

*Curriculum Vita*

**Teruni d. Lamberg, Ph.D**

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**Current Position:** Associate Professor Elementary Mathematics Education, and Graduate Director, Elementary Master's Program. Director Lemelson STEM cohort, Program Coordinator STEM Ph.D. Program & Principal Investigator of Nevada Mathematics Project. University of Nevada, Reno

**Areas of Specialization:** Children's Mathematical Thinking, Learning Environments, Teacher Education and Design Research

**EDUCATION**

Post doctorate	Vanderbilt University, Department of Teaching and Learning Peabody College. Nashville, TN 2001-2004
Doctor of Philosophy	Curriculum and Instruction in Elementary Education with emphasis in mathematics education. Arizona State University, 2001 <i>Dissertation: Quotient Construct, Inscriptional Practices and Instructional Design</i>
Master of Arts	Elementary Education Arizona State University, Phoenix, AZ <i>Master's Thesis: Creative Thinking and Environmental Influences.</i> Arizona Teacher Certification K-8
Bachelor of Arts	Liberal Arts University of Texas at Austin, Austin, TX

## PROFESSIONAL EXPERIENCE

**Associate Professor of Elementary Mathematics Education**, University of Nevada, Reno (2009 – Present)

**Director Lemelson STEM cohort**, Program Coordinator STEM Ph.D Program **University of Nevada, Reno** (2012-Present)

**Principal Investigator** of Nevada Mathematics Project. **University of Nevada, Reno** (2014-present)

**Graduate Director Elementary Education Master's Programs**, University of Nevada, Reno (2011- 2012, 2014- Present)

**Assistant Professor of Elementary Mathematics Education**, University of Nevada, Reno (2004- June, 2009).

**Research Associate (2001-2004)**  
Vanderbilt University, Nashville, TN

My research involved working with Drs. Paul Cobb and Kay McClain on a NSF funded research project titled: *Supporting and Sustaining the Learning of Professional Teaching Communities in the Institutional Setting of the School and School District*.

**Research Assistant** (1999 – 2001)  
Arizona State University, Phoenix Arizona

**Project Evaluator** (1999-2001) for the Local Systemic Change NSF funded project titled TREASURmath on Teachers Teaching Reflectively with Reformed Math Curriculum in the Madison School District, Phoenix, AZ.

- Nationally Certified Evaluator-by Horizon Research for Classroom Observation and Professional Training Observations for Local Systematic Reform for NSF.

### Classroom Teaching Experiences

Teacher (1996-2001). Madison Heights Elementary school, Madison School District, Phoenix, Arizona (1996-2001)

\*Class participated in a Distant Learning Project with the Disney Channel.

\*Teruni Lamberg's classroom teaching philosophy, methodology, experiences and influences are documented in a doctoral dissertation written by Dr. Jay Cravath (Arizona State

University, 2002) titled: *A humanities based classroom: one teachers' motivations for integrating the arts and the humanities.*

## GRANTS

### Principal, Investigator, 2016-2017

*Nevada Mathematics Project: Phase II, \$400,500*

Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education (Co-I's: Ed Keppelman, Peggy Lakey & Travis Olson.) Collaborators include Dr. Ana de Bettencourt-Dias, UNR-Chemistry, Dr. Matthew HSU & Robert Chang, Northwestern University, Dr. Craig Wall RHK Technology and Dr. Steven Demelin, Mathematical Reviews/Michigan State University. In addition, a joint collaboration with Dr. Mitchell Nathen from University of Wisconsin at Madison.

A statewide project aimed at training 140 teachers representing every single school district in the state of Nevada including charter schools.

<http://www.nevadamathproject.com>

The content explored will be data analysis and Geometry

This phase of the project will include a STEM integration component related to nanotechnology.

*Research Project:*

Designing professional development to support teachers to understand Common Core standards of data analysis and geometry through design research. In addition, a joint project with STEM integration, the role of Gestures in meaning making and supporting teachers to teach data analysis and geometry through design research.

### Principal Investigator, 2015-2016.

*Nevada Mathematics Project: Phase II, \$300,000*

Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education (Co-I's: Ed Keppelman, Peggy Lakey, Jeffrey Shih & Travis Olson.)

A statewide project aimed at training 131 teachers to implement the Common Core Mathematics Standards (Nevada Academic Content Standards based on the Common Core.) Domains addressed are:

Counting and Cardinality

Number and Operations

## The Number System

### Functions

The phase II project research focus: Understand how teachers currently use curriculum to plan and implement lessons. We will be investigating through Design Research how to effectively support teachers to use curricula through a learning trajectories approach. This work builds on the previous grant.

Nevada Math Project website:

<http://www.nevadamathproject.com>

### Principal Investigator, 2016-2018

*Lemelson STEM Cohort: \$300,000*

A Master's STEM program was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. Coordinate program and study the impact of the cohort program and design.

### Principal Investigator, 2014-2015

*Nevada Mathematics Project. \$296,006*

Nevada Mathematics Project, Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education. (Co-I's: Ed Keepelman, Peggy Lakey, Jeffrey Shih & Travis Olson.)

This was a statewide math project to support 106 teachers across Nevada representing different counties/districts in the state. The ultimate goal is to develop teacher leaders who can support other teachers across the state to implement the state standards based on the Common Core standards. The aim was to train teachers in 2 Domains of the Common Core (Nevada Academic Content Standards.) The research focus was investigating how teachers use formative assessment, and also how to support teachers to understand the common core standards through design research. The data is collected the analysis is ongoing. Preliminary findings indicate that the teacher content knowledge increased and teachers are making shifts in their instruction practice.

### Principal Investigator: 2014

*Nevada Mathematics Project- Extra Teachers. \$12,965*

Awarded by Nevada Department of Education

Received additional Funding to increase the Number of teachers to participate in the Nevada Math Project.

Principal Investigator, 2013

*Middle School Algebra Project.* \$2000

Funded through the College of Education, Research Grant (Co Investigator: Diana Moss)

This project involved conducting a whole class teaching experiment on 6<sup>th</sup> grade student understanding of algebra. A design research approach was used and the learning trajectory that emerged was documented in Diana Moss's dissertation.

