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EDUCATION

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|-------|------|---|
| Ph.D. | 1996 | Michigan State University, East Lansing, MI
Major: Curriculum, Teaching and Educational Policy
Emphasis area: Mathematics Education |
| M.S. | 1991 | Michigan State University, East Lansing, MI
Major: Mathematics |
| B.S. | 1989 | Northern Michigan University, Marquette, MI
Major: Mathematics/Secondary Education
Received Secondary Teaching Certification |

ACADEMIC POSITIONS

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|-----------|---|
| 2018- | <i>Associate Dean for Graduate Studies, School of Education, Indiana University, Bloomington</i> |
| 2017- | <i>Professor, Curriculum and Instruction, Indiana University, Bloomington</i> |
| 2014-2015 | <i>Interim Dean, Graduate College, University of Illinois, Urbana-Champaign.</i> |
| 2012-2014 | <i>Associate Dean, Graduate College, University of Illinois, Urbana-Champaign.</i> |
| 2010-2017 | <i>Professor, Curriculum and Instruction, University of Illinois, Urbana-Champaign.</i> |
| 2004-2010 | <i>Associate Professor, Curriculum and Instruction, University of Illinois, Urbana-Champaign.</i> |
| 1999-2004 | <i>Assistant Professor, Curriculum and Instruction, Iowa State University.</i> |
| 1997-1999 | <i>Assistant Professor, Mathematics Department, Buffalo State College.</i> |

OTHER PROFESSIONAL APPOINTMENTS

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| 2011 | Visiting Scholar, Monash University, Melbourne, Australia |
| 2010 | Fulbright Scholar, Dublin City University, Dublin, Ireland |

ARTICLES

Makowski, M. B., Lubienski S. T., Ganley, C. M., Sianturi, I. A. J., Hart, S. A. (In preparation). Gender differences in computation strategies: Evidence across adolescent and adult samples. *Journal of Educational Psychology*.

Makowski, M. B. & Lubienski, S. T. (Revise & Resubmit). Collaborative Classroom Time Tables: Examining Curriculum Enactment in a Problem-Centered Developmental Mathematics Classroom. *Educational Researcher*.

Saclarides, E. S., & Lubienski, S. T. (2021). Teachers' mathematics learning opportunities during one-on-one coaching conversations. *Journal for Research in Mathematics Education*, 52(3), 257-300.

Lubienski, S. T., Ganley, C., Makowski, M. B., & Miller, E. K. , & Timmer, J. D. (2021). "Bold Problem Solving": A new construct for understanding gender differences in mathematics problem-solving performance. *Journal for Research in Mathematics Education*, 52(1), 12-61 .

Lubienski, S. T. & Pinheiro W. A. (2020). Gender and mathematics: What can other disciplines tell us? What is our role? *Journal of Urban Mathematics Education*, 13(1), 1-14.

Saclarides, E. S., & Lubienski, S. T. (2020). Perverse incentives? A cautionary tale about coaching evaluation. *Phi Delta Kappan*, 101(6), 47-51. DOI: <https://doi.org/10.1177/0031721720909594>

Lubienski, S. T. (2020). How to review conference proposals (and why you should bother). *Educational Researcher*, 49(1), 64-67. DOI: 10.3102/0013189X19890332

Saclarides, E. S., & Lubienski, S. T. (2020). The influence of administrative policies and expectations on coach-teacher interactions. *The Elementary School Journal*, 120(3), 528-554. DOI: <https://doi.org/10.1086/707196>

Copur-Gencturk, Y., Thacker, I., Cimpian, J. R., & Lubienski, S. T. (2020). Teachers' bias against the mathematical ability of female, Black and Hispanic students. *Educational Researcher*, 49(1), 30-43. <https://doi.org/10.3102/0013189X19890577>.

Saclarides, E. S., & Lubienski, S. T. (2019). A continuum of coaching supports. *The Learning Professional*, 40(6). <https://learningforward.org/journal/coaching/online-exclusive-a-continuum-of-coaching-supports/>

George, C., Saclarides, E. S., & Lubienski, S. T. (2018). A difference of priorities? Why U.S. and international students consider leaving doctoral programs. *Studies in Graduate and Postdoctoral Education*, 9(1), 38-57. (Winner of 2019 Emerald Literati Award, Highly Commended Paper).

Saclarides, E.S. & Lubienski, S.T. (2018). Tensions in teacher choice and professional development. *Phi Delta Kappan*, 100 (3), 55-58.

Lubienski, S. T., Miller, E. K., & Saclarides, E. S. (2018). Sex differences in doctoral student publication rates. *Educational Researcher*, 47(1), 76-81.

- Ruud, C.M., Saclarides, E. S., George-Jackson, C. E., and Lubienski, S. T. (2018). Tipping points: Doctoral students and consideration of departure. *Journal of College Student Retention: Research, Theory & Practice*, 20(3), 286-307.
- Cimpian, J. R., Lubienski, S. T., Timmer, J. D., Makowski, M. B., & Miller, E. K. (2016). Have gender gaps in math closed? Achievement, teacher perceptions, and learning behaviors across two ECLS-K cohorts. *AERA Open*, 2(4), 1-19, DOI: 10.1177/2332858416673617.
- Ganley, C. M., & Lubienski, S. T. (2016). Mathematics confidence, interest and performance: Examining gender patterns and reciprocal relations. *Learning and Individual Differences*, 47 (April), 182-193.
- Lubienski, S. T., Hug, B., & Copur-Gencturk, Y. C. (2014). Lessons from a Math-Science Partnership. *Teacher Education and Practice*, 27(2/3), 316-331.
- Robinson-Cimpian, J. P., & Lubienski, S. T., Ganley, C. M. & Copur-Gencturk, Y. (2014). Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement. *Developmental Psychology*, 50(4), 1262-1281.
- Robinson-Cimpian, J. P., & Lubienski, S. T., Ganley, C. M. & Copur-Gencturk, Y. (2014). Response to commentaries on "Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement." *Developmental Psychology*, 50(6), 1840-1844.
- Copur-Gencturk, Y. C., Hug, B. & Lubienski, S. T. (2014). The effects of a master's program on teachers' science instruction: Results from classroom observations, teacher reports, and student surveys. *Journal for Research in Science Teaching*, 51(2), 219-249.
- Lubienski, S. T., Robinson, J. P. Crane, C. C. & Ganley, C. M. (2013). Girls' and boys' mathematics achievement, affect and experiences: Findings from ECLS-K. *Journal for Research in Mathematics Education*, 44(4), 634-645.
- Copur-Gencturk, Y. C., & Lubienski, S. T. (2013). Measuring mathematics knowledge for teaching: A longitudinal study using two measures. *Journal of Mathematics Teacher Education*, 16(3), 211-236.
- Lubienski, C., Lubienski, S.T., & Linick, M. (2012). Are private schools more effective? New evidence from the United States. *Problemy Wczesnej Edukacji/Issues in Early Education*, 2 (17), 39-58.
- Lubienski, S. T. (2011). Mathematics education and reform in Ireland: An outsider's analysis of Project Maths. *Bulletin of the Irish Mathematical Society*, 67. 27-55.
- Robinson, J. P., & Lubienski, S. T. (2011). The development of gender achievement gaps in mathematics and reading during elementary and middle school: Examining direct cognitive assessments and teacher ratings. *American Educational Research Journal*, 48(2), 268-302.
- Lubienski, S. T. & Crane, C. C. (2010). Beyond free lunch: Which family background measures matter? *Education Policy Analysis Archives*, 18(1), <http://epaa.asu.edu/ojs/article/view/756>.
- Lubienski, C., Weitzel, P., & Lubienski, S. T. (2009). Is there a "consensus" on school choice and achievement? Advocacy research and the emerging political economy of knowledge production. *Educational Policy*, 23(1), 161-193.

Lubienski, S. T., Lubienski, C., & Crane, C. C. (2008). Achievement differences among public and private schools: The role of school climate, teacher certification and instruction. *American Journal of Education*, 151(1), 97-138.

