**Faculty Vita**

**Scott A. Chamberlin, Ph. D.**

**Title:** Professor, School of Teacher Education

**Office:** 327 Education Building

**Campus:** Laramie

**Year of appointment:** 2003

**Academic degrees**

Ph. D. Purdue University 2002 Educational Psychology

M. Ed. University of Utah 1998 Curriculum & Instruction, emphasis in Mathematics Education

B. A. Purdue University 1993 Movement and Sports Science, emphasis in biomechanics

B. A. Purdue University 1989 Elementary Education

**Academic Positions**

2023-current, Director of School of Teacher Education, University of Wyoming, Laramie, WY.

2022-current, Faculty Athletic Representative, University of Wyoming, Laramie, WY.

2015-current, Professor, School of Teacher Education, University of Wyoming, Laramie, WY.

2017-2020, Associate Director of Faculty Evaluation and Development, University of Wyoming, Laramie, WY.

2016-2017, Department Head of Elementary and Early Childhood Education, University of Wyoming, Laramie, WY.

2009-2015, Associate Professor, Elementary and Early Childhood Education, Department of Elementary and Early Childhood Education, University of Wyoming, Laramie, WY.

2003-2009, Assistant Professor, Elementary and Early Childhood Education, Department of Elementary and Early Childhood Education, University of Wyoming, Laramie, WY.

2002-2003, Adjunct professor, Elementary Education, Department of Elementary Education, University of Northern Colorado, Greeley, CO.

2001-2002, Course Coordinator EDCI 364, Department of Education Curriculum and Instruction, Purdue University, West Lafayette, IN.

2000, Psychology Teacher, Gifted Education Resource Institute, Purdue University, West Lafayette, IN.

1999-2002, Research Assistant, Department of Curriculum and Instruction, Purdue University, West Lafayette, IN.

1998-2000, Student Program Coordinator, Gifted Education Resource Institute, Purdue University, West Lafayette, IN.

1994-1996, Mathematics and Physical Education Teacher, Carden Memorial School, Salt Lake City, UT.

1989-1990, Fourth Grade Teacher, Plymouth Community School Corporation, Plymouth, IN.

**Job Description**

65% Teaching 25% Research 10% Service

**Publications in Review/Preparation**

Melroth, E., Szabo, A., Liljekvist, Y., Mattsson, L., Chamberlin, S. A. (Eds). (2025). International Group for Mathematical Creativity and Giftedness Proceedings. Sweden.

Bicer, A., Bicer, A., & Chamberlin, S. A. (in review, submitted 30 Jan). Investigating the role of metacognitive components in mathematical creative thinking processes of middle school students through eye-tracking approaches. Proposal for chapter submitted to *Journal of Creative Behavior* special issue on creativity and metacognition.

Chamberlin, S. A., Bicer, A., & Payne, A. (3 Nov 2023). The relationship between mathematical creativity and mathematical giftedness. *High Ability Studies.*

Lynch-Arroyo, R., Chamberlin, S. A., & Medina-Jerez, W. J. (in review, submitted 17 May). Demographic effects on student affect and identity. *Journal of Mathematical Behavior.*

 **Published Works**

**Refereed journal articles**

Bicer, A., Chamberlin, S., Matute, K., Jackson, T., & Krall, G. (2023). The relationship between pre-service teachers’ spatial thinking ability and their mathematical creativity in the context of problem-posing. *Research in Mathematics Education.* #

Chamberlin, S. A. (2020). The essence of mathematical learning. *Philosophy of Mathematics Education, 36*. Available at: <http://socialsciences.exeter.ac.uk/education/research/centres/stem/publications/pmej/pome36/index.html>

Bicer, A., Chamberlin, S. A., & Perihan, C. (2020). A Meta-Analysis of the Relationship between Mathematics Achievement and Creativity. *Journal of Creative Behavior*, *54*, 1-22. <https://doi.org/10.1002/jocb.474>\*^#

Chamberlin, S. A., Payne, A., & Kettler, T. (2020) Mathematical modeling: An oft-overlooked tool to promulgate student learning. Submitted to the *International Journal of Mathematical Education in Science and Technology*. <https://doi.org/10.1080/0020739X.2020.1788185> \*

Chamberlin, S. A., & Parks, K. (2020). A comparison of student affect after engaging in a mathematical modeling activity. *International Journal of Education in Mathematics, Science and Technology, 8,* 177-189*.* <https://doi.org/10.46328/ijemst.v8i3.721>*\**

Kozlowski, J., & Chamberlin, S. A. (2019). Raising the bar for gifted mathematics students: A creativity-based approach. *Gifted and Talented International, 34,* 79-90. <https://doi.org/10.1080/15332276.2019.1690954>\*

Kozlowski, J., Chamberlin, S. A., & Mann, E. L. (2019). Factors that influence mathematical creativity. *The Mathematics Enthusiast, 16*, article 26. Available at: <https://scholarworks.umt.edu/tme/vol16/iss1/26/>

Gorham-Blanco, T., & Chamberlin, S. A. (2019). Pre-service teacher statistical misconceptions during teacher preparation program. *The Mathematics Enthusiast, 16*, article 24. Available at: <https://scholarworks.umt.edu/tme/vol16/iss1/24/>

Rextroat-Frazier, N., & Chamberlin, S. A. (2018). Best Practices in Co-teaching Mathematics, Teacher Efficacy, and Teacher and Student Perceptions. *Journal of Research in Special Education Needs.* <https://doi.org/10.1111/1471-3802.12439>

Chamberlin, S. A., Moore, A. D., & Parks, K. (2017). Norming the Chamberlin Affective Instrument for Mathematical Problem Solving with academically advanced students. *British Journal of Educational Psychology, 87*, 422-437*.* https://doi.org/10.1111/bjep.12157\*^#

Leonard, J., Chamberlin, S. A., Johnson, J., & Verma, G. (2016). Social justice, place, and science education: Broadening urban students’ opportunities to learn. *The Urban Review*, *48,* 355-379. https://doi.org/[10.1007/s11256-016-0358-9](http://dx.doi.org/10.1007/s11256-016-0358-9)#

Coxbill, E., Chamberlin, S. A., & Weatherford, J. (2013). Using Model-Eliciting Activities as a tool to identify creatively gifted elementary mathematics students. *Journal for the Education of the Gifted*\**, 37,* 176-197.  [https://doi.org/10.1177/0162353213480433](%20https%3A//doi.org/10.1177/0162353213480433)

Chamberlin, S. A., & Powers, R. (2013). Assessing affect after mathematical problem solving tasks: Validating the Chamberlin Affective Instrument for Mathematical Problem Solving. *Gifted Education International, 29*, 69-85.  [https://doi.org/10.1177/0261429412440652](%20https%3A//doi.org/10.1177/0261429412440652)

Chamberlin, S. A. (2010) Mathematical problems that optimize learning for students of advanced intellect in grades K-6. *Journal of Advanced Academics, 22,* 52-77.

Chamberlin, S. A. (2010). A review of instruments created to assess affect in mathematics. *Journal of Mathematics Education, 7*, 167-182. Available at: <http://educationforatoz.org/images/_14_Scott_A._Chamberlin.pdf>.

Chamberlin, M. T., & Chamberlin, S. A. (2010). Enhancing preservice teacher development: Field experiences with gifted students. *Journal for the Education of the Gifted*\**, 33,* 381-416*.*

Chamberlin, S. A. (2008). What is problem solving in the mathematics classroom? *Philosophy of Mathematics Education, 23,* 1-25.

