

## Tracy L. Weston, Ph.D.

Associate Professor & Director  
Education Studies  
Middlebury College

Twilight Hall 109  
Middlebury, VT 05753  
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### EDUCATION

- Doctor of Philosophy**      **The University of North Carolina, Chapel Hill**  
2011  
Mathematics Education, Teacher Education  
Dissertation: *Elementary preservice teachers' mathematical knowledge for teaching: Using situated case studies and educative experiences to examine and improve the development of MKT in teacher education*
- Master of Arts**      **The University of North Carolina, Chapel Hill**  
2007  
Culture, Curriculum and Change  
Thesis: *"Can you borrow from an already borrowed number?" Insights into second graders' understanding of place value*
- Bachelor of Science**      **The Pennsylvania State University**  
2001  
Elementary and Kindergarten Education

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### RESEARCH AREAS

Mathematical knowledge in teaching, teacher noticing, antiracist teacher education, field-based teacher education, outdoor teacher education, environmental education, 360 video

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### TEACHING ENDORSEMENTS

- Elementary Education (Grades K – 6)
- Middle Grades Mathematics (Grades 6 – 9)

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### PROFESSIONAL EXPERIENCE

- Director of Education Studies**      **Middlebury College**  
July 2021 – Present  
Middlebury, Vermont
- Associate Professor of Education Studies**      **Middlebury College**  
July 2020 (tenure awarded January 2020) – Present  
Middlebury, Vermont

#### Courses Taught:

- EDST 0115: Education in the USA
- EDST 0206: Environmental Education
- EDST 0305: Elementary Literacy and Social Studies Methods
- EDST 0306: Elementary Science Methods
- EDST 0307: Elementary Mathematics Methods
- EDST 0315: Elementary Mathematics and Science Methods

Courses Taught (continued):

- EDST 0317: Children and the Arts
- EDST 0327: Field Experience in Secondary and Special Education
- EDST 0410: Student Teaching Seminar
- EDST 0405 – 407: Supervision of Student Teachers (Elementary)
- EDST 0415 – 417: Supervision of Student Teachers (Secondary)
- EDST 0430: Senior Seminar in Education Studies
- EDST 0500: Independent Studies

Environmental Studies Program, Affiliate Faculty (2018 – Present)

**Assistant Professor of Education Studies (Tenure Track)**

July 2017 – June 2020

**Middlebury College**

Middlebury, Vermont

**Visiting Assistant Professor of Education Studies**

July 2014 – June 2017

**Middlebury College**

Middlebury, Vermont

**Assistant Professor (Tenure Track)**

August 2012 – May 2014

**University of Alabama**

Tuscaloosa, Alabama

Department of Curriculum and Instruction, Elementary Mathematics Education

Courses Taught:

- Teaching Elementary Mathematics
- Elementary Practicum

**Visiting Scholar**

August 2011 – December 2011

**University of Cambridge**

Cambridge, United Kingdom

- Taught in the Primary Postgraduate Certificate in Education Programme
- Coordinated an international research team for a project using the *Knowledge Quartet*
- STeM group involvement

**Graduate Instructor**

January 2007 – May 2011

**University of North Carolina**

Chapel Hill, North Carolina

Courses Taught:

- Seminar on Teaching Elementary Grades
- Teaching Mathematics in the Elementary Grades
- Emergent Mathematics

Courses Co-Taught:

- Revisiting Real Numbers
- Learning and Development in the Elementary Classroom

**University Supervisor**

August 2007 – May 2011

**University of North Carolina**

Chapel Hill, North Carolina

- Supervised and evaluated elementary preservice teachers
- Taught student teaching seminar

**Graduate Teaching Assistant**  
**Master's in Education for Experienced Teachers**  
January 2007 – May 2008

**University of North Carolina**  
Chapel Hill, North Carolina

Courses:

- Designing Problem Tasks for Mathematics (grades 9 – 12 teachers)
- Revisiting Real Numbers (grades K – 8 teachers)
- Teacher as Researcher 1 (grades K – 12 teachers)
- Teacher as Researcher 2 (grades K – 12 teachers)

**Classroom Teacher**  
August 2002 – June 2005

**Chapel Hill-Carrboro City Schools**  
Chapel Hill, North Carolina

- First grade teacher, Rashkis Elementary School
- Faculty representative to school governance committee
- Science curriculum committee member
- Women's varsity lacrosse coach

