A. (January, 2009). Changing teachers’ attitudes and practices through professional development. Math and Science Partnership (MSP), Learning Network Conference, Renaissance Hotel, Washington, D.C.

\*+ Strutchens, M. E., Henry, D., Martin, W. G., & Ross, L. (January, 2009). Improving mathematics teaching and learning through school-based support: Champions or naysayers. Math and Science Partnership (MSP), Learning Network Conference, Renaissance Hotel, Washington, D.C.

\*+ Strutchens, M., Martin, W. G., Qazi, M., Stuckwisch, S., & Bice, T. (2008, April). *Examining TEAM-Math's Success: A Look into the Multifaceted Partnership.* Presentation to the Research Presession of the National Council of Teachers of Mathematics Annual Meeting, Salt Lake City, UT.

\*+ Martin, W. G., Forster, S., Robinson, E., & Snipes, V. (2008, April). *NCTM’s High School Curriculum Project: Where Are We? Where Are We Going?.* Presentation to the Annual Meeting of the National Council of Teachers of Mathematics Annual Meeting, Salt Lake City, UT.

\*+ Martin, W. G., Seeley, K., Forgione, K., Fraser, S., & Hirsch, C. (2008, April). *Preparing All Students for the 21st Century: New Standards and Curricula.* Presentation to the Annual Meeting of the National Council of Supervisors of Mathematics Annual Meeting, Salt Lake City, UT.

\*+Martin, W. G., Strutchens, M. E., Qazi, M., Stuckwisch, S., & Painter, J. (2008, January). *The Mathematical Preparation of Teachers: Teacher Educators and Mathematicians Working More Closely Together*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Tulsa, OK.

\*+Hirsch, C., Keller, B., Martin, W. G., & Zbiek, R. (2008, January). *CPMP-Tools: Supporting Teachers’ Transfer of Campus Learning and Technology Use to Classroom Practice*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Tulsa, OK.

\*+ Martin, W. G. (2007, April). *Getting Real about the Real Numbers.* Presentation to the Annual Meeting of the National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA

\*+Gilbert, M. C., Strutchens, M., Martin, W. G., & Karabenick, S. (2007, April). *Changing Mathematics Teachers’ Beliefs and Practices Through the Use of Student Data and Ongoing Professional Development.* Presentation to the Research Presession of the National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA.

\*+Martin, W. G., Strutchens, M. E., Gilbert, M. C., Karabenick, S., & Musu, L. (2007, January). *Motivation and Student Achievement Within the Context of a Systemic Change Project*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA

\*+Strutchens, M., Martin, W. G., Black, J., Westbrook, S. K., & McAdoo, M. F. (2006, April). *Exploring Leakages in the Math Pipeline for African American Students*. Presentation to the Research Presession of the National Council of Teachers of Mathematics Annual Meeting, St. Louis, MO.

^+Martin, W. G. (2006, April). *Inducting new researchers: Mentoring session*. Presentation to the Research Presession of the National Council of Teachers of Mathematics Annual Meeting, St. Louis, MO.

\*+Strutchens, M., Martin, W. G., Shannon, D. M., Gilbert, M. C., Westbrook, S. K., Black, J., King, K. L., & Foster, D. (2006, April). *Transforming east Alabama mathematics: Increasing African-American students’ opportunities to learn mathematics*. Presentation to the Annual Meeting of the American Educational Research Association Annual Meeting, San Francisco, CA.

\*+Martin, W. G., Struchens, M., Stuckwisch, S., Qazi, M., Washburn, N., & Painter, J.. (2006, January). *TEAM-Math: The making of a partnership between mathematics educators, mathematicians, and K‑12 school personnel*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Tampa, FL

\*+Karabenick, S. A., Suter, L., Martin, W. G., Strutchens, M. E., Maehr, M. L., Jeanne Friedel, J., Blazevski, J., Conley, A. M., & Shannon, D. M. (2005, April). *Evidence-Based Motivation-Related Outcomes of Mathematics Improvement Interventions: Collaborative Adventures in* Pasteur’s *Quadrant*. Presentation to the Annual Meeting of the American Educational Research Association Annual Meeting, Montréal.

Martin, W. G. (2005, March). *The TEAM-Math Curriculum Process*. Poster presented at the Annual Meeting of the Center for Research on Mathematics Curriculum, Mesa, AZ.

\*+ Martin, W. G., Fonzi, J., Kysch, J., Strutchens, M. E., Merlino, J., & Hamos, J. (2005, January). *NSF's Math and Science Partnerships: What are We Learning?*. Presentation to the Annual Meeting of the Association for Mathematics Teacher Education, Dallas, TX. (Session organizer)

\*+ Martin, W. G. and Strutchens, M. E. (2004, April). S*taying mathematically sane: Web resources promoting rational discussion of mathematics education reform*. Presentation to the National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA.

\*+ Strutchens, M. E., and Martin, W. G. (2004, January). *Promoting Successful Mathematics Reform Teaching Via the Internet: Mathematics Online Support for Teachers (MOST)*. Presentation to the Annual Meeting of the Association for Mathematics Teacher Education, San Diego, CA.

\*+ Martin, W. G. and Strutchens, M. E. (2003, April). S*taying mathematically sane: Web resources promoting rational discussion of mathematics education reform*. Presentation to the National Council of Teachers of Mathematics Annual Meeting, San Antonio, TX.

\*+Hart, E., Keller, B., & Martin, W. G. (2003, April). *Illuminating National Council of Teachers of Mathematics’s Standards Using Web-based Resources*. Presentation to the National Council of Teachers of Mathematics Annual Meeting, San Antonio, TX.

\*+Martin, W. G., Strutchens, M. E., and Keller, B. (2003, January). *Using National Council of Teachers of Mathematics’s Illumination Web Site to Support Teacher Education*. Presentation to the Annual Meeting of the Association for Mathematics Teacher Education, Atlanta, GA.

\*+Martin, W. G., & Ferrini-Mundy, J. (2003, January). *Understanding the Impact of Standards on Mathematics Education*. Presentation to the Annual Meeting of the Association for Mathematics Teacher Education, Atlanta, GA

^+Standards Impact Research Group. (2002, April). *Studying the impact and influence of standards: Considerations in building a research agenda*. Presentation to the Research Presession of the National Council of Teachers of Mathematics Annual Meeting, Las Vegas, NV.(one of 5 presenters)

^+Martin, W. G. (2002, April). *Public and professional discourse: Effectively responding to the conflict surrounding mathematics education reform.* Presentation at the Conference for Leaders of National Science Foundation Local Systemic Change (Mathematics) Projects, Las Vegas, NV.

\*+Hart, E., Keller, B., Barnes, D., Gorski, T., & Martin, W. G. (2002, April). *E-standards and Illuminations: Electronic resources for grades 6-12*. Presentation to the National Council of Teachers of Mathematics Annual Meeting, Las Vegas, NV.

^+Standards Impact Research Group. (2001, April). *Studying Standards: National Council of Teachers of Mathematics’s Standards Impact Research Group*. Key-note to the Research Presession of the National Council of Teachers of Mathematics Annual Meeting, Orlando, FL. (one of 3 presenters)

\*+Strutchens, M. E., & W. G. Martin. (2001, March). *US Students’ Achievement in Geometry*. Presentation to the Research Council for Mathematics Learning, Las Vegas, NV.

