

GWENDOLYN M. LLOYD

Associate Dean for Faculty Affairs
College of Education
The Pennsylvania State University

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she | her | hers

EDUCATION

University of Michigan

Doctor of Philosophy, Ph.D., 1996
Educational Studies, Emphasis in Mathematics Education

University of California, Santa Barbara

Master of Arts, M.A., 1993
Mathematics

Bryn Mawr College

Bachelor of Arts with Honors, A.B., 1991
Mathematics

ACADEMIC APPOINTMENTS

The Pennsylvania State University (Penn State)

College of Education

2015 - present Henry J. Hermanowicz Professor of Education
2009 - present Professor of Education (Mathematics Education), Department of
Curriculum and Instruction

Virginia Polytechnic Institute and State University (Virginia Tech)

College of Science

2007 - 2009 Professor of Mathematics, Department of Mathematics
2001 - 2007 Associate Professor of Mathematics, Department of Mathematics
1996 - 2001 Assistant Professor of Mathematics, Department of Mathematics

CURRENT POSITION

ASSOCIATE DEAN FOR FACULTY AFFAIRS (2020 - present)

College of Education, Penn State University

Inaugural Associate Dean for Faculty Affairs, providing oversight for faculty affairs and support for the development and success of 180+ full-time faculty members in the College.

Selected Accomplishments

Faculty Recruitment and Retention

Provided leadership for recruiting and retaining diverse faculty in the College; Refined guidance and materials for faculty searches; Charged search committees and supported hiring process for 20+ new faculty members and a new associate dean, with two department head searches in 2023-24; Revamped orientation program for new faculty and extended faculty development events across academic year; Created and supported new programs to help early career faculty experience belonging and community in the College.

Faculty Development and Community Engagement

Coordinated faculty development and prioritized workshops on requested topics and contributed new community events (e.g., writing retreats, walks); Developed new resources for faculty (e.g., faculty handbook, events calendar, syllabus template); Piloted new faculty fellows program and supported fellows' equity-oriented work; Helped faculty identify research support through endowments, foundations, grants; Reviewed outside professional activities of faculty (consulting, international research, teaching); Explored international partnerships with Global Programs.

Processes for Faculty Evaluation, Promotion/Tenure, and Special Distinctions

Provided guidance and oversight for annual reviews of faculty; Incorporated diversity, equity, inclusion, and belonging activities into reviews; Established timelines, created guidance, and offered workshops for promotion processes; Provided oversight for administration of student evaluations of instruction and resources for faculty peer teaching reviews and self-reflections; Oversaw sabbatical review process; Developed guidance for selecting Distinguished Professors and appointing affiliate faculty.

Curriculum and Academic Programs

Established expectations for faculty teaching assignments and process for reviewing workload exceptions; Collaborated with faculty on curricular innovations in response to changing enrollments and workforce needs; Conducted review of College graduate programs based on enrollments, applications, admissions, graduates; Approved proposals from faculty for first-time course offerings; Supported development of a new online D.Ed. program; Worked with faculty to enact changes to policies of Graduate Council and Faculty Senate; Approved nominations to the Graduate Faculty.

Emergent Issues and Needs

Provided individual faculty with supports for teaching, advising, etc.; Facilitated 1-1 conversations when conflicts or problems were reported; Participated in town halls about emergent needs and concerns; Responded to questions and needs through active listening, consultations, and joint problem-solving.

Leadership as Associate Dean

Collective Decision-Making and Shared Governance in the College

Provided resources and support to faculty in shared governance roles, such as College Faculty Council and Ombudsperson; Collaborated with faculty representatives on decision-making and planning; Provided oversight for elections and appointments for faculty shared governance roles; Worked jointly with leadership team of asst/assoc. deans, department heads, staff to support faculty and enact the College's strategic plan and vision.

Committees and Councils in the College of Education

College Academic Council
Dean's Advisory Council
Search Committee for Associate Dean for Access, Equity, and Inclusion (Co-Chair)
Selection Committee for Distinguished Professors
Faculty Council (ex officio)
Graduate Studies and Research Policy Committee (non-voting)
Strategic Plan Implementation Team
Curricular Affairs Committee (non-voting)
Task Force on Gender Diversity
Task Force on Equity-Minded Curriculum
Covid-19 Back to Campus Task Force (Co-Chair)

Collaborations Across Colleges and Campuses

Developed faculty events with other colleges (e.g., *Workshop on Annual Evaluations for New Faculty*, with College of Liberal Arts; *Printmaking and Connecting Workshop for Mid-Career Faculty*, with College of Arts & Architecture; *Workshop on Equitable Faculty Searches*, with College of Science, College of Health & Human Development, Social Science Research Institute); Spoke at University-wide workshops for faculty and leaders (e.g., New Administrators Seminar Series, *Lessons Learned: Advice from Seasoned Administrators*; Emerging Academic Leaders Series, *Conflict Resolution: Rediscovering Conflict*; Promotion and Tenure Workshop Series, *Tips for Writing Narrative Statements*); Member of Planning Committee for Academic Leadership Forum, a series of sessions for all academic administrators across Penn State system (12 academic colleges, 24 campuses).

Committees and Councils Across the University

Faculty Affairs Advisory Council (FAAC)
FAAC Subcommittee on Promotion and Tenure
FAAC Subcommittee on Faculty Development
FAAC Subcommittee on Equity in Promotion and Tenure
Joint Task Force with University Faculty Senate on Teaching Effectiveness
Graduate Council Ad Hoc Committee on Graduate Faculty Membership
Digital Learning Advisory Council
Global Programs Committee on Hiring Foreign Nationals
Academic Affairs Leadership
Academic Council on Undergraduate Education
Academic Council on Graduate Education
Ad Hoc Committee to Review Faculty Work Adjustments (Covid-19)
Ad Hoc Committee to Review Course Instructional Mode Adjustments (Covid-19)

PREVIOUS LEADERSHIP ROLES

DIRECTOR OF GRADUATE STUDIES (2018 - 2020)

Department of Curriculum and Instruction, Penn State University

Head of residential Ph.D. and M.S. programs (eight areas) and an online M.Ed. program (four interdisciplinary areas). Communicated with prospective students and applicants; Provided orientation for new students and teaching assistants (35-50 per year); Organized colloquia with guest speakers; Provided ethics and research integrity training for beginning researchers; Ensured completion of students' exams and degree requirements; Heard student concerns; Served as faculty adviser for to graduate student association; Prepared nomination materials for College and University fellowships; Facilitated program decision-making with graduate faculty (~50 members); Guided budget discussions and decisions on assistantships and conference travel; Focused on recruitment strategies and equity-minded holistic evaluation of applications; Revised degree manuals; Consulted on adviser/committee questions and concerns; Provided annual program assessment reports to the university.

DIRECTOR OF ELEMENTARY TEACHER EDUCATION (2010 - 2013, 2017 - 2018)

Department of Curriculum and Instruction, Penn State University

Co-Director of PreK-4 *Elementary and Early Childhood Education* teacher preparation program (2017-2018) and Director of the K-6 *Elementary and Kindergarten Education* and PreK-4, 4-8 *Childhood and Early Adolescent Education* programs, 2010-2013. Coordinated transition of K-6 elementary program to PreK-4, 4-8 in response to certification changes from the state (PA); Collaborated with faculty to update program requirements and revise courses to meet new state requirements; Completed accreditation reports/reviews (NAEYC, NCATE); Facilitated communication and program meetings among faculty, field supervisors, and advisers at University Park and five campuses; Collaboratively created sample pathways, materials, and supports for students; Reviewed all petitions for course substitutions and transfer credits for students/advisers.

PROFESSIONAL DEVELOPMENT ASSOCIATE (2013 - 2020)

School-University Partnership (State College Area School District & Penn State)

Member of K-4 Professional Development School leadership team; Contributed to university-school relationships through work with teachers, instructional coaches, district administrators; Represented partnership in University strategic planning; Co-developed nomination for NAPDS Exemplary Partnership Award (received 2018). Organized research opportunities and professional development for teachers; Participated in community-building and professional development with supervisors, teachers, and preservice teachers; Identified funding opportunities for PDS participants for conference travel; Served on K-12 Mathematics Curriculum Committee of State College Area School District (2014-2016).

HEAD OF DISCIPLINE INQUIRY (2010 - 2011)

Department of Curriculum and Instruction, Penn State University

Supported teacher educators (instructors and field supervisors of six cohorts of preservice teachers) in curricular and pedagogical innovations in methods courses across disciplines - mathematics, science, and social studies; Established shared goals and integrated assignments across courses and school-based field experiences.

