###### Auburn University Standard Biographical Data for Submission with Promotion /Tenure Review

#### Name: Marilyn Elaine Strutchens

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

**Present Rank:** Professor **Years Completed in present Rank:** 12

**Years in Faculty Service at AU:** 19 **Years in Faculty Service Elsewhere:** 5, UM & 2, UK

**Type of Current Appointment:** Tenured

**Pay Basis:** 9 mo.

**Graduate Faculty Status:** Member **Date Awarded:** November, 2008

|  |  |  |  |
| --- | --- | --- | --- |
| **Education: Institution****List most recent first**. | **Degree** | **Major** | **Date Awarded** |
| University of Georgia | Ph.D. | Mathematics Education | June, 1993 |
| University of Georgia | M.Ed. | Mathematics Education | June, 1988 |
| University of Georgia | B.S.H.E. | Fashion Merchandising | June, 1984 |
| Abraham Baldwin Agricultural College | A. S. H. E. | Fashion Merchandising | June, 1982 |

|  |  |  |
| --- | --- | --- |
| **Professional Experience: Institution Include AU Experience. List most recent first.** | **Rank** | **Period of Appointment** |
| Auburn University | Interim Department Head | July, 2020 - Present |
| Auburn University |  Professor | October, 2007 – Present |
| Auburn University | Associate Professor | October, 2002 – 2007 |
| Auburn University | Assistant Professor | August, 2000 – 2002 |
| University of Maryland | Assistant Professor | September, 1995 – June, 2000 |
| University of Kentucky | Assistant Professor | August, 1993 – July, 1995 |

**I have reviewed (except letters) the contents submitted in the attached dossier:**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Allocation of Time and Effort

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Teaching | Outreach/Grants | Research | Service |
| Spring 2019 | 40% | 20% | 25% | 15% |
| Spring 2018 | 40% | 20% | 25% | 15% |
| Spring 2017 | 40% | 20% | 25% | 15% |
| Spring 2016 | 40% | 20% | 25% | 15% |
| Spring 2015 | 40% | 20% | 25% | 15% |
| Spring 2014 | 40% | 20% | 25% | 15% |

3. Honors and Awards

Advisory Committee- Chair for the Education and Human Resource Directorate for the National Science Foundation, 2019 – present

Judith Jacobs Lecturer 2017, Association of Mathematics Teacher Educators

Chaired the Emerging Issues Committee for the Association of Mathematics Teacher Educators, 2016 -2017

Committee Member, Alabama State Department of Education Strategic Committee for Mathematics, 2016 – 2017

Advisory Committee- Member for the Education and Human Resource Directorate for the National Science Foundation, 2016 – 2019

Advisory Board- Member for the AAAS initiative --*Stimulating Research and Innovation in STEM Teacher Preservice Education*, funded by the NSF Robert Noyce Teacher Scholarships Program, 2016 – present

Emily R. and Gerald S. Leischuck Endowed Professor, Fall 2015

Elected to the National Council of Teachers of Mathematics Board of Directors, Fall 2014 - 2018

Board-Member at Large, Executive Committee of the Conference Board of Mathematical Sciences, 2012-2014

President Elect – President, and Past President of Association of Mathematics Teacher Educators, 2010 – 2013.

Mildred Cheshire Fraley Distinguished Professorship, Fall 2009

College of Education Outstanding Faculty Research, Auburn University, Spring 2009

Distinguished Diversity Researcher Award from the AU Research Initiative for the Study of Diversity and the AU Office of Diversity and Multi-Cultural Affairs, 2008

College of Education Outstanding Faculty Outreach Award, Auburn University, Spring 2006

Auburn University Title VI Mentor Research Grant with Melody Russell, 2004-2005

Grantee, Auburn University Outreach, $80,000, 2003 – 2004 with W. Gary Martin

Grantee, National Advisory Council Mini-Grants for Partnerships, Auburn College of Education, $2000, 2001 - 2002

University-Wide Minority Assistantship, University of Georgia, Athens, GA, 1993

Graduate Assistant, Department of Mathematics Education, University of Georgia, 1987 -1993

National Consortium for Educational Access Mentorship, 1991

National Consortium for Educational Access Fellowship, 1987-1990

4. Scholarly Contributions

The following sections outline my scholarly contributions. While the discussion is divided up into the areas of teaching, research, outreach, and service, it should be noted that these areas intersect in many ways. This intersection is purposeful in that I feel that it is important to be a change agent. My work focuses on factors that influence K-12 students’ achievement in mathematics. These factors include but are not limited to family and personal influences which include parental education, socio-economic status, race/ethnicity, and students’ abilities and beliefs; school factors which include teachers’ knowledge and instructional methods, students’ opportunity to learn, school policies, and curriculum; and community factors which include the potential for upward mobility and school support systems. The projects in which I have been involved highlight the connections between the factors mentioned above and how they can influence students’ mathematics achievement in positive and negative ways. The Multicultural Literature Project brings teachers, parents, and children together to discuss mathematical problem-solving situations in productive ways, the Equity Via Problem Solving Project enhanced teachers pedagogical content knowledge to improve student achievement, and the East Alabama Partnership for the Improvement of Mathematics Education (also known as TEAM-Math), a $12.5-million 10-year project which I co-directed, focused on all the components. In 2018, my work as the principal investigator of the TEAM-Math and AMSTI (Alabama Mathematics, Science, and Technology Initiative) Professional Learning Communities Project, which built on our previous work with the addition of professional learning communities ended. This project was the last of the TEAM-Math projects. However, I am still involved with AMSTI-AU and serve as one of the PIs. In addition to the systemic work that we have been involved in at the K-12 level, I am also the team leader for the Central Alabama Mathematics Teacher Partnership, which is a partner of the Association of Land Grant and Public Universities Associations’ Mathematics Teacher Education Partnership. I am also the leader for the Clinical Experiences Research Action Cluster. These projects focus on outreach to K-12 schools and improving mathematics teacher education, but they also have provided avenues for research and scientific inquiry. My instructional duties are in alignment with my broader mission through its emphasis on improving the preparation of new teachers. Moreover, the graduate students with whom I work are generally involved with the grants with which I serve as a PI or Co-PI, either as practicing teachers within schools participating in the project or as research assistants on the project.

A. Teaching

* 1. Actual courses taught for the past three years

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester** | Course Title | Hours/wk | Lab  | **Number** **Enrolled** |
| Fall 2020 |  |  |  |  |
| CTSE 7510 | Research Studies in Math Educ. | 3.0 | NA | 4 |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Summer 2020 |  |  |  |  |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Spring 2020 |  |  |  |  |
| CTMD 4010 | Teaching Mathematics: Middle School | 4.0 | 1.0 | 4 |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Fall 2019 |  |  |  |  |
| CTSE 4923 | Internship in Secondary Mathematics  | 10.0 | 0.0 | 3 |
| CTSE 5233 | Managing Middle and High School Classrooms (Mathematics Education) | 1.0 | NA | 5 |
| CTSE 7560 | Equity in Mathematics Education | 3.0 | NA | 3 |
| CTSE 8990 | Research and Dissertation, Math Educ.  | NA | NA | 1  |
| Summer 2019 |  |  |  |  |
| CTSE 8990 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Spring 2019 |  |  |  |  |
| CTMD 4010 | Teaching Mathematics: Middle School | 4.0 | 1.0 | 8 |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| CTSE 8990 | Research and Dissertation, Math Educ.  | NA | NA | 1 |
| Fall 2018 |  |  |  |  |
| CTSE 4923 | Internship in Secondary Mathematics  | 10.0 | 0.0 | 1 |
| CTSE 7510 | Research Studies in Math Educ. | 3.0 | NA | 4 |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Summer 2018 |  |  |  |  |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Spring 2018 |  |  |  |  |
| CTMD 4010 | Teaching Mathematics: Middle School | 4.0 | 1.0 | 11 |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Fall 2017 |  |  |  |  |
| CTSE 5233 | Managing Middle and High School Classrooms (Mathematics Education) | 1.0 | NA | 4 |
| CTSE 7540 | Evaluation of Program in Area of Specialization: Secondary Mathematics | 3.0 | NA | 6 |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Summer 2017 |  |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| Spring 2017 |
| CTMD 4010 | Teaching Mathematics: Middle School | 4.0 | 1.0 | 13 |
| CTSE 7560 | Equity in Mathematics Education | 3.0 | NA | 4 |
| CTSE 8996 | Research and Dissertation, Math Educ. Distance | NA | NA | 1  |
| IDSC 4930 | Capstone Experience | 3.0 | NA | 1 |

* 1. Graduate students whose work has been completed.

| Student | Degree Awarded | **Year****Degree****Awarded** | Current Position | Role |
| --- | --- | --- | --- | --- |
| Ruby L. Ellis | Ph.D., Math Ed | 2018 | Post Doc University of Missouri | Chair |
| Courtney Elhert | M.Ed., Math Ed. | 2018 | Secondary Mathematics Teacher | Member |
| Nancee R. Garcia | Ph.D., Math Ed | 2017 | Secondary Mathematics Teacher | Member |
| Denise Peppers | Ph.D., Math Ed | 2016 | Secondary Mathematics Teacher | Chair |
| Christopher Parrish | Ph.D., Math Ed | 2016 | Assistant Professor, University of South Alabama | Member |
| Ali Grace Eiland | M.Ed., Math Ed | 2016 | Secondary Mathematics Teacher | Member |
| Basil Conway | Ph.D., Math Ed. | 2015 | Assistant Professor, Columbus State University | Member |
| Julia Horn | M.Ed., Math Ed. | 2015 | Secondary Mathematics Teacher | Member |
| Lydia East | M.Ed., Math Ed. | 2015 | Secondary Mathematics Teacher | Chair |
| Alana McCall | M.Ed., Math Ed. | 2015 | Secondary Mathematics Teacher | Member |
| Lori Shaw | Ed.S., Math Ed. | 2014 | Elementary Mathematics Teacher | Member |
| Lisa Lishak | Ed.S., Math Ed. | 2014 | Secondary Mathematics Teacher | Chair |
| Latoya Parkinson | M.Ed., Math Ed. | 2014 | Secondary Mathematics Teacher | Chair |
| Russel Johnson | M.Ed., Math Ed. | 2014 | Secondary Mathematics Teacher | Member |
| Melissa Backus | M.Ed., Math Ed. | 2014 | Secondary Mathematics Teacher | Chair |
| Anna Wan | Ph.D., Math Ed. | 2013 | Assistant Professor, University of Southern Mississippi | Chair |
| Kelly Baal | M.Ed., Math Ed. | 2013 | Secondary Mathematics Teacher | Member |
| Michael Hodum | Ed.S., Early Childhood Ed. | 2013 | Early Childhood Teacher | Member |
| Joann Hodum | Ed.S., Early Childhood Ed. | 2013 | Early Childhood Teacher | Member |
| Luke Smith | Ph.D., Math Ed. | 2013 | Auburn University at Montgomery | Member |
| Basil Conway | M.Ed., Math Ed. | 2012 | Secondary Mathematics Teacher | Member |
| Debra Davis | M.Ed., Math Ed. | 2012 | Secondary Mathematics Teacher | Chair |
| Bradley Bearden | M.Ed., Math Ed. | 2012 | Secondary Mathematics Teacher | Member |
| Elizabeth Hammonds | M.Ed., Math Ed. | 2012 | Secondary Mathematics Teacher | Member |
| Denise Peppers | Ed.S., Math Ed. | 2012 | Secondary Mathematics Teacher | Chair |
| Catherine Carrigan | M.Ed., Math Ed. | 2012 | Secondary Mathematics Teacher | Member |
| Stacy Royster | M.Ed., Math Ed. | 2012 | Secondary Mathematics Teacher | Chair |
| Gilbert Duanes | Ph.D., Elementary Ed | 2011 | Assistant Professor, Auburn University, Montgomery | Member |
| Jehanara Ali | Ed.S., Math Ed | 2011 | Secondary Mathematics Teacher | Chair |
| Kelli Cox-Watkins | M.Ed., Math Ed. | 2011 | Secondary Mathematics Teacher | Chair |
| Kimberly Womack Houser | M.Ed., Math Ed. | 2011 | Secondary Mathematics Teacher | Chair |
| Brooke Timmerman Barron | M.Ed., Math Ed. | 2011 | Secondary Mathematics Teacher | Chair |
| Candice Lifsey | M.Ed., Math Ed. | 2010 | Secondary Mathematics Teacher | Member |
| Jessica Deloach | M.Ed., Math Ed. | 2010 | Secondary Mathematics Teacher | Member |
| Lauretta Garrett | Ph.D., Math Ed | 2010 | Assistant Professor Tuskegee University | Member |
| Mary C. Gardner | Ed.S., Math Ed | 2009 | Adjunct at Alabama State College | Chair |
| David Andrews | M.Ed., Math Ed. | 2009 | Secondary Mathematics Teacher | Chair |
| Lora Joseph | Ph.D., Math Ed | 2009 | Pending | Member |
| Mark Vanhooser | Ed.S., Math Ed | 2009 | Secondary Mathematics Teacher | Chair |
| Charmaine Cureton | M.Ed., Math Ed. | 2009 | Secondary Mathematics Teacher | Chair |
| Justin Yeager | M.Ed., Math Ed. | 2009 | Secondary Mathematics Teacher | Chair |
| Jennifer Murdock | M.Ed., Math Ed. | 2009 | Secondary Mathematics Teacher | Chair |
| Jon Alan Pope | M.Ed., Math Ed. | 2008 | Secondary Mathematics Teacher | Chair |
| Mary Alice Smeal | Ph.D., Math Ed. | 2008 | Assistant Professor, Alabama State University | Chair |
| Mark Vanhooser | M.Ed., Math Ed | 2006 | Secondary Mathematics Teacher | Chair |
| April Parker | Ph.D., Math Ed. | 2007 | Assistant Professor, Troy University Regional Coordinator of General Studies, SER  | Chair |
| Ethan Mynard | M.Ed., Math Ed. | 2007 | Secondary Mathematics Teacher | Chair |
| Elizabeth Williams | M.Ed., Math Ed. | 2007 | Middle School Mathematics Teacher | Member |
| Carol Guduaskus | M.Ed., Math Ed. | 2007 | Instructor, Southern Union | Chair |
| Joy Black | Ph.D., Math Ed. | 2007 | Assistant Professor, West Georgia College | Member |
| Calvin McTier | Ph.D., Math Ed | 2007 | Assistant Professor, Alabama State College | Member |
| Ashley Seng | M.Ed., Math Ed | 2006 | Secondary Mathematics Teacher | Member |
| Jehanara Ali | M.Ed., Math Ed | 2006 | Secondary Mathematics Teacher | Chair |
| Ashley Wallsmith | M.Ed., Math Ed | 2006 | Middle School Mathematics Teacher | Chair |
| Sarah K. Westbrook | Ph.D., Math Ed | 2005 | Assistant Professor, University of South Alabama | Chair |
| Nancee Klaff | M.Ed., Math Ed | 2005 | Secondary Mathematics Teacher | Member |
| Elizabeth Hickman | M.Ed., Math Ed | 2005 | Secondary Mathematics Teacher | Member |
| Massie F. McAdoo | Ph.D., Math Ed | 2005 | Secondary Mathematics Teacher | Chair |
| John Gillis | Ph.D., Math Ed | 2005 | Secondary Mathematics TeacherAdjunct Columbus State  | Member |
| Cindy Henning  | Ph.D., Math Ed | 2004 | Assistant Professor, Columbus State University, GA | Member |
| Sarah Valentine | M.Ed., Math Ed | 2004 | High School Mathematics Teacher | Chair |
| Kheri Spence | M.Ed., Math Ed | 2004 | Secondary Math Teacher | Chair |
| Elissa Vallery | M.Ed., Math Ed | 2004 | Secondary School Math Teacher | Member |
| Jennifer Cleiland  | M.Ed., Math Ed | 2003 | Secondary Mathematics Teacher | Chair |
| Lindsay Bates | M.Ed., Math Ed  | 2002 | Secondary Mathematics Teacher | Member |
| Patrick Delay | M.Ed., Math Ed | 2001 | Secondary Mathematics Teacher | Member |
| Melanie Missildine | M.Ed., Math Ed | 2001 | Secondary Mathematics Teacher | Member |
| Stephanie Pace | Ph.D., EDCI,University of Maryland | 2001 | Secondary Mathematics Teacher | Member |
| Andrea Bowden | Ph.D., EDPA, University of Maryland | 2000 | Coordinator of K-12 Science and Mathematics, Office of Science, Mathematics, and Health, Baltimore City Public Schools  | Member |

3. Graduate students on whose committee the candidate is presently serving:

|  |  |  |  |
| --- | --- | --- | --- |
| Student | Degree Seeking | Work the candidate has done. | Role |
| Sharlyn Huber | Ph.D., Math Ed | ABD 2019  | Chair |
| Elizabeth Hickman | Ph.D., Math Ed | Working on dissertation | Member |
| Keri Flowers | Ph.D., Math Ed | Working on dissertation | Chair |
| Equvia Rhodes | Ph.D., Math Ed | Working on dissertation | Member |
| Herbert Clark | Ph.D., Math Ed | Taking Courses | Member |
| Brea Ratliff | Ph.D., Math Ed | Taking Courses | Chair |
| Elizabeth Hammonds | Ph.D., Math Ed | Taking Courses | Member |
| Kathy Early | Ph.D., Math Ed | Taking Courses | Member |
| Mariya Rosenhammer | Ph.D., Math Ed | Taking Courses | Member |

4. Courses and curricula developed at Auburn University:

CTSE 8950 Graduate Research Seminar in Mathematics Education

CTSE 7970 Mathematics Teaching in Grades 6-12

CTSE 7510 Research Studies in Mathematics Education

CTSE 7520 Curriculum and Teaching in Mathematics

CTSE 7540 Evaluation of the Program in Mathematics Education

CTSE 7970 Seminars in Mathematics Education

CTSE 7970 Focus on the Common Core State Standards for Mathematics

CTSE 7560 Equity Issues in Mathematics Education

CTSE 7900 Independent Study African American Students’ Math Achievement

CTSE 7900 Independent Study in Mathematics Education: Developing a Mentoring Relationship between Cooperating Teachers and Interns

CTSE 4967 Honors Reading: Equity in Mathematics Education

CTSE 4920 Internship Mathematics

CTMD 4190 Teaching in the Middle School

CTMD 4010 Teaching Mathematics: Middle School

*Note: This does not include courses form other universities.*

5. Grants received relative to teaching:

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

**6. Publications pertaining to teaching:**

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

7. Other contributions to teaching

**a. Coordinator of Secondary Mathematics Education (2003 –Present)**

Below is a list of my roles and responsibilities as coordinator of secondary education:

1. Along with Dr. W. Gary Martin, I ensure that our interns are placed with secondary mathematics teachers whose practices are in alignment with our program goals as much as possible.
2. I coordinate and oversee the secondary mathematics education internship experiences for our students, supervisors, and cooperating teachers.
3. I also ensure that our program is up to date and in agreement with state codes, CAEP standards, and other criteria upon which the program is evaluated.
4. I coordinate efforts to recruit students into our program.
5. I ensure that program assessment information is completed and submitted to the proper person.

**b. Resources**

Toolkit for the National Council of Teachers of Mathematics’ *Principles to Actions* Book (2014 – present). Co-chair of a team of authors who are producing a set of resources for each guiding principle, including a presenter’s guide for professional development session(s) and a range of supporting materials, such as work samples, videos, or articles from NCTM journals. The materials will include adaptations for different grade levels (Elementary, Middle School, and High School). In addition, suggestions for adapting the resources for different contexts and audiences will be included.

Strutchens, M., “Teaching Notes for ‘Multicultural Literature as a Context for Mathematical Problem Solving: Children and Parents Learning Together’.” In *Exploring Mathematics Through Literature: Activities and Lessons for Prekindergarten through Grade 8,* edited by Diane Thiessen.  (Projected publication date Spring 2015 of this online resource of the National Council of Teachers of Mathematics.)

Curriculum Analysis Tools (2010 – 2011). Team member in developing tools for analyzing instructional materials in alignment with the Common Core State Standards. (William Bush is the project PI.)

East Alabama Partnership for the Improvement of Mathematics Education. (2003-2008). This document is revised each year. *TEAM-Math Curriculum Guide*. Auburn, AL: Author. (Project co-director, 10% contribution)

Strutchens, M. E. & Perkins, F. (1994-2015). Multicultural Literature as a Context for Mathematical Problem Solving: Children and Parents Learning Together Modules. These modules use culturally diverse literature as a context for mathematical problem solving appropriate for grades K through 8. The design of the modules allows parents and students to work collaboratively on developing solutions to the problems. Updated

yearly. (75%)

Strutchens, M.E. (2006 – 2018). School Teacher Leader Modules. These are modules designed to prepare School Teacher Leaders to provide professional development for the teachers at their schools.

1. **Undergraduate Honors Thesis Co-Director**

Tasha Parrish, Auburn University

8. Statement of teaching philosophy and self-evaluation in terms of stated values.

As a mathematics teacher educator, I believe that prospective and practicing teachers need to develop effective pedagogical content knowledge to successfully teach mathematics. Elements that I believe are essential to pedagogical content knowledge are a deep, broad, and connected understanding of mathematics, an understanding of the progression of the school mathematics curriculum, and knowledge of the history of mathematics; as well as an understanding of students and their individual needs, competence with using technology, physical models and other materials that aide in mathematics instruction, and an awareness of students’ attitudes and beliefs regarding mathematics. Further, I believe that teachers need strong pedagogical content knowledge to provide students with mathematically empowering experiences. This belief is in alignment with the National Council of Teachers of Mathematics [NCTM] (2014), *Principles to Actions: Ensuring Mathematical Success for All;* NCTM’s (2018), *Catalyzing Change in High School Mathematics: Initiating Critical Conversations;* the Conference Board of the Mathematical Sciences (2012), *The Mathematical Education of Teachers II;* and *Standards for Preparing Teachers of Mathematics* (Association of Mathematics Teacher Educators (2017).

My goal is to help prospective and practicing teachers develop and demonstrate strong pedagogical content knowledge. I try to accomplish this through a variety of experiences: 1) interactive lectures are used to provide background information and the big ideas related to topics, 2) hands-on lab experiences are used to help teacher candidates become familiar with mathematics instructional tools and to help teacher candidates learn how to assess student work, 3) classroom episodes (video and written) are used to help teacher candidates look critically at the teaching and learning of mathematics, and 4) field placements are used to help teacher candidates gain actual experience teaching students and reflecting on their practice. These experiences along with written assignments help teacher candidates to gain some of the knowledge that they need to become effective teachers.

Further, in my teaching I stress the importance of making the mathematics classroom equitable for all students. Undergraduate and graduate teacher candidates are asked to think about how mathematics instruction can become more culturally inclusive--by discussing various cultural contributions to mathematics, using cultural artifacts to help make mathematics concepts more concrete, integrating children’s literature to help students see that mathematics is everywhere, and using mathematics as a tool to exploit racism, sexism, and other ills of society. Not only are these issues stressed in my classes, they are also discussed heavily when I provide professional development to practicing teachers.

Through reflecting on what they have learned, teacher candidates can decide which ends of the continuums of teaching they want to gravitate toward: reform approach vs. traditional, teacher-centered instruction vs. student-centered, homogeneous grouping vs. heterogeneous, and facilitator vs. dictator. I can only hope that I have provided them with the kinds of experiences that will cause them to gravitate toward what is best for student learning.

Moreover, my involvement with TEAM-Math (Transforming East Alabama Mathematics) (<http://team-math.net>), a Math and Science Partnership with 14 school districts, Auburn University and Tuskegee University whose goal is to improve the mathematics achievement of the districts, has enabled me to place teacher candidates with clinical educators in the schools who have been undergoing professional development similar to the academic preparation of the teacher candidates. This alignment has enabled many of the teacher candidates to practice what they have been taught in an environment conducive to their continued growth and has often led to teacher candidates staying in the school where they interned. With the critical shortage of mathematics teachers, it is desirable to keep our graduates in this region.

Also, my more recent work with the Mathematics Teacher Education Partnership’s Clinical Experience Research Action Cluster has impacted my role as program coordinator and university supervisor. Through this project I have thought more deeply about field experiences and how to make them more effective for the teacher candidates, mentor teachers, and students.

1. Research and Creative Work

# (\* designates refereed journal articles or books, + national, # international, & ^ invited)

1. Books

**a. Co-edited Books**

\*#Strutchens, M. E., Huang, R., Losano, L., & Despina Potari(2018). *Educating prospective secondary mathematics teachers*. *Monograph Series Edited by Kaiser, G.).*  Switzerland: Springer (30 % Contribution)

\*#Strutchens, M. E., Huang, R., Losano, L., da Ponte, J. P., de Costa Trindade Cyrino, M. C., & Zbiek, M.R. (2017). ICME-13 topic surveys: The mathematics education of prospective secondary teachers around the world. Switzerland: Springer. (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. (5% contribution)

+^Association of Mathematics Teacher Education. (2017). *Standards for preparing teachers of mathematics*. Raleigh, NC: Author. (member of writing team) (10% Contribution)

*+^*Timothy M. Hendrix, T.M., Steele, M.D., Strutchens, M.E. (2017). *Executive summary for the standards for preparing teachers of mathematics.* Raleigh, NC: Association of Mathematics Teacher Educators. (30 % Contribution)

\*^+Strutchens, M. E. & Quander, J. R. (Eds.). (2011). *Focus in high school mathematics: Fostering reasoning and sense making for all students.* Reston, VA: National Council of Teachers of Mathematics. (70 % Contribution)

\*^+Strutchens, M. E. (Series Ed.), Lott, J. W. & Luebeck, J. (Vol. Eds.) (2010). *Mathematics teaching: Putting research into practice at all levels.* San Diego, CA: Association Mathematics Teacher Educators. (30% Contribution)

\*^+Strutchens, M.E. (Series Ed.), Mewborn, D. S. & Lee, H. S. (Vol. Eds.) (2009). *Scholarly practices and inquiry in the preparation of mathematics teachers*. San Diego, CA: Association Mathematics Teacher Educators. (30% Contribution)

\*^+Martin, W. G., & Strutchens, M. E (Eds.) (2007). *The learning of mathematics* (69th Yearbook). Reston, VA: National Council of Teachers of Mathematics. (50 % Contribution).