Chamberlin, S. A., & Moon, S. M. (2008). How does the Problem-Based Learning approach compare to the model-eliciting activity approach in mathematics instruction? *International Journal of Mathematics Teaching and Learning.* Available at: <http://www.cimt.plymouth.ac.uk/journal/default.htm>

Chamberlin, S. A. (2008). An examination of articles in gifted education and multicultural education journals. *Journal for the Education of the Gifted*\**, 32*, 86-99.

Chamberlin, S. A., Buchanan, M., & Vercimak, D. (2007). Serving twice exceptional gifted preschoolers: Blending gifted education and early childhood special education practices in assessment and program planning. *Journal for Education of the Gifted, 30*, 372-394. https://doi.org.[10.1177/016235320703000305](http://dx.doi.org/10.1177/016235320703000305)\*

Chamberlin, S. A., & Moore, A. (2006). Cognizance of gifted education among elementary education professors in MCREL member states. *Roeper Review, 29,* 49-54.

Chamberlin, S. A. (2006). Gifted and talented teachers’ and coordinators’ perspectives of affect and mathematical problem solving in middle grade gifted programs in the United States. *Australasian Journal of Gifted Education, 15*, 32-38.

Chamberlin, S. A., & Moon, S. (2005). Model-eliciting activities as a tool to develop and identify creatively gifted mathematicians. *Journal of Secondary Gifted Education, 17,* 37-47*.*

Margison, J., Chamberlin, S., & Jolly, J. (2005). Recent dissertation research in gifted studies. *Roeper Review, 27,* 241.

\*Indicates: An ERIH (European Reference Index for the Humanities) journal.

^Indicates: An SSCI (Social Sciences Citation Index) journal.

#Indicates: SciMag Q1 (tier 1) journal.

**Invited articles**

Chamberlin, S. A. (2020). Mathematical creativity: There is more to it than intellect. *International Group for Mathematical Creativity and Giftedness, 16,* 13-16.

Chamberlin, S. A., & Almughyirah, S. M. (in review). Differentiation to improve student learning (in mathematics). *Kaleidoscope: The Colorado Association for Gifted and Talented Newsletter.* Chamberlin, S. A. (2019). A few parting thoughts. *Teaching for High Potential, Winter 2019.*

Chamberlin, S. A. (2018). Introduction. *Journal for the Education of the Gifted, 4*, 3-4. https://doi.org/10.1177/0162353217745374.

Chamberlin, S. A. (2018). Females in mathematics: Engage them. *Teaching for High Potential, Fall,* 14.

Chamberlin, S. A. (2018). Mathematics teachers facilitate learning: The curriculum does not. *Teaching for High Potential, Summer*, 7.

Chamberlin, S. A. (2018). The value of basic math facts. *Teaching for High Potential, Spring*, 7.

Chamberlin, S. A. (2017). Guest speakers. *Teaching for High Potential, Fall*, 16.

Chamberlin, S. A. (2017). What’s all the fuss about teaching? *Teaching for High Potential,* *Spring*, 7.

Chamberlin, S. A. (2017). Creativity and mathematics. *Teaching for High Potential,* *Winter*, 6.

Chamberlin, S. A. (2016). The case for affect in mathematics. *Teaching for High Potential,* *Fall,* 22.

Chamberlin, S. A. (2016). How to best serve our most promising mathematicians. *Teaching for High Potential, Spring*, 6.

Chamberlin, S. A. (2016). Real life applications of mathematical concepts for GT students. *Teaching for High Potential, Winter,* 12, 17.

Chamberlin, S. A. (2015). The case for basic mathematical facts…AND problem solving. *Teaching for High Potential, Spring,* 7.

Chamberlin, S. A. (2015). Is there an ideal curriculum for gifted mathematicians? *Teaching for High Potential, Winter 2015*, 5.

Chamberlin, S. A. (2011). Going against the grain: How to actively facilitate science learning in an educational climate not designed to support it. *Gifted Times, 9,* Available at:<http://www.mynewsletter.co.kr/gifted/201112/2-1.html>.

Chamberlin, S. A. (2008). How to maximize learning for gifted mathematicians. *Understanding Our Gifted, 21,* 16-18*.*

**Conference proceedings**

Chamberlin, S. A., Payne, A. M., & Kozlowski, J. (2022). The Five Legs of Creativity. In S. A. Chamberlin (Ed.), *Twelfth International Group for Mathematical Creativity and Giftedness Conference, 116-121.* <https://doi.org/10.37626/GA9783959872263.0>

Chamberlin, S. A., Karaduman, G., & Bicer, A. (2022). A Review Of Research At The Intersection Of Mathematical Problem Posing And Affect. In S. A. Chamberlin (Ed.), *Twelfth International Group for Mathematical Creativity and Giftedness, 110-115*. <https://doi.org/10.37626/GA9783959872263.0>

Bicer, A., Bicer, A., Karaduman, G., & Chamberlin, S. A. (2022). Young Students’ Mathematical Creative Thinking Processes. In. S. A. Chamberlin (Ed.), *Twelfth International Group for Mathematical Creativity and Giftedness, 93-96.*  <https://doi.org/10.37626/GA9783959872263.0>

Karaduman, G., & Chamberlin, S. A. (2022). Investigation of pre-service teachers’ creativity in the process of problem solving. In. S. A. Chamberlin (Ed.), *Twelfth International Group for Mathematical Creativity and Giftedness, 210-215.* <https://doi.org/10.37626/GA9783959872263.0>

Gorham-Blanco, T., & Chamberlin, S. A. (2016, October 20-22). *Status of pre-service teachers’ understanding of probability and statistics.* 2016 Annual Convention for School Science and Mathematics Association, Phoenix, AZ. *3,* 69-74. Available at: <https://ssma.org/wp-content/uploads/2018/09/SSMAProceedings2016FINALweb.pdf>

Chamberlin, S. A., & Mann, E. L. (2014, July 27-30). *A new model of creativity in mathematical problem solving*. In Proceedings of the International Group for Mathematical Creativity and Giftedness (pp. 35-40). Denver, CO, University of Denver, CO. Available online at: <http://www.igmcg.org/images/proceedings/MCG-8-proceedings.pdf>

Chamberlin, S. A. & Coxbill, E. (2012). *Using model-eliciting activities to introduce upper elementary students to statistical reasoning and mathematical modeling*. In L. Hatfield & R. Mayes (eds.), Quantitative reasoning and mathematical modeling: A driver for STEM integrated education and teaching in context (pp. 169-179).Wyoming Institute for the Study of Mathematics Education, Laramie, WY.

Chamberlin, S. A., & Powers, R. A. (2011, October 20-23). *Assessing affect among upper elementary students who are gifted in mathematics: Validating the Chamberlin Affective Instrument for Mathematical Problem Solving.* In L. R. Wiest, & T. R. Lamberg (Eds.), Proceedings of the Thirty-third Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, (p. 684-692). Reno, NV, University of Reno, NV.

Chamberlin, M. T., Mayes, R., & Chamberlin, S. A. (2009). *A unique approach to using Understanding by Design in professional development: Teachers as math learners*. Proceedings of the 7th Annual Hawaii International Conference on Education (pp. 4546-4573). Honolulu, HI: Pepperdine University, University of Louisville, New Horizons in Education, and California State University.Proceedings available at: <http://www.hiceducation.org/EDU2009.pdf>

Chamberlin, S. A. (2007). *The essence of mathematical problem solving: A Delphi Study*. In T. Lamberg, & L. R. Weist (Eds.), The 29th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 488-491). Reno: University of Nevada Reno.