**Classroom Teacher**  
August 2001 – June 2002

**State College Area School District**  
State College, Pennsylvania

- First grade teacher, Lemont Elementary School
- Coordinated home reading program

**Professional Development School Intern**  
August 2000 – June 2001

**State College Area School District/  
The Pennsylvania State University**  
State College, Pennsylvania

- Intern in first grade classroom
- University representative to strategic planning committee

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## **PUBLICATIONS**

**Weston, T. L., & Amador, J. M.** (Accepted). Teacher noticing: A literature review of mathematics and science teacher noticing conceptualizations. *School Science and Mathematics*.

Amador, J. M., **Weston, T.**, & Kosko, K. (2022). Supporting noticing of students' mathematical thinking through 360 video and prompt scaffolding. In C. Fernández, S. Llinares, A. Gutiérrez, & N. Planas (Eds.). *Proceedings of the 45th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 11-18). Alicante, Spain: PME.

**Weston, T. L., & Affolter, T. L.** (2022). Practicing discomfort in teacher education. *Proceedings of the annual meeting of the American Educational Research Association*. AERA online Paper Repository. DOI: <https://doi.org/10.3102/1885156>

- Weston, T. L., & Amador, J. M.** (2021). Investigating student teachers' noticing using 360 video of their own teaching. *Journal of Technology and Teacher Education*, 29(3), 311-340.
- Amador, J. M., Kosko, K. W., **Weston, T.**, & Estapa, A. (2021). Prospective teachers' appraisal of technology platforms: comparing perception and complexity. *Technology, Pedagogy and Education*, 30(3), 473-489, DOI: 10.1080/1475939X.2021.1915372
- Kosko, K. W., **Weston, T. L.**, & Amador, J. (2021). 360 video as an immersive representation of practice: Interactions between reported benefits and teacher noticing. *Mathematics Teacher Education and Development*, 23(4), 162-181.  
<https://mtd.merga.net.au/index.php/mtd/article/view/635>
- Amador, J. M., Estapa, A., Kosko, K., & **Weston, T.** (2019). Prospective teachers' noticing and mathematical decisions to respond: Using technology to approximate practice. *International Journal of Mathematical Education in Science and Technology*. DOI: [10.1080/0020739X.2019.1656828](https://doi.org/10.1080/0020739X.2019.1656828)
- Weston, T. L.** (2019). Improving coherence in teacher education: Features of a field-based methods course partnership. In T. E. Hodges & A. C. Baum (Eds.), *Handbook of research on field-based teacher education* (pp. 166–191). Hershey, PA: IGI Global.
- Weston, T. L.**, Kosko, K. W., Amador, J. M., & Estapa, A. T. (2018). Preservice teachers' questioning: Comparing platforms for practice-based teacher education. *Journal of Technology and Teacher Education*, 26(1), 149-172.
- Weston, T. L.** (2018). Using the *Knowledge Quartet* to support prospective teacher development during methods coursework. In S. E. Kastberg, A. M. Tyminski, A. E. Lischka & W. B. Sanchez (Eds.), *Building support for scholarly practices in mathematics methods* (pp.69-83). Charlotte, NC: Information Age Publishing.
- Weston, T. L.**, & Amador, J. M. (2018). Teacher questioning: comparing multi-media platforms in initial teacher education. In Bergqvist, E., Österholm, M., Granberg, C., & Sumpter, L. (Eds.). *Proceedings of the 42nd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 5, p.191). Umeå, Sweden: PME.
- Virmani, R., Taylor, M. W., Rumsey, C., with Box, T., . . . **Weston, T.**, & Woods, D. (2018). Bringing mathematics methods into classrooms. In S. E. Kastberg, A. M. Tyminski, A. E. Lischka & W. B. Sanchez (Eds.), *Building support for scholarly practices in mathematics methods* (pp.233-248). Charlotte, NC: Information Age Publishing.
- Estapa, A., Amador, J., Kosko, K., **Weston, T.**, de Araujo, Z., & Aming-Attai, R. (2018). Preservice teachers' articulated noticing through pedagogies of practice. *Journal of Mathematics Teacher Education*, 21(4), 387-415.

