

Susan Swars Auslander
(Susan Lee Swars)
Department of Curriculum and Instruction
The University of Alabama
susan.auslander@ua.edu

Education

Doctor of Philosophy, Elementary Education (Grades K-6), Concentrations: Mathematics Education and Educational Research, The University of Alabama, Tuscaloosa, Alabama, 2004

Master of Arts in Teaching, Early Childhood Education (Grades PreK-5), Piedmont College, Demorest, Georgia, 1997

Additional Study, Millsaps College, Jackson, Mississippi, 1994-95 (46 hrs. in science)

Bachelor of Science, Elementary Education (Grades K-8), Mississippi State University, Starkville, Mississippi, 1993

Professional Experiences

Faculty Member (Tenured Professor of Elementary Mathematics Education), Department of Curriculum and Instruction, The University of Alabama, Tuscaloosa, Alabama, August 2023-present.

Affiliate Faculty Member, Department of Early Childhood and Elementary Education, Georgia State University, Atlanta, Georgia, August 2023-present.

Faculty Member (Tenured Professor of Elementary Mathematics Education), Department of Early Childhood and Elementary Education, Georgia State University, Atlanta, Georgia, August 2004-July 2023.

Department Chair (7 months) and Interim Department Chair (6 months), Department of Early Childhood and Elementary Education, Georgia State University, Atlanta, Georgia, July 2022-July 2023.

Graduate Teaching Assistant, Elementary Education Program, The University of Alabama, Tuscaloosa, Alabama, 2001, 2003, 2004.

Teacher, First/Second Grade, Silver Ridge Elementary, Silverdale, Washington, 1998-2000.

Teacher, Seventh and Eighth Grade Mathematics and Science, Marcus Whitman Junior High School, Port Orchard, Washington, January-June 1998.

Teacher, Kindergarten/First Grade, Jackson Public Schools, Jackson, Mississippi, 1996-December 1997.

Teacher, Kindergarten, Tahoe City, California, 1993-1994.

Teacher, Shoupan Day Camp, Alma Ata, Kazakhstan, Summer, 1992.

Teacher, Big A Day Camp, Tahoe City, California, Summers, 1990, 1991.

Publications (*denotes graduate student)

Journal Articles

Brown, K., **Swars Auslander, S.**, Vo, M.,* Bingham, G. E., & Fuentes, D. S. (accepted). “I didn’t know it formally”: Shifting work and intended influences of informal teacher leaders in the third year of mathematics professional development. STEM Teacher Leadership special issue of *School Science and Mathematics*.

Swars Auslander, S., Tanguay, C. L., Bingham, G. E., Fuentes, D. S., Brown, K., & Vo, M.* (revise and resubmit). “In the trenches doing the work with you”: Engaging and growing as Elementary Mathematics Specialists. *Journal for Research in Mathematics Education*.

Swars Auslander, S., Bingham, G. E., Brown, K., Tanguay, C. L., & Fuentes, D. S. (in review). Equipping Elementary Mathematics Specialists as a More Knowledgeable Other: Longitudinal study during professional learning. *Journal of Teacher Education*.

Swars Auslander, S., Bingham, G. E., Tanguay, C. L., & Fuentes, D. S. (2023). Developing Elementary Mathematics Specialists as teacher leaders during a preparation program. *Journal of Mathematics Teacher Education*. doi: 10.1007/s10857-023-09582-7 (empirical; refereed journal; international audience; acceptance rate** = 10%; impact factor*** = 1.786)

Swars Auslander, S., Myers, K. D., Bingham, G. E., & 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. <https://doi.org/10.1111/ssm.12591> (empirical; refereed, national journal of School Science and Mathematics Association; acceptance rate = 20%)

Swars Auslander, S., Tanguay, C. L., Myers, K. D., Bingham, G. E., Caldwell, S.,* & Vo., M.* (2023). Elementary Mathematics Specialists as emergent informal teacher leaders in urban schools: Engagement and navigations. *Investigations in Mathematics Learning*, 15, 50-66. doi: 10.1080/19477503.2022.2139096 (empirical; refereed journal; national audience; acceptance rate = 18%)

**Acceptance rates are from either the journal’s website or email communication with the editor

***Impact factors from [InCites Journal Citation Report](#) are calculated by dividing the number of citations in the year by the total number of articles published in the 2 previous years

- Swars Auslander, S.,** 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. (conceptual; refereed journal; national audience)
- Clements, G.,* & **Swars Auslander, S.** (2022). The Singapore Modeling Method: Possibilities for improving elementary teacher mathematics preparation. *Problems, Resources, and Issues in Mathematics Undergraduate Studies (PRIMUS)*, 32(10), 1125-1139. doi: 10.1080/10511970.2021.1993396 (empirical; refereed journal; national audience; CiteScore**** = 1.0)
- Swars Auslander, S.,** Tanguay, C. L., & Jones, T. R.* (2021). A program's early implementation of a high stakes teacher performance assessment: Inquiry on teacher candidates. *Issues in Teacher Education*, 30, 32-61. <https://www.itejournal.org/wp-content/pdfs-issues/fall-2021/06auslanderetal.pdf> (empirical; refereed journal; national audience)
- Jacobs, T.,* & **Swars Auslander, S.** (2021). Understanding a high stakes teacher performance assessment in mathematics through elementary prospective teachers' lived experiences. *Journal of Mathematics Teacher Education*, 24, 459-480. doi: 10.1007/s10857-020-09467-z (empirical; refereed journal; international audience; acceptance rate = 10%; impact factor = 1.786)
- Swars Auslander, S.,** Meyers, B., Tanguay, C., 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, 366-388. doi: 10.1080/13664530.2021.1915371 (empirical; refereed journal; international audience; acceptance rate = 12%; CiteScore = 1.8)
- Myers, K. D.,* **Swars Auslander, S.,** Smith, S. Z., & Smith, M. E. (2021). Prospective Elementary Mathematics Specialists' developing instructional practices: Support and mentorship during an authentic residency. *Journal of Mathematics Teacher Education*, 24, 309-330. doi: 10.1007/s10857-020-09460-6 (empirical; refereed journal; international audience; acceptance rate = 10%; impact factor = 1.786)
- Swars Auslander, S.,** 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, 269-291. doi: 10.1007/s10857-018-09422-z (empirical; refereed journal; international audience; acceptance rate = 10%; impact factor = 1.786)

- Myers, K. D.,* **Swars Auslander, S.**, Smith, S. Z., Smith, M. E., & Fuentes, D. S.* (2020). Developing the pedagogical capabilities of Elementary Mathematics Specialists during a K-5 Mathematics Endorsement program. *Journal of Teacher Education*, 71, 261-274. doi: 10.1177/0022487119854437 (empirical; refereed journal; international audience; acceptance rate = 5%; impact factor = 4.130)
- Hughes, P.,* **Swars Auslander, S.**, Stinson, D, & Fortner, C. (2019). Elementary teachers' mathematical beliefs and mathematics anxiety: How do they shape instructional practices? *School Science and Mathematics*, 119, 213–222. doi: 10.1111/ssm.12329 (empirical; refereed, national journal of School Science and Mathematics Association; acceptance rate = 20%)
- Swars Auslander, S.**, Hart, L. C., Carothers, J.,* Jacobs, T.,* & Chestnutt, C.* (2019). University mathematics content courses and elementary prospective teachers: A review of research from 1990-2014. *Action in Teacher Education*, 41, 23-42. doi: 10.1080/01626620.2018.1533902 (empirical; refereed, national journal of Association of Teacher Educators; acceptance rate = 8%; CiteScore = 1.7)
- Swars Auslander, S.**, Meyers, B., Shafer, N., Kavanagh, K.,* & Haardoerfer, R.* (2018). Becoming critical friends: Developmental portraits of three professional learning communities. *National Teacher Education Journal*, 11(2), 23-40. (empirical; refereed journal; 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. doi: 10.1007/s10857-016-9354-y (empirical; refereed journal; international audience; acceptance rate = 10%; impact factor = 1.786)
- Hart, L. C., **Swars Auslander, S.**, Venuto, N.,* Jacobs, T.,* Carothers, J.,* & Chestnutt, C.* (2018). A review of research on affect of elementary prospective teachers in university mathematics content courses 1990-2016. *School Science and Mathematics*, 119, 3-13. doi: 10.1111/ssm.12310 (empirical; refereed, national journal of School Science and Mathematics Association; acceptance rate = 20%)
- Venuto, N.,* Hart, L. C., & **Swars Auslander, S.** (2018). Elementary prospective teachers' affect in mathematics content courses: Implications for learning experiences. *Research to Practice: School Science and Mathematics*, 1-3. (empirical; refereed, national journal of School Science and Mathematics Association; invited manuscript)
- Jacobs, T.,* Smith, M. E., **Swars Auslander, S.**, Smith, S. Z., & Myers, K. D.* (2017). Building synergy: Cognitively Guided Instruction and implementation of a simulated edTPA elementary mathematics task during an undergraduate methods course. *Mathematics Teacher Educator*, 6, 40-51. doi: 10.5951/mathteaceduc.6.1.0040 (empirical; refereed, national journal of Association of Mathematics Teacher Educators and National Council of Teachers of Mathematics; acceptance rate = 13%)

- Swars, S. L.,** Smith, S. Z., Smith, M. E., Hart, L. C., & Carothers, J.* (2016). A case study of two groups of elementary prospective teachers' experiences in distinct mathematics content courses. *SRATE*, 25(2), 1-15. (empirical; refereed, regional journal affiliated with Association of Teacher Educators)
- Swars, S. L.,** & Chestnutt, C.* (2016). Transitioning to the Common Core State Standards for Mathematics: A mixed methods study of elementary teachers' experiences and perspectives. *School Science and Mathematics*, 116(4), 212-224. doi: 10.1111/ssm.12171 (empirical; refereed, national journal of School Science and Mathematics Association; acceptance rate = 20%)
- Chestnutt, C.,* & **Swars, S. L.** (2016). The professional needs of elementary teachers implementing the Common Core State Standards for Mathematics. *Research to Practice: School Science and Mathematics*, 116(4), 1-3. (empirical; refereed, national journal of School Science and Mathematics Association; invited manuscript)
- Swars, S. L.,** Hart, L. C., & Dumas, H.* (2015). A mixed methods study of Teach for America students' mathematical beliefs, knowledge, and classroom teaching practices during a mathematics methods course. *SRATE*, 24(2), 1-15. (empirical; refereed, regional journal affiliated with Association of Teacher Educators)
- Lack, B.,* **Swars, S. L.,** & Meyers, B. (2014). Low- and high-achieving sixth grade students' access to participation during mathematics discourse. *The Elementary School Journal*, 115(1), 97-123. doi: 10.1086/676947 (empirical; refereed journal; international audience; acceptance rate = 5-10%; impact factor = 1.789)
- Swars, S. L.,** Smith, S. Z., Smith, M. E., Hart, L. C., & Carothers, J.* (2013). Providing space for elementary prospective teachers' viewpoints on mathematics content courses: A two-dimensional model of learning. *Action in Teacher Education*, 35, 372-386. doi: 10.1080/01626620.2013.846174 (empirical; refereed, national journal of Association of Teacher Educators; acceptance rate = 8%; CiteScore = 1.7)
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (2013). The juxtaposition of instructor and student perspectives on elementary mathematics for teachers courses. *Educational Studies in Mathematics*, 83, 429-451. doi: 10.1007/s10649-012-9464-0 (empirical; refereed journal; international audience; acceptance rate = <20%; impact factor = 2.853)
- Smith, M. E., **Swars, S. L.,** Smith, S. Z., Hart, L. C., & Haardoerfer, R.* (2012). Effects of an additional mathematics content courses on elementary teachers' mathematical beliefs and knowledge for teaching. *Action in Teacher Education*, 4, 336-348. doi: 10.1080/01626620.2012.712745 (empirical; refereed, national journal of Association of Teacher Educators; acceptance rate = 8%; CiteScore = 1.7)