Principal Investigator, 2012-2014

*Lemelson STEM cohort III,* \$150,000

A Master's STEM program was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. The impact of the cohort program and design was investigated.

Principal Investigator, 2010-2012

*Lemelson Math and Science Cohort II,* \$150,000

A Master's program with emphasis in Math and Science was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. The impact of the cohort program and design was investigated.

Principal Investigator, 2010-2012

*Lemelson Math and Science Cohort.* \$150,000

A Master's program with emphasis in Math and Science was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. The impact of the cohort program and design was investigated.

Principal Investigator, 2007-2008

*Northeastern Nevada Mathematics Project Research Project*

Funding received through the Nevada Department of Education. \$38,500.

This project investigated how to support shifts in Northeastern Nevada Math Project teachers' instruction practice through design research. Developed tools to support shifts in practice from traditional approaches to more standards based approaches. . Tools developed out of this project is published in the Whole class Mathematics, In-depth Mathematical Thinking and Learning, Pearson Publishers.

### Principal Investigator 2005-2008

*Northeastern Nevada Math Project.* \$304,500

Funding received through Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education. (Co-I: Dr. Chaiten Gupta)

Received funding from Elko County School District, Humboldt County School District, Lander County School district, White Pine County School District and Eureka county school district to support Northeastern Nevada Mathematics Project to provide release time for teachers to attend professional development. (approx \$90,000.00)

This project involved providing content focused professional development to 38 teachers in the Northeastern part of the state. This project investigated how to use a design research approach to optimize teacher learning and shifts in practice. The findings revealed positive growth in teacher content knowledge and also on the pre and post student content tests.

### Co-Investigator: 2013

Higher Education Partner (2013), A MSP Grant awarded to Washoe County School District PI: Kindra Fox and Vickie Collaro. Provided Teacher training in math content to Washoe County teachers.

### Co-Investigator: 2012

Higher Education Partner, Developing the Core. A MSP Grant awarded to Regional Professional Development Program and Washoe County School District. (Co-PI: Dave Brancamp and Denise Trakas, \$324,000).

### **Other Grant Activity**

2004 College of Education Scholarly Activities Research Project grant awarded \$300.00

2004 College of Education-Research Related travel: grant awarded \$500.00

2005 International Activities Grant-grant awarded \$1500.00 (office of Provost, UNR)

2006 College of Education Research Travel \$1000.00

2007 College of Education Research Activities Fund \$2000

## HONORS AND MEDIA MENTIONS

Nevada Mathematics Project website: <http://www.nevadamathproject.com>

### **Mathematics teaching collaboration impacts thousands of students in Nevada 2016**

<http://www.unr.edu/nevada-today/news/2016/nevada-mathematics-project-update>

### **Statewide expertise +ongoing teacher support=improved math education 2014**

<http://www.unr.edu/nevada-today/news/2014/nevada-mathematics-project>

### **Nominated for Judith Bible Teaching Award (2012)**

Moss family established a scholarship in honor of excellence in teaching. This is a recurring gift. Lamberg will get to select the graduate student. The student is a recipient of a \$1000 scholarship.

### **Moss Family Award in Graduate Elementary Math Education**

*“Awarded annually to an outstanding graduate student in Elementary Math Education*

*This award is given in recognition of Dr. Teruni Lamberg's excellence in teaching and her dedication to her students.”*

### **The Moss Family also established a \$1000 research fund.**

### **Nevada Educator “writes the book” on teaching math (2012).**

<http://www.unr.edu/nevada-today/news/2012/nevada-educator-writes-the-book-on-teaching-math>

### **Psychology of Mathematics Education Conference 2011**

“International group in Reno to share research on psychology of teaching math: Educators ask themselves, “How do we change what we are doing to be more effective?”

<http://www.unr.edu/nevada-today/news/2011/international-group-in-reno-to-share-research-on-psychology-of-teaching-math>

<http://thisisreno.com/2011/10/international-group-in-reno-to-share-research-on-psychology-of-teaching-math/teruni-lamberg/>

## **Lemelson Math Science Cohort**

Record University of Nevada, Reno winter graduates include 15 Washoe County educators in Lemelson program. (RGJ, 2010)

<http://www.rgj.com/article/20101203/NEWS10/12030316/Record-University-of-Nevada-Reno-winter-graduates-include-15-Washoe-County-educators-in-Lemelson-program>

## **Lemelson and LEAP Foundation Inspire teachers (2009)**

[www.unr.edu/nevadasilverandblue/archive/2009/winter/philanthropy.pdf](http://www.unr.edu/nevadasilverandblue/archive/2009/winter/philanthropy.pdf)

Nominated for an award for category of “Best individual achievement in education” by Education Collaborative an advocacy group for education made up of community leaders and leaders in education in Nevada (2008)

## **Media Mentions of Northeastern Nevada Math Project**

“Off - road, off the charts: rural math project completed!”

<http://www.unr.edu/nevadanews/templates/details.aspx?articleid=4324&zoneid=33>

UNR website

“Math Project caravan starts tour” Reno Gazette Journal (Feb, 2007)

“Math Project Caravan Starts Tour” Ely Times (Feb, 2007)

<http://www.elynews.com/articles/2007/02/26/lifestyle/life06.txt>

“Caravan lives trail of advanced math teaching” Nevada Silver and Blue magazine (Summer 2007)

UNR Nevada News (March 2007) “Northeastern Nevada Math Project Strengthens math instruction”

<http://www.unr.edu/nevadanews/detail.aspx?id=2045>

“Making the Math Connection” The Education spotlight, A quarterly publication of the Elko County School District-Published by the Elko Daily Free Press (Summer, 2007)

NNRPDP Mission Statement “NNRPDP Five year plan to maximize student learning”

Reno Gazette Journal: College of Education advances mission through Raggio Center” (May 2006)

<http://rgj.p2ionline.com/ShoppingChannelNoPopUp/ss/index.aspx?adgroupid=57039&webstoriyid=10659378&articleID=10659377&adid=1506769&type=art&&menu=3>

“Northeastern Nevada Math Project gets under way,” Winnemucca Newspaper (2005)