\*^+Strutchens, M. E., Johnson, M. & Tate, W. (Eds). (2000). *Changing the faces of mathematics: Perspectives on African Americans*. Reston, VA: National Council of Teachers of Mathematics. (65 % Contribution)

Atwater, M. M., Radzick-Marsh, K., and Strutchens, M. E. (Eds.). (1994). *Multicultural education: Inclusion of all*. Athens, GA: The University of Georgia. (35% Contribution)

1. Article-length publications

a. Book Chapters

\*+Strutchens, M.E., Erickson, D., Sears, R., & Zelkowski, J. (2020). Clinical experiences for secondary mathematics teacher candidates. 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*. (pp. 179 – 198). Information Age Publishing, Inc. (40 % contribution)

\*+Strutchens, M.E., Sears, R., & Zelkowski, J. (2020). Improving clinical experiencesfor secondary mathematics teacher candidates. 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* (pp. 199 -209). Information Age Publishing, Inc. (33% contribution)

\*+Strutchens, M.E., Whitfield, J., Erickson, D., & Conway, B. (2020). Fostering collaborative and reflective teacher candidates through paired placement student teaching experiences. 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* (pp. 257 – 280). Information Age Publishing, Inc. (30% contribution)

\*+Strutchens, M. E., Sears, R., Whitfield, J., Biagetti, S., Brosnan, P., Oloff-Lewis, J., Clarke, P. A., Stone, J. J., Erickson, D. R., Parrish, C., Conway IV, B. M., & Ellis, R. L. (2019). Implementation of paired placement and co-planning/co-teaching field experience models across multiple contexts. In T. Hodges, & A. Baum (Eds.), *Handbook of research on field-based teacher education* (pp. 32-63). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-6249-8.ch002 (20% contribution)

+#Martin, W. G. & Strutchens, M.E. (2018). Improving secondary mathematics teacher preparation via a networked improvement community: Focus on clinical experiences. In M.E. Strutchens, R. Huang, L. Losano, & D. Potari (Eds.)*Educating prospective secondary mathematics teachers*. *Monograph Series Edited by Kaiser, G.* (pp. 27- 46). Switzerland: Springer. (50% contribution)

+\* Conway, B., Strutchens, M., Kenney, L. E., and Martin, W. G. (2018).Using equitable pedagogy to increase participation in advanced placement statistics. In D. Y. White, A. Fernandes, and M. Civil (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)

\*#Burton, M., Silver, E., Mills, V., Audrict, W., Strutchens, M., & Petit, M. (2018) Connecting formative assessment to current instructional practices. In D. R. Thompson, M. Burton, A. Cusi, & D. Wright (Eds.). *Classroom assessment in mathematics: Perspectives from around the globe (In ICME-13 Monograph Series Edited by Kaiser, G.).* (pp. 193 -205). Springer International Publishing. (15% contribution)

\*^Mills, V. L., Strutchens, M. E., & Petit, P. (2018). Our Evolving Understanding of Formative Assessment and the Challenges of Widespread Implementation. In Edward A. Silver and Valerie L. Mills (Eds.). *A fresh look at formative assessment in mathematics teaching: Leveraging connections to tasks, discourse, equity, and more* (pp. 3 -10)*.*Reston, VA: National Council of Teachers of Mathematics. (33 1/3 % contribution)

\*^Strutchens, M.E. & Silver, E. A. (2018*)* Formative assessment and equitable mathematics classrooms: Probing the intersection. *In* E. A. Silver & V. L. Mills (Eds.). *A fresh look at formative assessment in mathematics teaching: Leveraging connections to tasks, discourse, equity, and more* (pp. 157-169)*.*Reston, VA: National Council of Teachers of Mathematics. (50% contribution)

^+Strutchens, M., Huang, R., Losano, L., Potari, D. & Schwarz, B. (2017). Topic Study Group No. 48: Pre-service mathematics education of secondary teachers. In G. Kaiser (Ed.), *Proceedings of the 13th International Congress on Mathematical Education ICME-13(*pp. 599-603). Springer Open. (30% 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 (*pp. 3-41).West Lafayette, IN.: Purdue Press. (50% contribution)

^+Strutchens, M. E. & Martin, W. G. (2017). The Transforming East Alabama Mathematics teacher leader academies. In N. Rigelman and M. McGatha (Eds.), *Elementary mathematics specialists: Developing, refining, and examining programs that support mathematics teaching and learning (*pp 77-84). Charlotte, NC: Information Age Publishing, Inc. (60% contribution)

\*#Strutchens, M.E. (2017). Current research on prospective secondary mathematics teachers’ field experiences. M. E., Strutchens, R. Huang, L. Losano, J. P.da Ponte, M. C. de Costa Trindade Cyrino, M. R., & Zbiek, (Eds). *ICME-13 topic surveys: The mathematics education of prospective secondary teachers around the world* (pp. 33 – 44). Switzerland: Springer.

\*^+Strutchens, M.E. (2016). Conceptions of equity and their impact on students’ opportunities to learn mathematics: A commentary on Melgar and Battey’s Case. In D.Y. White, S. Crespo, & M. Civil‬ *Cases for mathematics teacher educators: Facilitating conversations about inequities in mathematics classrooms‬* (pp. 155 – 160). Charlotte, NC: IAP– Information Age Publishing, Inc.

^+Strutchens, M. E. (2015). Reaching distinction through striking a balance. In G. L. Thompson, F. A., Bonner, II, & C. W. Lewis (Eds.) *Reaching the mountaintop of the academy: Personal narratives, advice and strategies from Black distinguished and endowed professors* (pp. 57 – 76). Charlotte, NC: Information Age Publishing, Inc.

^+Garcia, N. & Strutchens, M. (2015). High school geometry. M. Hofer, L. Bell, & G. Bull (Eds.), *Practitioner’s guide to technology pedagogy and content knowledge (TPACK): Rich media cases of teacher knowledge*. Waynesville, NC: AACE (40 % contribution).

\*^+Strutchens, M.E., Quander, J. R. & Gutierréz, R. (2011). Mathematics learning communities that foster reasoning and sense making for all high school students. In M. E. Strutchens & J. R. Quander, (Eds.). *Focus in high school mathematics: Fostering reasoning and sense making for all students* (pp. 101-114)*.* Reston, VA: National Council of Teachers of Mathematics. (50% 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 traditions: Research and practice pathways in mathematics education* (105-118). National Council of Teachers of Mathematics (NCTM). (30% contribution)

\*+Martin, W. G., Strutchens, M. E., Woolley, M. E., & Gilbert, M. C. (2011). Transforming east Alabama mathematics: Changing teachers’ attitudes and practices through professional development. In D. Brahier (ed.), *Motivation and disposition: Pathways to learning mathematics* (pp. 291 – 303), 2011 Yearbook of the National Council of Teachers of Mathematics (NCTM). Reston, VA: NCTM. (30 % contribution)

+^Strutchens, M. E., & Westbrook, S. K. (2009). Opportunities to learn geometry: Listening to the voices of three African American high school students. In D. B. Martin (Ed.) *Mathematics teaching, learning, and liberation in the lives of Black children*, (pp. 249 -264*)*. New York, NY: Routledge.

+^Strutchens, M. E. (2008). Multicultural literature as a context for mathematical problem solving: Children and parents learning together. In P. C. Elliot & C. M. Elliot-Garnett (Eds.) *Getting into the mathematics conversation: Valuing communication in mathematics classrooms –Readings from NCTM’s school-based journals* (pp. 108 -115). Reston, VA: National Council of Teachers of Mathematics. (Reprinted from *Teaching Children Mathematics, 8*(8) (2002), 448-454.)

+^Strutchens, M. E., Lubienski, S., McGraw, R., & Westbrook, S. K. (2004). NAEP findings regarding race/ethnicity: Students’ performance, school experiences, attitudes and beliefs, and family influences. In P. Kloosterman, & F. K. Lester (Eds.) *Results and interpretations of the 1990 through 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 269-304). Reston, VA: National Council of Teachers of Mathematics. (50% Contribution)

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+^Kehle, P., Wearne, D., Martin, W. G., Strutchens, M. E., & Warfield, J. (2004). What do 12th-grade students know about mathematics? In P. Kloosterman, & F. K. Lester (Eds.) *Results and interpretations of the 1990 through 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 145-174). Reston, VA: National Council of Teachers of Mathematics. (15% 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* (63rd Yearbook). Reston, VA: National Council of Teachers of Mathematics. (50% Contribution)

\*+Strutchens, M. E. (2000). Confronting beliefs and stereotypes that impede the mathematical empowerment of African American students. In M. E. Strutchens, M. Johnson, & W. Tate, (Eds.). *Changing the faces of mathematics: Perspectives on African Americans* (pp. 7 –14). Reston, VA: National Council of Teachers of Mathematics.

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+^Silver, E. A., Strutchens, M. E., and Zawojewski, J. S. (1997). NAEP Findings regarding race/ethnicity and gender: Affective issues, mathematics performance, and instructional context. In E. A. Silver and P. A. Kenney (editors), *Results from the sixth mathematics assessment of the National Assessment of Educational Progress*, (pp. 33-59). Reston, VA: National Council of Teachers of Mathematics. (40 % Contribution)

\*+Strutchens, M. E., Thomas. D., and Perkins, F. (1997) Mathematically empowering urban African American students through family involvement. In J. Trentacosta and M. J. Kenney (editors), *Multicultural and gender equity in the mathematics classroom: The gift of diversity, 1997 NCTM yearbook*, (pp. 230-235). Reston, VA: National Council of Teachers of Mathematics. (60% Contribution)

\*Strutchens, M. (1994). Mathematical empowerment and African-American families. In M. M. Atwater, K. Radzick-Marsh, and M. E. Strutchens (Eds.), *Multicultural education: Inclusion of all*, (pp. 257-270). Athens, GA: The University of Georgia.

**b. Articles in Refereed Journals**

\*Conway, B. IV, Martin, W. G., Strutchens, M. E., Kraska, M., & Huang, H. (2019) The Statistical Reasoning Learning Environment: A Comparison of Students’ Statistical Reasoning Ability, *Journal of Statistics Education*, DOI: [10.1080/10691898.2019.1647008](https://doi.org/10.1080/10691898.2019.1647008) (15 % contribution)

\*^+Strutchens, M.E. (2018). Obtaining social justice via culturally inclusive mathematics. *Special Edition of the New England Mathematics Journal: Toward Teaching Mathematics Through Social Justice II, 51(2)*, 18 -31.

^+Briars, D. J., Larson, M., Strutchens, M. E., & Barnes, D. (2015). A call for mathematics education colleagues and stakeholders to collaboratively engage with NCTM: In response to Martin’s commentary, *Journal of Urban Mathematics Education, 8(2*), 23–26. (25% contribution)

\*+Gilbert, M. C., Musu-Gillette, L. E., Woolley, M. E., Karabenick, S. A., Strutchens, M. E., & Martin, W. G. (2014). Student perceptions of the classroom environment: Relations to motivation and achievement in mathematics. *Learning Environments Research, 17*(2), 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),777-792. (50% contribution)

\*+^Strutchens, M.E. (2012). *Mathematics Teacher Educator*: A milestone in the history of the Association of Mathematics Teacher Educators. *Mathematics Teacher Educator, 1(1), 5-6.*

\*+^Dilworth, P., Donaldson, A., George, M., Knezek, D., Searson, M., Starkweather, K., Strutchens, M., Tillotson, J., & Robinson, S. (2012). A framework for teachers for instructional innovation in the preparation of tomorrow’s teachers. *Journal of Digital Learning in Teacher Education*, *28* (4), 130 -132. (15 % contribution)

\*+^Dilworth, P., Donaldson, A., George, M., Knezek, D., Searson, M., Starkweather, K., Strutchens, M., Tillotson, J., & Robinson, S. (2012). Editorial: Preparing teachers for tomorrow’s technologies. *Contemporary Issues in Technology & Teacher Education,12* (1),1-5. (15% Contribution)

\*+ Strutchens, M.E. (Special Issue Ed.) (2012). *Journal of Mathematics Teacher Educa*tion, 15(1).

\*+ Strutchens, M. E., Bay-Williams, J., Civil, M., Chval, K., Malloy, C., White, D., D'Ambrosio, B. & Berry, R. (2012). Foregrounding equity in mathematics teacher education. *Journal of Mathematics Teacher Education*, 15(1), 1-7.

**\*+^**Woolley, M. E., Strutchens, M.E., Gilbert, M.C., & Martin, W. G. (2010). Mathematics success of black middle school students: Direct and indirect effects of teacher expectations and reform practices. *Negro Educational Review*, *61*(1-4), 41-59. (30% Contribution)

**\*+^**Confrey, J., Strutchens, M. E., Battista, M. T., Smith, M. S., King, K. D., Sutton, J. T., Boerst, T. A., & Reed, J. (NCTM Research Committee) (2008). Situating research on curricular change. *Journal for Research in Mathematics Education*, *39* (2), 102 – 112. (25% Contribution)

**\*+^** Battista, M. Fey, F., King, K. Larson, M., Reed, J., Schwan Smith, M., Strutchens, M. & Sutton, J, (NCTM Research Committee) (2007). Connecting research and practice at NCTM**.** *Journal for Research in Mathematics Education, 38* (2), 108 – 114. (10% Contribution)

\*+^Heid, M. K., Larson, M., Fey, J. T., Strutchens, M. E., Middleton, J., Gutstein, E., King, K., & Tunis, H (NCTM Research Committee). (2006). The challenge of linking research and practice. *Journal for Research in Mathematics Education, 37*(2),76 -86*.* (10% Contribution)

\*+^McGraw, R., Lubienski, S., & Strutchens, M.E. (2006). A Closer Look at Gender in NAEP Mathematics Achievement and Affect Data: Intersections with Achievement, Race/Ethnicity and Socio-Economic Status. *Journal for Research in Mathematics Education, 37(2),* 129-150*.* (10% Contribution)

\*+Strutchens, M. (2002). Multicultural literature as a context for mathematical problem solving: Children and parents learning together. *Teaching Children Mathematics, 8*(8), 448-454.

\*+Chappelle, M. F., & Strutchens, M. E. (2001). Creating connections: Promoting algebraic thinking with concrete models, *Mathematics Teaching in the Middle School*, *7*(1), 20-25. (50% Contribution)

\*+Strutchens, M. E., Harris, K. A., & Martin, W. G (2001). Assessing geometric and measurement understanding via manipulatives. *Mathematics Teaching in the Middle School*, 6(7), 402-405. Note: This article was featured on NCTM’s Website. (40 % Contribution)

\*+Strutchens, M. (1999). Data collection: Getting to know your students’ attitudes. *Mathematics Teaching in the Middle School, 4*(6), 382-384.

\*+Ford, D. Y., Feist-Price, S., Jones, D. L., Wright, L. B., & Strutchens, M. (1996). Family diversity: Perceptions of university students relative to gender and college major*. Urban Education, 31*(1), 91-106. (10% Contribution)

\*Mosquera, J. C., Strutchens, M., & Wilson, P.S. (1991). Bibliography of multicultural issues in mathematics education: Practice. *The Mathematics Educator, Summer*, 15-17. (40% Contribution)

\*Strutchens, M. (1990). Underachievement and underrepresentation of Black students in mathematics: A categorized list of references. *The Mathematics Educator, Summer*, 16-20.

c. Invited Articles

+Strutchens, M.E. (Chair), Chval, K. B., Drake, C., Heid, M. K., Stockero, S., Sztajn, P., & Rigelman, N. (Summer 2016). Results from AMTE’s survey of enrollment in mathematics teacher preparation programs. *AMTE* *Connections Newsletter*. https://amte.net/connections/2016/05/results-amte’s-survey-enrollment-mathematics-teacher-preparation-programs.

^Strutchens, M., and Perkins, F. (1994). Mathematically empowering parents and children through multicultural literature. *Becoming: Georgia Middle School Association and Georgia Association of Middle School Principals Journal*, 6(1), 13-15. (70% Contribution)

^Strutchens, M. (1994). Culture inclusive mathematics: Breaking down barriers. *Teacher Minority Recruitment, 3*(1), pp. 1, 8-9.

^Perkins, F. and, Strutchens, M. (1994). Literacy in the inner city. *Teaching PreK-8, 24*(8), 58-59. (40% Contribution)

d. Bulletins

\*^Strutchens, M. (1995). Multicultural mathematics: A more inclusive mathematics. *ERIC Digest*, Clearinghouse for Science, Mathematics, and Environmental Education, EDO-SE-95-3, March.

1. **Articles in Refereed Conference Proceedings**

\*+Franz, D., Lawler, B. R., Lischka, A., Martin, W. G. Mohr-Schroeder, M., Smith, W. M., Strutchens, M. E., Sutton, J., & Uy, F. (2020). MTEP 2.0: Launching a new focus on program transformation. In W. M. Smith & L. Augustyn, (Eds.), *Proceedings of the ninth annual Mathematics Teacher Education Partnership (virtual) conference* (pp. 2 -22). Association of Public and Land-grant Universities. (12% 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. Augustyn, (Eds.), *Proceedings of the ninth annual Mathematics Teacher Education Partnership (virtual) conference* (pp. 75 – 78). Association of Public and Land-grant Universities. (50% Contribution)

\*+Strutchens, M. E., Sears, R., Zelkowski, J., Edwards, B. Conway IV, B. & Mangram, C. (2020). Clinical experiences research action cluster report. In W. M. Smith & L. Augustyn, (Eds.), *Proceedings of the ninth annual Mathematics Teacher Education Partnership (virtual) conference* (pp. 22 – 27). Association of Public and Land-grant Universities. (20% Contribution)

\*+Franz, D. P., Strutchens, M. E., Mohr-Schroeder, M. J., Smith, W. M. & Martin, W. G. 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* (pp. 13 -19). Association of Public and Land-grant Universities. (20 % Contribution)

\*+ Mangram, C., Conway, B., Strutchens, M. Ellis, R., & Erickson, D. (2019). *Paired-Placement Internships: Clinical Teaching Becomes A Collaborative and Empowering Model for Ongoing Professional Development*. In W. M. Smith, J. F. Strayer, R. S. Jones, K**.** Callahan, & L. Augustyn, (Eds.), *Proceedings of the eighth annual Mathematics Teacher Education Partnership conference* (pp. 96 – 110). Association of Public and Land-grant Universities. (20 % contribution)

\*+Strutchens, M., Sears, R., Zelkowski, J., Edwards, B. Conway IV, B. & Mangram, C. (2019). Clinical experiences research action cluster report. In W. M. Smith, J. F. Strayer, R. S. Jones, K**.** Callahan, & L. Augustyn, (Eds.), *Proceedings of the eighth annual Mathematics Teacher Education Partnership conference* (pp. 27 -33). Association of Public and Land-grant Universities. (20% Contribution)

+^Strutchens, M. (2018). Exploring the AMTE Standards: Social contexts of mathematics teaching and learning and NCTM’s catalyzing change in high school mathematics. In W. M. Smith, B. R. Lawler, J. F. Strayer, & L. Augustyn (Eds.), *Proceedings of the seventh annual Mathematics Teacher Education Partnership conference* (pp. 17– 22). Association of Public and Land-grant Universities.

+^Strutchens, M. & Elrod, S. (2018). Joint Q&A: Equity in program transformation, Susan Elrod and Marilyn Strutchens.In W. M. Smith, B. R. Lawler, J. F. Strayer, & L. Augustyn (Eds.), *Proceedings of the seventh annual Mathematics Teacher Education Partnership conference* (pp. 23– 26). Association of Public and Land-grant Universities. (50% Contribution)

+^ Strutchens, M., Sears, R., & Zelkowski, J. (2018). Clinical experiences research action cluster report. In W. M. Smith, B. R. Lawler, J. F. Strayer, & L. Augustyn (Eds.), *Proceedings of the seventh annual Mathematics Teacher Education Partnership conference* (pp. 53 – 56). Association of Public and Land-grant Universities.

\*Conway, B., Erikson, D., Parish, C., Strutchens, S., & Whitfield, J. (2017, October). An alternative approach to the traditional internship model.  Paper presented at the Georgia Association of Mathematics Teacher Educators, Eagle Rock, GA. Retrieved from <http://digitalcommons.georgiasouthern.edu/gamte/>.

+^ Strutchens, M., Sears, R., Zelkowski, J., & Ellis, M.W. (2017). Clinical experiences research action cluster report. Smith, W. M., Lawler, B. R., Bowers, J., & Augustyn, L. (Eds.). (2017). *Proceedings of the sixth annual Mathematics Teacher Education Partnership conference*. Washington, DC: Association of Public and Land-grant Universities.

+^Lawler, B. R. & Strutchens, M.E. (2016). Pre-session on equity and social justice.In B. Lawler, B. Ronau, & Mohr-Schroeder, M. (Eds.), *Proceedings of the Fifth MTE-Partnership Conference* (pp. 25 - 29). Washington, DC: Association of Public and Land-grant Universities.

+^Strutchens, M., Iiams, M., & Sears, R. (2016). *Clinical Experiences Research Action Cluster: MTEP Conference Report.* In B. Lawler, B. Ronau, & Mohr-Schroeder, M. (Eds.), *Proceedings of the Fifth MTE-Partnership Conference* (pp. 30 – 36). Washington, DC: Association of Public and Land-grant Universities.

+^Iiams, M., Sears, R., Ellis, M., & Strutchens, M. (2016). *A deeper dive into plan-do-study-act cycles and Measures*. In B. Lawler, B. Ronau, & Mohr-Schroeder, M. (eds.), *Proceedings of the Fifth MTE-Partnership Conference* (pp. 51 – 56). Washington, DC: Association of Public and Land-grant Universities.

#\*^Strutchens, M.E. (2010, September). *Equity and multiculturalism issues in mathematics education.* Proceedings of the Seminário de Investigação em Educação Matemática, University of Aveiro, Portugal. (CD-ROM, International)

\*+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>

\*+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>

3. Papers or Lectures

1. International Meeting:

\*Martin, W. G. & Strutchens, M.E. (July 2016). *Transforming secondary mathematics teacher preparation via a networked improvement community*. 13th International Congress on Mathematics Education Hamburg, Germany.

\*Burton, M., Silver, E., Mills, V., Audrict, W., & Strutchens, M. (July 2016). *Connecting formative assessment to current educational instructional strategies*. 13th International Congress on Mathematics Education Hamburg, Germany.

\*^Strutchens, M. E. (September 2010). *Equity and multicultural issues in mathematics education*. Seminário de Investigação em Educação Matemática, University of Aveiro, Portugal.

\*+Karabenick, S. A. (Organizer), Suter, L., Martin, W. G., Strutchens, M. E., Maehr, M. L., Jeanne Friedel, J., Blazevski, J., Conley, A. M., & Shannon, D. M. (April 2005). *Evidence-based motivation-related outcomes of mathematics improvement interventions: Collaborative adventures in Pasteur’s Quadrant*, American Educational Research Association Annual Meeting, Montréal.

+^Strutchens, M. (October 1995). *Ethnic/Racial issues and mathematics education research*. 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH.

# b. National: (\* designates refereed, + national, & ^ invited)

\*+Strutchens, M. E., Mangram, C., & Ratliff, B. *(June 2020). Fostering Competent, Collaborative, Reflective, and Caring Beginning Mathematics Teachers Via Paired Placements*, MTE-Partnership Virtual Conference

+^Strutchens, M. E. (June 2020). Building Agency, Fostering Identities, and Promoting Social Change via Social Justice Contexts (Grades 6–8) [Webinar]. National Council of Teachers of Mathematics 100 Days of Professional Learning. https://www.nctm.org/uploadedFiles/Conferences\_and\_Professional\_Development/Webinars\_and\_Webcasts/Webcasts/June9WebinarSlides.pdf

+^Strutchens, M. E., (April 2020). Critical Conversation into Action: Fostering Students' Mathematical Identities. Virtual Roundtable [Webinar]. Midwest & Plains Equity Assistance Center.

+^Strutchens, M.E. (March 30 -31, 2020). Using a Variety of Media to Lead Courageous Conversations Among Mathematics Education Stakeholders [Webinar], National Council of Supervisors of Mathematics Virtual Conference.

\*+Strutchens, M. E., Sears, R., Zelkowski, J., Conway IV, B., & Mangram, C. (February 2020). *Collaborating to Improve Clinical Experiences for Secondary Mathematics Teacher Candidates*. Annual Association of Mathematics Teacher Education Conference. Phoenix, AZ.

+^Strutchens, M. E., Sears, R., Gobstein, H., Martin, W. G., Sutton, J., Zelkowski, J., Conway IV, B., & Mangram, C. (January 2020). *Collaborative Research: Attaining Excellence in Secondary Mathematics Clinical Experiences with a Lens on Equity*. Joint Mathematics Meetings, Denver, CO.

*\*+^*Strutchens, M.E. (October 2019)*. Empowering students through equitable mathematics pedagogy.* National Council of Teachers of Mathematics Regional Conference, Nashville, TN**.**

+^Strutchens, M.E. (September 2019). *Developing equitable classroom environments.* MTEP CERACCo-planning and Co-teaching Workshop for Mentor Teachers and Teacher Candidates. University of South Florida, Tampa.

+Martin, W. G. (Facilitator), Franz, D., Strutchens, M. E., Mohr-Schroeder, M., & Smith, W. (June 2019). Transformation Panel. Mathematics Teacher Education Partnership Annual Conference; St. Louis, MO.

\*+Mangram, C., Conway, B., Strutchens, M. Ellis, R., & Erickson, D. (2019, June). *Paired-Placement Internships: Clinical Teaching Becomes A Collaborative and Empowering Model for Ongoing Professional Development*. Mathematics Teacher Education Partnership Annual Conference; St. Louis, MO.

+^Strutchens, M. E. (May 2019).  *K-12 Education landscape: Tracking and de-tracking*. Conference Board of Mathematical Sciences Pathways Forum, Reston, VA.

+Strutchens, M. E., Sears, R., & Zelkowski, J., (May 2019). MTE-Partnership Webinar Series: Clinical Experiences Research Action Cluster.

\*+Strutchens, M.E. (April 2019). *Increasing students' mathematical success and joy via ten equitable teaching strategies.* National Council of Teachers of Mathematics Annual Meeting, San Diego, CA.

\*+Strutchens, M.E. (April 2019). *Infinity Bar (Ask the Expert).* National Council of Teachers of Mathematics Annual Meeting, 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.

^+Stone, J. (Moderator), Gutiérrez, R., Running Horse, & Strutchens, M. E. (Panelists, Webinar). (February 2019). *Rehumanizing mathematics: What it is and Why it is needed.*  Midwest and Plains (MAP) Equity Assistance Center (EAC) Virtual Roundtable.

\*+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.

+^Strutchens, M. E. & Sears, R. (January 2019). *Collaborative research: Attaining excellence in secondary mathematics clinical experiences with a lens on equity* (Poster). Joint Mathematics Meeting, Baltimore, MD.

\*+^Strutchens, M.E. (November 2018). Featured speaker. *Empowering students through equitable mathematics pedagogy.* 59th Annual California Mathematics Council-South Mathematics Conference, Palm Springs, CA
.

+^Strutchens, M.E. (October 2018). *Mathematically empowering students via equitable practices and policies.* AMSTI-UAH Math Summit. Huntsville, AL.

+^Strutchens, M.E. (September 2018). *Exploring the AMTE Standards: Social contexts of mathematics teaching and learning*. Virtual Panel for the Association of Mathematics Teacher Educators of Texas Conference.

+^Strutchens, M. E. & Alvarez, J. (July 2018). Facilitated a group discussion on issues related to STEM teacher education at the 2018 Noyce Summit American Association for the Advancement of Science (AAAS) Education, Human Resources Program (EHR), and National Science Foundation (NSF) Division of Undergraduate Education (DUE), Washington D.C.

+^Strutchens, M. E. (June 2018). Exploring the AMTE Standards: Social contexts of mathematics teaching and learning and NCTM’s catalyzing change in high school mathematics. Seventh Annual MTE-Partnership Conference, Denver, CO.

