

# CINDY JONG

Professor, Mathematics Education  
University of Kentucky  
Department of STEM Education  
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Lexington, KY 40506  
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## **Education**

Ph.D., Boston College Lynch School of Education,  
Curriculum and Instruction: Mathematics Education  
Dissertation Title:

M.Ed., University of Nevada Las Vegas,  
Curriculum and Instruction: Mathematics Education

B.A., University of Nevada Las Vegas,  
Elementary Education (K-8 Teaching License & TESL Certification)

## **Academic Appointments and Work Experience**

### **Professor with Tenure:**

University of Kentucky, College of Education  
Department of STEM Education

### **Co-Chair of Elementary Education Program:**

### **UK Center for Equality and Social Justice Faculty Affiliate:**

### **Associate Professor with Tenure:**

University of Kentucky, College of Education  
Department of STEM Education

### **Interim Department Chair:**

### **Assistant Professor:**

University of Kentucky, College of Education  
Department of STEM Education  
Courses: SEM 337 Teaching Mathematics for Elementary Education  
SEM 604 History of STEM Education  
SEM 110 Intro to STEM Education  
SEM 620 Equity in STEM Education  
SEM 706 Research in STEM Education  
Practicum and Student Teaching Supervisor

### **Assistant Professor:**

Virginia Commonwealth University, School of Education  
Department of Teaching and Learning, Mathematics Education  
Courses: TEDU 522 Teaching Mathematics for Elementary Education  
TEDU 651 Leadership for K-8 Mathematics Specialists  
Academic Advisor and Intern Supervisor

**Research Assistant:**

Boston College, Lynch School of Education

Teachers for a New Era, PI: Marilyn Cochran-Smith

: five-year design to study the process of learning to teach from participants' preservice period to year four of full-time teaching

: quasi-experimental design to compare teaching practices between matched pairs of graduates from two teacher preparation programs

: ongoing surveys from entry, exit, and one to three years out of the teacher education to track change over time; Instrument design, pilot, implementation and measurement in above projects

**Research Assistant:**

Boston College, Lynch School of Education

National Science Foundation Project, PI: G. Michael Barnett

Implemented Quest Atlantis (science educational video game) in Boston Public Schools;

Collected and analyzed data on student learning to examine how to make science accessible for young students in urban schools

**Instructor:**

Boston College, Lynch School of Education

Math Labs and Mathematics Methods courses (undergraduate and graduate)

**Supervisor:**

Boston College, Lynch School of Education

Supervised Practicum Students in Boston area schools

**Elementary School Teacher:**

Mountain View Elementary School, 2<sup>nd</sup> grade

Clark County School District: Las Vegas, NV

**Peer-Reviewed Publications**

**(1,750 Citations on Google Scholar as of September 2023)**

<http://scholar.google.com/citations?hl=en&user=GwWJ2GkAAAAI>

\* Indicates publication with undergraduate student.

+ Indicates publication with graduate student.

**Jong, C.** Hodges, T.E., and Zhou, H. (2023). Teaching mathematics for social justice beliefs scale: Psychometrics and practices in teacher education. Special Issue on Mathematical Views in the . +

Thomas, J., Dueber, D., Fisher, M.H., **Jong, C.**, & Schack, E.O. (2022). Professional Noticing Coherence: Exploring Relationships between Component Processes. 1-19. +

**Jong, C.**, Schack, E.O., Thomas, J., Fisher, M.H., & Dueber, D. (2021). What role does professional noticing play? Examining connections with affect and mathematical knowledge for teaching among preservice teachers 53(1), 151-164. +

- Thomas, J., Marzilli, T., Sawyer, B., **Jong**, C., Schack, E.O., & Fisher, M.H. (2020). Investigating the Manifestations of Bias in Professional Noticing of Mathematical Thinking among Preservice Teachers. *Journal of Pedagogical Research*, 1, 1-11. \*
- Thomas, J., Dueber, D., Fisher, M., **Jong**, C., & Schack, E.O. (2020) Professional Noticing into Practice: An Examination of Inservice Teachers' Conceptions and Enactment. *Journal of Pedagogical Research*, 12(2), 110-123. +
- Farmer, R., Greene, N., Perry, K., & **Jong**, C., (2019). Environmental explorations: Integrating project-based learning and civic engagement through an afterschool program. *Journal of Pedagogical Research*, (1), 423-435. \*
- Fisher, M. H., Thomas, J., **Jong**, C., Schack, E. O., & Dueber, D. (2019). Comparing preservice teachers' professional noticing skills in elementary mathematics classrooms. *Journal of Pedagogical Research*, 1-8. +
- Slayton, B., Salazar Velez, S., **Jong**, C., & Perry, K. (2018). Community super investigators (CSI) Club: Mathematics and literacy in action. *Journal of Pedagogical Research*, (2), 37-43. \*
- Fisher, M.H., Thomas, J., Schack, E.O, **Jong**, C., & Tassel, J. (2018). Noticing numeracy now!: Examining changes in preservice teachers' noticing, knowledge, and attitudes. *Journal of Pedagogical Research*, 30(2).
- Thomas, J., **Jong**, C., Fisher, M.H., & Schack, E.O. (2017). Noticing and Knowledge: Exploring Theoretical Connections between Professional Noticing and Mathematical Knowledge for Teaching. *Journal of Pedagogical Research*, 26 (2), 3-25.
- Mohr-Schroeder, M. J., Jackson, C., Cavalcanti, M., **Jong**, C., Schroeder, D.C., & Speler, L. G. (2017). Parents' attitudes toward mathematics and the influence on their students' attitudes toward mathematics: A quantitative study. *Journal of Pedagogical Research*, (5), 214-222. \*+
- Jong**, C., Thomas, J. N., Fisher, M. H., Schack, E. O., Davis, M. A., & Bickett, M. E. (2017). Decimal dilemmas: Interpreting and addressing misconceptions. *Journal of Pedagogical Research*, (1). \*
- Jackson, C., & **Jong**, C. (2017). Reading and reflecting: Preservice teachers' conceptions about teaching mathematics for equity. *Journal of Pedagogical Research*, 19(1).
- Jong**, C. & Jackson, C. (2016). Teaching mathematics for social justice: Examining preservice teachers' conceptions. *Journal of Pedagogical Research*, 7(1), 27-34.
- Jong**, C. (2016). Linking reform-oriented experiences to teacher identity: The case of an elementary mathematics teacher. *Journal of Pedagogical Research*, 109(3), 296-310.
- Jong**, C., Dowty, H., Hume, B., & Miller, M. (2016). Integrating alternative algorithms: Possibilities and practices. *Journal of Pedagogical Research*, 73, 4-9. \*+
- Roark, R., Cummane, P., Crawford, B. F., **Jong**, C. & Fisher, M. H. (2016). Preservice elementary teachers' perceptions of factors that influence mathematics teaching effectiveness. *Journal of Pedagogical Research*, \*