Amador, J. M., Estapa, A., de Araujo, Z., Kosko, K. W., & **Weston, T. L.** (2017). Eliciting and analyzing preservice teachers' mathematical noticing. *Mathematics Teacher Educator*, 5(2), 158-177.

Amador, J., Estapa, A., **Weston, T.**, & Kosko, K. (2016). Communicating professional noticing through animations as a transformational approximation of practice. In M. B. Wood, E. E. Turner, M. Civil, & A. J. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp.1447-1453). Tucson, AZ: The University of Arizona.

Amador, J., **Weston, T.**, Estapa, A., Kosko, K., & de Araujo, Z. (2016). Animations as a transformational approximation of practice for preservice teachers to communicate professional noticing. *Journal of Technology and Teacher Education*, 24(2), 127-151.

**Weston, T. L.**, & Henderson, S. C. (2015). Coherent experiences: The new missing paradigm in teacher education. *The Educational Forum*, 79(3), 321-335.

de Araujo, Z., Amador, J., Estapa, A., **Weston, T.**, Aming-Attai, R., & Kosko, K. (2015). Animating preservice teachers' noticing. *Mathematics Teacher Education and Development*, 17(2), 25-44.

**Weston, T. L.** (2013). Using the *Knowledge Quartet* to quantify mathematical knowledge in teaching: The development of a protocol for initial teacher education. *Research in Mathematics Education*, 15(3), 286-302.

**Weston, T. L.**, Kleve, B., & Rowland, T. (2012). Developing an online coding manual for *The Knowledge Quartet: An international project*. *Proceedings of the British Society for Research into Learning Mathematics*, 32(3), 179-184.

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## CONFERENCE PRESENTATIONS

**Weston, T. L.**, & Amador, J. M. (2023, February). *Making sense of noticing: Conceptualizing mathematics and science teacher noticing*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), New Orleans, LA.

Amador, J. M., **Weston, T. L.**, & Kosko, K. W. (2022, July). *Supporting noticing of students' mathematical thinking through 360 video and prompt scaffolding*. Presented at the annual meeting of the International Group for the Psychology of Mathematics Education (PME), Alicante, Spain.

**Weston, T. L.**, Kosko, K. W., & Amador, J. M. (2022, February). *Using 360 videos in mathematics teacher education methods courses and field experiences*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Henderson, NV.

- Weston, T., & Affolter, T.** (2020, April—cancelled due to COVID-19). *Practicing discomfort in teacher education*. Paper session accepted to the annual meeting of the American Educational Research Association (AERA).
- Weston, T., & Baker, K.** (2020, February). *Bringing teacher education outdoors*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Pheonix, AZ.
- Kosko, K., Weston, T., & Amador, J.** (2020, February). *Incorporating immersive 360 video in mathematics teacher education: Potential and challenges*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Pheonix, AZ.
- Weston, T.** (2019, May). *Teacher candidate Vermont Licensure Portfolio surveys*. Roundtable presented at the annual conference of the Educator Preparation Inquiry Collaborative (EPIC), St. Michael's College, Colchester, VT.
- Estapa, A., Weston, T., & Amador, J.** (2019, February). *Preservice teachers' decision making: What happens when the answer is wrong?* Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Orlando, FL.
- Weston, T., & Amador, J.** (2018, July). *Teacher questioning: Comparing multi-media platforms for initial teacher education*. Presented at the annual meeting of the International Group for the Psychology of Mathematics Education (PME), Umeå, Sweden.
- Weston, T., Johnston, C., & Canavan, C.** (2018, March). *Towards a more just, compassionate, and equitable society: A methods course partnership to develop Next Gen teacher candidates*. Presented at the annual meeting of the National Association for Professional Development Schools (NAPDS), Jacksonville, FL.
- Weston, T., Kosko, K., Amador, J., & Estapa, A.** (2018, February). *Comparing multi-media platforms: Approximating practice & aligning instruction*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Houston, TX.
- Amador, J., Estapa, A., Kosko, K., & Weston, T.** (2018, February). *Extending noticing to practice: Analyzing preservice teachers' pedagogical enactment based on the professional noticing framework*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Houston, TX.
- Kosko, K. W., Weston, T. L., Estapa, A., & Amador, J.** (2017, April). *Preservice teachers' approximations of questioning*. Roundtable presented at the annual meeting for the American Educational Research Association (AERA, Division K), San Antonio, TX.

