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Curriculum Vitae

NICK **WASSERMAN,** Ph.D.

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EDUCATION

Ph.D., Mathematics Education
Teachers College, Columbia University, New York, NY
May 2011
Dissertation Title: When beginning mathematics teachers report learning successful attributes: Reflections on teacher education
Mathematics Coursework: Topology, Abstract Algebra, Foundations of Number Systems, Analysis, Combinatorics, Graph Theory, Advanced Modeling and Information Theory, Foundations of Statistics, Problem Solving, Finite Mathematics, Geometry

Master of Science, Mathematics Education
Teachers College, Columbia University, New York, NY
October 2010

Master of Arts, Mathematics Education
Teachers College, Columbia University, New York, NY
October 2008

Bachelor of Science, Mathematics – UTeach Program
The University of Texas at Austin, Austin, TX
December 2003
La Universidad de Granada, Granada, Spain (Semester Abroad), February 2002 – May 2002

ACADEMIC APPOINTMENTS

Teachers College, Columbia University, New York, NY
Professor, Mathematics Education
September 2024-present
Associate Professor, Mathematics Education, September 2019-August 2024
Assistant Professor, Mathematics Education, September 2013-August 2019

Graduate Courses Taught:

Mathematics
- MSTM 4038. Finite Mathematics
- MSTM 5030/6030. Topics/Advanced Topics in Probability Theory
- MSTM 5036/6036. Topics/Advanced Topics in Discrete Mathematics
- MSTM 5034/6034. Topics/Advanced Topics in Analysis
- MSTM 5032/6032. Topics/Advanced Topics in Geometry

Mathematics Education
- MSTM 6500. Mathematics Education Research Seminar
- MSTM 4025. Teaching Mathematics with Technology
- MSTM 4005. Teaching Mathematics in Diverse Cultures
- MSTM 5011. Mathematics in the Secondary School
- MSTM 4020. Mathematics Teaching and Learning II
- MSTM 5022. Mathematics Curriculum Development
- MSTM 4199. Special Topics: STEM in Education

Southern Methodist University, Dallas, TX
Assistant Professor, Mathematics Education

August 2011-May 2013

Undergraduate Courses Taught:

Mathematics

MATH 1337. Calculus I

MATH 3308. Discrete Mathematics

Graduate Courses Taught:

Mathematics/Mathematics Education

EDU 6379. Numerical Reasoning: Numbers and Operations

EDU 6380. Algebraic Reasoning and Patterns

EDU 6381. Geometry and Measurement

EDU 6382. Everyday Mathematics: Probability and Statistics

Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile
Visiting Professor, Mathematics Education
May 2022-June 2022

SECONDARY TEACHING EXPERIENCE

Marymount School of New York, New York, NY
Mathematics Teacher
August 2008-May 2011

Upper School Courses Taught:

Calculus BC, Finite Mathematics, Pre-Calculus, Geometry, Algebra

James Bowie High School, Austin, TX
Mathematics Teacher, Algebra Team Leader (2006-2007)
August 2004-May 2007

High School Courses Taught:

Geometry, Algebra

FELLOWSHIPS, AWARDS, AND HONORS

2021 Faculty Teaching Award, Honorable Mention · Teachers College, Columbia University, 2021

Fulbright Specialist · U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), 2019-2022

Outstanding Reviewer · *Journal for Research in Mathematics Education* (JRME), 2018

Best Paper Award ("Leveraging real analysis to foster pedagogical practices") · Annual Conference on Research in Undergraduate Mathematics Education (RUME), San Diego, CA, 2017

STaR Fellow · Service, Teaching, and Research (STaR) Program for Early Career Mathematics Educators, 2012-2013

MST Doctoral Writing Scholarship Award · Department of Mathematics, Science and Technology (MST), Teachers College, Columbia University, New York, NY, October 2010

R. L. Moore Award for Best Inquiry Lesson · University of Texas at Austin, Austin, TX, April 2008

PUBLICATIONS

Authored Books

Wasserman, N., Fukawa-Connelly, T., Weber, K., Mejia-Ramos, J. P., & Abbott, S. (2022). *Understanding analysis and its connections to secondary mathematics teaching.* Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-030-89198-5

Karp, A., & **Wasserman, N.** (2015). *Mathematics in middle and secondary schools: A problem solving approach.* Charlotte, NC: Information Age Publishing Inc.

Edited Books and Collections

Buchbinder, O., **Wasserman, N.**, & Buchholtz, N. (Eds.) (2023). Special issue: Exploring and strengthening university mathematics courses for secondary teacher preparation. *ZDM – Mathematics Education, 55*(4). https://link.springer.com/journal/11858/volumes-and-issues/55-4

Wasserman, N. (Ed.) (2018). *Connecting abstract algebra* to *secondary mathematics,* for *secondary mathematics teachers.* In J. Cai and J. A. Middleton (Eds.), Research in Mathematics Education Series. Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-319-99214-3

Book Chapters

Wasserman, N., & Dawkins, P. (in press). University geometry courses as part of teacher education: Empirically grounding the SLOs. In A. Brown, P. Herbst, N. Miller, & L. Pyzdrowski (Eds.), *The GeT course: Resources and objectives for the Geometry Courses for Teachers* (pp. XXX). XXX.

