

Kayla D. Myers

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Education and Professional Experience

Education

- PhD** Georgia State University, Atlanta, Georgia
Early Childhood and Elementary Education, 4.09 GPA, May 2019
A Different Story of Beliefs: Preparing Elementary Mathematics Specialists (as-Subjects) and Reconceptualizing Teacher Beliefs(-Entangled)
Dissertation Committee: Dr. Susan Swars Auslander (co-chair), Dr. Stephanie Smith (co-chair), Dr. Sarah Bridges-Rhoads, and Dr. David Stinson
- MEd** Georgia State University, Atlanta, Georgia
Early Childhood Education Thematic Mathematics Concentration, 4.08 GPA, July 2011
- BSE** Georgia State University, Atlanta, Georgia
Early Childhood Education and Special Education, 3.83 GPA, May 2009
Magna Cum Laude, Dean's List, President's List, Faculty Scholar

Certifications and Endorsements

- Georgia K-5 Mathematics Endorsement, 2011
Georgia P-5 Early Childhood Education Teaching Certificate, 2009
Georgia P-12 Special Education Consultative Teaching Certificate, 2009

Professional Experience

- Clinical Assistant Professor**—August 2022-present
Assistant Chair for Georgia's BEST Programs – August 2025-May 2026
University of West Georgia
Department of Early Childhood through Secondary Education, College of Education
- Program Director**—June 2020-July 2022
Preparing, Supporting, and Retaining Elementary Mathematics Specialists in High-need Urban Schools (PSREMS) Noyce Project, funded by the National Science Foundation
Georgia State University, Department of Early Childhood and Elementary Education, College of Education and Human Development
- Part-Time Instructor**—August 2019-May 2020
Georgia State University, Department of Early Childhood and Elementary Education, College of Education and Human Development
Kennesaw State University, Department of Secondary and Middle Grades Education, Department of Elementary and Early Childhood Education, Bagwell College of Education
- Mathematics Tutor**—May 2019-May 2020
Cognition Online Tutoring for Grades 3-8

Graduate Teaching and Research Assistant—August 2018-May 2019

Georgia State University, Department of Early Childhood and Elementary Education,
College of Education and Human Development

Graduate Research Assistant—July 2014-June 2018

Georgia State University
Department of Early Childhood and Elementary Education, College of Education and Human
Development, Funded by the Dean's Doctoral Research Fellowship

Teacher, 5th Grade General Education Inclusion—July 2011-June 2014

Gwinnett County Public Schools, Norcross, Georgia

Interrelated Teacher, 4th and 5th Grade Special Education Inclusion—July 2009-June 2011

Cobb County School District, Powder Springs, Georgia

Grants and Awards

- Georgia State University Lorene Pilcher Outstanding Dissertation in Early Childhood Award: 2019-2020.
- Dean's Doctoral Research Fellowship: 2014-2018. \$27,000/year; \$53,619 tuition remittance; total awarded \$161,619.
- Doctoral Dissertation Support Grant: Spring 2018. Total awarded \$1,000.
- Georgia State University USG STEM II Mini-grant: 2016-2017. *From the University to the Classroom: Supporting Elementary Mathematics Specialists Shifting Pedagogy During an Authentic Residency Course*. PIs: Kayla Myers, Dr. Susan Swars Auslander, & Dr. Stephanie Smith; total awarded ~\$8,000.
- Georgia State University USG STEM II Mini-grant: 2015-2016. *Supporting Pedagogical Shifts of Elementary Mathematics Specialists during a K-5 Mathematics Endorsement Program*. PIs: Kayla Myers, Dr. Susan Swars Auslander, & Dr. Stephanie Smith; total awarded ~\$6,000.

Research and Scholarship

Refereed Articles

Myers, K. D., Swars Auslander, S. L., Caldwell, S., & Vo, M. (in preparation). What happens at that kidney table?: Stories sparking inquiry of Black teachers' early mathematical experiences. To be submitted to *Educational Studies in Mathematics*.

Myers, K. D. (in review). A different story of beliefs: Preparing Elementary Mathematics Specialists and reconceptualizing teacher beliefs(-entangled). Submitted to *The Mathematics Educator*.

Swars Auslander, S. L., **Myers, K. D.**, Bingham, G., & Tanguay, C. L. (2023). Exploring the pedagogical practices of seasoned elementary mathematics teachers and connections with their content knowledge and beliefs. *School Science and Mathematics*, 123(4-5), 168–183.