^+Chappell, M. F., D. Foss, L. Van Zoest, J. Bohl, Gormas, S. Woodbury, R. Sawyer, & W. G. Martin. (2000, April). *Agents of Change: Examining Mathematics Teachers and Teachers-to-Be in an Era of Reform*. Panel discussion at the Annual Meeting of the American Educational Research Association, New Orleans, LA. [Discussant]

\*+Martin, W. G. (2000, April). *Do the Standards Work? A Research Perspective*. Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, Chicago.

^+Martin, W. G., J. Ferrini-Mundy, M. M. Lindquist, & D. Berk. (2000, April). *Shaping the Standards: From feedback to synthesis to revision.* Presentation to the Research Presession of the Annual Meeting of the National Council of Teachers of Mathematics, Chicago.

\*+Martin, W. G. (1999, April). *Math is Easy! and Other Myths about Teaching and Learning Mathematics.* Presentation to the Annual Meeting of the National Council of Teachers of Mathematics, San Francisco.

\*+Greer, B., U. D'Ambrosio, W. G. Martin & R. Schorr. (1999, April). *Beyond the ivory tower: The politicization of mathematics education research.* Presentation to the Research Presession of the Annual Meeting of the National Council of Teachers of Mathematics, San Francisco.

\*+Martin, W. G., F. Fennell, M. M. Lindquist, & J. Fey. (1999, January). *National Council of Teachers of Mathematics’s Draft of Updated Standards for School Mathematics: Feedback and Reflection from the Perspective of Teacher Education.* Presentation to the American Association of Colleges of Teacher Education, Washington, DC.

^+Martin, W. G. & M. L. Lindquist. (1998, December). *A Teacher Education Perspective on National Council of Teachers of Mathematics's Updated Standards*. Keynote presentation to the Annual Meeting of the Association for Mathematics Teacher Educators, Chicago, IL.

\*+Martin, W. G. (1998). *Reflections on Geometry: Learning, Teaching, and Assessment.* Presentation at the Annual Meeting of the Research Council of Diagnostic and Prescriptive Mathematics, College Park, MD.

\*+Martin, W. G. (1997). *Using Transformational Geometry to Develop Students' Levels of Geometric Thinking*. “Research into Practice” session, Annual Meeting of the National Council of Teachers of Mathematics.

\*+Martin, W. G., A. Matsumoto, S. Rachlin, & H. Slovin. (1996). *Putting Students in the Driver’s Seat*. “Conference Within a Conference”, Annual Meeting of the National Council of Teachers of Mathematics.

\*+Martin, W. G. (1995). *Don't Settle for Less! Making High School Geometry Accessible to All Students*. “Research into Practice” session, Annual Meeting of the National Council of Teachers of Mathematics.

\*+Martin, W. G. (1994). *Proof — Noun or Verb? A Student-centered Approach to Proof in High School Geometry*. Presentation to the Annual Meeting of the National Council of Teachers of Mathematics.

\*+Martin, W. G., M. J. Higa, & N. A. Pateman. (1993). *Developing a Constructivist Learning Environment in High School Geometry*. Presentation to the Research Presession of the Annual Meeting of the National Council of Teachers of Mathematics.

\*+Pateman, N. A. & Martin, W. G. (1993). *Problem-based Geometry: Implementing Changes in Content and Methodology*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, Georgia.

\*+Martin, W. G. & Higa, M. J. (1992). *Turning Your Geometry Course Around: A Student-Centered Approach*. Workshop presented at the Annual Meeting of the National Council of Teachers of Mathematics, Nashville.

c. Regional

\*Martin, W. G. (2019, November). *Designing Pathways for Student Success Using Catalyzing Change in High School Mathematics.* Presentation to the National Council of Teachers of Mathematics Southeast Regional Conference, Nashville, TN.

\*Martin, W. G. (2017, June). *Mathematical Action Technologies: Moving beyond Whiteboards, Flipping, and Clickers*. Noyce Southeast Conference, Mobile, AL.

\*Martin, W. G. & Strutchens, M. E. (2017, June). *Setting Standards for Preparing the Next Generation of Teachers of Mathematics*. Noyce Southeast Conference, Mobile, AL.

\*Martin, W. G. & Strutchens, M. E. (2017, May). *What do well‐prepared beginning STEM teachers need to know and be able to do?* Noyce Midwest Regional Dialogue, Lincoln, NE.

\*Martin, W. G. & Strutchens, M. E. (2017, May). *Transforming Secondary Teacher Preparation Programs Using Improvement Science.* Noyce Midwest Regional Dialogue, Lincoln, NE.

\*Strutchens, M. E. & Martin, W. G. (2017, May). *Foregrounding Equity in STEM Education*. Noyce Midwest Regional Dialogue, Lincoln, NE.

\*Martin, W. G. (2016, November). *Mathematical Action Technologies: Moving beyond Whiteboards, Flipping, and Clickers.*Presentation to the National Council of Teachers of Mathematics Northeast Regional Conference, Philadelphia, PA.

\*Martin, W. G. (2015, November). *Transforming Mathematics Teacher Preparation Using a Networked Improvement Community*. Presentation to the National Council of Teachers of Mathematics Midwest Regional Conference, Minneapolis, MN.

\*Martin, W. G., & Strutchens, M. E. (2013, November). *Improving Secondary Mathematics Teacher Preparation: The MTE-Partnership*. Presentation to the National Council of Teachers of Mathematics Western Regional Conference, Las Vegas, NV.

\*Martin, W. G., & Strutchens, M. E. (2013, October). *Improving Secondary Mathematics Teacher Preparation: The MTE-Partnership*. Presentation to the National Council of Teachers of Mathematics Southeast Regional Conference, Baltimore, MD.

\*Strutchens, M.E., & Martin, W.G. (2013, March). *Using Multiple Venues to Increase Teachers ‘ Knowledge of and Attention to Equity Issues*. Presentation to the NSF Robert Noyce Teacher Scholarship Program Southeast Regional Conference, Greenville, SC.

\*Martin, W. G. (2012, November). *Transforming Geometry through Geometric Transformations*. Presentation to the National Council of Teachers of Mathematics Midwest Regional Conference, Chicago, IL.

^Martin, W. G. (2012, October). *Re-envisioning Secondary School Mathematics*. Keynote address at the Midwest Noyce Conference, Indianapolis, IN.

\*Martin, W. G. (2012, October). *Transforming Geometry through Geometric Transformations*. Presentation to the National Council of Teachers of Mathematics Southeast Regional Conference, Dallas, TX.

\*Martin, W. G. (2011, October). *NCTM and the Common Core State Standards: Implications for Teacher Education*. Presentation to the National Council of Teachers of Mathematics Northeast Regional Conference, Atlantic City, NJ.

\*Martin, W. G. (2011, October). *Tasks to promote reasoning and sense making in high school mathematics*. Presentation to the National Council of Teachers of Mathematics Southeast Regional Conference, St. Louis, MO.

\*Martin, W. G. (2009, November). *NCTM’s High School Curriculum Project: Putting Reasoning and Sense Making at the Center*. Presentation to the National Council of Teachers of Mathematics Southeast Regional Conference, Nashville, TN.

\*Carter, J., & Martin, W. G. (2009, November). *NCTM’s High School Curriculum Project: Putting Reasoning and Sense Making at the Center*. Presentatin to the National Council of Teachers of Mathematics Southeast Regional Conference, Boston, MA.

\*Martin, W. G. (2008, November). *Getting Real About the Real Numbers*. Presentation to the National Council of Teachers of Mathematics Southeast Regional Conference, Richmond, VA.