- Barnatt, J., Terrell, D.G., D'Souza, L., **Jong**, C., Cochran-Smith, M., Mitchell, K., Gleeson, A., McQuillan, P., & Shakman, K. (2016). Interpreting early career trajectories. .
- Thomas, J., Fisher, M. H., **Jong**, C, Schack, E. O., & Krause, L.R. & Kasten, S. (2015). Professional noticing: Learning to teach responsively. , 21(4), 238-243.
- Jong**, C., & Hodges, T.E. (2015). Assessing attitudes toward mathematics across teacher education contexts. , 18(5), 407-425.
- Jong**, C., Hodges, T.E., Royal, K.D., & Welder, R.M. (2015). Instruments to measure preservice elementary teachers' conceptions: An application of the rasch rating scale model. , 39(1), 21-48.
- Orrill, C.H., Kim, O., Peters, S.A., Lishka, A.E., **Jong**, C., Sanchez, W.B., Eli, J.A. (2015). Challenges and strategies for assessing specialized knowledge for teaching. 17 (1), 12-29.
- Flanery, B., Roark, R., Cummane, P., Fisher, M.H., **Jong**, C. (2014). Using Professional Noticing in Elementary School Mathematics. , 41, (1), 21-23. \*
- Hodges, T. E., & **Jong**, C. (2014). School-based communities of practice as mechanisms for standards-based mathematics curriculum implementation, , 194 (2), 25-34.
- Fisher, M. H., Schack, E. O., Thomas, J., **Jong**, C., Eisenhardt, S., Tassell, J., & Yoder, M. (2014). Examining the Relationship Between Preservice Elementary Teachers' Attitudes Toward Mathematics and Professional Noticing Capacities. In (pp. 219-237). Springer International Publishing.
- Jong**, C., & Magruder, R.L. (2014). Beyond cookies: Understanding various division models. , 20 (6), 367-373. +
- Jong**, C., & Hodges, T.E. (2013). The influence of elementary preservice teachers' mathematics experiences on their attitudes towards teaching and learning mathematics. 8 (2-3), 100-122.
- Cochran-Smith, M., McQuillan, P., Mitchell, K., Terrell, D.G., Barnatt, J., D'Souza, L., **Jong**, C., Shakman, K., Lam, K., & Gleeson, A. (2012). A longitudinal study of teaching practice and early career decisions: A cautionary tale. , 49 (5), 844-880.
- Mitescu, E.N., Pedulla, J.J., **Jong**, C., Canady, M.A., & Cochran-Smith, M. (2011). Measuring Practices of Teaching for Social Justice in Elementary Mathematics Classrooms. 34 (3), 15-39.
- Jong**, C., Pedulla, J.J., Mitescu, E.N., Salomon-Fernandez, Y., & Cochran-Smith, M. (2010). Exploring the link between reformed teaching practices and pupil learning in elementary school mathematics. . 110 (6), 309-326.
- Cochran-Smith, M., & the **Boston College Evidence Team**. (2009). "Re-culturing" teacher education: Evidence, inquiry, and action. *Journal of Teacher Education*. 60 (5), 458-468.

McQuillan, P., **Jong**, C., D'Souza, L., Mitchell, K., Lam, K., Shakman, K., et al. (2009). Pieces that matter in teacher education: The synergy of social justice, inquiry-into-practice, and meeting the needs of diverse learners. *Journal of Research in Mathematics Education*, 1(2), 47-65.

Cochran-Smith, M., Shakman, K, **Jong**, C., Terrell, D., Barnatt, J., & McQuillan, P. (2009). Good and just teaching: The case for social justice in teacher education. *Journal of Research in Mathematics Education*, 15 (3), 347-377.

### **Editorships**

Jong, C & Fisher, M.H. (expected 2023). Special Issue on Critical Spaces in Mathematics and Science Teacher Noticing in *Journal of Research in Mathematics Education*

Fisher, M.H., & Jong, C. (expected 2023). Special Issue on Mathematics and Science Teacher Noticing: Conceptual Explorations and Empirical Connections in *Journal of Research in Mathematics Education*

### **Peer-Reviewed Book Chapters**

**Jong**, C., Thomas, J., Mask, W., Fisher, M.H., & Schack. E.O. (2022). Analytical processes for measuring equitable noticing in mathematics/Procesos analíticos para medir la mirada profesional y equidad en matemáticas. Paper accepted for proceedings of the 44<sup>th</sup> Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN. +

Thomas, J., Mask, W., Schack. E.O., Fisher, M.H., & **Jong**. C. (2022). Deciding quality: Lenses, challenges, and opportunities. Paper accepted for proceedings of the 44<sup>th</sup> Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN. +

**Jong**, C., Fisher, M.H., Thomas, J., Schack. E.O., & Mask, W. (2021). Conceptualizing mathematics modules that integrate professional noticing and equity. In Olanoff, D., Johnson, K., & Spitzer, S. M. (Eds). *Productive Struggle: Persevering through Challenges: Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Philadelphia, PA.

**Jong**, C., Priddie, C., Roberts, T., Museus, S.D. (2020). Race-related factors in STEM: A review of research on educational experiences and outcomes for racial and ethnic minorities. In C.C. Johnson, M. Mohr-Schroeder, T. Moore, L. Bryan, & L. English (Eds), *Handbook of Research on Mathematics Education*, Routledge. +

Thomas, J., Marzilli, T, Sawyer, B., **Jong**, C., & Fisher, M.H. (2020). Manifestations of bias within preservice teachers professional noticing of children's mathematical thinking. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 1429 – 1433). \*

Lavery, M.R., **Jong**, C., Krupa, E., & Bostic, J. (2019). Developing an assessment with validity in mind. In J. Bostic, E. Krupa & J. Shih (Eds.), *Handbook of Research on Mathematics Education*. New York, NY: Routledge.

**Jong, C., Thomas, J., Schack, E.O., Fisher, M.H., & Dueber, D. (2019).** What role does professional noticing play? Exploring connections to affect and pedagogical content knowledge. In S. Otten, A.G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds),

, St Louis, MO: University of Missouri. +

Fisher, M.H., Thomas, J., **Jong, C., Schack, E.O., & Dueber, D. (2018).** Professional noticing in complex mathematical contexts: Examining preservice teachers' changes in performance. In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.),

(pp. 655-662).