+Strutchens, M., Sears, R., & Zelkowski, J. (June 2018). *Collaborative research: Attaining excellence in secondary mathematics clinical experiences with a lens on equity* (Poster). Seventh Annual MTE-Partnership Conference, Denver, CO.

\*+Strutchens, M., Whitfield, J., Erickson, D., Conway, B. Parrish, C., & Ellis, R. (June 2018). *Paired-placement internships: A collaborative and empowering model for clinical teaching.* Seventh Annual MTE-Partnership Conference, Denver, CO.

+^Strutchens, M.E. (May 2018). *Broadening and sustaining participation in STEM fields
through equitable and empowering practices and policies*. Minority Serving Institutions STEM Retention Workshop. Tuskegee University, AL.

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

+^ Strutchens, M.E. (April 2018). *Co-Chairing the TSG 48 pre-service mathematics education of secondary teachers and my other experience related to ICME 13*. National Council of Teachers of Mathematics Research Conference, Washington, D. C.

+^Strutchens, M. E. (March 2018). *Equitable teaching strategies: The keys to students’ mathematical reasoning and sense making***.** Boston College Mathematics Education Colloquium series. Boston, MA.

+^Silver, E.A. & Strutchens, M.E. (February 2018). *Assessment and equitable mathematics classrooms: Probing the intersection.* Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) Miami, FL.

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

+^Chval, K., (Moderator) Aguirre, J., Lewis, J., Olson, T., Rigelman, N., & Strutchens, M.E. (February 2018). *Meeting the Standards for Preparing Teachers of Mathematics: What Will It Take?* Association of Mathematics Teacher Educators Twenty-Second Annual Meeting, Houston, TX.

+\*Silver, E., Burton, M., & Strutchens, M. E. (February 2018). *Tying it together: Preparing teachers of mathematics to integrate equity, formative assessment, and effective teaching*. Association of Mathematics Teacher Educators Twenty-Second Annual Meeting, Houston, TX.

**+^**Strutchens, M.E. (January 2018). *Equitable teaching strategies: The keys to students’ mathematical reasoning and sense making.* Webinar. Global Math Department.

**+^** Strutchens, M.E. (January 2018). *The Mathematics Teacher Education Partnership: A networked improvement community of universities and school systems to transform the preparation of secondary mathematics teachers*. MTEP Co-Planning/Co-teaching Workshop University of South Florida, Tampa, FL.

+^Strutchens, M.E. (January 2018). *Economics of Equity*. Systemic Transformation of Education Through Evidence Based Reforms (STEER) Seminar Series. University of South Florida, Tampa, FL.

+^Strutchens, M. E. & Martin, W. G. (January 2018). *The Mathematics Teacher Education Partnership: A networked improvement community of universities and school systems to transform the preparation of secondary mathematics teachers*. Joint Mathematics Meeting, San Diego, CA.

+^Strutchens, M. E. & Sears, R. (January 2018). *Collaborative research: Attaining excellence in secondary mathematics clinical experiences with a lens on equity* (Poster). Joint Mathematics Meeting, San Diego, CA.

+^Strutchens, M.E. & White, D. Y. (November 2017). [*Exploring the AMTE Standards: Social Contexts of Mathematics Teaching and Learning*](https://amte.net/webinars/exploringamtestandards1117) (Webinar)*.* Association of Mathematics Teacher Educators.

+^Strutchens, M.E. (November 2017). *Innov8 bar-Instructional strategies*. National Council of Teachers of Mathematics Innovate 8 Conference. Las Vegas, NV.

+^Strutchens, M.E. (November 2017). *The S-pattern: An equitable lesson: High school experiences in the classroom.* National Council of Teachers of Mathematics Innovate 8 Conference. Las Vegas, NV.

+^Strutchens, M.E. (November 2017). *Equitable pedagogy: The key to students’ mathematics reasoning and sense making*. National Council of Teachers of Mathematics Innovate 8 Conference. Las Vegas, NV.

+Strutchens, M.E. (July 2017). *Access, advocacy, identity, and equity* (Keynote). National Council of Teachers of Mathematics Affiliate Leaders Conference. Baltimore, MD.

+Alvarez, J. & Strutchens, M.E. (July 2017). *Discussion Session on Innovation for Preservice STEM Education* (Facilitators). AAAS Noyce Summit, Washington, D.C.

+Strutchens, M.E., Sears, R., Zelkowski, J., & Ellis, M. (June 2017). *Update on the Clinical Experience Research Action Cluster.* Mathematics Teacher Education Partnership Annual Conference, New Orleans, LA.

+Strutchens, M.E. (Moderator). Ellis, M., Voigt, M., Fernandez, M., Honey, J., Uy, F., Joseph, N.M. (Panelist). (2017). *Equity issues across research action clusters of the MTE-Partnership.* Mathematics Teacher Education Partnership Annual Conference, New Orleans, LA.

+\* Strutchens, M. E. (April 2017). *Fostering students’ mathematical reasoning and sense making through equitable pedagogy, 6–8.* National Council of Teachers of Mathematics Annual Conference and Exposition, San Antonio, TX.

+\*Holloway, S., Tanner, D., Strutchens, M.E. (April 2017). *Lessons learned from ICME-13:*

*international perspectives on equity in mathematics classrooms.* National Council of Teachers of Mathematics Annual Conference and Exposition, San Antonio, TX.

+\*Whitfield, J., Strutchens, M. E., Erickson, D.R., Conway, B. & Parrish, C. (April 2017). *Paired-placement: A collaborative & empowering model for clinical teaching.* Research Conference of the National Council of Teachers of Mathematics, San Antonio, TX.

+^Strutchens, M.E. (February 2017 Judith Jacobs Lecturer). *Attending to access, equity, and empowerment matters for each and every student: Beyond courses and workshops.* Twenty-First Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

+Strutchens, M.E. (Moderator), Cronin, D., King, K., & Krehbiel, K. (Panelists) (February 2017). *Advocacy and emerging issues breakfast panel.* Twenty-First Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

+^ Staley, J. Thomas, C., White, D., Kinch, D., Aguirre, J., & Strutchens, M.E. (Discussants) (December 2016). *Collective Action to develop awareness: Equity & social justice in mathematics education*. Webinar. Sponsored by the National Council of Teachers of Mathematics, TODOS, National Council of Supervisors of Mathematics, and the Association of Mathematics Teacher Educators.

\*+^Strutchens, M.E. (November 2016). *Fostering reasoning and sense making via multiple entry level task*. National Council of Teachers of Mathematics: Innov8: Engaging the Struggling Learner, St Louis, MO.

^+Strutchens, M.E., Iiams, M., Sears, R., & Ellis, M. (June 2016). *A deeper dive into plan-do-study-act cycles and measures.* Mathematics Teacher Education – Partnership Annual Meeting, Atlanta, GA.

+Strutchens, M.E. (June 2016). *Updates on the clinical experience research action cluster* for the Mathematics Teacher Education – Partnership Annual Meeting, Atlanta, GA.

^+Strutchens, M.E., & Martin, W. G. (June 2016). *Implementing rigorous standards-based mathematics curriculum (Grades 6-12).* TODOS 2016 Ensuring Equity and Excellence in Mathematics for ALL, Scottsdale, AZ.

^+Strutchens, M.E. (May 2016). *Fostering mathematical success for each student via multiple entry-level tasks*. 50 Years of Mathematics Education at UGA. Athens, GA.

^+Strutchens, M.E. (May 2016). *Broadening participation: Intentional and unintentional results.* National Science Foundation’s Workshop on K-12 Broadening Participation: Best Practices and Implementation Challenges, Arlington, VA.

+^Strutchens, M.E. (April 2016). *Access and equity: Students’ mathematics identities and equitable pedagogy.* National Council of Teachers of Mathematics Annual Meeting. San Francisco, CA.

^+Strutchens, M.E. (April 2016). (Ignite Speaker). *Equitable pedagogy the key to students’ mathematics reasoning and sense making*. National Council of Teachers of Mathematics Annual Meeting. San Francisco, CA.

^+ Strutchens, M.E. (April 2016) (Highlighted Speaker). *Moving principles into actions: Access and equity*. National Council of Supervisors of Mathematics Annual Meeting, San Francisco, CA.

^+ Mills, V. L., Sliver, E.A., Strutchens, M.E, Burton, M., & Audrict, W. (April 2016). **Findings from the NCSM/AMTE Joint Task Force on Formative Assessment (FA): Two New Powerful Lenses on a Familiar Topic** National Council of Supervisors of Mathematics Annual Meeting. San Francisco, CA.

\*+Chval, K., Strutchens, M.E., & Sztajn, P. (January 2016). *Advocacy strategies for mathematics teacher educators: Equipping our voices to influence.* Association of Mathematics Teacher Education Annual Meeting, Irvine, CA.

\*+W. Gary Martin, W. G., Alibegovic, E., Dickey, E. & Strutchens, M.E. (January 2016). Transforming secondary mathematics teacher preparation at scale. Association of Mathematics Teacher Education Annual Meeting, Irvine, CA.

+^Strutchens, M.E. (November 2015). *Fostering mathematical reasoning and sense making for all students via multiple entry-level tasks.* Webinar for the Virtual Lecture Series from Illustrative Mathematics, Fall-Winter 2015.

+\*Strutchens, M.E. (October 2015). Update of the Clinical Experience Research Action Cluster of the Mathematics Teacher Education Partnership. Co-Plan and Co-Teach Workshop held at the College of Education, University of South Florida, Tampa, FL.

+\*Strutchens, M.E. (October 2015). *Access and equity: Students’ mathematics identities and equitable pedagogy.* Council of Chief State School Officers Math State Collaborative on Assessment and Student Standards (SCASS) Sheraton Atlanta, Atlanta, GA.

+^Strutchens, M.E. (September 2015). *Twenty-two years of striving for equitable practices in mathematics education.* Mathematics Education Student Association, Colloquium Series, Featuring National Scholars, University of Georgia, Athens, GA.

+^Strutchens, M.E. (July 2015). *Moving principles into actions: Leading change in mathematics programs.* National Council of Teachers of Mathematics Affiliate Conference. Phoenix, AZ.

\*+Martin, W. G., Schroeder, M., Strutchens, M. E., (June 2015). *The MTE-Partnership: A national network to transform secondary mathematics teacher preparation*. Science Mathematics Teacher Imperative National Conference, New Orleans, LA.

\*+Strutchens, M. E. (April 2015). *Fostering mathematical success for all via multiple entry-level tasks.* National Council of Teachers of Mathematics Annual Meeting and Exposition, Boston, MA.

+^Strutchens, M.E., Berry, R. Q. & Wells, J. (April 2015). *Moving Principles into Actions: Leading change in mathematics programs (6–8).* National Council of Teachers of Mathematics Annual Meeting and Exposition, Boston, MA.

\*+Strutchens, M. E. & Burton, M. (April 2015). *Using professional learning communities to improve teachers’ use of formative assessment: Increasing student learning*. National Council of Teachers of Mathematics Annual Meeting, Boston, MA.

+^Strutchens, M.E. (March 2015). *Mathematical knowledge for teaching matters.* Mathematics Matters in Education” Workshop in Honor of Roger Howe. College Station, TX.

\*+Martin, W. G., Lewis, J., Strutchens, M. E. & Fernandez, M. (February 2015). *Addressing central challenges in secondary mathematics teacher preparation: A national networked improvement community*. Association of Mathematics Teacher Education Annual Meeting, Orlando, FL.

+^Robinson, S. P., Ball, D. L., & Strutchens, M.E. (Panel Session) (February 2015). A conversation about policy issues in teacher education. Nineteenth Annual Conference of the Association of Mathematics Teacher Educators (AMTE), Rosen Plaza Hotel, Orlando, FL.

+^Strutchens, M.E. (October 2014). *Culturally Relevant Pedagogy and Formative Assessment* (Facilitator). Improving Students’ Mathematical Proficiency through Formative Assessment: Responding to an Urgent Need in the Common Core Era Evaluation Conference, Lansing, MI.

+^Strutchens, M. E. (October 2014). *Clinical Experience Research Action Cluster for the Mathematics Teacher Education Partnership Convening*. California State University, Chancellors Office, Long Beach, CA.‎

+^ Umland, K. & Strutchens, M. (Facilitator) (October 2014). *Math departments and the mathematical education of teachers: Beyond specialized courses.* CBMS Forum on *The First Two Years of College Math: Building Student Success*, Hyatt Regency Hotel, Reston: VA

+^ Strutchens, M., Lewis, J., Martin, W. G., & Gobstein, H. (September – October, 2014). *The Mathematics Teacher Education Partnership: Improving the clinical preparation of secondary mathematics teachers*. Math Science Partnership (MSP) Regional Conference, Marriot Wardman Park Hotel, Washington, DC.

+\* Strutchens M. & Hickman, E. (September – October 2014). *Shoring up teacher leaders’ skills to support mathematics professional learning communities.* Math Science Partnership (MSP) Regional Conference, Marriot Wardman Park Hotel, Washington, DC.

+^Martin, W.G., & Strutchens, M.E. (September 2014). *Using a networked improvement community to transform secondary mathematics teacher preparation*. Association of Mathematics Teacher Educators, Webinar Series.

+^Strutchens, M.E. (September 2014). *Math understanding and achievement of African American students*. Moving Lives Forward: Professional Wednesdays, Georgia State University, College of Education, Atlanta, GA.

+^Strutchens, M.E. (August 2014). *Equitable assessments in the era the Common Core State Standards*. Engaging Students in Learning:  Mathematical Practices and Process Standards, NCTM Interactive Institute for Grades 9–12**,** Chicago, IL.

+^Strutchens, M.E. (July 2014). *Fostering reasoning and sense making for all students: Supporting the goals of the standards for mathematical practice*. Engaging Students in Learning: Mathematical Practices and Process Standards, an NCTM Interactive Institute for Grades 9–12**,** Chicago, IL.

+^Strutchens, M. E. (June 2014). *Equity and access*. Connecting Research and Practice on Math Education Meeting, Council of Chief State School Officers, National Science Foundation, and Department of Education, Washington D.C.

+Strutchens, M.E. (June 2014). *Clinical Experience Research Action Cluster*. Mathematics Teacher Education Partnership Conference, Milwaukee, WI.

+Strutchens, M.E., Uribe-Flórez, L. J., Hernandez, C. M., & Baker, J. S. (June 2014). *Innovative models for clinical experiences: Amplifying resources*. Science Mathematics Teacher Imperative, Milwaukee, WI.

\*+^Strutchens, M.E., Uribe-Flórez, L. J., Hernandez, C. M., & Baker, J. S. (June 2014). *Innovative models for clinical experiences: Amplifying resources*. Mathematics Teacher Education Partnership Conference, Milwaukee, WI.

+^Strutchens, M.E. (May 2014). *Mathematics Teacher Education Partnership: Transforming secondary mathematics teacher education*. Teacher Preparation as a Networked Activity: Exploring Technological Supports for Practice-Based Teacher Education Meeting, University Of Maryland, College Park.

+^Martin, W. G. & Strutchens, M. E. (May 2014). *Sharing lessons learned with networked improvement communities and plan-do-study-act*. Spring CAEP State Alliance Meeting, Kansas City, MO.

\*+Strutchens, M.E. (April 2014). *Multicultural literature: A context for the standards of mathematical practice.* National Council of Teachers of Mathematics Annual Meeting, New Orleans, LA.

\*+Martin, W. G., Strutchens, M. E. & Maynor, J. (April 2014). *Preparing secondary mathematics candidates to teach the Common Core: Schools and universities working together*. National Council of Supervisors of Mathematics Annual Meeting, New Orleans, LA.

+^Strutchens, M.E. (April 2014). *Implementing standards in mathematics education in the United States: The tension between elation and trepidation*. The German Institute for Educational Research (DIPF) and the German Center for Research and Innovation (GCRI) Panel Discussion the Power of Education Research for Innovation in Practice and Policy, American Education Research Association Annual Meeting, Philadelphia, PA.

+^Martin, W.G. & Strutchens, M.E. (April 2014). *Priorities for the improvement of secondary mathematics teacher preparation for the Common Core Era*. American Education Research Association Annual Meeting, Philadelphia, PA.

+^King, K., Fennell, F., Strutchens, M.E., Beckmann, S., Martin, W. G., Mays, M. & Luebeck, J. (Emerging Issues Committee) (February 2014). *What does it mean to be a mathematics educator in 2014? What does it mean to be referred to as a mathematics educator*? Association of Mathematics Teacher Educators’ Annual Meeting, Irvine, CA.

+^Krehbiel, K., Johnson, P., King, K, Strutchens, M.E., & Fennell, F. (February, 2014). *Emerging Issues Committee – Advocacy toolkit work session*. Association of Mathematics Teacher Educators’ Annual Meeting, Irvine, CA.

\*+Strutchens, M.E., Kersaint, G., & Franz, D. (February 2014). *Preparing and supporting mentor teachers of field experiences for secondary mathematics teachers*. Association of Mathematics Teacher Educators’ Annual Meeting, Irvine, CA.

\*+Martin, W.G., Mays, M., & Strutchens, M.E. (February 2014). *MTE-Partnership: A national networked improvement community for secondary mathematics teacher preparation*. Association of Mathematics Teacher Educators’ Annual Meeting, Irvine, CA.

\*+Martin, W. G., Lewis, J, & Strutchens, M.E. (January 2014) MTE-Partnership: Mathematicians, *Mathematics educators, and secondary mathematics teachers working together to transform the preparation of teachers*. Joint Mathematics Meetings, Baltimore, MD.

^+Strutchens, M.E. & Maynor, J. (November 2013). *Clinical Experiences Research Action Cluster (RAC).* Mathematics Teacher Education Partnership RAC Boot Camp, Atlanta, GA.

+\* Strutchens M. & Hickman, E. (September 2013). *TEAM-Math and AMSTI*

*Mathematics Professional Learning Communities Partnership.* Math Science Partnership (MSP) Regional Conference, Marriot Wardman Park Hotel, Washington, DC.

^+Strutchens, M.E. (June, 2013). *Report on working Group 2: Improving clinical experiences*. The Second Annual Mathematics Teacher Education-Partnership Conference, St Louis, MO.

^+Bronson, P., Kohler, B., & Strutchens, M.E. (June, 2013). *Simulation of launching a research action cluster*. The Second Annual Mathematics Teacher Education-Partnership Conference, St Louis, MO.

+Strutchens, M.E. & Garcia, N. (June, 2013). *Fostering the growth of mentor teachers*. The Second Annual Mathematics Teacher Education-Partnership Conference, St Louis, MO.

\*+Strutchens, M. E. & Quander, J. R., (April, 2013). *Equitable assessments in the Common Core state standards era*. National Council of Teachers of Mathematics Annual Meeting and Exposition, Denver, CO.

^Bezuk, N., Arbaugh, F. & Strutchens, M.E. (April, 2013). *Supporting mathematics leaders to use equitable practices: Association of Mathematics Teacher Educators.* Annual Conference of the National Council of Supervisors of Mathematics, Denver, CO.

+\*Martin, W.G., Lewis, J., Maynor, J., & Strutchens, M.E. (April, 2013). *Improving the quality (and quantity) of new secondary mathematics teachers: University/school partnerships are key!* Annual Conference of the National Council of Supervisors of Mathematics, Denver, CO.

\*+Strutchens, M. E., Bush, W., & Martin, W. G. (April, 2013). *Building consensus with the CCSSM curriculum materials analysis tools.* Annual Conference of the National Council of Supervisors of Mathematics, Denver, CO.

\*+Martin, W. G., Strutchens, M. E., & Mays, M. (January 2013). *Transforming secondary mathematics teacher preparation: The Mathematics Teacher Education Partnership.* The Seventeenth Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

+Van Zoest, L., Philipp, R., Strutchens, M. E., & Breyfogle, L. (January 2013). *How should the climate of increasing teacher accountability affect what we do as teacher educators?* The Seventeenth Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

\*+Strutchens, M. E. (January 2013). *The mathematics teacher education partnership and the common core standards:* [*Preparing and supporting mentor teachers of field experiences for secondary mathematics.*](http://jointmathematicsmeetings.org/amsmtgs/2141_abstracts/1086-97-2827.pdf) Joint Mathematics Meetings of the American Mathematical Society and Mathematical Association of America in San Diego, CA.

^Strutchens, M.E., Martin, W. G., Stuckwisch, S., & Qazi, M. (May 2012). *The TEAM-Math Teacher Leader Academy: Fostering Mathematics Teacher Leadership through Multiple Venues*. Poster Session at the Seventh Annual NSF Robert Noyce Teacher Scholarship Program Conference, Washington, DC.

^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.

\*+Strutchens, M., & Dieker, L. (April 2012). *Preparing Teachers to Foster Reasoning and Sense-Making in Inclusion Classroom*. National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA.

\*+Strutchens, M. & Shaughnessy, J. M. (April 2012). [*Reasoning and Sense Making: Keys to the CCSS*](http://nctm.confex.com/nctm/2012AM/912gw/sessions/index.cgi?username=8911&password=929918&personid=4985), National Council of Teachers of Mathematics, Annual Meeting, Philadelphia, PA.

+^Bezuk, N., Strutchens, M. & Arbaugh, F. (April 2012). *Supporting Mathematics Leaders: Association of Mathematics Teacher Educators.* National Council of Supervisors of Mathematics Annual Meeting, Philadelphia, PA.

\*+^Strutchens, M. (April 2012). *Fostering Reasoning and Sense Making for All Students: Supporting the Goals of the Common Core State Standards for Mathematics (CCSS-M)*. National Council of Supervisors of Mathematics Annual Meeting, Philadelphia, PA.

+^Strutchens, M., Stuckwisch, S., & Martin, W. G. (March 2012). *Getting Education and STEM Faculty on the Same Page*. The Mathematics Teacher Education Partnership Conference [Hyatt Regency in downtown Atlanta](http://atlantaregency.hyatt.com/hyatt/hotels-atlantaregency/index.jsp?null), GA.

+^[Strutchens,](http://www.aplu.org/document.doc?id=3778) M. [Kasbaum, D.,](http://www.aplu.org/document.doc?id=3776) & [Lewis, J. (March 2012).](http://www.aplu.org/document.doc?id=3777) *The Need for Change in Secondary Mathematics Teacher Preparation.*  The Mathematics Teacher Education Partnership Conference [Hyatt Regency in downtown Atlanta](http://atlantaregency.hyatt.com/hyatt/hotels-atlantaregency/index.jsp?null), GA.

\*+Martin, W. G., Strutchens, M., Morgan, L., Norton, R., Royster, S. & Bearden, B. (February 2012*). "Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12*.” **The Sixteenth Annual Conference of the Association of Mathematics Teacher Educators (AMTE)**, Worthington Renaissance Hotel, Fort Worth, TX.

\*+^Gutierrez, R. Strutchens, M. Aguirre, J. & White, D. (February 2012). *On Our Terms: Faculty of Color Negotiating the Academy.* **The Sixteenth Annual Conference of the Association of Mathematics Teacher Educators (AMTE),** Worthington Renaissance Hotel, Fort Worth, TX.

\*+^Strutchens, M., & Martin, W. G. (December 2011). *Fostering Reasoning and Sense Making for All High School Students.* The Association of Mathematics Teachers of New Jersey Fourth Annual Special Education, Mathematics and Language Arts, Science Conference, Somerset, NJ.

\*+^Strutchens, M. (November 10, 2011). *Elementary Mathematics Specialists Certification: Building Momentum.* American Mathematical Association of Two-Year Colleges **(AMATYC) Annual Conference,** Austin, TX.

^Strutchens, M.E. (October 2011). (Facilitator). *Number and Operations: Base Ten and Fractions.* Conference Board of the Mathematical Sciences (CBMS) Fourth National Forum. Reston ,VA.

^Strutchens, M.E., Bay-Williams, J., BreyFogle, L., Hendrix, T., Herbel Eisenmann, B., Martin, W. G., & McDuffie, A. R. (October 2011). (Facilitated Session). *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.

^Shaughnessy, M., Strutchens, M. E., Kasbaum, D., Sovde, D. & Mitchell, S. (October 2011). *The Mathematics Common Core Collaborative (MC3).* Conference Board of the Mathematical Sciences (CBMS) Fourth National Forum. Reston, VA.

^Bell, R., Strutchens, M., Dilworth, P., Searson, M. George, M. (September, 2011). (President’s Panel). Addressing the Use of Technology in Teacher Education. National Technology Leadership Summit (NTLS), Washington, D.C.

^Strutchens, M.E. (July 2011). *Fostering Reasoning and Sense Making for All High School Students*. Infusing the Classroom with Reasoning & Sense Making: An NCTM Interactive Institute on High, Orlando, FL. School

^Strutchens, M.E. (July 2011). *Update on AMTE and Greetings*. Supporting Research, Service and Teaching in Mathematics Education Summer Institute -- Park City, Utah (July 17-22)

^Strutchens, M.E. (July 2011). *Update on AMTE, Greetings, and Remarks*. EMS State Certification Conference, Louisville, KY.

^McCallum, W., Weiss, I., Strutchens, M. E, & Coble, C. (June 2011). Plenary session panel: *Common Core Mathematics Standards and Higher Education.* Science and Mathematics Teacher Imperative National Conference, Portland, OR.

^Shaughnessy, M., Strutchens, M.E., & Findell, B. (April 2011). *Presidents’ Council*. Association of State Supervisors of Mathematics, Annual Meeting, Indianapolis, IN.

\*+Strutchens, M.E. (April 2011). *Fostering Secondary Teacher Leadership Through Multiple Venues*. National Council of Supervisors of Mathematics Annual Conference, Indianapolis, IN.

\*+Strutchens, M.E., (April 2011). What We Know about "Good Mathematics" Teaching for All Students. National Council of Teachers of Mathematics Annual Meeting and Exposition, Indianapolis, IN.

**^Bezuk, N., Strutchens, M.E., & Reys, B. (April 2011). *NCSM SIG Session: Association of Mathematics Teacher Educators (AMTE)*.** National Council of Supervisors of Mathematics Annual Conference, Indianapolis, IN.

\*+Shaughnessy, M., Strutchens, M.E., & Dieker, L. A., (April 2011). (Panel). Fostering *Reasoning and Sense Making for All High School Students*. National Council of Teachers of Mathematics Annual Meeting and Exposition, Indianapolis, IN.

+Strutchens, M. E. (Moderator), Fennell, F., Cronin, D., & Karp. K. (Discussion Session). (2011, January). *Mathematics Education Policy and Program Issues*. Presentation to the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

\*+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.

+^Strutchens, M.E. (October 2010). (Facilitator). *Breakout session on What are the implications for the mathematical content of professional development raised by the "Standards for Mathematical Practice" in the Common Core State Standards?* Conference Board of Mathematical Sciences (CBMS) Forum on Content and Assessment in School Mathematics, Hyatt Regency, Reston, VA.

+^Strutchens, M.E. (October 2010). (Facilitator). *Breakout session on What are the professional development challenges in our region and how can we work together and support each other in addressing them?* Conference Board of Mathematical Sciences (CBMS) Forum on Content and Assessment in School Mathematics, Hyatt Regency, Reston, VA.

^Strutchens, M.E. (July 2010). *From the Beginning Until Now: An Overview of the Development of the TEAM-Math Partnership.* BRAIN-STEM, Partnership Building Workshop, Morgan State University, Baltimore, MD.