- Amador, J., Estapa, A., **Weston, T.**, & Kosko, K. (2016, November). *Communicating professional noticing through animations as a transformational approximation of practice*. Paper presented at the 38<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Tucson, AZ.
- Weston, T. L.** (2016, July). *Developing knowledge of representations in initial teacher education*. Poster presented at the 13<sup>th</sup> International Congress on Mathematics Education (ICME), Hamburg, Germany.
- Weston, T. L.**, & Kasteberg, S. L. (2016, January). *Exploring frameworks: Building our practice*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Irvine, CA.
- Amador, J., Estapa, A., & **Weston, T.** (2016, January). *Mathematical nature of preservice teacher noticing through video animations as an approximation of practice*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Irvine, CA.
- Weston, T. L.** (2015, October). *Guided teaching within a methods course*. Poster presented at the National Science Foundation-funded Scholarly Inquiry and Practices Conference for Mathematics Education Methods, Atlanta, GA.
- Estapa, A., Amador, J., de Araujo, Z., **Weston, T.**, & Aming-Attai, R. (2015, April). *Noticing transfer across mediums for future elementary teachers*. Presented at the National Council of Teachers of Mathematics Annual Research Conference (NCTM), Boston, MA.
- Amador, J., Estapa, A., **Weston, T.**, de Araujo, Z., Kosko, K., & Aming-Attai, R. (2015, February). *Noticing exposed through preservice teachers' video animations*. Presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Orlando, FL.
- Weston, T. L.**, & Henderson, S.C. (2014, April). *Coherent experiences: The new 'missing paradigm' in teacher education*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Henderson, S.C., & **Weston, T. L.** (2014, April). *Uncovering a problem of practice: Supervisors' field observations of preservice teachers' approximations of practice*. Roundtable presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.
- Gleason, J., **Weston, T.**, Livers, S., & Zelkowski, J. (2014, April). *A new classroom observation instrument for assessing K-16 mathematics classrooms*. Presented at the annual Research Conference of the National Council of Teachers of Mathematics (NCTM), New Orleans, LA.

- Estapa, A., Amador, J., Kosko, K., de Araujo, Z., **Weston, T.**, & Aming-Attai, R. (2014, February). *Noticing in action: An animated look into the noticing of future elementary teachers*. Poster presented at the annual meeting of the Association of Mathematics Teacher Educators (AMTE), Irvine, CA.
- Henderson, S.C., & **Weston, T.** (2013, April). *Iterative development of a literacy methods course inside a “failing” school*. Presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Weston, T. L.** (2013, April). *The Knowledge Quartet researcher coding manual, an international project*. Presentation at the annual meeting of the National Council of Teachers of Mathematics Research Presession (NCTM), Denver, CO.
- Weston, T. L.**, & Henderson, S. C. (2013, February). *The iterative development of a cross-content, practice-based methods course*. Presentation at the annual meeting of the National Association for Professional Development Schools (NAPDS), New Orleans, LA.
- Weston, T.**, & Rowland, T. (2012, November). *Developing an online coding manual for the Knowledge Quartet: An international project*. Presentation at the joint meeting of the British Society for Research into Learning Mathematics and Nordic Society for Research in Mathematics Education (BSRLM/NoRME), University of Cambridge, Cambridge, England.
- Weston, T. L.** (2012, November). *Improving teaching practices with the Knowledge Quartet*. Presentation at the annual meeting of the Alabama Council for Teachers of Mathematics (ACTM), Montgomery, AL.
- Johnson, T. L.** (2012, April). *Elementary preservice teachers' development of mathematical knowledge for teaching: Improving the development of MKT in teacher education*. Accepted presentation at the annual meeting of the National Council of Teachers of Mathematics Research Presession (NCTM), Philadelphia, PA.
- Johnson, T. L.** (2011, November). *Tiers of enacted mathematical knowledge for teaching*. Presentation at the meeting of the British Society for Research into Learning Mathematics (BSRLM), Oxford University, Oxford, England.
- Johnson, T. L.**, Willox, L., Brown, C., & Persson, J. (2010, February). *LIFE: A proposed model of a preservice teacher, mentor teacher, university supervisor nexus*. Presentation at the annual meeting of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.
- Johnson, T. L.** (2009, October). *Patterns: Essential understandings*. Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics (NCCTM), Greensboro, NC.
- Johnson, T. L.** (2009, September). *John Dewey on educative experiences*. Presentation at the annual meeting of the South Atlantic Philosophy of Education Society (SAPES), Chapel Hill, NC.