Greenville, SC: University of South Carolina & Clemson University. +

**Jong, C., & Hodges, T. E. (2017).** Studying preservice teachers' beliefs about teaching mathematics for social justice over time. In E. Galindo & J. Newton, (Eds.),

(pp. 981-984). Indianapolis, IN: Hoosier Association of Mathematics

Teacher Educators.

**Jong, C. (2017).** Extending equitable teaching practices in teacher noticing: Commentary. In Schack, E. O., Fisher, M. H., & Wilhelm, J.A. (Eds.).

(pp. 207-214). New York, NY: Springer.

Fisher, M.H., Schack, E.O, **Jong, C., & Thomas, J., (2017).** Noticing preservice teachers' attitudes toward mathematics: Comparing traditional and technology-mediated approaches. In E. Galindo & J. Newton, (Eds.), Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 941-944). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.

Schack, E. O., Fisher, M. H., **Jong, C., & Thomas, J. (2015).** Flowcharts to evaluate responses to video-based professional noticing assessments. In Bartell, T. G., Bieda, K. N., Putnam, R. T., Bradfield, K., & Dominguez, H. (Eds.).

, (pp. 1314-

1317). East Lansing, MI: Michigan State University.

Hodges, T. E., & **Jong, C. (2015).** Site-based mathematics methods coursework: The development of attitudes and theory-practice connections. In Bartell, T. G., Bieda, K. N., Putnam, R. T., Bradfield, K., & Dominguez, H. (Eds.). the

, (pp. 900-903).

East Lansing, MI: Michigan State University.

Ma, X., **Jong, C., & Yuan, J. (2013).** Exploring reasons for the east asian success in pisa. In H.D. Meyer and A. Benavot (Eds.), PISA, power, and policy: The emergence of global educational governance (pp. 225-245). Oxford, United Kingdom: Symposium Books.

**Jong, C., & Jackson, C. (2013).** Examining preservice teachers' conceptions about teaching mathematics for social justice. In Martinez, M. & Castro Superfine, A (Eds.).

(pp. 789-792). Chicago, IL: University of Illinois at Chicago.

Hodges, T.E., **Jong**, C., & Royal, K.D. (2013). The development of attitudes about mathematics during preservice teacher education. In Martinez, M. & Castro Superfine, A (Eds.).

(pp. 785-788). Chicago, IL: University of Illinois at Chicago.

Schack, E., Fisher, M., Thomas, J., **Jong**, C., & Eisenhardt, S. (2013) Learning to Professionally Notice: Preservice Elementary Teachers' Attitudes Toward Mathematics in Context. In Martinez, M. & Castro Superfine, A (Eds.).

(pp. 669-676). Chicago,

IL: University of Illinois at Chicago.

Hobson, R.S., **Jong**, C., Dockery, D.J., Hermann, M., & Carter, T.J. (2013). Pilot study: An exploration of the experiences that influence women's interest, pursuit, and continued involvement in STEM careers (Paper #6084). Proceedings of the 120<sup>th</sup> American Society for Engineering Education. Atlanta, Georgia.

Hodges, T.E., & **Jong**, C. (2012). Exploring changes in preservice teachers' conceptions within the context of mathematics experiences. In Van Zoest, L.R., Lo, J.-J., & Kratky, J.L. (Eds)

(709-712). Kalamazoo, MI: Western Michigan University.

Welder, R.M., & **Jong**, C. (2012). Examining connections between mathematical knowledge for teaching and conceptions about mathematics teaching and learning. In Van Zoest, L.R., Lo, J.-J., & Kratky, J.L. (Eds)

, (773-776). Kalamazoo, MI:

Western Michigan University.

**Jong**, C., & Hodges, T.E. (2011). (Re)shaping elementary preservice teachers' attitudes towards mathematics. In Wiest, L. R., & Lamberg, T. (Eds.)

(1304-1312). Reno, NV: University of Nevada, Reno.

Welder, R.M., Hodges, T. E., & **Jong**, C. (2011). Measuring changes in teachers' beliefs, attitudes, and dispositions related to experiences in mathematics. In Wiest, L. R., & Lamberg, T. (Eds.)

, (2118-2125). Reno, NV: University of Nevada,

Reno. **\*Equal Authorship**

### **Other Publications**

**Jong**, C. (2012). Social network theory and educational change: A book review. , 105 (2), 1-2.

Salomon-Fernandez, Y., Barnatt, J., & **Jong**, C. (2007).

Evaluation commissioned by: Boston Public Schools Office of Equity, Boston, Ma.

**Jong**, C. (2006). Kids who think outside the box: Helping your unique child thrive in a cookie-cutter world: A book review. , 3(1) Article 4. Retrievable from <http://escholarship.bc.edu/education/tecplus/vol3/iss1/art4>

### **National and International Conference Presentations**

**Jong, C.,** Thomas, J., Mask, W., Fisher, M.H., & Schack, E.O. (2022, accepted). Analytical processes for measuring equitable noticing in mathematics/Procesos analíticos para medir la mirada profesional y equidad en matemáticas. Paper to be presented at the 44<sup>th</sup> Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN.

Thomas, J., Mask, W., Schack, E.O., Fisher, M.H., & **Jong, C.** (2022, accepted). Deciding quality: Lenses, challenges, and opportunities. Paper to be presented at the 44<sup>th</sup> Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN.

**Jong, C.,** Fisher, M.H., Thomas, J., Schack, E.O., & Mask, W. (2021). Conceptualizing mathematics modules that integrate professional noticing and equity. Paper presented at the 43<sup>rd</sup> Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.

Thomas, J., Marzilli, T., Sawyer, B., **Jong, C.,** & Fisher, M.H. (2020). Manifestations of bias within preservice teachers professional noticing of children's mathematical thinking. Paper presented at the 42<sup>nd</sup> Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico.

**Jong, C.,** Thomas, J., Schack, E.O., Fisher, M.H., & Dueber, D. (2019). What role does professional noticing play? Exploring connections to affect and pedagogical content knowledge. Paper presented at the Psychology of Mathematics Education – North America Annual Conference. St. Louis, MO.

Thomas, J. N., Brown, D., Reeves, K., **Jong, C.,** Fisher, M. H., & Schack, E. O. (2019). . American Educational Research Association. Toronto, Canada.

Schack, J., Dueber, D., **Jong, C.,** Thomas, J., & Fisher, M.H. (Apr. 2019). Computer-Programmed Decision Trees for Assessing Teacher Noticing. Paper presented at the Annual Meeting of the American Educational Research Association. Toronto, Canada.

Thomas, J., Dueber, D., Fisher, M.H., **Jong, C.,** & Schack, E.O. (Apr. 2018). Professional noticing into practice: An examination of inservice teachers' conceptions and enactment. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Fisher, M.H., Thomas, J., **Jong, C.,** Schack, E.O., & Dueber, D. (2018). Professional noticing in complex mathematical contexts: Examining preservice teachers' changes in performance. Psychology of Mathematics Education – North America Annual Conference. Greenville, SC.