- Dooley, C. M., **Swars, S. L.**, & Smith, L. H. (2011, Fall). Affordances and constraints of a professional development school-based methods course. *Gateways to Teacher Education*, (25 pp.) <http://www.gaate.publications.htm> (empirical; refereed, regional journal affiliated with Association of Teacher Educators)
- Swars, S. L.**, & Dooley, C. M. (2010). Changes in teaching efficacy during a professional development school-based methods course. *School Science and Mathematics*, 110(4), 193-202. doi: 10.1111/j.1949-8594.2010.00022.x (empirical; refereed, national journal of School Science and Mathematics Association; acceptance rate = 20%)
- Truscott, D., **Swars, S. L.**, Smith, S. Z., Thornton-Reid, F., Zhao, Y., Dooley, C. M., Williams, B., Hart, L., & Matthews, M. (2010). A cross-disciplinary examination of the prevalence of mixed methods in educational research: 1995-2005. *International Journal of Social Research Methodology: Theory and Practice*, 13, 317-328. doi: 10.1080/13645570903097950 (empirical; refereed journal; international audience; acceptance rate = 19%; impact factor = 3.468)
- Swars, S. L.**, Smith, S. Z., Smith, M. E., & Hart, L. C. (2009). A longitudinal study of effects of a developmental teacher preparation program on elementary prospective teachers' mathematics beliefs. *Journal of Mathematics Teacher Education*, 12, 47-66. doi: 10.1007/s10857-008-9092-x (empirical; refereed journal; international audience; acceptance rate = 10%; impact factor = 1.786)
- Swars, S. L.**, Meyers, B., Mays, L. C.,* & Lack, B.* (2009). A two-dimensional model of teacher retention and mobility: Classroom teachers and their university partners take a closer look at a vexing problem. *Journal of Teacher Education*, 60(2), 168-183. doi: 10.1177/0022487108329116 (empirical; refereed journal; international audience; acceptance rate = 5%; impact factor = 4.130)
- Hart, L. C., Smith, S. Z., **Swars, S. L.**, & Smith, M. E. (2009). An examination of research methods in mathematics education research: 1995-2005. *Journal of Mixed Methods Research*, 3, 26-41. doi: 10.1177/1558689808325771 (empirical; refereed journal; national audience; acceptance rate = 13%; impact factor = 5.746)
- Dangel, J. R., Dooley, C. M., **Swars, S. L.**, Truscott, D., Smith, S. Z., & Williams, B. (2009). Professional development schools: A study of change from the university perspective. *Action in Teacher Education*, 30(4), 3-17. doi: 10.1080/01626620.2009.10734448 (empirical; refereed, national journal of Association of Teacher Educators; acceptance rate = 8%; CiteScore = 1.7)
- Hart, L. C., & **Swars, S. L.** (2009). The lived experiences of elementary prospective teachers in mathematics content coursework. *Teacher Development*, 13(2), 159-172. doi: 10.1080/13664530903043988 (empirical; refereed journal; international audience; acceptance rate = 12%; CiteScore = 1.8)

- Swars, S. L., Hart, L., Smith, S. Z., Smith, M., & Tolar, T.*** (2007). A longitudinal study of elementary pre-service teachers' mathematics beliefs and content knowledge. *School Science and Mathematics*, 107(9), 325-335. doi: 10.1111/j.1949-8594.2007.tb17797.x (empirical; refereed, national journal of School Science and Mathematics Association; acceptance rate = 20%)
- Swars, S. L., Smith, S. Z., Smith, M., & Hart, L.** (2007, Fall). The impact of mathematics methods courses emphasizing teaching for conceptual understanding on elementary preservice teachers' mathematics teaching efficacy and anxiety. *Gateways to Teacher Education* (26 pp.). <http://www.gaate.publications.htm> (empirical; refereed, regional journal affiliated with the Association of Teacher Educators)
- Swars, S. L.** (2007, Fall). The development of mathematics beliefs of elementary school teachers. *Georgia Educational Researcher* (25 pp). http://coefaculty.valdosta.edu/lshmert/gera/current_issue.htm (empirical; refereed, regional journal affiliated with the American Educational Research Association)
- Swars, S. L., Daane, C. J., & Giesen, J.** (2006). Mathematics anxiety and mathematics teacher efficacy: What is the relationship in elementary preservice teachers? *School Science and Mathematics*, 106(7), 306-315. doi: 10.1111/j.1949-8594.2006.tb17921.x (empirical; refereed, national journal of the School Science and Mathematics Association; acceptance rate = 20%)
- Swars, S. L.** (2005). Examining perceptions of mathematics teaching effectiveness among elementary preservice teachers with differing levels of mathematics teacher efficacy. *Journal of Instructional Psychology*, 32(2), 139-147. (empirical; refereed journal; national audience)

Book Chapters

- Swars Auslander, S., & Myers, K. D.** (2022). Keep inquiring: A collective examination of Elementary Mathematics Specialist preparation. In T. Bourke, D. Henderson, R. Spooner-Lane, & S. White (Eds.), *Reconstructing the work of teacher educators: Speaking back to policy through agentic approaches* (pp. 51-69). Cham, Switzerland: Springer International. https://doi.org/10.1007/978-981-19-2904-5_3 (empirical; invited chapter; refereed book; international audience)
- Swars Auslander, S., Smith, S. Z., & Smith, M. E.** (2019). Preparing Elementary Mathematics Specialists: Aspirations for a university endorsement program. In N. P. Gallavan & L. G. Putney (Eds.), *ATE teacher education yearbook XXVI, building upon inspirations and aspirations with hope, courage, and strength (v.2): Tomorrow's leaders in classroom and schools* (pp. 223-240). Lanham, MD: Rowman & Littlefield. (empirical; refereed, national yearbook of Association of Teacher Educators)

- Swars Auslander, S.,** Smith, S. Z, & Smith, M. E. (2017). Cognitively Guided Instruction as a means of preparing elementary teacher candidates for edTPA Mathematics Assessment Task 4. In J. E. Many & R. B. Bhatnagar (Eds.), *Implementing and analyzing performance assessments in teacher education* (pp. 121-146). Charlotte, NC: Information Age Publishing. (empirical; refereed book; national audience)
- Swars Auslander, S.** (2016). Attending to elementary teachers' affect during university mathematics content courses. In L. C. Hart, S. Oesterle, S. Swars Auslander, & A. Kajander (Eds.), *The mathematics preparation of elementary teachers: Issues and strategies for content courses* (pp. 87-102). Charlotte, NC: Information Age Publishing. (conceptual; international audience)
- Hart, L. C., Oesterle, S., **Swars Auslander, S.,** & Kajander, A. (2016). Preface. In L. C. Hart, S. Oesterle, S. Swars Auslander, & A. Kajander (Eds.), *The mathematics preparation of elementary teachers: Issues and strategies for content courses* (pp. I-IX). Charlotte, NC: Information Age Publishing. (conceptual; international audience)
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (2012). Instructor and student perceptions of mathematics for teachers courses. In F. Doyran (Ed.), *Research on teacher education and training* (pp. 37-48). Athens, Greece: ATINER. (empirical; refereed book; international audience)
- Swars, S. L.,** & Hart, L. C. (2010). The perspectives of elementary prospective teachers on university mathematics coursework. In A. White & D. Berlin (Eds.), *Promising practices to meet global challenges in science and mathematics education* (pp. 176-188). Columbus, OH: Ohio State University. (empirical; refereed book; international audience)
- Ariail, M., Dooley, C. M., **Swars, S. L.,** & Smith, L. (2010). Possibilities for clinical teacher education: Four stories of field-based courses taught at professional development school sites. In C. Bohan & J. Many (Eds.), *Clinical teacher education: Reflections from an urban professional development school network* (pp. 55-73). Charlotte, NC: Information Age Publishing. (conceptual; national audience)

Books

- Hart, L. C., Oesterle, S., **Swars Auslander, S.,** & Kajander, A. (Eds.). (2016). *The mathematics preparation of elementary teachers: Issues and strategies for content courses*. Charlotte, NC: Information Age Publishing. (conceptual- and empirical-based book; international audience; reviewed in the journal *Teachers College Record* <https://www.tcrecord.org/BookReviews.asp>)

Book Reviews

- Swars Auslander, S.** (2019). Book Review of *Exploring the Mathematical Education of Teachers Using TEDS-M Data* (Tatto, Rodriguez, Smith, Reckase, & Bankov, 2018). Invited review by the journal *Teachers College Record* <https://www.tcrecord.org/BookReviews.asp>

Full Paper Proceedings

- 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 A. E. Lischka, E. B. Dyer, R. S. Jones, J. Lovett, J. Strayer, & S. Drown (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. doi: 10.51272/pmena.44.2022 (empirical; refereed proceeding; international audience)
- Myers, K.* , **Swars Auslander, S.**, Smith, S. Z., & Smith, M. E. (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, Arizona: University of Arizona. (empirical; refereed proceeding; international audience)
- Hart, L. C., **Swars Auslander, S.**, Carothers, J.,* Jacobs, T.,* & Chestnutt, C.* (2016). A review of 25 years of research: Elementary prospective teachers in university mathematics content courses. 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. 735-742). Tucson, Arizona: University of Arizona. (empirical; refereed proceeding; international audience)
- Swars, S. L.**, & Chestnutt, C.* (2015). A mixed methods study of elementary teachers' experiences with and perspectives on the CCSS-Mathematics. 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. 1078-1085). East Lansing, MI: Michigan State University. (empirical; refereed proceeding; international audience)
- Jacobs, T.,* Smith, M., **Swars, S. L.**, Smith, S. Z., & Myers, K.* (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. (empirical; refereed proceeding; international audience)
- Hart, L. C., **Swars, S. L.**, Oesterle, S., & Kajander, A. (2013). Developing elementary teachers' mathematical knowledge for teaching: Identifying important issues. In M. Martinez & A. Castro Superfine (Eds.), *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1292-1301). Chicago, IL: University of Chicago. (empirical; refereed proceeding; international audience)