**Books**

Chamberlin, S. A., Liljedahl, P., & Savic, M. (2022). *Mathematical creativity research in grades K-16.* Submitted to Research in Mathematics Education Series (Springer International Publishing). <https://doi.org/10.1007/978-3-031-14474-5>

Chamberlin, S. A., & Mann, E. (2021). *The relationship of affect and creativity in mathematics.* Routledge/Taylor and Francis.

Chamberlin, S. A., & Sriraman, B. (2019). *Affect in mathematical modeling.* Springer International Publishing. https://doi.org.10.1007/978-3-030-04432-9

Chamberlin, S. A. (2016). *Using model-eliciting activities to investigate concepts in probability.* Routldege/Taylor and Francis.

Chamberlin, S. A. (2013). *Statistics for kids: Model-eliciting activities to investigate concepts in statistics*. Routledge/Taylor and Francis.

Chamberlin, S. A. (2012). *Serving the needs of intellectually advanced mathematics students in grades K-6*. Marion, IL: Pieces of Learning*.*

 **Book chapters**

Chamberlin, S. A., Latonio, R. A. C., & Fox, R. A. (accepted). *Creativity and mathematics education.* Chapter submitted on 15 February to *The Oxford Handbook of Creativity and Education*.

Chamberlin, S. A. (in press). *M is for mathematics*. In B. MacFarlane (Ed.), *High ability learners: Designing and implementing programming (2nd edition).* Routledge.

Chamberlin, S. A. (2022). *Concluding thoughts on research: Application, implications and future directions*. In S. A. Chamberlin, P. Liljedahl, & M. Savic (Eds.), *Mathematical creativity: A developmental perspective* (*p. 241-248*)*.* Springer. <https://doi.org/10.1007/978-3-031-14474-5>

Chamberlin, S. A., & Kozlowski, J. (2022). *Mathematical creativity in the elementary grades*. In S. A. Chamberlin, P. Liljedahl, & M. Savic (Eds.), *Mathematical creativity: A developmental perspective* (*p. 65-80*)*.* Springer. <https://doi.org/10.1007/978-3-031-14474-5>

Chamberlin, S. A., & Payne, A. M. (2022). *Mathematical creativity and society*. In S. A. Chamberlin, P. Liljedahl, & M. Savic (Eds.), *Mathematical creativity: A developmental perspective*. Springer (*p. 27-40)*. <https://doi.org/10.1007/978-3-031-14474-5>

Chamberlin, S. A., Liljedahl, P., & Savic, M. (2022). *Organizational framework of book and conceptions of mathematical creativity.* In S. A. Chamberlin, P. Liljedahl, & M. Savic (Eds.), *Mathematical creativity: A developmental perspective* (*p. 41-54*)*.* Springer. <https://doi.org/10.1007/978-3-031-14474-5>

Chamberlin, S. A. (2022). *The relationship of the Five Legs of Creativity Theory and uncertainty in the generation of mathematical creativity*. In R. Beghetto & G. Jaeger (Eds.), *Uncertainty: A catalyst for creativity, learning and development* *(p. 181-196)*. Springer. [https://doi.org/10.1007/978-3-030-98729-9­\_10](https://doi.org/10.1007/978-3-030-98729-9_10)

Leonard, J., Chamberlin, S.A., Aryana, S., Lazic, M., &. Even, A. (2019). *Using STEM internships to recruit and retain diverse Noyce Scholars in elementary education*. In J. Leonard, A Burrows, & R. Kitchen (Eds.), *Recruiting, preparing, and retaining STEM teachers for a global generation (pp. 3-35).* Rotterdam, The Netherlands: Sense publishers.

Leonard, J., Chamberlin, S., Bailey, B. E., Verma, G., & Douglass, H. (2019). Broadening millennials’ participation in STEM and teaching professions through culturally relevant, place-based, informal science internships. In G. Prime (Ed.), *Centering race in STEM education of African-American K- 12 learners* *(pp 95-128)*. New York: Peter Lang.

Chamberlin, S. A. (2019). *The construct of affect in mathematical modeling*. In S. Chamberlin & B. Sriraman (Eds.), *Affect in mathematical modeling (pp 15-28)*. Cham, Switzerland: Springer International Publishing.

Chamberlin, S. A., & Pereira, N. (2016). Differentiating math for engineering instruction. In D. Dailey and A. Cotabish (Eds.), *Designing Innovative Engineering Instruction for High Ability Learners in K-8 Classrooms* (pp. 45-55). Washington, DC: National Association for Gifted Children.

Mann, E. L., Chamberlin, S. A., & Graefe, A. (2016). The prominence of affect in creativity: Expanding the conception of creativity in mathematical problem solving. In R. Leikin & Bharath Sriraman (Eds.), *Creativity and Giftedness: Interdisciplinary perspectives from mathematics and beyond* (pp. 57-73)*.* Cham, Switzerland: Springer International Publishing.

Mann, E. L., & Chamberlin, S. A. (2015). *Secondary mathematics in STEM for advanced learners.* In B. MacFarlane (Ed.), *STEM education for high ability learners,* (pp. 103-122). Waco, TX: Prufrock Press.

Chamberlin, S. A., & Mann, E. L. (2015). *Elementary mathematics in STEM for advanced learners.* In B. MacFarlane (Ed.), *STEM education for high ability learners,* (pp. 85-101). Waco, TX: Prufrock Press.

Chamberlin, S. A., & Schultz, C. (2014). Secondary mathematics for high ability students. In F. Dixon and S. Moon (Eds.), *The Handbook of Secondary Gifted Education*, *2nd Ed* (pp. 419-440). Waco, TX: Prufrock Press.

Chamberlin, S. A. (2009). Using Problem-based learning activities to identify creatively gifted mathematicians. In O. S. Tan (Ed.), *Problem Based Learning and Creativity* (pp. 155-171)*.* Nanyang, Singapore: National Institute for Education.

Chamberlin, S. A. (2005). Secondary mathematics for high-ability students. In F. Dixon and S. Moon (Eds.), *The Handbook of Secondary Gifted Education* (pp. 145-163). Waco, TX: Prufrock Press.

**Book reviews**

Chamberlin, S. A. (2013). Empirical investigations of Creativity and Giftedness in Mathematics: An International Perspective. *Journal for Research in Mathematics Education,* *44*, 852-857. DOI: 10.5951/jresematheduc.44.5.0852

**Monographs edited**

Chamberlin, S. A., Hatfield, L. L., & Belbase, S. (2011). New perspectives and directions for collaborative research in mathematics education: Papers from a planning conference for WISDOMe. Wyoming Institute for the Study of Mathematics Education, Laramie, WY.

**Proceedings edited**

Chamberlin, S. A. (2022). On the road to mathematical innovation and expertise. Twelfth International Group for Mathematical Creativity and Giftedness Conference. Open access available: <https://doi.org/10.37626/GA9783959872263.0>

**Journals guest edited**

Chamberlin, S. A. (2018). *Journal for the Education of the Gifted, 4.\**

Chamberlin, S. A., Mann, E. L., & Adelson, J. (2013 October). *Parenting for High Potential.*

Adelson, J., Chamberlin, S. A., & Mann, E. L. (2014 August). *Journal of Advanced Academics,*

 *25, number 3.*

\*Indicates: An ERIH (European Reference Index for the Humanities) journal.

**Unpublished manuscripts**

Chamberlin, S. A., Paine, L., & Peacock, G. (2022). R411 report for Utah State University.

Sheffield, L. J., Adams, C. A., van Tassel Baska, J., Chamberlin, S. A., Gavin, M. K., Adelson, J. Carmody, H. G., Duncan, D., Mann, E. L., Schultz, C., Kotzubei, D. B. (2012). Improving student achievement by expanding opportunities for our most promising students of mathematics. *Paper submitted to the National Council of Supervisors of Mathematics.* Available at: <http://www.mathedleadership.org/>.