+^Strutchens, M.E., Martin, W. G., Stuckwisch, S. Qazi, M. (July, 2010). *TEAM-Math Elementary Teacher Leader Academy Poster.* Robert Noyce Teacher Scholarship Program Conference, Grand Hyatt Washington, D.C.

\*+Martin, W. G., Chaudhury, S. R., Strutchens (June 2010). *Building Support for the “Learning Assistant” Model: Challenges and Lessons Learned*. Science and Mathematics Teacher Imperative 2010 National Conference, Hyatt Regency, Cincinnati, OH

+^Strutchens, M. E. (April 2010). *Common Core Standards for Mathematics: How Will They Impact African American Students?* Keynote for Benjamin Banneker Association Breakfast at the National Council of Teachers of Mathematics (NCTM) Annual Meeting & Exposition, San Diego, CA.

\*+ Strutchens, M. E. (April 2010). *Use Multiple Entry-Level Problems to Reach All Students (6-8 Gallery Workshop).* National Council of Teachers of Mathematics (NCTM) Annual Meeting & Exposition, San Diego, CA.

+^ Strutchens, M. E. (March 2010). (Poster). *Increasing Teachers’ Knowledge of and Attention to Equity Issues in Multiple Settings*. Practitioners and Researchers Learning Together: A National Conference on Mathematics Teaching and Learning of Latinos/as, CEMELA, Tucson, AZ.

+ ^ Strutchens, M. E. (March 2010) (Facilitator). *Teacher Education and Professional Development*. Practitioners and Researchers Learning Together: A National Conference on Mathematics Teaching and Learning of Latinos/as, CEMELA, Tucson, AZ.

**\*+**Strutchens, M. E., Martin, W. G., & Scarborough, B. (January 2010). *Increasing Teachers’ Knowledge of and Attention to Equity Issues in Multiple Settings.* Association of Mathematics Teacher Educators (AMTE) Fourteenth Annual Conference, Hyatt Regency Hotel, Irvine, CA.

^+ Martin, W. G., Strutchens, M. E., Stuckwisch, S., & Qazi, M. (January 2010). *Transforming east Alabama mathematics (TEAM-Math)*. (Poster Session). Math and Science Partnership Learning Network Conference, Washington, DC.

+^Strutchens, M.E. (October 2009). (Facilitator). *Breakout session on the equity and assessment related the College and Career Readiness Standards for Mathematics*. Conference Board of Mathematical Sciences (CBMS) Forum on Content and Assessment in School Mathematics, Hyatt Regency, Reston, VA.

+^Strutchens, M.E. (October 2009). (Facilitator). *Breakout session on the Mathematical Practice Standard for the College and Career Readiness Standards for Mathematics*. Conference Board of Mathematical Sciences (CBMS) Forum on Content and Assessment in School Mathematics, Hyatt Regency, Reston, VA.

\*+^Strutchens, M. E. (September 2009). *What Do We Know about “Good Mathematics Teaching” for All Students?* Tuskegee University and TEAM-Math Fifth Annual Conference on the Mathematical Preparation of Teachers, Kellogg Conference Center Tuskegee University, AL.

\*+^Strutchens, M. E. (September 2009). *Multicultural Literature as a Context for Mathematical Problem Solving: Parents and Children Learning Together—A Facilitator Workshop for Teachers*. Annual TEAM-Math Partnership Conference on the Mathematical Preparation of Teachers Pre-Session, Kellogg Conference Center Tuskegee University, AL.

\*+Strutchens, M. E. (Chair), Smeal, M. A., Leonard, J., Jones Jackson, K., & Leavitt, D. R. (April 2009). *Symposium: Good teaching for whom and why?* National Council of Teachers of Mathematics, Research Presession, Washington, D.C.

\*+Musu, L. E., Gilbert, M. C., Woolley, M., Karabenick, S. A., Strutchens, M. E., & Martin, W. G. (April, 2009). (Poster Session). *Effects of students’ perceptions of the classroom environment on their motivation and achievement in mathematics.* American Educational Research Association, San Diego, CA.

\*+ Martin, W. G., Strutchens, M., Qazi, M., Norris, P., Hickman, E., & Lishak, L. (February 2009). *Creating an effective and cost-effective teacher leader network to support school-based reform in K-12 mathematics*. Annual Meeting of the Association of Mathematics Teacher Educators (AMTE), 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.E. (October 2008). (Facilitator). *Breakout session on learning processes recommendations*. National Math Panel Forum, Marriott Wardman Park, Washington, D.C.

\*+^Strutchens, M. E. (September 2008). *Questions teachers have related to equity and some possible solutions*. Tuskegee University and TEAM-Math Fifth Annual Conference on the Mathematical Preparation of Teachers, Kellogg Conference Center Tuskegee University, AL.

\*+^Strutchens, M. E. (September 2008). *Getting education and STEM faculty on the same page*. Annual TEAM-Math Partnership Conference on the Mathematical Preparation of Teachers Pre-Session, Kellogg Conference Center Tuskegee University, AL.

\*+^Strutchens, M. E., Martin, W. G., Lishak, L., Stuckwisch, S., & Qazi, M. (April, 2008). (Research Symposium). *Examining TEAM-Math’s success: A look into the multifaceted partnership*. National Council of Teachers of Mathematics, Research Presession, Salt Lake City, UT.

\*+^ Heid, M. K., Smith, M., Wilson, P. S., White, D. Y., Strutchens, M. E., Remillard, J., Petit, M. M., Baroody, A., Carlson, M. P., Simon, M., Shaughnessy, J. M., Lampert, M., Powell, A. B., Bass, H., King, K. D., Sztajn, P., Lappan, G., & Konold, C. (April 2008). *Inducting new researchers: mentoring session*. National Council of Teachers of Mathematics, Research Presession, Salt Lake City, UT.

\*+^Strutchens, M. E. (February 2008). *TEAM-Math: Lessons learned from implementing a Math and Science Partnership*. Quality Education for Minorities (QEM) Network Math and Science Partnership (MSP) Program Technical Assistance Workshop for Minority-serving Institutions and their K-12 Partners, Washington Marriott Hotel, Washington, D.C.

\*+Martin, W. Gary, Strutchens, M. E., Stuckwisch, S, Qazi, M., & Painter, J. (January 2008). (Panel Session). *The mathematical preparation of teachers – Teacher educators and mathematicians working more closely together*. Twelfth Annual Conference of the Association of Mathematics Teacher Educators, Renaissance Tulsa Hotel and Convention Center, Tulsa, OK.

+Strutchens, M.E. (September 2007). *Preparing doctoral students in the midst of a Math Science Partnership: Auburn University* (Poster Session). National Conference on Doctoral Programs in Mathematics Education, Kansas City, MO.

\*+^Strutchens, M. E. (Moderator) (August 2007). *School and university collaboration to improve mathematics Education PK-20.*  TEAM-Math Partnership Conference Pre-Session, Kellogg Conference Center Tuskegee University, AL.

\*+^Strutchens, M. E. (August 2007). *Linking research to practice and practice to research.* Tuskegee University and TEAM-Math 2007 Conference on the Mathematical Preparation of Teachers, Kellogg Conference Center Tuskegee University, AL.

+^ Strutchens, M. E. (May 2007). (Keynote Speaker) *Equity matters in mathematics education*. Presentation for the Maryland Institute for Minority Achievement and Urban Education Third Annual Research Symposium, College Park, MD.

\*+Strutchens, M. E. (March 2007). Multicultural literature: A context for family mathematical problem solving. Workshop for the Annual Meeting of the National Council of Teachers of Mathematics, Georgia World Congress Center, Atlanta, GA.

+^Reed, J. & Strutchens, M. E. (March 2007). The Research ABCs. Presentation for the Annual Meeting of the National Council of Teachers of Mathematics, Georgia World Congress Center, Atlanta, GA.

\*+Martin, W. G., Strutchens, M. E., Gilbert, M. C., Karabenick, S., & Musu, L. (March 2007). Motivation and students’ achievement in the context of a systemic change project. Research Symposium, Annual Meeting of the National Council of Teachers of Mathematics Research Presession, Georgia World Congress Center, Atlanta, GA.

\*+Strutchens, M. E. (March 2007). Striving for equitable practices in mathematics education: Moving beyond gap gazing. Presentation for the Mathematics Education Colloquium, Michigan State, Lansing, MI.

+^Strutchens, M. E., & Stuckwisch S. (January 2007). *Getting education and STEM faculty on the same page*. Math and Science Partnership (MSP) Learning Network Conference Engaging STEM Faculty in MSP: Promises and Challenges, Washington, D.C.

\*+Strutchens, M. E., Martin, W. G., Shannon, D., Woolley, M. E., Gilbert, M. C., Westbrook, S. K., Black, J., King-Jupiter, K.L., & Foster, D. (April 2006). TEAM-Math (Transforming East Alabama Mathematics)-A Math Science Partnership: An opportunity to increase African American students’ opportunity to learn mathematics? The American Educational Research Association (AERA), Annual Meeting, San Francisco, CA.

+^Strutchens, M. E., Ball, D. L., Blume, G., Cai, J., Chappell, M., Hiebert, J., Malloy, C., Martin, D. B., Martin, W. G, Middleton, J., & Romagnano, L. (April 2006). *Inducting new researchers: mentoring session*. **National Council of Teachers of Mathematics** Annual Meeting and Exposition Research Presession, St. Louis, Missouri.

\*+Strutchens, M.E., Martin, W. G., Black, J., Westbrook, S. K., & McAdoo, M. F. (April 2006*). Exploring leakages in the math pipeline for African American students*. **National Council of Teachers of Mathematics** Annual Meeting and Exposition Research Presession, St. Louis, Missouri.

\*+^Strutchens, M. E., Heid, M. K., Larson, M., Fey, J. T., Middleton, J., Gutstein, E., King, K., & Tunis, H. (April\ 2006). ***Linking research and practice*. National Council of Teachers of Mathematics** Annual Meeting and Exposition, St. Louis, Missouri.

+^Martin, W. G., & Strutchens, M.E (Facilitators) (January 2006). *Job-alike: A discussion with PIs and Project Directors about institutionalization and sustainability of project efforts*. The 2006 MSP Learning Network Conference, Washington, D.C.

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

\*+Connell, R., & Strutchens, M. (April 2005). *Mathematically Sane: Building community support for progressive reform and countering disinformation through online resources.* National Council of Supervisors of Mathematics Annual Conference, Anaheim, CA.

\*+Strutchens, M. E., Herrington, G., & Klaff, N. (January 2005). *Helping teachers to critically look at issues related to diversity via an equity issues in mathematics education course*. Association of Mathematics Teacher Educators Annual Meeting, Dallas Marriott Las Colinas Hotel, Dallas, TX.

\*+Martin, W. G., Organizer/Moderator, Fonzi, J., Kysh, J., Merlino, F. J., Strutchens, M. E., & Hamos, J. E. Discussant. (January 2005). *NSF's Math and Science Partnership Program: What are we learning?*, Symposium, Association of Mathematics Teacher Educators Annual Meeting, Dallas Marriott Las Colinas Hotel, Dallas, TX.

\*+Martin, W. G., & Strutchens, M.E. (April 2004). *Staying mathematically sane: Web resources promoting a discussion of reform.*  National Council of Teacher s of Mathematics 82nd Annual Meeting, Philadelphia, PA.

\*+Lubienski, S., Loveless, T., Strutchens, M., Gorman, S., & Kenney, P. (April 2004). Symposium: *Improved Instruction or Increased Inequities? Multiple interpretations of NAEP mathematics data*, American Educational Research Association, San Diego, CA.

\*+Ramaley, J., Arce, J., Bunt, N., Millar, T., Nelson, G., & Strutchens, M. (January 2004), Panel: *Synthesis of conference proceedings and next steps*. Math and Science Partnership Learning Network Conference. Washington, DC.

\*+Strutchens, M. E. & Martin, W. G. (January 2004). *Promoting successful mathematics reform teaching via the internet: Mathematics Online Support for Teachers (MOST).* The Association of Mathematics Teacher Educators (AMTE) Eighth Annual Conference, San Diego, CA.

\*+Martin, W.G., Keller, B., & Strutchens, M.E. (January –February 2003). *Using NCTM’s Illumination Web Site to support teacher education.* The Association of Mathematics Teacher Educators (AMTE) Seventh Annual Conference, Atlanta, GA

\*+Martin, W. G., & Strutchens, M.E. (April 2003). *Staying mathematically sane: Web resources promoting a discussion of reform.* National Council of Teachers of Mathematics 81st Annual Meeting, San Antonio, TX.

\*+Strutchens, M. E. (Organizer, Presenter, Moderator), Johnson, M. L., White, D. Y., Malloy, C., Martin, D.B. (April 2002). *A Research Symposium on Issues Related to African American Students’ Mathematics Achievement: Where Do We Go from Here*. Research Presession of the 80th Annual Meeting of the National Council of Teachers of Mathematics, Las Vegas, NV.

\*+Strutchens, M. E., Campbell, P. F., & Greene, M. (April 2001). *Fostering Teacher Change in an Urban School System,* Presentation for the 79th Annual Meeting of the National Council of Teachers of Mathematics, Orlando, FL.

\*+Martin, W. G. & Strutchens, M. E. (March 2001). *What Are U.S. Students Learning about Geometry? Insights from the 1996 National Assessment of Educational Progress*, Presentation for The 28th Annual Meeting of the Research Council on Mathematics Learning, Los Vegas, NV.

\*+Strutchens, M. E. (Organizer and Moderator), Dance, R., White, D. Y., Cohen Jones, J., Thompson, D., & Chappell, M. (April 2000). *Changing the Faces of Mathematics: Perspectives on African Americans.* Panel discussion for the 78th Annual Meeting of the National Council of Teachers of Mathematics, Chicago, IL.

\*+Strutchens, M. E. (Organizer and Moderator), Johnson, M. L., McNair, R. E., Najee-ullah, D. H., Logan, B. L., Tate, W. F., Gutstein, E., & Gutiérrez, R. (April 2000). *A Research Symposium on Equity: Some Solutions and Challenges Related to Raising the Mathematics Achievement of Students from Urban School Districts.* Research Presession of the 78th Annual Meeting of the National Council of Teachers of Mathematics, Chicago, IL.

\*+Strutchens, M. E. (March 2000). *Multicultural literature as a context for mathematical problem solving: Children and parents learning together*. Presentation for the 27th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.

\*+^Strutchens, M. E. (April 1999*). Multicultural literature as a context for mathematical problem solving: Children and parents learning together*. Presentation for the 77th Annual Meeting of the National Council of Teachers of Mathematics, San Francisco, CA. (Invited lecturer for the Benjamin Banneker Association)

\*+Strutchens, M.E. (April 1999). *Examining the barriers related to conducting Research on Parental Involvement in a Local Systemic Initiative*. Paper presented during a Research Symposium with Hatfield, L. L., Campbell, P. F., & Olive, J. entitled, *Toward research and theory in a system-wide teacher enhancement projects: Perspectives, issues, and strategies for investigations in reform partnerships.* Research Presession of the 77th Annual Meeting of the National Council of Teachers of Mathematics, San Francisco, CA.

\*+^Strutchens, M. E. (June 1998). *Multicultural literature as a context for mathematical problem solving: Children and parents learning together*. Poster Session at the National Council of Teachers of Mathematics Teaching and Learning in Poor Communities: A Working Conference, Chicago, IL.

\*+Strutchens, M. E., & Silver, E. A. (April 1998). *NAEP findings regarding race/ethnicity: Students’ performance, attitudes, and school experiences. In creating a silk purse: Interpreting results from the NAEP mathematics assessment (SIG/Research in Mathematics Education-Symposium).* Annual Meeting of the American Education Research Association, San Diego, CA.

\*+Campbell, P. F., Strutchens, M. E., Cooper, D. A., & Wallace, A. (March-April 1998). *Conducting research within a systemic teacher enhancement project*. Research Presession of the 76th Annual Meeting of the National Council of Teachers of Mathematics, Washington, DC.

\*+Strutchens, M. E., & Becker, J. R (January 1998). *Pre\aring teachers for working with a diverse student population: Issues and possible solutions*. The Association of Mathematics Teacher Educators Second Annual Conference, Pomona, CA.

\*+^Becker, J. R., & Strutchens, M. E. (April 1997). *Issues of diversity in mathematics education*. The AMTE Conference for mathematics Teacher Educators: A Day of Learning Together of the 75th Annual Meeting of the National Council of Teachers of Mathematics, Minneapolis-Saint Paul, MN.

\*+Johnson, M. L., Strutchens, M. E., Lollis, K. C., Cooper, D. A., & White, D. Y. (April 1996). *Research perspectives: Nontraditional means of achieving equity in mathematics education*. Research Presession of the 74th Annual Meeting of the National Council of Teachers of Mathematics, San Diego, CA.

\*+Strutchens, M. & Perkins, K. (February 1996). *Multicultural literature: A context for mathematical problem solving.* The 23rd Annual Conference of the Research Council for Diagnostic and Prescriptive Mathematics, Melbourne, FL. (competitively selected paper)

\*+Hart, L. E., Allexsaht-Snider, M., Becker, J. R., Strutchens, M.,and Tate, W. F. (April 1995). Learning from each other: *Research perspectives on equity in mathematics teaching and learning.* Research Presession of the 73rd Annual Meeting of the National Council of Teachers of Mathematics, Boston, MA.

\*+Boliver, D., Strutchens, M**.**, Owens, E., McDonald, E., & Lamb, C. (February 1995). *Coordinating research efforts related to diversity and math education*. 22nd Annual Meeting of the Research Council for Diagnostic and Prescriptive Mathematics, Las Vegas, NV.

\*+Johnson, M., Strutchens, M., & Brant, J. (February 1995). *Assessment issues related to teacher certification.* 22nd Annual Meeting of the Research Council for Diagnostic and Prescriptive Mathematics, Las Vegas, NV. (invited panelist)

\*+Strutchens, M.(February 1995). *The Governor's Minority College Awareness Program MCAP): One way to increase the mathematics pipeline*. 22nd annual meeting of the Research Council for Diagnostic and Prescriptive Mathematics, Las Vegas, NV.

\*+Wilson, P., Strutchens, M., Hart, L., Tate, W., D'Ambrosio, B., & Johnson, M. (April 1994). *Studying cultural diversity: Goals, hurdles, & productive approaches*. Annual Presession of the 72nd Annual Meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.

\*+Strutchens, M. (February 1994). *An exploratory study of the societal factors affecting sixth-grade African American students' performance in a mathematics class*. 21st annual meeting of the Research Council for Diagnostic and Prescriptive Mathematics Conference, Fort Worth, TX.

1. Regional:

+^Strutchens, M.E. (June 2017). *Foregrounding equity in mathematics teacher education.* Southeast Regional Robert Noyce Connections Conference, Mobile, AL.

+^Martin, W.G. (June 2017). *Setting standards for preparing the next generation of teachers of mathematics.* Southeast Regional Robert Noyce Connections Conference, Mobile, AL.

+^Strutchens, M.E. (June 2017). *Fostering mathematics teacher leadership through multiple venues*. Noyce Regional Dialogue on Stimulating Research and Innovation for Preservice Education of STEM Teachers in High Needs Districts, Kennesaw, GA.

^+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.

+Strutchens, M.E. (November 2016). *Regional conference overview & orientation* (2 sessions). National Council of Teachers of Mathematics Regional Conference & Exposition. Philadelphia, PA.

\*+^Strutchens, M.E. (November 2016). *Illuminating the teaching practices through equitable mathematics tasks*. NCTM Regional Conference & Exposition. Philadelphia, PA.

+\*Strutchens, M.E. (November 2015). *Illuminating the teaching practices through equitable mathematics tasks*. National Council of Teachers of Mathematics Regional Conference and Exposition, Minneapolis, MN.

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

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

\*+Strutchens, M. (November 2012). *Patterns, Patterns, Patterns!* National Council of Teachers of Mathematics Regional Conference, Chicago, IL.

\*+Strutchens, M. (October 2012). *Patterns, Patterns, Patterns!* National Council of Teachers of Mathematics Regional Conference, Dallas, TX.

^Strutchens, M. (October 2011). *New Members and First Timers' Orientation*. National Council of Teachers of Mathematics Regional Conference, St Louis, MO.

\*+Strutchens, M. (October 2011). *Fostering Reasoning and Sense Making for All High School Students.* National Council of Teachers of Mathematics Regional Conference, St Louis, MO.

\*+^Strutchens, M. (October 2011). *What Do We Know about "Good Teaching" for All Students?* National Council of Teachers of Mathematics Regional Conference, Atlantic City, NJ.

\*+Strutchens, M.E. & Quander, J. R. (2010). *Focus on high school students: Making mathematical reasoning and sense making a reality for all*. National Council of Teachers of Mathematics, Regional Conference and Exposition, New Orleans, LA.

\*+Strutchens, M. E. (November 2009). *Patterns! Patterns! Patterns!* National Council of Teachers of Mathematics, Regional Conference and Exposition, Nashville, TN.

\*+^Strutchens, M.E. (October 2007). *Multicultural literature: A context for family mathematical problem solving*. National Council of Teachers of Mathematics Regional Conference and Exposition, Richmond, VA.

\*+Strutchens, (October 2006). *Multicultural literature as a context for mathematical problem solving: Children and parents learning together*. National Council of Teachers of Mathematics Regional Conference and Exposition; Atlantic City, New Jersey.(2 sessions)

\*+Strutchens, M. E. (October 2005). *Using the NAEP Items to Improve Classroom Assessment, Grades 6 – 8*. National Council of Teachers of Mathematics Southern Regional Conference in Birmingham, AL.

+^Strutchens, M. E. (October 2002). *Multicultural literature as a context for mathematical problem solving: Children and parents learning together*. National Council of Teachers of Mathematics Southern Regional Conference, Biloxi, MI.

+^Strutchens, M. E. (October 1998). *Multicultural literature as a context for problem solving: Children and parents learning together, grades 1-7*. National Council of Teachers of Mathematics Central Regional & School Science and Mathematics Association Joint Conference, Louisville, KY.

+^Strutchens, M. E., Zawojewski, J. S. & Kenney, P. A. (November 1996). *Using the National Assessment of Educational Progress to improve classroom assessment, grades 2-6. National* Council of Teachers of Mathematics Western Regional Conference, Albuquerque, NM.

+^Kenney, P. A., Zawojewski, J. S., & Strutchens, M. E. (November 1996). *Using the National Assessment of Educational Progress to improve classroom assessment, grades 7-12*. National Council of Teachers of Mathematics Western Regional Conference, Albuquerque, NM.

+^Blume, G., Strutchens, M. & Kenney, P. (October 1996). *Using the National Assessment of Educational Progress to develop classroom assessments*. National Council of Teachers of Mathematics Eastern Regional Conference, Baltimore, MD.

**d. Selected State and Local:**

\*Strutchens, M. (November 2019). *Increasing Students Mathematical Success and Joy via Equitable Teaching*. Alabama Council of Teachers of Mathematics Fall Forum, McWane Science Center, Birmingham, AL.

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

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

^Strutchens, M.E. (March 2018). *Empowering students through equitable teaching practices.* Social Justice Panel with Women Faculty from the Ivory Tower to Social Action. Auburn University, Auburn, AL.

^Strutchens, M.E. (January 2018). *Using reflective writing to foster pedagogical growth*. Auburn University 2018 Conversations in Celebration of Teaching, Auburn University.

^\*Strutchens, M.E. (November 2017). *Revealing hidden mathematical thinking via equitable.*

*teaching practices audience-teachers.* Alabama Council of Teachers of Mathematics Fall Forum Birmingham, AL.

^\*Jones, C., Strutchens, M. E., Zelkowski, J., Beers, T., & Culbreth, S. (November 2017). *Panel Discussion with Members of Strategic Planning Team for Mathematics*. Alabama Council of Teachers of Mathematics Fall Forum Birmingham, AL.

^Strutchens, M.E. (April 2017). *Access, equity, empowerment, & advocacy recommendations from the State Strategic Plan.* Alabama State Department of Education Board of Directors Meeting. Montgomery, AL.

\*Strutchens, M.E. (November 2016). *Micro-messaging: Are you fostering positive or*

*negative mathematics identities?* Alabama Council of Teachers of Mathematics, Birmingham, AL.

Strutchens, M. E. (September 2016). *Project LEAD: Teacher Leaders Workshop*. Raleigh, NC.

Strutchens, M.E. (March 2016). *Twenty-three years of striving for equitable practices in mathematics education.* Invited presentation toGLOB Course at Auburn University.

Strutchens, M.E. & Martin, W. Gary (June 2016). *Middle School Mathematics Work Shop.* Huntsville, AL

Strutchens, M.E. (October 2015). *Moving principles into actions: Focus on access and–grades K-12*, (Power Presentation). Alabama Council of Teachers of Mathematics Fall Forum, Birmingham, AL.

Strutchens, M. E. (September 2015).  *Increasing Student Engagement and Achievement in Mathematics Via Professional Mathematics Learning Communities.* This is Research: Faculty Symposium, Auburn University and Dixon Conference Center, AL.

Martin, W. G. & Strutchens, M. E. (October 2014). *Fostering reasoning and sense making at the secondary mathematics level.* Vestavia Hills City Schools, AL.

+\*Strutchens, M.E. (October 2014). *Fostering Reasoning and Sense Making for All Students: Supporting the Goals of the Standards for Mathematical Practice*. Alabama Council of Teachers of Mathematics Fall Forum, Birmingham, AL.

^Martin, W.G. & Strutchens, M.E. (September 2014). *Developing Mathematics Teacher Leaders through Multiple Venues*. Kennesaw State College, Kennesaw, GA.

\*Strutchens, M.E. (November 2013). *Equitable Assessments in the Common Core State Standards Era,
Grades 6-8*. Alabama Council of Teachers of Mathematics, Alabama State College, AL.

^Mitchell, S., Strutchens, M. E., & Lane, S. (September 2013). *Moving the Common Core Standards from Vision to Action: Analyzing the Potential of Curriculum Materials to Support Faithful Implementation.* Leadership Workshop for the National Council of Teachers of Mathematics, Loyola University Graduate Center, Timonium, MD.

\*Strutchens, M.E. (November 2012). *Fostering Reasoning and Sense Making for All Students: Supporting the Goals of the Common Core State Standards for Mathematical Practice*. Alabama Council of Teachers of Mathematics, Alabama State College, AL.

^Strutchens, M.E. (September 2012). *Using Multiple Entry-Level Tasks to Promote CPR (Communications, Proof, and Reasoning) for All Students*. Nebraska Association of Teachers of MathematicsAnnual Meeting, Lincoln, NE.

^Strutchens, M.E. & Martin, W. G. (Keynote, September 2012). *Building Communications, Proof, and Reasoning Across Grades K-12.* Nebraska Association of Teachers of MathematicsAnnual Meeting, Lincoln, NE.

Strutchens, M.E. (July 2012). *Preparing All Students to Be College and Career Ready in Mathematics*. TEAM-Math and East Alabama Regional Inservice Center Equity Conference, Auburn University Conference Center and Hotel, Auburn, AL.

