

PAOLA SZTAJN

Associate Dean for Research and Innovation
Professor of Mathematics Education
College of Education
North Carolina State University
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1. GENERAL INFORMATION

A. EDUCATIONAL BACKGROUND

Ph.D. Mathematics Education, Indiana University, 1995

Dissertation Advisor: Dr. Frank K. Lester, Jr.

M.S. Physics, Cum Laude, Universidade Estadual de Campinas (UNICAMP), Brazil, 1989

Thesis Advisor: Dr. Amir Caldeira

B.S. Physics, Universidade Federal Fluminense, Brazil, 1985

B. ACADEMIC TITLES

Professor, North Carolina State University, 2008-present

Assistant/Associate Professor, University of Georgia, 2000-2008

Fellow/Assistant Professor, Pontifícia Universidade Católica do Rio de Janeiro, Brazil, 1995-1999

C. OTHER SELECTED POSITIONS

Visiting Scholar, Universidade de Lisboa, Portugal, 2013 & 2011

External Evaluator, mathematics teacher education program. Sistema Nacional de Acreditación de la Educación Superior—SINAES. San Jose, Costa Rica, 2009 & 2005

Adjunct Faculty, George Mason University, VA, 2008

International Faculty, Mathematics Education, UNIBAN, São Paulo, Brazil, 2007-20012

Co-director, Summer Institute, Center for Proficiency in Teaching Mathematics, Ann Arbor, MI, 2004

Consultant, National Institute for Educational Studies and Research (INEP), Brazilian Ministry of Education, 1998-2000

Mathematics Textbook Evaluator, National Textbook Program, Brazilian Ministry of Education, 1997

Middle School Mathematics Teacher, Centro Educacional de Niterói, Brazil, 1990

2. ADMINISTRATIVE & LEADERSHIP PROFESSIONAL EXPERIENCES

A. POSITIONS HELD

North Carolina State University, College of Education

- Associate Dean for Research and Innovation, Jan. 2017-present
 - Lead the college in strengthening its research enterprise and develop an innovation perspective among education faculty. Responsible for the college grants office, the technology office, conflict of interest compliances, the college space administration, and global programs.
- Head, Department of Teacher Education and Learning Sciences, 2015-2017

- Led the merger of two departments (Curriculum, Instruction and Counselor Education with Elementary Education) to create a new department, which was the largest unit in the College of Education: 600 students; 28 tenure-track faculty positions; 7 non tenure-track full-time faculty; 15 degree programs spanning the undergraduate, master's and PhD levels; annual appropriation budget of \$3.8M; and approximately \$2M in yearly research expenditures at the time.
- Head, Department of Curriculum, Instruction and Counselor Education, 2014-2015
 - During the 2014-2015 year, served as head of two departments.
 - In preparation for the upcoming merger, worked with the department of Curriculum, Instruction and Counselor Education to reorganize its structure and financial management plans, while supporting students and faculty success in teaching, research, and service.
- Interim Head & Head, Department of Elementary Education, 2012-2015
 - Led the department in continuing to improve its innovative STEM-focused undergraduate elementary teacher education program, first opened in 2007.
 - Worked with faculty to develop the first master's program in the state to prepare elementary science specialists.
- Director of Graduate Program, Department of Elementary Education, 2012-2013
 - Developed a new, cohort based master's program in the department to support the preparation of elementary mathematics specialists in the state.
- Assistant Dean for Diversity, College of Education, 2011-2012
 - Led the Committee on Multicultural Initiatives and Diversity (COMID) and represented the voice of the group with the Dean.

National Science Foundation, Division of Research on Learning

- Intermittent Program Officer, 2012-2014
 - Ran review panels for NSF program and administrated the awards made in those panels. As an intermittent Program Officer, I was allowed to work up to 60 days per year for NSF and I carried a small portfolio of grants.
- Coordinator: Resources, Models and Tools Cluster, 2007-2008
 - In charge of overseeing several programs within the division, working with program officers across these programs, and coordinating the budget for grant awards.
- Program co-Lead: Discovery Research K-12, 2006-2007
 - This was the first year for the program, a new \$95M initiative combining the previous Teacher Professional Continuum, Instructional Materials Development, and Centers for Learning and Teaching Programs. To date, the DRK-12 program continues to be in place.
- Program Officer, 2005-2008
 - Manager of a portfolio of over 40 grants ranging from \$100,000 to over \$5,000,000, totaling more \$70M in investments in Science, Technology, Engineering and Mathematics Education. Most grants in the portfolio focused on teacher education.

University of Georgia, College of Education

- Coordinator, Elementary Mathematics Education Program, 2001-2005
- Coordinator, Faculty Team, Georgia Systemic Teacher Education, 2002-2004

Pontificia Universidade Católica do Rio de Janeiro, Department of Education

- Coordinator, Mathematics Education Specialist Program, 1997-1999
- Coordinator, Undergraduate Teacher Education Program, 1998-1999

B. LEADERSHIP TRAINING

Harvard Graduate School of Education Management Development Program, Summer 2017
American Council on Education Leadership Academy for Department Chairs, Jan. 2016
Climate Workshops for Department Heads, NCSU, 2015-Jan. 2017
Leadership Coaching, Refreshment Zone, NC, 2015-2016
Strategic Transformational Leadership Program, NCSU, 2012-2013
Bridges, Leadership for Women, UNC-System, 2012-2013
ADVANCE Program, Leadership Development Workshop Series, NCSU, 2011-2012
ADVANCE Program, Senior Scholar, NCSU, 2009-2012

C. AWARDS & RECOGNITION

Provost Fellow Award. NCSU, 2019
Staff Senate Shout Out Award. NCSU, 2018
Academy of Outstanding Faculty in Extension and Engagement. NCSU, 2015
Outstanding Extension Award. NCSU, 2015
Equity for Women Award, nominee. NCSU, 2015
Outstanding Research Award, College of Education nominee. NCSU, 2014
Director's Award for Program Management Excellence. NSF, 2007
Outstanding Summer Scholar Mentors, NSF, 2007

3. SCHOLARLY PRODUCTIVITY

A. GRANTS (over \$15M in external support)

** Denotes grants as Associate Dean*

- 2019* Preparing Teachers who are Content Leaders. Chapel Hill-Carboro City Schools. \$153,118. PIs: John Lee & Paola Sztajn
- 2018 NC State-Triangle Math Alliance 2019 Math Summit. SAS Grant, \$56,750. PI: Paola Sztajn.
- 2018* Wolfpack WORKS. North Carolina Department of Public Instruction, \$5,894,541. PIs: Jill Grifenhagen, Ann Harrington, & Paola Sztajn.
- 2017 NC State-High Five 2018 Math Summit. SAS Grant, \$60,000. PI: Paola Sztajn.
- 2017 Collaborative Research: an impact study to examine the efficacy of a mathematics professional development program for elementary teachers—Supplement. National Science Foundation, DRL # 1745552, \$83,649.00. PI: Paola Sztajn.
- 2016 Contextual Research Empirical: Building a Conceptual Model of Learning Trajectory-Based Instruction—Supplement. National Science Foundation, # DRL 1636507, \$91,939.00. PIs: Paola Sztajn & P. Holt Wilson
- 2015 Collaborative Research: All Included in Mathematics: Extension and Dissemination. National Science Foundation, #DRL 1513155, \$1,999,932 (combined budget). PIs: Paola Sztajn, Dan Heck, & Kristen Malzhan.
- 2014 Models of Professional Development for Mathematics Teacher—Supplement. National Science Foundation, #DRL-145366, \$69,713. PIs: Paola Sztajn & Kwang Suk Yoon