Lubienski, S. T. (2008). On “gap gazing” in mathematics education: The need for gaps analyses. *Journal for Research in Mathematics Education*, 39(4), 350-356.

Lubienski, S. T. & Gutiérrez, R. (2008). Bridging the “gaps” in perspectives on equity in mathematics education. *Journal for Research in Mathematics Education*, 39(4), 365-371.

Lubienski, C., Crane, C., & Lubienski, S. T. (2008). What do we know about school effectiveness? Academic gains in public and private schools. *Phi Delta Kappan*, 89(9), 689-695.

Lubienski, S. T. (2007). What we can do about achievement disparities. *Educational Leadership*, 65(3), 54-59.

Hill, H. C. & Lubienski, S. T. (2007). Teachers’ mathematics knowledge for teaching and school context: A study of California teachers. *Educational Policy*, 21(5), 747-768.

Lubienski, C., & Lubienski, S. T. (2007). Is private preschool worth the money? (Invited Commentary), *Teachers College Record* [Online], <http://www.tcrecord.org/Content.asp?ContentId=13095>.

Lubienski, C. & Lubienski, S. T. (2006). Charter schools, academic achievement and NCLB. *Journal of School Choice*, 1(3), 55-62.

Lubienski, S.T. (2006). Examining instruction, achievement, and equity with NAEP mathematics data. *Education Policy Analysis Archives*, 14(14). <http://epaa.asu.edu/epaa/v14n14>.

Lubienski, S.T., & Lubienski, C. (2006). School sector and academic achievement: A multi-level analysis of NAEP mathematics data. *American Educational Research Journal*, 43(4), 651-698.

Herbel-Eisenmann, B., Lubienski, S. T. & Id-Deen, L. (2006). Reconsidering the study of mathematics instructional practices: The importance of curricular context in understanding local and global teacher change. *Journal of Mathematics Teacher Education*, 9(4), 313-345.

Lubienski, S. T. & Lubienski, C. (2006). What NAEP *can* tell us about school achievement. *Education Week*, 25(26) 28, 30.

McGraw, R., Lubienski, S. T., & Strutchens, M. E. (2006). A closer look at gender in NAEP mathematics achievement and affect data: Intersections with achievement, race and socio-economic status. *Journal for Research in Mathematics Education*, 37(2), 129-150.

Lubienski, C. & Lubienski, S. T. (2005). “Private-ization” and school effects: Time to revisit the public-private school question? *Teachers College Record* [Online]. Date Published: September 09, 2005 <http://www.tcrecord.org> ID Number: 12166.

Lubienski, S. T. & Lubienski, C. (2005). A new look at public and private schools: Student background and mathematics achievement. *Phi Delta Kappan*, 86(9), 696-699.

Lubienski, S. T. (2004). Traditional or Standards-based mathematics? The choices of students and parents in one district. *Journal of Curriculum and Supervision*, 19(4), 338-365.

Lubienski, S. T. (2003). Celebrating diversity or denying disparities: A critical assessment. *Educational Researcher*, 32(8), 30-38.

Lubienski, S. T. (2002). A closer look at black-white mathematics gaps: Intersections of race and SES in NAEP achievement and instructional practices data, *Journal of Negro Education*, 71(4), 269-287.

Lubienski, S. T. (2002). Research, reform and equity in mathematics education. *Mathematical Thinking and Learning*, 4(2/3), 103-125.

Lubienski, S. T. (2001). The problem with "real world" problems. *Dialogues* 4(1), Reston: National Council of Teachers of Mathematics.

Lubienski, S. T., & Bowen, A. (2000). Who's counting? A survey of mathematics education research 1982-1998. *Journal for Research in Mathematics Education*, 31(5), 626-633.

Lubienski, S. T. (2000). A clash of class cultures? Students' experiences in a discussion-intensive seventh-grade mathematics classroom. *Elementary School Journal*, 100(4), 377-403.

Lubienski, S. T. (2000). Problem solving as a means toward "mathematics for all": An exploratory look through a class lens. *Journal for Research in Mathematics Education*, 31(4), 454-482.

Lubienski, S. T. (1999). Perspectives on problem-centered mathematics teaching. *Mathematics Teaching in the Middle School*, 5(4)250-255.

BOOKS

Lubienski, C. & Lubienski, S.T. (2014). *The public school advantage: Why public schools outperform private schools*. University of Chicago Press. (Winner, 2015 PROSE award in Education Theory, Association of American Publishers).

BOOK CHAPTERS

Lubienski, S. T. & Ganley, C. M. (2017). Research on gender and mathematics. In J. Cai (Ed.) *Compendium for research in mathematics education* (pp 649-666). Reston: National Council of Teachers of Mathematics.

Lubienski, S. T. (2017). Large-Scale International Datasets: What we can and cannot learn from them, and how we could learn more. In J. W. Son, T. Watanabe & J. J. Lo (Eds.) *What matters?: Research trends in international comparative studies in mathematics education* (pp. 385-392). Cham: Springer.

Lubienski, C., & Lubienski, S.T. (2016). Reconsidering choice, competition and autonomy as the remedy in American education. In W. Mathis & T. Trujillo, *The neo-liberal education reforms* (pp. 365-391). Charlotte, NC: Information Age Publishers.

Leder, G. & Lubienski, S. T. (2015). Large-scale test data: Making the invisible visible. In A. Bishop, H. Tan & P. Sullivan (Eds.) *Diversity in mathematics education: Towards inclusive practices* (pp. 17-40). Cham: Springer.

Lubienski, S. T. (2012). Commentary on Kaiser, Hoffstall and Orschulik, "Gender role stereotypes in the perception of mathematics – results of an empirical study with secondary students in Germany." In H. Forgasz & F. Rivera (Eds.) *Towards equity in mathematics education: Gender, culture and diversity* (pp. 141-144). New York: Springer.

Lubienski, S. T., & Crockett, M. (2007). NAEP mathematics achievement and race/ethnicity. In P. Kloosterman and F. Lester (Eds.) *Results and interpretation of the 2003 math assessment of NAEP* (pp. 227-260). Reston: National Council of Teachers of Mathematics.

McGraw, R., & Lubienski, S. T. (2007). 2003 NAEP mathematics findings regarding gender. In P. Kloosterman and F. Lester (Eds.) *Results and interpretation of the 2003 math assessment of NAEP* (pp. 261-287). Reston: National Council of Teachers of Mathematics.

Lubienski, S. T. (2007). Research, reform and equity in mathematics education. In N. S. Nasir & P. Cobb [Eds.] *Improving access to mathematics: Diversity and equity in the classroom* (pp. 10-23). New York: Teacher's College Press.

Lubienski, S. T. (2004). Decoding mathematics instruction: A critical examination of an invisible pedagogy. In J. Muller, A. Morais, & B. Davies (Eds.) *Reading Bernstein, researching Bernstein* (pp. 108-122). London: RoutledgeFalmer.

Lubienski, S. T., McGraw, R., & Strutchens, M. (2004). NAEP findings regarding gender: Mathematics achievement, student affect, and learning practices. In P. Kloosterman, & F. K. Lester, Jr. (Eds.) *Results and interpretations of the 1990 through 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 305-336). Reston, VA: National Council of Teachers of Mathematics.

Strutchens, M., Lubienski, S. T., McGraw, R. & Westbrook, S. K. (2004). NAEP findings regarding race/ethnicity: Students' performance, school experiences, attitudes/beliefs and family influences. In P. Kloosterman., & F. K. Lester, Jr. (Eds.) *Results and interpretations of the 1990 through 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 269-304). Reston, VA: National Council of Teachers of Mathematics.

Lubienski, S. T. (2003). Is our teaching measuring up? Race-, SES-, and gender-related gaps in measurement achievement. In D. Clements (Ed.) *Learning and teaching measurement*, Peer-reviewed yearbook of the National Council of Teachers of Mathematics (pp. 282-292). Reston: National Council of Teachers of Mathematics.