Lai, Y., **Wasserman, N.**, Strayer, J. F., Casey, S., Weber, K., Fukawa-Connelly, T., & Lischka, A. (2024). Making advanced mathematics work in secondary teacher education. In B. Benken (Ed.), *The AMTE Handbook of mathematics teacher education: Reflection on past, present and future – paving the way for the future of mathematics teacher education*, AMTE Professional Book Series (Vol. 5) (pp. 199-218). Charlotte, NC: IAP.

Wasserman, N. (2023). Mathematical challenge in connecting advanced and secondary mathematics: Recognizing binary operations as functions. In R. Leikin (Ed.), *Mathematical challenge for all*, Research in Mathematics Education Series (pp. 241-260). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-031-18868-8_13

Wasserman, N. (2018). Exploring advanced mathematics courses and content for secondary mathematics teachers. In N. Wasserman (Ed.), *Connecting abstract algebra* to *secondary mathematics,* for *secondary mathematics teachers*, Research in Mathematics Education Series (pp. 1-15). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-319-99214-3_1

Wasserman, N., & Galarza, P.* (2018). Exploring an instructional model for designing modules for secondary mathematics teachers in an abstract algebra course. In N. Wasserman (Ed.), *Connecting abstract algebra* to *secondary mathematics,* for *secondary mathematics teachers,* Research in Mathematics Education Series (pp. 335-361). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-319-99214-3_16

Wasserman, N. (2017). The dilemma of advanced mathematics: Instructional approaches for secondary mathematics teacher education. In A. Karp (Ed.), *Current issues in mathematics education: Materials of the American-Russian workshop* (pp. 107-123). Bedford, MA: The Consortium for Mathematics and Its Applications (COMAP).

Wasserman, N. (2015). Bringing dynamic geometry to three dimensions: The use of SketchUp in mathematics education. In D. Polly (Ed.), *Cases on technology integration in mathematics education* (pp. 68-99). Hershey, PA: IGI-Global. https://doi.org/10.4018/978-1-4666-6497-5.ch004

Refereed Research Journal Articles

Wasserman, N. (in press). Adding diversity to mathematical connections to counter Klein's second discontinuity. *Recherches en Didactique des Mathématiques, XX*(X), XXX. https://doi.org/10.46298/rdm.13675

Wasserman, N., Buchbinder, O., & Buchholtz, N. (2023). Making university mathematics matter for secondary teacher preparation. *ZDM – Mathematics Education, 55*(4), 719-736. https://doi.org/10.1007/s11858-023-01484-5

* Indicates work done with a current or former graduate student.

Wasserman, N. (2023). Investigating a teacher-perspective on pedagogical mathematical practices: Possibilities for using mathematical practice to develop pedagogy in mathematical coursework. *ZDM – Mathematics Education, 55*(4), 807-821. https://doi.org/10.1007/s11858-023-01468-5

Wasserman, N. (2022). Re-exploring the intersection of mathematics and pedagogy. *For the Learning of Mathematics, 42*(3), 28-33.

Wasserman, N. (2022). Unpacking foreshadowing in mathematics teachers' planned practices. *Educational Studies in Mathematics, 111*(3), 423-443. https://doi.org/10.1007/s10649-022-10152-6

Mirin, A., Milner, F., **Wasserman, N.**, & Weber, K. (2021). On two definitions of 'function'. *For the Learning of Mathematics, 41*(3), 22-24. https://www.jstor.org/stable/27091216

Wasserman, N., & McGuffey, W.* (2021). Opportunities to learn from (advanced) mathematical coursework: A teacher perspective on observed classroom practice. *Journal for Research in Mathematics Education, 52*(4), 370-406. https://doi.org/10.5951/jresematheduc-2019-0017

Lockwood, E., **Wasserman, N.,** & Tillema, E. (2020). A case for combinatorics: A research commentary. *Journal of Mathematical Behavior, 59*(1), 100783. https://doi.org/10.1016/j.jmathb.2020.100783

Weber, K., Mejia-Ramos, J. P., Fukawa-Connelly, T., & **Wasserman, N.** (2020). Connecting the learning of advanced mathematics with the teaching of secondary mathematics: Inverse functions, domain restrictions, and the arcsine function. *Journal of Mathematical Behavior, 57*(1), 100752. https://doi.org/10.1016/j.jmathb.2019.100752

Fukawa-Connelly, T., Mejia-Ramos, J. P., **Wasserman, N.**, & Weber, K. (2020). An evaluation of ULTRA: An experimental real analysis course built on a transformative theoretical model. *International Journal of Research in Undergraduate Mathematics Education*, *6*(2), 159-185. https://doi.org/10.1007/s40753-019-00102-8

Wasserman, N. (2019). Duality in combinatorial notation. *For the Learning of Mathematics, 39*(3), 16-21. https://www.jstor.org/stable/26854429

Wasserman, N., Weber, K., Fukawa-Connelly, T., & McGuffey, W.* (2019). Designing advanced mathematics courses to influence secondary teaching: Fostering mathematics teachers' ''attention to scope.'' *Journal of Mathematics Teacher Education, 22*(4), 379-406. https://doi.org/10.1007/s10857-019-09431-6

McGuffey, W.*, Quea, R., Weber, K., **Wasserman, N.**, Fukawa-Connelly, T., & Mejia-Ramos, J. P. (2019). Pre- and in-service teachers' perceived value of an experimental real analysis course for teachers. *International Journal of Mathematical Education in Science and Technology*, *50*(8), 1166-1190. https://doi.org/10.1080/0020739X.2019.1587021