- 2012 NCQuest: Supporting the Implementation of the Common Core State Standards in Mathematics: The Development of Elementary Mathematics. The University of North Carolina General Administration, \$299,920. PI: Temple Walkowiak, Alina Duca, Paola Sztajn & Valerie Faulkner.
- 2011 RAPID: System-level Professional Development—Articulating Research Ideas that Support Implementation of Professional Development Needed for Making the CCSS in Mathematics Reality for K-12 Teachers. National Science Foundation, #DRL-1114933, \$199,705. PIs: Paola Sztajn, Karen Marrongelle & Peg Smith
- 2010 Project AIM: All Included in Mathematics. National Science Foundation, #DRL-1020177, \$2,788,628. PIs: Paola Sztajn & Dan Heck
- 2010 Contextual Research Empirical—Building a Conceptual Model of Learning Trajectory-Based Instruction. National Science Foundation, # DRL-1008364, \$1,450,218. PIs: Paola Sztajn & Jere Confrey.
- 2010 Models of Professional Development for Mathematics Teachers. National Science Foundation, # DRL-1019934, \$445,498. PIs: Paola Sztajn & Kwang Suk Yoon.
- 2010 CELTIC: Calculus for Elementary Teaches, an Innovative Perspective. National Science Foundation, # DUE-0942843, \$197,071. PIs: Karen Keene, Alina Duca & Paola Sztajn.
- 2005 Interagency Personnel Act. National Science Foundation, # ESI-0544543, \$498,000. PI: Sztajn.
- 2005 Teacher Quality Grant. Project IMPULSE. \$42,271. PIs: Paola Sztajn, Tad McMillan, Ellen Sabatini.
- 2005 PRISM Improving Teaching and Learning of Science and Mathematics at the Undergraduate Level mini-grants. Developing Materials for Preparing Elementary Teachers to Teach Mathematics. \$3,200. PIs: Paola Sztajn, Dorothy Y. White & Denise Mewborn.
- 2003 Teacher Quality Grant. Project SIPS. \$60,000. PIs: Paola Sztajn & Dorothy Y. White.
- 2002 GSTEP Research and Travel Grant, College of Education, University of Georgia. \$540. PI: Paola Sztajn.
- 2002 Eisenhower Higher Education Grant. Project SIPSII (Support and ideas for planning and sharing in mathematics education, II). \$67,000. PIs: Paola Sztajn & Dorothy Y. White.
- 2002 GSTEP Mini-Grant, College of Education, University of Georgia. Partners Using Mathematics Principles. \$2,099. PIs: Paola Sztajn, Dorothy Y. White & Denise Mewborn.
- 2001 Multicultural Education Grant, College of Education, University of Georgia. Mathematics and Diversity: Preservice Teachers Exploring Mathematics Resources with Teachers, Students and Parents in a Culturally Diverse School.” \$2,400. PIs: Paola Sztajn & Dorothy Y. White.
- 2001 Eisenhower Higher Education Grant. Project SIPS (Support and ideas for planning and sharing in mathematics education). \$44,200. PIs: Paola Sztajn & Dorothy Y. White.
- 2001 Office of the Vice President for Research, Faculty Research Grants Program. University of Georgia. “Knowledge development in mathematics teaching: learning from experienced elementary teachers”. \$4,000. PI: Paola Sztajn.
- 1999 Brazilian National Council of Scientific and Technological Development (CNPq), Ministry of Science and Technology. Avaliação e Escola: O SAEB em foco [Schools and evaluation: national assessment in focus]. Two-year project in collaboration with Creso Franco. Amount for Sztajn’s work: R\$6,000.00 per year.
- 1998 World Bank and Brazilian Ministry of Education (CAPES). Desenvolvimento de Instrumentos e Modelagens Estatísticas em Avaliação Educacional. [Developing instruments and statistical modeling for national assessment]. Researcher. \$300,000 PIs: Creso Franco & Cristiano Fernandes.
- 1996 Rio de Janeiro State Research Support Foundation (FAPERJ). Auxílio Instalação para Recem-doutor [Beginning grant for recent-doctors]. \$6,000. PI: Paola Sztajn.
- 1995 Brazilian National Council of Scientific and Technological Development (CNPq), Ministry of Science and Technology. Da cabeça das professoras para a sala de aula: estudando as crenças

- dos professores de matemática [From teachers' minds to the classroom: studying teachers' beliefs]. \$66,000. PI: Paola Sztajn.
- 1993 University Graduate School, Indiana University, Doctoral Student Grant-in-Aid of Research. \$800. PI: Paola Sztajn
- 1991 Brazilian National Council of Scientific and Technological Development (CNPq), Ministry of Science and Technology. Four-year Scholarship for Doctoral Studies Abroad. \$125,000. PI: Paola Sztajn.
- 1989 Brazilian Ministry of Education (CAPES), scholarship for conclusion of Master's Dissertation.
- 1986 Brazilian National Council of Scientific and Technological Development (CNPq), Ministry of Science and Technology. Three-year Scholarship for Master Studies.
- 1985 Brazilian National Council of Scientific and Technological Development (CNPq), Ministry of Science and Technology. *Ótica e Holografia*. Scientific Initiation stipend for undergraduate studies.
- 1984 Brazilian National Council of Scientific and Technological Development (CNPq), Ministry of Science and Technology. *Ótica e Holografia*. Scientific Initiation stipend for undergraduate studies.

B. PUBLICATIONS

* Denotes publications with prior or current students

Refereed Journal articles

- *Sztajn, P. Tauber, M. & Vargas, A.P. M. (2018). Highlighting theory to connect research and practices: a review of Research for Educational Change. *Journal for Research in Mathematics Education*, 49(1), 614-618.
- *Dick, L., Sztajn, P. White, T. & Heck, D. (2018). Investigating sociopedagogical norms: teachers' discussions about own and others' instruction. *Teaching and Teacher Education* 71, 297-307.
- *Wilson, P. H., Sztajn, P., Edgington, C., Webb, J., & Myers, M. (2017). Change in teachers' discourse about students in a professional development on learning trajectories. *American Educational Research Journal*, 54(3), 568-604.
- *Edgington, C., Wilson, P. H., Sztajn, P. & Webb, J. (2016). Translating learning trajectories into usable tools for teachers. *Mathematics Teacher Educator*, 5 (1). Online Journal: <http://www.nctm.org/Publications/Mathematics-Teacher-Educator/>
- *Dick, L., White, T., Trocki, A., Sztajn, P., Heck, D., & Herrema, K. (2016). Supporting Sense-making with Mathematical Bet Line. *Teaching Children Mathematics*, 22(9), 538-545.
- *Myers, M., Sztajn, P. Wilson, P. H., & Edgington, C. (2015). From implicit to explicit: Articulating equitable learning trajectories based instruction. *Journal of Urban Mathematics Education*, 8 (2), 11-22.
- *Edgington, C., Sztajn, P. Wilson, P. H., Myers, M., & Webb, J. (2015). Norms for discussing students' mathematics in professional development. *Journal of Mathematics Education Leadership*, 16 (1), 12-18
- *Wilson, P. H., Sztajn, P., Edgington, C., & Myers, M. (2015). Teachers' uses of a learning trajectory in student-centered instructional practices. *Journal of Teacher Education*, 66(3), 227-244.
- *Trocki, A., Taylor, C., Starling, T., Sztajn, P., & Heck, D. (2014). Using the think aloud strategy to launch a discourse-rich mathematics lesson: Introducing a mathematical think aloud. *Teaching Children Mathematics*, 21(5), 276-281. [**Recipient of the 2014-2015 NCTM Translating Research to Practice Article Award**]

- *Sztajn, P., Wilson, P. H., Edgington, C., & Myers, M. (2014). Mathematics professional development as design for boundary encounters. *ZDM International Journal on Mathematics Education*, 46 (2), 201-212.
- *Wilson, P. H., Sztajn, P., Edgington, C., & Confrey, J. (2014). Teachers' use of their mathematical knowledge for teaching in learning a mathematics learning trajectory. *Journal of Mathematics Teacher Education*, 17 (2), 149-175.
- Marrongelle, K., Sztajn, P., & Smith, M. (2013). Scaling up professional development in an era of common state standards. *Journal of Teacher Education*, 64(3), 202-221.
- Sztajn, P. (2013). Mathematics professional development researchers as stakeholders. *Sisyphus Journal of Education*, 1 (3), 246-269.
- *Sztajn, P., Wilson, P. H., Edgington, C., Meyers, M. & Dick, L. (2013). Using design experiments to conduct research on mathematics professional development. *Revista Alexandria: Journal of Science and Technology Education*, 6(1), 9-34.
- *Wilson, P. H., Sztajn, P., & Edgington, C. (2013). Designing professional learning tasks for mathematics learning trajectories. *PNA, Revista de Investigación en Didáctica de la Matemática*, 7(4), 135-143
- *Sztajn, P., Confrey, J., Wilson, P. H., & Edgington, C. (2012). Learning trajectory based instruction: toward a theory of teaching. *Educational Researcher*, 41, 147-156.
- Sztajn, P. (2011). Standards for Reporting Mathematics Professional Development in Research Studies. *Journal for Research in Mathematics Education*, 42 (2), 220-236.
- *Sztajn, P., Campbell, M. P., & Yoon, K. S. (2011). Conceptualizing professional development in mathematics: elements of a model. *PNA, Revista de Investigación en Didáctica de la Matemática*, 5 (3), 83-92.
- *Nipper, K. & Sztajn, P. (2008). Expanding the instructional triangle: Conceptualizing professional development. *Journal of Mathematics Teacher Education*, 11 (4), 333-341.
- *Lee, H. S. & Sztajn, P. (2008). Focusing on units to support prospective teachers' understanding of division of fractions. *School Science and Mathematics*, 108 (1), 20-27.
- *Franco, C., Sztajn, P. & Ortigão, M. I. R. (2007). Mathematics teachers, reform, and equity: results from the Brazilian national assessment. *Journal for Research in Mathematics Education*, 38 (4), 393-419.
- *Sztajn, P. Hackenberg, A., White, D. Y. & Allexshat-Snyder, M. (2007). Mathematics professional development for elementary teachers: Building trust within a school-based mathematics education community. *Teaching and Teacher Education*, 23 (6) 970-984.
- Sztajn, P. (2006). Review of Educating for the future. Proceedings of an international symposium on mathematics teacher education. *Journal of Mathematics Teacher Education*, 9(5), 401-410.
- Sztajn, P., Bonamino, A., & Franco, C. (2003). O tema da formação de professores nos surveys de avaliação educacional [Teacher education in educational evaluation surveys]. *Cadernos de Pesquisa*, 118, 11-39.
- Sztajn, P. (2003) Adapting reform ideas in different mathematics classrooms: Beliefs beyond mathematics. *Journal of Mathematics Teacher Education*, 6(1), 53-75.
- Sztajn, P. (2002). O que precisa saber um professor de matemática? Uma revisão da literatura americana dos anos 90. [What does a mathematics teacher need to know? A review of the 1990s American literature]. *Educação Matemática em Revista*, 11-A, 17-28.
- Sztajn, P. (2002). Celebrating 100 with number sense. *Teaching Children Mathematics*, 9(4), 212-217.
- Sztajn, P. (2001). Searching for an understanding of mathematics teachers: a personal trajectory. *The Mathematics Educator*, 11(1), 2-3, 14.
- Sztajn, P. (2000) Prática de ensino de matemática e formação do professor das séries iniciais [Field experience in mathematics and early childhood teacher education]. *Boletins do GEPEM*, 37, 9-20. (note: GEPEM stands for Research and Study Group in Mathematics Education).