- Swars Auslander, S. L., Tanguay, C. L., **Myers, K. D.**, Bingham, G., Caldwell, S., & Vo, M. (2023). Elementary Mathematics Specialists as emergent informal teacher leaders in urban schools: Engagement and navigations. *Investigations in Mathematics Learning*, 15(1), 50–66.
- Swars Auslander, S. L., Tanguay, C. L., **Myers, K. D.**, Phillips, K. L., & Sanders, T. (2022). Preparing and supporting Elementary Mathematics Specialists through school-university-community partnerships. *PDS Partners: Bridging Research to Practice*, 17(2), 155–169.
- Myers, K. D.** (2021). Writing (as inquiry and analysis) *beliefs-entangled*. *Philosophy of Mathematics Education Journal*, 37, 1–17. (Refereed, international audience)
- Swars Auslander, S. L., Meyers, B., Tanguay, C. L., Smith, S. Z., & **Myers, K. D.** (2021). High stakes assessment in an elementary teacher preparation program: A case study of multiple stakeholders. *Teacher Development*, 25(3), 366–388. (Refereed, international audience) (online first)
- Myers, K. D.**, Swars Auslander, S. L., Smith, S. Z., & Smith, M. E. (2021). Prospective Elementary Mathematics Specialists’ classroom implementation: Support and mentorship during an authentic residency. *Journal of Mathematics Teacher Education*, 24(3), 309–330. (Refereed, international audience) (online first, 2020)
Mentorship during residency project featured in: College of Education and Human Development, Georgia State University. (2023, Feb 22) Students explain it all. *Research & Innovation*. Retrieved from <https://news.gsu.edu/2023/02/22/mentorship-during-residency-helps-make-elementary-mathematics-specialists-successful/>
- Myers, K. D.**, Swars Auslander, S. L., Smith, S. Z., Smith, M. E., & Fuentes, D. (2020). Developing the pedagogical capabilities of Elementary Mathematics Specialists during a K-5 mathematics endorsement program. *Journal of Teacher Education*, 71(2), 261–274. (Refereed, international audience) (online first, 2019)
Case study and community involvement project featured in: College of Education and Human Development, Georgia State University. (2016, June 22) Students explain it all. *Research & Innovation*. Retrieved from <http://researchinnovation.education.gsu.edu/students-explain-it-all/>
- Swars Auslander, S. L., Smith, S. Z., Smith, M. E., & **Myers, K. D.** (2020). A case study of elementary teacher candidates’ preparation for a high stakes teacher performance assessment. *Journal of Mathematics Teacher Education*, 23(3), 269–291. (Refereed, international audience) (online first, 2019)
- Myers, K. D.**, Bridges-Rhoads, S., & Cannon, S. O. (2017). Reflection in constellation: Post theories, subjectivity, and teacher preparation. *Journal of Early Childhood Teacher Education*, 38(4), 322–337. (Refereed, international audience)
Complicating teacher identity project featured in: College of Education and Human Development, Georgia State University. (2016, September 30) How do teachers find

professional autonomy? *Research & Innovation*. Retrieved from <http://researchinnovation.education.gsu.edu/teachers-find-professional-autonomy/>

Myers, K. D., Cannon, S. O., & Bridges-Rhoads, S. C. (2017). Math is in the title: (Un)learning the subject in qualitative and post qualitative inquiry. *International Review of Qualitative Research*, 10(3), 309–326. (Refereed, international audience)

Jacobs, T. G., Smith, M. E., Swars Auslander, S. L., Smith, S. Z., & **Myers, K. D.** (2017). Examining effects of implementing an edTPA task in an elementary mathematics methods course. *Mathematics Teacher Educator*, 6(1), 40–51. (Refereed, national audience)

Swars, S. L., Smith, S. Z., Smith, M. E., Carothers, J., & **Myers, K. D.** (2018). The preparation experiences of Elementary Mathematics Specialists: Examining influences on beliefs, content knowledge, and teaching practices. *Journal of Mathematics Teacher Education*, 21(2), 123–145. (Refereed, international audience) (online first, 2016)

Book Chapters

Swars Auslander, S., & **Myers, K. D.** (2022). Keep inquiring: A collective examination of Elementary Mathematics Specialists preparation. In Bourke, Spooner-Lane, Henderson & White (Eds.), *Reconstructing the work of teacher educators: Finding spaces in policy through agentic approaches—insights from a research collective* (pp. 51–69). Springer.