### **Teaching Awards in K-12 setting**

- 1999 Recipient of Cox Communications and Dr. Sandra Dowling's Award for Excellence in Education and Technology for Cable in the Classroom. Phoenix, AZ
- 1999 Arizona Council for Social Studies Excellence in Teaching Social Studies "Great Moments in Teaching Award" presented at Rocky Mountain/Plains Regional Conference. Phoenix, AZ
- 1999 Arizona State University's Martin Luther King celebration contest Collaborative student multi-media entry, Second place winner. Phoenix, AZ
- 1998 Recipient of Cox Communications and Dr. Sandra Dowling's Grand price Award for Excellence in Education and Technology for Creative Teaching. Phoenix, AZ
- 1998 Arizona State University's Martin Luther King celebration contest Collaborative student Multi-media entry First Place winner. Phoenix, AZ.
- 1997 Recipient of Excel Grant to conduct Teacher Action Research Research project: Integrating Technology and Literature in the Classroom.

### **PUBLICATIONS**

#### *Peer reviewed journal articles*

Lamberg, T., Demelin, S., Lakey, P., Keppelman, E., & Koyen, L. (submitted). Exploring Meaning of negative sign as a quantity.

Moss D. & Lamberg, T (under revision) Sixth grade students' understanding of expressions, equations and functions: An analysis of the emerging learning trajectory. *Mathematical Thinking and Learning*.

Lamberg, T. & Koyen, L. (submitted). A study exploring how teachers analyze and use formative assessment information within instruction. *Journal of Teacher Education*

Moss, D., Vega, S., & Lamberg, T. (2016). Using linking cubes to explore prime factorization. *The Centroid*, 42(1), page numbers.

- Moss, D., & Lamberg, T. (2016). Using a framework for three levels of sense making in a mathematics classroom. *The Australian Mathematics Teacher*, 72(2), 25-31
- Lamberg, T. Trzynadlowski, N. (2015) *How STEM academy teachers conceptualize and Implement STEM education. Journal of Research in STEM Education*. Vol 1, No1, p.45-58
- Lamberg, T. & Wiest, L. (2015). Dividing fractions using an area model: A look at in-service teacher learning. *Mathematics Teacher Education and Development Journal*.
- Amador, J. & Lamberg, T. (2013). Learning trajectories, lesson planning, affordances, and constraints, in the design and enactment of mathematics teaching. *Journal of Mathematical Thinking and Learning*. 15:146-170-2013.
- Lamberg, T. & Wiest, L. (2012). Conceptualizing division with remainders in varied Contexts. *Teaching Children Mathematics*. 18(7), 426-433.
- Lamberg, T. & Andrews, C. (2011). Connections: Integrating literature and math. *Teaching Children Mathematics*. 17(6), pp.372-376.
- Lamberg, T. & Middleton, J.A (2009). Design research perspectives on transitioning from individual microgenetic interviews to a whole class teaching experiment. *Education Researcher* Vol. 38, No. 4, pp. 233–245
- Quinn, B, Lamberg, T.d. & Perrin (2008), Teacher perceptions of division by zero. *The Clearing House*, 81(3), 101-104.
- Lamberg, T. (2008) Where do ideas come from? Scaffolding creative thinking in the classroom. *Thinking Classroom: A journal of Reading, Writing and Critical Reflection* 1(9), 27-32.
- Lamberg, T. (2007). Student approaches to unitizing in “Fair-Share” problems. *Teaching Children Mathematics in the Middle school* 13(2), 114-118.
- Lamberg, T. (2007). Developing capacity within a school district to bring about change in how teachers through professional development. *National Council of Supervisor of Mathematics, Journal of Mathematics Education Leadership* 9(2), 34-44.
- Cobb, P., McClain, K., de Silva Lamberg, T., & Dean, C. (2003). Situating teachers' instructional practices in the institutional setting of the school and school district. *Educational Researcher* 32 (6), 13-24.

*Manuscripts in Preparation*

- Moss, D., & Lamberg, T. (in preparation). Bridging the gap between teachers and curriculum: A tool for lesson reflection. *Middle School Journal*
- Lamberg, T. (in preparation). Developing a statewide partnership for collaboration and support. *Educational Studies in Mathematics Education*.
- Lamberg, T. (in revision). Unitizing and composite units in fair sharing situations. *Journal of Mathematical Behavior*.
- Lamberg, T. (in preparation) Explore fractions as division! *Teaching Children Mathematics*.
- Lamberg, T., & Moss, D. (in preparation). A Situated Cognitive framework for making sense of the learning ecology of the classroom. (*Education Researcher*).

*Published peer reviewed conference proceedings*

- Lamberg, T. (2016). Design of a Professional Development Project aimed at creating System Wide Change and supports. Mathematics Education Scale up Project in the U.S. *In Educating the Educators Conference Proceedings*, Frieberg, Germany.
- Lamberg, T. (2016). A Framework for Shifting Teachers' Instructional Approaches to Inquiry Based Approaches. . *In Educating the Educators Conference Proceedings*, Frieberg, Germany.
- Lamberg, T., Koyen, L. & Moss, D. (2016). A study exploring how teachers analyze use formative assessment information within instruction. *In Psychology of Mathematics, Education, Northern American Chapter*, Tucson, AZ
- Moss, D. & Lamberg, T. (2015) A cognitive scheme that emerged from an algebra classroom teaching experiment. *In Psychology of Mathematics Education, Northern American Chapter*. Tucson, AZ.
- Lamberg, T., Lakey P, Keppelman, E., Olson, T., & Shih, J., (2015) .Nevada Mathematics Project: Evaluation of a statewide professional development partnership. *In RCML Conference Proceedings*. Las Vegas, NV.
- Lamberg, T. D. (2014). Evolution of an algebra curriculum (vol. 6, pp. 178). In Liljedahl, P., Nicol, C., Oesterle, S., & Allan, D. (Eds.) *Proceedings of the International Group for the Psychology of Mathematics Education and the 36<sup>th</sup> Conference of the North American Chapter of the Psychology of Mathematics Education*. Vancouver, Canada. PME.