- Sztajn, P., Ortigão, M. I. R., & Carvalho, J. P. (2000) E agora? O que fazer sem os conjuntos? [What to do without set theory?] *Revista Presença Pedagógica*, 6 (3), 37-47.
- Sztajn, P. (1998) Buscando um perfil da população: Quais as crenças dos professores de matemática? [Searching for a profile of the population: what are mathematics teachers' beliefs?]. *Zetetiké*, 6(10), 87-103.
- Sztajn, P. (1997) Olhando Teresa e pensando parâmetros [Looking at Teresa and thinking about curriculum guides]. *Zetetiké*, 5(7), 51-67.
- Sztajn, P. (1997). Resolução de problemas, formação de conceitos matemáticos e outras janelas que se abrem [Problem solving, mathematical concept building, and other windows]. *Educação em Revista*, 20/25, 109-122.
- Carvalho, J. B. P. & Sztajn, P. (1997) As habilidades "básicas" em matemática ["Basic" skills in mathematics]. *Revista Presença Pedagógica*, 3(15), 15-21.
- Sztajn, P. & Ortigão, M. I. R. (1997). Noções lógico-matemáticas: Perspectivas de avaliação diagnóstica [Logic-mathematical notions: perspectives for diagnostic assessment]. *Boletins do programa Um Salto para o Futuro*, Série XII, Ensino Fundamental, Programa 4, 63-74.
- Carr, A. & Sztajn, P. (1996). Hearing unheard voices: Teacher education as conceptualized by pre-service teachers. *Teacher Education Quarterly*, 23(2), 35-44.
- Sztajn, P. (1995). Mathematics reform: Looking for insights from nineteenth century events. *School Science and Mathematics*, 95, 377-382.
- Kloosteman, P., Benjey, T., Emenaker, C., Houston, J., Hurt, R., McKenna, R., Preston, R., & Sztajn, P. (1993). Mathematics, Tech Prep, and Indiana High Schools. *Indiana Mathematics Teacher*, 7(2), 1 1-19.
- Sztajn, P. (1992). A matter of metaphors: Education as a handmade process. *Educational Leadership*, 50(3), 35-37.

Edited Books or Volumes

- Sztajn, P. & Wilson, P. H. (2019, *Forthcoming*). Learning Trajectories for Teachers: *Designing Professional Development for Mathematics Instruction*. New York: Teachers' College Press
- Flores, C., Duarte, C., & Sztajn, P. (2013). *Contemporary Mathematics Education: New Approaches, New Objects. Thematic Issue. Revista Alexandria: Journal of Science and Technology Education*, 6(1). Florianopolis, Brazil. Available at <http://alexandria.ppgect.ufsc.br/en>
- Mewborn, D., Sztajn, P. White, D. Y., Wiegel, H. G., Bryant, R. L. & Nooney, K. (2002). *Proceedings of the twenty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vols. 1-4). Columbus, OH: ERIC Clearinghouse.

Book Chapters

- Sztajn, P. (in press). Securing funding: getting started. In K. Leatham (Ed.), *Designing, Conducting, and Publishing Quality Research in Mathematics Education*. Springer.
- Sztajn, P. & Wilson, P. H. (in press) Learning trajectories and professional development. In P. Sztajn & P. H. Wilson (Ed), *Learning Trajectories for Teachers: Designing Professional Development for Mathematics Instruction*. New York: Teachers' College Press
- *Sztajn, P. Edgington, C. Wilson, P. H., Webb, J., Myers, M. (in press). The learning trajectory bases instruction project. In P. Sztajn & P. H. Wilson (Ed), *Learning Trajectories for Teachers: Designing Professional Development for Mathematics Instruction*. New York: Teachers' College Press
- Wilson, P. H. & Sztajn, P. (in press) Design considerations for professional development involving learning trajectories. In P. Sztajn & P. H. Wilson (Ed), *Learning Trajectories for Teachers: Designing Professional Development for Mathematics Instruction*. New York: Teachers' College Press

- Sztajn, P., Boriko, H., & Smith, T. (2017). Research on mathematics professional development. In J. Cai (Ed.), *Compendium for Research in Mathematics Education*. (pp. 793-823). Reston, VA: National Council of Teachers of Mathematics.
- *Wilson, P.H., Edgington, C., Sztajn, P., & DeCuir-Gunby, J. (2014). Teachers, attribution, and students' mathematical work. In J. J. Lo, K. R. Leatham, & L. R. VanZoest (Eds.), *Current Research in Mathematics Teacher Education: Contributions by PME-NA Researchers* (pp. 115-132). New York: Springer.
- *Sztajn, P., White, D. Y., Hackenberg, A., & Alleksaht-Snyder, M. (2010). Developing trusting relations in in-service education of elementary mathematics teachers. In G. Anthony & B. Grevholm (Eds.). *Teachers of mathematics: Recruitment and retention, professional development and identity* (pp.167-176). Sweden.
- Matos, J. F., Powel, A. & Sztajn, P. (2009) Mathematics teachers' professional development: processes of learning in and from practice. In R. Even and D. L. Ball (Eds.). *The professional education and development of teachers of mathematics. The 15th ICMI Study* (pp. 167-153). New York: Springer.
- Sztajn, P. (2008). Caring relations in the education of practising mathematics teachers. In B. Jaworski and T. Woods (Eds.) *International Handbook of Mathematics Teacher Education, Vol 4—The mathematics teacher educator as a developing professional* (pp. 299-314). Rotterdam, Netherland: Sense Publishers.
- Sztajn, P., Ball, D. L. & McMahan, T. A. (2006). Designing learning opportunities for mathematics teacher developers. In K. Lynch-Davis and R. L. Rider (Eds.). *The Work of Mathematics Teacher Educators* (pp.149-162). San Diego, CA: Association of Mathematics Teacher Educator Monograph.
- *Sztajn, P., Anthony, H., Chae, J., Erbas, A. K., Hembree, D., Keum, J., Klerlein, J., & Tunc-Pekkan, Z. (2004). NAEP, TIMSS and PISA: What can we learn?. In P. Kloosterman and F. K. Lester, Jr. (Eds.). *Results and Interpretations of the 1990 to 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 383-418). Reston, VA: NCTM.
- Grouws, D., Smith, M. & Sztajn, P. (2004). NAEP findings on the preparation and practices of mathematics teachers. In P. Kloosterman and F. K. Lester, Jr. (Eds.). *Results and interpretations of the 1990 to 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 221-267). Reston, VA: NCTM.
- Ortigão, M. I. R. & Sztajn, P. (2001). Dilemas para a avaliação: o caso dos conjuntos no Ensino a Matemática. [Dilemmas for assessment: the case of set theory in mathematics education]. In C. Franco (Ed.) *Avaliação, Ciclos e Promoção na Educação* (pp. 69-84). Porto Alegre, Brazil: Artes Médicas.
- Sztajn, P. (2000). Sem óculos e sem mau humor: somos professores de matemática [No glasses or bad humor: we are math teachers]. In V. M. F. Candau (Ed.), *Reinventar a escola* (pp. 221-237). Petrópolis, Brazil: Vozes.
- Sztajn, P. & Ortigão, M. I. R. (1999). Noções lógico-matemáticas: Perspectivas de avaliação diagnóstica [Logic-mathematical notions: perspectives for diagnostic assessment]. In Secretaria de Educação à Distancia (Ed.) *Salto para o Futuro. Ensino Fundamental*. Vol. 1. Brasília: Ministério da Educação/SEED.
- Franco, C. & Sztajn, P. (1999). Educação em Ciências e Matemática: Identidade e implicações para políticas de formação continuada de professores [Mathematics and Science Education: Identity and implication for in-service teacher education policy]. In A. F. Moreira (Ed.), *Currículo: Políticas e Práticas* (pp. 97-114). Campinas, Brazil: Papirus.
- Sztajn, P. (1997). Conteúdos, atitudes e ideologia: a formação do professor de matemática [Content, attitudes, and ideology: mathematics teacher education]. In V. M. F. Candau (Ed.), *Magistério, construção cotidiana* (pp. 184-204). Petrópolis, Brazil: Vozes.