**Johnson, T. L.** (2008, September). *Seven and eight year olds' conception of place value*. Accepted presentation at the annual meeting of the European Early Childhood Educational Research Association, Stavanger, Norway.

**Johnson, T. L., & Ringer, C.** (2007, October). *Thinking in tens: What happens by the end of second grade?* Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics (NCCTM), Greensboro, NC.

**Weston, T. L.** (2001, May). *First graders' decision making*. Presentation at the annual Penn State Inquiry Conference, State College, PA.

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## INVITED PRESENTATIONS

**Weston, T. L.** (2023, March). *An introduction to teacher noticing*, Vermont Mathematics Institute, Colchester, VT.

**Johnson, T. L.** (2011, November). *Elementary preservice teachers' mathematical knowledge for teaching*, Cambridge Mathematics Education Colloquia, University of Cambridge, Cambridge, England.

**Johnson, T. L.** (2011, November). *Scholarly preparation*. Doctoral Seminar. University of North Carolina, Chapel Hill, NC.

**Johnson, T. L.** (2010, February). *Successfully navigating comprehensive examinations*. School of Education 2010 Research Symposium. University of North Carolina, Chapel Hill, NC.

**Johnson, T. L.** (2010, January). *John Dewey and educative experiences*. Presented to the John Dewey class, University of North Carolina, Chapel Hill, NC.

**Johnson, T. L.** (2008, September). *Mathematics tutoring in the elementary grades*. Presented to the University of North Carolina Teaching Fellows, Chapel Hill, NC.

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## PUBLIC SCHOLARSHIP

[www.knowledgequartet.org](http://www.knowledgequartet.org)

Coordinated an international research team for a project using the *Knowledge Quartet* (Weston, T., & Rowland, T., 2011 – 2012). Website development and content for online coding manual and case exemplars. Some of our work is available on this website as an open-access resource for mathematics teachers, researchers, and teacher educators. As of August 2019, the site had received 14,261 unique users across 23,876 sessions, and has had 118,504 page views.

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## FUNDED PROJECTS

2016 – 2017 Middlebury College Academic Outreach Endowment, *Education Studies & Weybridge Elementary School Partnership*, \$2,000

2016 LessonSketch Fellow, University of Maryland, \$1,000

- 2013 – 2014 Project IMPACT: Improving the Mathematical Practices for Alabama Classroom Teachers, Mathematics Science Partnership (MSP) grant, Alabama State Department of Education, Elementary Project Evaluation Team, 5% summer FTE
- 2013, July Research Grant, *2013 Elementary Mathematics Laboratory*, Department of Curriculum and Instruction, \$1,500
- 2007, Fall Co-Investigator, University of North Carolina University Research Council Research Grant: Pilot Study, *Relating Mathematics Curricula, Implementation and Learning Outcomes: What happens at the end of Grade 2?*

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## GRANT REVIEWER

2018 National Science Foundation

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## HONORS

**Service, Teaching and Research (STaR) Fellows Program**, Fourth cohort, National Science Foundation-sponsored national program for early-career mathematics educators (2013 – 2014). Park City, Utah (June 2013).

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## PROFESSIONAL DEVELOPMENT

**Post-Capitalist Ecology**, Night School Bar virtual course, Durham, NC (Summer 2023).

**State-Wide Scoring System (SWSS)**, Volunteer external portfolio scoring for state-wide calibration system, Educator Preparation Inquiry Collaborative (annually, each Fall).

**Consortium for Excellence in Teacher Education**, Attended 2-day annual conference for New England liberal arts colleges with teacher certification programs. Colby College, Waterville, Maine (October 27-28, 2022).

**Vermont Master Naturalist Program**, Selected to be part of the first Middlebury cohort for year-long program about Vermont's natural and cultural history. Completed a community-based project with Mary Hogan School (2021-2022).