^Strutchens, M.E. (Keynote Address) (June 2012). *Partnering with Families to Ensure Students’ Mathematics Success*. Educators’ Summit, Albany State College, Albany, GA.

^Strutchens, M.E. (June 2012). *Multicultural Literature as a Context for Mathematical Problem Solving: Children and Parents Learning Together*. Educators’ Summit, Albany State College, Albany, GA.

^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.

^Strutchens, M.E. & Martin, W. G. (May 2012). *Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12*. Avery Hall, University of Nebraska, Lincoln.

^ Strutchens, M.E. (May 2012). *Equity Issues in Mathematics Teacher Education*, Presentation to the New Jersey Association of Mathematics Teacher Educators, Trenton, NJ.

^ Strutchens, M., & Martin, W. G. (December 6, 2011). *Fostering Reasoning and Sense Making for All High School Students.* The Association of Mathematics Teachers of New Jersey Fourth Annual Special Education, Mathematics and Language Arts, Science Conference, 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.

Strutchens, M. E. (November 2010). *Elementary Mathematics Specialist State Certification Standards*. Lunch and Learn, Department of Curriculum & Teaching, Auburn University, AL.

^Strutchens, M. E. (November 2010). *Tips for Parents Related to Mathematics Education*. Loachapoka Elementary School Women’s Conference, Loachapoka, AL.

\*^Strutchens, M. E. (September – October 2010*). Standards for Elementary Mathematics Specialists.* Alabama Council of Teachers of Mathematics (ACTM) Fall Forum, Auburn University at Montgomery, AL.

^Strutchens, M.E. (August 2010). *Teaching Mathematics across the Curriculum: Equitable Instruction for All Students.* Academy for Academics and Arts in Huntsville, AL

^ Strutchens, M. E. (February 2010) (Keynote Speaker). *Do Math and Change the World.* Sonia Kovalevsky Day, Auburn University, Montgomery, AL.

^Strutchens, M. E. (February 2010) (Panelist). Career Panel Discussion*.* Sonia Kovalevsky Day, Auburn University, Montgomery, AL.

\*^Strutchens, M. E. (October 2009). *Striving for Equitable Practices in Mathematics Education: Moving Beyond Gap Gazing.* North Carolina Council of Teachers of Mathematics (NCCTM), Greensboro, NC.

\*^Strutchens, M. E. (October 2009). *Questions Teachers Have Related to Equity and Some Possible Solutions.* North Carolina Council of Teachers of Mathematics (NCCTM), Greensboro, NC.

^Strutchens, M. E. (October 2009). 6-8 Grade Band Breakout Session on NCTM’s Focal Points. Alabama Council of Teachers of Mathematics (ACTM) Fall Forum, Auburn University at Montgomery, AL.

\*^Strutchens, M. E. (October 2009). *Teaching Mathematics Across the Curriculum: Equitable Instruction for All Students.* Alabama Council of Teachers of Mathematics (ACTM) Fall Forum, Auburn University at Montgomery, AL.

**^** Strutchens, M. (September 2009). *Using multiple entry-level problems to reach all students*. Mississippi Council of Teachers of Mathematics Annual Conference, The University of Mississippi, Oxford, Mississippi.

^Strutchens, M.E. (May 2009). *Why be a teacher.* Future Teachers of America Awards Dinner, Russell County High School, Russell County, AL.

^Strutchens, M. E. (November 2008). *Review of 6-8 Alabama Course of Study Objectives*. Alabama State Department, Montgomery, AL.

^Strutchens, M. E. (Keynote Speaker), (November 2008). *Phenomenal in every way*. Women's Conference, Loachapoka Elementary School, AL.

\*^Strutchens, M.E. (October 2008). *Striving for equitable practices in mathematics education:
Moving beyond gap gazing*. Understanding Differences That Matter: Diversity Research at Auburn University Conference. Auburn University Hotel and Conference Center, Auburn, AL.

\*Strutchens, M. E. (October 2008). *Patterns, patterns, patterns, grades K-8*. Alabama Council of Teachers of Mathematics (ACTM) Fall Forum, Auburn University at Montgomery, AL.

^Strutchens, M.E. (October 2008). *Multicultural literature as a context for mathematical problem solving, grades K-2*. Alabama Council of Teachers of Mathematics (ACTM) Fall Forum, Auburn University at Montgomery, AL.

^Strutchens, M.E. (October 2008). *Multicultural literature as a context for mathematical problem solving, grades 3-5*. Alabama Council of Teachers of Mathematics (ACTM) Fall Forum, Auburn University at Montgomery, AL.

^Strutchens, M. E. (August 2008). Research related to developing elementary teachers’ mathematical content knowledge. Workshop for Alabama College Faculty Teaching Mathematics Courses for Elementary Teachers, Drury Inn and Suites, Montgomery, AL.

Strutchens, M. E. (April 2008). Patterns, patterns, patterns. East Alabama Council of Teachers of Mathematics, Spring Meeting, Auburn Junior High School, Auburn, AL.

Holland, F., Strutchens, M. E., Gaber, S., Slaton, C., Bondy, B. & Bailey, L. (January 2008). *Sheroes in action: A panel discussion*. Auburn University, Auburn, AL

Strutchens, M. E. (November 2007). TEAM-Math and Parental Involvement. Women's Conference, Loachapoka Elementary School, AL.

\*Strutchens, M.E. (October 2007). *Mathematics and writing across the curriculum*. **Alabama Council of Teachers of Mathematics (ACTM) Fall Forum,** Auburn University at Montgomery, AL.

Strutchens, M. E. (January 2007). *TEAM-math: Overview*. Phenix City Intermediate. Phenix City, AL.

Strutchens, M. E. (November 2006). *Getting to the mathematics*. Notasulga High School. Notasulga, AL.

\*+Strutchens, M. (October 2006). *Using multiple entry level problems to reach all students*. Alabama Council of Teachers of Mathematics, Fall Forum, Montgomery, AL.

Strutchens, M. (October 2006). *Philosophy, goals, and objectives of the secondary mathematics education program at Auburn University*. Retreat for the Program Planning Grant for Innovative Secondary Teacher-Education Programs, Opelika, AL.

Martin, W. G. & Strutchens, M. (August 2006). *TEAM-Math update*. Third [Annual TEAM-Math Tuskegee Conference](http://calendar.yahoo.com/YYY%2C0caef4/srt%2C0/team_math?v=4&t=1156521600&i=564&pv=1&wt=1156291200), Kellogg Conference Center, Tuskegee, AL

Strutchens, M. (August 2006). *Mathematics teaching in the middles-grades: Prospects and issues*. Third [Annual TEAM-Math Tuskegee Conference](http://calendar.yahoo.com/YYY%2C0caef4/srt%2C0/team_math?v=4&t=1156521600&i=564&pv=1&wt=1156291200), Kellogg Conference Center, Tuskegee, AL.

^W. Gary Martin & Marilyn E. Strutchens (October 2004). *TEAM-Math: Transforming East Alabama Mathematics through Professional Development and Curriculum Alignment K-Higher Education*, ASDC Conference, Wynfrey Hotel, Birmingham, AL.

^Strutchens, M.E. & Washburn, N. (October 2003). *Making mathematics manageable and meaningful.* Alabama Staff Development Council Conference, Hoover, AL.

Strutchens, M.E. (March 2003*). Improving Students’ Mathematics Achievement Via Problem Solving: Grades K-8*. East Alabama Regional Inservice Center. Auburn University, AL.

Strutchens, M.E. (February 2003). *Involving Parents to Improve Student Achievement*. Elmore County Teacher leaders. Wetumpka, AL.

Strutchens, M.E. (February 2003). *Raising Mathematics Achievement for All Students: Grades K-8.* East Alabama Regional Inservice Center. Auburn University, AL.

Strutchens, M.E. (January 2003). *Differentiation of Instruction in the Elementary Grades: One Way of Closing the Achievement Gap*. Elmore County Teacher leaders. Wetumpka, AL.

Strutchens, M.E. (January 2003). *Complex Instruction for the Middle Grades*. Elmore County Teacher leaders. Wetumpka, AL.

Strutchens, M.E. (November 2002). *Closing the Achievement Gap in the Elementary Grades: Equitable Instruction for African American Students*. Elmore County Teacher leaders. Wetumpka, AL.

Strutchens, M.E. (November 2002). *Closing the Achievement Gap in the Middle Grades: Equitable Instruction for African American Students*. Elmore County Teacher leaders. Wetumpka, AL.

Strutchens, M. E. (July 2002). Alabama Mathematics, Science, and Technology, Initiative Summer Institute for Elementary Mathematics Opening Session. Huntsville, AL.

Strutchens, M.E., & Martin, W. G. (May 2002). Alabama Mathematics, Science, and Technology, Initiative Trainer of Trainers Workshops for Secondary Mathematics. State of Alabama Department of Education, Montgomery, AL.

Strutchens, M. E. (October 2001). *Multicultural literature as a context for mathematical problem solving: Children and parents learning together (K-5).* Annual Conference of the Alabama Council of Teachers of Mathematics (ACTM), Auburn University at Montgomery, AL.

Strutchens, M. E. (October 2001). Equity via problem solving. National Advisory Council Meeting, Auburn University, AL

^Strutchens, M. E. (February 2001). *Principles and Standards for School Mathematics at the collegiate level*. Symposium on *Principles and Standards for School Mathematics*, Mississippi State Department of Education and others, Hattiesburg, MS. (invited presentation)

^Strutchens, M. E., & Martin, W. G. (October 2000). *Critical thinking in Grades 9-12: focus on algebra.* Workshop for the mathematics teachers at Beaureguard High School, AL.

^Strutchens, M. E. (September 2000*). Principles and Standards for School Mathematics* at the collegiate level breakout session. Symposium on *Principles and Standards for School Mathematics*, Meredith College and the NC Department of Public Instruction, Raleigh, NC. (invited presentation)

^Martin, W. G., & Strutchens, M. E. (September 2000). *What can we learn from the NAEP Mathematics Assessment? A look at student achievement across race/ethnicity groups and in the content areas of geometry and measurement.*  Seminar for the North Carolina Mathematics Educators and Mathematicians Association, North Carolina State University. (invited presentation)

4. Exhibitions

Not applicable

* 1. Performances

Not applicable

6. Patents and Inventions

Not applicable

7. Other Research/Creative Contributions

* 1. Bibliography

Wilson, P. S., Mosquera, J. P., Strutchens, M. E., & Thomas, A. J. (1994). Annotated Bibliography of Multicultural Issues in Mathematics Education. <http://jwilson.coe.uga.edu/DEPT/Multicultural/MEBib94.html>

b. Editorial Work

Editor for the *Take Time for Action* department in the Mathematics Teaching in the Middle School Journal for the National Council of Teachers of Mathematics, 1999–2001.

**c. Website**

<http://MathematicallySane.com>, (2001-present). Co-founder, this is a website designed to help educators, citizens and policy-makers at all levels make a stronger case for better mathematics programs; gather and disseminate diverse success stories -- both anecdotal and data-based; and provide a forum for reform minded mathematics educators.

**d. Related Research and Writing Groups**

|  |  |
| --- | --- |
| 2003-2004 | Member, Essential Readings Task Force: To identify essential readings in the field of mathematics teacher education and to communicate these critical books, journals and documents to the membership and other interested individuals, Association of Mathematics Teacher Educators |
| 2001-2003 | The joint CREDE-NCISLA study group on diversity in mathematics education is one of a series of research-synthesis study groups organized by the Center for Research on Education, Diversity, and Excellence and the National Center for Improving Student Learning and Achievement in Mathematics and Science. |

8a. Grants and Contracts (Funded)

|  |  |  |  |
| --- | --- | --- | --- |
| Years | Project | Description | Amount |
| 2020 -2021 | Capacity Building: New Pathways to a Career in Mathematics Teaching in Central Alabama | National Science Foundation Noyce Scholarship program | $75,000(1 year) |
| 2019 – Present | Grant to cover logistics for STAMP Taskforce events. | The Alabama Commission on Higher Education provided funding for mutually agreed upon activities associated with the planning and hosting of a meeting of the colleges and universities on Math alignment as part of the Strategic Taskforce for Aligning Mathematics Pathways (STAMP) Initiative. | $5,000 |
| 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 |
| 2018-2019 | Alabama Math, Science, and Technology Initiative, Auburn site | Grant to run a regional site for the state math and science initiative (Leadership Team Member) | $1,858,572 |
| 2018 - 2020 | Collaborative Research: Using Networked Improvement Communities to Design and Implement Program Transformation Tools for Secondary Mathematics Teacher Preparation | The purpose of this collaborative research grant is to apply a networked improvement community (NIC) approach to collaboratively propagating and implementing tools to support the transformation of secondary mathematics teacher programs in alignment with the Standards for the Preparation of Teachers of Mathematics prepared by the Association of Mathematics Teacher Educators and other national recommendations. (Consultant) | $150,000 |
| 2018-2021 | Teacher Leadership (T-Lead): Investigating the Persistence and Trajectories of Noyce Master Teaching Fellows*.* | This is a Track 4 collaborative research effort involving Noyce projects at (1) Auburn University, (2) California State University, San Bernardino, (3) the University of Cincinnati, (4) the University of Colorado at Boulder, (5) Kennesaw State University, (6) the University of Nebraska-Lincoln, and (7) the University of South Carolina. The overarching goal of *T-Lead* is to contribute to the field’s currently-limited understanding of teacher leadership by thoroughly examining the influences of teacher leadership development on the persistence and professional trajectories of Master Teaching Fellows (MTFs). *T-Lead* will gather data related to the nature and structure of Noyce MTF programs, the professional trajectories of participating MTFs, the school contexts in which the MTFs operate, and the leadership activities in which they engage. (Co-PI) | $86,596  |
| 2017-2021 | Collaborative Research: Attaining Excellence in Secondary Mathematics Clinical Experiences with a Lens on Equity, 48 months, | National Science Foundation Improving Undergraduate STEM Education (IUSE) Grant. Marilyn Strutchens (PI), Auburn University, Award Id: 172699; Ruthmae Sears, University of South Florida, Award Id: 1726362; & Howard Gobstein, APLU, Award Id: 1726853. This project will implement an improvement science study to address the following question: How does a continuum of collaborative and student-focused clinical experiences, including co-planning/co-teaching and paired placement fieldwork models, impact pre-service teachers' implementation of equitable teaching practices across multiple institutional contexts?  | $1.6 million (Auburn University-$560,586 |
| 2015 -2018 | STEM Enrichment in Physics, Mathematics and Project based Learning: Meeting K-12 Needs in Alabama | The purpose of this project is to provide a comprehensive series of professional development (PD) activities for K-12 teachers to address the serious needs, particularly in high-needs school districts, for enhanced curriculum materials and training in Physics, Mathematics, and Project-Based Learning. We will provide this PD along three different fronts utilizing expertise from Auburn faculty and staff while coordinating directly with both Alabama Math Science and Technology Initiative (AMSTI) and Alabama Science in Motion (ASIM) personnel, including the AU directors of both units. (Co-PI) | $715,000 |
| 2012-2015 | TEAM-Math and AMSTI Professional Learning Communities | The purpose of the project is to establish professional learning communities (PLCs) to provide collaborative and sustained professional development for teachers in targeted K-12 schools in East Alabama. The immediate focus of the professional development is the Alabama College and Career Ready Standards, especially the Standards of Mathematical Practice. (Co-PI) | $599,429 |
| 2013- 2014 | Auburn University Mathematics Teacher Education Partnership Hub Grant from the Hemsley Charitable Trust | The Mathematics Teacher Education (MTE) Partnership is a national partnership of universities and K–12 districts with the goal of ensuring that secondary mathematics teacher candidates are prepared to meet the requirements of CCSS. I am a member of the leadership team for the partnership and co-leader for the Hub. | $128,000  |
| 2013-2014 | Alabama Math, Science, and Technology Initiative, Auburn site | Grant to run a regional site for the state math and science initiative (Leadership Team Member) | $1,505,000 |
| 2012-2013 | Alabama Math, Science, and Technology Initiative, Auburn site | Grant to run a regional site for the state math and science initiative (Leadership Team Member) | $1,454, 420 |
| 2011-2012 | TEAM-Math: Facilitating East Alabama’s Response to the Common Core State Standards for Mathematics | Co-PI/Co-PD: BBVA Compass Bank | $13,000 |
| 2011- 2014 | Developing Effective Mathematics Learning Communities | Auburn University’s Intramural Level 3 grant for 2011. The grant is supported by the OVPR, College of Education, the College of Science and Mathematics, the Department of the Curriculum and Teaching, and the Department of Mathematics and Statistics. The goal is to pilot a Mathematics Learning Communities model to enhance the recruitment and retention of middle and high school students in the mathematics pipeline, particularly of students from underserved demographic groups. (Principal Investigator) | $59,554 |
| 2009 -2014 | TEAM-Math Teacher Leader Academy for Elementary Mathematics Specialists | Supplementary grant to TEAM-Math from the National Science Foundation’s Robert Noyce Scholarship Program, 22 elementary teacher leaders who are teaching full-time in high-needs school districts who have demonstrated success in improving student learning will be selected as “fellows”. These teachers will receive an annual stipend of $10,000, as well as reimbursement for tuition to complete an advanced degree in mathematics education. (Director) | $1,500,000 |
| 2008 - 2011 | TEAM-Math Teacher Leader Academy | Supplementary grant to TEAM-Math from the National Science Foundation, 12 secondary mathematics education teacher leaders within high-needs school districts who have demonstrated success in improving student learning will be selected as “fellows”. These teachers will receive an annual stipend of $10,000, as well as reimbursement for tuition to complete an advanced degree in mathematics education. (Co-Director) | $600,000 |
| 2007 -2008 | Improving Grades 6-12 Mathematics Education in East Alabama Using Technology (Malone Family Foundation of Dothan, AL) | Supplementary grant to TEAM-Math to provide middle and high school mathematics teachers with essential technological resources that will enhance instruction and provide them with professional development on how to effectively use those resources. (Co-Director) | $304,975 |
| 2007-2008 | Alabama Math, Science, and Technology Initiative, Auburn site | Grant to run a regional site for the state math and science initiative (Leadership Team Member) | $1,600,000 |
| 2006-2007 | Alabama Math, Science, and Technology Initiative, Auburn site | Grant to run a regional site for the state math and science initiative (Leadership Team Member) | $831,017 |
| 2006 – 2007 | Graduate Teaching Fellows in K-12 Education (Gk-12) | Consultant and Co-Instructor for the GK-12 Fellows through a summer graduate course and professional development provider for GK-12 mathematics teachers | $1,900, 000 |
| 2005 – 2009 | Auburn University Robert Noyce Scholarship Program | Scholarship program for alternative Masters students; Departments: Mathematics and Statistics and Curriculum and Teaching (Co - Principle Investigator) | $308,322 |
| 2005-2008 | East Alabama Partnership for the Improvement of Mathematics Education (TEAM-Math) | National Science Foundation Math and Science Partnership (MSP) supplement for three additional districts, College of Science and Mathematics, and the College of Education (Co-Principle Investigator and Co – Director) | $400,000 |
| 2003-2008 | East Alabama Partnership for the Improvement of Mathematics Education (TEAM-Math) | National Science Foundation Math and Science Partnership (MSP), College of Science and Mathematics, and the College of Education (Co-Principle Investigator and Co – Director) | $8,996,840 |
| 2003-2004 | East Alabama Partnership for the Improvement of Mathematics Education Project (TEAM-Math) | Grant from Auburn Outreach, College of Science and Mathematics, and the College of Education, (Co-Principle Investigator and Co – Director)  | $100,000 |
| 2001-2002 | Enhancing Quantitative Understanding In Teachers and Youth Via Problem Solving (EQUITY Via Problem Solving) | National Advisory Council Mini-Grants for Partnerships, Auburn College of Education | $2000 |
| 2000-2002 | An Investigation of the Effects of a Mathematics Enhancement Program for Parents and Their Children.  | Start-Up Research Funds from the College of Education | $5000 |
| 2000-2001 | NCTM-WorldCom Illuminations Project Selected Web Resources | Section subcontract from the National Council of Teachers of Mathematics, Auburn University | $230,000 |
| 1996-2001 | Mathematics: Application and Reasoning Skills (MARS) | National Science Foundation(Coordinator of Parent and Community Involvement, University of Maryland).  | $5,999,000 |
| 1995 | Evaluation of the Governor's Minority College Awareness Program | University of Kentucky | $7500 |
| 1994 – 1995 | An Analysis of Students' Mathematics Portfolio Scores Across Ethnicity, Gender, and Socio-Economic Status | University of Kentucky/University of Louisville | $5000 |
| 1993 -1995 | Multicultural Literature: A Context for Mathematical Problem Solving | Institute on Education Reform, University of Kentucky | $1520 |

**b. Grants Submitted, But Not Funded**

|  |  |  |  |
| --- | --- | --- | --- |
| Years | Project | Description | Amount |
| March 2015 | Collaborative Research: Transforming Secondary Mathematics ClinicalExperiences | The goal of this collaborative research project is to explore the impact of three alternative models for providing prospective secondary mathematics teachers clinical experiences, whichhelp them build the knowledge and skills needed to promote the success of middle and highschool students in achieving the Common Core State Standards (CCSS) and other college- andcareer-ready standards, and mathematical processes and practices, such as theCCSS Standards for Mathematical Practice. (Co-PI) | $185,125 |
| January 2010 | TEAM-Math’s Secondary Mathematics Learning Communities | Mathematics Learning Communities model to enhance the recruitment and retention of middle and high school students in the mathematics pipeline, particularly of students from underserved demographic groups, Principle Investigator. Submitted to NSF | $3,497,677 |

9. Description of Candidate’s Scholarly Program

I have spent much of my career examining factors that affect students’ mathematics achievement, focusing largely on African American students. Included in these factors are ethnic factors, such as one's language, religion, and distinctive customs (Banks, 1989); school factors like access to mathematics courses, teachers' beliefs about students, instructional practices, and resources; and societal factors such as parental involvement, students' self-perceptions and expectations, and socioeconomic status (Oakes 1990; Silver, Strutchens, & Zawojewski 1997; Strutchens & Silver, 2000…). The study of these factors and how they interact in complex ways to affect student achievement falls under the umbrella of critical education theory, which is based on the belief that society is basically oppressive but can be changed (Weiler, 1988). My goal as a researcher is to work to develop ways of effecting positive change in mathematics achievement. This agenda began in graduate school with several reviews of literature examining possible factors that affect African American students’ mathematics achievement and my dissertation work, which was an exploratory study of the ethnic and societal factors affecting sixth grade African American students’ performance in a mathematics class.

My interests and experiences led to invitations to serve on two national groups. As a member of the National Council of Teachers of Mathematics (NCTM) Core Writing Group for the interpretation of the Fifth, Sixth, Seventh, and Eighth National Assessment of Educational Progress (NAEP) Mathematics Assessments, I co-authored chapters for the monographs that focused on race/ethnicity, gender, geometry and measurement, and number and operations. My work with NAEP is important for two reasons: (1) It illuminates the inequities existing among groups characterized by race/ethnicity and socio-economic conditions; and (2) It provokes the need for further research.

As a member of NCTM’s Multicultural and Gender task force, I played a major role in developing the *Conceptual Framework for Dealing with Multiculturalism and Gender Equity in Mathematics Education*. This theoretical framework has been used as a guide for NCTM publications. NCTM’s *Changing the Faces of Mathematics Monograph Series* also grew from our work. Each monograph is designed to include chapters that are at the intersection of research and practice and written to appeal to a broad audience (teachers, administrators, mathematics educators, and etc.).

A related strand of inquiry has focused on studying the effects of a program, which uses multicultural literature as a context for mathematical problem solving with parents and their children, facilitated by classroom teachers and has been implemented in a wide range of settings. This work has been both challenging and engaging because of the myriad of barriers and obstacles that exist in terms of parental involvement in many schools. I also conducted a collaborative project between Auburn University and Notasulga Elementary School, *Enhancing Quantitative Understanding in Teachers and Youth Via Problem Solving*, designed to increase teachers’ pedagogical and content knowledge related to mathematical problem solving to increase student achievement in elementary mathematics in a predominantly African American rural school.

TEAM-Math is my most recent project focused on school mathematics reform and will be described in greater detail in the Outreach section of my vita due to the extensive work with teachers, parents, administrators and others. This project contains all the components mentioned above that I have an interest in studying. It is my hope that much will be revealed about teaching and learning through this work.

Other extensive research projects include the National Council of Supervisors of Mathematics and the Association of Mathematics Teacher Educators Formative Assessment Working Group, which has focused on relating formative assessment to other mathematics teaching frameworks and the Mathematics Teacher Education Partnership’s Clinical Experiences Research Action Cluster. Each of these projects are discussed later in my vita.

**C. Outreach**

**1. Commentary**

**Program I: The East Alabama Partnership for the Improvement of Mathematics Education (Transforming East Alabama Mathematic (TEAM-Math)), 2003 – 2008**

**Description.** I serve as Co-Principal Investigator and Co-Director for The East Alabama Partnership for the Improvement of Mathematics Education (also known as Transforming East Alabama Mathematics or TEAM-Math), a $9.4 million targeted Math Science Partnership funded by the National Science Foundation in 2003. TEAM-Math was formed to improve mathematics education in 14 school districts in East Alabama with the support of Auburn University, Tuskegee University and other partners. This partnership is guided by the belief that the low mathematics achievement in East Alabama can be solved through a multidimensional, coordinated effort focusing not only on the schools, but also on the universities' teacher preparation programs as well as community and parental factors. We emphasize that we can accomplish more in collaboration than can any one member individually. We have developed an innovative approach in which the districts pool their limited resources and are thus able to operate, in some respects, as one large district. Together, the districts in this partnership serve roughly 56,000 students who are growing up in an environment that is largely rural and very poor. Also the partnership has the opportunity to impact African American students’ mathematics achievement since the population in the area is 48% African American. In five years, the project will impact over 1700 K-12 teachers of mathematics in the partner schools.

The TEAM-Math partnership is committed to ensuring that all students in the region receive an equitable mathematics education by participating in a rigorous curriculum that is taught by highly qualified teachers who use a variety of instructional practices designed to promote student learning and understanding. We are working to achieve this goal by using methods shown to improve mathematics education elsewhere and adapting them to the circumstances of East Alabama. Perhaps the hallmark of the project is an intensive professional development effort, including two-week summer institutes, quarterly follow-up meetings, and other workshops and events. In addition, at the school district level, new curriculum guides have been developed and textbooks selected, forming a foundation for achievement. The project provides administrator training and support to help administrators develop a more supportive attitude toward mathematics. We also have an emphasis on building internal capacity through teacher leaders to create a generation of leaders in mathematics education. Finally, the partnership of mathematicians and mathematics educators from Auburn University and Tuskegee University is expected to significantly alter their teacher education programs to produce the qualified and diverse teacher workforce for the future. We plan to sustain our efforts by building the long-term capacity of the system to provide quality education in mathematics.

I have been a part of the project since its inception. I helped to write the proposal and have been a member of the steering committee. As co-director, I help plan and execute most of our briefings with administrators and parents. As the chair of the professional development committee, I coordinate our Teacher Leader meetings, summer institutes, and quarterly meetings. I help create presenters’ guides and provide professional development for the presenters for the summer institutes and the quarterly meetings. I have also been involved with curriculum development for the schools and have provided leadership in aligning what we do at the college level with practices that we want teachers to uphold at the school level. A chart of the types of professional services provided by the project, and my roles in those services, follows.