- Lamberg, T. & Moss, D. (2013). Math and science master's cohort program: Impact on teachers and students. In *Proceedings of the 35<sup>th</sup> annual meeting of the North American Chapter of International Group of the Psychology of Mathematics Education*. Chicago, IL.
- Lamberg, T. (2012). Supporting teacher learning through design research. In VanZoest, L., Lo, J., Kratky, J. (EDS). *Proceedings of the 34<sup>th</sup> annual meeting of the Northern American Chapter of the International Group of the Psychology of Mathematics Education*. Kalamazoo, MI.
- Amador, J., & Lamberg, T. (2011). Lesson planning influences: Testing as a mediating aspect. In T. Lamberg & L. Wiest (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education* [CD-Rom: All Academic: Reno, NV.
- Lamberg, T., Bertolone-Smith, C. & Amador, J. (2011). Examining shifts in teacher's classroom practice. In L.Wiest & T. Lamberg (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education* [CD-Rom: All Academic: Reno, NV.
- Crawford, H., Moss, D., & Lamberg, T. (2011). Conceptual understanding of dividing fractions. In T. Lamberg & L.Wiest (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education* [CD-Rom: All Academic: Reno, NV.
- Amador, T. & Lamberg, J. (2010). Discussion of learning goals and student development during a collectively planned division lesson. *Proceedings of the 32<sup>nd</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. in Brosnan, P., Erchick, D. B., & Flevaris, L. (Eds.). Columbus, OH: The Ohio State University.
- Amador, T. & Lamberg, J. (2010). Brosnan, P., Erchick, D. B., & Flevaris, L. (Eds.). (2010). Discussion of Learning Goals and Student development during a collectively planned division lesson. *Proceedings of the 32<sup>nd</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: The Ohio State University.
- Lamberg, T. & Amador, J. (2009). Mediating Influences on Teachers Jointly Planning a Lesson. *Proceedings joint meeting of the 31<sup>st</sup> Conference of the Psychology of Mathematics Education-Northern American Chapter*. Atlanta, Georgia.
- Lamberg, T., & Balimuttajjo, S, & Assuah, C. (2009). What do elementary students' solutions tell us about their strategies for solving problems with division with

remainder. *Proceedings joint meeting of the 31<sup>st</sup> Conference of the Psychology of Mathematics Education-Northern American Chapter*. Atlanta, Georgia.

Lamberg, T. (2008). Unitizing approach to division of fractions. *Proceedings joint meeting of the 32<sup>nd</sup> Conference of the International Group for the Psychology of Mathematics Education and the Psychology of Mathematics Education-Northern American Chapter*. Morelia, Mexico.

Lamberg, T. & , S. Balimuttajjo (2007). Children's strategies for solving an addition and subtraction problem involving binary operations. In T. Lamberg & L.Wiest (Eds.), *Proceeding of the 29-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education* [CD-Rom: All Academic: Lake Tahoe, NV.

Lamberg, T. d. (2007). Designing professional development within the STEM disciplines. In *Proceedings of the 2007 American Society for Engineering Education Pacific Southwest Conference*. Reno, Nevada.

Lamberg, T. & Cobb. P. (2004) The process and influences of district leaders becoming members of a professional teaching community. In D. McDougall (Eds.) *Proceedings of the 27-th annual meeting of the North American Chapter of the International group for the Psychology of Mathematics Education North American Chapter*. Toronto, Canada.

Lamberg, T. d., & Middleton, J.A. (2002). The role of inscriptional practices in the development of Mathematical ideas in a Fifth grade classroom. In A. Cockburn (Ed.), *Proceedings of the 26-th annual meeting of the International Group for the Psychology of Mathematics Education*. Norwich, England.

Lamberg, T. d., & Middleton, J.A (2002) Unitizing: Thinking in packs and pieces. In, D Mewborn (Ed.), *Proceedings of the 24-th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Athens, Georgia.

Middleton, J.A., de Silva, T., Toluk, Z., & Mitchell, W. (2001), The Emergence of quotient understanding in a fifth grade classroom. A classroom Teaching Experiment. in R.S Speiser & Maher (EDS.) *Proceedings of the 23<sup>th</sup> Annual Meeting of the North American Chapter of the International Group of Mathematics Educations*. Snowbird, UT.

### **Book Chapters**

Cobb, P., Dean, S., Lamberg, T., Visnovska, J., & Zhao, Q. (2010). The institutional setting of mathematics teaching and learning. In E. Yackel, K, Gravemeijer, & A. Sfard (Eds.), *A Journey into mathematics education research: Insights from the Work of Paul Cobb*. New York: Springer.

Lowber, C., & Lamberg, T (2002). Number Sense. A Chapter in *Encyclopedia of Education*, Second Edition. Guthrie, J.W. (Ed.), Mac Millan Reference, New York, New York.

### **Books**

Campbell, G & Lamberg, T. (November, 2016). Smarter Balanced: Grade 3. *Barrons's Educational Series*.

Lamberg, T. (2012). *Whole Class Mathematical Discussion: In-depth Mathematical Thinking and Learning*. Boston, MA: Pearson Allyn & Bacon.

Wiest, L. & Lamberg, T. (2011). Editor(s), Proceedings of 33<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Lake Tahoe, Nevada.

Lamberg, T. & Wiest, L. (2007). Editor(s), Proceedings of 29<sup>th</sup> Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Lake Tahoe, Nevada.

### **Creative Products**

Lamberg, T. (2012). *Whole Class Mathematics Discussion: In-depth mathematical thinking and learning, PDToolkit*. Boston, MA: Pearson.

Lamberg, T. (2013). Integrating Mathematics and Literature, Math Web Lesson. NCTM

Created Blog with Resources to help teachers with the Common Core  
<http://www.mathdiscussions.wordpress.com>

Nevada Mathematics Project website  
<http://www.nevadamathproject.com>

## Technical Reports

Lamberg, T.D., (2015) Lemelson Cohort IV final Report. Analyzed program data and wrote report.

Lamberg, T. D., Crowther, D. T. (2014). *Lemelson STEM cohort III final Report*. Analyzed data for the Lemelson STEM cohort and wrote report.