Refereed Conference Proceedings

- *Edgington, C., Wilson, P.H., Webb, J., & Sztajn, P. (2015). Learning trajectories as boundary objects in professional development settings. *Proceedings of the 39th Conference of the International Group for the Psychology of Mathematics Education*. Hobart, Tasmania, Australia: PME.
- *Wilson, P.H., Edgington, C., Webb, J., & Sztajn, P. (2015). Teachers' positioning in professional development: The case of age and grade. In T. Bartell, K. Bieda, R. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 852 – 859). East Lansing, MI. Michigan State University.
- *Meyers, M., Edgington, C., Wilson, P. H., & Sztajn, P. (2013). Teachers' positioning of students in relation to ability/achievement in a professional development setting. In Martinez, M. & Castro Superfine, A. (Eds), *Proceedings of the Thirty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, pp. 653- 660. Chicago, IL.
- *Starling, T., Trocki, A., Sztajn, P. (2013). Mathematics professional development: Examining facilitation and discourse. In Martinez, M & Castro Superfine, A (Eds). *Proceedings of the thirty-fifth Annual Meeting of the North American Chapter of the International Group for Psychology of Mathematics Education*, pp. 701-708. Chicago, IL.
- *Wilson, P. H., Sztajn, P, Edgington, C., Myers, M., & DeCuir-Gunby, J. (2013). Learning trajectories and student-centered teaching practices. In Lindmeier, A. M. & Heinze, A. (Eds.). *Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education*, Vol. 4, pp. 409-416. Kiel, Germany: PME.
- Sztajn, P, K. Marrongelle, & Smith, M. (2013). Providing professional development at scale: Recommendations from research to practice. In Lindmeier, A. M. & Heinze, A. (Eds.). *Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education*. Kiel, Germany: PME
- *Sztajn, P., Wilson, P. H., Decuir-Gunby, J., & Edgington, C. (2012). Teachers' attributions for students' mathematical work. In L. R. Van Zoest, J.J. Lo, & J. L. Kratky (Eds), *Proceedings of the Thirty-fourth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp.482-487). Kalamazoo, MI.
- *Wilson, P. H., Sztajn, P. & Edgington, P. (2012). Designing professional learning tasks for mathematics learning trajectories. In T. Tso (Ed.) *Proceedings of the thirty-sixth annual meeting of the international group for the psychology of mathematics education*, Volume 4, pp. 227-234. Taipei, Taiwan: PME36.
- *Sztajn, P., Wilson, P. H., Edgington, C., & Confrey, J. (2011). Learning trajectories and key instructional practices. In T. S. Lamberg & L. R. Wiest (Eds), *Proceedings of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education*, pp. 434- 442. Reno, Nevada: PME-NA.
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C. OTHER SCHOLARLY CONTRIBUTIONS

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D. KEYNOTE ADDRESSES

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Sztajn, P. (2014, March). *What is the professional development that researchers study? A synthesis of interventions*. Open Keynote Address, Projeto Formação do Professor de Matemática, Unicamp, Campinas, SP, Brasil.
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E. REFEREED PRESENTATIONS

- Tauber, M. Maroto Vargas, A. P., & Sztajn, P. (2018, February). Facilitation factors that impact discourse during mathematics professional development for elementary teachers. Paper presented at the 22nd Annual Conference of the Association of Mathematics Teacher Educators. Houston, TX.
- Herbst, P., Spangler, D. & Sztajn, P. (2017, April). Research on mathematics teachers, teaching, and professional development: Looking back and looking ahead. Symposium presented at the National Council of Teachers of Mathematics Research Conference. San Antonio, TX.
- Huang, H., Winters, J., Han, X., Kimmis, D., Haupt, M. & Sztajn, P. (2017, April). Teaching dividing fraction using learning trajectory in China and the US. Symposium presented at the National Council of Teachers of Mathematics Research Conference. San Antonio, TX.
- Chval, K., Sztajn, P., Drake, C., & Rigelman, N. (2017, January). Positioning mathematics teacher educators to engage in political and media arenas. Paper presented at the 21st Annual Conference of the Association of Mathematics Teacher Educators. Orlando, FL.
- Sztajn, P, Malzahn, K. & Dick, L. (2017, January). Connecting theory and technique to support teachers' implementation of mathematics discourse in the classroom. Paper presented at the 21st Annual Conference of the Association of Mathematics Teacher Educators. Orlando, FL.
- Chval, K., Strutchens, M., & Sztajn, P. (2016, January). *Advocacy strategies for mathematics teacher educators: equipping our voices to influence*. Paper presented at the 20th Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.
- Wilson, P.H., Edgington, C., Webb, J., & Sztajn, P. (2015, November). Teachers' positioning in professional development: The case of age and grade. Paper presented at the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, East Lansing, MI.
- Duffrin, C., Sztajn, P. & Beck, T. L. (2015, October). *Higher Education Funding 101: Creating a fundable STEM program, the funding search and how to write a grant*. Panel discussion at the Annual Meeting of the North Carolina Association for Biomedical Research, Raleigh, NC.
- Yoon, K. & Sztajn, P. (2015, April). *Systematic Descriptions of Mathematics Professional Development Interventions: A Synthesis Study*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Edgington, C., Sztajn, P., Wilson, P.H., Myers, M., & Webb, J. (2015, February). *Designing boundary objects for learning trajectories*. Research symposium presented at the Nineteenth Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- Edgington, C., Webb, J., P.H., Wilson, Sztajn, P., & Myers, M. (2014, October). *Linking research and practice: Learning trajectory based instruction*. Poster presented at the fourth annual Bridging the Gap STEM Conference. Raleigh, NC.
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- Myers, M. & Edgington, C. (2014, February). *Teachers' uses of learning trajectories: Frameworks for student-centered and equitable instruction*. Research symposium presented at the Eighteenth Annual Conference of the American Association of Mathematics Educators, Irvine, CA.
- Myers, M., Edgington, C., Wilson, P. H., & Sztajn, P. (2013, November). *Teachers' positioning of students in relation to ability/achievement in a professional development setting*. Paper presented at the Thirty-fifth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Chicago, IL.

- Wilson, H., Sztajn, P., Edgington, C., Myers, M., & Decuir-Gunby, J. (2013, July). *Learning trajectories and student-centered teaching practices*. Paper presented at the Thirty-seventh Conference of the International Group for the Psychology of Mathematics Education, Kiel, Germany.
- Edgington, C., Wilson, P. H., Sztajn, P., & Meyers, M. (2013, April) *Teachers' stereotypes and students' mathematical work*. Paper presented at the Annual National Council of Teachers of Mathematics Research Pre-Session, Denver, CO.
- Wilson, P., Sztajn, P. & Edgington, C. (2013, January). *Promoting instruction organized around students' learning trajectories*. Paper presented at the Seventeenth Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- Sztajn, P. (2012, October). *Federal Funding: Educational Programs at the National Science Foundation*. Session presented at the Annual Meeting of the North Carolina Association for Biomedical Research on STEM Education, Raleigh, NC.
- Sztajn, P., Yoak, K., & King, K., (2012, June). *Professional Development and the Implementation of the Common Core Standards for Mathematics*. Session presented at the 2012 DRK-12 PI Meeting, Arlington, VA.
- Heck, D., Sztajn, P., Marrongelle, K., & Wilson, P. (2012, April). *Common Core State Standards for Mathematics Recommendations Sessions: Professional Development and Research*. Session presented at the Annual National Council of Teachers of Mathematics Research Pre-Session, Philadelphia, PA.
- Kastberg, S., D'Ambrosio, B., Lynch-Davis, K., Silverman, J., Dean, C., Chavout, J., & Sztajn, P. (2012, April). *Exploring Mathematics Teacher Professional Development in Online Contexts*. Session presented at the Annual National Council of Teachers of Mathematics Research Pre-Session, Philadelphia, PA.
- Wilson, P. H., Baek, J., Barrett, J., Battista, M., Cullen, C., Clements, D., Sztajn, P., & Sarama, J. (2012, April). *Teachers' Learning of Learning Trajectories*. Session presented at the Annual National Council of Teachers of Mathematics Research Pre-Session, Philadelphia, PA.
- Sztajn, P. (2012, March). *Common Core State Standards and Professional Development*. Paper presented at the Critical Issues in Mathematics Education 2012: Teacher Education in View of the Common Core. Mathematical Sciences Research Institute, Berkeley, CA
- Wilson, P. H., Sztajn, P., & Edgington, C. (2012, February). *Connecting learning trajectories and mathematical knowledge for teaching in a professional development setting*. Research symposium presented at the Association of Mathematics Teacher Educators, Fort Worth, TX.
- Sztajn, P., Marrongelle, K. & Smith, M. (2012, February). *System-level Professional Development*. Session presented at the Annual Meeting of the Association of Mathematics Teacher Educators, Fort Worth, TX.
- Walkowiak, T., Taylor, C., & Sztajn, P. (2012, January). *Using Strategies to Promote Discourse in School Mathematics: A Professional Development Program*. Session presented at the Annual Meeting of the Association of Mathematics Teacher Educators, Fort Worth, TX.
- Taylor, C. M., Amendum, S., McIntyre, E., Sztajn, P., Walkowiak, T., Wiseman, A., Heck, D., Malzahn, K., Nelson, C., & Thomas, S. (2011, October). *Examining Math Coaches' Implementation of Professional Development Tasks*. Poster Session presented at the Thirty third Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, University of Nevada, Reno, NV.
- Edgington, C., Sztajn, P., Wilson, P. H., & Confrey, J. (October, 2011). *Teachers' use of a learning trajectory for formative assessment*. Paper presented at the Thirty-third Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.