GRANT FUNDING

National Science Foundation Improving Undergraduate STEM Education, 2019 - 2024

Co-Principal Investigator, *Enhancing Teacher Preparation in Elementary Mathematics through a Research-Based Framework for Teacher-Facilitated Discussions*, \$1,979,290 (with Principal Investigator P. Karen Murphy)

College of Education Research Initiation Grant, Penn State University, 2010 – 2011

Principal Investigator, *Student Teachers and Their Mentors in the Practices of Mathematics Teacher Education*, \$17,540 (with co-PIs F. Arbaugh and A. McCloskey)

National Science Foundation Division of Undergraduate Education (CCLI), 2006 - 2010

Principal Investigator, *Improving the Learning of Preservice Secondary Mathematics Teachers through Engagement with Middle and High School Curriculum Materials*, \$100,000 (with co-PI V. Pitts Bannister)

National Science Foundation Robert C. Noyce Scholarship Program, 2008 - 2013

Co-Principal Investigator, *Virginia Teach: Serving Mathematics Students in Need*, \$750,000 (with PI A. Norton)

National Science Foundation Teacher Professional Continuum Program, 2006 - 2007

Co-Principal Investigator, *Conference to Advance Research on Teachers' Use of Curriculum Materials*, \$50,000 (with co-PIs B. Herbel-Eisenmann & J. Remillard)

National Science Foundation Centers for Learning and Teaching (CLT), 2004 - 2009

Research Associate, *Center for the Study of Mathematics Curriculum*, \$10M total project (with PI Hirsch and co-PIs Lappan, Reys)

National Science Foundation Faculty Early Career Development Program (CAREER), 2000 - 2006

Principal Investigator, *Building a Theory of Teacher Learning With and About Mathematics Curriculum: The Role of Innovative K-12 Materials in Elementary Teacher Education*, \$435,000

HONORS AND AWARDS

2017	College of Education Faculty Marshal Penn State University
2015	Henry J. Hermanowicz Professorship in Education Appointed to Endowed Chair, Penn State University
2013	Cotterill Leadership Award, College of Education Penn State University
2013	Undergraduate Program Leadership Award Penn State University

- 2003 Alumni Award for Teaching Excellence
Virginia Polytechnic Institute and State University
- 2001 Certificate of Teaching Excellence, College of Science
Virginia Polytechnic Institute and State University
- 1999 Center for Innovation in Learning XCaliber Award
Virginia Polytechnic Institute and State University
- 1997 Outstanding Dissertation Award, Department of Educational Studies
University of Michigan
- 1996 Philip Jones and Joseph Payne Award in Mathematics Education
University of Michigan
- 1991 Charlotte Angas Scott Award in Mathematics
Bryn Mawr College

PUBLICATIONS

Books

- Lloyd, G. M., & Chapman, O. (Eds.). (2020). *International Handbook of Mathematics Teacher Education: Vol. 3: Participants in mathematics teacher education* (2nd ed.). Leiden, The Netherlands: Koninklijke Brill DV. doi.org/10.1163/9789087905491
- Lloyd, G. M., Herbel-Eisenmann, B. A., & Star, J. (2011). *Developing essential understanding of expressions, equations, and functions for teaching mathematics in grades 6-8*. Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M., & Pitts Bannister, V. R. (Eds.). (2011). *Curriculum based activities and resources for preservice math teachers*. Reston, VA: National Council of Teachers of Mathematics.
- Cooney, T. J., Beckmann, S., & Lloyd, G. M. (2010). *Developing essential understanding of functions for teaching mathematics in grades 9-12*. Reston, VA: National Council of Teachers of Mathematics.
- Remillard, J. T., Herbel-Eisenmann, B. A., & Lloyd, G. M. (Eds.). (2009; paperback 2011). *Mathematics teachers at work: Connecting curriculum materials and classroom instruction*. New York: Routledge.

Book Chapters

- Lloyd, G. M., & Murphy, P. K. (2023). Mathematical argumentation in small-group discussions of complex mathematical tasks in elementary teacher education settings. In R. Leiken (Ed.), *Mathematical challenges for all* (pp. 169-195). doi.org/10.1007/978-3-031-18868-8
- Murphy, P. K., Firetto, C. M., Lloyd, G. M., Wei, L., & Baszczewski, S. (Mar 2020). Classroom discussions. In L. Zhang (Ed.), *Oxford research encyclopedia of education*. New York: Oxford University Press. DOI: 10.1093/acrefore/9780190264093.013.869
- Lloyd, G. M. (2020). Collaborative roles and contexts for participation in mathematics teacher education. In G. M. Lloyd & O. Chapman (Eds.), *International Handbook of Mathematics*

- Teacher Education: Vol. 3: Participants in mathematics teacher education* (2nd ed., pp. 1-11). Leiden, The Netherlands: Koninklijke Brill DV. doi.org/10.1163/9789087905491
- Rice, C. L., & Lloyd, G. M. (2020). School and university-based mathematics teacher educators' shared expertise in a third space. In G. M. Lloyd & O. Chapman (Eds.), *International Handbook of Mathematics Teacher Education: Vol. 3: Participants in mathematics teacher education* (2nd ed., pp. 265-285). Leiden, The Netherlands: Koninklijke Brill DV. doi.org/10.1163/9789087905491
- Lloyd, G. M. (2019). Revising and resubmitting: Building on rejection. In K. R. Leatham (Ed.), *Designing, conducting, and publishing quality research in mathematics education* (Research in Mathematics Education Series, J. Cai & J. Middleton, Eds., pp. 227-240). New York: Springer Nature. doi.org/10.1007/978-3-030-23505-5_16
- Lloyd, G. M., Cai, J., & Tarr, J. (2017). Issues in curriculum studies: Evidence-based insights and future directions. In J. Cai (Ed.), *First compendium of research on mathematics teaching and learning* (pp. 824-852). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M., Coon-Kitt, M. J., Margusity, L., Romig, G., & Hall, K. (2017). Collaboration in a school-university partnership: A focus on preservice teachers' learning about mathematics curriculum. In M. Boston and L. West (Eds.), *Reflective and collaborative processes to improve mathematics teaching* (Annual Perspectives in Mathematics Education [APME], pp. 215-226). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M. (2011). Textbooks and curriculum materials in mathematics teacher education: Preservice teachers' learning about important principles for school mathematics. In G. Lloyd & V. Pitts Bannister (Eds.), *Curriculum-based activities and resources for preservice math teachers* (pp. 3-10). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M. (2011). The Assessment Principle: Broadening preservice teachers' views of assessment through engagement with curriculum materials. In G. Lloyd & V. Pitts Bannister (Eds.), *Curriculum-based activities and resources for preservice math teachers* (pp. 69-79). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M. (2011). Teacher educators' access to curricular resources: Online access to the history and development of *Standards*-based programs, sample materials, and technological tools. In G. Lloyd & V. Pitts Bannister (Eds.), *Curriculum-based activities and resources for preservice math teachers* (pp. 111-115). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M., & Pitts Bannister, V. R. (2010). Secondary curriculum materials as tools for teacher learning. In R. Reys & B. Reys (Eds.), *Mathematics curriculum: Issues, trends and future directions* (NCTM 72nd Yearbook, pp. 321-336). Reston, VA: National Council of Teachers of Mathematics.
- Lloyd, G. M., Remillard, J. T., & Herbel-Eisenmann, B. A. (2009). Teachers' use of curriculum materials: An emerging field. In J. T. Remillard, B. A. Herbel-Eisenmann, & G. M. Lloyd (Eds.), *Mathematics teachers at work: Connecting curriculum materials and classroom instruction* (Studies in Mathematical Thinking and Learning Series, A. Schoenfeld, Ed., pp. 3-14). New York: Routledge.
- Behm, S. L., & Lloyd, G. M. (2009). Factors influencing student teachers' interactions with mathematics curriculum materials. In J. T. Remillard, B. A. Herbel-Eisenmann, & G. M. Lloyd (Eds.), *Mathematics teachers at work: Connecting curriculum materials and classroom*

- instruction* (Studies in Mathematical Thinking and Learning Series, A. Schoenfeld, Ed., pp. 205-222). New York: Routledge.
- Reys, B. J., Lloyd, G. M., Marrongelle, K., & Winsor, M. (2008). Induction of doctoral graduates in mathematics education into the profession. In R. Reys & J. Dossey (Eds.), *U. S. doctorates in mathematics education: Developing stewards of the discipline* (CBMS Issues in Mathematics Education, vol. 15, pp. 169-176). Washington, DC: American Mathematical Society / Mathematical Association of America.
- Lloyd, G. M. (2007). The challenges of preparing future teachers of K-12 mathematics. In E. S. Geller (Ed.), *Teaching excellence at a research-centered university: Energy, empathy, and engagement in the classroom* (pp. 155-159). Upper Saddle River, NJ: Pearson.
- Lloyd, G. M. (2006). Using K-12 mathematics curriculum materials in preservice teacher education: Rationale, strategies, and teachers' experiences. In K. Lynch-Davis, & R. L. Rider (Eds.), *The work of mathematics teacher educators: Continuing the conversation* (vol. 3, AMTE Monograph Series, pp. 11-27). San Diego, CA: Association of Mathematics Teacher Educators.
- Lloyd, G. M. (2002). Mathematics teachers' beliefs and experiences with innovative curriculum materials: The role of curriculum in teacher development. In G. Leder, E. Pehkonen, & G. Törner (Eds.), *Beliefs: A hidden variable in mathematics education?* (pp. 149-159). Utrecht, The Netherlands: Kluwer Academic Publishers.
- Lloyd, G. M., & Wilson, M. R. (2002). Using a card sort to determine one's understanding of function. In J. Sowder & B. Schappelle (Eds.), *Lessons learned from research* (pp. 209-212). Reston, VA: National Council of Teachers of Mathematics.