- Hart, L. C., **Swars, S. L.**, Oesterle, S., & Kajander, A. (2012). Developing elementary teachers' mathematical knowledge for teaching: Building on what we know. In L. R. Van Zoest, J. J. Lo, & J. L. Kratky (Eds.), *Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1214-1221). Kalamazoo, MI: Western Michigan University. (empirical; refereed proceeding; international audience)
- Swars, S. L.**, Smith, S. Z., Smith, M. E., Hart, L. C., & Carothers, J.* (2011). A multiple-case study of elementary prospective teachers' experiences in distinct mathematics content courses. In L. R. Wiest & T. Lamberg (Eds.), *Proceedings of the 33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 532-540). Reno, NV: University of Nevada, Reno. (empirical; refereed proceeding; international audience)
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (2011). Instructor and student perceptions of mathematics for teachers courses. In L. R. Wiest & T. Lamberg (Eds.), *Proceedings of the 33rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 390-398). Reno, NV: University of Nevada, Reno. (empirical; refereed proceeding; international audience)
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (2011). Perspectives on mathematics content courses. In T. Dooley, D. Corcoran, & M. Ryan (Eds.), *Proceedings of the Fourth Conference on Research in Mathematics Education (MEI4)* (pp. 203-215). Dublin: St. Patrick's College. (empirical; invited manuscript; refereed proceeding; international audience)
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (2011). Instructor and student voices from mathematics courses for elementary teachers. In B. Roeskin & M. Casper (Eds.), *Current State of Research in Mathematical Beliefs XVII* (pp. 97-106). Bochum, Germany. (empirical; refereed proceeding; international audience)
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (2010). Instructor and student perceptions of mathematics for teachers courses. In A. Makedon (Ed.), *Proceedings of the 12th Annual Conference of the Athens International Educational Research Conference* (12 pp.). Athens, Greece: Athens Institute for Education and Research. (empirical; refereed proceeding; international audience)
- Smith, M., **Swars, S. L.**, Smith, S. Z., Hart, L. C., & Haardoerfer, R.* (2009). A comparative longitudinal study of mathematics beliefs and knowledge in a changing elementary education program. In S. L. Swars, D. W. Stinson, & S. Lemons-Smith (Eds.), *Proceedings of the 31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1196-1201). Atlanta, GA: Georgia State University. (empirical; refereed proceeding; international audience)

Swars, S. L., Hart, L., Smith, S. Z., & Smith, M. (2007). A longitudinal study of elementary preservice teachers' beliefs and their relationship to the specialized content knowledge for teaching mathematics. *Proceedings of the 1st Annual Meeting of the Georgia Association of Mathematics Teacher Educators* (pp. 62-79). Eatonton, GA: Georgia Association of Mathematics Teacher Educators. (empirical; refereed, regional proceeding affiliated with the Association of Mathematics Teacher Educators)

Swars, S. L., Smith, S. Z., Smith, M., & Hart, L. (2006). Elementary preservice teachers' changing pedagogical and teaching efficacy beliefs during a developmental teacher preparation program. In S. Alatorre, J. Cortina, M. Saiz, & A. Mendez (Eds.), *Proceedings of the 28th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 548-555). Merida, Yucatan: Universidad Pedagogica Nacional. (empirical; refereed proceeding; international audience)

Swars, S. L. (2005). The relationship of mathematics anxiety of elementary preservice teachers with mathematics teacher efficacy. In G. Lloyd, M. Wilson, J. Wilkins, & S. Behm (Eds.), *Proceedings of the 27th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (8 pp.). Roanoke, VA: Virginia Tech. (empirical; refereed proceeding; international audience)

Editorship

Swars Auslander, S. (Ed.). (2020-2024). *Connections*. Association of Mathematics Teacher Educators (AMTE). (AMTE publication that includes de-identified reviewed brief articles and organization information)

Winter 2023: <https://www.amte.net/connections/winter-2023>

Fall 2023: <https://www.amte.net/connections/fall-2023>

Summer 2023: <https://www.amte.net/connections/summer-2023>

Spring 2023: <https://www.amte.net/connections/spring-2023>

Winter 2022: <https://www.amte.net/connections/winter-2022>

Fall 2022: <https://www.amte.net/connections/fall-2022>

Summer 2022: <https://www.amte.net/connections/summer-2022>

Spring 2022: <https://www.amte.net/connections/spring-2022>

Winter 2021: <https://www.amte.net/connections/winter-2021>

Fall 2021: <https://www.amte.net/connections/fall-2021>

Summer 2021: <https://www.amte.net/connections/summer-2021>

Spring 2021: <https://www.amte.net/connections/spring-2021>

Winter 2020: <https://www.amte.net/connections/winter-2020>

Fall 2020: <https://www.amte.net/connections/fall-2020>

Summer 2020: <https://www.amte.net/connections/summer-2020>

Swars, S. L., Stinson, D. W., & Lemons-Smith, S. (Eds.). (2009). *Proceedings of the 31st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (1,636 pp.). Atlanta, GA: Georgia State University. (empirical; refereed proceeding; international audience)

Brief Paper Proceedings and Abstracts

- Myers, K. D., **Swars Auslander, S.**, Caldwell, S.,* & Jackson, S.* (2022). Black teachers' trajectories: Stories of early learning, navigating inequities, and teaching elementary mathematics today. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. Lovett, J. Strayer, & S. Drown (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. doi: 10.51272/pmena.44.2022 (empirical; refereed proceeding; international audience)
- Swars Auslander, S.**, Myers, K., Bingham, G., Tanguay, C., & Tahlor, C.* (2021). Dimensions of successful elementary teachers' effectiveness 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. (empirical, refereed proceeding, international audience)
- Myers, K.*, **Swars Auslander, S.**, Smith, S. Z., & Smith, M. E. (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, Arizona: University of Arizona. (empirical; refereed proceeding; international audience)
- Hart, L. C., **Swars, S. L.**, Carothers, J.,* Jacobs, T.,* & Chestnutt, C.* (2014). Overview of research on affect of prospective elementary teachers in university mathematics content courses: 1990-2012. In P. Liljedahl, C. Nicol, S. Oesterle, & D. Allan, D. (Eds.), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education (6)94*. Vancouver, British Columbia: PME. (empirical; refereed proceeding; international audience)
- Hart, L. C., **Swars, S. L.**, Carothers, J.,* Chestnutt, C.,* & Jacobs, T.* (2013). State of the research on prospective elementary teachers in university mathematics content courses: 1990-2012. In M. Martinez & A. Castro Superfine (Eds.), *Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 781-784). Chicago, IL: University of Chicago. (empirical; refereed proceeding; international audience)
- Smith, L., **Swars, S. L.**, Richardson, J., & Tanguay, C. (2010). Wearing the many hats in a PDS. *Proceedings of the 2010 National Association of Professional Development Schools Conference*. Orlando, FL. (conceptual; refereed abstract; national audience)

- Swars, S. L., Matthews, C., & Richardson, J.** (2009). Building connectivity between theory and practice: Professional development school-based university coursework. *Proceedings of the 2009 National Association of Professional Development Schools Conference*. Daytona, FL. (empirical; refereed abstract; national audience)
- Smith, L., **Swars, S. L.**, Matthews, S., Rayford, J., Richardson, J., & Creech, D. (2008). Integrating field-based methods courses at PDS sites. *Proceedings of the 2008 National Association of Professional Development Schools Conference*. Orlando, FL. (empirical; refereed abstract; national audience)
- Swars, S. L., Smith, S. Z., Smith, M., & Hart, L.** (2007). Longitudinal programmatic effects on elementary preservice teachers' mathematics pedagogical and teaching efficacy beliefs. In T. Lamberg & L. Wiest (Eds.), *Proceedings of the 29th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1007-1010). Stateline (Lake Tahoe), NV: University of Nevada, Reno. (empirical; refereed proceeding; international audience)
- Hart, L., & **Swars, S. L.** (2007). The lived experiences of elementary preservice teachers in mathematics content courses. In T. Lamberg & L. Wiest (Eds.), *Proceedings of the 29th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1069-1072). Stateline (Lake Tahoe), NV: University of Nevada, Reno. (empirical; refereed proceeding; international audience)
- Hart, L., **Swars, S. L.**, Smith, S. Z., Smith, M., & Tolar, T.* (2006). A study of two groups of preservice teachers' content knowledge and beliefs. In S. Alatorre, J. Cortina, M. Saiz, & A. Mendez (Eds.), *Proceedings of the 28th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 763-764). Merida, Yucatan: Universidad Pedagogica Nacional. (empirical; refereed proceeding; international audience)
- McNeal, K., Patterson, B., Slack, A.*, **Swars, S. L.**, Davis, K., Garcia, C., & Valerie, P. (2006). Making lifetime connections: A vertical model for professional development schools. *Proceedings of the 2006 National Association of Professional Development Schools Conference*. Orlando, FL. (conceptual; refereed abstract; national audience)

Instructional Materials

- Swars Auslander, S. & Rigelman, N. R.** (not ordered, co-lead authors and co-chairs of Task Force). (in press). *Guidelines for preparing and supporting Elementary Mathematics Specialists* (160 pp.). Association of Mathematics Teacher Educators.
- Swars, S. L., Smith, S. Z., & Smith, M.** (2006). Kindergarten unit 6: Joining and separating. *Georgia performance standards: K-2 framework units* (30 pp.). Manuscript submitted to and revised by the Georgia Department of Education. Units available online at <http://www.georgiastandards.org>

Conference Presentations (*denotes graduate student)

International Presentations

- Swars Auslander, S.,** Myers, K. D., Tanguay, C. L., Bingham, G. E., & Jackson S.* (November, 2022). *Elementary Mathematics Specialists: Preparation and engagement in teacher leadership*. Research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Nashville, TN.
- Myers, K. D., **Swars Auslander, S.,** Caldwell, S.,* & Jackson, S.* (November, 2022). *Black teachers' trajectories: Stories of early learning, navigating inequities, and teaching elementary mathematics today*. Poster presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Nashville, TN.
- Swars Auslander, S.,** Myers, K., Bingham, G., Tanguay, C., & Tahlor, C.* (October, 2021). *Dimensions of successful elementary mathematics teachers' effectiveness during professional development*. Brief research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Philadelphia, PA.
- Myers, K.*, **Swars Auslander, S.,** Smith, S. Z., & Smith, M. E. (November, 2016). *Crossing the university border: Supporting Elementary Mathematics Specialists shifting pedagogy during an authentic residency course*. Brief research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, University of Arizona, Tucson, AZ.
- Myers, K.*, **Swars Auslander, S.,** Smith, S. Z., & Smith, M. E. (November, 2016). *From the university to the classroom: Prospective Elementary Mathematics Specialists' pedagogical shifts*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, University of Arizona, Tucson, AZ.
- Hart, L. C., **Swars Auslander, S.,** Carothers, J.,* Jacobs, T.,* & Chestnutt, C.* (November, 2016). *A review of 25 years of research: Elementary prospective teachers in university mathematics content courses*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, University of Arizona, Tucson, AZ.
- Swars, S. L.,** & Chestnutt, C.* (November, 2015). *A mixed methods study of elementary teachers' experiences with and perspectives on the CCSS-Mathematics*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Michigan State University, East Lansing, MI.