\*Martin, W. G. (2006, November). *Calculators: Help or Hindrance?* Presentational to the National Council of Teachers of Mathematics Eastern Regional Conference, Atlantic City, NJ.

\*Martin, W. G. (2005, November). *Principles and Standards and High Achievement Test Scores:   
Can You Do Both?* Presentational to the National Council of Teachers of Mathematics Southern Regional Conference, Birmingham, AL.

\*Martin, W. G. (2005, November). *Learn-Reflect Reflection Session, Grades 9-12*. Presentational to the National Council of Teachers of Mathematics Southern Regional Conference, Birmingham, AL.

\*Martin, W. G. (2002, October). *Getting an angle on angles*. Presentation to the National Council of Teachers of Mathematics Southern Regional Conference, Biloxi, MS.

\*Martin, W. G. (2002, October). *Illuminating the Principles and Standards: Resources from illuminations.nctm.org*. Presentation to the National Council of Teachers of Mathematics Southern Regional Conference, Biloxi, MS.

^Martin, W. G. (2001, January). *An overview of* Principles and Standards for School Mathematics. Key-note address, Conference on Mathematics in the Middle School, SERVE, Atlanta, GA.

^Strutchens, M. E. & W. G. Martin (2000, September). *Lessons Learned from NAEP*. Presentation to the North Carolina Consortium on Research in Mathematics Education. Raleigh, NC: North Carolina State University.

^Martin, W. G. (1998, October). *Making geometry a moving experience.* Presentation to the National Council of Teachers of Mathematics Mid-Atlantic Regional Conference, Baltimore, MD.

d. State and Local

\*Martin, W. G. & Jones, C. (2021, February). *Pathways to Mathematical Success: The 2019 Alabama Course of Study.* Presentation to the Annual Conference of the Alabama Council of Teachers of Mathematics (virtual).

^Martin, W. G. (2020, March). *Strategic Taskforce for Accelerating Mathematics Pathways.* Presentation to the Second Annual Alabama Transfer Student Success Conference: Improving Transfer Student Success, Tuscaloosa, AL.

\*Martin, W. G. (2019, November). *Quadratic Quandary: Where and How Do Quadratic Functions and Equations Fit?*Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Birmingham, AL.

^Strutchens, M.E., Martin, W. G., Ellis, R. L. (2018, October). *The Mathematics Teacher Education Partnership: A networked improvement community of universities and school systems to transform the preparation of secondary mathematics.* Auburn University Research Faculty Symposium, Auburn, AL.

^ Martin, W. G. & Strutchens, M. E. (2018, March). *Ensuring success for all in secondary mathematics students.* Presentation to the NYS Master Teacher Program and the Cornell University Department of Mathematics, Ithaca, NY.

^Martin, W. G. (2017, November). *What’s Your Message?* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Birmingham, AL.

^Martin, W. G. (2017, October). *The Mathematics Teacher Education Partnership: Improving the Preparation of the Next Generation of Secondary Mathematics Teachers.* Colloquium presented at Boise State University, Logan, UT

^Martin, W. G. (2017, October). *The Mathematics Teacher Education Partnership: Improving the Preparation of the Next Generation of Secondary Mathematics Teachers.* Colloquium presented at University of Georgia, Athens, GA.

^Martin, W. G. (2017, March). *What’s Your Message?* Presentation to the Leadership Summit, North Carolina Council of Teachers of Mathematics, Greensboro, NC.

\*Martin, W. G. (2016, November). *Technology to Support the Learning of Mathematics: Beyond the Hype.* Annual meeting of the Alabama Council of Teachers of Mathematics, Birmingham, AL.

\*Martin, W. G. (2014, November). *Principles to Actions: Implications for High School.* Annual meeting of the Alabama Council of Teachers of Mathematics, Birmingham, AL.

^Strutchens, M. E., & Martin, W. G. (2014, October). *Ensuring Mathematical Success for All Students:  
Algebra.* Presentation to Vestavia Hills City Schools, Vestavia, AL.

^Martin, W. G., & Gobstein, H. (2014, October). *Overview of MTE-Partnership.* Presentation to MTE-Partnership/California State University Convening, Long Beach, CA.

^Martin, W. G., & Strutchens, M. E. (2014, September). *Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12.* Colloquium presentation to Kennesaw State University, Kennesaw, GA.

^Martin, W. G. (2014, July). *Common Core State Standards for Mathematics.* Presentation to the Georgia State Board of Education, Atlanta, GA.

^Martin, W. G. (2014, July). *From Processes to Practices: Developing Mathematical Habits of Mind.* Presentation to Meredith Mathematics and Science Institutes, Meredith College, Meredith, NC.

^Martin, W. G., & Gobstein, H. (2014, June). *Transforming Secondary Mathematics Teacher Preparation:  
Overview and Design of the MTE-Partnership.* Presentation to California State University System, Long Beach, CA.

\*Martin, W. G. (2013, November). *Moving into a Focus on Transformational Geometry.* Annual meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

^Strutchens, M. E., & Martin, W. G. (2013, August). *Using Multiple Venues to Increase Teachers’ Knowledge of and Attention to Equity Issues*. Presentation to the NanoBio Science Partnership for the Alabama Black Belt Region, Tuskegee University.

\*Martin, W. G. (2012, November). *Meeting the Standards for Mathematical Practice in the Common Core: It all Begins with the Tasks!* Annual meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

^ Martin, W. G. (2012, September). *Building Communications, Proof, and Reasoning Across Grades K-12*. Annual Conference of the Nebraska Association of Teachers of Mathematics, Lincoln, NE

^Strutchens, M. E., & Martin, W. G. (2012, September). *Tasks: The CPR (Communications, Proof, and Reasoning) Defibrillator*! Annual Conference of the Nebraska Association of Teachers of Mathematics, Lincoln, NE.

^Martin, W. G., & Strutchens, M. E. (2012, June). *The Common Core State Standards for Mathematics: Implications for Middle and High School*. Presentation to Raleigh County Schools, Bleckley, WV.

^Martin, W. G. (2012, June). *Mathematics in the Common Core Era: Has Anything Really Changed?* Presentation to the Education Summit, Albany State University, Albany, GA.

^Strutchens, M. E., & Martin, W. G. (2012, May). *Reasoning and Sense Making: The Key to Effective Mathematics Teacher Education*. Presentation to NebraskaMath, Lincoln, NE.

^ Martin, W. G. , & Strutchens, M. E. (2012, May). *Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12*. Presentation to NebraskaMath, Lincoln, NE.

^ Martin, W. G. (2012, June). *The MTE-Partnership: Improving Secondary Mathematics Teacher Preparation in Light of the Common Core State Standards*, Presentation to the New Jersey Association of Mathematics Teacher Educators, Trenton, N.J.

^ Martin, W. G. (2012, February). *Pathways for High School Mathematics*. Presentation to the West Virginia Department of Education, Charleston, WV.

^ Martin, W. G. (2012, February). *Mathematics Education Research in the Common Core Era*. Keynote address to the Tennessee Mathematics, Science and Technology Education Center (TMSTEC) Sixth Annual STEM Education Research Conference. Murfreesboro, TN.

^ Strutchens, M. E. & Martin, W. G. (2011, December). *Promoting reasoning and sense making for all students.* Annual Meeting of the Association of Mathematics Teachers of New Jersey, Somerset, NJ.