Journal Publications

- Lloyd, G. M., de Carle, A., & Coon-Kitt, M. J. (2021). When you're with me, I'm learning: A duoethnography of teacher educators' identities in relation to observing preservice teachers' emergent mathematics instruction. *International Journal of Science and Mathematics Education, 19*, 77-98. <https://doi.org/10.1007/s10763-021-10162-5>
- Murphy, K. M., Dowd, A. C., Lloyd, G. M., & List, A. (2020). Transparency in literature syntheses and editorial review: Introducing the methodological guidance paper series [Editorial]. *Review of Educational Research, 90*(1), 3-5. <https://doi.org/10.3102/0034654319901128>
- Lloyd, G. M., Rice, C. L., & McCloskey, A. V. (2019). Opportunities for professional learning about mathematics instruction: The role of joint work in student-teaching triads. *Journal of Mathematics Teacher Education*. doi.org/10.1007/s10857-019-09439-y
- McCloskey, A., Lloyd, G., & Lynch, C. (2019). Theorizing mathematics instruction using ritual: Tensions in teaching fractions in a fifth grade classroom. *Educational Studies in Mathematics, 101*(2), 195-213. doi.org/10.1007/s10649-017-9779-y
- Coon-Kitt, M. J., Lloyd, G. M., & Wolkenhauer, R., with Badiali, B., Bauer, D., Davenport, A., de Carle, A., Dewitt, K., Higgins, M., Hutchinson, D., Lynch, C., McDonald, C., Reitz, N., & Titus, N. (2019). The Pennsylvania State University and State College Area School District: Taking stock and looking to the future after 20 years of collaboration. *School-University Partnerships, 12*(1), 3-9. [Narrative written for 2018 NAPDS Exemplary Partnership Award]

- Lloyd, G. M., Coon-Kitt, M. J., Hassinger, H., & Roth, K. (October 2018). Open-strategy sharing to elicit multiple solutions. *Teaching Children Mathematics*, 25(2), 114-121. doi.org/10.5951/teachmath.25.2.0114
- Lloyd, G. M. (Jan/Feb 2018). Exploring student strategies. *Teaching Children Mathematics*, 24(4), 272. doi.org/10.5951/teachmath.24.4.0272
- Lloyd, G. M., Coon-Kitt, M.J., & Wolkenhauer, R. (2018). Embedded weeks in a PDS: Opening the door to deeper connections between methods courses and K-4 classrooms. *PDS Partners*, 13(2), 6-7.
- Lloyd, G. M. (2016). Examining mathematics teachers' conceptions, practices, and opportunities for change [Editorial]. *Journal of Mathematics Teacher Education*, 19(6), 499-501. doi.org/10.1007/s10857-016-9360-0
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D. A., McDonald, S. P., Nolan, J., & Whitney, A. E. (2015). Five-year retrospective [Editorial]. *Journal of Teacher Education*, 66, 410-414. doi.org/10.1177/0022487115604839
- Coon-Kitt, M. J., Nolan, J. F., Lloyd, G. M., & Romig, G. (2015). Professional development school triads inquiring about student work in elementary mathematics. *School and University Partnerships*, 8(2), 33-40.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D. A., McDonald, S. P., Nolan, J., & Whitney, A. E. (2015). School-based teacher learning [Editorial]. *Journal of Teacher Education*, 66, 301-303. doi.org/10.1177/0022487115596828
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D. A., McDonald, S. P., Nolan, J., & Whitney, A. E. (2015). Contextualizing versus internationalizing research on teacher education: Competing or complementary goals [Editorial]. *Journal of Teacher Education*, 66, 197-200. doi.org/10.1177/0022487115580422
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D. A., McDonald, S. P., Nolan, J., & Whitney, A. E. (2015). Reconceptualizing teacher quality to inform preservice and inservice professional development [Editorial]. *Journal of Teacher Education*, 66, 105-108. doi.org/10.1177/0022487115570564
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D. A., McDonald, S. P., Nolan, J., & Whitney, A. E. (2015). Taking stock in 2015 [Editorial]. *Journal of Teacher Education*, 66, 3-6. doi.org/10.1177/0022487114561741
- Lloyd, G. M. (2014). Research into teachers' knowledge and the development of mathematics classroom practice [Editorial]. *Journal of Mathematics Teacher Education*, 17(5), 393-395. doi.org/10.1007/s10857-014-9285-4
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S., & Nolan, J. (2014). Performance assessment of teaching: Implications for teacher education [Editorial]. *Journal of Teacher Education*, 65(5), 372-374. doi.org/10.1177/0022487114550475
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S., & Nolan, J. (2014). Professional development and practices of teacher educators [Editorial]. *Journal of Teacher Education*, 65(4), 268-270. doi.org/10.1177/0022487114542220

- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S., & Nolan, J. (2014). Taking stock in 2014 [Editorial]. *Journal of Teacher Education*, 65(3), 183-184. doi.org/10.1177/0022487114529540
- Knight, S. L., Lloyd, G. M., Arbaugh, F., McDonald, S. P., Nolan, J., & Whitney, A. E. (2014). Research as a catalyst for change [Editorial]. *Journal of Teacher Education*, 65(2), 86-87. doi.org/10.1177/0022487113519401
- Lloyd, G. M. (2013). The ongoing development of mathematics teachers' knowledge and practice: Considering possibilities, complexities, and measures of teacher learning [Editorial]. *Journal of Mathematics Teacher Education*, 16(3), 161-164. doi.org/10.1007/s10857-013-9239-2
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. (2013). Talking across the disciplines [Editorial]. *Journal of Teacher Education*, 64, 376-377. doi.org/10.1177/0022487113500925
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., McDonald, S. P., Nolan, J., & Whitney, A. (2013). Topics in teacher education research: What do we publish? [Editorial]. *Journal of Teacher Education*, 64, 292-293. doi.org/10.1177/0022487113495817
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., McDonald, S. P., Nolan, J., & Whitney, A. (2013). Teacher learning and standards-based instruction [Editorial]. *Journal of Teacher Education*, 64, 200-201. doi.org/10.1177/0022487113480461
- Knight, S. L., Nolan, J., Lloyd, G., Arbaugh, F., Edmondson, J., & Whitney, A. (2013). Quality teacher education research: How do we know it when we see it? [Editorial]. *Journal of Teacher Education*, 64, 114-116. doi.org/10.1177/0022487112469941
- Arbaugh, F., Lloyd, G. M., Knight, S. L., Edmondson, J., Nolan, J., Whitney, A. E., & McDonald, S. (2013). Teacher learning and perceptions across the professional continuum [Editorial]. *Journal of Teacher Education*, 64, 6-7. doi.org/10.1177/0022487112462366
- Knight, S. L., Edmondson, J., Lloyd, G. M., Arbaugh, F., Nolan, J., Whitney, A. E., & McDonald, S. P. (2012). Examining the complexity of assessment and accountability in teacher education [Editorial]. *Journal of Teacher Education*, 63, 301-303. doi.org/10.1177/0022487112460200
- Lloyd, G. M., Arbaugh, F., Knight, S. L., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. E. (2012). Beyond the teacher certification program debate: From models to features [Editorial]. *Journal of Teacher Education*, 63, 169-170. doi.org/10.1177/0022487112437717
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. E. (2012). Adding to the knowledge base [Editorial]. *Journal of Teacher Education*, 63, 85-86. doi.org/10.1177/0022487112438180
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Edmondson, J., Nolan, J., McDonald, S. P., & Whitney, A. E. (2011). Advancing research, practice, and policy in teacher education [Editorial]. *Journal of Teacher Education*, 62, 429. doi.org/10.1177/0022487111425783
- Lloyd, G. M. (2009). School mathematics curriculum materials for teachers' learning: Future elementary teachers' interactions with curriculum materials in a mathematics course in the United States. *ZDM - The International Journal on Mathematics Education*, 41, 763-775. doi.org/10.1007/s11858-009-0206-4

- Lloyd, G. M. (2008). Teaching high school mathematics with a new curriculum: Changes to classroom organization and interactions. *Mathematical Thinking and Learning*, 10, 163-195. doi.org/10.1080/10986060701854482
- Lloyd, G. M. (2008). Curriculum use while learning to teach: One student teacher's appropriation of mathematics curriculum materials. *Journal for Research in Mathematics Education*, 39(1), 63-94.
- Lloyd, G. M. (2007). Strategic compromise: A student teacher's design of kindergarten mathematics instruction in a high-stakes testing climate. *Journal of Teacher Education*, 58(4), 328-347. doi.org/10.1177/0022487107305260
- Lloyd, G. M. (2006). Preservice teachers' stories of mathematics classrooms: Explorations of practice through fictional accounts. *Educational Studies in Mathematics*, 63(1), 57-87. doi.org/10.1007/s10649-005-9004-2
- Lloyd, G. M. (2005). Beliefs about the teacher's role in the mathematics classroom: One student teacher's explorations in fiction and in practice. *Journal of Mathematics Teacher Education*, 8(6), 441-467. doi.org/10.1007/s10857-005-5120-2
- Lloyd, G. M., & Behm, S. L. (2005). Preservice elementary teachers' analysis of mathematics instructional materials. *Action in Teacher Education*, 26(4), 48-62. doi.org/10.1080/01626620.2005.10463342
- Spielman, L. J., & Lloyd, G. M. (2004). The impact of enacted mathematics curriculum models on prospective elementary teachers' course perceptions and beliefs. *School Science and Mathematics*, 104(1), 32-44. doi.org/10.1111/j.1949-8594.2004.tb17979.x
- Lloyd, G. M. (2002). Reform-oriented curriculum implementation as a context for teacher development: An illustration from one mathematics teacher's experience. *The Professional Educator*, 24(2), 51-61.
- Lloyd, G. M., & Wilson, M. R. (2001). Offering prospective teachers the tools to connect theory and practice: Hypermedia in mathematics teacher education. *Journal for Technology and Teacher Education*, 9, 497-518.
- Lloyd, G. M., & Frykholm, J. A. (2000). On the development of "book smarts" in mathematics: Prospective elementary teachers' experiences with innovative curriculum materials. *Issues in the Undergraduate Mathematics Preparation of School Teachers: The Journal*, 2.
- Lloyd, G. M., & Frykholm, J. A. (2000). How innovative middle school mathematics materials can change prospective elementary teachers' conceptions. *Education*, 21, 575-580.
- Wilson, M. R., & Lloyd, G. M. (2000). The challenge to share mathematical authority with students: High school teachers reforming classroom roles. *Journal of Curriculum and Supervision*, 15, 146-169.
- Lloyd, G. M. (1999). Two teachers' conceptions of a reform curriculum: Implications for mathematics teacher development. *Journal of Mathematics Teacher Education*, 2, 227-252. doi.org/10.1023/A:1009965804662
- Lloyd, G. M., & Wilson, M. (1998). Supporting innovation: The impact of a teacher's conceptions of functions on his implementation of a reform curriculum. *Journal for Research in Mathematics Education*, 29, 248-274. doi.org/10.2307/749790