Thomas, J., Dueber, D., Fisher, M.H., **Jong, C.,** & Schack, E.O. (Apr. 2018). Professional noticing into practice: An examination of inservice teachers' conceptions and enactment. American Educational Research Association. New York, NY.

Fisher, M.H., Davis, M., Thomas, J., **Jong, C.,** & Schack, E.O. (Nov. 2017). Analyzing preservice elementary teachers' content knowledge using the TEDS-M assessment. School Science and Mathematics Association (SSMA) Annual Meeting, Lexington, KY.



- Fisher, M.H., Thomas, J., **Jong**, C., & Schack, E.O. (Apr. 2017). Decimal operations: Making meaningful moves from misconceptions National Council of Teachers of Mathematics (NCTM) Annual Meeting, San Antonio, TX.
- Thomas, J., **Jong**, C., Schack, E.O., Fisher, M.H., & Dueber, D. (Apr. 2017). Developing an adaptable instrument to measure professional noticing skills. National Council of Teachers of Mathematics (NCTM) Research Conference, San Antonio, TX.
- Jong**, C., & Hodges, T. E. (2017). Studying preservice teachers' beliefs about teaching mathematics for social justice over time. Paper presented at the \_\_\_\_\_ (Indianapolis, IN).
- Fisher, M.H., Schack, E.O, **Jong**, C., & Thomas, J., (2017). Noticing preservice teachers' attitudes toward mathematics: Comparing traditional and technology-mediated approaches. Paper presented at the \_\_\_\_\_ (Indianapolis, IN).
- Fisher, M. H., **Jong**, C., Thomas, J., Schack, E. O., Association of Mathematics Teacher Educators (AMTE) Annual Conference, "Implementing an online professional noticing module and its effects on attitudes towards mathematics.," (Irvine, CA: January 2016).
- Fisher, M. H., Schack, E., Thomas, J., **Jong**, C., International Congress on Mathematical Education, "Changes in Pre-Service Teachers' Attitudes Toward Mathematics: Differences in Traditional and Online Approaches," Poster Session. (Germany: July 2016).
- Schack, E. O., Fisher, M. H., **Jong**, C., & Thomas, J. (2015). Flowcharts to evaluate responses to video-based professional noticing assessments. Paper presented at the \_\_\_\_\_ (East Lansing, MI).
- Hodges, T. E., & **Jong**, C. (2015). Site-based mathematics methods coursework: The development of attitudes and theory-practice connections. Paper presented at the \_\_\_\_\_ (East Lansing, MI).
- Thomas, T., **Jong**, C., Schack, E. O., Fisher, M. H., Wilhelm, J., Stockero, S. (2015). \_\_\_\_\_ . Working Session for the International Group for the Psychology of Mathematics Education (East Lansing, MI).
- Jong**, C., D'Souza, L., Terrell, D.G., Barnatt, J., Gleeson, A., & Mitchell, K. (2015). Figured Worlds of Learning to Teach: Identity and Disequilibrium in Early Career Trajectories. Paper presented at the annual meeting of the American Educational Research Organization (Chicago, IL).
- Terrell, D.G., Barnatt, J., D'Souza, L., Gleeson, A., & Mitchell, K. & **Jong**, C. (2015). Figured Worlds of Learning to Teach: Interpreting Early Career Trajectories. Paper presented as part of the State and Regional Educational Research Associations Distinguished Paper Session 1 at the annual meeting of the American Educational Research Organization (Chicago, IL).

- Jong, C., Schack, E. O., Thomas, J., & Fisher, M. H. (2015).** Flowcharts to Assess Professional Noticing: Methods for Coding Open-ended Responses. Paper Presented at the Research Conference of the National Council of Teachers of Mathematics (Boston, MA).
- Jong, C. & Hodges, T.E. (2015).** Assessing Preservice Teachers' Attitudes towards Mathematics Over Time. Presented at the Annual Conference of the Research Council on Mathematics Learning (Las Vegas, NV).
- Fisher, M. H., Schack, E. O., Wilhelm, J., Thomas, T., McNall-Krall, R., **Jong, C.** (2014, July). . Working Session for the International Group for the Psychology of Mathematics Education (Vancouver, British Columbia).
- Cummane, T., Flannery, B., Roark, B., Fisher, M. H., & **Jong, C.** (2014). Using Professional Noticing in Elementary School Mathematics. Presented at the National Conference on Undergraduate Research (Lexington, KY).
- Schack, E. O., Eisenhardt, S., Fisher, M. H., **Jong, C.**, Tassell, J. & Thomas, J. (2014, April). Presented at National Council of Teachers of Mathematics, Research Conference (New Orleans, LA).
- Fisher, M. H., Thomas, J. Eisenhardt, S., Schack, E. O., **Jong, C.**, & Tassell, J. (2014, April). . Paper Presented at National Council of Teachers of Mathematics, Research Conference (New Orleans, LA).
- Jong, C., & Hodges, T.E. (2014, February).** Presented at the Annual Conference of the Association of Mathematics Teacher Educators (Irvine, CA).
- Jong, C., & Jackson, C. (2013).** Examining preservice teachers' conceptions about teaching mathematics for social justice. Paper presented at the (Chicago, IL).
- Hodges, T.E., **Jong, C.**, & Royal, K.D. (2013). The development of attitudes about mathematics during preservice teacher education. Paper presented at the (Chicago, IL).
- Schack, E., Fisher, M., Thomas, J., **Jong, C.**, & Eisenhardt, S. (2013) Learning to Professionally Notice: Preservice Elementary Teachers' Attitudes Toward Mathematics in Context. Paper presented at the (Chicago, IL).
- Ma, X., **Jong, C.**, & Yuan, J. (2013, June). Paper presented at the annual Hawaii University International Conference on Education and Technology (Honolulu, HI).
- Jong, C., & Hodges, T.E. (2013, April).** Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA).

Jackson, C., & **Jong**, C. (2013, January). Preservice Elementary Teachers' Understandings of Equity in Teaching Mathematics. Presented at the Annual Conference of the Association of Mathematics Teacher Educators (Orlando, FL).

**Jong**, C. & Welder, R.M. (2013, January).

. Presented at the Annual Conference of the Association of Mathematics Teacher Educators (Orlando, FL).

Hodges, T.E., **Jong**, C. (2012). Exploring changes in preservice teachers' conceptions within the context of mathematics experiences. Paper presented at the

(Kalamazoo, MI).