Book Reviews

Cannon, S. O., & **Myers, K. D.** (2016). Radical reconfiguring(s) for equity in urban mathematics classrooms: Lines of flight in *Mathematics and the Body: Material Entanglements in the Classroom*. *Journal of Urban Mathematics Education*, 9(2), 185–194. (Refereed, national audience)

Myers, K. D. (2016). Keeping the welcome sign lit: A review of *Building Mathematics Learning Communities: Improving Outcomes in Urban High Schools*. *Journal of Urban Mathematics Education*, 9(1), 117–123. (Refereed, national audience)

Conference Proceedings

Myers, K. D., Swars Auslander, S., Caldwell, S., & Jackson, S. (2022). Black teachers' trajectories: Stories of early learning, navigating inequities, and teaching elementary mathematics. In Lischka, A. E., Dyer, E. B., Jones, R. S., Lovett, J., Strayer, J., & Drown, S. (Eds.), *Proceedings of the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 560–561). Nashville, TN: Middle Tennessee State University.

Swars Auslander, S., **Myers, K. D.,** Tanguay, C. L., Bingham, G. E., & Jackson, S. (2022). Elementary Mathematics Specialists: Preparation and engagement in teacher leadership. In Lischka, A. E., Dyer, E. B., Jones, R. S., Lovett, J., Strayer, J., & Drown, S. (Eds.), *Proceedings of the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1497–1506). Nashville, TN: Middle Tennessee State University.

Swars Auslander, S., **Myers, K. D.**, Bingham, G., Tanguay, C. L., & Tahlor, C. (2021). Aspects of successful elementary mathematics teachers' effectiveness, identity, and agency during professional development. In D. Olanoff, K. Johnson, & S. M. Spitzer (Eds.), *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1,564–1,568). Philadelphia, PA: Widener University, Towson University, & West Chester University.

Myers, K. D. (2018). Preparing Elementary Mathematics Specialists (as-subjects) and reconceptualizing teacher beliefs (as-entanglement). In T. E. Hodges, G. J. Roy, & A. M. Tyminski (Eds.), *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 414–417). Greenville, SC: University of South Carolina & Clemson University.

Myers, K. D., & Cannon, S. O. (2018). Looking inward: (Re)negotiating and (re)navigating mathematics, teaching, and teacher beliefs. In T. E. Hodges, G. J. Roy, & A. M. Tyminski (Eds.), *Proceedings of the 40th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 779–782). Greenville, SC: University of South Carolina & Clemson University.

Myers, K. D., Swars Auslander, S. L., & Smith, S. Z. (2016). From the university to the classroom: Prospective elementary mathematics specialists' pedagogical shifts. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 339–346). Tucson, AZ: The University of Arizona.

Myers, K. D., Swars Auslander, S. L., & Smith, S. Z. (2016). Crossing the university border: Supporting elementary mathematics specialists' shifting pedagogy during an authentic residency course. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 387–390). Tucson, AZ: The University of Arizona.

Cannon, S. O., **Myers, K. D.**, & Cross, S. B. (2016). Mathematics as (double) gatekeeper, student as bordercrosser: A case study. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 929). Tucson, AZ: The University of Arizona.

Jacobs, T., Smith, M. E., Swars, S. L., Smith, S. Z., & **Myers, K. D.** (2015). Examining effects of implementing an edTPA task in an elementary mathematics methods course. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 703–709). East Lansing, MI: Michigan State University.

Conference Presentations

Myers, K. D., & Swars Auslander, S. (2023, February). *Black teachers' trajectories: Stories of early learning, navigating inequities, and teaching elementary mathematics today*. [Poster Presentation Proposal] Association of Mathematics Teacher Educators Annual Meeting, New Orleans, LA.

Swars Auslander, S., Tanguay, C. L., & **Myers, K. D.** (2023, February). *Elementary Mathematics Specialists as informal teachers leaders: Engagement and agency*. [Research Report Proposal] Association of Mathematics Teacher Educators Annual Meeting, New Orleans, LA.

Myers, K. D., Swars Auslander, S., Caldwell, S., & Jackson, S. (2022, November). *Black teachers' trajectories: Stories of early learning, navigating inequities, and teaching elementary mathematics*. [Poster Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Nashville, TN.

Swars Auslander, S., **Myers, K. D.,** Tanguay, C. L., & Bingham, G. E. (2022, November). *Elementary Mathematics Specialists: Preparation and engagement in teacher leadership*. [Full Research Report Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Nashville, TN.

Swars Auslander, S., **Myers, K. D.,** Disney, J., & Houston, L. (2022, July). *Preparing, Supporting, and Retaining Elementary Mathematics Specialists in High-need Urban Schools*. Poster presentation at the National Science Foundation Noyce Summit, Washington, D.C.