Lubienski, S. T. & Stilwell, J. (2003). Teaching low-SES students mathematics through problem solving: Tough issues, promising strategies, and lingering dilemmas. In H. Schoen & R. I. Charles (Eds.) *Teaching*

mathematics through problem solving: 6-12 (pp. 207-218). Reston, VA: National Council of Teachers of Mathematics.

Lubienski, S. T. (2002). Good intentions were not enough: Lower SES students' struggles to learn mathematics through problem solving. In J. Sowder & B. Schappelle (Eds.) *Lessons learned from research* (pp. 171-177). Reston, VA: National Council of Teachers of Mathematics.

Ball, D. L., Lubienski, S. T., & Mewborn, D. S. (2001). Research on teaching mathematics: The unsolved problem of teachers' mathematical knowledge. In V. Richardson (Ed.) *Handbook of research on teaching* (4th edition, pp. 433-456). New York: Macmillan.

Lubienski, S. T. (1997). Class matters: A preliminary excursion. In J. Trentacosta & M. J. Kenney (Eds.) *Multicultural and gender equity in the mathematics classroom: The gift of diversity*, Peer-reviewed yearbook of the National Council of Teachers of Mathematics (pp. 46-59). Reston: National Council of Teachers of Mathematics.

OTHER PUBLICATIONS

Copur-Gencturk, Y., Cimpian, J. R., Lubienski, S. T., & Thacker, I. (2020). Unconscious bias in the classroom: How cultural stereotypes affect teachers' assessments of students' math abilities. Invited blog post for ARISE: Advancing Research & Innovation in the STEM Education of Preservice Teachers in High-Need School Districts, AAAS, May 27, 2020. <https://aaas-arise.org/2020/05/27/unconscious-bias-in-the-classroom-how-cultural-stereotypes-affect-teachers-assessment-of-students-math-abilities/>

Lubienski, S. T. (2018). Are American kids happy in school? New data tells a surprising story. Guest Blog for V. Strauss' "The Answer Sheet." *Washington Post*, May 29, 2018.

Lubienski, C. & Lubienski, S. T. (2017). Student vouchers aren't working. Here's why. *Education Week*, June 16, 2017. <http://www.edweek.org/ew/articles/2017/06/16/student-vouchers-arent-working-heres-why.html>

Miller, E., Makowski, M. Copur-Gencturk, Y., & Lubienski S. T. (2017). Large-Scale Data, Big Possibilities: A Review of *Large-Scale Studies in Mathematics Education*. *Journal for Research in Mathematics Education*, 48(2), 224-118.

Ganley, C. & Lubienski, S. (2016). What can we do about gender differences in math? *Teaching Children Mathematics* blog. National Council of Teachers of Mathematics, May 23, 2016. <http://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/What-Can-We-Do-about-Gender-Differences-in-Math/>

Ganley, C. & Lubienski, S. (2016). Current research on gender differences in math. *Teaching Children Mathematics* blog. National Council of Teachers of Mathematics, May 9, 2016. <http://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/Current-Research-on-Gender-Differences-in-Math/>

Rudd, C., Huang, W., Buttlar, W. and Lubienski, S. T. (2015). The Future of MOOCs in Research Universities. A White Paper Summary of Discussions at the Workshop “Strategic Integration of MOOCs in Research Universities.” Project Report to NSF Award # 1348820. Champaign, IL.

Lubienski, S. T. (2015). What the drop in NAEP math scores tells us – about Common Core and NAEP. Guest Blog for V. Strauss’ “The Answer Sheet.” *Washington Post*, November 4, 2015.

Lubienski, S. T. (2015). Review of “The Hidden Value of Curriculum Reform.” Boulder, CO: National Education Policy Center. Available at <http://nepc.colorado.edu/thinktank/review-curriculum>.

Lubienski, S. T., Crane, C. C., & Robinson, J. P. (2011). A longitudinal study of gender and mathematics using ECLS data, Final report (grant #R305A080147) submitted to the National Center for Education Research, Institute of Education Sciences, Washington, DC. Available from the author.

Lubienski, C. & Lubienski, S. T. (2006). *On the public-private school achievement debate*. Education Policy Studies Laboratory, Education Policy Research Unit, Arizona State University. (Report #EPSL-0608-207-EPRU, available at <http://epsl.asu.edu/epru/ttreviews/EPSL-0608-207-EPRU.pdf>)

Lubienski, C., & Lubienski, S. T. (2006). *Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics Data*. New York: National Center for the Study of Privatization in Education, Teachers College, Columbia University.

Lubienski, C., & Lubienski, S. T. (2005). *Re-examining a primary premise of market theory: An analysis of NAEP data on achievement in public and private schools*. New York: National Center for the Study of Privatization in Education, Teachers College, Columbia University.

Lubienski, S. T., Camburn, E., & Shelley, M. C. (2004). *Reform-oriented mathematics instruction, achievement, and equity: Examinations of race and SES in 2000 Main NAEP Data*. Report submitted to the National Center for Education Statistics, Washington, DC.

WORKS SELECTED FOR RE-PUBLICATION

Lubienski, C., & Lubienski, S. T. (2013). The Public School Advantage: Why Public Schools Outperform Private Schools. *Stanford Social Innovation Review*. (Excerpt of: Lubienski, C., & Lubienski, S. T. (2014). *The Public School Advantage: Why Public Schools Outperform Private Schools*. Chicago, IL: University of Chicago Press.)

Lubienski, C. & Lubienski, S. T. (2006). Conventional wisdom proves wrong: Public schools outperform private and charter schools. *American Educator*, Spring 2006, 5. (Excerpted from our report, “Charter, private, public schools and academic achievement: New evidence from NAEP mathematics data.” National Center for the Study of Privatization in Education, Teachers College, Columbia University.)

EXTERNAL FUNDING

Cimpian, A., Cimpian, J. R., Lubienski, S. T., Cheryan, S. (2020-2024). “Boys have it; girls have to work for it”: The development and consequences of gender stereotypes about natural ability vs. effort in mathematics. Institute of Education Sciences, \$1,400,000.

Villamil, M., Rodriguez-Zas, S., Geddes, P., Riggins, C., & Lubienski, S. T. (2015-2019). Multicultural Investigators Nurtured in Data Science (MINDS) in Agriculture Program. USDA National Institute of Food and Agriculture, Higher Education National Needs Fellowships Program, \$246,000.

Adesida, A., Lubienski, S., Zerai, A., Buttlar, B., Cooper, L., Laugesen, R., & Van der Donk, W. (2015-2018). Making Way for a New Generation in STEM: A Proposal for the Illinois Sloan University Center of Exemplary Mentoring. Alfred P. Sloan Foundation, \$1,000,000.

Lubienski, S. T. (PI as Graduate College Interim Dean, 2014-15). Graduate Research Fellowship Program at the University of Illinois. National Science Foundation, \$16,200,649.

Lubienski, S. T. (PI as Graduate College Interim Dean, 2014-15). Sandia National Laboratories Excellence in Science and Engineering Research Program Fellowships, \$295,000.

Dutta, D. & Lubienski, S. T. (2013-2015). Enhancing Student Financial Education at Illinois. Council of Graduate Schools, \$40,000.

Buttlar, B., Huang, W., & Lubienski, S. T. (2013-2015). Strategic Integration of MOOCs into Graduate and Professional STEM Programs in 21st Century Research Universities. National Science Foundation, \$299,878.

Lubienski, S. T., Baroody, A., & Robinson, J. P. (2010-2016). Postdoctoral Research Program in Mathematics Education. Institute of Education Sciences, \$655,000.

Lubienski, S. T. (2010). A Study of Mathematics Instructional Reform in Ireland. US Fulbright Scholar Award, J. William Fulbright Foreign Scholarship Board. US Department of State, \$23,000.

Hug, B. & Lubienski, S. T. (2007-2012). Mathematics Science Partnership: Sense-Making in Science and Mathematics. Illinois State Board of Education, \$1,000,000.