Dawkins, P., Inglis, M., & **Wasserman, N.** (2019). The use(s) of 'is' in mathematics. *Educational Studies in Mathematics, 100*(2), 117-137. https://doi.org/10.1007/s10649-018-9868-6

Wasserman, N., & Galarza, P.* (2019). Conceptualizing and justifying sets of outcomes with combination problems. *Investigations in Mathematics Learning, 11*(2), 83-102. https://doi.org/10.1080/19477503.2017.1392208

Wasserman, N., Weber, K., Villanueva, M., & Mejia-Ramos, J. P. (2018). Mathematics teachers' views about the limited utility of real analysis: A transport model hypothesis. *Journal of Mathematical Behavior, 50*(1), 74-89. https://doi.org/10.1016/j.jmathb.2018.01.004

Lockwood, E., **Wasserman, N.**, & McGuffey, W.* (2018). Classifying combinations: Investigating undergraduate students' responses to different categories of combination problems. *International Journal of Research in Undergraduate Mathematics Education, 4*(2), 305-322. https://doi.org/10.1007/s40753-018-0073-x

Huey, M. E., Champion, J., Casey, S., & **Wasserman, N.** (2018). Secondary mathematics teachers' planned approaches for teaching standard deviation. *Statistics Education Research Journal, 17*(1), 61-84. https://doi.org/10.52041/serj.v17i1.176

Wasserman, N. (2018). Knowledge of nonlocal mathematics for teaching. *Journal of Mathematical Behavior, 49*(1), 116-128. https://doi.org/10.1016/j.jmathb.2017.11.003

Wasserman, N., & Weber, K. (2017). Pedagogical applications from real analysis for secondary mathematics teachers. *For the Learning of Mathematics, 37*(3), 14-18. https://www.jstor.org/stable/26548463

Wasserman, N. (2017). Making sense of abstract algebra: Exploring secondary teachers' understanding of inverse functions in relation to its group structure. *Mathematical Thinking and Learning, 19*(3), 181-201. https://doi.org/10.1080/10986065.2017.1328635

Wasserman, N., Casey, S., Champion, J., & Huey, M. (2017). Statistics as unbiased estimators: Exploring the teaching of standard deviation. *Research in Mathematics Education, 19*(3), 236-256. https://doi.org/10.1080/14794802.2017.1333918

Wasserman, N. (2017). Exploring how understandings from abstract algebra can influence the teaching of structure in early algebra. *Mathematics Teacher Education and Development, 19*(2), 81-103. https://files.eric.ed.gov/fulltext/EJ1160832.pdf

Wasserman, N., Fukawa-Connelly, T., Villanueva, M., Mejia-Ramos, J. P., & Weber, K. (2017). Making real analysis relevant to secondary teachers: Building up from and stepping down to practice. *PRIMUS, 27*(6), 559-578. https://doi.org/10.1080/10511970.2016.1225874

Stockton, J., & **Wasserman, N.** (2017). Forms of knowledge of advanced mathematics for teaching. *The Mathematics Enthusiast, 14*(1), 575-606. https://doi.org/10.54870/1551-3440.1412

Wasserman, N., Quint, C.*, Norris, S. A., & Carr, T. (2017). Exploring flipped classroom instruction in Calculus III. *International Journal of Science and Mathematics Education, 15*(3), 545-568. https://doi.org/10.1007/s10763-015-9704-8

Wasserman, N. (2016). Abstract algebra for algebra teaching: Influencing school mathematics instruction. *Canadian Journal of Science, Mathematics and Technology Education, 16*(1), 28-47. https://doi.org/10.1080/14926156.2015.1093200

Wasserman, N. (2015). Unpacking teachers' moves in the classroom: Navigating micro- and macro-levels of mathematical complexity. *Educational Studies in Mathematics, 90*(1), 75-93. https://doi.org/10.1007/s10649-015-9615-1

Casey, S., & **Wasserman, N.** (2015). Teachers' knowledge about informal line of best fit. *Statistics Education Research Journal, 14*(1), 8-35. https://doi.org/10.52041/serj.v14i1.267

Wasserman, N., & Rossi, D. (2015). Mathematics and science teachers' use of and confidence in empirical reasoning: Implications for STEM teacher preparation. *School Science and Mathematics, 115*(1), 22-34. https://doi.org/10.1111/ssm.12099

Wasserman, N., & Walkington, C. (2014). Exploring links between beginning UTeachers' beliefs and observed classroom practices. *Teacher Education and Practice, 27*(2/3), 376-401.

Wasserman, N. (2014). Introducing algebraic structures through solving equations: Vertical content knowledge for K-12 mathematics teachers. *PRIMUS, 24*(3), 191-214. https://doi.org/10.1080/10511970.2013.857374

Wasserman, N., & Ham, E. (2013). Beginning teachers' perspectives on attributes for teaching secondary mathematics: Reflections on teacher education. *Mathematics Teacher Education and Development, 15*(2), 70-96. https://files.eric.ed.gov/fulltext/EJ1018634.pdf

Wasserman, N., & Stockton, J. (2013). Horizon content knowledge in the work of teaching: A focus on planning. *For the Learning of Mathematics, 33*(3), 20-22. https://www.jstor.org/stable/43894856

Refereed Professional Journal Articles

Pogorelova, L.*, Sheehan-Braine, S.*, John, A.*, & **Wasserman, N.** (2024). A problem-based curriculum to conceptually develop the multiplication principle for counting. *Journal of Mathematics Education at Teachers College, 15*(1), 37-43. https://doi.org/10.52214/jmetc.v15i1.11949

Wasserman, N. (2020). Dynamically reconstructed proof visualizations in real analysis. *Electronic Journal of Mathematics and Technology, 14*(1), 38-49.