Adams. C., Chamberlin, S. A., Gavin, M. K., Schultz, C., Sheffield, L. J., & Subotnik, R. (2008). The STEM promise: Recognizing, and developing talent and expanding opportunities for promising students of science, technology, engineering, and mathematics. *Paper submitted to National Association for Gifted Children by the NAGC Math-Science Task Force.* Available at: <http://www.nagc.org/index.aspx?id=4454&terms=STEm+white+paper>

Chamberlin, S. A. (2002). Analysis of interest during and after model-eliciting activities: A comparison of gifted and general population students (Doctoral dissertation, Purdue University, 2002). *Dissertation Abstracts International, 64*, 2379. Available at: <http://docs.lib.purdue.edu/dissertations/AAI3099758/>

**Creative endeavors**

Chamberlin, S. A. (2007). The Athletics Problem. Available on the PBL Clearinghouse, University of Delaware. May be retrieved at: (<https://primus.nss.udel.edu/Pbl>).

**Presentations**

**International refereed**

Chamberlin, S. A., Payne, A. M., & Kozlowski, J. (2022). The Five Legs of Creativity. *Twelfth International Group for Mathematical Creativity and Giftedness Conference,* Las Vegas, NV.

Chamberlin, S. A., Karaduman, G., & Bicer, A. (2022). A Review Of Research At The Intersection Of Mathematical Problem Posing And Affect. *Twelfth International Group for Mathematical Creativity and Giftedness Conference,* Las Vegas, NV.

Bicer, A., Bicer, A., Karaduman, G. B, & Chamberlin, S. (2022, Accepted). Young Students’ Mathematical Creative Thinking Processes. *Twelfth International Group for Mathematical Creativity and Giftedness,* Las Vegas, NV*.*

Karaduman, G. B., & Chamberlin, S. A. (2022, September 27). Investigation of pre-service teachers’ creativity in the process of problem posing. *Twelfth International Group for Mathematical Creativity and Giftedness Conference*, Las Vegas, NV.

Chamberlin, S. A., & Mann, E. L. (2014, July 28). A new model of creativity in mathematical problem solving. *International Group for Mathematical Creativity and Giftedness,* Denver, CO.

Chamberlin, S. A., & Powers, R. A. (2011, October 20-23). *Assessing affect among upper elementary students who are gifted in mathematics: Validating the Chamberlin Affective Instrument for Mathematical Problem Solving.* Paper presented at Thirty-third Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno, NV.

Chamberlin, M. T., Mayes, R., & Chamberlin, S. A. (2009, January). *A unique approach to using Understanding by Design in Professional Development: Teachers as math learners*. 7th Annual Hawaii International Conference on Education, Honolulu, HI.

Chamberlin, S. A. (2007, October). *The essence of mathematical problem solving: A Delphi study.* The 29th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Lake Tahoe, NV.

**National refereed**

 Lynch-Arroyo, R., & Chamberlin, S. A. (2023, October 20). [Demographic effects on middle grades student mathematics affect and identity](https://whova.com/embedded/speaker_session_detail/wkYLxQ2HUpWgK3SrkBxkcXxEc6KeFyt7oKezrFdXKvs%3D/3312166/). School Science and Mathematics Association. Colorado Springs, CO.

 Chamberlin, S. A., Bicer, A., Payne, A. (2023, October 21). [Explicating the conception of mathematical promise](https://whova.com/embedded/speaker_session_detail/wkYLxQ2HUpWgK3SrkBxkcXxEc6KeFyt7oKezrFdXKvs%3D/3312428/). School Science and Mathematics Association. Colorado Springs, CO.

 Bicer, A., Chamberlin, S. A., Payne, A. (2023, October 21). [Mathematical Connection and Mathematical Creativity](https://whova.com/embedded/speaker_session_detail/wkYLxQ2HUpWgK3SrkBxkcXxEc6KeFyt7oKezrFdXKvs%3D/3312447/). School Science and Mathematics. Colorado Springs, CO.

Chamberlin, S. A., Payne, A. M. (2021, November 13). *The relationship between creativity and affect in mathematics.* National Association for Gifted Children, Denver, CO**+**

 **+**Indicates that presentation was moved to virtual setting due to Coronavirus restrictions

Payne, A. M., & Chamberlin, S. A. (2020, November 14). *Mathematical modeling your way past the Phantom Toll Booth.* National Association for Gifted Children, Lake Buena Vista, FL**+**

 **+**Indicates that presentation was moved to virtual setting due to Coronavirus restrictions

Chamberlin, S. A., & Almughyirah, S. M. (2019, November 7-10). *Mathematical modeling as a means to make sense of concepts in statistics.* National Association for Gifted Children, Albuquerque, NM.

Chamberlin, S. A., & Kozlowski, J. (2018, November 15-18). *What can be done to facilitate creativity in elementary mathematics classrooms?* Sixty-fifth annual convention of National Association of Gifted Children, Minneapolis, MN.

Dailey, D., & Chamberlin, S. A. (2018, November 15-18). *Using engineering activities to meet national standards.* Sixty-fifth annual convention of National Association of Gifted Children, Minneapolis, MN.

Chamberlin, S. A., Mann, E., & Carmody, H. (2017, November 9-12). *Mathematical modeling in middle grades*. Sixty-fourth annual convention of National Association for Gifted Children, Charlotte, NC.

Carmody, H., Gentry, M., & Chamberlin, S. A. (2017, November 9-12). *An investigation of high-ability adolescent students’ affective and motivational responses to mathematics.* Sixty-fourth annual convention of National Association for Gifted Children, Charlotte, NC.

Chamberlin, S. A., Coxon, S., Dailey, D., MacFarlane, B., & Roberts, J. (2016, November 3-6). *Developing critical STEM literacy and delivering better STEM programs (Signature Series).* Sixty-third annual convention of National Association for Gifted Children, Orlando, FL.

Mann, E. L., & Chamberlin, S. A. (2016, November 3-6). *One little spark-Encouraging creativity in the classroom.* Sixty-third annual convention of National Association for Gifted Children, Orlando, FL.

Chamberlin, S. A., & Gorham-Blanco, T. (2016, October 20-22). *Status of pre-service teachers’ understanding of probability and statistics.* 2016 Annual Convention for School Science and Mathematics Association, Phoenix, AZ.

Chamberlin, S. A. (2016, October 20-22). *Norming the Chamberlin Affective Instrument for Mathematical Problem Solving.* 2016 Annual Convention for School Science and Mathematics Association, Phoenix, AZ.

Mann, E. L., Chamberlin, S. A., & Carmody-Gramberg, H. (2014, November 13-16). *The value of problem posing in developing creatively gifted mathematicians.* National Association for Gifted Children, Baltimore, MD.

Chamberlin, S. A. Gramberg-Carmody, H., & Mann. E. L. (2013, November 7-10). *Facilitating creativity and positive affect with GT mathematics students.* National Association for Gifted Children, Indianapolis, IN.

Coxbill, E., Chamberlin, S. A., & Mann, E. L. (2012, November 14-18). *Using model-eliciting activities to identify creatively gifted mathematics students.* National Association for Gifted Children, Denver, CO.

Duncan-Wiles, D., Chamberlin, S. A., & Carr, R. (2012, November 14-18). *Mathematical modeling for elementary and middle school students.* National Association for Gifted Children, Denver, CO.

Gramberg-Carmody, H., Mann, E. L., & Chamberlin, S. A. (2012, November 14-18). *Creating opportunities for excellence: Open-ended math projects.* National Association for Gifted Children, Denver, CO.