Peer-Reviewed Conference Proceedings

- Wagh, A., Dickes, A., Lam-Herrera, M., Sengupta, P., Reimers, J., Vlogelstein, L., Brady, C., Steinberg, R., Thomas, C., Pierson, A., Farris, A. V., Wolkenhauer, R., Lloyd, G., Murphy, P. K., DeLiema, D., Enyedy, N., Danish, J., Steen, F., Fridman, C., ... Bang, M. (2021). Expansive modeling: Broadening the scope of modeling in K-12 education. In E. de Vries, J. Ahn, & Y. Hod (Eds.), *15th International Conference of the Learning Sciences – ICLS 2021* (pp. 827–834). International Society of the Learning Sciences.
- Behm, S. L., & Lloyd, G. M. (2011). Preservice elementary teachers' uses of mathematics curriculum materials: The role of disequilibrium and human resources. In L. R. Wiest & T. Lamberg (Eds.), *Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Reno, NV: University of Nevada, Reno.
- Behm, S. L., & Lloyd, G. M. (2007). Student teachers' experiences with mathematics curriculum materials: Issues of autonomy and teacher learning. In D. K. Pugalee, A. Rogerson, & A. Schinck (Eds.), *Proceedings of the Ninth International Conference: Mathematics education in a global community* (pp. 69–74). Charlotte, NC: The Mathematics Education into the 21st Century Project.
- Lloyd, G. M., Wilson, M. Wilkins, J. L. M., & Behm, S. L. (Eds.), *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Eugene, OR: All Academic.
- Lloyd, G. M., Herbel-Eisenmann, B. A., & Remillard, J. T. (2005). Researching teachers' use of mathematics curriculum materials: Advancing the research agenda. In G. M. Lloyd, M. Wilson, J. L. M. Wilkins, & S. L. Behm (Eds.), *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Eugene, OR: All Academic.
- Behm, S. L., & Lloyd, G. M. (2005). The issue of flexibility in one student teacher's use of mandated curriculum materials and other instructional resources. In G. M. Lloyd, M. Wilson, J. L. M. Wilkins, & S. L. Behm (Eds.), *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Eugene, OR: All Academic.
- Spielman, L. J., & Lloyd, G. M. (2005). Contextualizing “mathematics” in elementary teacher education. In G. M. Lloyd, M. Wilson, J. L. M. Wilkins, & S. L. Behm (Eds.), *Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Eugene, OR: All Academic.
- Lloyd, G. M. (2004). Mathematical authority in preservice elementary teachers' experiences with Standards-based curriculum materials. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 3, pp. 1245-1252). Toronto: OISE/UT.
- Lloyd, G. M., & Herbel-Eisenmann, B. A. (2004). *Standards-based curriculum materials and teachers*. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 3, pp. 1285-1286). Toronto: OISE/UT.
- Behm, S. L., Lloyd, G. M., Spielman, L. J. (2004). Curriculum negotiation and the implementation of conceptually different materials. In D. E. McDougall & J. A. Ross (Eds.), *Proceedings of*

- the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 3, pp. 1300-1301). Toronto: OISE/UT.
- Lloyd, G. M., & Behm, S. (2002). The impact of experiences with mathematics textbooks and curriculum materials on preservice elementary teachers' beliefs. In D. S. Mewborn, P. Sztajn, D. Y. White, H. G. Weigel, R. L. Bryant, & K. Nooney (Eds.), *Proceedings of the 24th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 3, p. 1241). Columbus, OH: The ERIC Clearinghouse for Mathematics, Science, and Environmental Education.
- Lloyd, G. M. (1999). Preservice teachers' portrayals of classroom discourse: Allowing *students* to know and tell mathematics. In M. Santos (Ed.), *Proceedings of the 21st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 751-756). Columbus, OH: The ERIC Clearinghouse for Mathematics, Science, and Environmental Education.
- Lloyd, G. M. (1998). Using reform curriculum materials in teacher education: Relearning mathematics and pedagogy. In S. Berenson (Ed.), *Proceedings of the 20th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 742). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Lloyd, G. M., & Wilson, M. R. (1997). The impact of teachers' beliefs about student cooperation and exploration on their interpretations of a secondary mathematics curriculum. In J. Dossey (Ed.), *Proceedings of the 19th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 371-376). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Lloyd, G. M. (1996). Change in teaching about functions: Content conceptions and curriculum reform. In E. Jakubowski, D. Watkins, & H. Biske (Eds.), *Proceedings of the 18th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 1, pp. 200-206). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Lloyd, G., & Wilson, M. R. (1995). The role of one teacher's mathematical conceptions in his implementation of a reform-oriented functions unit. In D. T. Owens, M. K. Reed, & G. M. Millsaps (Eds.), *Proceedings of the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 233-239). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Wilson, M. R., & Lloyd, G. (1995). High school teachers' experiences in a student-centered mathematics curriculum. In D. T. Owens, M. K. Reed, & G. M. Millsaps (Eds.), *Proceedings of the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (vol. 2, pp. 162-167). Columbus, OH: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

PRESENTATIONS

Research Presentations, Symposia, and Focus/Discussion Groups

- Baszczewski S., Murphy, P. K., Tang Y., Jodon, C. M., & Lloyd, G. M. (2023). *Leveraging Quality Talk to Support Teacher Educators' Development of Professional Vision for Discussion-Rich Mathematics Pedagogy*. Pennsylvania Association of Mathematics Teacher Educators, Shippensburg University, Shippensburg, PA.
- Herman, E. A., Lloyd, G. M., Tang, Y., Jodon, C. M., & Murphy, P. K. (2023). *The role of discussion in Pennsylvania mathematics teacher education programs*. Pennsylvania Association of Mathematics Teacher Educators Annual Symposium, Shippensburg, PA.
- Murphy, P. K., Lloyd, G. M., Croninger, R., Baszczewski, S., Farris, A. V., Wolkenhauer, R. M., & Tondreau, C. (April 2023). *Enhancing Teacher Educators' Professional Vision for Argumentation-Oriented, Discussion-Based Pedagogy in Mathematics*. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Murphy, P. K., Croninger, R., Baszczewski, S., Lloyd, G. M., & Tondreau, C. (October 14, 2022). *Discourse Patterns in Small-Group Mathematics Discussions*. College of Education Research Conference, University Park, PA.
- Murphy, P. K., Lloyd, G. M., Croninger, R., Baszczewski, S., & Tondreau, C. (April 27, 2022). *Discourse Patterns of Students and Educators in Small-Group Mathematics Discussions: Comparisons Across Educational Contexts*. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Farris, A. V., Croninger, R., Wolkenhauer, R. M., Rutten, L., Yen, Y.-C., Murphy, P. K., & Lloyd, G. M. (April 27, 2022). *Enhancing Professional Development School Teacher Educators' Professional Vision for Discourse-Based Pedagogy*. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Lloyd, G. M., Murphy, P. K., Croninger, R. M. V., Wolkenhauer, R. M., Farris, A. V., Baszczewski, S. E., & Tondreau, C. L. (2022, February 12). *Developing preservice teachers' mathematical argumentation and discourse-based pedagogy* [Poster presentation]. Annual Meeting of the Association of Mathematics Teacher Educators, Las Vegas, NV.
- Murphy, P. K., Lloyd, G. M., Baszczewski, S. E., & Croninger, R. M. V. (2021, July 7–9). *Promoting mathematical argumentation with Quality Talk: Small-group discussions with preservice teachers and primary-grade students* [Poster presentation]. Focal Meeting of the World Education Research Association, Santiago de Compostela, Spain.
- Murphy, P. K., Lloyd, G. M., Croninger, R. M. V., Baszczewski, S. E., Wolkenhauer, R., Farris, A. V. (2021, April 11). *Promoting preservice teachers' mathematical reasoning with Quality Talk* [Roundtable session]. Annual Meeting of the American Educational Research Association, Orlando, FL, United States.
- Wolkenhauer, R., Farris, A. V., Lloyd, G. M., & Murphy, P. K. (2021, April 8). *Quality Talk in a professional development school: Preparing teacher educators to support preservice teachers' facilitation of argumentation* [Roundtable session]. Annual Meeting of the American Educational Research Association, Orlando, FL, United States.
- Lloyd, G. M., Murphy, P. K., Croninger, R. M. V., & Baszczewski, S. E. (2021, February 18–20). *Developing mathematics teacher educators as facilitators of preservice teachers'*