- Sztajn, P., Wilson, P. H., Edgington, C., & Confrey, J. (October, 2011). *Learning trajectories and key instructional practices*. Paper presented at the Thirty-third Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.
- Buratto, I. C. F. ; Flores, C. R. & Sztajn, P. (July, 2011). *Visualização matemática na formação inicial de professores*. (Mathematics visualization in teacher education). Paper presented at the XIII Conferência Interamericana de Educação Matemática, Recife, Brasil.
- Flores, C. R. & Sztajn, P. (July, 2011). *Olhando imagens de fortificações militares: história, matemática e formação de professores*. (Looking at images of military forts: history, mathematics and teacher education). Paper presented at the XIII Conferência Interamericana de Educação Matemática, Recife, Brasil.
- Sztajn, P., Wilson, P. H., Confrey, J., & Edgington, C. (April, 2011) *Using a Professional Development Environment to Examine Teacher Learning of the Equipartitioning Learning Trajectory: Reconsidering Mathematical Knowledge for Teaching*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Sztajn, P. (November, 2010). *Teacher Professional Development*. Paper presented at the *Designing Technology-Enabled Diagnostic Assessments for K-12 Mathematics Conference*, Raleigh, NC.
- Sztajn, P. (June, 2010). *Examinando a literatura sobre formação de professores: Conexões com a prática e com a teoria*. Paper presented at the XVI World Association for Education Research, Monterey, Mexico.
- Sztajn, P. (March, 2010). *Partnerships between mathematics and mathematics education*. Paper presented at the Special Session on Mathematics Outreach, American Mathematical Society Spring Southeastern Sectional Meeting, Lexington, KY
- Lesseig, K., Elliot, R., Mumme, J., & Sztajn, P. (2009, January). *What constitutes mathematical justification for leaders: Exploring sociomathematical norms in professional development*. Paper presented at the *Association of Mathematics Teacher Educators Thirteenth Annual Meeting*, Orlando, FL.
- Dick, T., Heid, M. K., Kloosterman, P., Sztajn, P., Barnes, D., Reed, J. (2007, March). *What research has to say about...* Discussion presented at the Annual Meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Dick, T. et al. (2007, March). *Getting published: Conversations with JRME editorial panel member*. Discussion presented at the Research Pre-session for the Annual Meeting of the National Council of Teachers of Mathematics, Atlanta, GA.
- Chavout, J., Mewborn, D., & Sztajn, P. (2007, January). *Complexities of Teaching about Mathematics Teaching*. Paper presented at the *Association of Mathematics Teacher Educators Eleventh Annual Meeting*, Irvine, CA.
- Sztajn, P. (2006, July). *Documenting learning in school-based mathematics communities of teachers*. Paper presented at the 30th Conference of the International Group for the Psychology of Mathematics Education, Prague, Czech Republic.
- McMahon, T., Sztajn, P., Ghouseini, H., & Ball, D. L. (2006, July). *Purposeful professional development for mathematics teacher educators*. Work-session presented at the 30th Conference of the International Group for the Psychology of Mathematics Education, Prague, Czech Republic.
- White, D. Y., Grant, C., Valentine, K., & Sztajn, P. (2006, April). *Ten Ways We Build a Mathematics Community in our Elementary School*. Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, MO
- McMahon, T. et al. (2006, April). *Developing Teacher Educators: Learning in and From Practice*. Paper presented at the Research Pre-session of the National Council of Teachers of Mathematics, St. Louis, MO

- Boerst, T., Sztajn, P., Sleep, L., Flowers, J. (2006, January). *Supporting teacher educator practice and learning through cross-institutional course implementation*. Paper presented at the Association for Mathematics Teacher Educators Tenth Annual Conference, Tampa, FL.
- Sztajn, P., Allen, R., Sleep, L., McMahon, T., Ball, D. L. & Bass, H. (2006, January). *Using mathematical knowledge for teaching as a learning opportunity for teacher developers*. Work-session presented at the Association for Mathematics Teacher Educators Tenth Annual Conference Pre-Session, Tampa, FL.
- Sztajn, P.; Ball, D. L.; & McMahon, T. (2005, May) *And Who Teaches the Mathematics Teachers? Professional Development of Teacher Developers*. Paper presented at the International Commission for Mathematics Instruction 15th Study Group, Lindóia, Brazil.
- Sztajn, P. (2005, May). *Documenting learning within school-based mathematics education communities of teachers*. Paper presented at the International Commission for Mathematics Instruction 15th Study Group, Lindóia, Brazil.
- Mewborn, D.S., Sztajn, P., & Tyminski, A. M. (2005, April). *Intentional teacher educator preparation*. Paper presented at the Research Pre-session of the National Council of Teachers of Mathematics, Anaheim, CA.
- Sztajn, P., White, D. Y., Hackenberg, A., & Alexsaht-Snyder M. (2005, April). *Trust among school-based and university-based educators: Results from a professional development project*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Franco, C., Sztajn, P. Ortigão, M. I. R. (2005, March). *Mathematics teachers, reform, and equity: results from the Brazilian National Assessment*. Paper presented the Global Conference on Educational Research for Developing Countries, Prague, Czech Republic.
- Sztajn, P., McMahon, T., Ball, D. L., Bass, H., Coffey, D., Allen, R., Castro, A., & Sleep, L. (2005, January). *The professional development of professional developers: Continuing to learn as mathematics teacher educators*. Work-session presented at the Association for Mathematics Teacher Educators Ninth Annual Conference pre-session, Dallas, TX.
- White, D. Y., Sztajn, P., Alexsaht-Snyder, M., & Hackenberg, A. (2004, October). *Building a mathematics education community that facilitates teacher sharing in an urban elementary school*. Paper presented at the Twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Toronto, Canada.
- Sztajn, P., Alexsaht-Snyder, M., White, D. Y., & Hackenberg, A. (2004, July). *School-based community of teachers and outcomes for students*. Paper presented at the 28th Conference of the International Group for the Psychology of Mathematics Education, Bergen, Norway.
- Tunç-Pekkan, Z., & Sztajn, P. (2004, July). *How do mathematics education professors decide what to teach in graduate level curriculum courses?* Paper presented at the 28th Conference of the International Group for the Psychology of Mathematics Education, Bergen, Norway.
- Sztajn, P., White, D. Y., Hackenberg, A., & Alexsaht-Snyder M. (2004, July). *Developing trusting relations in the in-service education of elementary mathematics teachers*. Paper presented at the 10th International Conference in Mathematics Education, Copenhagen, Denmark.
- Sztajn, P. (2003, July). *Developing a mathematics education community in an elementary school*. Poster presented at the 27th meeting of the International Group for the Psychology of Mathematics Education, Honolulu, HI.
- Sztajn, P. & White, D. (2003, April). *Schools as a unit of change in mathematics education professional development: Issues for implementation and research*. Symposium conducted at the Research Pre-session of the annual meeting of the National Council of Teachers of Mathematics, San Antonio, TX
- White, D. & Sztajn, P. (2003, April). Project SIPS. In Sztajn, P. & White, D. *Schools as a unit of change in mathematics education professional development: Issues for implementation and research*.