Strutchens, M.E. & Martin, W. G. (September 2011). *Overview of the Common Core State Standards for Mathematics.* College of Education National Advisory Board Meeting, Auburn, AL.

\*Martin, W. G. (2010, November). *The Common Core State Standards and Mathematics Reform: What’s the Prognosis?* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

^Martin, W. G. et al. (2010, April). *Common Core State Standards for Alabama*. East Alabama Council of Teachers of Mathematics.

\*Martin, W. G. (2009, November). *NCTM’s Focus in High School Mathematics: Reasoning and Sense.* Presentation to the Annual Meeting of the North Carolina Council of Teachers of Mathematics, Greensboro, NC.

\*Martin, W. G. (2009, October). *NCTM’s Focus in High School Mathematics: Reasoning and Sense.* Presentation to the Annual Meeting of the Mississippi Council of Teachers of Mathematics, Oxford, MS.

\*Martin, W. G. (2009, October). *NCTM’s Focus in High School Mathematics: Reasoning and Sense.* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

\*Martin, W. G. (2009, February). *NCTM’s Focus in High School Mathematics: Reasoning and Sense.* Presentation to the Annual Meeting of the Iowa Council of Teachers of Mathematics, Des Moines, IA.

\*Martin, W. G. (2008, October). *Web-based Interactive Software.* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

Westbook, S. K., & Martin, W. G. (2008, October). *AMTE Affiliate for Alabama.* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

\*Hickman, E., & Martin, W. G. (2008, October). *Splash or Splat: Modeling the High Dive problem from the Interactive Mathematics Program using Sketchpad on TI Voyage 200.* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

\*Martin, W. G. (2007, October). *High School Mathematics: Where Are We At? Where Are We Headed?* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

\*Martin, W. G., Struchens, M., Westbook, S. K. (2007, October). *Alabama Mathematics Teacher Educators Unite!* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

\*Martin, W. G. (2006, October). *Getting Real with the Real Numbers.* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

\*Martin, W. G., & Strutchens, M. E. (2004, October). *TEAM-Math: Transforming East Alabama Mathematics through Professional Development and Curriculum Alignment K-Higher Education*. Presentation to the Alabama Staff Development Conference, Birmingham, AL.

\*Martin, W. G. & Strutchens, M. (2002, November). *Illuminating National Council of Teachers of Mathematics’s Standards: Using Web-based resources.* Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

^Martin, W. G. (2001, November). *Getting Real with* Principles and Standards*: Beyond the Surface and Into the Depths*. Presentation to the Fall Meeting of the Southern Alabama Council of Teachers of Mathematics, Baldwin County, AL.

\*Martin, W. G. (2001, November). *Illuminating National Council of Teachers of Mathematics’s Principles and Standards*. Presentation to the Annual Meeting of the Alabama Council of Teachers of Mathematics, Montgomery, AL.

^Martin, W. G. (2000, November). *Principles and Standards for School Mathematics: Off of the Shelf and Into Your Classroom*. Key-note address, Alabama Council of Teachers of Mathematics Annual Meeting, Montgomery, AL.

4. Exhibitions

Not applicable

5. Performances

Not applicable

6. Patents and Inventions

Not applicable

7. Other Research/Creative Contributions

Not applicable

8. Grants and Contracts

a. Funded

| **Years** | **Project** | **Description** | **Amount** | |
| --- | --- | --- | --- | --- |
| 2020-2021 | New Pathways to a Career in Mathematics Teaching in Central Alabama | PI: Capacity Building Proposal for the Robert Noyce Teacher Scholarship Program Track 2: National Science Foundation Teaching Fellowships Track (TF) | | $75,000 |
| 2019 | Attracting Career-changers for Initial Certification in Mathematics Education | Co-PI: Auburn University, Department of Curriculum and Teaching’s Summer Scholarship Support Awards | | $14,792 |
| 2018-2020 | Using Networked Improvement Communities to Design and Implement Program Transformation Tools for Secondary Mathematics Teacher Preparation (NIC-Transform) | PI: Collaborative grant from National Science Foundation IUSE Program, Exploration and Design Tier for Community Transformation | | $300,000 |
| 2018-2021 | Teacher Leadership (T-Lead): Investigating the Persistence and Trajectories of Noyce Master Teaching Fellows | PI for Auburn subaward: National Science Foundation Noyce Scholarship Program, Research Track 4 | | $700,000  ($85,000 AU subcontract) |
| 2016-2018 | The Mathematics Teacher Education Partnership: From Improvement to Integration | Co-PI: Helmsley Charitable Trust via APLU | | $599,540  ($48,000 AU subcontract) |
| 2015-2018 | STEM Enrichment in Physics, Mathematics and Project based  Learning: Meeting K-12 Needs in Alabama | Senior Researcher: Alabama State Department of Education | | $715,000 |
| 2016-2021 | SEMINAL: Student Engagement in Mathematics through an Institutional Network for Active Learning, NSF-funded project | Senior Research: National Science Foundation via APLU (paid as consultant) | $2,994,531 | |
| 2006-Cont. | Alabama Math, Science, and Technology Initiative, Auburn site | Co-PI: Grant to run a regional site for the state math and science initiative | $1.9 million annually | |
| 2014-2015 | Accelerating Progress in the Preparation of Secondary Mathematics Teachers | Co-PI: Bechtel Corporation via APLU | | $50,000 |
| 2013-2015 | Mathematics Teacher Education Partnership | Co-PI: Helmsley Charitable Trust via APLU  ($128,000 subcontract to Auburn University) | | $1,040,000 |
| 2012-2015 | TEAM-Math and AMSTI Professional Learning Communities | Co-PI: Alabama State Department of Education | | $599,000 |
| 2012 | Travel Grant for the MTE-Partnership | Co-PI: 100Kin10 | | $13,000 |
| 2011-2012 | Partnership for the Improvement of Secondary Mathematics Teacher Preparation in the Common Core Era | Co-PI: National Science Foundation (RAPID) via APLU | | $200,000 |
| 2011-2012 | TEAM-Math: Facilitating East Alabama’s Response to the Common Core State Standards for Mathematics | Co-PI: BBVA Compass Bank | | $13,000 |
| 2011-2014 | Developing Effective Mathematics Learning Communities | Co-PI: Auburn University Intramural Grant Program | $60,000  (3 year total) | |
| 2009-2015 | TEAM-Math Teacher Leader Academy for Elementary Mathematics Specialists | PI: Noyce Master Teacher Program, National Science Foundation | $1,500,000 (5 year total) | |
| 2008-2011 | TEAM-Math Teacher Leader Academy for Secondary Mathematics | Co-PI: Supplement to the TEAM-Math grant from the National Science Foundation | $600,000 | |
| 2007-2008 | Improving Grades 6-12 Mathematics Education in East Alabama Using Technology | Co-PI: Grant from the Malone Family Foundation of Alabama | $405,000 | |
| 2003-2011 | East Alabama Partnership for the Improvement of Mathematics Education (TEAM-Math) | PI/PD: Math and Science Partnership Grant from the National Science Foundation   * Supplement to include three additional school districts * Supplement to sustain partnership | $8,996,841  (5 year total)  $381,046 (3 year total) $200,000 (2 year total) | |
| 2003-2004 | East Alabama Partnership for the Improvement of Mathematics Education (TEAM-Math) | PI: Grant from Auburn University Outreach department, College of Education, College of Sciences and Mathematics | $100,000 | |
| 2000-2004 | Illuminations Web Site: Selected Web Resources | PI: Subcontract from the National Council of Teachers of Mathematics, as a part of a grant from WorldCom Foundation | $230,000 (3 awards) | |
| 1993-1997 | New Directions in Secondary School Geometry | PI: Grant from the Dwight D. Eisenhower Mathematics and Science Education Act (Title II) | $93,000  (5 awards) | |
| 1994 | Putting Theory into Practice: Enacting the National Council of Teachers of Mathematics Teaching Standards | Co-PI: Grant from the Dwight D. Eisenhower Mathematics and Science Education Act (Title II) | $26,000 | |
| 1991-1995 | The Effects of Problem-Based Instruction on the Geometric Knowledge of High School Students | PI: Grant from the National Science Foundation | $1,070,778 | |
| 1990 | The Geometry Learning Project | PI: Bridging funds grant from the University of Hawai’i | $20,000 | |