- argumentation through small-group discussions* [Poster presentation]. Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL, United States.
- Mainzer, E., Brass, A., & Lloyd, G. M. (2021, February 12). *Assessing preservice teachers' awareness and understanding of effective mathematics teaching practices* [Conference session]. Annual Meeting of the Association of Mathematics Teacher Educators, Orlando, FL, United States.
- Mainzer, E. A., Yen, Y., Murphy, K. M., & Lloyd, G. M. (2020, October 28). *Facilitating Quality Talk in methods courses: Perceptions of novice teacher educators* [Conference session]. Annual Teacher Educator Assembly of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, PA, United States.
- Lloyd, G., & Rice, C. (2020, February). *Elementary preservice teachers' emergent knowledge of students as learners of mathematics*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Phoenix.
- Murphy, P. K., Lloyd, G. M., & Quality Talk Team. (2019, March). *Advancing students' critical thinking through Quality Talk discussions in science and mathematics*. Presentation at the College of Education Discovery Summit, The Pennsylvania State University, University Park.
- Murphy, P. K., Lloyd, G. M., & Quality Talk Team. (2018, November). *Quality Talk discussions: Promoting students' critical-analytic thinking*. Invited presentation for visitors from National Taiwan Normal University, College of Education, The Pennsylvania State University, University Park.
- Lloyd, G. M. (2017, February). *Duoethnography of mathematics supervision in a professional development school*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando.
- Lloyd, G. M., Coon-Kitt, M. J., De Carle, A., & Higgins, M. (2016, October). *Joint observations of student teachers' instruction: A collaborative inquiry*. Presentation at the Teacher Education Assembly of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg.
- Lloyd, G. M., Coon-Kitt, M. J., Margusity, L., & Romig, G. (2016, March). *School-university collaboration about K-5 mathematics curriculum*. Presentation at the National Association of Professional Development Schools, Washington, DC.
- Lloyd, G. M., Wolkenhauer, R., Benson, W., Morton, A., & DeCarle, A. (2016, March). *Profiles of hybrid teacher educators in a K-4 professional development school partnership*. Presentation at the National Association of Professional Development Schools, Washington, DC.
- Lloyd, G.M., Margusity, L., & Wolkenhauer, R. (2015, October). *Collaborative research as a site for professional learning in a school-university partnership*. Presentation at the Teacher Education Assembly of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg.
- Cai, J., Tarr, J., & Lloyd, G. M. (2015, April). *Research Issues in Curriculum Studies*. Symposium at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Boston.
- Lynch, C., Morgart, E., Schneider, L., & Lloyd, G. (2015, April). *What role can lesson study play in novice teacher educators' learning and preparation to engage preservice teachers with*

- important mathematical ideas?* Roundtable session at the Spring PSU/SCASD Inquiry Conference, State College PA.
- Lloyd, G. M., & Lynch, C. (2015, February). *Collaboration around mathematics instruction: Professional learning in a PDS triad*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando.
- Lloyd, G. M., McCloskey, A., & Lynch, C. (2014, April). *Descriptions of professional learning among members of professional development school triads*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia.
- McCloskey, A., Lloyd, G. M., & Lynch, C. (2014, April). *Fractions, algorithms, and textbooks: Ritual aspects of a 5th grade classroom*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia.
- McCloskey, A., Lloyd, G., & Lynch, C. (2014, April). *The ritual aspects of teaching fractions in a 5th-grade classroom*. Poster presentation at the annual meeting for the National Council of Teachers of Mathematics, New Orleans, LA.
- McCloskey, A., Lloyd, G. M., & Lynch, C. (2014, February). *Fractions, algorithms, story problems, and families: Learning to teach math in a 5th grade classroom*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine CA.
- Arbaugh, F., Langrall, C., Lloyd, G. M., & Smith, P. (2013, January). *Publishing Research in Mathematics Teacher Education for Diverse Audiences*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando FL.
- McCloskey, A., Yoder, G., & Lloyd, G. (2013, January). *Assessment for learning: Grading practices in methods courses at two universities and implications for equity*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando FL.
- Lloyd, G. M., Herbel-Eisenmann, B. A., & Star, J. (2011, January). *Expressions, equations, and functions: Mathematical content knowledge for middle school teachers*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine CA.
- McCloskey, A. V., Arbaugh, F., & Lloyd, G. M. (2011, January). *Student teachers and their mentors in mathematics teacher education: Preliminary findings from a research study*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine CA.
- Lloyd, G. M., Pitts Bannister, V. R., Mariano, G., Herbel-Eisenmann, B. A., Drake, C., Land, T., & Arbaugh, F. (2010, January). *K-12 curriculum materials and textbooks as tools in mathematics teacher education*. Symposium at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- Reys, B., Chval, K., Lloyd, G. M., Pitts Bannister, V. R., & Switzer, M. (2009, February). *Why curriculum matters in teacher education*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Wilson, P., Beckmann, S., Cooney, T., & Lloyd, G. M. (2009, April). *Essential Understandings Book Series: Professional Development Tools for Engaging Teachers with Mathematics, Grades 9-12*. Presentation at the annual conference of the National Council of Supervisors of Mathematics, Washington, DC.

- Lloyd, G. M. (2008, November). Invited speaker at the *ExCITE* conference at Michigan State University, East Lansing, MI.
- Lloyd, G. M. (2008, February). Invited co-leader of the *Teacher Learning* group at the Curriculum Research Conference, hosted by the Center for the Study of Mathematics Curriculum (CSMC), Phoenix, AZ. (with Kate Kline)
- Pitts Bannister, V. R., Lloyd, G. M., & Mariano, G. (2008). *Improving the learning of preservice secondary mathematics teachers through engagement with middle and high school curriculum materials*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Tulsa, OK.
- Behm, S. L., & Lloyd, G. M. (2007). *Student teachers' experiences with mathematics curriculum materials: Issues of autonomy and teacher learning*. Paper presented at the 9th International Conference of the Mathematics Education Into the 21st Century Project, Charlotte, NC.
- Lloyd, G. M. (2007). *Preservice teachers' views of Standards-based curriculum materials and traditional textbooks*. Paper presented in the symposium, *Teachers' use of Standards-based curriculum materials and traditional textbooks* (Chair: J. Moyer, Marquette University; Other participants: J. Cai, University of Delaware; B. Herbel-Eisenmann, Iowa State University), at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Behm, S. L., & Lloyd, G. M. (2007). *Student teachers*. Paper presented in the symposium, *Mathematics teachers' curriculum use at different points on the professional continuum* (Chair: G. Lloyd; Other participants: C. Christou, University of Cyprus; T. Cooney, University of Georgia; E. Silver, V. Mills, H. Ghousseini, & C. Charalambous, University of Michigan), at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Herbel-Eisenmann, B. A., & Lloyd, G. M. (Organizers). (2007). *Interactions between teachers and curriculum materials: Perspectives from research and practice* (Participants: T. Cooney, University of Georgia; B. Jaworski, Agder University College, Norway; D. Pimm, University of Alberta; J. Remillard, University of Pennsylvania; M. Schnepf, Holt Public Schools, MI; M. Larson, Lincoln Public Schools, NE; L. Davenport, Boston Public Schools, MA; E. Phillips, Vancouver Public Schools). Symposium at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Lloyd, G. M. (2007, September). Invited co-leader of the *Induction of Doctoral Graduates into the Profession* session at the National Conference on Doctoral Programs in Mathematics Education, Kansas City, MO. (with Barbara Reys)
- Lloyd, G. M. (2007, February). *Teachers' experiences with mathematics curriculum materials*. Invited colloquium presentation, Department of Mathematical Sciences, University of Delaware, Newark, DE.
- Lloyd, G. M. (2006, February). Invited discussion leader for the *Curriculum Implementation* group at the Curriculum Research Conference, hosted by the Center for the Study of Mathematics Curriculum (CSMC), Phoenix, AZ.
- Lloyd, G. M. (2005, February). Invited co-leader of the *Teachers, Teaching, and Curriculum Working Group* at the Curriculum Research Conference, hosted by Center for the Study of Mathematics Curriculum, Phoenix, AZ. (with B. Herbel-Eisenmann & J. Remillard)

- Lloyd, G. M., Herbel-Eisenmann, B. A., & Remillard, J. T. (2005). *Researching teachers' use of mathematics curriculum materials: Advancing the research agenda*. Paper presented at the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Roanoke, VA.
- Behm, S. L., & Lloyd, G. M. (2005). *The issue of flexibility in one student teacher's use of mandated curriculum materials and other instructional resources*. Paper presented at the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Roanoke, VA.
- Spielman, L. J., & Lloyd, G. M. (2005). *Contextualizing "mathematics" in elementary teacher education*. Paper presented at the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Roanoke, VA.
- Lloyd, G. M. (2005, January). *Mathematics teachers' use of Standards-based curriculum materials*. Invited colloquium presentation, Department of Curriculum and Instruction, Iowa State University, Ames, IA.
- Lloyd, G. M. (2004). *Research and instruction in dialogue: Exploring the use of reform-oriented curriculum materials with prospective elementary teachers*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, San Diego, CA.
- Lloyd, G. M. (2004). *Mathematical authority in preservice elementary teachers' experiences with Standards-based curriculum materials*. Paper presented at the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto.
- Lloyd, G. M., & Herbel-Eisenmann, B. A. (2004). *Standards-based curriculum materials and teachers*. Paper presented at the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto.
- Behm, S. L., Lloyd, G. M., & Spielman, L. J. (2004). *Curriculum negotiation and the implementation of conceptually different materials*. Paper presented at the 26th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto.
- Lloyd, G. M. (2004). *Using Standards-based curriculum materials in preservice teacher education: Issues and questions*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Behm, S., & Lloyd, G. M. (2004). *A mathematics project's impact on preservice teachers' notions of student thinking*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Spielman, L. J., & Lloyd, G. M. (2004). *Preservice teachers' observations of children's mathematical thinking*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Lloyd, G. M. (2004, April). *Mathematics teachers and curriculum materials*. Invited presentation as part of the Colloquium Series, Department of Mathematics, Bryn Mawr College, Bryn Mawr, PA.