Wasserman, N., Weber, K., Fukawa-Connelly, T., & Mejia-Ramos, J. P. (2020). Area-preserving transformations: Cavalieri in 2D. *Mathematics Teacher: Learning and Teaching PK-12, 113*(1), 53-60. https://doi.org/10.5951/MTLT.2019.0079

Murray, E., Baldinger, E., **Wasserman, N.**, Broderick, S., & White, D. (2017). Connecting advanced and secondary mathematics. *Issues in the Undergraduate Mathematics Preparation of School Teachers* (Vol. 1, August 2017), 1-10. https://files.eric.ed.gov/fulltext/EJ1151024.pdf

Wasserman, N. (2017). Math madness: Coloring, reasoning, and celebrating. *Teaching Children Mathematics, 23*(8), 468-475. https://doi.org/10.5951/teacchilmath.23.8.0468

Wasserman, N. (2015). A random walk: Stumbling across connections. *Mathematics Teacher, 108*(9), 686-695. https://doi.org/10.5951/mathteacher.108.9.0686

Wasserman, N. (2014). A rationale for irrationals: An unintended exploration of e. *Mathematics Teacher, 107(7)*, 500-507. https://doi.org/10.5951/mathteacher.107.7.0500

Gould, H., & **Wasserman, N.** (2014). Striking a balance: Students' tendencies to oversimplify or overcomplicate in mathematical modeling. *Journal of Mathematics Education at Teachers College*, *5*(1), 27-34. https://doi.org/10.7916/jmetc.v5i1.640

Wasserman, N., & Ham, E. (2012). Gaining perspective on success, support, retention, and student test scores: Listening to beginning teachers. *Leaders of Learners, 5*(3), 9-14.

Wasserman, N., & Arkan, I. (2011). Technology tips: An Archimedean walk. *Mathematics Teacher*, *104*(9), May 2011, 710-714. https://doi.org/10.5951/MT.104.9.0710

Wasserman, N. (2011). The Common Core State Standards: Comparisons of access and quality. *Journal of Mathematics Education at Teachers College*, *2*(1), 18-27. https://doi.org/10.7916/jmetc.v2i1.699

Wasserman, N. (2011). Partition and iteration in Algebra: Intuition with linearity. *Association of Mathematics Teachers of New York State Journal*, *61*(1), 10-14.

Wasserman, N. (2010). Inside the UTeach program: Implications for research in mathematics teacher education. *Journal of Mathematics Education at Teachers College*, *1*(1), 12-16. https://doi.org/10.7916/jmetc.v1i1.671

Refereed Conference Papers and Proceedings

LaPlace, E.*, Chen, Y.*, **Wasserman, N.**, & Paoletti, T. (upcoming). Exploring graphical reasoning from revised responses to function composition tasks. In XXX (Eds.), *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. XXX). Omaha, NE: RUME.

Lai, Y., **Wasserman, N.**, Strayer, J. F., Casey, S., Weber, K., Fukawa-Connelly, T., & Lischka, A. E. (upcoming). Representing learning in advanced mathematics courses for secondary mathematics teachers. In XXX (Eds.), *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. XXX). Omaha, NE: RUME.

Wasserman, N. (2023). Strengthening the role of practice in mathematics teacher education: Opportunities for university mathematics courses. In R. Delgado-Rebolledo and D. Zakaryan (Eds.), *Proceedings of the Congreso Iberoamericano sobre conocimiento especializado del professor de matemáticas (CIMTSK-VI)* (pp. 20-30). Valparaíso, Chile: CIMTSK.

Delgado-Rebolledo, R., Zakaryan, D., & **Wasserman, N.** (2023). Una aproximación a las conexiones entre el MTSK y las prácticas matemáticas pedagógicas. In R. Delgado-Rebolledo and D. Zakaryan (Eds.), *Proceedings of the Congreso Iberoamericano sobre conocimiento especializado del professor de matemáticas (CIMTSK-VI)* (pp. 328-335). Valparaíso, Chile: CIMTSK.

Chen, Y.*, **Wasserman, N.**, & Paoletti, T. (2023). Exploring geometric reasoning with function composition. In S. Cook, B. Katz, and D. Moore-Russo (Eds.), *Proceedings of the 25th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 145-153). Omaha, NE: RUME.

Mirin, A., Weber, K., & **Wasserman, N.** (2020). What is a function? In A. I. Sacristán, J. C. Cortés-Zavala, and P. M. Ruiz-Arias (Eds.), *Proceedings of the 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)* (pp. 1156-1164). Mazatlán, Mexico: PME-NA.

Wasserman, N., Zazkis, R., Baldinger, E., Marmur, O., & Murray, E. (2019). Points of connection to secondary teaching in undergraduate mathematics courses. In A. Weinberg, D. Moore-Russo, H. Soto, and M. Wawro (Eds.), *Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 819-826). Oklahoma City, OK: RUME.

Wasserman, N. (2018). Exploring the secondary teaching of functions in relation to the learning of abstract algebra. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, and S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 687-694). San Diego, CA: RUME.