Lamberg, T. & Crowther, D. (2013). Technical Report on STEM Math and Science Cohort Program.

Lamberg, T. (2012). Technical Report on Math/Science Lemelson Cohort.

Lamberg, T. (2011). Technical Report on Math/Science Lemelson Cohort.

Lamberg, T. (2010). Technical Report on Math/ Science Lemelson Cohort.

Lamberg, T. & Amador, J. (2009). Technical Report on Math/Science Lemelson Cohort.

Quinn, B, & Lamberg, T. (2008). Technical Report III on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education and the U.S Department of Education

Quinn, B, & Lamberg, T. (2007). Technical Report III on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education and the U.S Department of Education.

Quinn, B., & Lamberg, T. (2006). Technical Report II on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education.

Quinn, B., & Lamberg, T.d. (2005). Technical Report on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education.

## PRESENTATIONS

### *International conferences*

Lamberg, T. (2016). A Framework for Shifting Teachers' Instructional Approaches to Inquiry Based Approaches. Educating the Educators Conference, Frieberg, Germany.

Lamberg, T. (2016). A Framework for Shifting Teachers' Instructional Approaches to Inquiry Based Approaches. Educating the Educators Conference, Frieberg, Germany.

Lamberg, T., & Koyen, L. (2016). A study exploring how teachers analyze use formative assessment information within instruction. In Psychology of Mathematics, Education, Northern American Chapter, Tucson, AZ.

Moss, T. & Lamberg (2014). Evolution of an algebra curriculum. A paper presented at the *Joint Annual Meeting of the International Group for the Psychology of Mathematics Education Conference*, Vancouver, Canada.

Lamberg, T. & Moss, D. (2013). Math and science master's cohort program: Impact on teachers and students. *American Chapter of International Group of the Psychology of Mathematics Education*, Chicago, IL.

Lamberg, T. (2012). Supporting teacher learning through Design Research. *34<sup>th</sup> annual meeting of the Northern American Chapter of the International Group of the Psychology of Mathematics Education*, Kalamazoo, MI.

Lamberg, T. & Moss, D. (2012). Designing professional development to support teacher learning. A paper presented at *American Educational Research Association Annual Meeting*, Vancouver, Ca.

Amador, J., & Lamberg, T. (2011). Lesson planning influences: Testing as a mediating aspect. In *33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*, Reno, NV.

Lamberg, T., Bertolone-Smith, C. & Amador, J. (2011). Examining shifts in teacher's classroom practice. In L.Wiest & T. Lamberg (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*, Reno, NV.

Crawford, H., Moss, D., & Lamberg, T. (2011). *Conceptual understanding of dividing fractions*. *33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*, Reno, NV.

- Lamberg, T. & Amador, J. (2009). Mediating influences on teachers jointly planning a lesson. Presented at the *annual meeting of the 31<sup>st</sup> Conference of the Psychology of Mathematics Education-Northern American Chapter*, Atlanta, Georgia.
- Lamberg, T., & Balimuttajjo, S, & Assuah, C. (2009). What do elementary students' solutions tell us about their strategies for solving problems with division with remainder? A paper presented at the annual meeting of the *31<sup>st</sup> Conference of the Psychology of Mathematics Education-Northern American Chapter*, Atlanta, Georgia.
- Lamberg, T. (2008). Unitizing approach to division of fractions. *Joint meeting of the 32<sup>nd</sup> Conference of the International Group for the Psychology of Mathematics Education and the Psychology of Mathematics Education-Northern American Chapter*, Morelia, Mexico.
- Lamberg, T. & Battaralmu, S. (2007). The development of number sense and efficient strategies. *A paper presented at the 29<sup>th</sup> Annual Meeting of the North American Chapter of the International Psychology of Mathematics education*, Lake Tahoe, NV.
- Lamberg, T. Wilson, S, Olson, J, Herbel-Eisenmann, B. (2006). Making decisions about mathematics education academic positions and the interview process. A presentation at the *28th Annual meeting of the North American Chapter of the Psychology of Mathematics International*, Merida, Mexico.
- Lamberg, T & Middleton, J.A. (2002). The role of inscriptional practices in the development of mathematical ideas in a fifth grade classroom. A paper presented at the *26-annual meeting of the International Group for the Psychology of Mathematics Education Conference*, Norwich, England.
- Middleton, J.A., de Silva, T., Toluk, Z., & Mitchell, W. (2001). The emergence of quotient understanding in a fifth grade classroom: A classroom teaching experiment. A paper presented at the *24<sup>th</sup> annual meeting of the North American Chapter of the International Group of Mathematics Education*, Snowbird, UT.

#### *National conferences*

- Lamberg, T. (2016). Framework for teaching. *National Council Teachers of Mathematics Annual Meeting*, San Francisco, CA.
- Moss, D., & Lamberg, T. (2016). The big idea in beginning in beginning algebra? It's all about variables. *National Council Teachers of Mathematics Annual Meeting*, San Francisco, CA.