Swars Auslander, S., Tanguay, C. L., & **Myers, K. D.** (2022, April). *Aspects of Successful Elementary Mathematics Teachers' Effectiveness during Professional Development*. [Roundtable Session, Division K] American Educational Research Association Annual Meeting, San Diego, CA.

Myers, K. D., Swars Auslander, S., & Tanguay, C. L. (2022, February). *A Teacher-Leader Trajectory: Developing Teachers in Urban Schools as Elementary Mathematics Specialists*. [Brief Report] Association of Mathematics Teacher Educators Annual Meeting, Las Vegas, NV.

Myers, K. D., Swars Auslander, S., Cooper, J., Moore, A., & Turner, A. (2022, January). *An Examination of Elements of Effectiveness of Experienced Elementary Mathematics Teachers Entering Professional Development*. [Research Report] National Council of Teachers of Mathematics Virtual Research Conference.

Swars Auslander, S., **Myers, K. D.,** Bingham, G., Tanguay, C. L., & Tahlor, C. (2021, October). *Aspects of Successful Elementary Mathematics Teachers' Effectiveness, Identity, and Agency During Professional Development*. [Brief Research Report Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Philadelphia, PA.

- Swars Auslander, S., Tanguay, C. L., **Myers, K. D.**, Caldwell, S., & Garrido, E. (2021, April). *Developing Elementary Mathematics Specialists in High-need Urban Schools*. [Roundtable Session, Research in Mathematics Education SIG] American Educational Research Association Annual Meeting, Orlando, FL.
- Swars Auslander, S., Tanguay, C. L., **Myers, K. D.**, Ashadele, T., & Lyons, N. (2021, February). *Preparing and Supporting Elementary Mathematics Specialists in High-need Urban Schools*. [Multiple Paper Session] Association of Teacher Educators Annual Meeting, Virtual.
- Swars Auslander, S., Tanguay, C. L., & **Myers, K. D.** (2020, August). *Preparing, Supporting, and Retaining Elementary Mathematics Specialists in High-need Urban Schools*. Virtual presentation at the National Science Foundation Noyce Summit.
<https://youtu.be/p6n9JowgFdk>
- Myers, K. D.** (2020, April). *Beliefs-Entangled: A Different Conceptualization of Pedagogical Teacher Beliefs in Mathematics*. [Roundtable Session, Research in Mathematics Education SIG] American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- Swars Auslander, S., & **Myers, K. D.** (2020, April). *Preparing Elementary Mathematics Specialists: Support for Pedagogical Shifts*. [Paper Session, Division K] American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- Cannon, S. O., & **Myers, K. D.** (2019, February). *Collaboration in Elementary Mathematics Teacher Education: Navigating and Connecting Mathematics, Teaching, and Teacher Beliefs*. [Brief Report] Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.
- Swars Auslander, S. L., & **Myers, K. D.** (2019, February). *Preparing Elementary Teacher Candidates for the High Stakes edTPA Math Task 4*. [Brief Report] Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.
- Swars Auslander, S. L., & **Myers, K. D.** (2019, February). *Elementary Teacher Candidates' Preparation for the High Stakes edTPA Math Task 4*. [Presentation, Mathematics Teacher Educators SIG Session] Association of Teacher Educators Annual Conference, Atlanta, GA.
- Myers, K. D.** (2018, November). *Preparing Elementary Mathematics Specialists (as-Subjects) and Reconceptualizing Teacher Beliefs (as-Entanglement)*. [Brief Research Report Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Greenville, SC.
- Myers, K. D.**, & Cannon, S. O. (2018, November). *Looking Inward: (Re)negotiating and (Re)navigating Mathematics, Teaching, and Teacher Beliefs*. [Brief Research Report Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Greenville, SC.