- Jacobs, T.,* Smith, M., **Swars, S. L.**, Smith, S. Z., & Myers, K.* (November, 2015). *Examining effects of implementing an EdTPA task in an elementary mathematics methods course*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Michigan State University, East Lansing, MI.
- Hart, L. C., **Swars, S. L.**, Carothers, J.,* Jacobs, T.,* & Chestnutt, C.* (July, 2014). *Overview of research on affect of prospective elementary teachers in university mathematics content courses: 1990-2012*. Brief research report presentation at the International Group for the Psychology of Mathematics Education and the North American Chapter of the Psychology of Mathematics Education Annual Meeting, Vancouver, British Columbia.
- Hart, L. C., **Swars, S. L.**, Oesterle, S., & Kajander, A. (November, 2013). *Developing elementary teachers' mathematical knowledge for teaching: Identifying important issues*. Working group presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Chicago, IL.
- Hart, L. C., **Swars, S. L.**, Carothers, J.,* Chestnutt, C.,* & Jacobs, T.* (November, 2013). *State of the research on prospective elementary teachers in university mathematics content courses: 1990-2012*. Brief research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Chicago, IL.
- Hart, L. C., **Swars, S. L.**, Oesterle, S., & Kajander, A. (November, 2012). *Developing elementary teachers' mathematical knowledge for teaching: Building on what we know*. Working group presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Kalamazoo, MI.
- Swars, S. L.**, Smith, S. Z., Smith, M., Hart, L. C., & Carothers, J.* (October, 2011). *A multiple-case study of elementary prospective teachers' experiences in distinct mathematics content courses*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Reno, NV.
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (October, 2011). *A cross-case study of instructor and student perceptions of mathematics for teachers courses*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Reno, NV.
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (September, 2011). *Perspectives on mathematics content courses*. Research paper presentation at the Fourth Conference on Research in Mathematics Education (MEI4), Dublin, Ireland.
- Hart, L. C., Oesterle, S.,* & **Swars, S. L.** (May, 2010). *Instructor and student perceptions of mathematics for teachers courses*. Research paper presentation at the 12th Annual International Conference on Education, Athens, Greece.

- Smith, M., Smith, S. Z., **Swars, S. L.**, Hart, L., & Haardoerfer, R.* (September, 2009). *A comparative longitudinal study of mathematics beliefs and knowledge in a changing elementary education program*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Atlanta, GA.
- Swars, S. L.**, Smith, S. Z., Smith, M., & Hart, L. (October, 2007). *Longitudinal programmatic effects on elementary preservice teachers' mathematics pedagogical and teaching efficacy beliefs*. Brief research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, South Lake Tahoe, NV.
- Hart, L., & **Swars, S. L.** (October, 2007). *The lived experiences of elementary preservice teachers in mathematics content courses*. Brief research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, South Lake Tahoe, NV.
- Swars, S. L.**, Smith, S. Z., Smith, M., & Hart, L. (November, 2006). *Elementary preservice teachers' changing pedagogical and teaching efficacy beliefs during a developmental teacher preparation program*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Merida, Yucatan.
- Hart, L., **Swars, S. L.**, Smith, S. Z., Smith, M., & Tolar, T.* (November, 2006). *A study of two groups of preservice teachers' content knowledge and beliefs*. Poster presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Merida, Yucatan.
- Swars, S. L.** (October, 2005). *The relationship of mathematics anxiety of elementary preservice teachers with mathematics teacher efficacy*. Full research report presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Roanoke, VA.

National Presentations

- Ashadele, T.,* Aseltine, S.,* Vo., M.,* & **Swars Auslander, S.** (in review). *Elementary Mathematics Specialists as informal teacher leaders: Affordances and strategic moves*. Research paper presentation at the National Council of Teachers of Mathematics Annual Meeting, Chicago, IL.
- Swars Auslander, S.**, & Tanguay, C. (April, 2024). *Developing Elementary Mathematics Specialists as informal teacher leaders in urban school contexts*. Research paper presentation at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Swars Auslander, S., Tanguay, C., Brown, K., & Fuentes, D. (February, 2024). *Longitudinal study of Elementary Mathematics Specialist preparation and support in urban school contexts*. Research paper presentation at the Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.

Rigelman, N., Fennell, S., & **Swars Auslander, S.** (February, 2024). *Elementary Mathematics Specialists policy, preparation, and practice: Advocacy, development, impact, and needed support*. Presentation at the Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.

Swars Auslander, S. (February, 2024). *Publications session: Publishing in AMTE's Connections*. Presentation and prospective author consultation at the Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.

Swars Auslander, S., Ashadele, T.,* & Aseltine, S.* (June, 2023). *Developing Elementary Mathematics Specialists: Interim research findings from a 5-year professional development project*. Poster presentation at the National Science Foundation Noyce Annual Summit, Washington, D.C.

Swars Auslander, S., Tanguay, C., Myers, K., & Fuentes, D. (February, 2023). *Elementary Mathematics Specialists as informal teacher leaders: Engagement and agency*. Research paper presentation at the Association of Mathematics Teacher Educators Annual Meeting, New Orleans, LA.

Myers, K., **Swars Auslander, S.,** Jackson, S.,* & Caldwell, S.* (February, 2023). *Black teachers' trajectories: Stories of early learning, navigating inequities, and teaching elementary mathematics today*. Poster presentation at the Association of Mathematics Teacher Educators Annual Meeting, New Orleans, LA.

Swars Auslander, S. (February, 2023). *Publications session: Publishing in AMTE's Connections*. Presentation and prospective author consultation at the Association of Mathematics Teacher Educators Annual Meeting, New Orleans, LA.

Tanguay, C., **Swars Auslander, S.,** Ashadele, T.,* & Gotreaux, J.* (November, 2022). *Developing elementary mathematics specialists through school-university-community partnerships*. Paper presentation at the PDS Serve Annual Conference, Atlanta, GA.

Swars Auslander, S., Myers, K., Houston, L.,* & Disney, J.* (July, 2022). *Mathematics teacher leaders in urban elementary schools: Development and engagement*. Poster presentation at the National Science Foundation Noyce Annual Summit, Washington, D.C.

Swars Auslander, S., Tanguay, C., & Myers, K. (April, 2022). *Aspects of successful elementary mathematics teachers' effectiveness during professional development*. Research paper discussion at the American Educational Research Association Annual Meeting, San Diego, CA.

- Myers, K., **Swars Auslander, S.**, & Tanguay, C. (February, 2022). *A teacher-leader trajectory: Developing teachers in urban schools as Elementary Mathematics Specialists*. Research paper presentation at the Association of Mathematics Teacher Educators Annual Meeting, Las Vegas, NV.
- Swars Auslander, S.** (February, 2022). *Publications session: Publishing in AMTE's Connections*. Presentation and prospective author consultation at the Association of Mathematics Teacher Educators Annual Meeting, Las Vegas, NV.
- Myers, K., **Swars Auslander, S.**, Cooper, J.*, Moore, A.*, & Turner, A.* (January, 2022). *An examination of elements of effectiveness of experienced elementary mathematics teachers entering professional development*. Research paper presentation at the National Council of Teachers of Mathematics Research Conference, Virtual.
- Myers, K., **Swars Auslander, S.**, Houston, L.*, Sanders, T., & Tanguay, C. (May, 2021). *Preparing and supporting Elementary Mathematics Specialists in urban schools*. Presentation at the 2021 STEM for All Video Showcase, Virtual. <http://videohall.com/p/2165>
- Swars Auslander, S.**, & Garrido, E.* (April, 2021). *Developing Elementary Mathematics Specialists' instructional practices during a preparation program*. Research paper presentation at the American Educational Research Association Annual Meeting, Virtual.
- Swars Auslander, S.**, Tanguay, C., Myers, K., Garrido, E.,* & Caldwell, S.* (April, 2021). *Developing Elementary Mathematics Specialists in high-need urban schools*. Research paper discussion at the American Educational Research Association Annual Meeting, Virtual.
- Garrido, E.,* **Swars Auslander, S.**, & Jones, L.* (February, 2021). *A mixed methods study of prospective Elementary Mathematics Specialists' instructional practices during a preparation program*. Research paper presentation at the Association of Mathematics Teacher Educators Annual Meeting, Virtual.
- Swars Auslander, S.** (February, 2021). *Publications session: Publishing in AMTE's Connections*. Presentation and prospective author consultation at the Association of Mathematics Teacher Educators Annual Meeting, Virtual.
- Swars Auslander, S.**, Tanguay, C., Myers, K., Ashadale, T.*, & Lyons, N.* (February, 2021). *Preparing and supporting Elementary Mathematics Specialists in high-need urban schools*. Research paper presentation at the Association of Teacher Educators Annual Meeting, Virtual.
- Swars Auslander, S.**, Tanguay, C., & Myers, K. (August, 2020). *Preparing, supporting, and retaining Elementary Mathematics Specialists in high-need urban schools*. Presentation at the National Science Foundation Noyce Summit, Virtual. <https://youtu.be/p6n9JowgFdk>