b. Submitted

|  |  |  |  |
| --- | --- | --- | --- |
| Submitted | Project | Description | Amount |
| December 2020 | Using Networked Improvement Communities to Scale Up Program Transformation for Secondary Mathematics Teacher Preparation (NIC-Transform Scale Up) | PI: Submission to National Science Foundation IUSE Program, Level 2, Institutional and Community Transformation | $3,000,000 |

c. Unfunded

|  |  |  |  |
| --- | --- | --- | --- |
| Submitted | Project | Description | Amount |
| January 2011 | Full-Scale Development of Automated Reasoning Education | Co-PI: Submission to National Science Foundation Informal Science Education program | $1,245,079  (Not funded) |
| January 2010 | TEAM-Math's Secondary Mathematics Learning Communities | Co-PI: Submission to National Science Foundation DRK-12 Program | $3,500,000  (Not funded) |

**8. Description of Scholarly Program**

Across my career to this point, my research interests have continuously evolved while remaining centrally focused on better understanding different aspects of mathematics teaching and learning. Throughout this evolution, two central tenets have emerged. First, research is more effective when it is intertwined with the rest of one’s professional work. Second, research is more effective when it is undertaken across a broader system affecting mathematics teaching and learning.

Early in my career, I was very engaged in exploring student learning of mathematics, particularly related to mathematical reasoning and proof in the area of geometry, mirroring what was then my central focus on curriculum research and development in high school geometry. While research of this type has remained an interest, I have become less directly involved over the years. I began to realize that there are a lot of moving pieces involved in improving student learning; a well-designed curriculum is only the beginning point as teachers work to implement that curriculum.

As I took a position at the National Council of Teachers of Mathematics (NCTM), I became more interested in policy, particularly related to curriculum, which related to my primary job duties directing the revision of NCTM’s standards. Since that time, I have continued to work on a number of policy and standards-setting initiatives with a particular focus on high school mathematics, and I continue to write about related issues in mathematics curriculum. Engagement of multiple stakeholders has been a continuing theme in that work to ensure a useful reflection of the broader system of those engaged in mathematics education. I am currently a lead writer for the Association of Mathematics Teacher Educators’ *Standards for Mathematics Teacher Preparation*, which is closely related to my work with preparing mathematics teachers and which has partnerships as a central theme.

Upon coming to Auburn University, Marilyn Strutchens (my colleague and spouse) and I began an initiative, supported by a series of funded projects, to change inservice teachers’ mathematical teaching practices to become more in alignment with national standards and best practices from research under the moniker “TEAM-Math” (Transforming East Alabama Mathematics). This initiative took a systemic approach, including attention to the curriculum taught, professional development to support changes in teaching practice, development of teacher leaders, work with administrators and other stakeholders, and work with preservice mathematics teacher preparation. We have written and presented extensively on various aspects of this work, including the overall approach, the impact of the professional development, and teacher leader development. Most recently, we have been focusing on the development of professional learning communities around mathematics. This work has been closely connected to my current duties with both outreach and teacher preparation.

My most recent research effort brings together a number of these strands in my work as co-director of the Mathematics Teacher Education Partnership (MTE-Partnership), a “networked improvement community” of nearly 100 universities organized by the Association of Public and Land-grant Universities to increase both the quantity and quality of beginning secondary mathematics teacher. This partnership currently has a number of “research action clusters” focusing on particular programs of practice, such as improving content knowledge, restructuring clinical experiences, and increasing recruitment and retention of candidates. Obviously, this work intersects with my job as a mathematics teacher educator, and developing partnerships among mathematics teacher educators, mathematicians, and schools and districts is again a major focus. The most recent initiative of the Partnership, which I am leading, addresses the need for institutional transformation of programs in order to make the system changes needed.

C. Outreach

1. Commentary

a. Description

For this commentary, I will focus on the work of TEAM-Math (Transforming East Alabama Mathematics), a systemic improvement project designed to support inservice teachers to make their mathematical teaching practices in better alignment with national standards and best practices from research. This partnership, launched in 2002, includes Auburn University’s Department of Curriculum and Teaching and Department of Mathematics and Statistics, Tuskegee University, and 14 school districts in East Alabama. The partnership has had a series of funded projects to support particular aspects of its work, including:

* A five-year Math and Science Partnership from the National Science Foundation (NSF) totaling nearly $10 million in funding focused on large-scale systemic improvement across all 14 school districts, including developing rigorous curriculum, providing professional development to inservice teachers, producing more effective preservice teachers, developing effective teacher leaders, building support from administrative teams and from parents and the community, and developing engaged university faculty members. I served as PI and Project Director, led the planning team, led the curriculum process, assisted in providing professional development, and participated in nearly all aspects of the project.
* Two follow-up awards from NSF’s Robert Noyce Teacher Scholarship Program supported TEAM-Math Teacher Leader Academies for elementary and secondary mathematics teacher leaders. I served as PI for this program and assisted with providing graduate courses taken by the participants as well as quarterly workshops which they attended.
* Several smaller awards provided support for work with textbook adoption, curriculum development, and integration of technology. I served as PI for these programs and participated in organizing the activities and providing the professional development.

Continued activities related to TEAM-Math have been carried out in conjunction with the Alabama Mathematics, Science, and Technology Initiative (AMSTI), a statewide program. The AMSTI site at Auburn University, for which I serve as a co-PI, built on the work done with TEAM-Math to provide continuing support in mathematics. Moreover, we have launched a joint project with AMSTI focusing on the development of Professional Mathematics Learning Community (PMLC); I serve as co-PI for this effort. After 3 years focusing on PK-12, the PMLC has narrowed its focus to middle and high school. In addition to being a presenter at the summer institutes and quarterly follow-up meetings held throughout the year, I am also a liaison to several school districts and meet with their teachers and administrators in between meetings.

b. Mission

This program is very compatible with Auburn University’s land-grant mission to serve the citizens of the state of Alabama. Providing a quality precollege education in mathematics is fundamental in ensuring the preparedness of the students of the state for the pursuit of further postsecondary study, for careers and the workplace, and to effectively function as citizens of the state. Central to this goal is helping to improve the knowledge, dispositions, and skills of mathematics teachers. This is also well-aligned with the goals of the Department of Curriculum and Teaching to “prepare professionals to teach diverse students.” The initiative also aligns with the departmental priority on “systematically analyz[ing] our teaching practices and our commitment to professional partners to meet our students’ needs.