**Types of Professional Development Services Provided by TEAM-Math**

| **Type of Professional Development** | **Recipients** | **Duration** | **Purpose** | **My Roles** |
| --- | --- | --- | --- | --- |
| District Teacher Leader Meetings | TEAM-Math District Teacher Leaders from each of the 15 districts | 3 hours quarterly for each year of the project | To provide the District Teacher Leaders with ideas to help them to build capacity in their districts for change and to get input from them about future TEAM-Math endeavors | * Help coordinate the event
* Provide professional development
 |
| Teacher Leader Meetings | TEAM-Math Teacher Leaders from each of the schools involved in TEAM-Math | 4 hours quarterly for each year of the project | To help the Teacher Leaders develop their leadership skills and provide them with ideas to use with the teachers in their respective schools. | * Help coordinate the event
* Provide professional development
 |
| Summer Institutes | School teachers who have been accepted into a cohort  | 70 hours during each summer of the project | To provide cohort teachers with professional development that focuses on the content they are teaching and the research related to best practices in the field. | * Help plan and coordinate the event
* Help create presenters’ manuals for the event
* Help to provide professional development for presenters and participants
* Oversee the event
 |
| Quarterly meetings | School teachers who have been accepted into a cohort | 4 hours quarterly for each year of the project | To follow-up on what teachers learned during the summer institute and provide them with additional support per quarter. | Same as above. |
| Administrator Briefings | Administrators in TEAM-Math Schools or Districts | At least twice year for each year of the project | To keep the administrators abreast of TEAM-Math events and products and receive feedback from them for future events | * Help coordinate the event
* Provide professional development
 |
| Parent Briefings | Parents and community leaders in TEAM-Math Districts | Once a year for each year of the project. | To inform parents and other stakeholders about TEAM-Math’s goals and events | * Help coordinate the event
* Provide professional development
 |
| Multicultural Literature Project | Teachers, parents, and students in TEAM-Math Schools | At least 3 workshops are held each year for teachers who facilitate the program with families at their schools | To help parents to become aware of the goals of TEAM-Math and to help them to help their children at home | * Co-wrote the modules
* Provide the professional development for teachers
* Observe some of the sessions ran by teachers with families.
 |
| Counselor Briefings | Counselors who are in cohort schools | 2 meetings per year for each year of the project | To inform counselors of their role in helping to keep students in the mathematics pipeline | * Help coordinate the event
* Provide professional development
 |

**b. Mission.**  TEAM-Math’s mission is to enable all students to understand, utilize, communicate, and appreciate mathematics as a tool in everyday situations to become life-long learners and productive citizens by Transforming East Alabama Mathematics (TEAM-Math). The mission will be met by: 1) Aligning the curriculum K-12, 2) Ensuring consistency in teaching

3) Providing professional development, and 4) Revising the teacher preparation program. TEAM-Math’s mission is in alignment with the Auburn University’s mission in several ways. Our goal is to raise students’ achievement and love for mathematics by providing quality professional development for teachers and working with their administrators so that they will have the support needed to implement the changes in their instruction. Moreover, TEAM-Math is a true partnership in that we constantly receive feedback from our constituents and ask for their input in future endeavors. Mathematics educators, mathematicians and school personnel have come together to move East Alabama mathematics education forward in a powerful way.

**c. Scholarship.**  I have utilized my expertise in several ways in working with TEAM-Math. First, I worked with a local systemic change project in Baltimore City Maryland prior to coming to Auburn University, which gave me a strong knowledge base about running large institutes and providing professional development for teachers. This knowledge helped us as we wrote our proposal and now as we provide professional development for teachers. Second, I have served on several National Science Foundation (NSF) Panels and those experiences helped me to have a critical mindset as we wrote our proposal for TEAM-Math. Third, I have used my expertise as a mathematics educator to provide our teachers with quality professional development. The experiences that I had writing monograph chapters for NAEP mathematics assessments and my research area has provided me with a unique background that helps me to understand the needs of principals and teachers in a decade where disaggregated data is important as a result of the No Child Left Behind Act (NCLB) that requires increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies in the use of Federal education dollars; and a stronger emphasis on reading, especially for the youngest children.

Since we have been involved with the project, I have been asked to do professional development in schools that are not in our cohort schools. I have been asked to suggest names of teachers who would make good presenters by principals who are not in our region. I have served on NSF panels related to the type of work we are doing. The TEAM-Math Director and I have been invited to facilitate sessions with other Principal Investigators involved in Math Science Partnerships. I received the Outstanding Faculty Outreach Award in 2006 largely for my work with TEAM-Math. Also W. Gary Martin and I were asked by members of the College of Science and Mathematics to serve as Co-Principal Investigators on the Robert Noyce Scholarship Program. We helped them to write the proposal, and we received the grant at Auburn University from the NSF. We also serve as major consultants for the GK-12 Fellowship program.

**d. Impact.** TEAM-Math is impacting East Alabama mathematics education in positive ways. At the higher education level, content courses for elementary teachers are being taught in a way that is more in alignment with national recommendations, and initial work is beginning at the secondary level. As coordinator for secondary mathematics I have better communication with mathematicians regarding mathematics education and with school coordinators regarding lab placements for prospective teachers. TEAM-Math has also caused teachers to interact across districts. Moreover, the East Alabama Council of Teachers of Mathematics was formed by TEAM-Math participants. We have provided more than 263,000 hours of professional development to teachers, administrators, counselors, and parents in East Alabama.  192 administrators, 1,789 teachers, and 112 counselors have attended one or more events sponsored by TEAM-Math. Of these, 1,120 have completed more than 100 hours of professional development. Over 95% of participants in the Summer Institutes have said they will be likely to use the information they gained.

While we did not expect significant gains in student achievement during the first year of the project, we have seen slight but significant gains. The Alabama Reading and Mathematics Test (ARMT), and the Alabama High School Graduation Examination (AHSGE) are state accountability measures that are used to measure students’ achievement. In general, Cohort 1 schools improved their ARMT scores in grade 6, but had mixed results in grade 4. In sixth grade, the largest increase occurred for African American students and students receiving a free or reduced lunch. In sixth grade, there was a slight reduction in the ethnicity gap and a substantial reduction (nearly 40%) in the poverty gap. Overall, failure rates on the AHSGE improved in both grades 11 and 12, with more substantial improvements in grade 11 on the AHSGE. The improvement in failure rates at both grades 11 and 12 was better than statewide averages. The greatest improvements at the grade 11 were experienced by free-and-reduced-lunch students, females, and African Americans. Significant progress has been made in closing the ethnicity and poverty gaps with the ethnicity gap closing by 23% in grade 11 and the poverty gap decreasing by 25% in grade 11 and 69% in grade 12.

**Program II: Multicultural Literature as a Context for Mathematical Problem Solving: Parents and Children Learning Together,** 1994-Present.

**a. Description.** The purpose of the program is to use multicultural literature as a context for mathematical problem solving. This program uses modules created by Dr. Marilyn Strutchens and Dr. Fran Perkins that focus on culturally diverse literature as a context for mathematical problem solving appropriate for grades K through 8. The goals for parents and their children are:

1) To provide families with the opportunities to work collaboratively to solve mathematical problems, 2) To allow families to reflect on the processes used to solve mathematical problems, and 3) To provide families with the opportunity to openly discuss literature to make personal and literary connections. We first implemented this program in Lexington, Kentucky and since then I have added modules and implemented it in over 40 schools in Baltimore, Maryland, and now it has been implemented in over 51 schools in East Alabama. I have also published a practitioner article related to the project. The project is now an important component of TEAM-Math’s parental involvement effort.

Program III: Enhancing Quantitative Understanding in Teachers and Youth Via Problem Solving (EQUITY Via Problem Solving*),* 2001 - 2003

**Description.** Enhancing Quantitative Understanding In Teachers and Youth Via Problem Solving (EQUITY Via Problem Solving) was a collaborative project between Auburn University and Notasulga Elementary School to provide kindergarten through grade five mathematics teachers a minimum of 20 hours of professional development addressing: adult level mathematics content; instructional methods to promote student understanding and problem solving (including use of manipulatives, cooperative learning strategies, and use of technologies); research on children’s learning of critical mathematical constructs; mathematics curriculum standards; authentic and performance-based assessment; strategies to increase the mathematics achievement and preparation of rural students; and community resources for continuing mathematics education. I served as Principal Investigator for this project and decided to let it become subsumed in TEAM-Math. I serve as the Liaison for Notasulga High School, and I continue to encourage the teachers to enhance their knowledge about the teaching and learning of mathematics. I also work with parents and children at the school and place my prospective teachers with some of the teachers at the school for lab experiences.

**Program IV.** Alabama Math, Science, and Technology Initiative at Auburn University (AMSTI-AU)

**Description.** One of the major objectives of TEAM-Math was to ensure partner school districts that the professional development of TEAM-Math would count towards teachers’ fulfillment of requirements for the state program, the Alabama Mathematics, Science, and Technology Initiative (AMSTI), which is the Alabama Department of Education's initiative to improve mathematics and science teaching statewide. AMSTI-AU provides teachers with three basic services: professional development, equipment and materials, and on-site support. Since, Dr. W. Gary Martin and I had been on the writing team and the professional development team in the early stages of AMSTI, the articulation across the two projects was natural. As a member of the leadership team for both projects, I have been instrumental in helping to ensure the effective coordination of TEAM-Math’s and AMSTI’s professional development for teachers. Teachers receive training in science as well as “cross-over training” for mathematics that builds on the TEAM-Math training they have received. Also, as a part of the leadership team for AMSTI-AU, I helped with hiring personnel for the project, such as the site director, mathematics and science specialists, and the materials manager. Furthermore, I help with the selection of schools in to the cohorts, provide advice for the running of the site, and help with the selection of professional development providers. My presence on the leadership teams of both TEAM-Math and AMSTI will enable me to conduct research on the long-term effects of continuous professional development on teacher change and student achievement.

1. **Activities and Products.**
	1. **TEAM-Math (Transforming East Alabama Mathematics)**: I am the co-director and the coordinator of the professional development provided by the project. Below is a list of major events that we have held.

 Selected Instructional Activities

| **Date(s)** | **Description** | **Length****(Hours)** | **Number of Meetings** | **Average Number/ Number ofParticipants** |
| --- | --- | --- | --- | --- |
| 4/23/2003 | Kick-Off Meeting | 6.5 | 1 | 120 |
| 4/30/2003 | Leadership Meeting | 3 | 1 | 61 |
| 5-6/2003- | First Edition Curriculum Development Meetings  | 3 - 4.5 | 6 | 80 |
| 5/28/2003 | District Planning Meeting | 1.5 | 1 | 75 |
| 6/10/2003 | Curriculum Committee Planning | 2 | 1 | 23 |
| 7/8/2003 | Grade Band Curriculum Meeting | 6 | 1 | 11 |
| 2003-2006 | Administrators Briefing | 3 | 6 | 50 |
| 7/14-15/2003 | Teacher Leader Workshops | 4 | 2 | 59 |
| 7/21/2003 | K-2 Curriculum Meeting | 5 | 1 | 3 |
| 2003-2006 | District Teacher Leader Meetings | 3 | 9 | 16 |
| 2003-2004 | Textbook Review Team Meetings | 4 – 6 | 5 | 44 |
| 2003-2006 | Teacher Leader Meeting | 3.5 | 12 | 74 |
| 2003-2005 | Superintendent Briefing | 1-3 | 4 | 13 |
| 10/25/2003 | Textbook Pilot Training | 6 | 1 | 31 |
| 2/12/2004 | Textbook Showcase | 3.5 | 1 | 71 |
| 2/26/2004 | Curriculum Coordinator Meeting | 2 | 1 | 20 |
| 3/2/2004 | Curriculum Kick-off Phase II Meeting | 3 | 1 | 30 |
| 3/11/2004 | Cohort I Kick-off Meeting | 2 | 1 | 55 |
| 2004-2006 | Curriculum Team Meeting | 6 | 1 | 30 |
| 2004 - 2006 | Prof Development Planning for Summer Institute 1 | 2 | 3 | 38 |
| 2004-2008 | Summer Institutes (Two –Weeks) | 70 | 5 | 460 |
| 2005-2009 | Summer Institutes (One-Week Follow-up) | 35 | 6 | 340 |
| 6/25/2004 | Non-Cohort Textbook/Curriculum training | 1 | 1 | 7 |
| 7/12/2004 | Wetumpka Curriculum Workshop | 14 | 1 | 245 |
| 7/26/2004 | Smiths Station Curriculum Workshop | 14 | 1 | 316 |
| 2004-2005 | Public Relations Meetings | 2 | 3 | 9 |
| 8/24/2004 | Cohort I School Liaisons Organizational Meeting | 1 | 1 | 11 |
| 2004-2010 | Quarterly Meetings | 4 | 22 | 200 |
| 2004-2009 | Multicultural Literature Workshop | 3.5 | 18 | 25 |
| 10/15/2004 | Parent Outreach Rollout Planning | 1 | 1 | 5 |
| 10/28/2004 | Textbook Piloting Meeting | 1 | 1 | 24 |
| 2004-2005 | Parent Briefing | 2.5 | 2 | 40 |
| 1/21/2005 | Presenters Observation Meeting | 1 | 1 | 8 |
| 2005-2006 | Curriculum Guide 3rd Edition Meetings | 2.5 -7 | 8 | 23 |
| 2005-2008 | Guidance Counselor Briefings | 2 | 8 | 40 |
| 3/22/2005 | Policy and Outreach Meeting | 1.5 | 1 | 6 |
| 2005-2006 | Teacher Leader Meeting Summer Institute | 3 | 3 | 56 |
| 2005-2007 | New Teacher Meeting Summer Institute | 2 | 3 | 77 |
| 11/5/2005 | New Teacher Luncheon | 1.5 | 1 | 13 |
| 3/16/06 | Cohort III Summer Institute Briefing | 3 | 1 | 55 |
| 4/4/06 | Cohort II Summer Institute Briefing | 3 | 1 | 47 |
| 5/8/06 | Barbour Briefing for Summer Institute | 2 | 1 | 7 |
| 5/8/06 | Bullock Briefing for Summer Institute | 2 | 1 | 10 |
| 5/30-6/2/06 | Summer Institute Presenter Training Sessions | 24 | 1 | 65 |
| 6/19/06 | Curriculum Guide Revision Meeting | 5.5 | 1 | 20 |
| 2004-2006 | Summer Institute Debriefing | 3.5 | 3 | 25 |
| 7/13/06 | Cohort I Reunion | 4.0 | 1 | 27 |
| 2006 -2008 | Presenters’ Planning Meetings | 3.0 | 13 | 35 |
| 2006 -2009 | District Teacher Leader | 2.5 | 15 | 12 |
| 2006 -2009  | Teacher Leader Meeting | 2.5 -5 | 19 | 75 |
| 8/25/06 | Third Annual Tuskegee Conference (Opening Session and breakouts) | 4.0 | 1 | 132 |
| 8/26/06 | Third Annual Tuskegee Conference (Day 2) | 7.0 | 1 | 86 |
| 5/31-6/3/07 | Summer Institute Presenter Training Sessions | 24 | 1 | 65 |
| 8/24/07 | Fourth Annual Tuskegee Conference, Presession | 5.0 | 1 | 45 |
| 8/24/07 | Fourth Annual Tuskegee Conference, Day 1 | 4.0 | 1 | 130 |
| 8/25/07 | Fourth Annual Tuskegee Conference, Day 2 | 7.0 | 1 | 74 |
| 10/12/06 | Administrator’s Meeting | 2.5 | 1 | 8 |
| 2/3/07 | NAEP Workshop Focus on Equity and Mathematical Understanding | 3.5 | 1 | 28 |
| 2/16/08 | NAEP Workshop Focus on Assessment and Mathematical Content | 3.5 | 1 | 10 |
| 2/9/08 | New Teacher Mini Conference | 4 | 1 | 45 |
| 4/17/08 | Summer Institute Briefing | 2.0 | 1 | 50 |
| 5/27- 30/08 | Summer Institute Presenter Training Sessions | 24 | 1 | 65 |
| 6/30/, 7/7, & 7/14/08 | Liping Ma Book Study | 2.0 | 3 | 17 |
| 7/18/08 | Curriculum Writing Meeting | 7.0 | 1 | 17 |
| 9/5/08 | Fifth Annual Tuskegee Conference, Presession | 5.0 | 1 | 113 |
| 9/5/08 | Fifth Annual Tuskegee Conference, Day 1 | 4.0 | 1 | 149 |
| 9/6/08 | Fifth Annual Tuskegee Conference, Day 2 | 7.0 | 1 | 120 |
| 9/30/08 | Superintendent and District Curriculum Leaders Briefing | 2.0 | 1 | 31 |
| 10/04/08 | New Teacher Mini Conference | 4.0 | 1 | 35 |
| 10/09/08 | Administrator Briefing | 2.0 | 1 | 17 |
| 4/14 & 5/26/09 | K-2 Subgroup Meetings for 2009 Summer Institute | 2.0 | 2 | 14 |
| 6/29, 7/6, & 7/13, 09 | Jo Boaler Book Study | 2.0  | 3 | 20 |
| 9/11/09 | Sixth Annual Tuskegee Conference, Presession | 5.0 | 1 | 70 |
| 9/11/09 | Sixth Annual Tuskegee Conference, Day 1 | 4.0 | 1 | 150 |
| 9/12/09 | Sixth Annual Tuskegee Conference, Day 2 | 7.0 | 1 | 150 |

b. Technical Assistance for TEAM-Math

|  |  |  |  |
| --- | --- | --- | --- |
| Entity | Group | Role | Meetings |
| TEAM-Math | Core Planning Team | Member | Bi-weekly |
| TEAM-Math | TEAM-Math Planning Team | Member | Once/semester |
| TEAM-Math | Public Relations Coordinating Team | Member | Quarterly |
| TEAM-Math | Summer Institute Planning Team | Chair | Monthly |
| TEAM-Math | Summer Institute Planning Team, K-2 subgroup | Chair | Monthly |
| TEAM-Math | Policy and Outreach Planning Team | Member | Monthly |
| TEAM-Math | Professional Development Planning Team | Chair | Monthly |
| TEAM-Math | Teacher Preparation Planning Team | Member | Monthly |
| TEAM-Math | Evaluation Planning Team | Member | Bi-monthly |

**TEAM-Math Teacher Leader Academy for Elementary Mathematics Specialists**

Through funding provided by the National Science Foundation’s Robert Noyce Scholarship Program, this five-year, $1.5 million project will provide an annual stipend of $10,000 for 22 mathematics teacher leaders who are teaching full-time in high-needs school districts. They will also receive on-going professional development aimed at improving their skills as teacher leaders and tuition to complete advanced graduate work, including a certificate as an elementary mathematics specialist. Dr. Marilyn E. Strutchens (Co-PI/Director), Dr. Stephen Stuckwisch (Co-PI/Co-director and Dr. W. Gary Martin (PI/Director of TEAM-Math) are involved with the TEAM-Math Teacher Leader Academy.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Description** | **Length****(Hours)** | **Number ofParticipants** |
| 7/15/09 | Teacher Leader Academy Orientation | 3.0 | 14 |
| 10/08/09 | Teacher Leader Academy Meeting | 3.0 | 15 |
| 12/10/09 | Teacher Leader Academy Meeting | 3.0 | 7 |
| 1/14/10 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 2/25/10 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 5/13/10 | Teacher Leader Academy Meeting | 3.0 | 25 |
| 8/10/10 | Teacher Leader Academy Meeting | 3.0 | 20 |
| 10/14/10 | Teacher Leader Academy Meeting | 3.0 | 25 |
| 1/22/11 | Teacher Leader Academy Meeting | 3.0 | 20 |
| 2/26/11 | Teacher Leader Academy Meeting | 3.0 | 19 |
| 5/10/11 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 8/27/11 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 11/5/11 | Teacher Leader Academy Meeting | 3.0 | 21 |
| 12/8/11 | Teacher Leader Academy Meeting | 3.0 | 21 |
| 1/28/12 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 3/18/12 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 5/8/12 | Teacher Leader Academy Meeting | 3.0 | 25 |
| 9/29/12 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 12/11/12 | Teacher Leader Academy Meeting | 3.0 | 21 |
| 2/02/2013 | Teacher Leader Academy Meeting | 3.0 | 23 |
| 5/11/2013 | Teacher Leader Academy Meeting | 3.0 | 14 |
| 5/14/2013 | Teacher Leader Academy Meeting | 3.0 | 17 |
| 7/24/2013 | One Day Coaching Conference | 6.5 | 19 of 55  |
| 9/4&5/2013 | Teacher Leader Academy Meeting | 3.0 | 26 |
| 1/11/2014 | Teacher Leader Academy Meeting | 3.0 | 23 |
| 5/17/2014 | Teacher Leader Academy Meeting | 3.0 | 22 |
| 8/9/14 | Teacher Leader Academy Meeting | 3.0 | 17 |
| 5/5/2015 | Teacher Leader Academy Meeting | 3.0 | 13 |

**TEAM-Math Secondary Teacher Leader Academy**

Through initial funding provided by the National Science Foundation, 14 teacher leaders within high-needs school districts who have demonstrated success in improving student learning will be selected as “fellows” in the TEAM-Math Teacher Leader Academy. The focus of the Academy is to provide substantial support to master secondary teachers so that they will remain in the classroom, working in schools where they are needed. These teachers will receive an annual stipend of $10,000, as well as reimbursement for tuition to complete an advanced degree in mathematics education for three years. Dr. Marilyn E. Strutchens (Co-PI/Director), Dr. Stephen Stuckwisch (Co-PI/Co-director and Dr. W. Gary Martin (PI/Director of TEAM-Math) are involved with the TEAM-Math Teacher Leader Academy. Currently we have 10 fellows, and we hoping to recruit four more this summer.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date(s)** | **Description** | **Length****(Hours)** | **Number ofParticipants** |
| 1/15/09 | Teacher Leader Academy Orientation | 3.0 | 13 |
| 2/26/09 | Teacher Leader Academy Meeting | 3.0 | 10 |
| 5/12/09 | Teacher Leader Academy Meeting | 3.0 | 13 |
| 7/15/09 | Teacher Leader Academy Meeting | 3.0 | 13 |
| 10/08/09 | Teacher Leader Academy Meeting | 3.0 | 14 |
| 1/14/10 | Teacher Leader Academy Meeting | 3.0 | 12 |
| 2/25/10 | Teacher Leader Academy Meeting | 3.0 | 14 |
| 5/13/10 | Teacher Leader Academy Meeting | 3.0 | 15 |
| 8/10/10 | Teacher Leader Academy Meeting | 3.0 | 11 |
| 10/14/10 | Teacher Leader Academy Meeting | 3.0 | 25 |
| 1/22/11 | Teacher Leader Academy Meeting | 3.0 | 20 |
| 2/26/11 | Teacher Leader Academy Meeting | 3.0 | 19 |
| 5/9/11 | Teacher Leader Academy Meeting | 3.0 | 17 |
| 8/27/11 | Teacher Leader Academy Meeting | 3.0 | 12 |
| 11/5/11 | Teacher Leader Academy Meeting | 3.0 | 14 |
| 12/8/11 | Teacher Leader Academy Meeting | 3.0 | 15 |
| 1/28/12 | Teacher Leader Academy Meeting | 3.0 | 11 |
| 3/18/12 | Teacher Leader Academy Meeting | 3.0 | 14 |
| 5/8/12 | Teacher Leader Academy Meeting | 3.0 | 12 |
| 9/29/12 | Teacher Leader Academy Meeting | 3.0 | 10 |
| 12/11/12 | Teacher Leader Academy Meeting | 3.0 | 7 |
| 2/02/2013 | Teacher Leader Academy Meeting | 3.0 | 4 |
| 5/11/2013 | Teacher Leader Academy Meeting | 3.0 | 4 |
| 5/14/2013 | Teacher Leader Academy Meeting | 3.0 | 4 |

**Improving Grades 6-12 Mathematics Education in East Alabama Using Technology**

Improving Grades 6-12 Mathematics Education in East Alabama Using Technology is a professional development and resource initiative of TEAM-Math funded by The Malone Family Foundation of Dothan, Ala. This component of TEAM-Math provides participating schools with state-of-the-art mathematics software designed to enhance student learning of mathematics as well as graphing calculators, resources that the schools frequently cannot afford. The component also provides intensive preparation for the teachers in effective use of the technology. I help to coordinate the professional development. Below is a list of professional development events related to the initiative:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Description** | **Length****(Hours)** | **Average****Number/Number ofParticipants** |
| 11/01/07 | Presenters Planning (Malone Foundation Tech |  3.0 | 14 |
| 12/01/07 | Malone Technology Workshop 1 | 4.0 | 68 |
| 12/18/07 | Malone Technology Presenters Planning | 2.0 | 13 |
| 02/02/08 | Malone Technology Workshop 2 | 4.0 | 74 |
| 02/02/08 | Malone Technology Presenters Planning | 2.0 | 14 |
| 03/01/08 | Malone Technology Workshop 3 | 4.0 | 76 |
| 03/01/08 | Malone Technology Presenters Planning | 2.0 | 13 |
| 04/05/08 | Malone Technology Workshop 4 | 4.0 | 74 |
| 7/30/08 | Malone Technology Presenters Planning | 2.0 | 9 |
| 11/01/08 | Malone Technology Workshop 5 | 4.0 | 24 |
| 04/18/09 | Malone Technology Workshop 6 | 4.0 | 21 |

Developing Effective Mathematics Learning Communities

The grant is supported by the OVPR, College of Education, the College of Science and Mathematics, the Department of the Curriculum and Teaching, and the Department of Mathematics and Statistics. The goal is to pilot a Mathematics Learning Communities model to enhance the recruitment and retention of middle and high school students in the mathematics pipeline, particularly of students from underserved demographic groups.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Description** | **Length****(hours)** | **Average****Number/Number ofParticipants** |
| 2/22/2011 | Meeting with Superintendent | 1.0 | 2 |
| 3/23/2011 | Initial Meeting with Teachers and Administrators | 2.0 | 17 |
| 4/18/2011 | Planning Meeting for Summer Workshops | 2.0  | 8 |
| 6/2/2011 | Planning Meeting | 2.0  | 8 |
| 6/20-23/2011 | Summer Workshops | 4.0  | 13 |
| 8/4/2011 | Day Workshop | 7.0 | 16 |
| 9/26/2011 | Meeting Superintendent and school administrators | 2.0 | 6 |
| 10/17/2011 | Meeting and Workshop Teachers and Administrators | 2.0 | 14  |
| 11/3/2011 | Workshop with Teachers | 2.0 | 11 |
| 11/14/2011 | Meeting Superintendent and other administrators | 2.0 | 6 |
| 12/13/2011 | Workshop with Teachers | 2.0 | 10 |
| 5/7/2012 | Workshop with Teachers | 2.0 | 20 |
| 5/29/2012 | Meeting with Superintendent | 1.0 | 3 |

**TEAM-Math: Facilitating East Alabama’s Response to the Common Core State Standards for Mathematics**

This project (funded by BBVA Compass Bank and EARIC) is convening a team of outstanding teachers from across east Alabama to look at the alignment of instructional materials with the new Alabama College and Career Ready Standards for Mathematics. Through their engagement in this project, participants will:

1. Better understand the CCSS-M and their intent, particularly the Standards for Mathematical Practice.
2. Identify changes in content and focus that will impact mathematics teaching at grade levels.
3. Understand the characteristics of instructional materials that support implementation of the CCSS-M.
4. Conduct a review of instructional materials that could guide textbook adoption in the districts.
5. Explore ways to use the findings of the textbook review to inform district textbook reviews.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Description** | **Length****(Hours)** | **Average****Number/Number ofParticipants** |
| November 29, 2011 | Overview of CCSS-M and Curriculum Analysis Tools | 7.0 | 55 |
| December 10, 2011 | Began Reviewing Textbooks Using Tool 1 | 7.0 | 55 |
| January 7, 2012 | Curriculum Analysis Project | 4.0 | 55 |
| January 11, 2012 | Curriculum Analysis Project | 7.0 | 55 |
| January 18, 2012 | Curriculum Analysis Project | 7.0 | 55 |

**TEAM-Math and AMSTI Professional Learning Communities**

The purpose of the project is to establish professional learning communities (PLCs) to provide collaborative and sustained professional development for teachers in targeted K-12 schools in East Alabama. The immediate focus of the professional development is the Alabama College and Career Ready Standards, especially the Standards of Mathematical Practice. To this end, we have established the following goals:

1. To assemble a triad leadership team of mathematicians, mathematics educators, and AMSTI specialists to provide professional development for facilitating PLCs, monitor school and across-district PLC development, and help the school systems move toward sustaining the PLCs focused on continuous improvement and evaluation of instruction and learning;
2. To provide professional development for administrators to help them become knowledgeable of issues related to mathematics instruction and versed in the dimensions related to successful PLCs;
3. To provide grade level leaders (GLLs) with professional development related to the ACCRS-Math, facilitating PLCs, and student data analysis;
4. To provide teachers with professional development related to the ACCRS-M, participating in PLCs, and pedagogical analysis; and
5. To improve student outcomes through the work of the PLCs. The ultimate, goal is to prepare students who have the mathematics background to pursue Science, Technology, Engineering, and Mathematics (STEM) related careers.
6. Evaluation of the development and implementation of the PLCs will be ongoing. We would like to eventually replicate the process with other districts.