Welder, R.M., **Jong**, C. (2012). Examining connections between mathematical knowledge for teaching and conceptions about mathematics teaching and learning. Paper presented at the

(Kalamazoo, MI).

**Jong**, C. (2012, April).

Presented at the Annual Meeting of the National Council of Teachers of Mathematics (Philadelphia, PA).

Welder, R.M., Hodges, T.E., & **Jong**, C. (2012, April).

Presented at the Research Pre-session of the National Council of Teachers of Mathematics (Philadelphia, PA).

**Jong**, C., Hodges, T.E., & Welder, R.M. (2012, April).

. Paper presented at the Annual Meeting of the American Educational Research Association (Vancouver, Canada).

**Jong**, C., & Hodges, T.E. (2012, February).

Presented at the Annual Conference of the Association of Mathematics Teacher Educators (Fort Worth, TX).

Hodges, T.E., **Jong**, C., & Welder, R.M. (2012, February).

Presented at the annual conference of the Association of Mathematics Teacher Educators (Fort Worth, TX).

**Jong**, C., Hodges, T.E. (2011, October).

. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Reno, NV).

Welder, R.M., Hodges, T. E., **Jong**, C. (2011, October).

. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Reno, NV).

McQuillan, P., Cochran-Smith, M., Barnatt, J., D'Souza, L., **Jong**, C., Shakman, K., Terrell, D.G., Lam, K., Gleeson, A., Mitchell, K. (2011, April).

. Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA).

Hodges, T., **Jong**, C., & Welder, R.M. (January, 2011).

Poster presented at the STaR Gallery Walk in the annual meeting of the Association of Mathematics Teacher Educators (Irvine, CA).

Edwards, B., Gerberry, C., Hill, C., **Jong**, C., Johnson, D., Vomvoridi-Ivanovic, E., et al. (January, 2011).

Poster presented at the STaR Gallery Walk in the annual meeting of the Association of Mathematics Teacher Educators (Irvine, CA).

Cochran-Smith, M., McQuillan, P., **Jong**, C., D'Souza, L., Barnatt, J., Shakman, K., et al. (2010, April).

Paper presented at the annual meeting of the American Educational Research Association (Denver, CO).

**Jong**, C. (2009, March).

Gallery Workshop presented at the annual meeting of the National Council of Teachers of Mathematics (Washington, DC).

McQuillan, P., **Jong**, C., D'Souza, L., Mitchell, K., Lam, K., Shakman, K., et al. (2009, April). Pieces that matter in teacher education: The synergy of social justice, inquiry-into-practice, and meeting the needs of diverse learners. Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA).

**Jong**, C. (2008, April).

. Paper presented at the research pre-session of the National Council of Teachers of Mathematics (Salt Lake City, UT).

**Jong**, C. (2008, March).

. Paper presented at the annual meeting of the American Educational Research Association (New York, NY).

Anderson, J., **Jong**, C. and Barnett, M. (2008, March).

. Paper presented at the annual meeting of the American Educational Research Association (New York, NY).

**Jong**, C. (2007, February).

Paper presented at the annual meeting of the American Association of Colleges of Teacher Education (New York, NY).

Ludlow, L.H., Barnatt, J., Salomon, Y., **Jong**, C. & Shakman, K. (2005, April).

. Roundtable presentation at the annual meeting of the American Educational Research Association (Montreal, Canada).

### **State and Regional Conference Presentations**

**Jong**, C. (2021). Equity and responsive teaching in the elementary mathematics classroom.

Presented at the annual conference of the Kentucky Association of Teacher Educators.

Thomas, J., & **Jong**, C. (2020). Maximizing the mathematical moment for all. Presented at the Kentucky Center for Mathematics Conference (Lexington, KY).

Meade, J., **Jong**, C., & Hutchison, J. (March, 2019). Literacy and Mathematics embedded experiences: A clinical site partnership. UK COE EdTalks- Building Partnerships with Sustainable Impacts

Meade, J., **Jong**, C., & Hutchison, J. (September, 2018). Literacy and Mathematics embedded experiences during a practicum semester. Presented at the Conference of the Kentucky Association of Teacher Education (Lexington, KY).

Thomas, J., Schack, E. O., Tassell, J., **Jong**, C., & Kinne, L. (2015). Elementary Preservice Teacher Preparation Collaborative: Initiating and sustaining a multi-institutional research venture. Presented at the Kentucky Mathematics Educator Development Conference (Richmond, KY).

**Jong**, C., Hume, B., & Dowty, H. (2015). Research and Practice in Multi-digit Alternative Algorithms. Presented at the Kentucky Center for Mathematics Conference (Lexington, KY).

Terrell, D.G., Barnatt, J., D'Souza, L., **Jong**, C., Gleeson, A., & Mitchell, K. (2014). Figured worlds of learning to teach: Interpreting early career trajectories. Paper presented at the annual meeting of the New England Educational Research Organization (West Dover, VT). **\*Rubovits Award for Best Paper**

**Jong**, C., Jackson, C., & Miller, M. (2013). Presented at the Regional Conference of the National Council of Teachers of Mathematics (Louisville, KY).

Magruder, R., & **Jong**, C. (2013). Gallery  
Workshop presented at the Regional Conference of the National Council of Teachers of Mathematics (Louisville, KY).

**Jong**, C. (2012, March). Presented  
at the Kentucky Council of Mathematics Annual Conference (Lexington, KY).

**Jong**, C. & Magruder, R. (2012). Presented at the University of Kentucky Third  
Annual STEM Symposium (Lexington, KY).

**Jong**, C. (2010, March). Presented at the Virginia Council of Teachers of Mathematics Annual Conference  
(Harrisonburg, VA).

**Jong**, C. (2010, March). Assess for Success: Focus on Understanding. Presented at the Greater  
Richmond Council of Teachers of Mathematics spring conference (Richmond, VA).

Cochran-Smith, M., **Jong**, C., Barnatt, J., D'Souza, L., Miller, G., Shakman, K. (2006, April).  
Paper presented at the annual meeting of the New England Educational  
Research Organization (Portsmouth, NH).

Cochran-Smith, M., Ludlow, L.H., Barnatt, J., Salomon-Fernandez, Y., Shakman, K., **Jong**, C. (2005,  
April). Paper presented at the  
annual meeting of the New England Educational Research Organization (Northampton, MA).

## **Invited Presentations**

**Jong, C.** (2021, December). Mathematics education in the U.S.: Current challenges and equitable directions. Plenary Lecture presented at the Korean Society of Mathematics Education Conference.

**Jong, C.** (2021, November). Noticing more than math: Identity and power. Presented at the F.Ed. (faculty education) research worth sharing lunch and learn co-sponsored by the UK MLK Center and Center for Equity and Social Justice.