c. Scholarship

As discussed in my description of my scholarly program, my outreach work is very interconnected with other aspects of my work, including research and teacher preparation, which is the focus of my teaching duties. This initiative has both built on my previous work in mathematics education, pulling on my expertise teacher professional growth, mathematics curriculum, and building partnerships. The work was closely integrated with expertise of colleagues in mathematics and in program evaluation. This work also resulted in the generation of new knowledge, which was widely disseminated, including 10 refereed articles in journals, books, or conference proceedings; over 20 refereed or invited national presentations; and several regional and local presentations that drew upon the work of the partnership. As discussed above, a series of grants supported this work, totaling well over $15 million. Finally, 8 doctoral students completed dissertations related to the project; I served as committee chair for 3 of these students and as a committee member for the others.

d. Impact

This initiative has had far-reaching impact on mathematics teaching and learning in East Alabama. A summary of key areas of impact follow:

* The project organized a textbook review committee in 2002, which provided recommendations followed by all districts in the Partnership. A subsequent curriculum guide was widely used across the region to guide mathematics instruction
* A follow-up report on textbooks was issued in 2012 based on new state standards to inform districts’ decisions about textbook adoption.
* Over 185,000 person-hours of professional development were provided to a total of over 2,200 teachers throughout east Alabama. The professional development was consistently rated very favorably by the participants.
* Two major studies supported the general model underlying the TEAM-Math project which stated that intensive professional development would lead to changes in teacher beliefs and instructional practices, which would in turn lead to improvements in student achievement.
* We have supported the development of mathematics teacher leaders across the initiative, both within the original MSP grant and the subsequent Noyce grant. The TEAM-Math Teacher Leader supported 34 teachers in receiving advanced degrees related to mathematics teaching and learning. The workshops provided to the teacher leaders were consistently rated very favorably. Many of the teachers with whom we worked have continued to teach in the region, and many now serve as mentor teachers for our preservice teachers. Others have taken leadership position with their district or with the Alabama State Department of Education. At least two have completed a Ph.D. and are now university professors.
* New mathematics courses for both elementary and secondary mathematics teachers were developed to improve their content knowledge for teaching. These courses continue to be offered to both preservice and inservice teachers.
* The latest TEAM-Math effort, the Professional Mathematics Learning Communities, has involved teachers from a subset of the 14 partnership districts. The summer academies have been rated very favorably. Moreover, significant improvements in teachers’ mathematical knowledge for teaching have been found.

Finally, the partnership developed has been foundational to many other efforts. Auburn’s AMSTI site built on the work done by TEAM-Math. Most recently, Auburn University’s involvement in the Mathematics Teacher Education Partnership, organized by the Association of Public and Land-grant Universities to improve the preparation of secondary mathematics teachers, draws upon the partnership forged by TEAM-Math.

2. Activities and Products

a. Instructional Activities (past 5 years)

| **Date** | **Entity** | **Description** | **Participants** |
| --- | --- | --- | --- |
| September 14, 2020 | East Alabama Council of Teachers of Mathematics | Panel discussion of the 2019 Alabama Course of Study | 20 |
| July 26, 2018 | TEAM-Math/AMSTI Reunion | Presenter | 46 |
| June 4-8, 2018 | TEAM-Math/AMSTI PLC Summer Academy | Presenter, 9-12 Breakout Sessions | 17 |
| April 7, 2018 | TEAM-Math/AMSTI PLC Quarterly Meeting | Presenter | 19 |
| January 27, 2018 | TEAM-Math/AMSTI PLC Quarterly Meeting | Presenter | 25 |
| June 5-9, 2017 | TEAM-Math/AMSTI PLC Summer Academy | Presenter, 9-12 Breakout Sessions | 15 |
| January 21, 2017 | TEAM-Math/AMSTI PLC Quarterly Meeting | Presenter | 12 |
| August 20, 2016 | TEAM-Math/AMSTI PLC Quarterly Meeting | Presenter | 15 |
| June 6-10, 2016 | TEAM-Math/AMSTI PLC Summer Academy | Presenter, 9-12 Breakout Sessions | 16 |
| June 8-12, 2015 | TEAM-Math/AMSTI PLC Summer Academy | Presenter, K-2 Breakout Sessions | 22 |
| Aug. 8, 2014 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| June 9-13, 2014 | TEAM-Math/AMSTI PLC Project | Presenter, K-2 Breakout Sessions | 22 |
| May 17, 2014 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Sept. 4-5, 2013 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| May 14, 2013 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Dec 11, 2012 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Dec 3, 2012 | TEAM-Math/AMSTI PLC Project | Presenter, Professional Development for Administrators | 20 |
| Nov 12, 2012 | TEAM-Math/AMSTI PLC Project | Presenter, Overview for Administrators | 20 |
| Oct 22, 2012 | TEAM-Math/AMSTI PLC Project | Presenter, Overview for Administrators | 20 |
| Sep 29, 2012 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Jan 28, 2012 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| May 8, 2012 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Mar 18, 2012 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Jan 18, 2012 | Curriculum Analysis Project | Textbook Review Meeting | 55 |
| Jan 11, 2012 | Curriculum Analysis Project | Textbook Review Meeting | 55 |
| Jan 7, 2012 | Curriculum Analysis Project | Textbook Review Meeting | 55 |
| Dec 10, 2011 | Curriculum Analysis Project | Textbook Review Meeting | 55 |
| Dec 8, 2011 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Nov 29, 2011 | Curriculum Analysis Project | Textbook Review Meeting | 55 |
| October 17, 2011 | Tallassee (AL) Public Schools | Presenter, Mathematical Learning Community | 12 |
| Dec 13, 2011 | Tallassee (AL) Public Schools | Presenter, Mathematical Learning Community | 10 |
| Nov 5, 2011 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| Nov. 3, 2011 | Tallassee (AL) Public Schools | Presenter, Mathematical Learning Community | 12 |
| August 27, 2011 | TEAM-Math Teacher Leader Academy | Quarterly Meeting | 30 |
| August 4, 2011 | Tallassee (AL) Public Schools | Presenter, Mathematical Learning Community | 12 |
| June 20-23, 2011 | Tallassee (AL) Public Schools | Presenter, Mathematical Learning Community | 12 |