Mann, E. L., Coxbill, E., Chamberlin, S. A., & Gramberg-Carmody, H. (2012, November 14-18). *Affect and creativity in mathematics: Why and how to include them in your classroom.* National Association for Gifted Children, Denver, CO.

Chamberlin, S. A. (2011, January). *Enhancing elementary pre-service teacher development through field experiences with gifted students*. Association of Mathematics Teacher Educators National Conference, Irvine, CA.

Duncan, D., Mann, E. L., & Chamberlin, S. A. (2010, November). *Model-eliciting activities: A challenging and effective mathematical tool.* National Association for Gifted Children, Atlanta, GA.

Welsh, K. M., Ellsworth, J. S., Chamberlin, S., Wiig, D., Browe, S., & Hayden, A. (2010, May). *Inquiring minds want to know: An evaluation of Project Inquiry*. American Educational Research Association, Denver, CO.

Chamberlin, S. A. (2009, November). *What types of mathematical problems optimize learning for students of advanced intellect?* National Association for Gifted Children, Saint Louis, MO.

Chamberlin, S. A. (2008, October)*Affect and mathematical problem solving in*

 *the elementary classroom: A how to discussion for teachers*. National Association for Gifted Children, Tampa, FL.

Chamberlin, S. A. (2007, November). *The use of Problem-based Learning activities to identify creatively gifted mathematics students.* National Association for Gifted Children, Minneapolis, MN.

Chamberlin, S. A., Hayden, A., & Burling, K. (2006, November). *Mathematical problem solving in field experiences with pre-service teachers.* National Association for Gifted Children, Charlotte, North Carolina.

Chamberlin, S. A. (2006, November). *The perceived importance of affect in mathematical problem solving in middle grade gifted programs*. National Association for Gifted Children, Charlotte, North Carolina.

Chamberlin, S. A. (2006, January). *Problem solving in field experiences with pre-service teachers.* Association of Mathematics Teacher Educators National Conference, Tampa, FL.

Chamberlin, S. A. (2005, November). *The chasm between gifted education and multicultural education.* National Association for Gifted Children, Louisville, KY.

Chamberlin, S. A. (2005, January). *Increasing in-service teachers content knowledge of data analysis and probability.* Association of Mathematics Teacher Educators National Conference, Dallas, TX.

Chamberlin, S. A. (2004, November). *Gifted education issues in pre-service teacher preparation*. National Association for Gifted Children, Salt Lake City, UT.

Chamberlin, S. A. & Moon, S. M. (2003, November). *Model-Eliciting Activities: A comparison of gifted and talented and general population students.* National Association for Gifted Children, Indianapolis, IN.

Chamberlin, S. A., Chamberlin, M. T. & Hjalmarson, M. (2003, November). *Interdisciplinary problem-solving in the 21st century with MEAs.* National Association for Gifted Children, Indianapolis, IN.

Chamberlin, S. A. & Bottenberg, D (2003, October). *Teacher retention and recruitment in Northern Colorado.* National Rural Education Association, Kearney, NE.

Chamberlin, S. A. & Heger, M. (2001, November*). Model-Eliciting Activities: Problem-Based Learning in the middle grades.* National Association for Gifted Children, Cincinnati, OH.

**International invited:**

Chamberlin, S. A. (2020). Mathematical modeling in schools: An introduction. Virtual presentation+, 26-27 August 2020. IX Honduras Mathematical Congress: COME.

**+**Indicates that presentation was moved to virtual setting due to Coronavirus restrictions

Chamberlin, S. A. (2022). Cognition, conation, and affect: A crash course in mathematical psychology for teachers. Webinar presentation for 3P Learning to teachers in North America.

**National invited**

Lynch-Arroyo, R., Chamberlin, S. A., & Medina-Jerez, W. (2023, October 27). Middle grade mathematics affect and identity. STEMRS Virtual presentation.

Chamberlin, S. A. (2018). PREVIOUS STEMRS (2018???) Presentation @ UTEP.

Chamberlin, S. A. (2018, June 19-21). Optimizing environmental factors that facilitate creative output in elementary classrooms. 2018 Hormel Foundation Gifted and Talented Education Symposium, Austin, MN.

Chamberlin, S. A. (2018, June 19-21). Utilizing curricula to precipitate creative output in middle grade and junior high mathematics classrooms. 2017 Hormel Foundation Gifted and Talented Education Symposium, Austin, MN.

Chamberlin, S. A. (2017, June 12-15). Mathematical modeling in upper elementary and middle grades.2017 Hormel Foundation Gifted and Talented Education Symposium, Austin, MN.

Chamberlin, S. A. (2017, June 12-15). Challenging advanced elementary mathematics students with problem solving tasks. 2017 Hormel Foundation Gifted and Talented Education Symposium, Austin, MN.

Chamberlin, S. A., Schultz, C., Sheffield, L. J., Firmender, J., McAnallen, R., Ryser, G., Johnsen, S., Wiles, D., Smith, K. J., & Zazove, T. (2014, November 13-16). *Actively engaging elementary and middle grade students in STEM tasks.* National Association for Gifted Children, Baltimore, MD.

Chamberlin, S. A., Daley, D., Johnsen, S., Ryser, Assouline, S., Mann, R., Tassel, J., Firmender, J., McAnallen, R., & Gavin, K. (2013, November 7-10). *Developing talent in the STEM fields in the era of the CCSS-Math and the Next Generation Science Standards*. National Association for Gifted Children, Indianapolis, IN

Adams, C. A., Carr, R., Casa, T., Chamberlin, S. A., Coxbill, E., Duncan-Wiles, D., Gavin, K., & Tassell, J. (2012, November 14-18). *Developing talent in the STEM fields in the era of the Common Core State Standards (K-5).* National Association for Gifted Children, Denver, CO.

Adams, C. A., Chamberlin, S. A., Chandler, K., Duncan, D., Gavin, M. K., Tassel, J., Beckman, D. K., Gilbert, B., Pereira, N., Schultz, C., Sheffield, L. J., & van Tassel Baska, J. (2011). *Invest in America’s future*. National Association for Gifted Children, New Orleans, LA.

Chamberlin, S. A. (2010). *What types of mathematical problems optimize learning for students of advanced intellect?* Invited presentation for distinguished lecture series, Southern Methodist University, Dallas, TX.

Sheffield, L. J., Chamberlin, S. A., Adams, C. A., Gavin, M., K., Mann, E., Schultz, C., Duncan, D., Carmody, H., Chandler, K., Van Tassel-Baska, J. (2010, November). *Invest in America’s future: Maximize the challenge for STEM students.* National Association for Gifted Children, Atlanta, GA.

Sheffield, L. J., Saul, M., Chamberlin, S. A., Adams, C. A., Mann, E., & Schultz, C. (2009, November). *Science, Technology, Engineering, Mathematics (STEM) Oh my!* National Association for Gifted Children, Saint Louis, MO.

Adams. C., Chamberlin, S. A., Gavin, M. K., Schultz, C., Sheffield, L. J., & Subotnik, R. (2008, November). *The STEM Promise: Recognizing and developing talent and expanding opportunities for promising students in science, technology, engineering, and mathematics.* National Association for Gifted Children, Tampa, FL.

Chamberlin, S. A. (2001, November). *Panel discussion on what enables graduate students to be successful in gifted education programs*. National Association for Gifted Children, Cincinnati, OH.

**Regional refereed**

Chamberlin, S. A., & Almughyirah, S. M. (2019, October 21). *Differentiation to Maximize Student Learning.* Colorado Association for Gifted and Talented.