- Lloyd, G. M. (2004, May). Invited co-leader of the *Instructional Materials and Teachers Working Group* at the Second Show-Me Researchers Workshop, University of Missouri – Columbia. (with B. Herbel-Eisenmann).
- Spielman, L. J., Behm, S. L., & Lloyd, G. M. (2003). *Learning outcomes of alternative enacted curriculum models in a mathematics course for preservice elementary teachers*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Baltimore, MD.
- Lloyd, G. M. (2003). *What preservice elementary teachers learn from their college mathematics textbooks*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, San Antonio, TX.
- Lloyd, G. M., Behm, S., & Spielman, L. J. (2003). *Learning with and about mathematics curriculum*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Atlanta, GA.
- Lloyd, G. M. (2003, December). *On mathematics teachers and their textbooks: How experiences with innovative textbooks can help teachers to rethink mathematics and pedagogy*. Invited presentation as part of the Virginia Tech Faculty Research Series, co-sponsored by the Women's Center and the Organization of Women Faculty at Virginia Tech, Blacksburg.
- Lloyd, G. M., & Behm, S. (2002). *Prospective elementary teachers' ways of experiencing reform-oriented K-12 mathematics curriculum materials*. Paper presented in the symposium, *Beyond following the text: Perspectives on relationships between teachers and mathematics curriculum materials* (Chair: J. Remillard, University of Pennsylvania), at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lloyd, G. M., & Behm, S. (2002). *The impact of experiences with mathematics textbooks and curriculum materials on preservice elementary teachers' beliefs*. Paper presented at the 24th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Athens, GA.
- Lloyd, G. M. (2001). *Teachers' views of the role of curriculum materials in mathematics teaching*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators. Costa Mesa, CA.
- Lloyd, G. M. (2000). *Narrative analysis in teacher education research: The meanings of complicating actions and resolutions in mathematics teachers' stories*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lloyd, G. M., & Haynes, G. (2000). *The interplay of students and curriculum: One preservice teacher's developing view of his role in mathematics classroom discourse*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Lloyd, G. M. (1999; Invited). *Learning with and about mathematics curriculum: The role of teachers' conceptions*. Paper presented at the meeting, *Mathematical beliefs in the teaching and learning of mathematics*, at Oberwolfach Mathematics Research Institute, Germany.
- Lloyd, G. M. (1999). *Preservice teachers' portrayals of classroom discourse: Allowing students to know and tell mathematics*. Paper presented at the 21st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Cuernavaca, Mexico.

- Lloyd, G. M. (1998). *Using reform curriculum materials in teacher education: Relearning mathematics and pedagogy*. Paper presented at the 20th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Raleigh, NC.
- Lloyd, G. M. (Chair/Organizer). (1998). *Innovation in mathematics teacher education: New directions for research on teacher learning* (Participants: J. Frykholm, Virginia Tech; H. Borko, N. Perresini, E. Knuth, University of Colorado; D. Ball, University of Michigan). Symposium conducted at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Washington, DC.
- Lloyd, G. M., & Frykholm, J. A. (1998). *The role of curriculum in learning to teach mathematics*. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Washington, DC.
- Lloyd, G. M., & Wilson, M. R. (1998). *Context, representation, and authority: Illustrations of reform-oriented learning about mathematical functions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Lloyd, G. M. (1997). *Teaching and learning through curriculum implementation: Teachers' beliefs about student learning in mathematics*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Lloyd, G. M., & Wilson, M. R. (1997). *The impact of teachers' beliefs about student cooperation and exploration on their interpretations of a secondary mathematics curriculum*. Paper presented at the 19th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Normal, IL.
- Wilson, M. R., & Lloyd, G. M. (1997). *Hypermedia creation: Helping prospective secondary teachers build flexible conceptions of mathematics and teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Lloyd, G. (1996). *One veteran mathematics teacher's experiences with curriculum reform: Transforming instruction about functions*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Lloyd, G. M. (1996). *Change in teaching about functions: Content conceptions and curriculum reform*. Paper presented at the 18th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Panama City, FL.
- Lloyd, G., & Wilson, M. R. (1996). The experiences of teachers reforming mathematics instruction. Paper presented in the symposium, *Combining large-scale evaluation with focused research in reformed mathematics classrooms* (Chair: H. Schoen, University of Iowa), at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, San Diego, CA.
- Lloyd, G., & Wilson, M. R. (1995). *The role of one teacher's mathematical conceptions in his implementation of a reform-oriented functions unit*. Paper presented at the 17th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH.
- Wilson, M. R., & Lloyd, G. (1995). *High school teachers' experiences in a student-centered mathematics curriculum*. Paper presented at the 17th annual meeting of N. American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH.

Professional Development for K-12 Teachers and Students

- Quality Talk Team. (August 2019, October 2019). *Quality Talk discussions in teacher education*. Professional development sessions (3 days) with methods course instructors and mentor teachers in the K-4 PSU-SCASD Professional Development School Partnership.
- Pennsylvania Mathematics Initiative. (July 2014). *Mathematics as a Second Language*. Eberly College of Science, The Pennsylvania State University.
- Pennsylvania Mathematics Initiative. (July 2014). *Functions and Algebra*. Eberly College of Science, The Pennsylvania State University.
- SCASD Professional Development. (Nov. 1, 2013). *Identifying big ideas for responsive teaching using Math Expressions*, Mount Nittany Elementary School, State College PA.
- Lloyd, G. M., & preservice secondary teachers at Virginia Tech. (annually Oct/Nov. 1999-2007). *Explorations of mathematics through tessellations*. Session at the “Women in Mathematics: Career Day at Virginia Tech” program for middle school girls, Blacksburg.
- Lloyd, G. M. (2006, March). *Teachers and mathematics curriculum materials*. Presentation in the Research Symposium of the Annual Meeting of the Virginia Council of Teachers of Mathematics, Blacksburg.
- Lloyd, G. M. (Organizer.). (2001, November). *Technology workshop for middle and high school mathematics teachers*. Conference for secondary mathematics teachers in Montgomery and Giles County Schools, Blacksburg.
- Lloyd, G. M. (Organizer.). (2000, April). *Exploring mathematical relationships: A workshop in preparation for the world’s largest math event*. Conference for K-12 teachers during Mathematics Awareness Week / Mathematics Education Month, Blacksburg.
- Lloyd, G. M. (1999, March). *Real-world geometry for the middle grades*. Workshop at the annual meeting of the Virginia Council of Teachers of Mathematics, Roanoke.
- Lloyd, G. M. (Organizer.). (1999, March). *Exploring mathematics in nature: A workshop in preparation for the world’s largest math event*. Conference for K-12 teachers during Mathematics Awareness Week / Mathematics Education Month, Blacksburg.
- Lloyd, G. M., Casey, D., Hicks, D., & Soares, D. (1998, November). *Integrating science, mathematics, and social studies in preservice teacher education*. Presentation at “Team Building for Integration of High School Academics and Vocational Education,” Blacksburg.
- Lloyd, G. M., & Frykholm, J. A. (Organizers.). (1998b). *A preview to the world’s largest math event for teachers: Connecting mathematics to the worlds of ancient and modern cultures*. Conference for elementary teachers during Mathematics Awareness Week, Blacksburg.
- Lloyd, G. M. (1997, November). *Multiplication algorithms: Recognizing important concepts in non-traditional methods*. Workshop conducted at the “Computation for Kids and Teachers” Working Day, Montgomery County Public Schools, Blacksburg.
- Lloyd, G. M., & Hagen, S. (1997, April). *A preview to the world’s largest mathematics event*. Workshop conducted with elementary teachers during Mathematics Awareness Week, Virginia Tech, Blacksburg.

- Lloyd, G. M., & Wilson, M. R. (1996, October). *Teachers' experiences implementing a reform-oriented curriculum*. Presentation at the Leadership Conference of the Core-Plus Mathematics Project, Ann Arbor, MI.
- Lloyd, G. (1996, February). *Investigating relationships in data with computers*. Workshop conducted at the Forty-Sixth Annual Mathematics Education Conference, University of Michigan, Ann Arbor.
- Lloyd, G. (1995, February). *Integrating the curriculum: Incorporating reading, writing, and other disciplines into the mathematics classroom*. Workshop conducted at the Forty-Fifth Annual Mathematics Education Conference, University of Michigan, Ann Arbor.