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- White, D. Y., Sztajn, P., Williams, J., Walker, L., Kazez, W., & Allestaht-Snyder, M. (2003, February). *Building a mathematics education community in an urban elementary school*. Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators, Atlanta, Georgia.
- Sztajn, P. (2003, January). Pairing two pre-service teachers with two “buddies” for a math specific field-experience. In Lambdin, D. (Org.) *Mathematics-specific, field-based experiences for elementary education majors: Identifying fundamental issues*. Symposium conducted at the Annual Meeting of the Association of Mathematics Teacher Educators, Atlanta, Georgia.
- Sztajn, P. (2002, October). *Changes in mathematics teaching: A career perspective*. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Athens, GA.
- Sztajn, P. & White, D. (2002, October). *Support and Ideas for Planning and Sharing in Mathematics Education, II*. Paper presented at the Eisenhower Statewide Conference on Science and Mathematics Staff Development, Athens, GA.
- Sztajn, P., White, D., Teston, D., Logan, P., & Hackenberg, A. (2002, October). *Building a mathematics education community in an urban elementary school: sharing participants’ perspectives*. Paper presented at the 2002 Georgia Mathematics Conference, Rock Eagle, GA.
- Sztajn, P. (2002, July). *Changes in mathematics teaching: Perspectives of one experienced elementary teacher*. Paper presented at the annual meeting of the International Group for the Psychology of Mathematics Education, Norwich, England.
- Sztajn, P. (2002, April). *They know. We know. Investigation on mathematics teachers’ knowledge*. Poster presented at the American Education Research Association Annual Meeting, New Orleans, LA.
- Sztajn, P. (2001, October). *The use of teaching resources by experienced elementary teachers: understanding mathematics teachers’ knowledge*. Paper presented at the Encontro Nacional de Professores de Matemática, Vila Real, Portugal.
- Sztajn, P. (2001, October). *Integrating initial preparation and induction in mathematics teacher education*. Paper presented at the XII Seminário de Investigação em Educação Matemática, Vila Real, Portugal.
- Sztajn, P. (2001, August). *Experienced elementary teachers talk about their mathematics teaching*. Paper presented at Western Regional Conference of the National Council of Teachers of Mathematics, Laramie, WY.
- Sztajn, P. (2001, July). *Aprendendo a ser professor: prática de ensino e formação do professor das séries iniciais*. (Learning to be a teacher: field experiences and elementary mathematics teacher education). Paper presented at the IV Congresso Ibero-Americano de Educação Matemática, Cochabamba, Bolívia.
- Sztajn, P. (2001, July). *Prática de ensino e formação do professor das séries iniciais: onde está a matemática?* (Field experiences and elementary teacher education: Where is the mathematics?). Paper presented at the VII Encontro Nacional de Educação Matemática, Rio de Janeiro, Brasil.
- Sztajn, P. (2001, April). *Mathematics-specific, field based experiences for elementary education majors: Identifying fundamental issues*. Symposium conducted at the Research Pre-session of the annual meeting of the National Council of Teachers of Mathematics, Orlando, FL.
- Sztajn, P. (2000, November). *Usando narrativas para estudar o saber do professor*. (Using narratives to study teachers’ knowledge). Paper presented at I Simpósio Internacional de Pesquisa em Educação Matemática da Sociedade Brasileira de Educação Matemática, Serra Negra, Brazil

- Sztajn, P. (2000, October). *The question is simple: are math teachers traditional?* Paper presented at the annual meeting of the North American Chapter of the International group for the Psychology of Mathematics Education, Tucson, AZ
- Sztajn, P. (1999, September). *No ensino de matemática já sabemos a resposta certa: somos todos construtivistas* (In mathematics education we already know the right answer: we are all constructivists). Paper presented at the annual meeting of the Associação Nacional de Pós-Graduação e Pesquisa em Educação, Caxambu, MG, Brazil.
- Franco, C. & Sztajn, P. (1998, October). *Educação em Ciências e Matemática: identidade e implicações para políticas de formação continuada de professores* (Mathematics and Science Education: Identity and implication for in-service teacher education policy). Paper presented at VI Encontro de Pesquisadores de Ensino de Física. Caxambu, MG, Brazil.
- Sztajn, P. (1998). *O papel do erro na aprendizagem* (The role of mistakes in knowledge construction). Paper presented at the meeting of the Associação Brasileira de Psicopedagogia, Seção Rio de Janeiro, Rio de Janeiro, Brazil.
- Sztajn, P. (1997, October). *Pesquisa em educação matemática: nem panacéia nem vilã para a sala de aula* (Research in mathematics education: neither the panacea nor the villain for the classroom). Paper presented at I Encontro Estadual de Educação Matemática do Rio de Janeiro, Brazil.
- Sztajn, P. (1997, July). *Changing teaching and teacher change*. Paper presented at the annual meeting of the International Group for the Psychology of Mathematics Education, Lahti, Finland.
- Sztajn, P. (1996, September). *Olhando Teresa e pensando parâmetros* (Looking at Teresa and thinking about curriculum guides). Paper presented at Annual Meeting of the Associação Nacional de Pós-Graduação e Pesquisa em Educação, Caxambu, MG, Brazil.
- Sztajn, P. (1995, April). *How are the NCTM Standards being adapted in classrooms? Emerging issues from reform-related research*. Paper presented at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, Boston, MA.
- Sztajn, P. (1994, November). *Teaching in an era of reform: mathematics in elementary classrooms*. Paper presented at the annual meeting of the North American Chapter of the International group for the Psychology of Mathematics Education, Baton Rouge, LA.
- Sztajn, P. & Wiest, L. (1993). *Mathematics to a Beat: Integrating Math and Music*. Paper presented at the annual meeting of the Indiana Council of Teachers of Mathematics, Indianapolis, IN.
- Carr, A. & Sztajn, P. (1992). *Hearing Other Voices: Student-teacher participation in their own curriculum making*. Paper presented at The Conference on Curriculum Theory and Practice, Bergamo, OH.
- Sztajn, P. (1991). *História e Prática Pedagógica: O caso do números complexos* (History and pedagogical practice: the case of complex numbers). Paper presented at Encontro de Professores do Projeto Fundação, Rio de Janeiro, Brazil.

F. INVITED PRESENTATIONS

- Sztajn, P. (2018, October). Supporting Faculty Research. Council of Academic Deans from Research Education Institutions. Tucson, AZ.
- Sztajn, P. (2018, January). Research, professional development, and research on professional development. CRMSE, San Diego State University. San Diego, CA.
- Sztajn, P. (2017, October). Research, professional development, and research on professional development. University of Georgia. Athens, GA.
- Tauber, M. & Sztajn, P. (2017, August). Engaging students in productive mathematics discussion. NCSU-High Five Math Summit. Raleigh, NC.
- Sztajn, P. (2017, July). Developing knowledge for high quality mathematics teaching. Meredith K-8 Mathematics Leadership Institute. Raleigh, NC.

- Sztajn, P. (2017, April). Webinar: Conversation about proposal writing with CADRE fellows. Community for Advancing Discovery Research in Education (CADRE)—Educational Development Center.
- Sztajn, P. (2016, March). *Research on Mathematics Professional Development*. Yopp Speaker Series, University of North Carolina-Greensboro, Greensboro: NC.
- Sztajn, P. (2016, March). *All Included in Mathematics: Children Talking Math*. Yopp Speaker Series, University of North Carolina-Greensboro, Greensboro: NC.
- Sztajn, P. & Tauber, M. (2015, June). *Strategies for Successfully Promoting Math Discourse in the Classroom*. Johnston County Schools Every Day Quality Instructional Practices Program. Clayton, NC.
- Sztajn, P. (2015, March). *Examining the Field of Research on Mathematics Professional Development*. Michigan State University, East Lansing, MI.
- Sztajn, P. (2014, April). *Some things I know & Some Things I Wished I Knew Earlier*. CED, NCSU Research Presentation, Raleigh, NC
- Sztajn, P. (2014, March). *Desenvolvimento profissional em matemática como encontro de fronteira: relações entre pesquisadores e professores*.
- Encontro do Grucomat, Universidade Sao Francisco, Itatiba, SP, Brasil.
 - Grupo de Pesquisa sobre Processos de Formação e Trabalho Docente dos Professores de Matemática, Unesp, Rio Claro, SP, Brasil.
 - Grupo Prapem, UNICAMP, Campinas, SP, Brasil
- Sztajn, P. (2014, March). *A escola como base para o desenvolvimento profissional do professor: potencialidades e limites*. GEPRAPEM, UfScar, Sorocaba, SP, Brasil.
- Sztajn, P. (2013, October). *Current Projects on Mathematics Professional Development*. Symposium on Scaling Up Mathematics Professional Development, Educational Development Center. Boston, MA.
- Sztajn, P. Alnizami, R. & Horstman, S. (2012). *Reporting on Professional Development in Research Journals*. The Friday Institute Brown Bag Series, Raleigh, NC
- Sztajn, P. & Marrongelle, K. (2011). *Perspectives on the Mathematics Common Core State Standards*. National Science Foundation Internal Symposium. Washington, DC.
- Sztajn, P. (2011). *Examining funding opportunities. What I have learned about NSF that might be useful to you*. College of Education & The Friday Institute Seminar on Preparing to Write Grants for the National Science Foundation, Raleigh, NC
- Sztajn, P. (2010). *What do we look for when hiring?* Participation in the Building Future Faculty Program, Office for Diversity and Inclusion, Raleigh, NC
- Sztajn, P. (2008). *Ten things I wished I knew about NSF*. Presentation for the College of Education, Athens, GA.
- Sztajn, P. & Earle, J. (2007, March). *Priorities in grades K-12 STEM education research: implications for proposals to the National Science Foundation*. Presented at the Research Pre-session for the Annual Meeting of the National Council of Teachers of Mathematics. Atlanta, GA.
- Sztajn, P. (2007, January). *Teacher Education within the National Science Foundation*. Presented at the Association of Mathematics Teacher Educators Eleventh Annual Meeting. Irvine, CA.
- Sztajn, P. (2006, December). *Other research program in the Division of Research on Learning*. Presentation at the REESE Principal Investigators Meeting, Crystal City, VA.
- Sztajn, P. & Campbell, D. (2006, September). *Discovery Research K-12. Presenting a new program*. Presentation at the Grants Resource Center (GRC) of the American Association of State Colleges and Universities Fall External Funding Conference, Washington, DC.
- Sztajn, P. (2006, September). *Overview of the Directorate for Education and Human Resources*. Presentation at the National Science Foundation Day at the University of Northern Colorado, Greeley, CO.
- Sztajn, P. (2003, December). *A formação do professor de matemática. [Mathematics teacher education]*. Grupo de Educação Matemática, Pontifícia Universidade Católica do Rio de Janeiro, Brasil.