- Swars Auslander, S., & Myers, K.*** (April, 2020). *Preparing Elementary Mathematics Specialists: Support for pedagogical shifts*. Research paper presentation at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- Swars Auslander, S., & Myers, K.*** (February, 2019). *Elementary teacher candidates' preparation for the high stakes edTPA Math Task 4*. Research presentation at the Association of Teacher Educators Annual Meeting, Mathematics Teacher Educator SIG, Atlanta, GA.
- Swars Auslander, S., & Myers, K.*** (February, 2019). *Preparing elementary teacher candidates for the high stakes edTPA Math Task 4*. Brief research presentation at the Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.
- Meyers, B., **Swars Auslander, S.**, Tanguay, C., Smith, S. Z., & Myers, K.* (April, 2018). *High stakes assessment in an elementary teacher preparation program: Inquiry on various stakeholders' experiences and views*. Symposium presentation at the American Educational Research Association Annual Meeting, New York, NY.
- Swars Auslander, S.,** Smith, S. Z., & Smith, M. E. (February, 2018). *Preparing Elementary Mathematics Specialists: Aspirations for a university endorsement program*. Invited, featured research paper presentation at the Association of Teacher Educators Annual Meeting, Las Vegas, NV.
- Smith, S. Z., **Swars Auslander, S.,** & Smith, M.E. (January, 2018). *Understanding M.Ed. program experiences of prospective Elementary Mathematics Specialists: Influences on beliefs, content knowledge, and pedagogy*. Roundtable session at the Hawaii International Conference on Education, Honolulu, HI.
- Jacobs, T.,* **Swars, S. L.,** Smith, M. E., Smith, S. Z., & Myers, K.* (April, 2016). *Implementing an edTPA Task in an elementary mathematics methods course: Learning experiences and outcomes for prospective teachers*. Research paper discussion at the American Educational Research Association Annual Meeting, Washington, D.C.
- Swars, S. L.,** & Chestnutt, C.* (April, 2016). *A case study of elementary teachers transitioning to the CCSS-Mathematics: Preparation, implementation, and tensions*. Poster presentation at the American Educational Research Association Annual Meeting, Washington, D.C.
- Smith, S. Z., Smith, M.E., **Swars, S. L.,** Myers, K.*, & Jacobs, T.* (April, 2016). *Preparing teachers for today's elementary mathematics classroom: Exploring changes in beliefs and specialized content knowledge*. Research paper discussion at the American Educational Research Association Annual Meeting, Washington, D.C.
- Swars, S. L.,** Smith, S. Z., Smith, M. E., Hart, L. C., & Carothers, J.* (February, 2014). *Providing space for elementary prospective teachers' viewpoints on mathematics content courses: A two-dimensional model of learning*. Invited, featured research paper presentation at the Association of Teacher Educators Annual Meeting, St. Louis, MO.

- Swars, S. L.** (June, 2013). *Effects of a K-5 Mathematics Endorsement program for elementary teachers*. Poster presentation at the Science and Mathematics Teacher Imperative Annual Conference, St. Louis, MO.
- Swars, S. L.,** Smith, S. Z., Smith, M. E., & Carothers, J.* (April, 2013). *Effects of a K-5 Mathematics Endorsement program for elementary teachers*. Research paper presentation at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Dixon, D., & **Swars, S. L.** (June, 2012). *STEM education at Georgia State University*. Poster presentation at the Science and Mathematics Teacher Imperative Annual Conference, Washington, D. C.
- Smith, M., Smith, S. Z., **Swars, S. L.,** Hart, L., & Carothers, J.* (April, 2012). *Studying mathematical preparation in an elementary teacher education program*. Poster presentation at the American Educational Research Association Annual Meeting, Vancouver, B.C.
- Swars, S. L.,** Oesterle, S.,* & Hart, L. C. (April, 2012). *The juxtaposition of instructor and student perspectives on mathematics for teachers courses*. Poster presentation at the American Educational Research Association Annual Meeting, Vancouver, B.C.
- Swars, S. L.,** Smith, S. Z., Smith, M. E., Hart, L. C., & Carothers, J.* (February, 2012). *Building the knowledge for teaching elementary mathematics: Portraits of prospective teachers' distinct experiences*. Research paper presentation at the Association of Mathematics Teacher Educators Annual Meeting, Ft. Worth, TX.
- Swars, S. L.,** Smith, S. Z., Smith, M. E., Hart, L. C., & Carothers, J.* (April, 2011). *Mathematics content courses for elementary prospective teachers: A portrait of two distinct lived experiences*. Research paper presentation at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Smith, M. E., **Swars, S. L.,** Smith, S. Z., & Hart, L. C. (May, 2010). *Comparative longitudinal effects of changes in an elementary education program on mathematics beliefs and knowledge for teaching*. Research paper presentation at the American Educational Research Association Annual Meeting, Denver, CO.
- Smith, L., **Swars, S. L.,** Richardson, J., & Tanguay, C. (March, 2010). *Wearing the many hats in a PDS*. Panel presentation at the National Association of Professional Development Schools Conference, Orlando, FL.
- Hart, L. C., **Swars, S. L.,** Oesterles, S.,* & Liljedahl, P. (January, 2010). *Mathematics content courses for preservice elementary teachers: What's it like for faculty and students?* Research paper presentation at the Association of Mathematics Teacher Educators Annual Meeting, Irvine, CA.

- Swars, S. L., & Hart, L.** (April, 2009). *The lived experiences of elementary preservice teachers in mathematics content courses*. Research paper presentation at the American Educational Research Association Annual Meeting, San Diego, CA.
- Swars, S. L., & Dooley, C. M.** (April, 2009). *Affordances and constraints of a university methods course integrated at a professional development school*. Research paper presentation at the American Educational Research Association Annual Meeting, San Diego, CA.
- Smith, S. Z., Smith, M. E., **Swars, S. L., & Hart, L. C.** (April, 2009). *Prevalence of mixed methods in mathematics education research*. Research paper presentation at the American Educational Research Association Annual Meeting, San Diego, CA.
- Meyers, B., Shafer, N. J., **Swars, S. L.,** Haardoerfer, R.,* & Kavanagh, K.* (April, 2009). *A comparative multi-case study examining the affordances and constraints of critical friends groups*. Research paper discussion presentation at the American Educational Research Association Annual Meeting, San Diego, CA.
- Shafer, N. J., Kavanagh, K.,* Meyers, B., **Swars, S. L., & Haardoerfer, R.*** (April, 2009). *Virtual critical friends groups: A vehicle for professional development and support of beginning teachers*. Research paper discussion presentation at the American Educational Research Association Annual Meeting, San Diego, CA.
- Swars, S. L.,** Matthews, C., & Richardson, J. (March, 2009). *Building connectivity between theory and practice: Professional development school-based university coursework*. Panel presentation at the National Association of Professional Development Schools Conference, Daytona, FL.
- Swars, S. L.,** Smith, M. E., Smith, S. Z., & Hart, L. (February, 2009). *Teacher preparation programmatic features: Implications for the development of beliefs and specialized content knowledge*. Research symposium at the Association of Mathematics Teacher Educators Annual Meeting, Orlando, FL.
- Shafer, N. J., Meyers, B., **Swars, S. L.,** Kavanagh, K.,* Haardoerfer, R.,* & Czaplicki, K.* (February, 2009). *Affordances and constraints of critical friends groups: Year two data of a longitudinal comparative study and virtual demonstration*. Thematic paper presentation at the Association of Teacher Educators Annual Meeting, Dallas, TX.
- Smith, L., **Swars, S. L.,** Matthews, S., Rayford, J., Richardson, J., & Creech, D. (April, 2008). *Integrating field-based methods courses at PDS sites*. Panel presentation at the National Association of Professional Development Schools Conference, Orlando, FL.
- Meyers, B., **Swars, S. L.,** Kavanagh, K.,* & Schafer, N. (March, 2008). *Themes and variations of critical friends groups*. Research paper discussion presentation at the American Educational Research Association Annual Meeting, New York, NY.

- Meyers, B., Schafer, N., **Swars, S. L.**, Kavanagh, K.,* & Taylor, S. (February, 2008). *Themes and variations of critical friends groups: A contextual look and a virtual demonstration*. Thematic paper presentation at the Association of Teacher Educators Annual Meeting, New Orleans, LA.
- Swars, S. L.**, Lack, B.,* Mays, L.,* & Meyers, B. (April, 2007). *Examining teacher retention and mobility in a professional development school through collaborative inquiry*. Research paper presentation at the American Educational Research Association Annual Meeting, Chicago, IL.
- Swars, S. L.**, Smith, S. Z., Smith, M., & Hart, L. (April, 2007). *The impact of a developmental teacher preparation program on elementary preservice teachers' mathematics beliefs and knowledge*. Research paper presentation at the American Educational Research Association Annual Meeting, Chicago, IL.
- Hart, L., **Swars, S. L.**, & Smith, S. Z. (April, 2007). *Mixed methods in mathematics education research*. Research paper presentation at the American Educational Research Association Annual Meeting, Chicago, IL.
- Hart, L., Smith, S. Z., & **Swars, S. L.** (March, 2007). *Analysis of research methodologies with a focus on mixed methods in mathematics education, 1995-2005*. Research paper presentation at the Research Pre-session of the National Council of Teachers of Mathematics Annual Meeting, Atlanta, GA.
- Swars, S. L.**, Smith, S. Z., Smith, M., & Hart, L. (April, 2006). *The mathematics pedagogy tug 'o war: Elementary preservice teachers' efficacy and constructivist pedagogical beliefs*. Research paper presentation at the American Educational Research Association Annual Meeting, San Francisco, CA.
- McNeal, K., Patterson, B., Slack, A.,* **Swars, S. L.**, Davis, K., Garcia, C., & Valerie, P. (March, 2006). *Making lifetime connections: A vertical model for professional development schools*. Panel presentation at the National Association of Professional Development Schools Conference, Orlando, FL.
- Swars, S. L.**, & Daane, C. J. (February, 2006). *Elementary preservice teachers' mathematics anxiety and its relationship with mathematics teaching efficacy*. Research paper presentation at the Association of Teacher Educators Annual Meeting, Atlanta, GA.
- Dangel, J., Carter, J., Jordan, L., Meyers, B., Smith, S. Z., **Swars, S. L.**, & Truscott, D. (February, 2006). *Partnership work in high needs schools: Reflection and practice*. Symposium at the Association of Teacher Educators Annual Meeting, Atlanta, GA.
- Swars, S. L.**, & Daane, C. J. (April, 2005). *The relationship between mathematics teacher efficacy and mathematics anxiety: Implications for preservice teacher training*. Discussion paper presentation at the American Educational Research Association Annual Meeting, Montreal.

Swars, S. L. (April, 2005). *Examining mathematics anxiety and teaching efficacy of preservice teachers*. Poster presentation at the Research Pre-session of the National Council of Teachers of Mathematics Annual Meeting, Anaheim, CA.

Regional and State Presentations

Chestnutt, C.,* **Swars, S. L.**, Hart, L., Jacobs, T.,* & Carothers, J.* (October, 2014). *Overview of the research on affect of prospective elementary teachers in university mathematics content courses: 1990-2012*. Research paper presentation at the Georgia Association of Mathematics Teacher Educators Annual Meeting, Rock Eagle, GA.

Dumas, H.,* & **Swars, S. L.** (October, 2012). *A mixed methods study of Teach for America students during elementary mathematics teacher preparation*. Research poster presentation at the Georgia Educational Research Association Annual Meeting, Savannah, GA.

Smith, M. E., Carothers, J.,* **Swars, S. L.**, Hart, L. C., & Smith, S. Z. (October, 2010). *Lived experiences of ECE prospective teachers in mathematics content courses*. Research paper presentation at the Georgia Association of Mathematics Teacher Educators Annual Meeting, Rock Eagle, GA.