COURSES TAUGHT

Penn State University

Courses for prospective teachers:

Teaching Mathematics in the Elementary Schools
 Fundamentals of Middle Level Mathematics
 Function Concept in Secondary School Mathematics

Courses for practicing teachers and master's degree students:

Teaching as Inquiry
 Students' Mathematical Thinking
 Overview of Contemporary School Curriculum
 Doing Research in Professional Development Schools

Courses for doctoral students:

Seminar on Curriculum Research
 Principles of Instructional Supervision
 Foundations of Mathematics Education: Curriculum
 Mathematics Education Research, Curriculum Development, and Evaluation
 Colloquium in Mathematics Education
 Colloquium in Curriculum and Instruction

Virginia Tech

Courses for prospective elementary and secondary teachers:

Number and Computing for Teachers
 Geometry and Computing for Teachers
 Mathematics for Secondary Teachers I & II
 Capstone Seminar for Secondary Mathematics Teachers
 Teaching Elementary Mathematics
 Teaching Middle and High School Mathematics
 Secondary Mathematics Student Teaching Seminar

Courses for practicing mathematics teachers and special education teachers:

Curriculum and Instruction in Elementary and Middle School Mathematics
 High Quality Teaching of Numbers and Operations

Courses for doctoral students:

Curriculum and Reform in Mathematics Education
Research in Mathematics Education
Mathematics Education Research Seminar

ADVISING

Undergraduate Students

Academic advisor of undergraduate students in Elementary and Kindergarten Education (K-6 certification), Department of Curriculum and Instruction, Penn State University

Academic advisor of undergraduate secondary education students, Department of Mathematics, Virginia Polytechnic Institute and State University

Master's Degree Students

Academic Adviser and Second Reader for Students in the Elementary Education and STEM emphasis areas of the World Campus (online) M.Ed. program in Curriculum and Instruction, Penn State University

Adviser and Committee Member for Master's Degree Students in Mathematics and Teaching & Learning, Virginia Polytechnic Institute and State University

Doctoral Students

Penn State University

In Progress

Mathematics Education: Yuriko Brown, Seonmi Do, Emily Mainzer (Ph.D. committee member)

Curriculum and Supervision: Azaria Cunningham (Ph.D. committee member)

Educational Psychology: Sara Baszczewski, Rachel Croninger, Nicholas Stepanik (Ph.D. committee member)

Completed

Joo-Young Lee (committee member), Ph.D., 2022, Special Education.

Dissertation: *Development and validation of a mathematical writing measure.*

Current Position: Postdoctoral Research Associate, College of Education and Human Development, University of Maine.

Donna Wynkoop (committee member), Ph.D., 2022, Curriculum & Instruction (Curriculum and Supervision).

Dissertation: *Proportional Reasoning of Double Accelerated Middle School Mathematics Students.*

Current Position: Middle Grades STEM Teacher, Waynesboro Area Middle School.

Daniel Ozimek (chair), Ph.D., 2021, Curriculum & Instruction (Mathematics Education).

Dissertation: *Students' conceptions of dimensional analysis as a method for calculating medication dosage.*

Current Position: Assistant Professor of Mathematics, Pennsylvania College of Health Sciences.

Erin Morgart (chair), Ph.D., 2019, Curriculum & Instruction (Curriculum and Supervision).

Dissertation: *Developing elementary preservice teachers' mathematical knowledge for teaching: Engaging in an adapted lesson study cycle.*

Current Position: Assistant Teaching Professor, Department of Curriculum & Instruction, The Pennsylvania State University.

Lauren Cozad (committee member), Ph.D., 2019, Special Education.

Dissertation: *Effects of a digital mathematics fluency program on the fluency and generalization of learners.*

Current Position: Assistant Teaching Professor and Coordinator of Teacher Education, Department of Educational Psychology, Counseling, and Special Education, The Pennsylvania State University.

Nursen Konuk (committee member), Ph.D., 2018, Curriculum & Instruction (Mathematics Education).

Dissertation: *Mathematics teacher educators' roles, talks, and knowledge in collaborative planning practice: Opportunities for professional development.*

Current Position: Assistant Professor, Department of Mathematics, Metropolitan State University of Denver.

Courtney Lynch Rice (chair), Ph.D., 2017, Curriculum & Instruction (Mathematics Education).

Dissertation: *Collaborative planning for an elementary mathematics methods course in a third space: The role of expertise in a community of practice.*

Current Position: Instructor for Elementary Mathematics Methods, Bucknell University.

Waeodao Autid (chair), Ph.D., 2017, Curriculum & Instruction (Curriculum and Supervision).

Dissertation: *Mathematics teachers' classroom instruction after participating in a STEM education workshop in Thailand.*

Current Position: Professional Development Official, Ministry of Education, Thailand.

Mary Higgins (committee member), Ph.D., 2017, Curriculum & Instruction (Curriculum and Supervision).

Dissertation: *The influence of practitioner research on teacher candidates' beliefs.*

Current Position: Director, Assessment, Design, and Development, New Leaders.

Stephanie Morano (committee member), Ph.D., 2017, Special Education.

Dissertation: *Effects of a fraction equivalence intervention combining CRA-I and number line representations.*

Current Position: Assistant Professor, Department of Curriculum, Instruction, and Special Education, University of Virginia.

Tenille Cannon (committee member), Ph.D., 2016, Curriculum & Instruction (Mathematics Education).

Dissertation: *Orientations toward mathematical processes of prospective secondary mathematics teachers as related to work with tasks.*

Current Position: Assistant Teaching Professor, Department of Mathematics Education, Brigham Young University.

Kelly Mark (committee member), Ph.D., 2016, Curriculum & Instruction (Curriculum and Supervision).

Dissertation: *Understanding mentoring practices in a professional development school partnership.*

Current Position: Principal, Corl Street Elementary School, State College PA.

Jiwon Hwang (committee member), Ph.D., 2016, Special Education.

Dissertation: *An examination of error patterns associated with middle school students' solution pathways when solving fraction computation involving addition.*

Current Position: Assistant Professor, Division of Special Education and Counseling, California State University, Los Angeles.

M.J. Coon-Kitt (committee member), Ph.D., 2015, Curriculum & Instruction (Curriculum and Supervision).

Dissertation: *Inquiring about student work in a professional development school: Cross-role triads.*

Current Position: Coordinator, K-4 Professional Development School, The Pennsylvania State University (retired).

Heather Ervin (committee member), Ph.D., 2015, Curriculum & Instruction (Mathematics Education).

Dissertation: *The impact of instruction through models on preservice teachers' understanding of fraction multiplication and division.*

Current Position: Assistant Professor, Department of Mathematics and Computer Science, Bloomsburg University.

Ben Freeburn (committee member), Ph.D., 2015, Curriculum & Instruction (Mathematics Education).

Dissertation: *Preservice secondary mathematics teachers' learning of purposeful questioning and judicious telling for promoting students' mathematical thinking.*

Current Position: High School Mathematics and Statistics Teacher, Natomas Charter School, California.

Maureen Grady (committee member), Ph.D., 2013, Curriculum & Instruction (Mathematics Education).

Dissertation: *Students' conceptions of mathematics as sensible (SCOMAS) framework.*

Current Position: Associate Professor, Department of Mathematics, Science, and Instructional Technologies Education, East Carolina University.

Karen Fries (committee member), Ph.D., 2013, Special Education.

Dissertation: *Effectiveness of mastering math facts on second- and third-grade students with specific learning disabilities in mathematics.*

Current Position: Associate Professor, School of Education, Francis Marion University.

Virginia Polytechnic Institute and State University

Completed

Betti Kreye (committee member), Ed.D., 2009, Ed.D. in Curriculum and Instruction (Mathematics Education).

Dissertation: *Evaluation of the externship within a program for mathematics specialists.*

Current Position: Clinical Assistant Professor, School of Education, Virginia Tech.

Karl Kosko (committee member), Ph.D., 2010, Curriculum and Instruction (Mathematics Education).

Dissertation: *Mathematical discussion and self-determination theory.*

Current Position: Associate Professor, School of Teaching, Learning, and Curriculum Studies, Kent State University.

Lida Uribe-Flórez (committee member), Ph.D., 2009, Curriculum and Instruction (Mathematics Education).

Dissertation: *Teacher variables and student mathematics learning related to manipulative use.*

Current Position: Chair and Associate Professor, Department of Educational Technology, Boise State University.

Stephanie Behm Cross (chair), Ph.D., 2008, Curriculum and Instruction (Mathematics Education).

Dissertation: *Preservice elementary teachers' learning with mathematics curriculum materials during preservice teacher education.*

Current Position: Associate Professor, Department of Middle and Secondary Education, Georgia State University.

Olgamary Rivera-Marrero (chair), Ph.D., 2007, Mathematics.

Dissertation: *The place of discrete mathematics in the school curriculum: An analysis of preservice teachers' perceptions of the integration of discrete mathematics into secondary level courses.*

Current Position: Professor, Department of Mathematics, University of Puerto Rico.

Laura Jacobsen (chair), Ph.D., 2006, Curriculum and Instruction (Mathematics Education).

Dissertation: *Preservice teachers' characterizations of the relationships between teacher education program components: Program meanings and relevance and socio-political school geographies.*

Current Position: Professor, Department of Mathematics and Statistics, Radford University, Virginia; Interim Dean of the Libraries, Radford University.

Donna Watson (committee member), Ph.D., 2005, Curriculum and Instruction (Mathematics Education).

Dissertation: *Learning mathematics in Appalachia: Life histories of beginning teachers.*

Current Position: Dean, School of Education, Bluefield College (retired).

Mary A. Quillen (co-chair), Ph.D., 2004, Curriculum and Instruction (Mathematics Education).

Dissertation: *Relationships among preservice elementary teachers' beliefs about mathematics, mathematics content knowledge, and mathematics course experiences.*

Current Position: Director, Univ. of Virginia Southwest Higher Education Center (retired).

Rebecca Nelson (committee member), Ph.D., 1998, Curriculum and Instruction (Mathematics Education).

Dissertation: *Developing mathematical knowledge through class discussion: One teacher's struggles in implementing reform.*

Current Position: Project Manager, Middle Matters Transition to Teaching Project, James Madison University.