- Moss, D. & Lamberg, T (2015). The Shift from Arithmetic to Algebra: It Begins with Variables. A presentation at the *National Council of Teachers of Mathematics Annual meeting*, Boston, MA.
- Lamberg, T., Lakey P, Keppelman, E., Olson, T., & Shih, J., (2015). Nevada Mathematics Project: Evaluation of a Statewide Professional Development Partnership. *RCML Conference*, Las Vegas, Nevada.
- Lamberg, T. (2014). Integrating the standards of mathematical practice as a natural part of teaching through whole class mathematics discussions. (Webinar) ToDOS. *Invited Talk\**
- Lamberg, T. (2013.) Chair, Mathematics teacher practice Roundtable Session, *American Educational Research Association, Annual Meeting*, San Francisco.
- Lamberg, T. (2013). Discussant: Professional development in isolated Areas. *American Educational Research Association, Annual Meeting*, San Francisco.
- Lamberg, T. (2013). Chair: Professional development models in mathematics. *American Educational Research Association, Annual Meeting*, San Francisco.
- Bertolone-Smith, C., Lamberg, T. & Moyer, M. (2013). Maximizing learning during mathematical discussions: Teaching children argument and critique. Presented at the *annual meeting of the National Council Teachers of Mathematics, Denver, Colorado*.
- Bezuk, N., BayWilliams, J, & Lamberg, T. (2012). Supporting children's mathematical thinking within an era of Common Core state standards. *Presented at the National Council of Teachers of Mathematics, Philadelphia, PA, Invited Talk\**
- Lamberg, T., & Evans, M. (2012). Teaching developmentally and the Common Core. Presented at the *National Council of Teachers of Mathematics, Philadelphia, PA. Invited Talk\**
- Lamberg, T. (2012). Supporting mathematical learning through whole class discussions. Presented at the *National Council of Teachers of Mathematics Annual Meeting*, Philadelphia, PA.
- Lamberg, T. (2012). Whole Class Mathematics Discussion Webinar. Pearson Education. *Invited talk.\**
- Amador, J. & Lamberg, T. (2011). Considerations of standardized testing as a mediating aspect of mathematics planning and enactment practices. Presented at the *American Educational Research Association Annual Meeting*, New Orleans, Louisiana.
- Lamberg, T. (2010). Helping students understand fractions by making connections. *Presented at the National Council of Teachers of Mathematics, San Diego, CA.*

- Amador, J., & Lamberg, T. (2010). Teacher thinking during lesson study: Using innovative forms of inquiry to teach. Presented at the *American Educational Research Association Annual Meeting*, Denver, Colorado.
- Lamberg, T. (2009). A framework for supporting teachers to teach for conceptual understanding. Presented at the annual meeting of the *School Math Science Association*, Reno, Nevada.
- Amador, J. & Lamberg, T. (2009). How teachers consider cognitive, language and social development when planning. Presented at the *School Math & Science Conference*, Reno, Nevada.
- Bertollone-Smith, C., Amador, J, Lamberg, T. (2009). Facilitating effective whole class discussions. Presented at the *Annual Meeting of the School Math Science Conference*, Reno, Nevada.
- Lamberg, T & Brancamp, D (2009). Strategies for effective partnerships and collaborations to improve education. *American Teacher Education Annual Conference*, Reno, Nevada.
- Clark, H, & Lamberg, T. (2009) Helping middle school students develop an understanding of proportional reasoning. A presentation at the *National Council of Teachers of Mathematics Conference*, Washington, D.C.
- Clark, H, & Lamberg, T. (2009). Proportional reasoning strategies of upper elementary students. A paper presented at the *American Educational Research Association Conference*, San Diego, CA.
- Lamberg, T. (2007). Conceptions and misconceptions of student understanding of fractions. A paper presented at the *National Council of Teachers of Mathematics Annual Conference*, Atlanta, Georgia.
- Lamberg, T. (2007). Unitizing in fair sharing situations involving composite units. A paper presented at the *American Educational Research Association Conference*, Chicago, IL.
- Lamberg, T. & Quinn , B. (2006). Explore, conjecture, connect, prove: The versatility of a rich geometry problem. A presentation at the *National Teachers of Mathematics Annual Conference*, St. Louis, Missouri.
- Lamberg, T. & Quinn, B (2006). Implications of the Northeastern Nevada Math Project on professional development. A paper presented at the *33rd Annual Meeting of the Research Council on Mathematics Learning*, Las Vegas, Nevada.

- Ball, T. & Lamberg, T (2006). The effect of construction models on attainment of the concept of angles. A paper presented at the *33rd Annual Meeting of the Research Council on Mathematics Learning*, Las Vegas, Nevada.
- Lamberg, T. (2005). Invited discussant on teacher education at the *27-th Annual Meeting of the Northern American chapter of the International group for the Psychology of Mathematics Education*, Roanoke, Virginia.
- Lamberg, T. (2005). The affordances that emerged as brokers from multiple communities interacted within a professional teaching community. A paper presented at the *American Education Research Association annual meeting*, Montreal, Canada.
- Lamberg, T. (2004). The process and influences of district leaders becoming members of a professional teaching community. A paper presented at the *26-th annual meeting of the Northern American chapter of the International group for the Psychology of Mathematics Education*, Toronto, Canada.
- Lamberg, T. (2004). An interpretive framework for making sense of students' mathematical reasoning within the context of classroom interactions. A paper presented at *American Education Research Association Annual Meeting*, San Diego, California.
- Lamberg, T., & Middleton, J. (2004). Moving from teaching experiment to the classroom: The case of the mystery party. A paper presented at the *Annual Meeting of the American Education Research Association*, San Diego, California.
- Lamberg, T., Dean, C., Cobb, P & McClain, K. (2003). Institutionally situated learning of a professional teaching community at Jackson Heights. A paper presented at the *Annual Meeting of the American Educational Research*, Chicago, IL.
- Lamberg, T. & Middleton, J. (2003) Anchored Instruction, an environment for integrating formal and symbolic knowledge in fractions: a case of instructional design. A paper presented at the *Annual Meeting of the American Educational Research Association*, Chicago, IL.
- Lamberg, T. & Middleton, J.A. (2003). Unitizing: Thinking in packs and pieces. A paper presented at the 24-th annual meeting of the *Northern American Chapter of the International group for the Psychology of Mathematics Education*. Athens, Georgia.
- De Silva Lamberg, T & Middleton, J.A. (2002). A whole class learning trajectory of the Quotient construct. A paper presented at the *Annual meeting of the American Educational Research Association*, New Orleans, Louisiana.
- De Silva Lamberg, T & Middleton, J.A. (2002). Inscriptional practices as indices of emergent understanding of the quotient. A paper presented at the *Annual Meeting of American Educational Research Association*, New Orleans, Louisiana.

*Regional conferences*

Lamberg, T. (2014). Implementing effective whole class discussions. A presentation at the *Annual Meeting of the California Math Council*, Pacific Grove, CA.

Lamberg, T. (2013). Professional development on the common core, Susanville School District. Susanville, CA.

Lamberg, T. (2013). Teaching effectively using the standards of mathematical practices. Presentation at the *National Council of Teachers of Mathematics Regional Conference and Exposition*, Las Vegas, Nevada.