Lubienski, S. T. (2008-2011). A Longitudinal Study of Gender and Mathematics Using ECLS-K Data. Institute of Education Sciences, \$314,367.

Lubienski, S.T. & Lubienski, C. (2005-2006). A New Look at School Type, Mathematics Achievement and Equity. Institute for Education Sciences, National Center for Education Statistics, \$100,000.

Lubienski, S.T. & Shelley, M. C. III (2002-2004). A Closer Look at Mathematics Achievement and Instructional Practices: Examinations of Race, SES, and Gender in a Decade of NAEP Data. National Center for Education Statistics, \$99,929.

Andre, T., Clough, M., Davis, N., Hand, B., Lubienski, S. T., Olson, J., & Sharp, J. (2002-2003). Recruiting, Educating, Inducting, Supporting and Retaining Mathematics and Science Teachers to Improve the Quality of Mathematics, Science and Technology Education for K-12 Students in the 21st Century. U.S. Department of Education (OERI Fund for the Improvement of Education Program), \$150,000.

Andre, T., Clough, M., Davis, N., Hand, B., Lubienski, S. T., Olson, J., & Sharp, J. (2001-2002). Recruiting, Educating, Inducting, Supporting and Retaining Mathematics and Science Teachers to Improve the Quality of Mathematics, Science and Technology Education for K-12 Students in the 21st Century. U.S. Department of Education (OERI Fund for the Improvement of Education Program), \$249,698.

INTERNAL FUNDING

Lubienski, S. T. (2008-2009). A Longitudinal Analysis of Mathematics Achievement in Public and Private Schools. Campus Research Board, University of Illinois at Urbana-Champaign, \$9,625.

Lubienski, S. T. (2007-2008). Social Class Influences on Academic Achievement: A Longitudinal Examination of ECLS-K. Faculty Fellows Program, Bureau of Educational Research, College of Education, University of Illinois at Urbana-Champaign, \$20,000.

Lubienski, S. T. & Lubienski, C. (2007). Graduate Research Assistantship Support, Bureau of Educational Research, College of Education, University of Illinois at Urbana-Champaign, \$6,000.

Lubienski, S.T. (2000-2003). Summer Research Fellowships, College of Education, Iowa State University, total of \$25,000.

Lubienski, S.T. (2003). Grant Proposal Development Fellowship, Interdisciplinary Research Institute for Survey Science (IRISS), Iowa State University, \$5300.

PUBLISHED CONFERENCE PAPERS

Saclarides, E. S., & Lubienski, S. (2018). Where's the math?: A study of coach-teacher talk during modeling and co-teaching. *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC.

Lubienski, S. T. (2015). Gender and mathematics education in the United States. *Proceedings of the 12th International Congress on Mathematics Education* (165-169), Seoul, Korea: Springer.

Lubienski, S. T. & Parimi P. (2009). Reforming instruction to promote "mathematics for all students": Research from the United States. *Proceedings of the International Conference on Educational Leadership* [CD-ROM], Bangalore, India, Indian Institute of Management.

Shelley, M. C. & Lubienski, S. T. (2005). Do NCTM reform practices matter? Predicting precollege student mathematics achievement using NAEP 2000 data. *2004 Proceedings of the American Statistical Association*, Section on Social Statistics [CD-ROM], Alexandria, VA, American Statistical Association, 2363-2368.

Herbel-Eisenmann, B., Lubienski, S. T. & Id-Deen, L. (2004). One teacher, two curricula: How and why does her pedagogy vary? In D. E. McDougall & J. A. Ross (Eds.) *Proceedings of the Twenty-sixth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 901-908), Toronto: Ontario Institute for Studies in Education.

Lubienski, S. T. & Shelley, M. C. (2003). A closer look at U.S. mathematics instruction and achievement: Examinations of race and SES in a decade of NAEP data. Paper presented at the American Educational Research Association, Chicago. (Published in ERIC, document number ED476468.)

Lubienski, S. T. (2002). Are we achieving "mathematical power for all?" A decade of national data on instruction and achievement. Paper presented at the American Educational Research Association, New Orleans. (Published in ERIC, document number ED463166.)

Lubienski, S. T. (2002). Traditional or problem-centered mathematics? The choices of students and parents in one district. Paper presented at the American Educational Research Association, New Orleans. (Published in ERIC, document number ED463165.)

Lubienski, S. T. (2001). A second look at mathematics achievement gaps: Intersections of race, class and gender in NAEP data. Paper presented at the American Educational Research Association, Seattle. (Published in ERIC, document number ED454246.)

Lubienski, S. T. (2001). Class, ethnicity, culture, and mathematical problem solving. Paper presented at the American Educational Research Association, Seattle. (Published in ERIC, document number ED460861.)

Lubienski, S. T. (2001). Are the NCTM *Standards* reaching all students? An examination of race, class, and instructional practices. Paper presented at the American Educational Research Association, Seattle. (Published in ERIC, document number ED460862.)

Lubienski, S. T. (1999). What's hot? What's not? A survey of mathematics education research. Paper presented at the annual meeting of the American Educational Research Association, Montreal. (Published in ERIC, document number ED429847)

Lubienski, S. T. (1998). Problem solving as a means toward "mathematics for all": A look through a class lens. Paper presented at the annual meeting of the American Educational Research Association, San Diego. (Published in ERIC, document number ED425058.)

Lappan, G., & Theule-Lubienski, S. (1992). Training teachers or educating professionals? What are the issues, and how are they being resolved? In Robitaille, D., Wheeler, D., and Kieran, C. (Eds.), *Selected Lectures from the 7th International Congress on Mathematical Education, Quebec*, (pp. 249-261), Quebec City, Quebec: Les Presses de l'Université Laval.

INVITED ADDRESSES

Lubienski, S. T. (2019). Forging a research path in mathematics education: One scholar's decisions, discoveries and detours. Keynote address at the Indiana Mathematics Education Research Symposium. Indianapolis, IN.

Lubienski, C., & Lubienski, S.T. (2018). The public school advantage. Sponsored by the College of Education, The College of Humanities and Social Sciences, and The Poole College of Management. North Carolina State University.

Lubienski, S. T. (2017). Mathematics instruction, achievement and equity in the U.S.: what can (and can't) national data tell us about recent trends? Mesa Colloquium Series, University of Georgia, Athens, GA.

Lubienski, S. T. (2017). Trends in U.S. mathematics instruction, achievement and equity: What can (and can't) national data tell us? University of Alabama Mathematics Department, Tuscaloosa, AL.

Lubienski, S. T., & Lubienski, C. (2017). How America's current reform agenda could reverse decades of progress in mathematics education. The National Council of Teachers of Mathematics Research Conference, San Antonio, TX, April 3-5.

Lubienski, C., & Lubienski, S.T. (2017). Does school choice improve opportunities for children? Town Hall Meeting sponsored by Nevada State Education Association, Nevada ACLU and others, Las Vegas, NE.

Lubienski, S.T. (2016). What research questions can we address with NAEP? Institute of Education Sciences Principal Investigator Meeting, Washington, DC.

Lubienski, S.T. (2016). Substantive research topics that can and should be addressed using NAEP data. Expert Advisory Panel Meeting, NAEP Analysis Research Program, Washington, DC.

Lubienski, S. T. (2015). Using national datasets to study equity in mathematics education: Strengths, limits and cautions. Mathematics Education Colloquium Series, University of Maryland, College Park, MD.

Lubienski, S. T. (2015). Using NAEP to study equity: Strengths, weaknesses and cautions. NAEP Research Special Interest Group of the American Educational Research Association. Chicago, IL.

Lubienski, C., & Lubienski, S. T. (2013). The public school advantage: Why privatization doesn't always work. Invited Lecture to the Education Justice Project, Danville Correctional Center, Danville, IL.

Lubienski, S. T. (2011). Mathematical power for all students? The politics, purposes, and results of U.S. mathematics education reforms. Northern Michigan University Mathematics Department Colloquium, Marquette, Michigan (delivered via Skype).