Carothers, J.,* **Swars, S. L.**, Smith, M. E., Hart, L. C., & Smith, S. Z. (October, 2010). *Lived experiences of ECE prospective teachers in mathematics content courses*. Research paper presentation at the Georgia Educational Research Association Annual Meeting, Savannah, GA.

Smith, M. E., **Swars, S. L.**, Hart, L. C., & Smith, S. Z. (October, 2009). *Impact of ECE program change on beliefs and SCK*. Research paper presentation at the Georgia Association of Mathematics Teacher Educators Annual Meeting, Rock Eagle, GA.

Swars, S. L., Hart, L., Smith, S. Z., & Smith, M. (October, 2007). *A longitudinal study of elementary preservice teachers' beliefs and their relationship to the specialized content knowledge for teaching mathematics*. Research paper presentation at the Georgia Association of Mathematics Teacher Educators Annual Meeting, Rock Eagle, GA.

Lack, B.,* Mays, L.,* **Swars, S. L.**, & Meyers, B. (November, 2006). *The many faces of mobility: A school-university partnership study of school climate and culture*. Poster presentation at the Southeastern Regional Association of Teacher Educators Annual Meeting, Baltimore, MD.

Mays, L.,* Lack, B.,* **Swars, S. L.**, & Meyers, B. (October, 2006). *A collaborative inquiry: University and PDS partnership study on teacher retention and mobility*. Research paper presentation at the Georgia Educational Research Association Annual Meeting, Savannah, GA.

Swars, S. L. (November, 2004). *Examining mathematics anxiety and mathematics teacher efficacy among elementary preservice teachers*. Research paper presentation at the Georgia Educational Research Association Annual Meeting, Savannah, GA.

Swars, S. L. (March, 2004). *Mathematics teaching efficacy beliefs of elementary preservice teachers and their relationship to mathematics anxiety*. Research paper presentation at the The University of Alabama 7th Annual Graduate Student Research Conference, Tuscaloosa, AL.

Other Presentations (Selected)

Professional Development

Hightower Elementary School, metro Atlanta, GA, 2020

Creating and Modifying Cognitively Demanding Mathematics Instructional Tasks

Cognitively Guided Instruction for Grades K-2 Teachers

Cognitively Guided Instruction for Grades 3-5 Teachers

Nesbit Elementary School and Dunwoody Springs Elementary School, metro Atlanta, GA, 2005-2014

CCSS-Mathematics: Standards for Mathematical Practice multiple sessions

CCSS-Mathematics: Number and Operations Frameworks and Children's Solutions

Strategies multiple sessions

Teaching Mathematics through Problem Solving multiple sessions

Cognitively Guided Instruction as a Framework for Teaching and Learning multiple sessions

Tasks for Helping Children Understand Fractions multiple sessions

Integrating Writing into the Mathematics Curriculum multiple sessions

Algebraic Thinking in the Elementary Curriculum multiple sessions

Worthwhile Mathematical Tasks in Geometry and Measurement multiple sessions

edTPA Mathematics Assessment Task, January 2017, September 2017, September 2016, and August 2015, Georgia State University Student Teacher Seminar, Atlanta, GA

STEM Teacher Preparation: Status and Recommendations, October 2011, State Resolution 68 for Science and Technology Commission Education Subcommittee for the Governor's Office, Atlanta, GA

Building and Sustaining a Professional Development School, January 2009, Nesbit Elementary information session for University of Georgia faculty and Clarke County School District personnel, Tucker, GA

Integrating Methods Courses at Professional Development School Sites, May 2008, Georgia State University Professional Development Schools Retreat, Dunwoody, GA

Program Features of Early Childhood Education, November 2007, Georgia State University Honors Event, Atlanta, GA

Conducting Collaborative Inquiry in Professional Development Schools, May 2007, Georgia State University Professional Development Schools Retreat, Stone Mountain, GA

Popular Media Dissemination

Interview on Common Core State Standards for Mathematics research project with Ostashevsky, L.

Title: *Elementary School Teachers Struggle with Common Core Math Standards* in The Hechinger Report, <http://hechingerreport.org/elementary-school-teachers-struggle-with-common-core-math-standards/>, June 15, 2016 with reprint in various outlets

Interview on teacher retention and mobility research project with Babiarz, L.

Title: *GSU Research Focuses on Improving Teacher Retention* in Georgia Education News, <http://gaeducation.blogspot.com>, June 2009

Interview on teacher retention and mobility research project with Downey, M.

Title: *Endangered Teachers* in the Atlanta Journal Constitution, July 6, 2009

Interview on teacher retention and mobility research project with Lowry, D.

Title: *Teaching Profession Faces Changing Times* on Channel 11 News, August 3, 2009 and in www.11.alive.com/news/education/story

Grants

Funded

External

Preparing, Supporting, and Retaining Elementary Mathematics Specialists in High-need Urban Schools. (2020-2025). National Science Foundation Noyce Program. Principal Investigator: Susan Swars Auslander. Amount = \$2,282,729.

Developing Elementary Mathematics Specialists. (2022-2024). Georgia Department of Education. Principal Investigator (through July 2023, then Co-Principal Investigator): Susan Swars Auslander. Amount = \$139,191.

Teachers Enhancing Student Achievement and Mastery through 3-Dimensional Learning. (2017-2018). Georgia Department of Education Mathematics and Science Partnership Program. Principal Investigator: Susan Swars Auslander. Sub-award Amount = \$188,190.

University System of Georgia STEM Initiative. (2011-2016). University System of Georgia. Project Leader/STEM Coordinator for the College of Education and Human Development: Susan Swars Auslander. Amount = \$525,000.

Internal

Preparing Prospective Elementary Teachers for Success on the edTPA Math Task. (2016-2017). Georgia State University/University System of Georgia STEM Mini-grant. Principal Investigator: Susan Swars Auslander. Amount = \$8,600.

From the University to the Classroom: Supporting Elementary Mathematics Specialists Shifting Pedagogy during an Authentic Residency Course. (2016-2017). Georgia State University/University System of Georgia STEM Mini-grant. Principal Investigator: Kayla Myers. Co-Principal Investigator: Susan Swars Auslander. Amount = \$8,100.

Supporting Pedagogical Shifts of Elementary Mathematics Specialists during a K-5 Mathematics Endorsement Program. (2015-2016). Georgia State University/University System of Georgia STEM Mini-grant. Principal Investigator: Kayla Myers. Co-Principal Investigator: Susan Swars Auslander. Amount = \$5,500.

Travel Grant. (2010). College of Education Dean's Office. National Science Foundation, Washington, D.C. Amount = \$1,000.

A PDS-based Mathematics Methods Course: Effects on Student Learning and Teacher Development. (2008-2009). Georgia State University Professional Development Schools Deliver Success Grant. Principal Investigator: Susan Lee Swars. Amount = \$1,000.

An Examination of the Impact of a Mathematics Endorsement on Elementary Preservice Teachers' Preparedness to Teach Mathematics. (2006-2007). Georgia State University Advancement of Women Mentoring Grant. Principal Investigators: Susan Lee Swars and Lynn C. Hart. Amount = \$6,000.

Under Revision for Resubmission

Developing Diverse Elementary Mathematics Specialists. (under revision for resubmission). U.S. Department of Education Supporting Effective Educator Development Program. Principal Investigator: Susan Swars Auslander. Amount = \$5,423,207.

Editorial and Reviewer Scholarship

Publications: Editorship and Reviewer

Series Editor, *Association of Mathematics Teacher Educators Professional Book Series*, 2024-2027

Association of Mathematics Teacher Educators (AMTE) Representative, *Mathematics Teacher Educator* Editorial Board, National Council of Teachers of Mathematics and AMTE, 2024-2027

Lead Editor, *Connections* Editorial Board, Association of Mathematics Teacher Educators (AMTE), 2020-2024 (Quarterly AMTE publication that includes de-identified reviewed brief articles and organization information)

Member, *Connections* Editorial Board, Association of Mathematics Teacher Educators, 2017-2020

Lead Editor, *Conference Proceedings of the Psychology of Mathematics Education-North American Chapter* (1,636 pp.), 2009

Reviewer, *Investigations in Mathematics Learning*, 2022, 2023, 2024

Reviewer, *Educational Policy Analysis Archives*, 2023

Reviewer, *Frontiers in Education*, 2023

Reviewer, *Association of Mathematics Teacher Educators Professional Book Series*, 2022
 Reviewer, *PDS Partners: Bridging Research to Practice*, 2022
 Reviewer, *Journal of Mathematics Teacher Education*, 2012, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2022, 2023, 2024
 Reviewer, *PRIMUS*, 2021, 2022
 Reviewer, *Journal for Research in Mathematics Education*, 2020, 2021
 Reviewer, *Journal of Mathematical Behavior*, 2013, 2016, 2019
 Reviewer, *Teaching and Teacher Education*, 2018, 2019
 Reviewer, *Journal of Mixed Methods Research*, 2018
 Reviewer, *School Science and Mathematics*, 2015, 2017, 2024
 Reviewer, *Educational Studies in Mathematics*, 2013, 2014, 2015, 2023, 2024
 Reviewer, *International Electronic Journal of Mathematics Education*, 2011
 Reviewer, *Urban Education*, 2010
 Reviewer, *Psychological Reports*, 2007
 Reviewer, *Research Ideas for the Classroom (K-2 volume)*, National Council of Teachers of Mathematics, 2005
 Reviewer, National Council of Teachers of Mathematics Research Conference, 2024
 Reviewer, North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, 2006, 2007, 2009, 2011, 2015, 2021
 Reviewer, Division K: Teachers and Teaching, American Educational Research Association Annual Meeting, 2011
 Reviewer, Special Interest Group: Research in Mathematics Education, American Educational Research Association Annual Meeting, 2011
 Reviewer, Association for Constructivist Teaching Annual Meeting, 2007

Grant Proposals: Reviewer

Ad Hoc Reviewer, National Science Foundation, 2021
 Panel Member and Reviewer, National Science Foundation, 2020
 Reviewer, Georgia Improving Teacher Quality Grants, 2016

Faculty and Students: External Reviewer

Student Ph.D. Dissertation, Southern Cross University, Lismore, Australia, 2022
 Faculty Promotion & Tenure Dossier, Research I University, 2022

Awards/Recognitions

Selected Faculty, Leadership Academy for Women Faculty, Georgia State University, 2022-2023
 Featured Researcher, College of Education and Human Development, Georgia State University, 2023
 Honoree, Outstanding Achievement in Research, Georgia State University, 2022
 Distinguished Research in Teacher Education Award for *The Impact of a Developmental Teacher Preparation Program on Elementary Preservice Teachers' Mathematics Beliefs and Knowledge*, Georgia Association of Teacher Educators, 2006

Scholarship and Research Award, Elementary Education Program, The University of Alabama, 2004