**Note: The duration of most of these meetings is 3 hours.**

|  |  |  |
| --- | --- | --- |
| Date | Activity | Number of Participants |
| 7/12/12 | Administrator Briefing | 12 |
| 10/22/12 | Administrator Briefing/PLC Meeting | 20 |
| 11/05/12 | Administrator Briefing/PLC Meeting held at Tallassee City High School | 30 |
| 11/19/12 | Administrator PLC MeetingAlexander City Board of Education | 18 |
| 12/03/12 | Administrator PLC MeetingUnion Springs Elementary School | 20 |
| 12/05/12 | Administrator PLC MeetingTallassee City High School | 11 |
| 1/14/13 | Administrator PLC Meeting held atAlexander City Board of Education | 26 |
| 1/16/13 | Administrator PLC Meeting held at Professional Development Center Bullock County | 18 |
| 2/2/13 | Grade Level Leaders Meeting | 68 |
| 2/22/13 | District Pair PLC Alexander City, Tallapoosa County, Millbrook, and Tallassee City | 14 |
| 3/1/13 | District Pair PLC Barbour County and Bullock County | 18 |
| 3/2/13 | Kickoff Meeting (teachers) | 140 |
| 4/1/13 | Make up Meeting for Alexander City, Tallapoosa County, Millbrook, and Tallassee City | 20 |
| 4/2/13 | Grade Level Leaders Workshop Barbour County and Bullock County | 23 |
| 4/8/13 | Administrator PLC Meeting – Barbour and Bullock | 12 |
| 4/12/13 | Administrator PLC Meeting – Alexander City, Dadeville, Millbrook and Tallassee City Schools | 17 |
| 4/22/13 | Chapter 1 of High School PLC’s Book Study | 5 |
| 4/24/13 | Grade Level Leaders Workshop Alex City & Dadeville | 25 |
| 4/24/13 | Grade Level Leaders Tallassee City and Middle Brook | 16 |
| 5/15/13 | GLL/ Administrator Meeting, Barbour,  | 11 |
| 5/15/13 | GLL/ Administrator Meeting, Bullock,  | 16 |
| 5/16/13 | GLL/ Administrator Meeting, Alexander  | 20 |
| 5/16/13 | GLL/ Administrator Meeting, Tallapoosa County | 16 |
| 5/22/13 | GLL/ Administrator Meeting, Tallassee City | 12 |
| 5/23/13 | GLL/ Administrator Meeting, Elmore County | 20 |
| 7/24/13 | Developing Effective Leaders Conference | 52 |
| 7/29/13 | Triad Planning Meeting for Fall Kickoff Workshops | 12 |
| 8/9/13 | Kickoff Meeting Alexander City | 23 |
| 8/12/13 | Kickoff Meeting Tallassee City | 66 |
| 8/12/13 | Millbrook Middle School Grade level leaders | 9 |
| 8/14/13 | Dadeville (Elementary and Middle School) Grade level Leaders Fall Kick Off Meeting | 9 |
| 9/7/13 | Bullock and Barbour Kick-off Meeting | 9 |

|  |  |  |
| --- | --- | --- |
| 10/11/2013 | Tallassee City Schools Administrator PLU Meeting, Tallassee Elementary School | 10 |
| 10/11/2013 | Tallassee City Schools GLL PLC Meeting, Tallassee Elementary School | 12 |
| 10/15/2013 | Barbour County, Administrator PLU Meeting, Barbour County Intermediate | 9 |
| 10/15/2013 | Barbour County, GLL PLC Meeting, Barbour County Intermediate  | 11 |
| 10/29/2013 | Alex City, Dadeville, & Elmore County, Administrator PLU Meeting, Elmore County Board of Education | 21 |
| 11/05/2013 | Dadeville Elementary Kickoff | 24 |
| 12/4/13 | Jim Pearson Elementary Kickoff | 45 |
| 12/9/13 | Tallassee City Schools Administrator Briefing and PLU | 10 |
| 12/13/13 | Alex City, Dadeville, & Elmore County, Administrator PLU Meeting, Elmore County Board of Education | 13 |
| 1/13/14 | Alexander City and Dadeville, Administrator Briefing and PLU  | 5 |
| 1/17/14 | Tallassee City Schools and Millbrook Elmore County Administrator Briefing and PLU | 14 |
| 1/25/14 | Formative Assessment & Discourse in the Era of the College and Career Readiness Standards | 61 |
| 2/21/14 | Tallassee City Schools and Millbrook Elmore County Administrator Briefing and PLU | 10 |
| 3/04/14 | Alexander City and Dadeville, Administrator Briefing and PLU,  | 5 |
| 6/9 -13/14 | Summer Grade Level Leader Academy | 62 |
| 9/30/14 | Administrator Briefing and PLU, Tallassee High School  | 7 |
| 10/15/14 | Administrator Briefing, AMSTI-AU Site | 12 |
| 10/29/14 | Grade Level Leader Meeting, AMSTI-AU Site | 43 |
| 12/2/14 | Administrator Briefing, AMSTI-AU Site | 13 |
| 2/4/15 | Grade Level Leaders Meeting- AMSTI-AU | 46 |
| 3/19/15 | Administrator Briefing, AMSTI-AU Site | 20 |
| 6/8 - 12/15 | PMLC Summer Academy, Auburn City High School | 46 |

a. Technical Assistance for TEAM-Math and AMSTI Professional Learning Communities

|  |  |  |
| --- | --- | --- |
| Date | Description | Number of Participants |
| 7/9/2012 | Planning Meeting for the MSP Proposal | 8 |
| 7/12/2012 | Administrator Briefing | 12 |
| 7/3/2012 | Planning Meeting for ALMSP Proposal | 10 |
| 7/17/2012 | Planning Meeting for ALMSP Proposal | 10 |
| 7/23/2012 | Planning Meeting for ALMSP Proposal | 10 |
| 9/4/2012 | Met with State Representative for AMSTIMSP | 2 |
| 9/12/2012 | TEAM-Math AMSTI Grant  | 10 |
| 9/28/2012 | Planning for Triad PLC | 2  |
| 10/8/2012 | Triad PLC Meeting | 13 |
| 10/15/2012 | Planning for Administrator Briefing/PLC Meeting | 2 |
| 10/23/2012 | Evaluation Planning Meeting | 7 |
| 11/8/2012 | Triad PLC Meeting | 10 |
| 1/17/2013 | Triad PLC Meeting | 12 |
| 2/4/2013 | Planning and Evaluation Meeting | 12 |
| 2/12/2013 | Planning for Triad Meeting | 2 |
| 3/18/2013 | Triad Planning | 10 |
| 5/1/2013 | Planning for Triad Meeting | 2 |
| 5/6/2013 | Triad Meeting | 12 |
| 5/20/2013 | Planning for Triad Meeting | 2 |
| 7/12/2013 | Planning for Triad Meeting | 2 |
| 7/15/2013 | Triad Meeting | 10 |
| 729/2013 | Triad Planning Meeting  | 10 |
| 9/12/2013 | Triad Meeting | 12 |
| 10/10/2013 | Triad Meeting | 12 |
| 11/14/2013 | Triad Meeting | 10 |
| 12/12/2013 | Triad Meeting | 8 |
| 2/14/2014 | Triad Meeting | 10 |
| 3/21/2014 | Triad Meeting | 10 |
| 4/25/2014 | Triad Meeting | 10 |
| 5/22/2014 | Triad Meeting | 10 |
| 9/9/14 | Triad Planning and Debriefing Meeting, Auburn University | 8 |
| 10/8/14 | Triad Planning and Debriefing Meeting, Auburn University | 8 |
| 11/10/14 | Triad Planning and Debriefing Meeting, Auburn University | 7 |
| 1/23/15 | Evaluation Meeting | 8 |
| 2/6/15 | Triad Meeting | 7 |
| 3/5/15 | Triad Meeting | 8 |
| 6/1/2015 | Summer Academy Planning Meeting | 12 |

**STEM Enrichment in Physics, Mathematics and Project based Learning: Meeting K-12 Needs in Alabama**

The three efforts below are all linked to development of a career-ready workforce by partnering with K-12 institutions through both AMSTI and ASIM. We will implement 120+ hours/teacher PD for 1) teachers in grades 3-5, targeting the student group that feeds the two categories below in mathematics and experiential science activities 2) mathematics teachers in grades 6-12, addressing directly the Alabama College and Career Ready Standards (ACCRS), and 3) high school physics teachers through curricular content and pedagogy development introducing successful flipped classroom model. In total, we anticipate partnering with ~225 teachers and impacting ~20,000 students throughout the three-year funding period.

**Grade 3-5 Math and Science PD:** To expand on the work done by the TEAM-Math and AMSTI-AU partnership and expand on work begun by an AMSTI Alabama Commission on Higher Education (ACHE) grant we will provide summer training using the Ongoing Assessment Project (OGAP) formative assessment system in conjunction with PLCs that meet during the school year in grades 3-5, that will help build teachers’ use of formative assessment in these areas. Tied to this math training will be a science counterpart that we propose, by using robotics project-based learning as a vehicle to teach both math and science. Participating in this effort will be the same AU team that performed the robotics project-based learning throughout the state over the last three years of MSP funding.

**Grade 6-12 Mathematics PD:** We will combine intensive work in increasing secondary mathematics teachers’ knowledge with the development of PLC’s extending across the region to help operationalize that knowledge. To accomplish this goal, we will offer intensive one-week summer academies with quarterly follow-up meetings to be held Saturdays, focusing on developing teachers’ mathematical content and pedagogical knowledge, events that will foster the development of region-wide PLC’s in which teachers explore common problems of practice. An on-line platform will enable the teachers to continue this exploration in between face-to-face events, including both asynchronous “discussion forums” and synchronous, real-time chats.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Activity | Duration(Hours) | Number of Participants |
| 7/26/2018 | TEAM-Math and AMSTI Reunion | 7.0 | 46 |
| 6/4-8/2018 | Summer Academy | 35.0 | 17 |
| 5/21/2018 | Triad Summer Academy Planning Meeting | 2.0 | 7 |
| 4/7/2018 | Quarterly Meeting | 4.0 | 19 |
| 3/22/2018 | Triad Planning Meeting | 2.0 | 7 |
| 1/27/2018 | Teacher Quarterly Meeting, AMSTI-AU | 4.0 | 25 |
| 1/16/2018 | Triad Planning Meeting  | 1.0 | 3 |
| 12/12/2017 | Triad Planning Meeting | 1.5 | 5 |
| 10/21/2017 | Teacher Quarterly Meeting, AMSTI-AU | 4.0 | 20 |
| 10/03/2017 | Triad Planning Meeting | 1.5 | 5 |
| 9/18/2017 | Triad Planning Meeting | 1.5 | 7 |
| 6/5-9/2017 | Summer Academy | 35.0 | 20 |
| 5/26/2017  | Triad Planning, Auburn University | 1.5 | 4 |
| 4/10/2017 | Triad Planning, Auburn University | 1.5 | 6 |
| 3/4/2017 | Teacher Quarterly Meeting, AMSTI-AU | 4.0 | 12 |
| 2/23/2017 | Online Meeting, Zoom | 1.0 | 6 |
| 2/04/2017 | Teacher Quarterly Meeting, AMSTI-AU | 3.0 | 24 |
| 11/29/2016 | Online Problem of the Week Update | 1.0 | 6 |
| 10/29/2016 | Teacher Quarterly Meeting, AMSTI-AU | 3.0 | 35 |
| 10/10/2016 | Triad Planning, Auburn University | 1.5 | 7 |
| 9/27/2016 | Administrator Briefing | 2.0 | 12 |
| 9/21/2016 | Online Meeting, Zoom | 1.0 | 9 |
| 8/20/2016 | Teacher Quarterly Meeting, AMSTI-AU | 3.0 | 21 |
| 8/12/2016 | Triad Planning, Auburn University | 1.5 | 7 |
| 6/6- 10/2016 | Summer Academy | 35.0 | 17 |
| 5/31/2016 | Summer Planning | 3.0 | 5 |
| 5/5/2016 | Triad Meeting and Summer Planning | 1.5 | 5 |
| 3/5/2016 | Teacher Quarterly Meeting, Auburn University | 3.5 | 26 |
| 2/25/2016 | Triad Planning, Auburn University | 1.0 | 7 |
| 1/23/2016 | Teacher Quarterly Meeting, Auburn University | 3.5 | 18 |
| 1/19/16 | Triad Planning and Debriefing Meeting, Auburn University | 2 | 9 |
| 12/3/15 | Administrator Briefing/PLC Meeting | 2.5 | 14 |
| 11/20/15 | Triad Members Planning Meeting | 2 | 7 |

**High School Physics PD:**  To address the clear shortage of well-prepared physics teachers throughout the state of Alabama, both in physics content as well as current pedagogical models, we will host an intense summer workshop to provide teachers with materials and support for “flipped” style classrooms, where students engage material in a substantive way before ever attending class. AU-Physics faculty will use their experience with flipped classroom development for AU-undergraduates to provide materials and techniques to high school physics teachers. In addition, we will coordinate development of online tools and virtual PD for teachers to participate in the PLC throughout the academic year. This program will be carried out in collaboration with the ASIM-AU specialist Christina Steele.

c. Outreach Publications

Training manual for TEAM-Math Summer Institute

* General sessions with W. Gary Martin
* Sessions for grades K-2, with several elementary teachers.

**d. Electronic products:**

TEAM-Math Web site with W. Gary Martin-- I help make suggestions for what items should be made available to the public on the web site: <http://team-math.net/> .

**e. Other outreach products:**

Helped to design the TEAM-Math Brochure.

Strutchens, M.E. (2006 – 2018). School Teacher Leader Modules. These are modules designed to prepare School Teacher Leaders to provide professional development for the teachers at their schools. The modules are research-based and some of them contain research articles that allow teachers to reflect on their own practices and related research.

**f. Copyrights, patents, and inventions.**

Not applicable.

**g. Contracts, grants, and gifts**

Listed under scholarly research

**h. Technical Assistance with Other Projects**

|  |  |
| --- | --- |
| 2019 – Present  | Leadership Team Member,  |
| Summer 2019  | Attracting Career-changers for Initial Certification in Mathematics EducationCo-PI: Auburn University, Department of Curriculum and Teaching’s Summer Scholarship Support Awards. Co-authored an NSF Capacity Building Grant. |
| 2018 - 2020 | Consultant, Collaborative Research: Using Networked Improvement Communities to Design and Implement Program Transformation Tools for Secondary Mathematics Teacher Preparation,In 2019:* Participated with conference calls.
* Helped plan the 2020 MTEP conference.
* Reported on Auburn’s Secondary Mathematics Program transformation progress to date.
* Helped to develop plans and points of contact to aid in program transform.

In 2018:* Participated with conference calls.
* Helped plan the 2019 MTEP conference.
* Reported on Auburn’s Secondary Mathematics Program transformation progress to date.
* Helped to develop plans and points of contact to aid in program transform.
 |
| 2018-2021 | Co-PI, Teacher Leadership (T-Lead): Investigating the Persistence and Trajectories of Noyce Master Teaching Fellows,In 2019: * Helped to coordinate interviews of teacher leaders for Auburn.

In 2018:* Provided information for proposal.
* Participated in conference calls.
* Provided TEAM-Math teacher leader data for data collection.
* Helped to coordinate interviews of teacher leaders for Auburn.
* Participated in interviews.
 |
| 2017-2021 | Principle Investigator, Collaborative Research: Attaining Excellence in Secondary Mathematics Clinical Experiences with a Lens on Equity* CERAC Face to Face Meeting, November 15 -17, 2019
* Paired Placement Meeting, October 25, 2019
* CERAC Advisory Meeting, APLU, October 11, 2019
* Paired Placement Meeting, October 10, 2019
* CERAC Leadership Meeting, October 7, 2019
* Paired Placement Meeting, September 28, 2019
* Visited Ruthmae Sears’ course and presented during the CPCT, USF, September 12-14, 2019
* Paired Placement Meeting, August 30, 2019
* Submitted Annual Report to NSF, July 2019
* MTEP Conference, June 26, 2019
* CERAC Leadership Meeting, May 30, 2019
* Paired Placement Meeting, May 30, 2019
* CERAC Informational Webinar, May 2, 2019
* Paired Placement Meeting, April 26, 2019
* CERAC presentation in MTEP Panel Session at NCTM’s Research Conference, April 3, 2019
* Paired Placement Meeting, March 29, 2019
* Paired Placement SubRAC Meeting, February 28, 2019
* CERAC Leadership Meeting, February 25, 2019
* CERAC Meeting about Monograph, January 18, 2019
* Co-presented a poster at JMM with Ruthmae Sears, January 17, 2019.
* Conference Call with CERAC Leadership, January 14, 2019
* Paired placement workshop for Auburn University mentor teachers and teacher candidates, January 8, 2019
* Worked with CERAC leadership to prepare for JMM Poster session January.
* Led Leadership meeting for the CERAC via zoom, focused on the MTEP Monograph, January 18, 2018.
* Led Leadership meeting for the CERAC via zoom, focused on the MTEP Monograph, January 14, 2018.
* Facilitated a paired placement workshop and orientation session for Auburn University teacher candidates and clinical educators, January 8, 2019.
* Led Leadership meeting for the CERAC via zoom, November 26, 2018.
* Led a face to face meeting of the CERAC in Atlanta, GA, November 16 – 18, 2018.
* Led Leadership meeting for the CERAC via zoom, October 29, 2018.
* Planned, convened, and served as one of the facilitators for a teacher leader/mentor teacher workshop, October 20, 2018.
* Met with paired placement sub-RAC via zoom, October 15, 2018.
* Convened and facilitated a Face to Face/Virtual Meeting of the CERAC Leadership Team and Advisory Board, at APLU, Washington D.C., October 11 -12, 2018.
* Met with paired placement sub-RAC via zoom, September 17, 2018.
* June 24 – Present, helped develop CERAC Section of the MTEP Monograph
* Facilitated CERAC meetings and paired placement sub-RAC meeting, Clinical Experience RAC Meeting, June 24-27, Denver, CO.
* Represented the CERAC at the Hawaii MTEP Conference, May 5, 2018.
* Met with paired placement sub-RAC via zoom, March 26, 2018.
* Met with paired placement sub-RAC via zoom, January 8, 2018.
* Attended Co-planning/Co-Teaching Workshop at USF. Provided and overview of MTEP and the Clinical Experiences RAC and Collaborative Grant, January 2018.
* Led a virtual Advisory Board meeting for the CERAC Collaborative grant, December 11, 2017.
* Helped conceptualize MTE-P MCOP2 Train the Trainer Session which took place, December 9 -10, 2017, Washington, D.C.
* Facilitated the efforts for the CERAC Handbook chapters, September 2017 – June 2018.
* Led a face to face meeting of the Clinical Experience RAC, in Atlanta, GA, September 22 -24, 2017.
* Led Clinical Experiences Collaborative Grant Logistics Meeting Conference Call with grant leaders, August 24, 2017
* Led Clinical Experiences Leadership Meeting (Conference Call, August 16, 2017)
* Awarded Grant July 2017.
* 2017, Responded to NSF’s Questions about the grant.
* 2017, Wrote the IRB for the grant and secured approval
* Led the proposal writing of the grant, January 2017.
* Worked with other co-PIs and stakeholders to submit the proposal.
 |
| 2015 -2017 | Member, Association of Mathematics Teacher Educators, Mathematics Teacher Education Standards Writing Group,* Met August 30 – September 1, 2015 to conceptualize and plan the document and establish subgroups for getting the work done. I became a member of three subgroups:
	+ High School (Chapter 7)
	+ Instructional Strategies in Chapter 2
	+ Clinical Experiences in Chapter 3 (Subgroup leader)
* September 2015 – January 2016, we worked on drafts of our assigned sections and chapters. We communicated via email and conference calls.
* January 30 – 31, 2016, We met in Irvine following the AMTE meeting to discuss our progress and look across chapters.
* February – October, 2016 worked on drafts and then the document was released public critique mid-October – mid-November. We revised our sections and chapters November – December.
* The lead writing team revised the document In January, and we are hoping that the document will be edited and printed by February 8, 2017.
* In mid-December 2016, I was asked to serve on a writing team for the Executive Summary of the Document.
* We are hoping to have the executive summary completed by February 8, 2017.
* Completed the executive summary by February 8, 2019.
 |
| 2013 – 2018 | Member, Association of Mathematics Teacher Educators and the National Council of Supervisors Formative Assessment Committee,* Revised chapters for second printing.
* The book was one of the books featured in the NCTM exhibit booth at the 2018 annual meeting.
* The book is scheduled to be ready by NCTM’s Annual meeting in April 2018.
* We submitted the book to NCTM in September 2017.
* Had conference calls to work on the book.
* Co-wrote two of the chapters and provided feedback to authors working on other chapters.
* Assisted authors in finalizing their chapters.
* December 2016, reviewed book chapters submitted by invited authors.
* October 2016, we submitted the following chapter: Burton, M., Silver, E., Mills, M., Audrict, W., Strutchens, E., & Petit, M. (2016). Connecting Formative Assessment to Current Educational Instructional Strategies. Submitted for consideration to the 13th International Congress on Mathematical Education Classroom Assessment Monograph
* 2016 gave presentations related to the work and began work on the book.
* In 2015, we gave presentations related to the work and wrote a book proposal to NCTM for a book (Eliciting and Using Evidence of Student Thinking to Guide Instruction: Linking Formative Assessment to Other Effective Instructional Practices*,* Edward A. Silver & Valerie L. Mills, Editors)that captures the work that we have been doing.
* Co-authored articles for both organizations’ newsletters, November 2014
* Helped to plan and facilitate a working group meeting of the steering committee and experts of instructional frameworks and models that implicitly utilize formative assessment. The meeting was held in Ann Arbor, Michigan, October 12 -14, 2014.
* Attended a face to face working group meeting in Washington, D.C. June 15-16, 2014.
* Explored funding options with the Gates Foundation and NSF. Submitted a draft RAPID grant proposal for review and feedback. The draft version received very favorable feedback and was submitted in late February for consideration. The proposal asks for approximately $200,000 for analysis of the survey data and for a 60ish person formative assessment symposium/conference.
* March 2014, the committee submitted a proposal for a FA chapter to be included in the upcoming NCTM yearbook on assessment.
* In March 2014, I reviewed a set of slides (Jump Start Formative Assessment: Identifying Learning Targets) created by members of NCSM and designed to help both veteran and beginning teachers to become more familiar with formative assessment.
* September 2013 – Spring 2014, Reviewed and helped to write a position statement for the use of formative assessment
* I helped to organize a formative assessment panel during the 2014 AMTE conference focusing on how different instructional frameworks and models implicitly utilize formative assessment. The session was well-attended and laid additional groundwork for the RAPID grant proposal.
* July – November, 2013, helped to create a survey that was given to members of AMTE and NCSM about the use of formative assessment and other mathematics frameworks. We had approximately 625 responses. The committee expects to begin data analysis over the next few months.
* We hold conference calls to organize our work and plan events.
* February, 2013, Attended a meeting in Ann Arbor Michigan set goals for formative assessment group.
 |
| 2014 – 2018  | Topic Study Group Co-Chair for the Pre-service Mathematics Education of Secondary Teachers for the 13th International Congress on Mathematical Education 2016 at University of Hamburg, Germany,* 2014 we created the call for papers
* 2014 – 2015, we review proposal and invited guest speakers
* 2015 – 2016, we organized the program and wrote the topic survey book
* ICME-13 was held in Hamburg 24-31 July 2016.
	+ I facilitated discussion groups
	+ Made sure that our speakers had what they needed
	+ Gave a presentation.
* In December, the topic study leaders submitted the following paper:
	+ Strutchens, M., Huang, R., Losano, L., & Potari, D. (2016). Topic Study Group No. 48 Pre-Service Mathematics Education of Secondary Teachers. Submitted for inclusion in the ICME Proceedings monograph.
* We are now working on a monograph of extended papers from the conference.
* The goal is to have the monograph completed in July.
* We are in the final stages of preparing the monograph. Will submit to Springer February 2018.
* Completed and published the book in 2018.
 |
| 2011 – Present | Association of Public and Land Grant Universities: Mathematics Teacher Education Partnership, In 2018,* Served on planning team and help with overall partnership’s continued development.
* Continued to serve as leader of the Clinical Experiences Research Action Cluster
* Senior member of the Equity Working group
* Member of the transformation working group