Lubienski, S. T. (2011). Two decades of striving for "mathematical power for all:" Struggles and successes of U.S. education reformers. University of Waikato, Hamilton, New Zealand.

Lubienski, S. T. (2011). Mathematical power for all students? The politics, purposes, and results of U.S. mathematics education reforms. Faculty of Education, Monash University, Melbourne, Australia.

Lubienski, S. T. (2010). Irish mathematics instruction and Project Maths: An outsider's preliminary perspective. Dublin City University Mathematics Department, Dublin, Ireland.

Lubienski, S. T. (2010). Mathematics instruction in the United States: Some lessons learned from two decades of reform. Mathematics Department of the National University of Ireland Maynooth, Ireland.

Lubienski, S. T. (plenary address, 2010). Promoting equity through problem solving: Results from two decades of mathematics instructional reform in the United States. Science and Mathematics Education Conference (SMEC), Dublin, Ireland.

Lubienski, S. T. & Copur, Y. (2009). What do national data tell us about equity in mathematics education? Research Pre-session of the National Council of Teachers of Mathematics, Washington, DC.

Lubienski, S. T. (2008). Better schools or more privileged students? Examining the “private school advantage” with NAEP and ECLS-K. Invited address, Predoctoral Training Program in Educational Research, Johns Hopkins University, Baltimore, MD.

Lubienski, S. T. (2008). Beyond the usual suspects: In search of a more comprehensive set of SES-related indicators. Faculty Fellows Invited Address, Bureau of Educational Research, University of Illinois at Urbana-Champaign.

Lubienski, C. & Lubienski, S.T. (2007). Revealing research on public versus private school test scores. Annual Education Summit of the Alliance for Student Achievement, Minneapolis.

Lubienski, S. T., & Lubienski, C. (2007). NAEP Mathematics achievement differences in public and private schools: The role of school climate, teacher certification and teaching practices. National Meeting of State NAEP Coordinators (via WebEx).

Lubienski, S. T. (invited address of the College of Education Distinguished Scholar, 2007). Mathematics achievement differences among Public-Private schools: The role of school climate, teacher certification and reform-oriented instruction. Bureau of Educational Research, University of Illinois at Urbana-Champaign.

Lubienski, S. T. (plenary address, 2006). Reflections from a working-class scholar who resists and embraces scholarship in mathematics education. Conference of the Appalachian Collaborative Center for Learning, Assessment and Instruction in Mathematics (ACCLAIM). Newark, OH.

Lubienski, S. T. (2005). Mathematics instruction, achievement and equity: Descriptive and HLM analyses of NAEP data. Center for the Study of Mathematics Curriculum Conference, Phoenix, AZ.

Lubienski, S. T. (Invited plenary address, 2004). Promoting mathematical power for all students: An honest look at trends and tough issues related to mathematics instructional reform. Rural Education Workshop of Math in the Middle Institute Partnership, University of Nebraska, Lincoln.

Lubienski, S. T. (2003). Race- and SES-related trends in NAEP mathematics data. School of Education, University of Michigan, Ann Arbor.

Lubienski, S. T. (keynote address, 2002). Triumphs, trials and troubling questions: Reflections on a decade of mathematics education reform. Iowa Educational Research and Evaluation Association, Ames, Iowa.

Lubienski, S.T. (2001). Class, culture and mathematical problem solving. College of Education, University of Texas, Austin.

Lubienski, S.T. (1997). The making of the dissertation: “Mathematics for all? Examining issues of class in mathematics teaching and learning.” College of Education, Michigan State University, East Lansing.

SELECTED CONFERENCE PRESENTATIONS

Saclarides, E. S., & Lubienski, S. T. (2019). Conditions influencing teacher sense-making during one-on-one coaching. Paper presented at the annual conference of the American Educational Research Association, Toronto, CA.

Copur-Gencturk, Y., Cimpian, J.P., Lubienski, S.T., & Thacker, I., & Plowman, D. (2019). What's in a name? A study of mathematics teachers' implicit bias. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Saclarides, E. S., & Lubienski, S. (2019). Coaching amid external pressures: The impact of three key district policies on modeling and co-teaching. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators Research Conference, Orlando, FL.

Copur-Gencturk, Y., Lubienski S. T. & Cimpian. J. Thacker, I., & Junk. D. (2019). Mathematics teachers' implicit biases toward female students and students of color. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Orlando.

Lubienski, S. T., Ganley, C. M, Makowski, M., Miller, E., & Timmer, J., (2018). "Bold problem solving:" A new construct for improving mathematics achievement and equity. Presentation at the Joint Seminar on Educational Research, University of Warsaw, Poland.

Lubienski, S. T., Makowski, M., & Miller, E. (2018). "Bold problem solving:" A new construct for gender equity research. Presentation at the National Council of Teachers of Mathematics Research Conference, Washington, DC.

Saclarides, E.S., & Lubienski, S. T. (2018). Exploring the content and depth of coach-teacher talk during modeling and co-teaching. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Timmer, J., Ganley, C. M., & Lubienski, S. T. (2018). Can bold problem-solving and spatial skills explain the gender gap in problem-solving performance? Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Lubienski, S. T., Makowski, M., & Miller, E. (2018). "Bold problem solving:" A new construct in the pursuit of gender equity. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Makowski, M. & Lubienski, S. T. (2018). "Using quantitative diagrams to examine curriculum enactment in a developmental math classroom." Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Lubienski, S. T., Miller, E., Makowski, M., Timmer, J. (2017). Spatial skills, problem solving approaches, and gender gaps in middle school. National Council of Teachers of Mathematics Research Conference, San Antonio, TX.

Wen-Hao, D. H. , Ruud, C., & Lubienski, S.T. , & Buttlar, W. (2016). Pillars for innovations: Integrating MOOCs in U.S. research universities. Paper presented at the annual meeting of the Association for Educational Communications and Technology. Las Vegas.

Saclarides, E., George-Jackson, C.E., Ruud, C., & Lubienski, S.T. (2015). Doctoral departure: A comparison of domestic and international students. Paper presented at the annual meeting of the Association for the Study of Higher Education. November 4–7, 2015. Denver.

Ruud, C., Saclarides, E., George-Jackson, C. E., & Lubienski, S. T. (2015). Tipping points: Doctoral students and consideration of departure. Paper presented at the annual meeting of the Association for the Study of Higher Education. November 4–7, 2015. Denver.

Copur-Gencturk, Y., Teo, T. W., Lubienski, S. T., & Hug, B. (2014). Relationships among teachers' instructional practices within mathematics and science: An investigation of subject-specific differences. Paper presented at the American Educational Research Association, Philadelphia.

Robinson, J. P., Lubienski, S. T., Ganley, C. M., & Copur-Gencturk, Y. (2014). Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement. Paper presented at the annual conference of the Society for Personality and Social Psychology, Austin, TX.

Ganley, C. M., Lubienski, S. T., & Crane, C. C. (2013). Gender differences in and reciprocal relations between mathematical confidence, interest, and achievement across development. Paper presented at the Society for Research in Child Development, Seattle.

Robinson, J. P., Lubienski, S. T., Ganley, C. M. & Copur-Gencturk, Y. (2013). Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement. Paper presented at the Society for Research in Child Development, Seattle.

Purpura, D. J., Ganley, C. M., & Lubienski, S. T. (2012, May). Kindergarten predictors of later mathematics, reading, and science skills. Poster presented at the Association for Psychological Science annual convention, Chicago.

Lubienski, S. T., & Ganley, C. M., & Crane, C. C. (2012). Unwarranted uncertainty: Gender patterns in early mathematical confidence, interest and achievement. Paper presented at the American Educational Research Association, Vancouver.

Copur-Gencturk, Y. & Lubienski, S. T. (2012). How do gains in teachers' knowledge relate to changes in instruction? A three-year study of mathematics knowledge, beliefs, and teaching. Paper presented at the American Educational Research Association, Vancouver.