- Cannon, S. O., & **Myers, K. D.** (2018, October). *Collaboration, Reflection, and Tension: Preparing Pre-service Elementary Mathematics Teachers*. [Research reporting session] Georgia Association of Mathematics Teacher Educators Annual Meeting, Rock Eagle, GA.
- Cannon, S. O., Sweet, J. D., Marn, T., & **Myers, K. D.** (2018, May). *What Do Comprehensive Exams Produce? Troubling Unexamined Pedagogy*. Fourteenth International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.
- Meyers, B., Swars Auslander, S. L., Tanguay, C., Smith, S. Z., & **Myers, K. D.** (2018, April). *High Stakes Assessment in an Elementary Teacher Preparation Program: Inquiry on Various Stakeholders' Experiences and Views*. [Symposium] American Educational Research Association Annual Meeting, New York, NY.
- Dougherty, M., Flint, M. A., Morvay, J. K., Panos, A., **Myers, K. D.**, Gildersleeve, R. E., Koro-Ljungberg, M. E., Kuntz, A. M., Nordstrom, S. N., Ulmer, J., Cannon, S. O., Marn, T., & Guyotte, K. W. (2018, April). *Post Theories and Methodologies: Methodological Quandaries in Qualitative and Post-Qualitative Research (invitation-only mentoring session)*. [Paper Session, Qualitative Research SIG] American Educational Research Association Annual Meeting, New York, NY.
- Cannon, S. O., **Myers, K. D.**, & Bridges-Rhoads, S. C. (2017, May). *Math Is In The Title: (Un)learning the Subject in Education Research*. Thirteenth International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.
- Myers, K. D.**, & Venuto, N. (2017, February). *Mentoring Elementary Mathematics Specialists in Their Transition From the University to the Classroom*. [Poster] Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.
- Myers, K. D.**, Swars Auslander, S. L., & Smith, S. Z. (2016, November). *From the University to the Classroom: Prospective Elementary Mathematics Specialists' Pedagogical Shifts*. [Research Report Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Tucson, AZ.
- Myers, K. D.**, Swars Auslander, S. L., & Smith, S. Z. (2016, November). *Crossing the University Border: Supporting Elementary Mathematics Specialists Shifting Pedagogy During an Authentic Residency Course*. [Brief Research Report Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Tucson, AZ.
- Cannon, S. O., **Myers, K. D.**, & Cross, S. B. (2016, November). *Mathematics as (Double) Gatekeeper, Student as Bordercrosser: A Case Study*. [Poster] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Tucson, AZ.

Jacobs, T., **Myers, K. D.**, Bridges-Rhoads, S., & Hughes, H. (2016, May). *Complicating Theoretical Reading in Doctoral Work*. Twelfth International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign.

Smith, S. Z., Smith, M. E., Swars, S. L., **Myers, K. D.**, & Jacobs, T. (2016, April). *Preparing Teachers for Today's Elementary Mathematics Classroom: Exploring Changes in Beliefs and Specialized Content Knowledge*. [Roundtable Session, Division K] American Educational Research Association Annual Meeting, Washington, D.C.

Jacobs, T., Swars, S. L., Smith, M. E., Smith, S. Z., & **Myers, K. D.** (2016, April). *Implementing an edTPA Task in an Elementary Mathematics Methods Course: Learning Experiences and Outcomes for Prospective Teachers*. [Roundtable Session, Division K] American Educational Research Association Annual Meeting, Washington, D.C.

Jacobs, T., Swars, S. L., Smith, S. Z., Smith, M. E., & **Myers, K. D.** (2015, November). *Examining Effects of Implementing an edTPA Task in an Elementary Mathematics Methods Course*. [Research Report Presentation] North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Lansing, MI.

Professional Development Workshops Attended

Preparing Your E-Dossier for Third-Year Review. Professional Development offering from UWG's *Faculty Development, Mentoring, and Retention Committee* (Facilitator: Robert Griffin), 2024.

What is Regular and Substantive Interaction. Asynchronous course offering from UWG's Institute for Faculty Excellence, 2023.

Ontological Practices in Qualitative Inquiry. *Fourteenth International Congress of Qualitative Inquiry* (Facilitators: Lisa A. Mazzei and Alecia Y. Jackson), 2018

University Teaching

ECED 7259 *Investigating Math Methods/Materials* (UWG—Spring 2026 online for GA BEST, Spring 2026 online, Fall 2023 online, Fall 2022 online)

Concepts and material which are appropriate for mathematics education of Pre-K - Grade 5 children will be investigated. In addition, research on the use of process education in these areas will be considered. (3 credit hours)

Reviewed by 2 Quality Matters Reviewers for Georgia's BEST Program – Spring 2026

ECED 6266 *Teaching Elementary Mathematics II and Practicum* (UWG—Spring 2026 online [2 sections], Spring 2025 online)

Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades Pk-5 within the domains of numerical reasoning related to integers, fraction operations, measurement, data reasoning, geometry, and spatial reasoning will be investigated using course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. This course is designed for M.A.T. students entering teacher education from other fields. (3 credit hours)

ECED 3260 *Teaching Elementary Mathematics 2* (UWG—Fall 2025)

Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to integers, measurement, data reasoning, geometry, and spatial reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. (3 credit hours)

ECED 7266 *The Young Child: Home and Community* (UWG—Fall 2025 online for GA BEST)