Kozlowski, J., & Chamberlin, S. A. (2018, March 2). Factors that influence creative output in mathematical problem solving episodes. University of Wyoming, College of Education Research Symposium.

Gorham-Blanco, T., & Chamberlin, S. A. (2016, September 23). *Pre-service elementary teachers’ reasoning with statistics and probability.* Colorado Council of Teachers of Mathematics.

Gorham-Blanco, T., & Chamberlin, S. A. (2016, September 23). *Model-Eliciting Activities Elicit Math Excellence.* Colorado Council of Teachers of Mathematics.

DeWitt, R., & Chamberlin, S. A. (2015, September 25). *Using an animated project to increase conceptual understanding of functions.* Colorado Council of Teachers of Mathematics.

DeWitt, R., & Chamberlin, S. A. (2015, September 25). *Developing hypotheses and proofing with Geometer’s Sketchpad.* Colorado Council of Teachers of Mathematics.

Gorham-Blanco, T., & Chamberlin, S. A. (2015, September 25). *Model-eliciting activities for mathematical success.* Colorado Council of Teachers of Mathematics.

Coxbill, E., & Chamberlin, S. A. (2012, October 15-16). *Using model-eliciting activities in your mathematics classroom.* Seventh Annual Wyoming Math and Science Teachers’ Conference, Casper, WY.

Rice, L., Chamberlin, M., & Chamberlin, S. A. (2009, September). *Mathematical tasks in grades K-8: A consumer’s guide.* Colorado Council of Teachers of Mathematics, Denver, CO.

Chamberlin, S. A., Blubaugh, B., Chamberlin, M. T., Evans, B., Harding-Dekam, J., Powers, R., Ipiňa, L., Loats, J., Dollard, C., Gilmore, D., & Smith, P. (2008, September). *Preparing the next generation of elementary teachers in mathematics.* Colorado Council of Teachers of Mathematics, Denver, CO.

Chamberlin, S. A. (2008, April). *What is Affect and How Does it Relate to Mathematical Problem Solving Tasks?* Mathematics Association of America-Rocky Mountain Section, Spearfish, SD.

Chamberlin, S. A., & Chamberlin, M. T. (2007, October). *Problem solving in the elementary and middle grades: What is it and how does it impact your teaching?* Colorado Council of Teachers of Mathematics, Denver, CO.

Chamberlin, S. A. (2004, September). *Increasing In-service teacher self-efficacy in data analysis and probability.* Colorado Council of Teachers of Mathematics, Denver, CO.

Chamberlin, M. T., Heger, C. A., & Chamberlin, S. A. (2003, September). *Departing on time: A compelling context for standard deviation.* 2003 Annual Conference of the Colorado Council of Teachers of Mathematics, Denver, CO.

Chamberlin, S. A. (2002, March). *Comparison of gifted and general population students’ interest while doing Model-Eliciting Activities*. Indiana Association for the Gifted, Indianapolis, IN.

Chamberlin, S. A. (2001, March). *Model-Eliciting Activities in the middle school classroom.* Indiana Association for the Gifted, Indianapolis, IN.

Chamberlin, S. A. (2000, March). *Middle school mathematics instruction through the use of Thought-Provoking Activities.* Indiana Association for the Gifted, Indianapolis, IN.

**Regional Invited**

Chamberlin, S. A. (2019, April 11). *How to submit manuscripts, and actually succeed: A follow-up discussion*. University of Wyoming (EDCI 5810: Writing for Professional Publication, guest speaker).

Chamberlin, S. A. (2018, December 11). The Five Legs of Creativity. Indiana Association for Gifted, Indianapolis, IN.

Chamberlin, S. A. (2018, December 11). Selecting problem solving activities to facilitate creativity in upper elementary/middle grade classrooms. Indiana Association for Gifted, Indianapolis, IN.

Chamberlin, S. A. (2018, December 10). Using mathematical modeling as an approach to engage GT students. Indiana Association for Gifted, Indianapolis, IN.

Chamberlin, S. A. (2018, December 10). Clarifying the concept of affect in mathematical problem solving. Indiana Association for Gifted, Indianapolis, IN.

Chamberlin, S. A. (2018, Oct 5). Mathematical modeling in affect. University of Texas El Paso (Seminar on STEM).

Chamberlin, S. A. (2018, April 12). *How to submit manuscripts, and actually succeed*. University of Wyoming (EDCI 5810: Writing for Professional Publication, guest speaker).

Chamberlin, S. A. (2017, June 5). *Using mathematical modeling to engage secondary mathematics students.* Pavillion High School (associated with the Lantz Scholarship, director Jeasik Cho).

Chamberlin, S. A. (2013, November 8). *Mathematical modeling with upper elementary/middle grade students.* National Council of Teachers of Mathematics-Regional Conference, Louisville, KY.

Chamberlin, S. A., Mann, E. L, & Carmody, H, G. (2013, November 6). Alongside intellect: Creativity, motivation and affect in elementary grade mathematics, a presentation and panel discussion for lower school parents, Park Tudor Academy, Indianapolis, IN.

**Grants**

2023, Building thinking classrooms. National Science Foundation grant submitted by Utah State University…enter people, External Board Member.

2020, Educators Modeling Eliciting Activities Database (E-MEAD), Co Principal Investigator with Amanda Meiners and Anna M. Payne, University of Iowa, I-Corps Innovation Workshop, $2,500.

2016, Proposal for K-12 teacher workshop. (Co-Principal Investigator with Dr. Jeff Anderson [PI], Robert F. Kubichek, Suresh Muknahallipatna, Sylvia D. Parker, & Sarah Ramsey Walters. College of Engineering, $200,000.

2015, Proposal for K-12 teacher workshop. (Co-Principal Investigator with Dr. Jeff Anderson [PI], Robert F. Kubichek, Suresh Muknahallipatna, Sylvia D. Parker, & Sarah Ramsey Walters. College of Engineering, $50,000.

2014, Collaborative research: Wyoming interns to teacher scholars program (Co-Principal Investigator with Drs. Jackie Leonard [PI], Saman Aryana, Michelle Chamberlin, Ramesh Sivanpillai, & Reuben Gamboa). National Science Foundation, $1.5 million.

2013, Recruitment of mathematics education doctoral students from Historically Black Colleges and Universities (HBCUs), Co-PI, Dr. Jackie Leonard. Funded by the University of Wyoming, Strategic Diversity Initiative Committee, $12,840.

2008, Assessing Affect in the Middle Grades, PI: Scott A. Chamberlin. Funded by the Department of Elementary and Early Childhood Education, University of Wyoming for $1,000.

2006, Inquiry in the Elementary Science Classroom, Co-PIs: K. Welsh & S. A. Chamberlin, Wyoming Mathematics and Science Partnership Grant funded by the Wyoming Department of Education for $104,357.

2005, Inquiry in the Elementary Science Classroom, Co-PIs: K. Welsh & S. A. Chamberlin, Wyoming Mathematics and Science Partnership Grant funded by the Wyoming Department of Education for $130,000.

2004, Infusing Data Analysis and Probability into the K-8 Classroom, Co-PIs: S. A. Chamberlin & K. Welsh, Wyoming Mathematics and Science Partnership Grant funded by the Wyoming Department of Education for $75,207.

\*Every year at the University of Wyoming, I have submitted a proposal for either a grant or foundation money.

**Consulting and professional development**

Ed Chat for 3P Learning on 12 April (2022), delivered online.

Professional development with Washington Township School district in Indianapolis (February & March 2022).

Professional development delivery with Center for Talent Development at Northwestern University on differentiation in mathematics with gifted students (June 2020).