b. Technical Assistance

| **Date** | **Entity** | **Description** | **Duration** |
| --- | --- | --- | --- |
| August 2020-May 2021 | Alabama General Studies Committee, Subcommittee on Mathematics Pathways | Subcommittee member | 3-4 days |
| August 2020 | Idaho State Department of Education | Testify about state standards (virtual) | 1 day |
| February 2020 | Georgia State University, College of Education, Department of Middle and Secondary Education | Member, Academic Review Committee | 2 days |
| March 2018- November 2020 | Alabama State Department of Education | Course of Study: Mathematics writing group | 50+ days |
| September 2017-August 2022 | Mathematics of Doing, Understanding, Learning and Educating for Secondary Schools (MODULE(S2)), NSF-funded project | Chair, Advisory Board | 5 days per year |
| February 2019-October 2021 | Strategic Taskforce for Aligning Pathways in Mathematics (STAMP) – Conference Board of Mathematical Science Math Pathways Project | Chair, leadership team | 8 days per year |
| September 2017-August 2021 | Attaining Excellence in Secondary Mathematics Clinical Experiences with a Lens on Equity, NSF-funded project | Member, Leadership team | 5 days per year |
| September 2017-August 2020 | A Research Study of Teacher Retention and Network Formation in Noyce Communities of Practice, NSF-funded project | Member, Advisory Board` | 1 day per year |
| September 2017-August 2020 | META Math: Mathematical Education of Teachers as an Application of College Mathematics, Mathematics Association of America, NSF-funded | Member, Advisory Board | 1 day per year |
| May-August 2018 | National Council of Teachers of Mathematics, Ad hoc committee aligning *Catalyzing Change* with the *Common Core* | Committee member | 3 days |
| June 2017 | Noyce Southeast Regional Dialogue, Kennesaw, GA. | Discussant, Scholarship of teaching and learning in STEM education strand | 1 day |
| May 2017 | Noyce Midwest Regional Dialogue, Lincoln, NE. | Discussion group leader, Policy in STEM Education | 2 days |
| September 2016 | Project LEAD, Raleigh, NC | Presenter for leadership conference | 1 day |
| September 2016-August 2021 | Student Engagement in Mathematics through an Institutional Network for Active Learning (SEMINAL), NSF-funded project | Consultant | 5 days per year |
| July 2016 | National Academies, Board on Science Education | Mathematics Board Meeting | 1 day |
| January-September 2016 | U.S. Department of Education | Research Action Cluster, Promoting Teacher Leadership in Preservice STEM programs | 3 days |
| June 2016 | Huntsville City Schools | Work with teachers grades 5-8 | 3 days |
| October 2014 -  February 2015 | Vestavia Hills City Schools | Work with Algebra teachers | 2 days |
| October 2014 | Georgia State Board of Education | Review of the Common Core State Standards | 1 day |
| June 2013 | 100Kin10 | Reviewer for Survey | 1 day |
| March 2013 | Knowles Science Teaching Foundation | Review of fellowship applicants | 3 days |
| February 2013 to April 2014 | Carnegie Foundation for the Advancement of Teaching | Participant in the “Genesis of Improvement Networks” project | 6 days |
| May 2012 | Raleigh County (WV) Public schools | Presented sessions on middle and high school Common Core State Standards | 2 days |
| May 2012 | University of Nebraska at Lincoln | Consultant, Noyce Project | 1 day |
| February 2012 | West Virginia Department of Education | Presented sessions on state high school curriculum guide | 2 days |
| May-October 2011 | PARCC | Writer on the Curriculum Frameworks for High School | 10 days |
| April 2011 | COMAP | Participant in *Moving Forward Together: Curriculum and Assessment and the CCSSM* | 2 days |
| April 2011 | Institute for Mathematics and Education | Participant in *Gearing Up for the Common Core State Standards in Mathematics* | 2 days |
| February 2011 | PARCC Assessment Consortium | Alabama representative to the K-12/Higher Education Involvement Conference | 2 days |
| January-June 2011 | Dana Center, University of Texas | Reviewer of on-line curriculum for Accelerated Algebra | Approx. 5 days total |
| November 2010-June 2011 | APLU Science and Mathematics Teacher Initiative | Co-chair, Working Group on the Common Core State Standards | Approx. 3 days total |
| November 2010-July 2011 | Curriculum Analysis Project | Team member in developing tools for analyzing instructional materials in alignment with the Common Core State Standards | Approx. 10 days total |
| October 2010 | Conference Board of the Mathematical Sciences | Facilitator for CBMS Forum on the Content-Based Professional Development for Teachers of Mathematics | 2 days |
| January 2010 | National Governors Association | Reviewer of draft Common State Standards for High School Mathematics | 1 day |
| October 2009 | Conference Board of the Mathematical Sciences | Facilitator for CBMS Forum on the Content and Assessment of School Mathematics | 2 days |
| August 2009 | National Governors Association | Review of draft Common State Standards | 1 day |
| October 2008 | Alabama State Department of Education | Review of draft Alabama Course of Study: Mathematics | 1 day |
| October 2009 | Conference Board of the Mathematical Sciences | Facilitator for CBMS National Math Panel Forum | 2 days |
| May 2008 | Missouri Department of Education | Crosswalk of Missouri K-12 mathematics standards and standards for college entrance | 2 days |
| 2008-2009 | Alabama Public Television | STEM Education Taskforce | 3 days |
| 2005-2006 | Governor’s Summit on Mathematics and Science Education (Alabama) | Planning Committee | 2 days |
| 2005-present | Greater Birmingham Mathematics Project | National Advisory Board | 2 days/year |
| 2001-present | Alabama Mathematics, Science, & Technology Education Coalition | Board of Directors | 3-4 days/ year |
| 2003-2004 | Educational Testing Service | Helped anchor items between the 1990 and 2000 NAEP mathematics assessments | 5 days |
| September 2002-May 2003 | Mathematics Online Study for Teachers (Project MOST) | Developed modules delivered online through the North Central Regional Educational Laboratory | 10 days |
| April 2002- May 2003 | Alabama State Department of Education | Member of the Mathematics Course of Study committee | 10 days |
| February 2002-June 2002 | Alabama State Department of Education | Consultant to help develop a proposal for funding of the AMSTI initiative, submitted to National Science Foundation | 10 days |
| January-April, 2002 | American Diploma Project | Facilitated process to align secondary school and postsecondary testing | 6 days |
| May 2001- May 2003 | Alabama State Department of Ed. | Consultation on the AMSTI initiative | 20 days |
| Jan. 2001 | RAND Corp. | Consultation on research design | 1 day |
| August 2000 | Educational Development Corp. | Review materials for “Big Ideas in Mathematics” (NSF-funded project) | 2 days |
| 1999-2000 | MD State Commission on Education | Member | 5 days |
| April-May, 1997 | University of Maryland | Evaluator for the MARS Project (funded by the National Science Foundation) | 10 days |

c. Outreach Publications

Training manual for TEAM-Math Summer Institute (2004-2009)

* General sessions with M. Strutchens
* Sessions for grades 9-12 with N. Klaff, B. Hickman, S. Norred, C. McDaniel, & L. Joseph

Online modules for Project MOST addressing effective communication to the public, effective questioning, and creating discourse in the classroom. (various co-authors)

Training manuals (Algebra, Geometry, Advanced Math) for Summer Institute of the Alabama Mathematics, Science, and Technology Initiative. (with Marilyn Strutchens)

d. Electronic Products

MathRSM.net (<http://mathrsm.net>). Webmaster and founder. Support site for NCTM’s High School Mathematics Project, 2010-present.

On-line professional development, TEAM-Math Quarterly Meetings, November 2009 and February 2010.

Mathematically Sane (<http://mathematicallysane.com>). Founding member and web master for this web site, which is designed to help educators, the public, and policy-makers better understand issues related to mathematics reform. 2000-present.

Illuminations (<http://illuminations.nctm.org>). Project leader for the “Selected Web Resources” section of this site, which is designed to provide resources that support National Council of Teachers of Mathematics’s national standards for school mathematics. This is an official project of National Council of Teachers of Mathematics. 2000-2003.

e. Other Outreach Products

None noted.

f. Copyrights, Patents, Inventions

None noted.

g. Contracts, Grants, and Gifts

See Section B-8.