**Jong, C.** (2021, May). Antiracist k-12 mathematics teaching. Presented at the Education and Civil Rights for the New Decade Virtual Conference hosted by the University of Kentucky as part of a panel presentation on Implementing Anti-racist Education in K-12 Settings.

**Jong, C.** with Tyler, K., Ebong, I., Baker, C. Mitchell, T. (2019, August). Panel Discussion on Academic Success. Part of the Ubuntu Orientation sponsored by the Center for Graduate and Professional Diversity Initiatives.

**Jong, C.** (2016, March). Exploring Preservice Teachers' Conceptions of Teaching Mathematics for Social Justice. Symposium on Equality and Social Justice within Schools. Sponsored by the UK Center for Equality and Social Justice

**Jong, C.** (2014, April).

Arizona Mathematics Department Colloquium. The University of

### **Grants (Awarded)**

**Jong, C.** (PI), Fisher, M.H. (co-PI), Thomas, J. (co-PI), Schack, E.O. (Senior Personnel), (June. 2019 - July 2022). Project M<sup>3</sup>INE: Microlearning Mathematics Modules that Intersect Noticing and Equity. **NSF IUSE Grant, \$599,875 (AWARDED)**

**Jong, C.** (PI). Extending the Mathematics Experiences and Conceptions Surveys (MECS) to Evaluate Mathematics Teacher Education Over Time. Proposal submitted to **UK College of Education Creative Activities Award for \$12,500 in Spring 2017. (AWARDED)**

Thomas, J. (PI), Fisher, M.H. (PI), Schack, E.O. (PI), **Jong, C.** (Co-PI), Gabbard, A. (Senior Personnel), Goodson-Espy, T (Senior Personnel). (Aug. 2014 - July 2017). Collaborative Research: Project TECHNO: Technology-Centered Mathematical Noticing. **NSF IUSE Grant, \$500,000 Total (\$209,000 for UK). (AWARDED)**

**Jong, C.** (PI). Evaluating Mathematics Teacher Education Programs Over Time. Proposal submitted to **UK Summer Fellowship for \$7,000 in December 2012. (AWARDED)**

Supporting Undergraduate Research Fellows in Timely STEM Education Research via the University of Kentucky's STEM Educational Research Laboratory. Proposal submitted to the **National Science Foundation, REU for \$316,000 in September 2012.** Principal Investigators: Molly Fisher and Jennifer Wilhelm. Senior Personnel: **Cindy Jong**, Christa Jackson, Margaret Mohr-Schroeder, and Rebecca Krall. **(AWARDED)**

### **Grants (Unfunded)**

Thomas, J. (PI), **Jong, C.** (co-PI), Fisher, M.H. (co-PI) at the University of Kentucky; Jessup, N. (PI) at Georgia State University, and Kalinec-Craig, C. (PI) at University of Texas San Antonio (October

2021). Collaborative Research: Teaching Equitable Noticing in Mathematics (TEN-Maths). NSF EHR-Core. (\$1,415,453 total; UK portion \$733,759).

Alameh, S. (PI), Fisher, M. (Co-PI), **Jong, C.** (Co-PI), Thomas, J. (Senior Personnel), and Krall, R. (Senior Personnel). ( , 2021). Super STEM Saturdays for Engaging the Community. NSF AISL Grant. \$299,420.

Police, S. (PI), Berry (PI), J. Santillan-Jimenez (co-PI), E., **Jong, C.** (co-PI) & Mohr-Schroeder, M. (co-PI) (February, 2021). Community and Universities Building Equity (CUBE). Kellogg Foundation. Racial Equity 2030. \$20,000,000.

Thomas, J. (PI), **Jong, C.** (Co-PI), Fisher, M.H. (Co-PI), Schack, E.O. (PI). ( , 2018). Collaborative Research: Categorizing Decision Making in Mathematical Moments (Cat-DM<sup>3</sup>). NSF ECR Grant, \$499,027.

**Jong, C.** (PI), Fisher, M.H. (Co-PI), Thomas, J. (Co-PI), Schack, E.O. (PI), Lavery, M. (PI). ( , 2017). Collaborative Research: Categorizing Decisions in Mathematical Contexts (Cat-DMC). NSF ECR Grant, \$1,321,261

**Jong, C.** (PI), Fisher, M.H. (Co-PI), Thomas, J. (Co-PI), Wilhelm, J. (Co-PI). ( , 2016). Collaborating to Conceptualize and Measure Teacher Noticing in Critical Mathematics and Science Contexts: A Conference Proposal to the American Educational Research Association, \$34,169.

Fisher, M.H. (PI), Thomas, J. (PI), **Jong, C.** (Co-PI), Schack E.O. (Co-PI), Murphy T.J. (Co-PI) ( ). Project TECHNO: TECHNOlogy-centered Mathematical NOTicing. Kentucky Department of Education MSP Grant, \$320,000.

**Jong, C.** (PI); Thomas, J. (co-PI); Wilhelm, J. (co-PI); Schack, E. (co-PI); Fisher, M. (co-PI). American Educational Research Association, Collaborating to Conceptualize and Measure Teacher Noticing in Critical Mathematics and Science Contexts: A Conference Proposal to the American Educational Research Association. (September 16, 2016).

Hodge, L. (PI), Hodges, T.E. (PI), **Jong, C. (PI)**, ( ). Collaborative Research: By Design: Collaborative Communities and Meaningful Math (C2M2). NSF AISL Grant, \$250,000.

Thomas, J. (PI), Fisher, M.H. (PI), Schack, E.O. (Co-PI), **Jong, C.** (Co-PI), Murphy, T.J. (Co-PI). ( ) Project TECHNO: Technology-Centered Mathematical Noticing. Kentucky Department of Education MSP Grant, \$320,000.

**Jong, C** (PI) and Hodges, T.E. (PI), (submitted February 2013). Collaborative Research: Extending the Mathematics Conceptions and Experiences Surveys (MECS) to Evaluate the Impact of Mathematics Teacher Education Over Time. Proposal submitted to the National Science Foundation for \$208,000. Promoting Research and Innovations in Methodologies for Evaluation (PRIME- Solicitation).

**Jong, C** (PI) and Hodges, T.E. (PI), (submitted February 2013). Designing Instruments to Evaluate and Improve Mathematics Teacher Education. Proposal submitted to the Spencer Foundation for \$40,000.