Lamberg, T. (2013). Sense making during discourse: Moving toward mathematical insight and generalization. A presentation at the *National Council of Teachers of Mathematics Regional Conference and Exposition*, Las Vegas, Nevada.

Lamberg, T. (2013). Whole class mathematics discussion: Improving in-depth Mathematical Thinking and Learning. Presentation at the *Annual Meeting of the North Carolina Teachers of Mathematics*. Greensboro, North Carolina. *Keynote\**

Lamberg, T. (2009). Invited talk: Panel discussion on implementing professional Development. A presentation at the *Math Science Partnership Regional Conference* sponsored by the U. S. Department of Education, San Francisco, CA.

Lamberg, T. (2009). Lessons learned about designing and implementing professional Development from the Northeastern Nevada Mathematics Project. A presentation at the *Math Science Partnership Regional Conference sponsored by the U. S. Department of Education*, San Francisco, CA.

Lamberg, T. (2008). Models for teaching multiplication and division of fractions. A presentation at the *National Council of Teachers of Mathematics Regional Conference*, Reno, NV.

Lamberg, T. (2008). Meeting mathematical needs of diverse learners. A presentation at the *National Council of Teachers of Mathematics Regional Conference*. Reno, NV.

Quinn, R & Lamberg, T. (2008). Implications of the Northeastern Nevada Mathematics Project. A presentation at the *National Council of Teachers of Mathematics Regional Conference*, Reno, NV.

Lamberg, T (2007). Designing professional development within the STEM disciplines. A paper presented at the *American Society for Engineering Education Conference*, Reno, Nevada.

- Lamberg, T (2006). An interpretive framework to support teachers to change their classroom teaching practices. A paper presented at the *Northern Rocky Mountain Education Association Conference*, Boise, ID.
- Lamberg, T & Brancamp, D (2006). Principals as instructional leaders and the role of institutional context. A paper presented at the *Northern Rocky Mountain Education Association Conference*, Boise, ID.
- Lamberg, T. (2006). Supporting Algebraic Thinking. A presentation at the *National Council of Teachers of Mathematics Western Regional Conference*, Phoenix, Arizona.
- Lamberg, T. (2006). Supporting teachers to teach for conceptual understanding. A presentation at the *National Council of Teachers of Mathematics Western Regional Conference*, Phoenix, Arizona.
- Lamberg, T. (2005). Transforming Math Learning through powerful collaborations in Northeastern Nevada. A paper presented at the *Northern Rocky Mountain Education Association Conference*, Jacksonhole, Wyoming.
- Lamberg, T. (2005). Survivor, Assistant Professor: Out Teach, out publish, out research. A round table discussion at the *Northern Rocky Mountain Education Association Conference*, Jacksonhole, Wyoming.
- De Silva, T. (1999). Building communities by meeting needs of diverse learners. A presentation at the *Rocky Mountain Social Studies Regional Conference*, Phoenix, AZ.

#### *State conferences*

- Lamberg, T. (2016). Using formative assessment to improve instruction. *Northern Nevada STEM Conference* sponsored by Nevada Math Council and Nevada Science Teachers Association, Reno, NV
- Lamberg, T. (2016). Using Design Research to Improve Learning and Teaching of STEM. University of Nevada, Reno.
- Lamberg, T. (2015). A Framework for effective instruction to support learning. A presentation at the *ACT Conference*, Reno, NV.
- Lamberg, T. (2015). Student achievement results by targeted assessment, A presentation at the *Nevada Math Council, Mini Conference*, Reno, NV
- Lamberg, T. (2014). Unitizing approach to division of fractions. A presentation at the *Northern Nevada Math Council Mini Conference*, Reno, NV.

- Lamberg, T. & Moss, D. (2014). Expressions, equations and variables. A presentation at the *Northern Nevada Math Council Mini Conference*, Reno, NV.
- Lamberg, T., (2013). Integrating math practices as a natural part of teaching, *Southern Nevada Mathematics and Science Association Annual Meeting*, Las Vegas, NV.
- Lamberg, T. (2013). Whole class mathematics discussions and Standards of Mathematical Practices. A presentation at Desert Heights Elementary School, Reno, NV.
- Lamberg, T. (2013). Math madness workshop on Common Core. A presentation at the Washoe County School District, Reno, NV.
- Lamberg, T. (2012). Exploring fractions, mathematics academy: Getting to the CORE of mathematics instruction. A presentation at the Washoe County School District, Reno, Nevada.
- Lamberg, T. (2012). Participated in a STEM panel discussion and facilitating a session at the *Nevada STEM Summit* sponsored by Gathering Genius Inc. Las Vegas, NV. *Invited Talk\**
- Lamberg, T. (2012). Effectively using discussion to support student learning. A presentation at the *9th Annual Northern Nevada Assessment Conference*, Reno, Nevada.
- Lamberg, T. (2011) served on Science, Technology Engineering and Mathematics (STEM) Education Panel with Crowther, D, Brancamp, D, Fritsen, C, Oates, M, Peterson, P, Vineyard, R, Wang, E & Wells, B. *Nevada State Science Teachers Association*, Reno, Nevada
- Lamberg, T. (2010). Improving mathematics teaching by focusing on student learning. A presentation at the *Start Fresh Northern Nevada Teachers of English*, Reno, Nevada.
- Lamberg, T. (2009). Strategies for extending student understanding through whole class discussions. *Start Fresh Northern Nevada Teachers of English*. Reno, Nevada.
- Amador, J & Lamberg, T. (2009) Teacher thinking during lesson planning. A presentation at the *Southern Nevada Math and Science Conference*, Reno, NV.
- Lamberg, T. (2009). Helping students multiply and divide fractions with conceptual understanding. A presentation at the *Southern Nevada Math and Science Conference*, Reno, NV.
- Lamberg, T (2008). What is number sense any way? Understanding number while building a mathematical learning community. A presentation at the *Speakers series. Northwest Regional Professional Development Program*, Reno, NV. *Invited Talk\**