Copur-Gencturk, Y. & Lubienski, S. T. (2012). What different teacher knowledge measures tell us about teachers' mathematical knowledge for teaching. Poster presented at the American Educational Research Association, Vancouver.

Robinson, J. P., Lubienski, S. T., & Copur-Gencturk, Y. (2012). Gender-biased perceptions fuel early mathematics gender gap. Paper presented at the American Educational Research Association, Vancouver.

Copur-Gencturk, Y. & Lubienski, S. T. (2012). A longitudinal comparison of teacher gains on two mathematics content knowledge measures: LMT and DTAMS. Association of Mathematics Teacher Educators, Fort Worth.

Copur-Gencturk, Y., Hug, B., & Lubienski, S. (2012). Examining changes in teachers' practices in science. Presentation at the U.S. Department of Education Mathematics and Science Partnerships Program Regional Conference, New Orleans.

Robinson, J. P., Lubienski, S. T., & Copur-Gencturk, Y. (2011). The effects of teachers' gender-stereotypical expectations on the development of the math gender gap. Presentation at the Society for Research on Educational Effectiveness, Washington, DC.

Copur, Y. & Lubienski, S. T. (2011) Assessing teachers' mathematical knowledge. Presentation at the Research Pre-session of the National Council of Teachers of Mathematics, Indianapolis.

Robinson, J. P., Lubienski, S. T., & Copur, Y. (2011). Teacher expectations and the early development of gender gaps in math. Paper presented at the annual conference of the Association for Education Finance and Policy, Seattle, WA.

Lubienski, S. T., Crane, C. & Robinson, J. P. (2010). Gender and mathematics experiences, achievement and affect: A Study of ECLS-K Data. Presentation at the Institute of Education Sciences Research Conference, National Harbor, MD.

Lubienski, S. T., Robinson, J. P., & Crane, C. (2010). U.S. gender differences at home and school. Parenting practices, teacher assessments, and mathematics achievement. Presentation at the Research Pre-session of the National Council of Teachers of Mathematics, San Diego.

Copur, Y., Hug, B., & Lubienski, S. (2010). Sense-Making in Mathematics and Science: The design and impact of a new master's program for K-8 teachers. Presentation at the U.S. Department of Education Mathematics and Science Partnerships Program Regional Conference, New Orleans.

Lubienski, S. T., Crane, C. & Robinson, J. P. (2009). Are parents and teachers short-changing girls? A study of ECLS-K mathematics data. Paper presented at the Institute of Education Sciences Research Conference, Washington, DC.

Lubienski, S. T., Hug, B., Copur, Y. & Lee, S. (2009). Sense-Making in Mathematics and Science: A new master's program for K-8 teachers. Presentation at the U.S. Department of Education Mathematics and Science Partnerships Program Regional Conference, Chicago.

Lubienski, S. T., & Crane, C. C. (2009). ECLS-K family background variables and school achievement: What's missing from traditional SES measures? Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Lubienski, S. T. & Robinson, J. P. (2009). Who is shortchanged in elementary school? A longitudinal study of math and reading gender gaps in ECLS-K. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Lubienski, S. T., & Crane, C. C. (2009). Girls' and boys' early home experiences and school mathematics achievement: An exploration using ECLS-K. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Lubienski, C., Weitzel, P. C., & Lubienski, S. T. (2009). School choice advocacy and research: Toward a new political economy of knowledge production. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Rosas, M. R. & Lubienski, S. T. (2008). Ethnomathematics: Taking stock of assumptions, theory and research. Paper presented at the annual meeting of the American Educational Research Association, New York.

Lubienski, S. T., Lubienski, C. & Crane, C. C. (2007). Understanding achievement differences in public and private schools: The role of school climate, teacher certification and teaching practices. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Lubienski, S. T. & Crockett, M. D. (2006). An examination of NAEP mathematics data regarding race/ethnicity: Student achievement, affect, and school/home experiences. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Lubienski, C. & Lubienski, S.T. (2006). Charter, private, public schools and academic achievement: New evidence from NAEP mathematics data. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Lubienski, S. T. & Rosas, M. R. (2006). Taking stock of race-, SES-, and gender-related trends in NAEP data. National Council of Teachers of Mathematics Annual Meeting, St. Louis.

Lubienski, S. T. & Crockett, M.C. (2006). An examination of NAEP mathematics data regarding race/ethnicity. Research Pre-session of the National Council of Teachers of Mathematics, St. Louis.

Lubienski, S. T. & Lubienski, C. (2005). A new look at public versus private schools: An HLM analysis of NAEP mathematics data. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Herbel-Eisenmann, B., Lubienski, S. T. & Id-Deen, L. (2005). Living in two curricular contexts: Factors influencing mathematics teacher change. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Lubienski, S. T. (2004). Instruction, achievement and equity: Intersections of race and SES in NAEP data. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Lubienski, S. T. (2003). Traditional or *Standards*-based mathematics? Parents' choices in one district. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Lubienski, S. T. (2003). Mathematical power for all: Are we there yet? National Council of Teachers of Mathematics Annual Meeting, San Antonio.

Lubienski, S. T. (2003). We've built it—Why aren't they coming? Parents' choices between traditional and reformed mathematics in one district. Research Pre-session of the National Council of Teachers of Mathematics, San Antonio.

Shelley, M. C., & Lubienski, S. T. (2003). Mathematics Instruction and Student Achievement: Multilevel Models and Social Structures in NAEP 2000 Data. Poster presented at the American Educational Research Association, Chicago.

Lubienski, S. T. (2002). Research, reform and equity in mathematics education: A Call for a sociocultural approach. Research Pre-session of the National Council of Teachers of Mathematics, Las Vegas.

Lubienski, S. T. (2001). Your guess is as good as mine? Teaching the fundamentals of probability. National Council of Teachers of Mathematics Annual Meeting, Orlando.

Lubienski, S. T. (1997). Successes and struggles of striving toward "mathematics for all": A closer look at socio-economic class. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Lubienski, S. T. (1997). Just shut up and tell us! A class analysis of students' experiences in a "reformed" mathematics classroom. Presentation at the New York Graduate Mathematics Education Research Conference, Syracuse, NY.

Wilson, S. M., Mattson, S., & Theule-Lubienski, S. (1996). The challenges of multiple commitments: The case of the California Mathematics Project. Paper presented at the annual meeting of the American Educational Research Association, New York.

Lubienski, S. T. (1995). Ideas from the *Connected Mathematics Project*. Workshop at the National Council of Teachers of Mathematics Regional Meeting, Chicago.

HONORS

Outstanding Reviewer Award, 2020, *Educational Researcher*, American Educational Research Association.

Fellow, American Educational Research Association, 2019.

Outstanding Reviewer Award, 2019, *Educational Researcher*, American Educational Research Association.

Outstanding Graduate Teaching Award, 2017, College of Education, University of Illinois at Urbana-Champaign.

Outstanding Reviewer Award, 2016 *Educational Researcher*, American Educational Research Association.

Outstanding Reviewer Award, 2010, *Educational Researcher*, American Educational Research Association.

Outstanding Reviewer Award, 2008, *Educational Evaluation and Policy Analysis*, American Educational Research Association.

UIUC's Incomplete List of Teachers Ranked Excellent by Their Students: 2005-2014

Distinguished Scholar Award, 2006, College of Education, University of Illinois at Urbana-Champaign.

Thomas N. Urban Research Award, 2001, Iowa Academy of Education/First in the Nation in Education Foundation.

Outstanding Dissertation Award, 1996. College of Education, Michigan State University.

Outstanding Educational Scholar Fellowship, 1991-1994. College of Education, Michigan State University.

Teaching Assistant of the Year, 1991. Department of Mathematics, Michigan State University.

Outstanding Graduating Senior, 1989. Department of Mathematics and Computer Science, Northern Michigan University.

PROFESSIONAL ACTIVITIES

Grant Proposal Reviewer, National Science Foundation, 2002, 2003, 2005, 2007, 2012, 2015, 2019, 2020.