**Building a Sense of Place Through a Sense of Taste**, North Branch Nature Center, Webinar (April 2, 2020).

**Asynchronous Online Instruction**, Association of Mathematics Teacher Educators (AMTE), Webinar (March 18, 2020).

**Synchronous Online Instruction**, Association of Mathematics Teacher Educators (AMTE), Webinar (March 17, 2020).

**Using Crosscutting Concepts to Prompt Student Sensemaking of Phenomena**, Vermont Science Teachers Association (VSTA), Middlebury College (January 16, 2020).

**Project WILD Certification**, Vermont Fish & Wildlife, Middlebury College (January 14, 2020).

**Engaged Listening Project, Faculty Fellow**, Middlebury College, developing tools for listening and deliberation in the classroom (Fall semester 2019).

**Social Justice Teaching & Facilitating Critical Conversations Workshops**, Teaching Tolerance, Boston, MA (August 16 – 17, 2019).

**360 Video Training and Collaboration**, Kent State University, OH (August 4 – 7, 2019).

**Inquiry Design Model (IDM) Summer Institute**, C3 Teachers and National Council for the Social Studies, Washington, D.C. (July 22 – 23, 2019).

**Education Preparation Inquiry Collaborative (EPIC)**: Scholarly association for inquiry on educator preparation. Professional Learning Sessions about the Vermont Licensure Portfolio (2015 – present); Annual Conference (May 2016 – 2019).

**PossePlus Retreat**, Posse Foundation, annual weekend retreat attended by Posse scholars, other students, faculty and administration, to discuss an important campus issue (March 2016 – 2019).

**Educating Children Outside (ECO) Institute**, Level 1 Training, week-long nature immersion course for teachers, North Branch Nature Center, Montpelier VT (June 25 – 28, 2018).

**How to Learn Math for Teachers**, Stanford University, on-line course (2016 – 2017).

**Next Generation Science Standards (NGSS)**, Addison Central Supervisory Union, Weybridge Elementary School, Weybridge VT (February 23, 2016).

**NGSS Professional Learning Series: Three-dimensional learning in Next Generation Science Standards**, Carla Zembal-Saul/Vermont Agency of Education, Norwich, Middlebury, and Shelburne VT (2016 – 2017).

**POSSE Mentor Training**, Posse Foundation, regional training, New York City, NY (June 2016).

**Faculty Reading Group**, Middlebury College, Ta-Nehisi Coates' *Between the World and Me* (August 2015).

**Summer Session on Contemplative Pedagogy**, Smith College, week-long investigation into how contemplative practices support teaching, learning, and engaged action in post-secondary education (August 2015).

**Next Generation Science Standards Network States EQuIP Meeting**, Higher Education representative for the 6-person Vermont team, Washington, D.C. (June 2015).

**POSSE Mentor Training**, Posse Foundation, week-long national and regional training, New York City (June 2015).

**Culture in the Mathematics Classroom**, University of Northern Colorado, one-week national symposium on integrating equity and social justice within mathematics education (June 2014).

**Elementary Mathematics Laboratory**, University of Michigan, two-week program led by Dr. Deborah Ball (Summer 2013).

**Safe Zone Ally Training**, LGBTQA+ community, University of Alabama (December 2012).

**Alabama REACH Training**, Foster youth, orphans, minors, and homeless youth, University of Alabama (December 2012).

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## COLLEGE SERVICE

**Program Director, Education Studies** (July 2021 – Present).

**Center for Teaching, Learning, and Research (CTLR) Advisory Committee** (Fall 2022 – Present).

**Athletics Policy Committee** (2021 – 2022).

**Addison Central/Middlebury College Partnership**, Steering Committee. Collaboration between Superintendent, Director of Teaching & Learning, Two Education Studies Professors, and Special Assistant to the President to design a new model for partnership work between Addison Central School District and the College. Memorandum of Understanding finalized August 2017 (2016 – March 2020).

**Addison Central/Middlebury College Professional Development School**, Implementation Committee Co-director. Representatives from the district and college working together to design a Professional Development School to improve equity, P-12 education, and professional development for in-service and pre-service teachers (2017– March 2020).

**Posse Mentor**, Mentor for 11-scholar cohort from New York City (NY17). Weekly group meetings and individual meetings every two weeks for first two years (2015 – 2017). Continued mentoring through graduation (July 2015 – February 2020).