- Sztajn, P. & White, D. (2003, April) *Mathematics Workshop for Elementary Teachers: Children's Invented Strategies*. Clay County Public Schools, GA.
- Sztajn, P. & White, D. (2003, February) *Mathematics Workshop for Elementary Teachers: Data Analysis*. Clay County Public Schools, GA.
- Sztajn, P. (2002, December). *Falando sobre formação de professores: EUA-Brasil*. (Talking about teacher education: U.S.-Brazil). Department of Education, Pontifícia Universidade Católica do Rio de Janeiro, Brasil.
- Sztajn, P. & White, D. (2002, November) *Mathematics Workshop for Elementary Teachers*. Clay County Public Schools, GA.
- Sztajn, P. (2001). *Mathematics teachers knowledge: A study with very experienced elementary teachers*. Mathematics Education Student Association Colloquium. University of Georgia, Athens, GA.
- Sztajn, P. (1999). *Currículo em matemática: desenvolvimento de habilidade e competências*. (Math curriculum: developing competencies). II Encontro de Professores de Matemática, Centro Pedagógico Pedro Arrupe, Rio de Janeiro, Brazil.
- Sztajn, P. (1999). *A matemática no ensino fundamental* (Math in the early grades). Colégio Santo Inácio, Rio de Janeiro, Brazil.
- Sztajn, P. (1999). *Matemática e Vida—A Formação do Professor de Matemática*. (Math and life—educating math teachers). Paper presented at Instituto Superior de Educação do Rio de Janeiro, Brazil.
- Sztajn, P. (1999). *Parâmetros Curriculares Nacionais de Matemática e Ciências* (National curriculum guide in math and science) Projeto Ciências e Matemática. Secretaria Municipal de Educação do Estado do Rio de Janeiro, RJ, Brazil.
- Sztajn, P. (1999). *New paradigms in mathematics education*. I Encontro de Educação Matemática do Rio de Janeiro, Macaé, RJ, Brazil.
- Sztajn, P. (1999). *Alternatives for math teachers*. Encontro do GEPEN, USU, Rio de Janeiro, Brazil
- Sztajn, P. (1999, September). *Teaching mathematics in the early grades*. XIV Encontro Regional de Professores de Matemática, UNICAMP, Campinas, SP, Brazil.
- Sztajn, P. (1998). *Educação Matemática: Perspectivas para o Ensino Fundamental* (Mathematics education: elementary school perspective). I Fórum de Educação e Reabilitação. Prefeitura da Cidade do Rio de Janeiro: Secretaria Municipal de Des. Social Fundação Lar Escola Francisco de Paula
- Sztajn, P., Augusto, A. & Ortigão, M. I. (1997, October). *Brincando com Probabilidade e Estatística: Noções básicas para professores de 5ª a 8ª série* (Playing with probability and statistics, grade 5-8). I Encontro Estadual de Educação Matemática do Rio de Janeiro.
- Augusto, A., Ortigão, M. I., & Sztajn, P. (1997, October). *Problemas de Contagem no Segundo Segmento do Curso Fundamental* (Counting problems for the middle school). I Encontro Estadual de Educação Matemática do Rio de Janeiro.
- Ortigão, M. I., Sztajn, P., & Augusto, A. (1997, October). *Buscando Padrões e Regularidades em Matemática* (Searching for patterns in mathematics). I Encontro Estadual de Educação Matemática do Rio de Janeiro.
- Sztajn, P. (1997). *Relations between psychoanalysis and psychology in the future of psychopedagogy*. Seminário "As convergências teóricas em psicopedagogia", CEPERJ, Rio de Janeiro, Brazil.
- Sztajn, P. (1997). *Mathematics education—perspectives of a new field*. Seminário: Qualidade da educação, políticas públicas e pesquisa. 30 anos do Programa de Pós-graduação em Educação, PUC-Rio.
- Sztajn, P. (1997). *Pesquisa em Educação Matemática: Novos caminhos*. Primeiro Encontro de Educação Matemática do Rio de Janeiro. SBEM, Rio.

- Sztajn, P. (1996, September). *Resolução de Problemas para professores de primeira à quarta série* (Problem solving for grades 1-4). XIX Congresso Nacional de matemática Aplicada e Computacional. Goiânia. GO
- Sztajn, P. (1996). *Equações de Primeiro e Segundo Graus: Aplicações à Física* (First and second degrees equations: applications to physics). Curso de Capacitação de professores do 2º grau. Projeto Pró-ciências. UFES. Vitória, ES
- Sztajn, P. (1996). *Parâmetros Curriculares em Matemática*. (National Curriculum Guides in Mathematics). Paper presented at LEACIM, UFES, Vitória, Brazil.
- Sztajn, P. (1995). *A pesquisa Qualitativa em Educação Matemática*. (Qualitative research in mathematics education). Paper presented at Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil.
- Sztajn, P. (1994). *Reformas Educacionais e Professoras Primárias*. (Educational reform and elementary mathematics teachers). Paper presented at Universidade Estadual de Sao Paulo, Rio Claro, SP, Brazil.

G. PRESENTATIONS AT NCSU

- Sztajn, P. (2019, January). Writing grant proposals. Panel discussion in Psychology Graduate Grant Writing Seminar.
- Sztajn, P. (2018, May). Preparing Your CV and Cover Letter for Job Applications. Presentation at the Academic Pathways Seminar, Graduate School.
- Sztajn, P., (2017, March). Grant Writing: Taking your Research Funding to the Next Level. Presentation as part of a panel for the Associate Professors' Community Series, Office of Faculty Development.
- Sztajn, P. (2016, October). Experiences in Teacher Professional Development. Presentation in ECI 795 class (TELS Seminar on Teacher Education).
- Sztajn, P. (2015, March). Examining the Field of Mathematics Professional Development. Presentation in EMS 705 class.
- Sztajn, P. (2014, April). Some things I know & Some Things I Wished I knew Earlier. CED Research Presentation.
- Sztajn, P. Alnizami, R. & Horstman, S. (2012). *Reporting on Professional Development in Research Journals*. The Friday Institute Brown Bag Series
- Sztajn, P. (2011). *Examining funding opportunities. What I have learned about NSF that might be useful to you*. College of Education & The Friday Institute Seminar on Preparing to Write Grants for the National Science Foundation.
- Sztajn, P. (2010). *What do we look for when hiring?* Participation in the Building Future Faculty Program, Office for Diversity and Inclusion.
- Sztajn, P. (2008). *Ten things I wished I knew about NSF*. Presentation for the College of Education.

4. TEACHING & MENTORING STUDENTS

A. COURSES

North Carolina State University

- EMS 705—Education and Supervision of Teachers of Mathematics
- ELM 594/ EMS 512—Mathematics Teaching in Elementary Schools
- ELM 560—Mathematical Modeling: K-5 Leadership
- ELM 410—Children's thinking and Multiplicative Reasoning

University of Georgia

EMAT 8020—Advanced Study of Mathematics Teaching and Teacher Education
EMAT 8990—Research Seminar in Mathematics Education.
EMAT 7080—Curriculum in mathematics education
EMAT 6410—Mathematical learning in Pre-K grade 5.
EDEC 4020L—Decision Making for Planning, Teaching, and Organizing Early Childhood
Classrooms Laboratory.
EMAT 3410—Mathematics teaching and curriculum PreK-5th grade
EMAT 3400—Children’s Mathematical Learning

PUC-Rio

EDU 2340—Special topics in education (Research Directions in Mathematics Education).
EDU 2180—Curriculum: Theory and Practice.
EDU 2321—Special topics on teacher education (Psychology of Mathematics Education).
EDU 2310—Educational Programs and Project Evaluation.
CCE Mathematics Education Theory and Practice.
CCE Contemporary Trends in Mathematics Education.
CCE Research Seminar.
CCE Knowledge Construction at Schools (distance course)
CCE Curriculum and Educational Practice (distance course)
EDU 1609—Elementary Mathematics Methods.
EDU 1509—Sociology of Education I.
EDU 1510—Sociology of Education II.
EDU 1519—Educational Research.