Professional development delivery on mathematics and gifted education with Edmonds School District in Lynnwood, WA (Aug 2019)

Consultant on course design for NASC 5770: Teaching Probability and Statistics in Secondary

Consultant on course design for MATH 550: Applied Probability and Statistics

Co-director Engineering Based Approach to Math and Science Instruction: Grant funded by Wyoming Mathematics and Science Partnership (2008-2010)

Understanding by Design in Mathematics: Professional Development with grades 7-12 teachers in Carbon County School District, Summer 2008

Increasing Content Knowledge in Number Sense and Operations and Data Analysis and Probability, Fremont County School District, Summer 2008, 2009

Using Inquiry to Promote Science Instruction: Professional Development with Sheridan County School District #2, Summer 2007

Mathematical Professional Development with Slade Elementary School, Fall 2005 to Spring 2006

**Professional Activities**

**Affiliations**

National Association for Gifted Children

Indiana Association for the Gifted

International Group for Mathematical Creativity and Giftedness

**Manuscript reviews**

Reviewer for *Educational* Psychology, 2022-current\*, \*\*

Reviewer for *Journal of Creative Behavior*, 2021-present\*, \*\*

Reviewer for *Learning and Individual Differences*, 2021-present\*, \*\*

Reviewer for *Educational Review* Research, 2021-present\*, \*\*

Reviewer for *Gifted Child* Today, 2020-current

Reviewer for *Journal of Mathematics Teacher Education*, 2019-current.

Reviewer for *Roeper Review,* 2019-current.

Reviewer for *British Journal of Educational Psychology,* 2017- to current\*, \*\*

Reviewer for *Zentralblatt für Didaktik der Mathematik: The International Journal for Mathematics Education\*\**

Reviewer for *National Council of Teachers of* Mathematics publications, 2014-present

Reviewer for *National Association for Gifted Children* publications, 2013-present

Reviewer for *European Journal of Psychology of Education,* 2013-present\*\*

Reviewer for *Educational Studies in Mathematics*, 2012-current\*

Reviewer for *Gifted Child Quarterly,* 2012-current\*

Reviewer for *Journal for Advanced Academics,* 2010-current

Reviewer for *Linguistics and Education*, 2009-present

Reviewer for *Journal for the Education of the Gifted*, 2008-current

Reviewer for *The Mathematics Enthusiast*, 2008-current

Reviewer for *Journal of Research in Mathematics Education*, 2007-current\*

Reviewer for *Interdisciplinary Journal of Problem-Based Learning*, 2006-current

Reviewer for *Mathematical Thinking and Learning: An International Journal*, 2005-current\*

\*Indicates, a journal listed in the Social Science Citation Index (SSCI)

\*\*Indicates, a journal listed in the European Reference Index for the Humanities (ERIH)

**Conference proposal reviews**

Reviewer of conference proposals for *International Group for Mathematical Creativity and Giftedness,* 2014

Director for STEM Network proposals for *National Association for Gifted* Children STEM strand, 2011 - 2013.

Reviewer of conference proposals for *Association of Mathematics Teacher Educators* Conference, 2010.

Reviewer of conference proposals for *National Association for Gifted Children,* Mathematics and Sciencestrand, 2008-2010.

Reviewer of conference research proposals for *Psychology of Mathematics Education-North America* Conference, Spring 2007, 2012.

**Honors and Awards**

**Scholarly**

2020, College of Education Researcher of the Year award

2016, David Bauer Fellowship Award for Grant Writing

2014, Expert Perspectives Speaker for National Association for Gifted Children

2013, Legacy Book Award Nominee, Texas Association for the Gifted and Talented for *Serving the needs of intellectually advanced mathematics students in grades K-6*. Marion, IL: Pieces of Learning Press.

2013, Highest score of proposal in STEM Network at National Association for Gifted Children

2008, Highest score of proposal in STEM Network at National Association for Gifted Children

**Teaching**

2014, Mortar Board, Top Professor, University of Wyoming

2014, PIE (Promoting Intellectual Engagement in the first year) Nominee, University of Wyoming.

2011, Mortar Board, Top Professor, University of Wyoming (nominated twice)

2008, Outstanding Teacher Award, College of Education, University of Wyoming, Laramie, WY

2007, Mortar Board, Top Professor, University of Wyoming

**Other**

2017, Honorary Football Coach for Hawai’i game, Laramie, WY (September 23, 2017).

2014, Honorary Track and Field Coach for Mountain West Conference Championships, Laramie, WY (May16, 2014).

2009, Mortar Board ‘Tip of the Hat Award’ for outstanding service to students

2009, Honorary Women’s Soccer Coach, (September 25, 2009), San Diego State University Game

**Courses Taught**

**Graduate**

EMAT 5600: Quantitative Reasoning and Mathematical Spring 2020, Spring 2022 UW

 Modeling

EDCI 5730 Learning and Cognition Spring 2016, 2018 UW

NASC 5225 Mathematics Assessment Summer 2015 UW

EDCI 5870 Seminar: Learning Theory Research and Praxis Fall 2015 UW

EDCI 5870 Research in Mathematics Education (3 cr) Fall 2011& 2013 UW

EDCI 5560 Seminar in Assessment (1 cr, online) Fall 2010, 2014, 2015 UW

NASC 5959 Engineering Based App to Math/Sci Instruct.(3 cr) Summer 2009 & 2010 UW

NASC 5770 Teaching Probability & Stats in Secondary (3 cr) Summer, 2010 UW

EDCI 5500 Classroom Assessment for Teach & Learn\* (3 cr) Spring 2008 & Sum 2003 UW

EDCI 5959 Field Based Inquiry (3 cr) Summer 2007 UW

EDCI 5070 Educational Learning Theories in Math (3 cr) Spring 2006 UW

NASC 4800 Inquiry in the Elementary Classroom (3 cr) Summer 2006 & 2005 UW

EDSE 5200 Mathematics in the Secondary Classroom\* (3 cr) Spring 2005 UW

EDCI 5510 Data An & Prob: Content, Curric & Assess. (3 cr) Summer 2004 UW

EDEL 620 Research Applic for Instruct in Mathematics (3 cr) Summer 2003 UNC

\*Indicates, on compressed video

**Undergraduate**

EDEL 1200: Introduction to Elementary Education (3 cr) Fall 2020, Spring 2021, UW

 Spring 2022, Fall 2022,

 Spring 2023

EDEL 1410 Elementary Mathematics Seminar I (1 cr) Summer 2009 to 2016 UW

EDEL 2410 Elementary Mathematics Seminar II (1 cr) 2009 to 2012 UW

EDST 3550 Educational Assessment (2 cr) Spring 2006 to 2011 UW

EDEL 4409 Teach/Learn in Elem Math/Sci Class\* (5 or 6 cr) 2003 to present UW

EDEL 1420 Elementary Mathematics Seminar II (1 cr) 2004 to 2009 UW

EDEL 4500 Supervision of Elementary Teachers (5 cr) Spring 2004 to present UW

EDEL 470 Mathematics Methods for Elem Teachers (3 cr) Spring 2003 UNC

EDEL 476 Urban Ed Math Methods for Elem Teach II (1 cr) Spring 2003 UNC

EDEL 474 Urban Ed Math Methods for Elem Teach I (1 cr) Spring 2003 UNC

EDPY 349 Urban Ed Educational Psych for Elem Teach (3 cr) Spring 2003 & Fall 2002 UNC

EDCI 364 Elementary Mathematics Methods\* (3 cr) Fall 2001 & Spring 2002 Purdue

 Univ.