**MiddArts Committee**, Coordinate efforts between the Education Studies Program, Mahaney Center for the Arts and Addison Central School District. (July 2014 – March 2020).

**Results Oriented Program Approval (ROPA)**, External review of the EDST licensure program and site visit by the Vermont Agency of Education, VT teacher education professors, and VT teachers and administrators. Site visit November 7-9, 2018.

**Judicial Affairs Committee**, Community Board (2017 – 2018).

**Friends of International Students (FIS)**, Host family (September 2014 – May 2018).

**First-year student reading group**, (September 2015).

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## LOCAL and STATE SERVICE and TEACHING

**Education Preparation Inquiry Collaborative (EPIC) Executive Board**, Vermont scholarly association for inquiry on educator preparation. Coordinate and lead state-wide professional learning sessions about Vermont Licensure Portfolio and an annual conference. Report to Vermont Standards Board of Professional Educators (October 2019 – present; Secretary September 2022 – present).

**Education Preparation Inquiry Collaborative (EPIC) Institutional Representative**, Vermont scholarly association for inquiry on educator preparation. Comprised of teacher educators from all Educator Preparation Programs in Vermont. Representative for Middlebury College (2015 – present).

**Whiteness and Antiracism, Professional Development for Educators**, Designed, coordinated, and co-taught six-week sessions for local K-12 educators to provide foundational learning about racism and antiblackness in America, antiracism, and provide teaching resources to help educators meet the present moment (Summer 2020; Spring 2021).

**Mary Hogan Brook Trout Release Day**, third grade science teaching about ecosystems, Robert Frost Interpretive Trail, Ripton VT (May 2016, 2017, 2019).

***How to Learn Math for Teachers* Co-Leader**, math professional development series for Addison Central Supervisory Union K-12 teachers and Middlebury College licensure students, Middlebury College (2016 – 2017).

**State Science Primary Leadership Team**, Higher Education representative to 15-person team organized through the Vermont Agency of Education (2014 – 2017).

**MIDDSTEAM**, STEAM camp for middle school girls, math session co-leader (April 2016).

**Next Generation Science Standards Professional Learning Series**, Coordinated a day-long professional development session hosted at Kirk Alumni Center for 93 teachers (November 2015).

**Strategic Plan Steering Committee**, Addison Central Supervisory Union. College representative to develop a new strategic plan for ACSU (August 2014 – June 2015).

**Volunteer**, Mary Hogan Elementary School, weekly math teaching (September 2014 – March 2020).

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## EDITORIAL SERVICE

### Reviewer

*School Science and Mathematics* (2022)

*Handbook of Research on Field-based Teacher Education* (2018)

*Journal of Mathematics Teacher Education* (2020)

*Research in Mathematics Education* (2017 – 2018)

*Journal of Technology and Teacher Education* (2017)

*Journal of Teacher Education* (2012 – 2013, 2015)

*Teacher's College Record* (2013, 2015)

*Urban Education* (2015)

*The Urban Review* (2010)

Annual Meeting of the Association of Mathematics Teacher Educators (2014, 2019)

National Council of Teachers of Mathematics Research Conference (2013 – 2016)

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## PROFESSIONAL ORGANIZATIONS

### State Organizations

- Educator Preparation Inquiry Collaborative (EPIC): Scholarly association for inquiry on educator preparation, comprised of Vermont teacher educators (2015 – present)
- Vermont Council for Teacher Educators: Faculty from Vermont institutions of higher education that award teacher certification (2014 – 2015)
- Alabama Council of Teachers of Mathematics (2012 – 2014)
- North Carolina Council of Teachers of Mathematics (2006 – 2012)

### Regional Organization

- Consortium for Excellence in Teacher Education: Association of teacher education programs in selective, private liberal arts colleges and universities located in the Northeast (2014 – 2015, 2022)

### National Organizations

- American Educational Research Association (2012 – 2014, 2017, 2019 – present)
- Association of Mathematics Teacher Educators (2013 – present)
- National Association for Professional Development Schools (2012 – 2013, 2017 – present)
- National Council of Teachers of Mathematics (2011 – 2015)

International Organization

- British Society for Research into Learning Mathematics (2011 – 2013)