Weber, K., **Wasserman, N.**, Mejia-Ramos, J. P., & Fukawa-Connelly, T. (2018). Connecting the study of advanced mathematics to the teaching of secondary mathematics: Implications for teaching inverse trigonometric functions. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, and S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 643-651). San Diego, CA: RUME.

Dawkins, P., Inglis, M., & **Wasserman, N.** (2018). The use(s) of 'is' in mathematics. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, and S. Brown (Eds.), *Proceedings of the 21st Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 500-507). San Diego, CA: RUME.

Wasserman, N., Weber, K., & McGuffey, W.* (2017). Leveraging real analysis to foster pedagogical practices **[2017 RUME Best Paper Award]**. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, and S. Brown (Eds.), *Proceedings of the 20th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 1-15). San Diego, CA: RUME.

Baldinger, E., Murray, E., White, D., Broderick, S., & **Wasserman, N.** (2016). Exploring connections between advanced and secondary mathematics. In M. B. Wood, E. E. Turner, M. Civil, and 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 (PME-NA)* (pp. 1633-1640). Tucson, AZ: The University of Arizona.

Wasserman, N. (2016). Nonlocal mathematical knowledge for teaching. In C. Csíkos, A. Rausch, and J. Szitányi (Eds.), *Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education (PME)* (Vol. 4, pp. 379–386). Szeged, Hungary: PME.

Lockwood, E., **Wasserman, N.**, & McGuffey, W.* (2016). Classifying combinations: Do students distinguish between different categories of combination problems? In. T. Fukawa-Connelly, N. E. Infante, M. Wawro, and S. Brown (Eds.), *Proceedings of the 19th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 296-309). Pittsburgh, PA: RUME.

Murray, E., Baldinger, E., **Wasserman, N.**, Broderick, S., Cofer, T., White, D., & Stanish, K. (2015). Exploring connections between advanced and secondary mathematics. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, and H. Dominguez (Eds.), *Proceedings of the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)* (pp. 1368-1376). East Lansing, MI: Michigan State University.

Wasserman, N., & Mamolo, A. (2015). Knowledge for teaching: Horizons and mathematical structure. In T. Fukawa-Connelly, N. Infante, K. Keene, and M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 1032-1036). Pittsburgh, PA: RUME.

Wasserman, N., Villanueva, M., Mejia-Ramos, J.P., & Weber, K. (2015). Secondary mathematics teachers' perceptions of real analysis in relation to their teaching practices. In

T. Fukawa-Connelly, N. Infante, K. Keene, and M. Zandieh (Eds.), *Proceedings of the 18th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (pp. 1037-1040). Pittsburgh, PA: RUME.

Wasserman, N., Mamolo, A., Ribeiro, C. M., & Jakobsen, A. (2014). Exploring horizons of knowledge for teaching. In P. Liljedahl, C. Nicol, S. Oesterle, and D. Allan (Eds.), *Proceedings of the Joint Meeting of PME 38 and PME-NA 36* (Vol. 1, p. 247). Vancouver, Canada: PME.

Wasserman, N. (2013). Exploring teachers' categorizations for and conceptions of combinatorial problems. In S. Reeder and G. Matney (Eds.), *Proceedings of the 40th Annual Meeting of the Research Council on Mathematics Learning (RCML)* (pp. 145-154). Tulsa, OK: RCML.

Wasserman, N., Norris, S., & Carr, T. (2013). Comparing a "flipped" instructional model in an undergraduate Calculus III course. In S. Brown, G. Karakok, K. H. Roh, and M. Oehrtman (Eds.), *Proceedings of the 16th Annual Conference on Research in Undergraduate Mathematics Education (RUME)* (Vol. 2, pp. 652-655). Denver, CO: RUME.

Wasserman, N., & Ham, E. (2012). Attributes of good mathematics teaching: When are they learned? *Conference Proceedings for the 12th International Congress on Mathematics Education (ICME-12)* (p. 7843). Seoul, Korea: ICME-12.

Professional Resources, Reviews, and Other Scholarship

Wasserman, N., Holbert, N., & Blikstein, P. (2020). Will the coronavirus infect education, too? *New York Daily News*, 8 April 2020. Op ed. Available at: http://www.nydailynews.com/opinion/ny-oped-coroanvirus-infect-education-20200408-tasi4zfbozcxlgq34f22rk4zwm-story.html

Baldinger, E., Broderick, S., Murray, E., **Wasserman, N.**, & White, D. (2015). Connections between abstract algebra and high school algebra: A few connections worth exploring. *American Mathematical Society (AMS) Blogs: On Teaching and Learning Mathematics* (December 10, 2015). Available at: http://blogs.ams.org/matheducation/2015/12/10/connections-between-abstract-algebra-and-high-school-algebra-a-few-connections-worth-exploring/

Wasserman, N. (2015). Review of the book *Getting to the common core: Using research-based strategies that empower students to own their own achievement,* by S. L. Spencer & S. Vavra. *Teachers College Record.* Available at: http://www.tcrecord.org/Content.asp?ContentID=18176

Wasserman, N., Mamolo, A., Ribeiro, C. M., & Jakobsen, A. (2015). Discussion Group 2: Exploring horizons of knowledge for teaching. *International Group for the Psychology of Mathematics Education (PME) Newsletter*, December 2014/January 2015, 7-10.