Academic Citizenship Award, Elementary Education Program, The University of Alabama, 2002

Recipient, Yewell R. Thompson Endowed Scholarship, The University of Alabama, 2002, 2004

Recipient, Esther J. Swenson Endowed Scholarship, The University of Alabama, 2003

Outstanding Student Teacher Award, Department of Elementary Education, Mississippi State University, 1993

Who's Who among Students in American Colleges and Universities, 1993

University Teaching

Courses Taught (The University of Alabama)

| | |
|---------|--|
| CIE 680 | Seminar in Mathematics Education Research |
| CEE 380 | Teaching Early Childhood and Elementary Mathematics (as Lead Instructor and Mentor to other Instructors) |
| CEE 380 | Teaching Elementary Mathematics (as Graduate Teaching Assistant) |
| BER 450 | Assessment of Classroom Learning (as Graduate Teaching Assistant) |

Courses Taught (Georgia State University)

| | |
|---------------|--|
| ECE 9890 | University Research Apprenticeship |
| ECE 9870 | University Teaching Apprenticeship |
| ECE 9850 | Research Seminar in Mathematics Education |
| ECE 9810/8810 | Directed Reading in Early Childhood Education |
| ECE 9396/7396 | Data Analysis and Probability in the Elementary Classroom |
| ECE 9395/7395 | Algebra and Rational Number in the Elementary Classroom |
| ECE 9394/7394 | Geometry and Measurement in the Elementary Classroom |
| ECE 9393/7393 | Number and Operations in the Elementary Classroom |
| ECE 7975 | Seminar for Graduate Teaching and Research Assistants |
| ECE 7800 | Capstone Experience |
| ECE 6392 | Teaching Mathematics Prekindergarten through Grade Five II |
| ECE 6391 | Teaching Mathematics Prekindergarten through Grade Five I |
| ECE 6390 | Foundations of Learning and Teaching Mathematics |
| ECE 3607 | Mathematics Methods in Early Childhood Education |
| ECE 3606 | Science and Inquiry in Early Childhood Education |
| ECE 3604 | Mathematics Methods Upper Grades |
| ECE 3603 | Mathematics Methods Primary Grades |
| ECE 3602 | Early Childhood Field Experiences II |

Programs/Courses Developed (The University of Alabama)

Elementary Mathematics Specialist Concentration in Elementary Education Ed.S. program

| | |
|---------|---|
| CEE 691 | Whole Number and Operations in the Elementary Classroom |
| CEE 692 | Algebra and Rational Number in the Elementary Classroom |
| CEE 693 | Geometry and Measurement in the Elementary Classroom |
| CEE 694 | Data Analysis and Probability in the Elementary Classroom |

Programs/Courses Developed or Co-developed (Georgia State University)

| | |
|---|--|
| K-5 Mathematics Endorsement (developed for online program offering) | |
| M.Ed. in Elementary Education (developed for online program offering) | |
| ECE 9396/7396 | Data Analysis and Probability in the Elementary Classroom (developed for online synchronous instruction) |
| ECE 9395/7395 | Algebra and Rational Number in the Elementary Classroom (developed for online synchronous instruction) |
| ECE 9394/7394 | Geometry and Measurement in the Elementary Classroom (developed for online synchronous instruction) |
| ECE 9393/7393 | Number and Operations in the Elementary Classroom (developed for online synchronous instruction) |
| ECE 3604 | Mathematics Methods Upper Grades (co-developed to include seamless preparation for edTPA) |
| ECE 3603 | Mathematics Methods Primary Grades (co-developed to include seamless preparation for edTPA) |
| ECE 7800 | Capstone Experience (co-developed for new K-5 Mathematics Endorsement program) |
| ECE 9393/7393 | Number and Operations in the Elementary Classroom (co-developed for new K-5 Mathematics Endorsement program) |
| ECE 9394/7394 | Geometry and Measurement in the Elementary Classroom (co-developed for new K-5 Mathematics Endorsement program) |
| ECE 3607 | Mathematics Methods in Early Childhood Education (developed to include integration at a Professional Development School) |
| ECE 3606 | Science and Inquiry in Early Childhood Education (developed to include integration at a Professional Development School) |
| ECE 3360 | Assessment of Classroom Learning in Early Childhood Education (developed syllabus) |

Directed Research/Study in Progress

Ph.D. Students

Georgia State University:

Member, Doctoral Dissertation and Program Advisory Committee, Trina Ashadele (currently completing courses)

Member, Doctoral Dissertation Committee, Michael Vo (currently completing comprehensive exams)

Ed.D. Students

The University of Alabama:

Chair, Doctoral Dissertation and Program Advisory Committee, Jane Sulser (currently completing comprehensive exams)

Directed Research/Study Completed

Dean's Fellow

Co-mentor, Kayla Myers (various research projects, see Publications and Presentations sections, completed 2018). She received the *Dean's Doctoral Dissertation Grant* in 2018 from the College of Education and Human Development.

Ph.D. Students

Chair, Doctoral Dissertation Committee, Ayana Oden, *Factors Predicting the Self-efficacy of Instructional Coaches of Mathematics in Urban Elementary Schools* (completed 2022)

Co-chair, Doctoral Dissertation and Program Advisory Committee, Kayla Myers, *A Different Story of Beliefs: Preparing Elementary Mathematics Specialists (As-Subjects) and Reconceptualizing Teacher Beliefs (As-Entangled)* (completed 2019). She received the *Lorene. C. Pilcher Award for Outstanding Dissertation* (co) in 2020 from the Department of Early Childhood and Elementary Education.

Co-chair, Doctoral Dissertation and Program Advisory Committee, Tiffany Jacobs, *Elementary Teacher Candidates' Lived Experiences of edTPA Mathematics Assessment Task* (completed 2018, publication in *Journal of Mathematics Teacher Education* [2021])

Member, Doctoral Dissertation Committee, Carla Tanguay, *High-stakes Testing and Accountability in Teacher Education: Understanding One Program's Response to edTPA* (completed 2017)

Member, Doctoral Dissertation and Program Advisory Committee, Cliff Chestnutt, *Examining Elementary Math Teachers' Knowledge and Implementation of High Leverage Teaching Practices* (completed 2017)

Member, Doctoral Dissertation and Program Advisory Committee, Pamela Hughes, *The Relationship of Mathematics Anxiety, Mathematical Beliefs, and Instructional Practices of Elementary Teachers* (completed 2015, publication in *School Science and Mathematics* [2019])

Member, Doctoral Dissertation Committee, Sharon Hooper, *"Move the Decimal Point and Divide": An Exploration of Students Instruction to Division with Decimals* (completed 2015)

Member, Doctoral Dissertation and Program Advisory Committee, Karen Czipliski, *Investigation of In-Service Teachers' Use of Video during a Critical Friends Group* (completed 2011)

Member, Doctoral Dissertation Committee, Brian Lack, *An Investigation of High and Low Performing Sixth Grade Students' Participation in and Perceptions of Discourse about Fractions and Related Rational Numbers Concepts in a Standards-based Classroom* (completed 2010, publication in *Elementary School Journal* [2014])

Member, Doctoral Dissertation Committee, Nermin Bulunuz, *Understanding of Earth and Space Science Concepts: Strategies for Concept Building in Elementary Teacher Preparation* (completed 2006)

Chair, Doctoral Dissertation and Program Advisory Committee, Tisha Jones, 2018-2022

Chair, Doctoral Dissertation and Program Advisory Committee, Jody Carothers, 2010-2017

Reader, Comprehensive Exams, Hardray Dumas, 2012

Ed.D. Students

Chair, Doctoral Dissertation and Program Advisory Committee, Anne Green, *Let's Talk About Math: Exploring How Elementary Teachers Plan and Implement Mathematical Discourse in the Classroom* (completed 2022)

Chair, Doctoral Dissertation and Program Advisory Committee, Geoffrey Clement, *Exploring the Influence of the Singapore Modeling Method on Prospective Elementary Teachers in a University Mathematics Content Course* (completed 2017, publication in *PRIMUS* [2022])

Chair, Doctoral Dissertation and Program Advisory Committee, Jerre Robinson, 2019-2023

Member, Doctoral Program Advisory Committee, Fanta Helton, 2014-2017

Member, Doctoral Program Advisory Committee, Jennifer Henderson, 2015-2017

ECE 9890 University Research Apprenticeship

Co-mentor, Doctoral Research Apprenticeship, Kayla Myers, *Developing the Pedagogical Capabilities of Elementary Mathematics Specialists during a K-5 Mathematics Endorsement Program* (completed 2017, publication in *Journal of Teacher Education* [2020])

Co-mentor, Doctoral Research Apprenticeship, Tiffany Jacobs, *Examining Effects of Implementing an EdTPA Task in an Elementary Mathematics Methods Course* (completed 2016, publication in *Mathematics Teacher Educator* [2017])

Mentor, Doctoral Research Apprenticeship, Cliff Chestnutt, *Teacher Perspectives on the Common Core State Standards for Mathematics after One Year of Implementation* (completed 2014, publication in *School Science and Mathematics* [2016])

Mentor, Doctoral Research Apprenticeship, Hardray Dumas, *The Mathematical Preparation of Teach for America Students* (completed 2012, publication in *SRATE* [2015])

Mentor, Doctoral Research Apprenticeship, Jody Carothers, *A Comparative Study of Two Distinct Groups of Elementary Prospective Teachers in Mathematics* (completed 2011, publication in *Action in Teacher Education* [2013])

Capstone Experience Project/Thesis

Mentor, Capstone Project, Master's Degree in Elementary Education with a K-5 Mathematics Endorsement and/or Teacher Support and Coaching Endorsement

Completed 2020: 6 students

Completed 2019: 7 students

Completed 2018: 8 students

Completed 2017: 1 student

Completed 2015: 4 students

Completed 2012: 4 students

Completed 2011: 13 students

Co-mentor, Capstone Project, Jimmy Huff, Master's Degree in Educational Psychology and K-5 Mathematics Endorsement, 2019

Co-mentor, Capstone Project, Latisha Jones, Master's Degree in Educational Psychology and K-5 Mathematics Endorsement, 2017. Her ideas and work were selected for presentation via a TEDx Talk "[Rethinking the Purpose of Math Education](#)"

ECE 9870 University Teaching Apprenticeship

Mentor, Doctoral Teaching Apprenticeship, Joshua Nelson, Elementary Mathematics Education (completed 2021)

ECE 9810 Directed Reading in Early Childhood Education

Mentor, Latisha Jones, *Formative Assessment in Elementary Mathematics* (completed 2022)

Mentor, Leah Slidell, *Effective Teaching Practices in Elementary Mathematics* (completed 2020)

Mentor, Carlett Fulcher, *Elementary Mathematics Education: Cognitively Guided Instruction* (completed 2017)