Collaborative Research: Project TECHNO: Technology-Centered Mathematical Noticing. **Proposal submitted to the National Science Foundation for \$599,000 in January 2013.** Transforming Undergraduate Education in STEM (TUES- Solicitation). Principal Investigators: Jonathan Thomas (NKU), Edna Shack (MSU), and Molly Fisher (UK); co-PI: **Cindy Jong (not awarded)**

Learning Math in Rural Communities: Reaching Beyond School. **Proposal submitted to the National Science Foundation for \$7,991,713 in December 2012.** Mathematics Science Partnership (MSP- Solicitation). Principal Investigators: Eugenia Toma; co-PIs: Joshua Cowen, J.S. Butler, Carl Lee, **Cindy Jong**, David Royster, and Kim Zeidler. (**not awarded**)

Mathematics Conceptions and Experiences Surveys (MECS). **Proposal submitted to the National Science Foundation for \$248,000 in January 2012.** Promoting Research and Innovations in Methodologies for Evaluation (PRIME- Solicitation 12-508). Principal Investigator: **Cindy Jong**; Co- Principal Investigators: Thomas Hodges and Rachael Welder. (**not awarded**)

Mathematics Conceptions and Experiences Surveys: Designing Instruments to Examine the Development of Elementary Mathematics Teachers. **Proposal submitted to the Spencer Foundation for \$39,500 in December 2011.** Principal Investigator: **Cindy Jong**; Co- Principal Investigators: Rachael Welder and Thomas Hodges. (**not awarded**)

Evaluating Mathematics Teacher Education Experiences Over Time. **Proposal submitted to UK Summer Fellowship for \$7,000 in December 2011.** Principal Investigator: **Cindy Jong (not awarded)**

Mathematics Conceptions and Experiences Surveys: Designing Instruments to Inform and Improve the Development of Elementary Mathematics Teachers. **Proposal submitted to the Spencer Foundation for 359,800 in November 2011.** Principal Investigator: **Cindy Jong**; Co- Principal Investigators: Rachael Welder and Thomas Hodges. (**not awarded**)

An Exploration of Formal and Informal Learning Experiences on STEM versus Traditional Career Choices Among Women. **Proposal submitted to the National Science Foundation for \$525,000 in March 2011.** Principal Investigator: Mary Hermann; Co-Principal Investigators: Donna Dockery, Terry Carter, **Cindy Jong**, and Whitney Sherman (**not awarded**)

## **Honors and Awards**

### ***Research***

UKNOW (July 1, 2020): COE Associate Dean Seeks to Break Barriers through 1<sup>st</sup> Handbook of Research in STEM Education Research, with M. Mohr-Schroeder

COE Research Spotlight (March, 2019) Community Super Investigators UK Club

UKNOW (August 9, 2019): UK COE Receives Funding to Improve Math Education for Elementary Students, with J. Thomas and M. Fisher

University of Kentucky College of Education Research and Creative Activities Award, 2017 (\$12,500)

Rubovits Award for Best Paper presented at the annual conference of the New England Educational Research Organization, 2015

UKNOW (April 23, 2015): Research Symposium to Focus on Diversity, Inclusiveness



Committee on Scholars of Color in Education: Research-Mentoring Program, AERA 2012  
Division K New Faculty Seminar, AERA 2011

STaR Fellow, 2010-2011

National Science Foundation funded Mentorship Project for Early Career Mathematics and  
Mathematics Education Faculty

Boston College Lynch School of Education Dissertation Fellowship, 2008-09 (\$18,000)  
National Center for Educational Statistics (NCES) International Database Training Seminar, June  
2007

Mathematical Thinking using Cognitively Guided Instruction (\$1,000)  
UNLV Undergraduate Research Grant, Spring 2002

### ***Teaching***

University of Kentucky Outstanding Teaching Award recipient, 2022

University of Kentucky Outstanding Teaching Award nominee, 2020

University of Kentucky College of Education  
2017

UKNOW (May 4, 2016): UK COE Welcome Breckinridge Elementary Students, with J. Meade, M.  
Shake, and L. Amick

University of Kentucky College of Education  
2014

Boston College , 2008

Boston College , 2007

### **Teaching Experience**

**University of Kentucky** – Lexington, KY

(Undergraduate Course)

Instructor: Fall 2011- present

(Graduate Course)

Spring 2016- present

(Graduate Course)

Instructor: Spring 2014

(Graduate Course)

Instructor: Spring 2012; Fall 2013

(Undergraduate Course)

Instructor: Fall 2012

**Virginia Commonwealth University** – Richmond, VA

Instructor: Fall 2009 to Spring 2011

Instructor: Fall 2010

**Boston College** – Chestnut Hill, MA

Instructor: Fall 2008 (graduate section)

Instructor: Fall 2007 (undergraduate section) ~Course Evaluations: 4.7/5.0

Teaching Assistant: Fall 2006

Mathematics Lab Instructor: Fall 2005 – Spring 2006

**Salem State College** – Salem, MA

Co-Instructor: August 2006 (graduate summer course)

**Mountain View Elementary School** – Las Vegas, NV

August 2002- July 2004

### **Advising Dissertations and Theses**

Walker Mask, Ph.D. student in STEM Education, committee chair

Andrea Ratcliff, Ph.D. student in STEM Education, committee chair

Parastoo Zareie, Ph.D. student in STEM Education, committee chair

Mia Brown, Ph.D. student in STEM Education, committee chair

Christopher Russey, Ph.D. student in STEM Education, committee chair

Cheyenne Mills, MS student in STEM Education, committee chair

Elisabeth Read, Ed.D. student in Educational Leadership, committee member

Shane Campbell, Ph.D. student in STEM Education, committee member

Candice Conley, Ph.D. student in STEM Education, committee member

Ashlee Matney, Ph.D. student in STEM Education, committee member

Johnathan Rogers, Ph.D. student in STEM Education, committee member

John David Baumgarten, Ph.D. student in EDC, committee member

Emily Dodson-Snowden, Ph.D. student in STEM Education, committee member (April, 2022)

Cynthia Shelton, Ph.D. student in STEM Education, committee member (November, 2021)

Andrés R. Vindas Meléndez, Ph.D. student in Mathematics, committee member (April, 2021)

Jessica Doering, Ph.D. student in STEM Education, committee member (April, 2021)

Kristen Witt, Ph.D. student in STEM Education, committee member (November, 2020)

Cori Henderson, Ph.D. student in EPE, committee member (November, 2020)

Morgan Lane, MS in STEM Education, committee chair (November, 2019)

Ruixue Liu - Ph.D. student in EPE, committee member (April, 2019)

Michael Osborne, Ph.D. student in EDC, committee member (April, 2019)

Thomas Roberts - Ph.D. student in STEM Education, committee co-chair (May, 2017)

Maureen Cavalcanti - Ph.D. student in STEM Education, committee member (May 2017)

Kayla Blyman - Ph.D. student in STEM Education, committee member (May 2017)