D. Service

1. University Service

a. University-level

* Member, STEM Task Force, 2012-2013
* Member, Faculty Research Committee, 2009-2013
* Institutional Liaison for Auburn University, APLU Science and Mathematics Teacher Imperative, 2009-
* Member, Institutional Review Board, 2011-2012
* Member, University Research Task Force, 2008-2010
* Fellow, Office of the President, Spring 2008. Special project focused on developing an enhanced focus on education in Science, Technology, Engineering, and Mathematics
* Member, Senate Steering Committee, 2006-2008
* Member, Faculty Senate, 2004-2006
* Member, Academic Computing Committee, 2003-2006

1. College-level

* Member, Assessment Committee, 2009-2011
* Member, Diversity Committee, 2006-2008

1. Department-level

* Interim Program Coordinator, Secondary Mathematics Education, 2020-2021
* Member, C&T Department Chair Search
* Member, C&T Student Affairs Committee, 2020-present
* Member, C&T Recruitment and Retention Task Force, 2017-2020
* Chair (1) and Member (2) of Mentoring Committees for faculty members
* Member, Shared Governance Committee, 2014-2020
* Member, Business Education Search Committee, 2016
* Chair, Mathematics Education Search Committee, 2013
* Member, Science Education Search Committee, 2011-2012
* Member, Mathematics Education Search Committee, 2006-2007; 2007-2008
* Program Coordinator, Secondary Mathematics Education, 2000-2003

2. Professional Service

a. Committees (National)

Research Projects

* Director, Mathematics Teacher Education Partnership, Association of Public and Land-grant Universities, 2011-present
* Member, Advisory Board, Preparing to Teach Algebra, NSF-funded project, 2013-2014.
* Member, Advisory Board, Developing Rich Media-based Materials for Practice-based Teacher Education, NSF-funded Project, 2013-2017.
* Chair, Advisory Board, NanoBio Science Partnership for the Alabama Black Belt Region, Tuskegee University (funded by the National Science Foundation), 2011-2014.

Associations/Organizations

* Member, Task Force for the Association of Mathematics Teacher Educators, Get the Facts Out (NSF-funded project), 2020-2023
* Member, Organizing Committee, Annual Critical Issues in Mathematics Education (CIME) workshop, Mathematical Sciences Research Institute (MSRI), 2020-2021
* Member, Back to School Task Force, National Council of Teachers of Mathematics, 2020
* Member (ex officio), Advisory Board, Science and Mathematics Teacher Imperative, Association of Public and Land-grant Universities, 2013-
* Leadership team, AMTE Standards Writing Group, 2015-2017.
* Co-chair, Principles to Actions, Professional Resources Working Group – The Principles, National Council of Teachers of Mathematics, 2014-2017
* Member, Emerging Issues Committee, Association of Mathematics Teacher Educators, 2013-2014.
* Member, Next Steps for NCTM Standards Writing Group, National Council of Teachers of Mathematics, 2012-2014.
* Member, Common Core Tools Task Force, National Council of Teachers of Mathematics, 2011-2013.
* Member, Research Committee, Association of Mathematics Teachers Educators, 2011-2013.
* Member, High School Project Task Writing Task Force, National Council of Teachers of Mathematics, 2010-2013.
* Member, Common Core State Standards Task Force, Association of Mathematics Teachers Educators, 2011-2012.
* Chair, High School Project Oversight Committee, National Council of Teachers of Mathematics, 2010-2012.
* Member, Common Core State Standards Pathways for High School Mathematics Working Group, 2010.
* Member, Organizing Committee, Conference on Critical Issues in Mathematics Education: Reasoning and Sense-Making in the Math Curriculum, Mathematical Sciences Research Institute, University of California, Berkeley, 2010.
* Member, Focus on Reasoning and Sense Making High School Working Group, National Council of Teachers of Mathematics, 2009-2010.
* Treasurer, Association of Mathematics Teachers Educators, 2007-2010.
* Chair, High School Curriculum Project Planning Team, National Council of Teachers of Mathematics, 2007-2009.
* Chair, High School Curriculum Project Writing Team, National Council of Teachers of Mathematics, 2007-2009.
* Member, Task Force on Curriculum Focal Points for the High School, National Council of Teachers of Mathematics, 2006-2007.
* Co-editor, 2007 Yearbook, “Learning Mathematics,” National Council of Teachers of Mathematics, 2004-2007.
* Member, Board of Directors, Association of Mathematics Teachers Educators, 2004-2007.
* Member, Program Committee, Association of Mathematics Teachers Educators, 2002-2006; Chair for 2002-2003.
* Member, Core Writing Group, NAEP (1990-2000) Interpretation Project, National Council of Teachers of Mathematics, 2002-2004.
* Member, Board of Advisors, Interactive Mathematics Project (NSF-funded curriculum project), 2003-2004.
* Member, Standards Impact Research Group, National Council of Teachers of Mathematics, 2000-2004.
* Member, Steering Group for the Catalyst Conference on Research on the Impact of Standards, 2003.
* Member, Core Writing Group, NAEP (1992-1996) Interpretation Project, National Council of Teachers of Mathematics, 1997-2000.
* Project Director, Standards 2000 Project, National Council of Teachers of Mathematics, 1997-2000. Subgroups:
* Commission on the Future of the Standards
* Standards 2000 Writing Group
* Electronic Format Group
* Staff Liaison, Research Advisory Committee, National Council of Teachers of Mathematics, 1997-2000. Subgroups:
* Task Force on Teaching and Learning Mathematics in Poor Communities
* Standards Impact Research Group
* Oral History Task Force
* NAEP Interpretation Project (funded by NSF)

b. Committees (State/Regional)

* Team Leader, Strategic Taskforce to Accelerate Mathematics Pathways for Alabama, Conference Board of Mathematical Sciences Math Pathways Project, 2019-present
* Member, Central Alabama Mathematics Teacher Education Partnership, 2020-present
* Member, Board of Directors, Alabama Mathematics, Science, and Technology Coalition, 2001-present.
* Webmaster, Association of Mathematics Teacher Educators of Alabama, 2010-present.
* Member,
* Member, STEM Education Task Force, Alabama Public Television, 2008-2010.
* President, Association of Mathematics Teacher Educators of Alabama, 2009-2010.
* Member, Advisory Board, Greater Birmingham Mathematics Project, 2006-2008.
* Member, Board of Directors, Alabama Council of Teachers of Mathematics, 2005-2008.

c. Reviewing

* Journal for Mathematics Teacher Education, 2009, 2010, 2011, 2018, 2020, 2021
* Journal for Research in Mathematics Education, 1998, 1999, 2000, 2001, 2002 (monograph), 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2013, 2014, 2020.
* International Journal of STEM Education, 2020.
* National Council of Teachers of Mathematics Catalyzing Change in Middle School Mathematics, 2019-2020 (major reviewer)
* International Congress of Mathematics Education (ICME-14), 2019
* PRIMUS, 2019-2020.
* Educational Policy, 2019.
* Mathematics Thinking and Learning, 2017, 2018, 2019.
* National Council of Teachers of Mathematics Research Conference, 2019.
* National Council of Teachers of Mathematics Catalyzing Change in High School Mathematics, 2017-2018 (major reviewer)
* American Educational Research Journal, 2016.
* Mathematics Teacher Educator, 2012, 2014, 2015.
* Elementary School Journal, 2011, 2012.
* Association of Mathematics Teacher Educators Annual Meeting, 2011, 2012.
* National Science Foundation
* DRK12, 2017.
* Early Career Program, 2011.
* Math and Science Partnership Institutional Involvement Proposals, 2006.
* Teacher Enhancement Division proposals, 1998.
* Lawrence Erlbaum Publishers, book manuscripts, 2002, 2004, 2007.
* External Reviewer for Promotion and/or Tenure: 2020 (3), 2019 (2), 2018 (3), 2017 (4), 2016 (4), 2015 (3), 2014 (2), 2013 (3), 2012 (3), 2011 (3), 2010 (3)