This course is designed to aid in the understanding of the effects of home, community and society on the life of young children. (3 credit hours)

ECED 6263 *Teaching Elementary Mathematics 1* (UWG—Fall 2025 online [2 sections], Fall 2024 online)

Mathematics education content, methods, and materials that are appropriate for the cognitive development of young children from grades Pk-5 within the domains of numerical reasoning related to whole-number, base-ten operations, patterning, and algebraic reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. This course is designed for M.A.T. students entering elementary teacher education from other fields. (3 credit hours)

ECED 4251 *Assessment & Correction in Mathematics Education* (UWG—Fall 2025, Fall 2024, Fall 2022)

Overviews development of acquisition of mathematical concepts. The assessment/correction process is examined. Teaching strategies appropriate to children with learning difficulties are described. Individual assessment and analysis of a particular child's mathematical problems, including teaching to this analysis are developed in case study form. Current research on teaching mathematics to children with special needs is examined. Knowledge of teaching strategies and the assessment/correction process will be applied during field experience. (3 credit hours)

ECED 4251L *Assessment & Correction in Mathematics Education Clinical Lab* (UWG—Fall 2025, Fall 2024, Fall 2022)

This course requires the supervised and coordinated diagnosing and correcting of students in K-5 classrooms. The lab experiences shall require demonstration of the content knowledge and pedagogical skills acquired in ECED 4251 - Assessment and Correction in Mathematics Education. (1 credit hour)

ECSE 8562 *Data to Meet the Needs of Diverse Learners* (UWG—Summer 2025 online [2 sections], Spring 2025 online [3 sections], Summer 2024 online [3 sections], Spring 2024 online, Fall 2023 online, Summer 2023 online [3 sections])

This course is designed to advance teachers' understandings of the philosophies and practices of educational measurement as they apply to diverse student assessment data (specifically data collection and analysis). Students will demonstrate an understanding of the characteristics of quality assessment with regard to the reliability and validity of such

measures with special emphasis on existing student diversity. Students will also demonstrate the skills and understanding needed to design and construct their own assessments and interpret the results of these assessments as well as those made by others. (3 credit hours)

ECED 7282 *Directed Readings in Education: Introduction to Educational Research* (UWG—Summer 2025 online, Fall 2024 online, Spring 2024 online [3 sections])

Students will learn the general principles of educational research and research design in qualitative, quantitative, and mixed methods research. Students learn how to design, evaluate, and conduct educational research projects in their respective fields to investigate problems of practice. (3 credit hours)

ECED 4263 *Teaching Content/Process: Mathematics Education* (UWG—Spring 2025, Spring 2023)

Mathematics education content, methods and materials which are appropriate for the cognitive development of the young child from Pre-K to Grade 5 will be investigated. Students will apply knowledge of content, methods and materials during field experience. (3 credit hours)

ECED 3250 *Teaching Elementary Mathematics I* (UWG—Fall 2024 online)

Mathematics education content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to whole-number, patterning, and algebraic reasoning will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. (3 credit hours)

ECED 4285 *Math Content for Teaching Grades 3-5* (UWG—Fall 2023 online [2 sections], Spring 2023 hybrid, Fall 2022 online)

Mathematics education content, methods, and materials which are appropriate for the cognitive development of the young child from 3rd – 5th Grade will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods, and materials during field experience. (3 credit hours)

ECED 4285 *Math Content for Teaching Grades 3-5 Independent Study* (UWG—Fall 2023 online)

This independent study was designed as a supplemental course alongside *Math Content for Teaching Grades 3-5*. Students are currently teaching in secondary grades, and course assignments are designed to create vertical alignment and mathematical connections from upper elementary to secondary grades content. (1 credit hour)

ECSE 7277 *Designing Community-Based STEM Education* (UWG—Spring 2023 online)

The purpose of this course is to foster an understanding of how teachers and STEM experts can influence education and impact communities through committed interactions and the sharing of knowledge. Prior STEM understanding will be enhanced through development of integrated STEM projects for the in-service teacher, elementary and secondary classroom,

and for dispersal within the community. Through increased opportunity for action and dialogue associated with socio-cultural issues, students will become adept at identifying avenues for involvement in STEM that encourage community involvement as a means of promoting social justice. (3 credit hours)

EDUC 2110 *Investigating Critical and Contemporary Issues in Education* (UWG—Summer 2022)

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. A field component totaling 10 hours is required. (3 credit hours)