B. STUDENT SUPERVISION

Post-Doctoral Students

Claudia Flores (NCSU)
Cyndi Edgington (NCSU)
Tina Starling (NCSU)
Lara Dick (NCSU)

International Doctoral Visitors

Lucia Helena S. Lobato
Marco Aurelio Jarreta Merichelli

Doctoral Students

Committee Chair or Co-chair

Maria Auxiliadora Vilela Paiva (completed April 1999, PUC-Rio)
Sarah Ledford (completed October 2006, UGA)
Cyndi Edgington (completed October 2012, NCSU)
Lara Dick (completed September 2013, NCSU)
Marrielle Mayers (completed May 2014, NCSU)
Tamar Avinery (completed March, 2016, NCSU)
Christine Taylor (completed August, 2017, NCSU)
Ana Patricia Maroto Vargas (completed August 2017, NCSU)
Mona Tauber (NCSU)

Committee member

David Stinson (completed May 2004, UGA)

Holly Anthony (completed January 2005, UGA)
Jeong-lim Chae (completed June 2005, UGA)
Andrew Tyminski (completed June 2006, UGA)
R. Judith Reed (completed July 2006, UGA)
Samuel Obara (completed July 2006, UGA)
Thomas Ricks (completed June 2007, UGA)
Ginger Rhodes (completed June 2007, UGA)
Erik Tilema (completed June 2007, UGA)
Angel Abney (completed October 2007, UGA)
Na Young Kwon (completed November 2007, UGA)
Hyong Sook Lee (completed November 2007, UGA)
Kenny Nguyen (completed November 2010, NCSU)
Anthony Dove (completed August 2011, NCSU)
Charity Cayton (completed October 2012, NCSU)
Tracy Foote (completed January 2016, NCSU)
Ashley Whitehead (completed May 2017, NCSU)
Reema Alnizani (completed August, 2017, NCSU)
Nicholas Fortune (completed March 2018, NCSU)

Master of Science Students (with Thesis)

Committee Chair or Co-Chair

Carlos Alberto Sobrinho (completed August 1997, PUC-Rio)
Cássia Garrido Machado Botelho (completed March 1998, PUC-Rio)
Ana Maria Carneiro Abrahão (completed March 1998, PUC-Rio)
Cidália de Almeida Feio (completed December 1999, PUC-Rio)
Maria Isabel Ramalho Ortigão (completed December 1999, PUC-Rio)
Diana Norita Cabreira (completed November 1999, PUC-Rio)
Reema Alnizami (completed November 2012, NCSU)
Sarah Wiley (completed March 2013, NCSU)

Committee Member

Ana Teresa C. C. de Oliveira (completed on December 1997, PUC-Rio)
Jorge Ricardo Valardan Domingos (completed September 1998, PUC-Rio)
Márcia Amira Freitas do Amaral (completed March 1998, PUC-Rio)
Helenice Maia Gonçalves (completed on March 1998, PUC-Rio)
Ana Paula Lellis Werneck (completed October 1999, PUC-Rio)
Moisés Gonçalves Siqueira Filho (completed September 1999, PUC-Rio)
Hélcio Fidelis Lopes Pequeno (completed July 1999, PUC-Rio)
Matthew P. Campbell (completed May 2009, NCSU)
Ryan Pescosolido (completed August 2010, NCSU)
Zuhail Yilmaz (completed August 2011, NCSU)

Graduate Specialist Program (Final Monograph)

Suzana Malheiros Faraco (completed September 1997, PUC-Rio)

Undergraduate Scientific Initiation Program

Claudio Oliverira Gonçalves, 1999, PUC-Rio
Vania Oliveira de Lima, 1997- 1998, PUC-Rio

C. TEACHING AWARDS AND RECOGNITION

Graduate School Outstanding Graduate Faculty Mentor Award, nominee, NCSU, 2016

“Thank a Teacher” recipient, Office of the Provost, NCSU, 2012

5. PROFESSIONAL SERVICE

A. LEADERSHIP ROLES

Vice-President, Association of Mathematics Teacher Education, 2017-2019 (appointment starts in February 2017)

Emerging Issues Committee member, Association of Mathematics Teacher Education, 2015-2018

Senior Chair & Program Chair, SIG Research in Mathematics Education, AERA, 2014-2015

Junior Co-Chair, SIG Research in Mathematics Education, AERA, 2013-2014

Common Core State Standards for Mathematics Task Force and Committee Member, Association of Mathematics Teacher Education, 2012-2013

NSF Reverse-Site Visit Evaluator, CADRE, DRK-12 Project, 2010

Program Committee, XXIV meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2002

B. EDUCATIONAL AGENCIES

STEM School Selection Committee, Department of Public Instruction, NC, 2014-2015

State Network of Educator Leadership, Department of Public Instruction, NC, 2013-2014

Liaison to Fred Olds Elementary School University Connection Week, Raleigh, NC, 2008-2010

Public School Mathematics Curriculum Committee, Falls Church City, VA, 2007-2008

School District Accountability and Assessment Committee, Clarke County, GA, 2003-2005

Mathematics School Improvement Team, Barrow Elem. School, Athens, GA, 2002-2003

Mathematics School Improvement Team, Chase Street Elem, Athens, GA, 2002-20014

First Year Teacher Support, Alps Elementary School, Athens, GA, 2001-2002

Chase Street Elementary Mathematics Professional Development, Athens, GA, 2001-2004

C. EDITORIAL BOARD MEMBER

The Journal of Mathematics and Science, 2010-2013

Far East Journal of Mathematics Education, 2007-2009

Journal for Research in Mathematics Education, 2006-2009

Bolema, UNESP-Rio Claro, Brazil. 2001-present

Zetetiké, Brazil, 2000-present

Boletins do GEPEM, Brazil. 1999-present

Educação Matemática em Revista, Brazil, 1999-2001

D. REVIEWER

Journals

American Educational Research Journal, 2013-present

Journal of Teacher Education, 2010-present

Teaching and Teacher Education, 2005-present

Zetetiké, 2000-present

Journal of Mathematics Teacher Education, 2000-present

Journal for Research in Mathematics Education, 1995-present

Boletim do GEPEM, 1999-present

Revista Brasileira de Educação Matemática, 1999-2000

Grant Proposals

NSF panels: 2002, 2008, 2009, 2014, 2015, 2016, 2018

NSF Site Visit Evaluator, MSP project, 2009

Eisenhower Program. Title II, Higher Education, 2001-2002

Teacher Quality Grants, 2003

Brazilian National Council of Scientific and Technological Development, 1995-1998

Conference/Meetings Proposals

International group for the Psychology of Mathematics Education, 2003-present

AERA Meetings, 2002-present

Psychology of Mathematics Education—North American Chapter, 2000, 2002

II Encontro Estadual de Professores de Matemática, Rio de Janeiro, Brazil, 1999

6. SERVICE TO THE UNIVERSITY

A. NCSU

Chair, Search Committee, Exec. Director & Assoc. Dean, Friday Institute for Educational Innovation, 2018

Member, Research Operations Council, 2017-2018

Member, International Operations Council, 2017-2018

Member, Chancellor's Leadership Development Program Advisory Board, 2017-2018

Member, STEM Resources Advisory Board, 2017-2018

Member, Provost Review Committee, Alexander Quarles Holladay Medal for Excellence, 2016-2017

Chair, Search Committee, Department Head for Ed. Leadership, Policy and Human Dev., 2016-2017

Member, Search Committee, Dean of the College of Education, 2015-2016

Member, Task Force for Interdisciplinary & Joint Faculty Review Processes, 2015-2016

Member, Department Head Administrative Advisory Committee to the Provost, 2014-2016

Member, Multidisciplinary Degree Committee, 2013-2015

Member, University Diversity Advisory Committee, 2013-2014

Chair, Search Committee, Department Head of STEM Education, 2012-2013

Member, Search Committee, Vice-Chancellor of the Division of Academic and Student Affairs, 2011-2012

Member, University Honorary Degree Committee, 2011-2013

Member, Faculty Senate (College of Education representative-2 terms), 2010-2014

Chair, Elementary Education Departmental Voting Faculty, 2008-2011

Internal Reviewer, GK-12 proposal for the National Science Foundation, 2010

Member, Friday Institute Strategic Planning Committee, 2009-2010

Member, College of Education Council on Multicultural Initiatives and Diversity, 2009-2010

Member, Race to the Top proposal team, 2008-2010

B. UGA

Member, Dean's Council on Diversity, 2003-2005

Member, Steering Committee, Dean's Forum, 2002-2003

Member, Dean's Forum, 2001-2005

Member, Early Childhood Advisory Board, Department of Elementary Education, 2001-2005

Member, Georgia Systemic Teacher Education Initiative Clinical Induction Team, 2000-2004