Zachary, S. C., Zannou, Y., Basaraba, D., **Wasserman, N.**, Hill, S., & Ketterlin-Geller, L. (2013). Middle School Students in Texas: Algebra Ready (MSTAR): Learning Progressions Development (Tech. Rep. No. 13-03). Dallas, TX: Southern Methodist University, Research in Mathematics Education.

Wasserman, N. (2011). Bending steel. In H. Gould, D. Murray, and A. Sanfratello (Eds.), *Teachers College Mathematical Modeling Handbook* (pp. 75-82). Bedford, MA: The Consortium for Mathematics and Its Applications (COMAP).

Wasserman, N. (2011). A bit of information. In H. Gould, D. Murray, and A. Sanfratello (Eds.), *Teachers College Mathematical Modeling Handbook* (pp. 83-91). Bedford, MA: The Consortium for Mathematics and Its Applications (COMAP).

Wasserman, N. (2010). Reader reflections: A fourth way to break a stick: Conditional probability. *Mathematics Teacher*, *104*(1), 9-10.

Manuscripts Under Review and in Preparation

Wasserman, N., & Lockwood, E. (in preparation). Affordances and constraints of various multichoosing representations in combinatorics. *Journal of Mathematical Behavior*.

Chen, Y.[*], LaPlace, E.[*], Wasserman, N., & Paoletti, T. (under review). Graphical reasoning with function composition. *Journal of Mathematical Behavior.*

Wasserman, N., & Duggan, K.[*] (under review). Comparing problem types with problem stems and across mathematical domains. *Educational Studies in Mathematics.*

Wasserman, N. (under review). A visualization for graphically composing functions. *PRIMUS.*

PRESENTATIONS

Plenary Presentations

Wasserman, N. (2023). *Strengthening the role of practice in mathematics teacher education: Opportunities for university mathematics courses*. **Congreso Iberoamericano sobre conocimiento especializado del professor de matemáticas** (CIMTSK-VI), Valparaíso, Chile. 10 November 2023.

Wasserman, N. (2022). *Bridging the teacher education divide: Possibilities for university mathematics courses*. **Annual Conference of the Korea Society of Educational Studies in Mathematics**, Seoul, South Korea. 5 November 2022.

Wasserman, N. (2022). *Leveraging mathematical practice to develop pedagogy in advanced mathematical coursework.* **Mathematics Education Forum Research Day 2022**, Fields Institute for Research in Mathematical Sciences, Toronto, Canada. 29 January 2022.

Wasserman, N. (2021). *Preparing teachers through advanced mathematical coursework*. **Northeastern Conference on Research in Undergraduate Mathematics Education**. 20 November 2021.

Invited Presentations

Buchbinder, O., Wasserman, N., & Buchholtz, N. (2023). *Exploring and strengthening university mathematics courses for secondary teacher preparation*. **ZDM – Mathematics Education Webinar Series**. 28 September 2023.

Wasserman, N. (2023). *Mejorando la preparación de los profesores a través de sus cursos de matemáticas avanzado*. **Seminario en Educación Matemática**, Programa de Maestría y Doctorado en Educación Matemática, Universidad Antonio Nariño, Bogota, Colombia. 9 August 2023.

Wasserman, N. (2022). *STEM in Education*. **Workshop for Kazakhstan Visiting Scholars Program**, Teachers College, Columbia University, New York, NY. 9 December 2022.

Wasserman, N. (2022). *Upgrading Learning for Teachers in Real Analysis: A Look at Diversifying Content Connections to Counter Klein's Second Discontinuity*. **International Online Seminar: From University Mathematics to Mathematics Education**, Laboratoire de Didactique André Revuz and Institut Montpelliérain Alexander Grothendieck, University of Rouen Normandie and University of Montpellier, France. 12 September 2022.

Wasserman, N. (2022). *Mejorando la preparación de los profesores a través de sus cursos de matemáticas avanzado*. **Conferencia Pública**, Pontificia Universidad Católica de Chile, Pontificia Universidad Católica de Valparaíso, y Fundación Columbia University Global Center en Chile, Santiago, Chile. 22 June 2022.

Wasserman, N. (2022). *Investigando cursos matemáticas en la formación de profesores de matemáticas*. **Seminario de Didáctica de la Matemática**, Programa de Doctorado en Didáctica de la Matemática, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile. 6 June 2022.

Wasserman, N. (2021). *Pedagogical Mathematical Practices as a way to develop pedagogy from mathematics coursework*. **Mathematics Courses Designed to Develop Mathematical Knowledge for Teaching** (AMS Special Session), Joint Mathematics Meetings of the MAA and AMS, Washington D.C. 6 January 2021.

Wasserman, N. (2020). *Secondary mathematics teachers'* pedagogical *learning: Pedagogical mathematical practices in university mathematics courses*. **Seminar on Mathematics Education**, Department of Science Teaching, Weizmann Institute of Science, Rehovot, Israel. 22 November 2020.

Wasserman, N. (2020). *Secondary mathematics teachers'* mathematical *learning: Expanding mathematical connections in university mathematics courses*. **Seminar on Mathematics Education**, Department of Science Teaching, Weizmann Institute of Science, Rehovot, Israel. 8 November 2020.

Wasserman, N. (2020). *Secondary mathematics teachers'* pedagogical *learning: Pedagogical mathematical practices as a way to develop pedagogy from university mathematics courses*. **Center for Research in Mathematics Education Seminar Series**, Seoul National University, Seoul, South Korea. 31 October 2020.