COLLEGE / UNIVERSITY SERVICE AS A FACULTY MEMBER

Penn State University

2009 - present	Graduate Faculty Member, Dept. of Curriculum and Instruction (Ph.D. and M.Ed. residential programs in Mathematics Education and Curriculum and Supervision; M.Ed. online program, STEM and Elementary Education)
2019 - 2020	Faculty Adviser to the Curriculum and Instruction Graduate Student Association (CIGSA)
2019 - 2020	Search Advisory Committee for Endowed Waterbury Chair in Education, College of Education
2018 - 2020	Curricular Affairs Committee, College of Education
2018 - 2019	“Place” Advisory Committee, College of Education
2017 - 2020	Department Head’s Advisory Council, Dept. of Curriculum and Instruction
2017 - 2018	Professional Certification Coordinating Council, College of Education
2017 - 2018	Advisory Committee for Selection of Distinguished Professors of Education, College of Education
2017 - 2018	Mathematics Education / Learning Sciences Tenure-Line Faculty Search Committee, Department of Curriculum and Instruction
2017 - 2018	Professional Development School [K-4] Coordinator Search Committee, Department of Curriculum and Instruction
2017 - 2018	Social Studies Education Tenure-Line Faculty Search Committee (2 of 2), Department of Curriculum and Instruction
2016 - 2017	Social Studies Education Tenure-Line Faculty Search Committee (1 of 2), Department of Curriculum and Instruction
2016 - 2020	Promotion and Tenure Committee (Co-Chair, 2017-2018), College of Education
2016 - 2019	Advisory Committee for Review of the Office of the Associate Dean for Research, Outreach, and Technology, College of Education
2016 - 2017	Joint Curricular Committee of Graduate Council, Subcommittee on New and Revised Programs and Courses, The Graduate School
2016 - 2017	Faculty Council, College of Education

2016 - 2017	Curricular Affairs Committee, College of Education
2014 - 2017	PSU-SCASD Inquiry Conference Planning Team, Department of Curriculum and Instruction
2014 - 2015	Promotion and Tenure Committee (Co-Chair), College of Education
2014 - 2015	Professional Development School [K-4] Coordinator Search Committee, Department of Curriculum and Instruction
2013 - 2015	Research Advisory Committee, College of Education
2013 - 2014	Strategic Planning Committee, Subcommittee on Partnerships, College of Education
2013 - 2014	Selection Panel for Undergraduate Program Leadership Award and President's Award for Engagement with Students, Office of Undergraduate Education
2013 - 2014	Search Advisory Committee for Curriculum and Supervision Tenure-Line Faculty Member, Department of Curriculum and Instruction
2011 - 2013	Assessment Committee, College of Education
2011 - 2012	Search Advisory Committee for Elementary Science Education Tenure Line Faculty Member (Co-Chair), Department of Curriculum and Instruction
2010 - 2014	Promotion and Tenure Committee (Chair 2011 - 2014), Department of Curriculum and Instruction
2010 - 2013	Professional Certification Coordinating Council, College of Education
2010 - 2013	Department Head's Advisory Council, Department of Curriculum and Instruction
2009 - 2010	Search Advisory Committee for Associate Dean for Research, Outreach, and Technology, College of Education
2009 - 2010	Search Advisory Committee for Academic Adviser, College of Education
2009 - 2010	Search Advisory Committee for Elementary Mathematics Education Faculty Member (Berks Campus), College of Education

Virginia Polytechnic Institute and State University

2007 - 2009	Promotion and Tenure Committee, College of Science
2007 - 2008	Undergraduate Program Committee, Department of Mathematics
2007 - 2008	Executive Committee, Academy of Teaching Excellence
2006 - 2007	Tenure-Line Mathematics Education Faculty Search, Department of Mathematics
2006 - 2007	Instructor Affairs Committee, Department of Mathematics
2006 - 2007	Mathematics Education Search Committee, Department of Teaching and Learning, School of Education

2005 - 2006	Dean's STEM/E Programs Advisory Group, College of Science
2005 - 2006	Search Committee for Dean of the College, College of Science
2005 - 2006	Department Internal Review Committee, Department of Mathematics
2004 - 2006	Personnel / Promotion & Tenure Committee, Department of Mathematics
2004 - 2006	Honors Program Advisory Panel, Academy of Teaching Excellence
2004 - 2006	Senior STEM Faculty Search Committee, Department of Teaching and Learning, School of Education
2004 - 2005	College Scholarship Review Committee, College of Science
2004 - 2005	Mathematics Education Tenure-Line Faculty Search Committee, Department of Teaching and Learning, School of Education
2003 - 2009	Academy of Teaching Excellence
2003 - 2004	Selection Committee for the Alumni Teaching Award, Academy of Teaching Excellence
2001 - 2004	Instructor Evaluation Committee, Department of Mathematics
2001 - 2002	Graduate Program Committee, Department of Mathematics
1999 - 2000	University Steering Committee for the Student Computer Requirement and Teaching/Learning/Technology Subgroup
1999 - 2000	Mathematics Colloquium Committee, Department of Mathematics
1998 - 1999	Interim Graduate Program Director for Mathematics Education, Department of Teaching and Learning
1998 - 1999	Math Emporium Working Group, Department of Mathematics
1998 - 1999	Geometry Curriculum Committee, Department of Mathematics
1997 - 2008	Women in Mathematics Committee, Department of Mathematics
1997 - 2003	Mathematics Awareness Week Committee, Department of Mathematics
1997 - 2001	Teaching Committee, Department of Mathematics
1996 - 2001	Teacher Education in the Sciences and Humanities Advisory Committee, Department of Teaching and Learning, School of Education

PROFESSIONAL SERVICE

Memberships and Affiliations

American Association of Colleges for Teacher Education (AACTE)

American Educational Research Association (AERA)

Special Interest Groups:

Research in Mathematics Education
Professional Development School Research

Divisions:

C Learning and Instruction
K Teaching and Teacher Education

Association of Mathematics Teacher Educators (AMTE)

Council of Academic Deans from Research Education Institutions (CADREI)

Education Deans for Justice and Equity (EDJE)

International Group for the Psychology of Mathematics Education, N. America (PME-NA)

National Association of Professional Development Schools (NAPDS)

National Council of Teachers of Mathematics (NCTM)

Pennsylvania Association of Colleges and Teacher Educators (PAC-TE)

Pennsylvania Association of Mathematics Teacher Educators (PAMTE)

World Educational Research Association (WERA)

Committees of Professional Organizations

2019 - 2022	Nominations and Elections Committee of the Association of Mathematics Teacher Educators (appointed)
2020 - 2021	Mentor for Early Career Faculty, Manuscript Review Group at the Annual Meeting of the Association of Mathematics Teacher Educators
2009 - 2010	Planning Committee, 10th Anniversary Research Conference of the Mid-Atlantic Center for Mathematics Teaching and Learning, August 2010
2008 - 2010	Research Committee of the Association of Mathematics Teacher Educators, (appointed)
2008-2009	Mathematics Education Mentoring Group (Co-Leader), Enhancing Diversity in Graduate Education [EDGE] for Women
2007 - 2008	Research Task Force of the Association of Mathematics Teacher Educators (appointed)
2007 - 2009	Board of the Research in Mathematics Education Special Interest Group (SIG-RME) of the American Educational Research Association (elected)
2006 - 2008	Planning Committee, 2nd International Conference on Mathematics Curriculum (“Future Curricular Trends in School Algebra and Geometry”), sponsored by the Center for the Study of Mathematics Curriculum (CSMC), May 2008, University of Chicago

- 2005 - 2006 Organizer, Pre-session to Research Meeting of the Center for the Study of Mathematics Curriculum, NSF-funded authors meeting for the book, *Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction*, Feb. 2006, Phoenix AZ
- 2003 - 2005 Program Committee and Local Organizing Committee, 2005 Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Roanoke VA
- 2003 - 2004 Program Committee, 2004 Annual Meeting of the Association of Mathematics Teacher Educators, San Diego CA

Journal Editorships and Roles

- 2017 - 2022 Associate Editor, *Review of Educational Research*
Impact Factor: 13.551
Ranked 1 of 243 Education & Educational Research journals
- 2011 - 2018 Associate Editor, *Journal of Mathematics Teacher Education*
- 2010 - 2015 Co-Editor, *Journal of Teacher Education*
Two-year Impact Factor: 3.263
Ranked 12 of 243 Education & Educational Research journals
- 2011, 2018 - 2022 Editorial Board Member, *Journal of Mathematics Teacher Education*
- 2007 - 2009 Guest Editor, *Journal for Research in Mathematics Education*
Ranked 15 of 243 Education & Educational Research journals
- 2007 - 2008 Chair of Editorial Panel, *Journal for Research in Mathematics Education*
- 2005 - 2008 Editorial Panel Member, *Journal for Research in Mathematics Education*

Ad Hoc and Invited Reviewing

Journals

American Educational Research Journal
CBE--Life Sciences Education
Cognition and Instruction
Educational Studies in Mathematics
International Journal of Science and Mathematics Education
Journal of Mathematics Teacher Education
Journal for Research in Mathematics Education
Journal of Teacher Education
Mathematical Thinking and Learning
Mathematics Teacher Educator

School Science and Mathematics Journal
Teaching and Teacher Education
ZDM: The International Journal on Mathematics Education

Book Proposals and Manuscripts

Corwin Press
Eye on Education
Heinemann
National Council of Teachers of Mathematics
Pearson
Routledge

Proposals to Conferences and Annual Meetings

Annual Meeting of the American Educational Research Association (AERA)
Annual Meeting of the North American Chapter of the Intl. Group for the Psychology of
Mathematics Education (PME-NA)
International Group for the Psychology of Mathematics Education (PME)
Research Pre-Sessions of the National Council of Teachers of Mathematics (NCTM)

Grant Proposals

National Science Foundation