Manuscript Reviewer, *Educational Studies in Mathematics*, 2019.

Guest Editor, *Journal for Research in Mathematics Education*, 2009; 2010, 2013; 2019 (substituted for JRME editor when a conflict of interest arose).

Invited Speaker, Undergraduate Education Research Training Workshop ("Selecting a Graduate Program ---- What Field? Where? and When?"), American Educational Research Association, 2018, New York.

Member, Editorial Board, *Review of Educational Research*, 2018-2020.

Mentor, New Faculty Mentorship Program, Division C, American Educational Research Association, 2018.

Co-Chair, Research in Mathematics Education Special Interest Group, American Educational Research Association, 2017- present.

External Reader for doctoral thesis of Brooke VanZanden, Australian Catholic University, 2017.

Member, Advisory Board, Examining Teacher Math Anxiety as a Malleable Factor Related to Student Outcomes (IES-funded study, PI Colleen Ganley). Florida State University, 2017-present.

Member, Advisory Board, CAREER: Tapping Hidden Potential: Multilevel Factors that Improve the STEM Performance and Choices of Racial Minorities, and Youth with Lower Socioeconomic Status or a Disability Classification (NSF-funded study, PI Dara Shifrer). Portland State University, 2017-present.

Manuscript Reviewer, *Learning and Instruction*, 2017.

Participant, Expert Advisory Panel, NAEP Analysis Research Program, Washington, DC, October 13-14, 2016.

Member, Advisory Board, The Role of Parents' Mindsets in Children's Math Learning (NSF-funded study, PI Eva Pomerantz). University of Illinois at Urbana-Champaign, 2016-2019.

Director, AERA Institute on Statistical Analysis for Education Policy: Using Large-Scale Data to Study Mathematics Education and Outcomes, Washington, DC, 2012; 2013; 2016.

Book Review Editor, *Journal for Research in Mathematics Education*, 2015-2018.

Member, AERA Grants Program Governing Board, 2010-2020.

Member, Editorial Board, Educational Researcher, 2010-present.

Member, Advisory Board, What Mathematics Do Students Know? Implications from NAEP for Curriculum and Policy (NSF-funded project, Peter Kloosterman, PI), Indiana University, 2011-2014.

Grant Proposal Reviewer, Qatar National Research Fund, 2012, 2013.

Manuscript Reviewer, *Journal of Educational Psychology*, 2010.

Manuscript Reviewer, *Cognition and Instruction*, 2010.

Manuscript Reviewer, *Elementary School Journal*, 2009.

Manuscript Reviewer, *Sociology of Education*, 2009; 2014; 2015; 2017

Manuscript Reviewer, *Journal of Mathematics Teacher Education*, 2008; 2009; 2011

Manuscript Reviewer, *Educational Evaluation and Policy Analysis*, 2008; 2009; 2017.

Member, Editorial Board, Education Policy Analysis Archives, 2007-present.

Member, Advisory Board, Scaling Up Mathematics Achievement (SUMA – an NSF-Funded project), New Mexico State University, 2007-2010.

Consultant, Huntley, M. & Fi, C. (PIs), Examining Different Curricular Approaches and Their Impact on High-School Students' Understanding of Algebra: Phase I – Studying the Intended Curriculum (NSF-Funded Research Project), Cornell University, 2008-2010.

Manuscript Reviewer, *Journal of Urban Mathematics Education*, 2009.

Manuscript Reviewer, *Mathematical Thinking and Learning*, 2008; 2009.

Manuscript Reviewer, *Review of Educational Research*, 2007-2008.

Manuscript Reviewer, *Teachers College Record*, 2007.

Member, Review Panel, Think Tank Review Project, Education Policy Research Unit, Arizona State University, 2006-2017.

Member, Policy Task Force, Center for Tax and Budget Accountability (bi-partisan think tank, Chicago, IL), 2006-2010.

Manuscript Reviewer, *Journal of Teacher Education*, 2006-2010.

Manuscript Reviewer, *Urban Education*, 2006.

Chairperson, Editorial Panel, *Journal for Research in Mathematics Education*, 2005-2006.

Manuscript Reviewer, *Educational Researcher*, 2003-present.

Manuscript Reviewer, *American Educational Research Journal*, 2003-2009.

Chairperson, Research Using NAEP Data, Special Interest Group of the American Educational Research Association, 2003-2007.

Member, Editorial Panel, *Journal for Research in Mathematics Education*, 2003-2005.

Grant Proposal Reviewer, Government of Canada, 2002; 2009.

Manuscript Reviewer, *Journal for Research in Mathematics Education*, 1999-present.

Member, Mathematics Cabinet, Ames School District, 1999–2002.

Member, NSF-Funded Advisory Panel on Diversity and Equity, Vanderbilt University, 1999-2001.

ADDITIONAL CONFERENCE-RELATED ACTIVITIES

Symposium Organizer and Chair, “Bold problem solving:” A new construct for gender equity research. Symposium at the NCTM Research Conference, Washington, DC, 2018.

Symposium Organizer and Chair, “Bold problem solving and spatial skills: Two *Important Constructs for Gender Equity in Mathematics Education*.” Annual Meeting of the American Educational Research Association, New York, 2018.

Symposium Chair, "The promise and pitfalls of mathematics coaching: New evidence regarding coaching practices and their impact." Annual Meeting of the American Educational Research Association, New York, 2018.

Symposium Organizer and Chair, “Gender and mathematics: An interdisciplinary symposium examining classroom influences, achievement and affect.” Annual Meeting of the American Educational Research Association, Vancouver, 2012.

Symposium Discussant, “Teacher knowledge: Influences and impact.” Annual Meeting of the American Educational Research Association, Denver, 2010.

Symposium Organizer & Chair, “Gender equity: Are we there yet? Research from Australia, Iceland and the U.S.” Annual Research Pre-session of the National Council of Teachers of Mathematics, St. Louis, 2010.

Symposium Organizer & Chair, “Getting published: Conversations with JRME panel members.” Annual Research Pre-session of the National Council of Teachers of Mathematics, St. Louis, 2006.

Symposium Organizer & Chair, “Pressing practitioner questions: Can research provide answers?” Annual Research Pre-session of the National Council of Teachers of Mathematics, St. Louis, 2006.

Symposium Organizer and Chair, “NAEP trends in math achievement, instruction & equity: Gains and gaps.” Annual Research Pre-session of the National Council of Teachers of Mathematics, St. Louis, 2006.

Symposium Chair, “Examining equity with NAEP data: Studies of race/ethnicity, language, and also NAEP’s new analysis tool.” Annual Meeting of the American Educational Research Association, San Diego, 2006.

Symposium Organizer and Chair, "Improved Instruction or Increased Inequities? Multiple Interpretations of Trends in NAEP Mathematics Data." Annual Meeting of the American Educational Research Association, San Diego, 2004.

Proposal Reviewer, American Educational Research Association, Research using NAEP Data Special Interest Group, 2000-2007.

Proposal Reviewer, American Educational Research Association, Division C, Section 2, 2000-2003.

Proposal Reviewer, American Educational Research Association, Research in Mathematics Education Special Interest Group, 1997-2003; 2007-2012; 2016-.

Symposium Organizer and Chair, "If We Build It, Will They Come? A Diversity of Perspectives on Parents and School Mathematics Reform." Annual Meeting of the American Educational Research Association, Chicago, 2003.

Discussant, "Norms, Beliefs and Values in Mathematics Education." Annual Research Pre-session of the National Council of Teachers of Mathematics, San Antonio, 2003.

Symposium Organizer and Chair, "If We Build It, Will They Come? A Diversity of Perspectives on Parents and School Mathematics Reform." Annual Research Pre-session of the National Council of Teachers of Mathematics, San Antonio, 2003.

Discussant, "Students' Experiences Moving Between 'Traditional' and 'Reform' Curricula: What are the Implications for K-16 Mathematics Education?" Annual Research Pre-Session of the National Council of Teachers of Mathematics, Las Vegas, 2002.