Ben Crawford- MS in STEM Education, committee member (April, 2018)

Leanna Prater - Ph.D. student in EDC, committee member (April, 2016)

Brandon French – MS in STEM Education, committee member (April, 2016)

Kate Johnson - Ph.D. student in STEM Education, committee member (June 2015)

Ashley Taylor – MS student in EDP, committee member (April 2014)

## **National Service and Leadership**

- Journal of Mathematics Teacher Education, Editorial Board Member,
- International Consortium for Research in Science and Mathematics Education – Mentor,
  
- NSF CAREER Program, Review Panel Member,
- NSF DRK-12 Program, Review Panel Member,
- NSF DRK-12 Program, Review Panel Member,
- PME-NA 2019- Chair of the Steering Committee
- PME-NA , Mentor
- P&T External Reviewer,
- PME-NA 2016 – 2019 Elected Member of Steering Committee; Chair of Recruitment Subcommittee; Member of Bilingual Subcommittee; 2017-18 Chair-Elect
- PME-NA 2016 – Strand Leader for Research and Theory Strand
- AERA- 2014-2016 Division K, co-Chair of the Mathematics, Science, and Technology Section
- AERA- Division K, Mentor to 3 New Faculty Members,
- NCTM – 2013 Annual Meeting Planning Committee (Denver, CO)
- Studies in Educational Evaluation- Reviewer,
- ZDM Mathematics Education- Reviewer for Special Issue on Professional Noticing,
- Journal of Mathematics Teacher Education- Reviewer,
- Teaching and Teacher Education- Reviewer,
- Investigations in Mathematics Learning- Reviewer,
- Mathematics Education Research Journal- Reviewer
- Journal of Educational Research- Reviewer
- NCTM – Reviewer for the ,
- NCTM- Reviewer for Teaching Children’s Mathematics
- School Science and Mathematics Journal- Reviewer
- Mod4- University of Michigan: Pilot Teacher Education Materials and Provide feedback/recommendations for Revisions,
- AERA and NCTM –Reviewer for Annual Meeting Conference Proposals,
- PME-NA - Reviewer for Annual Meeting Conference Proposals,

## **State, Regional, and University Service and Leadership**

- UK- Senate Advisory Committee on Diversity and Inclusion, Chair
  
- Ethics, Equity, Inclusion, and Justice in the Mathematical Sciences (EEIJMS), UK working group co-organizer,
- UK- Dream Scholars Mentor,
- UK- Latinx Affinity Group, Active Member,
- UK- Asian and Asian American Affinity Group, Member,
- UK- DEI Project 3, Committee to establish the Faculty Advisory Group,
- UK- Center for Graduate and Professional Diversity Initiatives, Mentor,
- Community Super Investigators (CSI-UK Club), An Afterschool Project-based Learning Club that integrated Math and Literacy for 4<sup>th</sup>-5<sup>th</sup> grade students at Picadome Elementary (

) and 2<sup>nd</sup>-3<sup>rd</sup> grade students at Garden Springs Elementary ( ), in collaboration with K. Perry and undergraduate research fellows

- UK- University Senator,
- UK- Library Committee,
- VCU- Library Committee,
- Virginia Department of Education –Reviewer for the Mathematics Science Partnership Grants,
- Massachusetts Department of Higher Education- Reviewer for the STEM Pipeline Grants,
- VCU- da Vinci Center for Innovation in Product Design and Development: Advised students working on a project for the VDOE to enhance their website,

### **College of Education and Department Service and Leadership**

- UK COE- 2030 Vision Task Force, 2021-2022
- UK COE- Promotion & Tenure Committee,
- UK COE- Member of Search Committee for Tenure-track Literacy Education ,
- UK COE- Member of Search Committee for Tenure-track Science Education,
- UK COE- Inclusiveness Committee, (co-Chair, spring 2015-spring 2017)
- UK COE- Pre-Tenure Faculty Mentor,
- UK COE- Advisory Board of the Evaluation Center, 2016-2018
- UK COE- Chair of Search Committee for Tenure-track Mathematics Education Position (successfully hired Jonathan Thomas),
- UK COE- Volunteer as Faculty Mentor to 3 Undergraduate Students,
- UK COE- STEM Representative Faculty on Ed Life LLC,
- UK COE- Library Committee,
- UK COE- Technology Committee,
- UK COE- Elementary Education Program Committee,
- VCU SOE- Diversity Committee,
- VCU Department of Teaching and Learning: Early/Elementary Science Education Faculty Search Committee,
- VCU Department of Teaching and Learning: Curriculum and Instruction Faculty Search Committee,
- VCU SOE- Search Committee for Instructional Technology Specialist position,
- VCU Department of Teaching and Learning: Early/Elementary Education Program Committee- Active Member,
- VCU SOE- Grade Appeal Committee,

### **Professional Development**

PCMI- accepted to the Rehumanizing Mathematics Workshop (postponed to July 2021, virtually)

UK- Faculty Learning Community, Teaching for Equity, Spring 2018 – Spring 2019 (co-Chair of FLC to create Video on Student Voices on What it means to be Included and to create Symposium on Teaching for Equity for UK Faculty, March 22, 2019)

Validity Evidence for Measures in Mathematics Education (V-M2Ed), part II, NSF Funded, Synthesis Leader, January 2020-present

Validity Evidence for Measures in Mathematics Education (V-M2Ed) Participant, NSF Funded Conference, San Antonio, TX, April 2017

Committee on Scholars of Color in Education, New Faculty Mentoring participant, AERA Annual Meeting, April 2012 Vancouver, Canada

An Interdisciplinary Conference on Assessment in K-12 Mathematics: Collaborations Between Mathematics Education and Psychometrics, sponsored by the National Science Foundation. Atlanta, GA September 25-27, 2011. IRT Workshop Participant

Division K New Faculty Seminar, AERA Annual Meeting, April 2011 New Orleans, LA

Association of Mathematics Teacher Educators, Annual Meeting, January 27-30, 2010 Irvine, CA. Participation in STaR Fellowship

STaR Summer Institute, July 11-16, 2010 Park City, Utah  
Sessions were designed to help New Mathematics and Mathematics Education Assistant Professor across the Nation improve their Research, Teaching, and Service Directors: Robert and Barbara Reys (University of Missouri)

## **Professional Affiliations**

American Educational Research Association (Division K; SIG-RME)

National Council of Teachers of Mathematics

School Science and Mathematics Association

Psychology of Mathematics Education- North America

Association of Mathematics Teacher Educators

Society for the Advancement of Chicanos/Hispanics and Native Americans in Science

Kentucky Council of Mathematics

Kentucky Council of Teachers of Mathematics