Mentor, Deborah Kramb, *Educational Reform: Changes in Mathematical Instructional Practices* (completed 2008)

CIE 694 Directed Reading in Curriculum & Instruction

Mentor, Jane Sulser, *Developing Elementary Teacher Candidates' Understanding and Use of Problem Solving Instructional Tasks* (completed 2024)

Student Advisement

The University of Alabama:

Select students in the Ed.S. in Elementary Education Program, 2024-present

Georgia State University:

All students in the K-5 Mathematics Endorsement Program, 2013-2023

All students in the M.Ed. in Elementary Education Program, 2016-2022

All students in the M.Ed. in Elementary Education and K-5 Mathematics Endorsement Programs, 2008-2012

Professional Service***Profession***National

Vice-President, Publications Division, Association of Mathematics Teacher Educators, 2024-2027

Board Member, Association of Mathematics Teacher Educators, 2024-2027

Task Force Member, *Mathematics Teacher Educator Open Access Exploration*, National Council of Teachers of Mathematics and Association of Mathematics Teacher Educators, 2024

Task Force Co-chair, Elementary Mathematics Specialist Standards, Association of Mathematics Teacher Educators, 2022-2024

Associate Vice-President, Publications Division, Association of Mathematics Teacher Educators, 2020-2024

Member, Professional Journals Committee, Association of Teacher Educators, 2020-2023

Reviewer, Elementary Mathematics edTPA, Pearson Education, 2016-2017

Member, Membership Committee, Association of Mathematics Teacher Educators, 2013-2016

Co-leader, Georgia Mathematics Teacher Education Partnership Team, Science and Mathematics Teacher Imperative, Association of Public and Land-grant Universities, 2012-2015

- Member, Building a Common Vision of Mathematics Teacher Education Ad Hoc Group, Science and Mathematics Teacher Imperative, Association of Public and Land-grant Universities, 2012-2015
- Member, Dissertation Awards Committee, Division K: Teaching and Teacher Education, American Educational Research Association, 2011-2012
- Member, Core Knowledge and Psychology of Learning Project Team, American Psychological Association, 2010-2012
- Chair, Proceedings Committee, *31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Atlanta, GA, 2007-2009
- Member, Local Arrangements Committee, *31st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Atlanta, GA, 2007-2009

State

- Member, Postsecondary Math Task Force Educator Preparation Program Subcommittee, Alabama State Department of Education, 2024-present
- Advisory Board Member, K-12 Mathematics Education, Georgia Department of Education, 2016-2022
- Task Force Member, Mathematics Teacher Preparation, Georgia Professional Standards Commission, 2020-2021
- Member, K-5 Mathematics Endorsement Ad Hoc Committee, Georgia Professional Standards Commission, 2020-2021
- Governor Appointed Member, K-12 Mathematics Standards Final Review Committee, State of Georgia, 2019-2020
- Task Force Member, STEM Education, University System of Georgia, 2012-2013
- Research Liaison, Pre-Kindergarten Best Practices Program, Georgia Office of School Readiness, 2006-2009, resulted in three technical reports *Evaluation of Pre-Kindergarten Best Practices Program* (2007, 2008, 2009)
- Curriculum Developer, Georgia Performance Standards Mathematics Curriculum Tasks, Georgia Department of Education, 2005-2006
- Professional Development Trainer, Connecting Science and Literacy, Pre-Kindergarten Best Practices Program, Georgia Office of School Readiness, 2005-2006

Professional Community

Project Leader/Principal Investigator, Gwinnett County Public Schools (GCPS) and Corners Outreach, 2020-2025, *Preparing, Supporting, and Retaining Elementary Mathematics Specialists in High-need, Urban Schools*

(<https://education.gsu.edu/ecee/eceereseearchoutreach/psrems/>), work that involves:

- collaborating with GCPS, Corners, and Georgia State University personnel to lead the design, implementation, evaluation, and study of a 5-year professional development project for Elementary Mathematics Specialists
- overseeing the logistics of the project (e.g., student recruitment and selection, budget, personnel)

Project Leader/Principal Investigator, Rockdale County Public Schools (RCPS), 2017-2018, *Teachers Enhancing Student Achievement and Mastery through 3-Dimensional Learning Project*, work that involved:

- collaborating with RCPS and Georgia State University personnel to support the design, implementation, evaluation, and study of a 2-year professional development project for elementary, middle, and secondary teachers
- managing the Georgia State University-related logistics of the project (e.g., student application and registration, budget, personnel)

Coach in Residence, Dunwoody Springs Elementary School and Nesbit Elementary School, 2010-2014, work in Professional Development Schools that involved:

- providing extensive professional development in mathematics education for teachers and administrators, with a particular focus on the new state standards grounded in the Common Core State Standards for Mathematics
- engaging in site-based research that provided insights into teachers' professional needs with resultant publications
- facilitating Mathematics Community Nights for teachers, administrators, and elementary students and their families

University Liaison, Nesbit Elementary, 2005-2010, work in a Professional Development School that involved:

- engaging in collaborative research with administrators and teachers with resultant publications
- providing professional development in mathematics education for teachers
- teaching Department of Early Childhood and Elementary Education's courses at the school site with integration in elementary classrooms
- providing small group and individual mathematics instruction for elementary students
- supporting Department of Early Childhood and Elementary Education's teacher candidates
- facilitating Mathematics Community Nights for teachers, administrators, and elementary students and their families

Georgia State University

Member, University Senate, Georgia State University, 2015-2017

Member, University Senate Research Committee, Georgia State University, 2015-2017

Member, University Senate Budget Committee, Georgia State University, 2015-2017

Chair, Ad Hoc Committee for the Triennial Evaluation of the Associate Provost of Academic Programs, Georgia State University, 2011

Faculty Co-Sponsor, Student Georgia Association of Educators, Georgia State University, 2004-2005

Georgia State University: College of Education and Human Development

Member, College Council, College of Education and Human Development, 2022-2023

Member, Committee on Cumulative Review of Tenured Faculty, College of Education and Human Development, 2021-2022

- Member, Ed.D. in Curriculum and Instruction Advisory Committee, College of Education and Human Development, 2019-2021
- Member, Advisory Committee on Faculty Promotion and Tenure, College of Education and Human Development, 2021
- Member, Committee on Cumulative Review of Tenured Faculty, College of Education and Human Development, 2019-2020
- Member, Advisory Committee on Clinical Faculty Promotion, College of Education and Human Development, 2016-2017
- Coordinator, STEM Teacher Preparation, College of Education and Human Development, 2011-2016, with example responsibilities including:
- leading the STEM faculty mini-grants program, which focused on improving instruction in mathematics and science education and content courses
 - supervising the FOCUS service learning course for science and mathematics majors, which provided field experiences in K-12 schools for these majors
 - developing and supporting partnerships with Arts and Science faculty, for example the co-teaching of courses such as Science for Teachers for Early Childhood and Elementary Education majors
 - co-leading the development of the K-5 Science Endorsement
 - creating STEM Teacher Preparation website
- Member, Committee for Research and Scholarship, College of Education and Human Development, 2012-2015
- Member, Faculty Affairs Committee, College of Education and Human Development, 2010-2012
- Chair, Faculty Affairs Committee, College of Education and Human Development, 2009-2010
- Member, Dean's Faculty Advisory Committee, College of Education and Human Development, 2009-2010
- Member, Professional Development Schools Committee, College of Education and Human Development, 2005-2010
- Secretary, Faculty Affairs Committee, College of Education and Human Development, 2007-2009
- Member, Content Knowledge Committee, Professional Education Council, 2005-2007
- Member, P-16 Mathematics Education Consortium, Early Childhood, Middle, and Secondary Education, 2005-2006
- Member, Professional Development Schools Advisory Committee, College of Education and Human Development, 2005-2006

The University of Alabama: Department of Curriculum & Instruction

- Member, Early Childhood and Elementary Education Program Revision Ad Hoc Committee, 2024-present
- Instructional Lead and Mentor for Mathematics Education, Early Childhood and Elementary Education Program, 2023-present
- Member, Early Childhood and Elementary Education Program Committee, 2023-present
- Reviewer, Early Childhood and Elementary Education Portfolios, 2023-present
- Interviewer, Undergraduate Teacher Education Program Admission, 2023-present
- Member, Department Tenure and Promotion Review Committee, 2023-present

Georgia State University: Department of Early Childhood and Elementary Education

Program Coordinator, K-5 Mathematics Endorsement, 2013-2023
 Chair, Advisory Council, 2022-2023
 Chair, Research Steering Committee, 2022-2023
 Member, Research Steering Committee, 2020-2022
 Member, Program Advisory Committee, 2008-2023
 Chair, Search Committee for Business Manager Staff Member, 2023
 Chair, Search Committee for Administrative Specialist Staff Member, 2023
 Program Coordinator, M.Ed. in Elementary Education, 2016-2022. In 2022, the *U.S. News & World Report* ranked Georgia State University's Elementary Teacher Education graduate program as 16th in the U.S.
 Chair, M.Ed. in Elementary Education Committee, 2016-2022
 Member, Tenure-track Promotion & Tenure Committee, 2010-2022
 Member, Doctorate of Philosophy Committee, 2004-2022
 Member, Academic Program Review Committee, 2021-2022
 Chair, Search Committee for Tenure-track Mathematics Faculty Member, 2020-2022
 Program Co-coordinator, Ed.D. in Curriculum and Instruction, 2019-2021
 Chair, Ed.D. in Curriculum and Instruction Committee, 2019-2021
 Chair, Search Committee for Tenure-track Mathematics Faculty Member, 2017-2018
 Chair, Research and Scholarship Committee, 2016-2018
 Coordinator, Assessment of Graduate Programs, 2016-2018
 Coordinator, Graduate Programs, 2016-2017
 Faculty Mentor, 2014-2016
 Chair, Search Committee for Clinical Science Faculty Member, 2014-2015
 Member, Research and Scholarship Committee, 2013-2015
 Chair, Search Committee for Tenure-track Science Faculty Member, 2012-2013
 Program Co-coordinator, M.Ed. in Elementary Education and K-5 Mathematics Endorsement Programs, 2008-2012
 Co-chair, K-5 Science Endorsement Ad Hoc Committee, 2011-2012
 Member, Early Childhood Education Professional Development Schools Committee, 2004-2010
 Member, Early Childhood Bachelor of Science in Education Committee, 2004-2010
 Co-chair, Science Faculty Search Committee, 2006-2007
 Member, Bachelor of Science Program Coordinator Search Committee, 2005-2006
 Member, Science Faculty Search Committee, 2004-2005
 Member, Assessment Course Development Ad Hoc Committee, 2004

Professional Organization Memberships

National Council of Teachers of Mathematics
 North American Chapter of the International Group for the Psychology of Mathematics Education
 American Educational Research Association
 Association of Mathematics Teacher Educators
 Association of Teacher Educators