Before 2018* Member of the Planning Team
* Working group leader for Clinical Experiences
* Member of the Transformational Working group.
* Team leader for the Central Alabama Mathematics Teacher Education Partnership
* Team leader for the Auburn Clinical Experience Research Action Cluster
* Helped with developing the *Guiding Principles forSecondary Mathematics Teacher Preparation Programs*
* Lead author for technical report: Strutchens, M., Kersaint, G., Franz, D., Erickson, D., Poetzel, A., & Maynor, J. (Submitted).   *Improving clinical experiences for secondary mathematics teacher candidates via stronger higher education and school partner collaborations and innovative models.*White paper.  Publisher? The paper will be included in a monograph along with other white papers focusing on major issues related to the MTEP goals of transforming secondary mathematics education in the era of the CCSS-M.
* Co-team leader for the Clinical Experience Research Action Cluster
 |
| 2010 – 2012  | Involvement in initiatives related to the Common Core State Standards for Mathematics:* Participant, NSF-funded project, *Articulating Research Ideas that Support the Implementation of the Professional Development Needed for Making the Common Core State Standards in Mathematics Reality for K-12 Teachers*, led by Karen Marrongelle (Portland State University), Margaret (Peg) Smith (University of Pittsburgh) and Paola Sztajn (North Carolina State University in Raleigh). In addition to the four mathematics education organizations, the Mathematical Association of America is a partner in this effort.
* Participant, AMTE CCSS-M Task Force Meeting, September 9 – 11, 2011
* Participant in conference related to an NSF-funded report, *Moving Forward Together: Curriculum & Assessment and the CCSM,* based on discussions during a conference organized by the Consortium for Mathematics and Its Application (COMAP Inc.).
* Participant, The policy workshop *Gearing Up for the Common Core State Standards in Mathematics* supported by The Institute for Mathematics & Education, University of Arizona, The Center for Science, Mathematics & Computer Education, University of Nebraska, The Institute for Research on Mathematics and Science Education, Michigan State University convened representatives from state departments of education and school districts, the K–12 community, mathematicians, mathematics educators, professional development deliverers, and policy organizations to develop recommendations for the initial domains of professional development on the CCSS-M.
 |
| 2002 – 2005 | Evaluator for the Problem Solving and Critical Thinking - Leadership Program in Discrete Mathematics, Auburn University.  |
| Technical reports | * The 28th Leadership Program in Discrete Mathematics: Alabama Commuter Institute for K-8 Teachers August 2002, Evaluation
* Leadership Program in Discrete Mathematics, October 19, 2002- Hayneville, AL, Follow-Up, Evaluation Report
* Problem Solving and Critical Thinking - Leadership Program in Discrete Mathematics October 18, 2003, Selma Follow-Up, Evaluation Report
* Critical Thinking and Problem-Solving Students’ Reactions to the Course Auburn University, AL, January 13 to March 11, 2004, Report
* Problem Solving and Critical Thinking - Leadership Program in Discrete Mathematics 2003-2004, Final Evaluation Report
* Problem Solving and Critical Thinking Leadership Program in Discrete Mathematics, Saturday, October 9, 2004, Montgomery, Evaluation
* Problem Solving and Critical Thinking Leadership Program in Discrete Mathematics, Saturday, November 6, 2004, Selma, Evaluation
* Problem Solving and Critical Thinking - Leadership Program in Discrete Mathematics 2004-2005 Spring Follow –Up Sessions, Evaluation Report
* Problem Solving and Critical Thinking - Leadership Program In Discrete Mathematics 2004 – 2005 Auburn University – Second Summer Institutes and Fall Follow-Up Sessions, Evaluation Report
* Problem Solving and Critical Thinking Leadership Program in Discrete Mathematics April 23, 2005, Auburn, Lowndes, Selma and Montgomery, Evaluation
* Problem Solving and Critical Thinking Leadership Program in Discrete Mathematics January 19, 2005 Selma Institute, Report
* Problem Solving and Critical Thinking Leadership Program in Discrete Mathematics Saturday, February 26, 2005, Montgomery, Evaluation
 |
| 2002- 2003 | Writer, Grade 9-12 implementation guides for the Second Summer Institute for Alabama Mathematics, Science, and Technology, Initiative, State of Alabama Department of Education, Montgomery, AL.  |
| 2002-2003 | Writer, Mathematics Online Support for Teachers (MOST) Design/Development Team: Heartland AEA 11, Hart Consulting, Inc., NCMSC, & NCREL, Des Moines, Iowa  |

**D. Service**

## Selected University:

|  |  |
| --- | --- |
| Summer 2016 - 2018 | Member, Proposal Writing Committee for the Initiative for Diversity and Inclusiveness Research |
| Summer 2015 | Chair**,** Selection Committee of the Charles W. Barkley Endowed Professorships |
| February 2012 – 2013 | Member, Auburn University STEM Education Committee |
| November 2012- 2013 | Member, Statistics Ad Hoc Committee |
| Summer 2010 | Chair**,** Selection Committee of the Charles W. Barkley Endowed Professorships |
| 2009 – 2010 | Member, Selection Committee for Distinguished Diversity Researchers |
| 2009  | Member, Research Initiative for the Study of Diversity Committee  |
| 2009 – 2013 | Member, Steering Committee for the Auburn University Science and Mathematics Teacher Imperative: Increasing the Supply of Qualified Teachers of Mathematics and Science |
| 2008-2010 | Lifetime Achievement Award Selection Committee |
| June –August 2008 | Chair, Search Committee for Associate Director of the Outreach Program Office |
| 2002 – 2003 | Search Committee for Provost and Vice President for Academic Affairs |
| 2003 – 2006 | Safety Committee that has at least 15 members to establish and maintain a safe and healthy working environment at AU. |
| 2002-2003 | Advisor for Omega Phi Alpha |
| 2001 – present | Member, Auburn University Graduate Faculty, Department of Curriculum and Teaching |

## 2. Selected College:

|  |  |
| --- | --- |
| Fall 2018 | Member, Selection Committee of the Mildred Cheshire Fraley Distinguished Professorship |
| 2014- Present 2009 – 2014 | Member, A.U. Educators' Preparation Council MembersMember, Field Experiences Committee for the College of Education |
| 2008 – 2010 | Member of the Minority Achievement Retention and Success (MARS) Faculty Committee & Advisory Board |
|  2008 | Member of the Search Committee Director of the Research and Grant Services Center  |
| 2006 – 2010 | Member of the Dean's Council on the Education Profession. |
| 2006 – 2007 | Member of the Search Committee for the Coordinator of Partnerships, Professional Experiences, and Student Affairs |
| 2005 – 2009 | Chair of Field Experiences Committee for the College of Education |
| 2006  | Member of the Awards Committee |
| Spring 2005 | Search Committee for Interim Associate Dean for Academic Affairs and Certification Officer for the College |
| 2003 – 2009 | Governing Board member for EARIC |
| 2002 – present | Co-Advisor for the Auburn Mathematics Education Society |
| 2003 – June 2004 | Search Committee for Dean of the College of Education |
| 2003 – 2005 | College of Education NCATE Diversity Committee |
| Fall 2004 | Search Committee for LRC Media Resources Associate position |
| 2002-2003 | Search Committee for Assistant Professor in EFLAT |

## 3. Selected Departmental:

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| --- | --- |
| Fall 2018 - 2019 | Member, Social Science Search Committee for an Assistant Professor |
| Fall 2017 – 2018 | Chair, ELA Search Committee for an Assistant Professor. |
| 2018 – Present | Member, Ryan Schley’s Mentoring Committee |
| Fall -2016 - Present | Department of Curriculum and Teaching Faculty Affairs Committee |
| Spring 2016 – Summer 2016 | Member, Search Committee for C&T Department Chair |
| Fall 2015- 2016Fall 2014 - 2015Fall 2012 –2014  | Chair, Research and Assessment CommitteeMember, Research and Assessment CommitteeMember, The Institute Group |
| Fall 2012 –2014 | Member, Professional Status Group |
| Fall 2012 – 2014 | Co-Chair, C & T STEM Education Group |
| Fall 2012 - Spring 2015 | Member, Peer Review Committee for Jada Kholmier |
| Fall 2012- Spring 2013 | Chair, Peer Review Committee for Leane Skinner |
| Fall 2011- 2012 | Member, Curriculum & Teaching Leadership Team |
| Fall 2011- 2012 | Member, Promotion & Tenure Research and Creative Work Committee for C&T  |
| Fall 2011 – Spring 2012 | Member, English and Language Arts Education Assistant / Associate Professor Search Committee |
| Fall 2011 - Spring 2012 | Chair, Kim Walls’ Peer Review Committee |
| Fall 2011 - Spring 2012  | Member, John Saye’s Peer Review Committee |
| Spring 2009 – Fall 2010 | Chair, Search for Secondary Business Education Assistant Professor |
| Fall 2009 –Spring 2010 | Member, Promotion & Tenure Research and Creative Work Committee for C&T  |
| Fall 2009 –Spring 2010 | Chair, Carolyn Wallace’s Peer Review Committee |
| Spring 2009  | Member, W. Gary Martin’s Peer Review Committee |
| Spring 2009 | Member, Ad hoc Dissertation Credit Committee |
| Spring 2009 | Member, Load Allocations Related to Promotion & Tenure Committee |
| October 2008 – present | Chair, Angela Love’s Mentoring Committee |
| January 2008 – April 2008 | Chair, Mary Sue Barry’s Peer Review Committee |
| 2007 – 2008 | Chair, Search Committee for the Secondary Mathematics Education Visiting Assistant Professor Position  |
| 2005 – 2008 | Member, Elementary Education-Mathematics Position Search Committee |
| 2003 – present | Coordinator for Secondary Mathematics Education |
| 2002 – 2007 | Graduate Studies Committee |
| 2004 – 2005  | Member, Peer Review Committee for Melody Russell |

4. Selected Professional:

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| --- | --- |
| 2019 – Present | Chair, Advisory Committee- Member for the Education and Human Resource Directorate for the National Science Foundation |
| 2019 - Present | Member, Steering Committee for ICME14 Travel Grant, Shanghai 2020, National Council of Teachers of Mathematics/National Science Foundation |
| 2018 | Reviewer, National Council of Teachers of Mathematics Research Conference Proposals |
| 2018 – 2019 | Chair, National Science Foundation Education and Human Resource Directorate Advisory Council Subcommittee on Graduate Education |
| 2018 - Present | Committee Member, National Science Foundation Education and Human Resource Directorate Advisory Council Subcommittee on Broadening Participation |
| 2018 – Present | Committee Member, National Science Foundation Education and Human Resource Directorate Advisory Council Subcommittee on the STEM Education of the Future |
| Fall 2018  | Invited Reviewer, 2019 Alabama Course of Study-Mathematics |
| 2017 – 2018 | Invited Reviewer, for the National Council of Teachers of Mathematics (2018), *Catalyzing Change in High School Mathematics*: Initiating Critical Conversations  |
| 2016- May 2017 | Committee Member, Alabama State Department of Education Strategic Committee for Mathematics |
| 2016- 2018 | Advisory Committee- Member for the Education and Human Resource Directorate for the National Science Foundation |
| 2016 -Present | Advisory Board- Member for the AAAS initiative --*Stimulating Research and Innovation in STEM Teacher Preservice Education*, funded by the NSF Robert Noyce Teacher Scholarships Program. |
| 2015 – February 2017 | Member, Writing team for (Association of Mathematics Teacher Educators) AMTE’s Standards for Mathematics Teacher Preparation (MTP). |
| 2014 – 2016 | Member, Technical Working Group (TWG) that will help the U.S. Department of Education better understand and advance teacher leader development efforts in STEM fields.  |
| 2014 – 2018 | Chair, International Congress of Mathematics Education Topic Study Group on Secondary Preservice Mathematics Teacher Education for the 13th Meeting in Hamburg, Germany |
| 2015 – 2018 | Member, Mathematical Association of America (MAA) and National Council of Teachers of Mathematics (NCTM) Joint Committee on Mutual Concerns |
| 2015 – 2016 | Member, NCTM’s Membership Committee |
| 2015 – 2018 | Member, Board of Directors for the National Council of Teachers of Mathematics. |
| 2014 – Present | Working Group to produce a set of professional learning resources for NCTM’s *Principles to Actions: Ensuring Mathematical Success for All*  |
| 2014 – 2016 |  2016 San Francisco NCTM Annual Meeting Program Committee |
| 2013 – 2014 | Member, advisory committee for the Enhancing State Implementation of Mathematics College and Career Ready Standards project, collaboration between the Council of Chief State School Officers (CCSSO), National Science Foundation (NSF), and U.S. Department of Education (ED). |
| 2015- Fall 2017 | Board Liaison, Emerging Issues Committee of the National Council of Teachers of Mathematics |
| 2013 – 2015  | Member, Emerging Issues Committee of the National Council of Teachers of Mathematics |
| 2013 – 2017 | Member, Emerging Issues Committee of the Association of Mathematics Teacher Educators |
| 2013 – 2014 | Immediate Past President, Association of Mathematics Teacher Educators |
| 2013 – 2018 | Member, Association of Mathematics Teacher Educators and the National Council of Supervisors Formative Assessment Committee. |
| 2012 – 2017 | Task Force Chair, Elementary Mathematics Specialist Degree Programs & State Certification, AMTEA |
| 2012 – 2014 | Member, Advisory Board for the Wireless Generation |
| 2012 – 2014 | Board-Member at Large, Executive Committee of the Conference Board of Mathematical Sciences |
| 2011 – Present | Member, Planning Committee, Mathematics Teacher Education Partnership  |
| 2011 – Present | Team Leader, Central Alabama Mathematics Teacher Education Partnership |
| 2011 – 2013 | Member, Ad hoc Committee for Professionalizing Teaching (C-TAP) |
| 2011 – 2014 | Member, Illustrative Mathematics Advisory Board |
| 2011 – 2013 | Member, Mathematics Common Core Coalition |
| 2010 – 2014 | Member, Conference Board of Mathematical Sciences |
| 2010 | Chair, State Elementary Mathematics Specialist Team for AMTE Conference |
| 2010 – 2012 | Member, National Advisory Board for Elementary Mathematics Specialist |
| 2010 | Served as external reviewer for 3 promotion and tenure cases. |
| 2011 – 2013 | President, Association of Mathematics Teacher Educators |
| 2010 –2011 |  President-Elect, Association of Mathematics Teacher Educators |
| 2010 – 2011 |  Member, Program Committee for NCTM 2011 St Louis Regional |
| 2009 |  Served as external reviewer for 3 promotion and tenure cases. |
| 2009 | Served as a consultant for the Sisters of the Academy Dissertation and Other Publications Boot Camp. |
| 2009 –2011 | Co-Editor, *Focus in High School Mathematics: Fostering Reasoning and Sense Making for All Students*. |
| 2009 – 2011 | Editor, Special Issue of the *Journal of Mathematics Teacher Education* (JMTE) on Equity in Mathematics Teacher Education, slated for 2011. |
| 2008 – 2009 | Member, MSP Learning Network Conference 2009 Program Committee and Reviewer, Findings in Teacher Education: New Approaches --> Transformative Possibilities? January 26-27, 2009, Renaissance Washington Hotel, Washington, D.C. |
| 2007 – 2009 | Facilitator, Equity Strand for the National Council of Teachers of Mathematics Research Agenda Conference (RAP). This is an initiative related to linking research to practice. |
| 2007 – 2009 | Member, Program Committee for the National Council of Teachers of Mathematics 2009 Annual Meeting which will be held in Washington D. C. |
| 2008 – 2009 | Session Leader and Writer, Theoretical Frameworks/ Knowledge Base Category for the Benjamin Banneker Association, Inc., 2007 National Leadership Summit for the Mathematics Education Excellence of Black Students Georgia State University in Atlanta, GA. (Papers will follow.) |
| Spring 2008 | Member, Program Committee for the Student Award Ceremony for the Benjamin Banneker Association, Inc, Salt Lake City, Utah.  |
| 2008 – 2010  | Member, Mentoring Committee for the Association of Mathematics Teacher Educators  |
| 2008 – 2011 | Member of the Editorial Panel, The Seventy-third Yearbook for the NCTM’s 2011 Yearbook, *Motivation and Disposition: Pathways to Learning Mathematics*. |
| 2007 – 2010 | Series Editor, Association of Mathematics Teacher Educators Monographs, the monographs are forums for mathematics teacher educators to exchange ideas about their work with preservice and inservice teachers and about their collaborative efforts with others who play significant roles in mathematics teacher education (e.g., content faculty, clinical faculty responsible for mentoring student teachers). |
| 2007 – 2008 | Member, Math and Science Partnership (MSP) Program at NSF Planning team for the January 2008 MSP Learning Network Conference |
| 2007 – 20082005 – 2008 | Chair, The Research Committee of the National Council of Teachers of MathematicsMember, The Research Committee of the National Council of Teachers of Mathematics disseminates mathematics education ideas to teachers that have been investigated by researchers, collaborates with other groups to identify research topics to inform decision making, and co-sponsors the Research Pre-session. |
| Fall 2004 | Participant in the First Annual Research Symposium: Optimizing Mathematical Achievement for All Students, University of Maryland Inn and Conference Center — College Park, Maryland  |
| 2004 – 2005 | Member, Program Committee for the National Council of Teachers of Mathematics Southern Regional Conference in Birmingham, AL, October 20-22, 2005 |
| September 2003 | Member of the Changing Nature of Schooling and School Demographics Working Group for the National Council of Teachers of Mathematics Catalyst Conference, Reston, VA. |
| 2001 – 2002 | National Council of Teachers of Mathematics Southern Regional Conference Program Committee, Program Co-Chair |
| 1998 – 2000 | National Council of Teachers of Mathematics 78th Annual Meeting Program Committee, coordinator of special panels and research sessions  |
| 1998 | National Council of Teachers of Mathematics, Mathematics Teaching and Learning in Poor Communities: A Working Conference |
| 1996 | Participant, Exxon/Cal Poly Working Conference on Mathematics Teacher Education Development |
| 1997 – 1998 | Conference Program Co-Chair, Research Council for Diagnostic and Prescriptive Mathematics |
| 1995 | Election Committee, Research Council for Diagnostic and Prescriptive Mathematics |
| 1995 – 2002 | Editorial Panel, National Council of Teachers of Mathematics, monograph, *Changing the Faces of Mathematics* |
| 1995 – 2003 | Core Writing Group on interpretation of the Fifth, Sixth, Seventh, & 8th National Assessment of Educational Progress Mathematics Assessments, National Council of Teachers of Mathematics.  |
| 1993 - 1994 | Multiculturalism and Gender Task Force, National Council of Teachers of Mathematics  |

## 5. Scholarly/professional journals:

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| 2012 - present | Manuscript reviewer, *Mathematics Teacher Educator* |
| 2011- present | Manuscript reviewer, *Journal of Mathematics Teacher Education* |
| 1998 – present | Manuscript reviewer, *Teaching Children Mathematics* |
| 1997 – present | Manuscript reviewer, *Journal for Research in Mathematics Education* |
| 1994 – present | Manuscript reviewer, National Council of Teachers of Mathematics publications |
| 1999 | Proposal reviewer, AERA Division K, Section 1a. for Research in Mathematics and Science Education AERA Annual Meeting |
| 1998, 2000 | Invited manuscript reviewer, *Journal of Mathematics Teacher Education* |
| 1996 | Manuscript reviewer, *Journal of Teacher Education* |
| 1995 – 1998 | Manuscript reviewer, *School Science and Mathematics*  |
| 1994  | Proposal reviewer, AERA Special Interest Group for Research in Mathematics Education (SIG/RME) AERA Annual Meeting |

**6. Organization memberships**:

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| 2010 – present | National Council of Supervisors of Mathematics |
| 2010 – present | TODOS |
| 2009 - present | Association of Mathematics Teacher Educators of Alabama |
| 2006 – present | East Alabama Council of Teachers of Mathematics |
| 2000 – present | Alabama Council of Teachers of Mathematics |
| 1998 – 2017 | American Educational Research Association |
| 1996 – present | Association of Mathematics Teachers Educators |
| 1995 – 2010 | Association for Supervision and Curriculum Development |
| 1994 – present | The Benjamin Banneker Association, Inc. |
| 1987 – present | National Council of Teachers of Mathematics |
| 1999 – 2000 | Maryland Council of Teachers of Mathematics |
| 1993 – 2002 | Research Council for Diagnostic and Prescriptive Mathematics (Research Council on Mathematics Learning) |

## 7. Federal agencies:

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| December 2017 – 1/30/2018 | Served on NSF DRK -12 Review Pane/ |
| March 2014 –July 2014 | Served on the External Search Committee for the Deputy Assistant Director (DAD)Directorate of Education and Human Resources (EHR), National Science Foundation (NSF) |
| September 2012 | Served on the Committee of Visitors Panel for NSF, Evaluated a program and provided feedback to the program chair. |
| October 2008 | Read and evaluated proposals for NSF’s Division of Research on Learning in Formal and Informal Settings CAREER Program, National Science Foundation, Arlington, VA |
| June 2008 | Read and evaluated a proposal for NSF’s Division of Undergraduate Education. Electronic Review. |
| May 2008 | Read and evaluated proposals submitted to the NSF’s Robert Noyce Scholarship Program and then served on a panel that convened May 19-20, 2008 at the Hilton Garden Inn Arlington Courthouse Plaza, Arlington, VA |
| July 2006 | Read and evaluated proposals submitted to the Research, Evaluation and Technical Assistance (RETA) Program and then served on a panel that convened July 26, 2006 at National Science Foundation headquarters to discuss the proposals. |
| May 2006 | Read and evaluated proposals submitted to the Robert Noyce Scholarship Program and then served on a panel that convened May 11-12, 2006 at National Science Foundation headquarters to discuss the proposals. |
| April 2005 | Member, NSF Review Panel for the Research on Learning and Education (ROLE) program. The panel will convene at the National Science Foundation in Arlington, Virginia.  |
| March 2005 | Reviewed a request for a supplement for an NSF funded project. |
| 2004 | Panel member, NSF Panel for Instructional Materials Development (IMD), October 6-8, 2004, the National Science Foundation (NSF) Headquarters, Arlington, Virginia. |
| 2001 | Southeast Eisenhower Regional Consortium for Mathematics and Science Education, Middle School Mathematics Project, Regional Summer Institute, Biloxi, Mississippi, Consultant and presenter of content sessions. |
| 2000 | National Science Foundation, Washington, D. C. (Division of Elementary, Secondary, and Informal Education, proposal reviewer for applied research projects)  |
| 1998 | National Science Foundation, Washington, D. C. (Teacher enhancement proposal reviewer) |
| 1996 | National Science Foundation, Washington, D. C. (Teacher enhancement proposal reviewer) |
| 1995 | National Science Foundation, Washington, D.C. (Proposal reviewer) |

8. Service to academic institutions, industry, government, or business such as consulting work, editorial work, etc.

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| November 2012 – 2014 | Consultant Wireless Generation, Curriculum Materials |
| October 2012 – December 2012 | Consultant Albany State University Mathematics Department, Masters of Education Program |
| December 2011 – March 2012 | Consultant for Agile Mind – Assessment Items |
| Summer 2010 | Consultant, Macon County Public Schools, Summer Academy of Mathematics (10 days.) |
| Summer 2009 | Consultant, Macon County Public Schools, Summer Academy of Mathematics (10 days.) |
| 2008 – 2009 | Alabama Public Television (APT)-STEM Task Force. The Task Force is a forum to discuss the STEM needs within the state of Alabama. |
| 2005 | Reviewed NAEP-Mathematics: Navigating Assessment for Evidence-Based Practice Materials for NAEP Interpretive Core Writing Group at Indiana University |
| 2005 | Reviewed a manuscript for Teachers College Press |
| 2005 | Reviewed a manuscript for Corwin Press |
| 2001 | Mid-Atlantic Center for Mathematics Teaching and Learning, University of Maryland, (Consultant for Foundations in Mathematics Education Courses) |
| 2000 | Prentice-Hall, Inc., Learning Mathematics in Elementary and Middle Schools, (Consultant: Reviewer)  |
| 1999 | Addison Wesley Longman, Inc., Elementary and Middle School Mathematics: Teaching Developmentally, (Consultant: Reviewer) |
| 1998 | Key Curriculum Press, Interactive Mathematics Program, Problem Solving Strategies: Crossing the River with Dogs, (Consultant: Multicultural Reviewer) |
| 1998 | Key Curriculum Press, Interactive Mathematics Program APA Statistics Student Edition Manuscript (Consultant: Multicultural Reviewer) |
| 1998 | Key Curriculum Press, Interactive Mathematics Program Year 4 Student Edition Manuscript (Consultant: Multicultural Reviewer) |
| 1997 | Key Curriculum Press, Interactive Mathematics Program Year 3 Student Edition Manuscript (Consultant: Multicultural Reviewer) |
| 1995 | Regional Design Team Appalachia Educational Laboratory Eisenhower Math/Science Consortium Regional Training Project (member) |
| 1995 | Goals 2000 Grant: Preservice and Professional Development Objectives for Training Modules, University of Kentucky. (consultant) |
| 1994 -1995 | Governor's Minority College Awareness Program. University of Kentucky, Lexington. (consultant and program evaluator) |
| 1994 – 1995 | Kentucky PRISM Secondary Mathematics Initiative Steering Committee. (member) |
| 1994 | Kentucky Educational Television, Lexington, KY. (consultant) |
| 1994 | The Kentucky Middle Grades Mathematics Teacher Network University of Kentucky, Lexington, KY. (Consultant) |
| 1993- 1995 | The Kentucky Middle Grades Mathematics Teacher Network, University of Kentucky. (research team) |
| 1992 – 1993 | Preparing Teachers to Use Multicultural Mathematics in the Classroom Project, University of Georgia. (consultant) |
| 1990 – 1991 | Multicultural Issues Related to Mathematics Education Project, University of Georgia. (consultant) |
| 1990 – 1991 | Multicultural Educational Doctoral Seminar Project, University of Georgia. (consultant). |

9. Community Service

* 1. List only efforts related to the candidate’s academic role.

Strutchens, M.E. (May 2018). Served as a judge for the Great Shake Contest at Opelika Middle School.

Strutchens, M.E. (May 2017). Served as a judge for the Great Shake Contest at Opelika Middle School.

Strutchens, M. E. (March 2011). Read a children’s literature book to a third-grade class during Read Across America day at Loachapoka Elementary School, Lee County, AL.

Strutchens, M. E. (November 9, 2010). Elementary Mathematics Specialist State Certification Standards. Lunch and Learn, Department of Curriculum & Teaching, Auburn University, AL.

Strutchens, M. E. (November 4, 2010). Tips for Parents Related to Mathematics Education. Loachapoka Elementary School Women’s Conference, Loachapoka, AL.

Strutchens, M. E. (March 2010). Read a children’s literature book to a third-grade class during Read Across America day at Loachapoka Elementary School, Lee County, AL.

Strutchens, M. E. & W. Gary Martin (September 2001). Study Skills Workshops for Grades K-4, 5-8, 9-12, at Ebenezer Baptist Church’s School Success Rally, Auburn, Alabama.

Strutchens, M. E. (July 2001). Mathematics Workshop Instructor. Project Nia, Auburn University, AL.

Strutchens, M. E. (January - October 1997). Multicultural literature as a context for mathematical problem solving: Children and parents learning together. Ran an enrichment program for parents and children. Reid Temple AME Church, Lanham, MD.

Strutchens, M.E. (September 1997-May 1998). Tutor. Reid Temple AME Church, Lanham, MD.