\*Indicates, Course Coordinator

**Service**

**(Intern)National service**

Outside commmittee member for Master’s committee, Jenny Johnston, University of New South Wales, Australia (2023-current).

Outside committee member for Ph. D. committee, Rhett Latonio, University of Ateneo de Manila, Philippines (2023-current).

Outside review of associate professor tenure and promotion packet for University of New Haven, Department of Mathematics and Physics (year and name of candidate withheld for anonymity).

Outside review of associate professor tenure and promotion packet for Virginia Commonwealth University, Department of Mathematics and Applied Mathematics (year and name of candidate withheld for anonymity).

International Group for Mathematical Creativity and Giftedness Newsletter Editor-in-Chief (2022-current)

International Committee member for International Group for Mathematical Creativity and Giftedness (2022-2024).

Consulting editor, *Educational Psychology* (2022-2024)

International Group for Mathematical Creativity and Giftedness newsletter editor (2021 to current).

Outside reviewer for the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services at Utah State University (2022).

Editorial board member for *Journal for the Education of the Gifted* (2019-current)

Outside review of full professor tenure and promotion packet for Saint Joseph’s University (Philadelphia), College of Education (year and name of candidate withheld for anonymity)

Outside review of full professor tenure and promotion packet for George Mason University, College of Education (year and name of candidate withheld for anonymity)

Outside review of full professor tenure and promotion packet for University of Connecticut: Neag School of Education (year and name of candidate withheld for anonymity).

National Association for Gifted Children Publications Committee member, 2015-2018

Outside review of associate professor tenure and promotion packet for University of Alabama, College of Education (year and name of candidate withheld for anonymity).

Mathematics column author for *Teaching for High Potential,* 2014-2018

Item reviewer for Educational Testing Service, *Praxis Series 5002 &* 5003, 2014

Program committee for International Group for Mathematical Creativity and Giftedness, 2013-2014

Purdue University Cross-Country and Track and Field Leadership Board, 2011-2013

Chair of STEM Network for National Association for Gifted Children, 2013-2015

NAGC (National Association for Gifted Children), Convention Task Force, 2012-2014

Chair-elect of STEM Network for National Association for Gifted Children, 2011-2013

National Association for Gifted Children Science, Technology, Engineering, and Mathematics Newsletter editor (2010-2014)

National Association for Gifted Children Mathematics and Science Task Force, Fall 2007-2009

Gifted Education Resource Institute Associated Colleague, Purdue University, Fall 2006-current

**State service**

Member, School Improvement Plan task force, University Preparatory Lab School, 2023-2024

Professional Teaching Standards Board consultant for Praxis adoption, spring 2014

State Pre-school Readiness Task Force, State Department, October 2007-2008

Middle-School Standards committee, State Department of Education, December 2004

**University service**

J-Term and Summer Term course offering initiative committee (2023-current)

Tobin/Spitaleri Award for Outstanding Senior Student Selection Committee member (2018)

Chairman of Student-Athlete Well Being Subcommittee for Athletic Planning Committee, Spring 2022-current.

Athletic Planning Committee, Fall 2010-2016, 2019-current.

Chairman of Academic Integrity Subcommittee for Athletic Planning Committee, Fall, 2012- 2015.

Chair of Data Safety Monitoring Board (IRB), Fall 2010-2013

Faculty Dispute Resolution Committee, Fall 2010-2012

Science and Mathematics Teaching Center Advisory Board, Fall 2010-current

Freshman Summit 2009 Orientation Leader, Fall 2009

University Graduate Council Representative for the College of Education, Academic year 2008-2009.

Science Literacy Initiative Assessment of the Affective Domain member, Fall 2008

Faculty Senate Committee on Academic Standards, Rights and Responsibilities, Academic year 2007-2008

Mathematics Recruiter position search committee member for the University of Wyoming, Summer 2006

Taskforce for admissions criteria for Teacher Certification Program for Post-Baccalaureate Students with an option to earn a Master of Arts in Curriculum and Instruction, Fall 2003

**College**

School of Teacher Education Tenure and Promotion alternate (2021-2022, 2022-2023)

TEI Managing Director Search Committee (Fall 2018-2019)

Trustees Education Initiative Phase 2 Experiential learning – EL ED Program Team (Spring 2019)

School of Teacher Education Seed Grant Review Committee (Fall 2018)

Data Scientist Search Committee (Spring 2018)

Mathematics and Science Education Search Committee (Fall 2017 to Spring 2018)

College of Education Faculty Mentoring Program (Spring 2018-2021)

Middle Level Mathematics Report (Science and Mathematics Teaching Center) prepared for the Professional Standards Teaching Board (Fall 2015)

Tenure and Promotion Review Board, Fall 2015-2016

Mathematics Education Endowed Chair Search Committee, Fall 2009 and 2012-2014

Sponsor for College of Education Ambassadors, 2008-2013

College of Education Mentor, 2009-2010

Advisory Council on Graduate Education, Fall 2008-Spring 2009

Mathematics Education Endowed Chair Search Committee, Spring 2008-Summer 2009

Academic Advising Search Committee University of Wyoming, Casper College, Summer 2006

Secondary Science Education position search committee, Spring 2006

College Technology Committee, Fall, 2005-Spring 2008

Taskforce on Tenure and Promotion Guidelines, July, 2004

**Department**

School of Teacher Education Committee to Revamp Student Teaching, Fall 2017 to Spring 2018.

Chair, Search Committee for Elementary and Early Childhood Education Assistant Professor in Children’s Literature, Fall 2010

Mathematics Petition Chair for Elementary Education, Fall 2005-current

Professional Learning Community liaison for Sheridan County School District, 2003-2015

Course Coordinator for EDEL 4409 at University of Wyoming, Fall 2004 to current

Course Coordinator for EDCI 364 at Purdue University, 2001-2002

**Additional Activities**

**Graduate advising**

Outside committee member for Jenny Johnston, master’s in Curriculum and Instruction, University of New South Wales, Australia.

Chair for Charles Butler in EDCI, Ed. D. (ongoing)

Chair for Michael Bostik, EDCI, Ph. D. (ongoing)

Chair for Fay Quiroz, EDCI, Ed. D. (ongoing)

External Ph. D. Committee member for Joseph Kozlowski at Utah State University, graduation date 2022 (completed)

Chair for Kelly Hawkinson in EDCI, Ph. D. (completed)

Chair for Sultan Almughyirah in EDCI, Ph. D. (completed)

Chair for Olalekan Idowu in EDCI, Ph. D. (completed)

Chair for Soofia Malik in EDCI, Ph. D. in December 2017 (completed)

Chair for Tracey Gorham-Blanco in EDCI, Ph. D. in May 2016 (completed)

Co-chair for Kate Kniss in EDCI, Ph. D. in August 2015 (completed)

Committee member for 5 students, Ed. D. in Educational Leadership (2 completed)

External Ph. D. Committee member for Heather Carmody at Purdue University, graduation date 2015

Chair for 1 student (Stephanie Wodahl), M.A. in Teaching, 2014 (completed)

Chair for 13 M.S. for Middle Level Mathematics students (all completed)

Committee member for 1 student (Leslie Hitchcock) in Special Education (master’s degree), 2014 (completed)

Committee member for 2 students in Exercise Physiology master’s degree (completed, 2012, 2015)

**Undergraduate**

Served as senior honor’s project mentor for two students (Lindsay Jones and Makayla Wheeler), 2021

Served as senior honor’s project mentor for two students (Justin Krein and Allison Marsh), 2017-2018.

**Faculty status and licenses**

Graduate Faculty, UW, 2003-present

Indiana State Teaching License for Grades K-6, 1989-2000