Wasserman, N. (2020). *Secondary mathematics teachers'* mathematical *learning: Connecting to classroom teaching as a way to develop mathematics from university mathematics courses*. **Center for Research in Mathematics Education Seminar Series**, Seoul National University, Seoul, South Korea. 17 October 2020.

Wasserman, N., & Thanheiser, E., Jones, D., Amidon, J. (Hosts) (2020). *Connecting secondary teaching to advanced mathematics* (No. 17) [Audio podcast]. In **Teaching Math Teaching podcast**. Association of Mathematics Teacher Educators (AMTE). 8 July 2020. Available at: https://www.teachingmathteachingpodcast.com/17

Wasserman, N. (2020). *Connecting advanced to secondary mathematics, for secondary mathematics teachers*. **Seminario de Didáctica de la Matemática**, Instituto de Matemáticas, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile. 11 May 2020.

Wasserman, N., Holbert, N., Blikstein, P., & Cutarelli, C. (Host) (2020). *Classes in Corona* (No. 3) [Audio podcast]. In **The Blue Jay**. The Blue and White, The Undergraduate Magazine of Columbia University. May 2020. Available at: https://open.spotify.com/episode/5g8ClNZTbELSkL7foQiKVP

Cook, J. P., Heid, M. K., Smith, J. P., Zazkis, R., & Wasserman, N. (2019). *Connecting abstract algebra to secondary mathematics, for secondary mathematics teachers.* **Program in Mathematics Colloquium Series**, Teachers College, Columbia University, New York, NY. 7 October 2019.

Heid, M. K., Lai, Y., Wasserman, N., & Zazkis, R. (2019). *Panel: Connecting advanced and secondary mathematics.* **Connecting Advanced and Secondary Mathematics (CASM) Conference**, Minneapolis, Minnesota. 20 May 2019.

Dawkins, P., Inglis, M., & Wasserman, N. (2019). *The use(s) of 'is' in mathematics*. **Joint Mathematics Meetings of the MAA and AMS**, Baltimore, MA. 19 January 2019.

Wasserman, N. (2018). *Using discrete mathematics problems in secondary teaching.* **Math for America (M*f*A) Mini-Course** (3 sessions)**,** New York, NY. Fall 2018.

Wasserman, N. (2018). *Don't forget discrete mathematics!* **National Council of Teachers of Mathematics (NCTM) Annual Meeting**, Washington D.C. 26 April 2018.

Wasserman, N., Weber, K., & McGuffey, W.* (2018). *Leveraging real analysis to foster pedagogical practices.* **Joint Mathematics Meetings of the MAA and AMS**, San Diego, CA. 13 January 2018.

Wasserman, N. (2017). *Applying ideas from real analysis to secondary teaching.* **Math for America (M*f*A) Mini-Course** (3 sessions)**,** New York, NY. Fall 2017.

Wasserman, N. (2017). *Designing advanced mathematics courses for secondary teachers: Connecting to their future professional work in the classroom.* **Mathematics for Future Teachers:** A one-day conference on designing and teaching mathematics courses for pre-service teachers, Rutgers University, New Brunswick, NJ. 11 May 2017.

Wasserman, N. (2017). *What can we learn for teaching from studying advanced mathematics?* **Special Seminar**, Simon Fraser University, Vancouver, British Columbia. 24 January 2017.

Wasserman, N. (2016). *Making advanced content courses relevant to secondary teachers: Investigating an instructional model from a real analysis course.* **Brown Bag Lunch Speaker Series**, Graduate School of Education, Rutgers University, New Brunswick, NJ. 7 December 2016.

Wasserman, N. (2016). *Addressing the dilemma of advanced mathematics in secondary teacher preparation: The case of a real analysis course.* **Montclair State University Colloquium Series**, Department of Mathematical Sciences, Montclair State University, Montclair, NJ. 5 December 2016.

Wasserman, N. (2016). *The dilemma of advanced mathematics: Instructional approaches for secondary mathematics teacher education.* **Current Issues in Mathematics Education Workshop,** Teachers College, Columbia University, New York, NY. 20 November 2016.

Wasserman, N. (2016). *Accommodation of teachers' knowledge of inverse functions with the group of invertible functions*. Invited paper presented at the 13th **International Congress on Mathematical Education (ICME-13), Topic Study Group 46** (Knowledge in/for teaching mathematics at secondary level), Hamburg, Germany. 29 July 2016.

Wasserman, N., & Otten, S. (Host) (2015). *Nick Wasserman* (No. 1503) [Audio podcast]. **Math Ed Podcast: Conversations with mathematics education researchers.** Fibre Studios. 23 February 2015. Available at: http://mathed.podomatic.com/entry/2015-02-18T07_12_33-08_00

Wasserman, N. (2014). *Using pedagogical contexts to foster teachers' mathematical development and practices.* **Joint Seminar in Mathematics Education of Stony Brook University and Teachers College**, Teachers College, Columbia University, New York, NY. 5 December 2014.

Wasserman, N. (2014). *Using pedagogical contexts to explore mathematics: A parallelogram task in teacher education.* **Proof Comprehension Research Group (PCRG) Seminar**, Rutgers University, New Brunswick, NJ. 14 November 2014.

Wasserman, N. (2014). *Using cognitive conflict in mathematics education.* Opening keynote address. **World Mathematical Olympiad Competition**, hosted by the China National Committee for the Wellbeing of the Youth (NCWY), Columbia University, New York, NY. 20 August 2014.