- Lamberg, T (2008). Teaching and planning to support learning. Improving Mathematical Learning. A presentation at the *Speakers series. Northwest Regional Professional Development Program*, Reno, NV. *Invited Talk\**
- Lamberg, T. (2007). Multiplying and dividing fractions using an area model. A presentation at the *Northern Nevada Mathematics Council Conference*, Reno, Nevada.
- Lamberg, T. (2007). Promoting critical/creative thinking skills in the classroom. A presentation at the *Start Fresh Conference*, Northern Nevada Teachers of English. Reno, Nevada.
- Lamberg, T. (2006). Building effective professional teaching communities to increase student learning. Key note Speaker, *Northern Nevada Teachers of English, Finish Fresh Conference*, Reno, NV. *Invited Talk\**
- Lamberg, T. (2004). Developing Professional Learning Communities. *Northern Nevada Math Council Fall Social*, Reno, NV. *Keynote\**
- Lamberg, T. (2003). Hallmark of Good Math Instruction: Mathematical Discourse. A presentation at *Modern Red School House Summer workshop*, Nashville, TN.
- De Silva, T. (2000). Integrating technology into the elementary curriculum. A presentation at *Teaching and Technology Conference*, Sponsored by University of Arizona College of Education, Tucson Area Council For Technology and Tucson Unified School District #1, and the Southern Chapter of Arizona Technology in Education Alliance, Tucson, Arizona.
- De Silva, T. (1999). Integrating technology into the classroom. Presentation at *Cox Communications Multi-Media Academy on Technology*, Phoenix, AZ.

## TEACHING

### Courses Taught

CTL	728D Problems in Teaching Math
CTL	797 Thesis
ECE	451 Teach/Learn Math to age 8
EDEL	433/633 Teaching Elementary School Math
CTL	720 Analysis' of Teaching
CTL	721 Evaluation of Classroom Learning
EDUC	493 Education Independent Study
MATH	778 Math for Teachers
CTL	401 Seminar in CTL
CTL	642 Curriculum Development in Math
Math	777 Analysis For Teachers
Math	776 Algebra and discrete math for teachers

### Advising

#### *Current Graduate Students (Ph.D. Student)*

Linda Gillette-Koyen

#### *Graduate Students, Chaired Dissertations*

Dr. Julie Amador (Assistant Professor, University of Idaho).

Amador, J. (2010). Affordances, constrains and mediating aspects of elementary mathematics lesson planning practices and lesson plan actualization. *Unpublished Doctoral Dissertation*, University of Nevada, Reno.

Dr. Diana Moss (Assistant Professor, Appalachian State)

Moss, D. (2014). An investigation of student learning in beginning algebra using classroom teaching experiment methodology and design research, *Unpublished Doctoral Dissertation*, University of Nevada, Reno.

Bertolone-Smith (2016). A fourth Grade Teaching Experiment on Fraction Magnitude. Unpublished Doctoral Dissertation, University of Nevada, Reno

#### *Doctoral Committee Member*

14 Students

*Master's Student Chair/Advisor*

Chaired over 39 Master's students projects/Thesis (currently chairing 4 students)

Served on 38 Master's Committees

**SERVICE**

Professional

Editorial Board	Journal of Research in STEM Education (J-STEM)
Chair	Psychology of Mathematics Education, Northern American Chapter, 2009
Co-Chair	Psychology of Mathematics Education, Northern American Chapter, 2011
Conference Chair Co-Chair	Psychology of Mathematics Education Northern American Chapter (2011). Organized annual meeting in Reno, NV
Conference Chair	Psychology of Mathematics Education Northern American Chapter (2008). Organized annual meeting in Lake Tahoe, NV
Local Organizing Site Coordinator	School Math and Science annual conference hosted in Reno,
Reviewer:	Educational Researcher International Journal of Education in Mathematics, Science and Technology AERA Review of Educational Research Journal American Educational Research Journal Journal of Research in Mathematics Education

Teaching Children Mathematics  
Mathematics Sciences and Technology in Early Childhood  
Education  
Contemporary Perspectives in Early Childhood Education  
Review of Educational Research  
Educational Policy: An Interdisciplinary Journal of Policy and  
Practice  
Irish Educational Studies  
Allyn and Bacon Publishing Company  
Psychology of Mathematics Northern American Chapter  
Conference  
American Educational Research Association

Evaluated MET grant proposals for NCTM (2007-2010)

### University

#### *Department committees served*

Advertising and Recruitment Committee  
Doctoral Experience Committee  
Graduate Directory Elementary Master's Program 2011-2012

#### *College committees served*

Doctoral Committee  
Public Relations Committee  
TECC  
College Faculty Senate  
Elementary Master's Committee  
Executive Committee Member  
Master's Task Force

#### *University wide committees served*

Research Group Committee  
Academic Integrity Board  
University Core Assessment Committee  
Vice President for Research Search Committee  
Graduate Student Association – Judge for Papers

*NSHE service*

Make a presentation to the Nevada Legislature

Community

Board Member, Nevada Mathematics Council (2005-present).

Board Member: Northern Nevada Math Council (2012-present).

Nevada STEM Partners- Nevada Department of Education Committee (2011-Present).

Nevada Stem Coalition (help organize STEM summit to be held in 2012).

Served on various committee for Nevada Department of Education

Advisory Committee, Glen Duncan Elementary School

*Teacher Professional Development*

Washington School District, Phoenix, AZ

Madison School District, Phoenix, AZ

Villa Montessori, Phoenix, AZ

Durham Public Schools, Durham, NC

Washoe County School District, Reno, NV

Elko County School District, Elko, NV

Whitepine County School District, Ely, NV

Eureka County School District, Eureka, NV

Humboldt County School District, Winnemucca, NV

Lyon County School District, Fernley, NV

Storey County School district, Virginia City, NV

Carson City School District, Carson City, NV

Churchill School District, Fallon, NV

Susanville, School District, Susanville, CA

## PROFESSIONAL AFFILIATIONS

American Educational Research Association & Math Education SIG  
National Council of Teachers of Mathematics  
National Council of Supervisors of Mathematics  
North American Chapter of Psychology of Mathematics Education  
Nevada Math Council  
Northern Nevada Math Council  
California Math Council  
RCML  
School Math and Science Association