Symposium Organizer and Chair, "Culture, Language and Power within Mathematics Classrooms and Beyond: New Lenses for Examining Equity in Mathematics Education." Annual Research Pre-Session of the National Council of Teachers of Mathematics, Las Vegas, 2002.

Symposium Chair, "Standards-Based Reform at the School Site." American Educational Research Association Annual Meeting, San Diego, 1998.

UNIVERSITY SERVICE (at Indiana University)

Member, Provost's Task Force on Graduate Education, 2022-.

Chair, Graduate Student Annual Review Working Group 2019-.

Chair, Ed.D. Working Group, 2018-.

Member, Associate Deans for Graduate Education, Indiana University Bloomington, 2018-.

Ex-Officio Member, Graduate Studies Committee, School of Education, 2018-.

Ex-Officio Member, Grievance Committee, School of Education, 2018-.

Member, Research and Development Committee, School of Education, 2018-2019.

Ex-Officio Member, Diversity Committee, School of Education, 2018-2019.

Ex-Officio Member, International Programs Committee, School of Education, 2018-2019.

Member, Mathematics Education Doctoral Review Committee, Department of Curriculum and Instruction, 2018.

UNIVERSITY SERVICE (at the University of Illinois)

Chair, Mathematics, Science and Engineering Education Division, Department of Curriculum and Instruction, 2016-2017.

Member, Promotion and Tenure Committee, College of Education, 2016-2017.

Member, University Faculty Senate, University of Illinois at Urbana-Champaign, 2016-2017.

Member, Science Education Faculty Search Committee, College of Education, 2016-2017.

Member, Graduate Awards Committee, Department of Curriculum and Instruction, 2016-2017.

Member, Research Policy Committee, Office of the Vice-Chancellor for Research, University of Illinois at Urbana-Champaign, 2015-2017.

Member, Advisory Board, Illinois New Teacher Collaborative, 2015-2017.

Member, Campus Off-Cycle Promotion and Tenure Committee, College of Education, 2014-2017.

Member, Council for Learning Outcomes Assessment, University of Illinois at Urbana-Champaign, 2015-2016.

Member, Promotion and Tenure Committee, College of Education, 2015-2016.

Member, Faculty Advisory Committee, Department of Curriculum and Instruction, 2013-2017.

Chair, Assessment of the Illinois Doctoral Experience (AIDE) Program Review Committee, University of Illinois at Urbana-Champaign, 2013-2014.

Co-Chair, Bilingual/Literacy Education Search Committee, Department of Curriculum and Instruction, 2013-2014.

Member, Electronic Survey Administration Committee, University of Illinois at Urbana-Champaign, 2013-2015.

Chair, Council on Equity and Access, Graduate College, 2012-2013.

Co-Director, Illinois Partners for Diversity Summit, Graduate College, 2013.

Member, Advisory Board, Center for Education in Small Urban Communities, 2012.

Member, Mathematics for Elementary Teachers Search Committee, Mathematics Department, 2012.

Director, Illinois Partners for Diversity Summit, Graduate College, 2012.

Volunteer instructor and Science/Math Workshop Coordinator, Education Justice Project, University of Illinois and Danville Correctional Center, 2012-2017.

Director, STEM Education Research Collaborative, College of Education, 2011-2012.

Member, College Executive Committee, College of Education, 2012-2013

Moderator, College Executive Committee, College of Education, 2011-2012.

Member, Gender Equity Council, University of Illinois, 2011-2013.

Mentor, I-Promise Program, University of Illinois, 2011-2012.

Co-Chair, Bilingual Education Search Committee, Department of Curriculum and Instruction, 2011-2012.

Member, Child/Lifespan Development Search Committee, Educational Psychology, 2011-2012.

Chair, Third-Year Review Committee, Department of Curriculum and Instruction, 2011-2012.

Member, UIUC Subcommittee on Undergraduate Student Conduct, 2009-2011.

Member, College Research Committee, College of Education, 2010.

Member, Faculty Advisory Committee, Department of Curriculum and Instruction, 2008-2010.

Proposal Reviewer, Campus Research Board, University of Illinois, 2008; 2010.

Chair, Faculty and Staff Awards Committee, Department of Curriculum and Instruction, 2009-2010.

Member, Faculty and Staff Awards Committee, College of Education, 2009-2010.

Member, Special Education Department Head Search, College of Education, 2008-2009.

Member, Faculty and Staff Awards Committee, Department of Curriculum and Instruction, 2008-2009.

Member, Secondary Mathematics Education Search Committee, 2008-2009.

Member, Advisory Committee, Forum on the Future of Public Education, 2007-present.

Member, Quantitative Methods Search Committee, Department of Educational Psychology, 2007-2008.

Division Head, Math, Science & Technology, Department of Curriculum and Instruction, 2006-2008.

Member, College Executive Committee, College of Education, 2006-2008.

Member, Leadership Team, Department of Curriculum and Instruction, 2006-2008.

Member, Search Committee for Bureau Director, Bureau of Educational Research, College of Education, 2007.

Member, STEM Strategic Initiative Writing Group, College of Education, 2006.

Member, Faculty Advisory Committee, Department of Curriculum and Instruction, 2005-2006.

Member, Mathematics Education Search Committee, 2005-2006.

Member, Combined Leadership Committee (sub-committee to analyze Strengths, Weaknesses, Opportunities, Threats -- SWOT), College of Education, 2005-2006.

Member, Graduate Awards Committee, Department of Curriculum and Instruction, 2004-2005.

SELECTED MEDIA CITATIONS

The Atlantic (October 18, 2013; January 21, 2015)

The Atlantic Monthly (May 1, 2006)

Austin American-Statesman (October 14, 2006)

Boston Globe (January 9, 2005; December 15, 2013)

Boston Review (December 5, 2013)

Business Insider (November 25, 2014; April 23, 2016; January 21, 2017)

CBS News (May 10, 2005)

Chicago Sun-Times (February 4, 2006)

Chicago Tribune (January 22, 2016)

Christian Science Monitor (May 10, 2005; April 12, 2018)

Chronicle of Higher Education (March 17, 2014)

Dallas Morning News (June 26, 2005)

Education Dive (March 25, 2019)

Education Week (March 17, 2014; May 14, 2014; May 24, 2016; November 2, 2016)

El Magisterio (Spain) (February 21, 2006)

ESPN.Com (February 4, 2014)

FiveThirtyEight (October 27, 2016)

Forbes.com (July 6, 2016)

FOXBusiness.com (August 20, 2014)

Houston Chronicle (January 27, 2006)

Huffington Post (June 30, 2016; October 27, 2016; January 11, 2017; April 14, 2017)

Huffington Post Brasil (November 16, 2016)

Huffington Post Live (October 28, 2013)

Indianapolis Star (January 28, 2006; April 10, 2018)
Inside Higher Ed (November 8, 2017)
The Journal Gazette (April 19, 2018)
Live Science (April 11, 2005)
MSNBC, The Cycle, (November 12, 2013)
National Public Radio (July 26, 2006)
National Review (online March 28, 2014)
Nature (December 6, 2017)
New York Times (January 28, 2006; July 14, 2006; October 21, 2006; June 11, 2012; June 13, 2018)
New Zealand Listener (January 29, 2014)
The Oregonian (February 4, 2014)
The Post and Courier (May 4, 2018)
Patriot News (April 11, 2014)
Quora Session (June 28, 2016)
San Diego Union-Tribune (July 15, 2006)
Slate (September, 2013)
State News Service (June 12, 2014)
St. Louis American (December 8, 2016)
St. Paul Pioneer Press (March 14, 2006)
USA Today (May 9, 2005)
Wall Street Journal (online: July 24, 2006)
Washington Post (July 19, 2006)
Washington Post (*Answer Sheet* Guest Blog, November 5, 2013; November 4, 2015; May 29, 2018)
Washington Times (January 28, 2006)