ECE 7740 *Internship in Early Childhood Classroom (Mathematics Endorsement Candidates)* (GSU—Spring 2022 [2 sections], Spring 2019, Fall 2018, Fall 2015; Graduate Teaching Assistant: Fall 2017, Spring 2016, Spring 2015)

This is a field experience in the P-5 classroom which encourages the educator to implement a program based on the assumption that learning is a constructive process which builds upon the knowledge and experience of the learner. The teacher functions as a collaborator with parents and children to focus on strategies for enhancing child learning. Course is graded as satisfactory/unsatisfactory. (3 credit hours)

ECE 4408 *Teaching Mathematics P-2* (KSU—Spring 2020)

This course consists of the integration of mathematics concepts, principles and processes into the teaching of mathematics in preschool through second grade. Emphasis is placed upon developmentally appropriate practices and culturally relevant pedagogies in planning, implementing and evaluating instruction in the elementary mathematics curriculum. This course includes field experience to enhance learning. (3 credit hours)

MAED 3316 *Rational Numbers and Proportional Reasoning* (KSU—Spring 2020)

A continuation of MATH 2008 designed for the P-5 teacher. Topics include the conceptual development of the rational numbers and extension to the real numbers, operations and problem solving with real numbers, patterns and relationships, and proportional reasoning. Experience and exploration with appropriate technology and physical models will be an integral part of the study of these ideas. (3 credit hours)

EDUC 2110 *Investigating Critical & Contemporary Issues in Education* (KSU—Fall 2019 hybrid [2 sections], Spring 2020 online)

This course engages potential education candidates in observations and interactions in schools, and analyses of critical and contemporary educational issues. Candidates investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Candidates actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, candidates reflect on and

interpret the meaning of education and schooling in a diverse culture. Includes the use of current technologies which are directly related to effective teaching and 15 hours of observation and participation in an appropriate school setting elementary/early childhood, middle grades, secondary or P-12 environments. (3 credit hours)

ECE 4397/7397 *Elementary Mathematics in Dual Immersion Settings* (GSU—Fall 2019)

In this course, candidates will develop their mathematical content knowledge and gain understanding about bilingual children as learners of mathematics. Candidates will also learn about effective instructional methods for the mathematics content spanning the pre-kindergarten through five curricula. This is a field-based course where candidates apply learned skills in the context of Dual Immersion K-5 schools in urban communities. (3 credit hours)

ECE 7800 *Capstone Experience* (GSU—Spring 2019, Fall 2015)

This culminating seminar/independent study course allows participants to document, interpret, synthesize, and present benchmarks of professional development over the program. Capstone experience may extend beyond one term. (3-9 credit hours)

ECE 3604 *Mathematics Methods in Elementary Education: Upper Grades* (GSU—Fall 2018)

Teacher Candidates will develop their mathematical content knowledge and gain understanding about children as learners of mathematics. Teacher Candidates will also learn about effective instructional methods for the mathematics content spanning elementary upper grades curricula. This is a field-based course where candidates apply learned skills in the context of culturally diverse elementary school classrooms. (3 credit hours)

ECE 3603 *Mathematics Methods in Elementary Education: Primary Grades* (GSU—Fall 2017, Spring 2017)

Teacher Candidates will develop their mathematical content knowledge and gain understanding about children as learners of mathematics. Teacher Candidates will also learn about effective instructional methods for the mathematics content spanning the elementary primary grades curricula. This is a field-based course where candidates apply learned skills in the context of culturally diverse elementary school classrooms. (3 credit hours)

Service

Service to the Profession

Professional Organization Memberships

- National Council of Teachers of Mathematics (NCTM)
- North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)
- American Educational Research Association (AERA)
 - o Division D: Measurement and Research Methodologies
 - o Division K: Teaching and Teacher Education
 - o Qualitative Research Special Interest Group
 - o Research in Mathematics Education Special Interest Group
 - o Foucault and Contemporary Theory in Education Special Interest Group
 - o Philosophical Studies in Education Special Interest Group

- Society for Phenomenology and Existential Philosophy (SPEP)
- Association of Mathematics Teacher Educators (AMTE)
- Georgia Association of Mathematics Teacher Educators (GAMTE)
- Pi Lambda Theta International Honors Society

Scholarly Reviewer for:

- *Journal of Mathematics Teacher Education*, international refereed journal
- *Journal for Research in Mathematics Education*, National Council of Teachers of Mathematics international empirical refereed journal
- *The Mathematics Educator*, international refereed journal
- *Teaching and Teacher Education*, refereed journal
- *Teaching Children Mathematics*, National Council of Teachers of Mathematics elementary practitioner journal
- *Mathematics Teacher: Learning and Teaching Pre-K—12*, National Council of Teachers of Mathematics refereed journal
- *Curriculum and Teaching Dialogue*, American Association for Teaching and Curriculum refereed journal
- American Educational Research Association Conference Research Proposals- Division K Teaching and Teacher Education, Qualitative Research Special Interest Group, Research in Mathematics Education Special Interest Group, and Division D Measurement and Research Methodology [2022]
- American Educational Research Association Conference Research Proposals- Division K Teaching and Teacher Education and Research in Mathematics Education Special Interest Group [2021]
- American Educational Research Association Conference Research Proposals- Division K Teaching and Teacher Education, Qualitative Research Special Interest Group, and Research in Mathematics Education Special Interest Group [2020, 2019]
- American Educational Research Association Conference Research Proposals- Division K Teaching and Teacher Education and Qualitative Research Special Interest Group [2018]
- American Educational Research Association Conference Research Proposals- Division K Teaching and Teacher Education [2017, 2016]
- North American Chapter of the International Group for the Psychology of Mathematics Education Conference Research Proposals [2022, 2021, 2016, 2015]

Guest Lecturer: EDAP 694 Research Perspectives in STEM Education, Dr. Stephen Tucker and Dr. Thomas Tretter, University of Louisville, June 2018—*Paradigm Proliferation: An Introduction to Qualitative Inquiry*

Service to the University of West Georgia (UWG)

Committee Member – Graduate Programs Committee, Fall 2025-current

Committee Member – Undergraduate Programs Committee, Fall 2023-Spring 2025

Service to the Department of Early Childhood Through Secondary Education at UWG

Assistant Chair – Georgia's BEST Programs

Committee Member – Sunshine Committee, Spring 2023-Fall 2023

Search Committee Member – Clinical Assistant Professor job opening, start date August 2024

Mentor for Adjunct Instructors – ECED 7282, ESCE 8562, ECED 6263, ECED 6266

Faculty Coordinator for Graduate Teaching Assistant – Fall 2025-Spring 2026

Guest Facilitator – COE Book Club Session March 2024 – *Grading for Equity* by Joe Feldman
Honors Conversion for ECED 4263, Spring 2023

Field Experience Supervisor, Fall 2022-Spring 2023, Fall 2025

- Elementary Education Teacher Candidates – ECED 4283 (Block II), ECED 4284 (Block III), ECED 4286 (Block IV)
- Special Education Dual Certification Teacher Candidates – ECSE 4784 (Block II), ECSE 4785 (Block III), ECSE 4786 (Block IV)

Service to Georgia State University (GSU)

Co-founder, GSU Student Organization – Early Childhood and Elementary Education Doctoral Student Council, June 2017

Guest Lecturer: PERS 2001 Perspectives on Comparative Culture: Teaching in Today's Society, Dr. Laura Meyers, September 2015 and September 2014—*What It Means To Be an Effective Mathematics Teacher*

Service to the Department of Early Childhood and Elementary Education at GSU

Project Co-Director, Designing and Implementing Course Communications and Department Bulletin Boards, ECE 7975 Summer 2018-Spring 2019

Secretary (Officer), Early Childhood and Elementary Education Doctoral Student Council, June 2017-September 2018

Designed and Implemented Mentorship Sessions for ECE 7740 *Internship in Early Childhood Education Mathematics Endorsement*, August 2015-December 2017

Podcast Interview Participant with Bahati Aisha Banks, *Georgia State CEHD Podcast on M.Ed. Program*, October 2016

Guest Lecturer:

- ECE 3440 ESOL Methods, Dr. Cathy Amanti, November 2017—*Assessing Mathematical Understandings with English Language Learners*
- ECE 9800 Introduction to Scholarly Inquiry, Dr. Sarah Bridges-Rhoads, August 2017—*The Importance of Scholarly Reading and Writing Groups*
- ECE 9800 Introduction to Scholarly Inquiry, Dr. Sarah Bridges-Rhoads, September 2015—*Rethinking Reading in PhDness*
- ECE 3603 Mathematics Methods in Elementary Education: Primary Grades, Dr. Tiffany Jacobs, March 2015—*Equal Sharing in Cognitively Guided Instruction*

Professional Development Leadership

Math Leadership Team Member, Gwinnett Country Public Schools, June 2013-June 2014

Number Talks Training Sessions, Stripling Elementary School, November 2013-March 2014

Mathematics Vertical Team Member, Stripling Elementary School, August 2012-June 2014

Capstone Project, Georgia State University, May 2011-July 2011