Wasserman, N., & Walkington, C. (2013). *Exploring research in Algebra: Tackling algebra in middle school and high school.* **Research in Mathematics Education (RME) Annual Research to Practice Conference**, Dallas, TX. 15 February 2013.

Wasserman, N. (2012). *Mathematics and teaching: Teachers' knowledge of tasks and proof.* **Department of Mathematics Colloquium Series**, Southern Methodist University, Dallas, TX. 1 February 2012.

Wasserman, N., & Schielack, J. (2012). *Systems level content development: Establishing learning progressions*. **Research in Mathematics Education (RME) Annual Research to Practice Conference**, Dallas, TX. 24 February 2012.

Refereed Presentations: International and National Conferences

Wasserman, N. (2024). *Possibilities for a 3-D representation of function composition to foster graphical conceptions*. Oral communication at the 15th International Congress on Mathematical Education (ICME-15), Topic Study Group 3.5 (Visualization and embodiment in mathematics education), Sydney, Australia. 10 July 2024.

LaPlace, E. *, Chen, Y. *, Wasserman, N., & Paoletti, T. (2024). *Exploring graphical reasoning from revised responses to function composition tasks*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. 23 February 2024.

Lai, Y., Wasserman, N., Strayer, J. F., Casey, S., Weber, K., Fukawa-Connelly, T., & Lischka, A. E. (2024). *Representing learning in advanced mathematics courses for secondary mathematics teachers*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. 23 February 2024.

Wasserman, N. (2024). *Fostering a graphical conceptualization of function composition with a 3D representational tool*. Association of Mathematics Teacher Educators (AMTE) Annual Conference, Orlando, FL. 10 February 2024.

Delgado-Rebolledo, R., Zakaryan, D., & Wasserman, N. (2023). *Una aproximación a las conexiones entre el MTSK y las prácticas matemáticas pedagógicas.* Congreso

Iberoamericano sobre conocimiento especializado del professor de matemáticas (CIMTSK-VI). Valparaíso, Chile. 9 November 2023.

Chen, Y.*, Wasserman, N., Paoletti, T., & LaPlace, E.* (2023). *Exploring students' responses to composing functions given two graphs.* National Council of Teachers of Mathematics (NCTM) Research Conference, Washington, D.C. 25 October 2023.

Pinto, A., Buchbinder, O., & Wasserman, N. (2023). *The affordances of advanced mathematics for secondary mathematics teaching: Comparing research approaches and theoretical perspectives* (Working Group). Annual Conference of International Group for the Psychology of Mathematics Education (PME 46), Haifa, Israel. 17 July 2023.

Chen, Y.*, Wasserman, N., & Paoletti, T. (2023). *Exploring geometric reasoning with function composition.* Annual Conference on Research in Undergraduate Mathematics Education (RUME), Omaha, NE. 25 February 2023.

Wasserman, N. (2023). *An exploration of Pedagogical Mathematical Practices from a teacher perspective*. Association of Mathematics Teacher Educators (AMTE) Annual Conference, New Orleans, LA. 3 February 2023.

Wasserman, N. (2022). *Planning for mathematically coherent instruction: Four 'foreshadowing' practices*. Association of Mathematics Teacher Educators (AMTE) Annual Conference, Las Vegas, NV. 12 February 2022.

Wasserman, N. (2022). *Focusing mathematical coursework on developing practice: An exploration of pedagogical mathematical practices*. Association of Mathematics Teacher Educators (AMTE) Annual Conference, Las Vegas, NV. 10 February 2022.

Wasserman, N., Weber, K., Mejia-Ramos, J. P., & Fukawa-Connelly, T. (2021). *Upgrading learning for teachers in real analysis (ULTRA): An instructional model for secondary teacher education*. Long oral presentation at the 14th International Congress on Mathematical Education (ICME-14), Topic Study Group 33 (Knowledge in/for teaching mathematics at secondary level), Shanghai, China. 17 July 2021.

Mirin, A., Weber, K., & Wasserman, N. (2021). *What is a function?* Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 42), Mazatlán, Mexico. 29 May 2021.

Fukawa-Connelly, T., Wasserman, N., Weber, K., & Mejia-Ramos, J. P. (2019). *Upgrading Learning for Teachers in Real Analysis (ULTRA): A curriculum project.* Poster presented at the Annual Conference on Research in Undergraduate Mathematics Education (RUME), Oklahoma City, OK. 2 March 2019.

Wasserman, N., Zazkis, R., Baldinger, E., Marmur, O., & Murray, E. (2019). *Points of connection to secondary teaching in undergraduate mathematics courses*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), Oklahoma City, OK. 2 March 2019.

Wasserman, N. (2019). *Content courses for secondary teachers: Teachers' attributions for influencing teaching practice*. Association of Mathematics Teacher Educators (AMTE) Annual Conference, Orlando, FL. 7 February 2019.

Wasserman, N. (2018). *Exploring the secondary teaching of functions in relation to the learning of abstract algebra*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), San Diego, CA. 24 February 2018.

Weber, K., Wasserman, N., Mejia-Ramos, J. P., & Fukawa-Connelly, T. (2018). *Connecting the study of advanced mathematics to the teaching of secondary mathematics: Implications for teaching inverse trigonometric functions*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), San Diego, CA. 22 February 2018.

Dawkins, P., Inglis, M., & Wasserman, N. (2018). *The use(s) of 'is' in mathematics*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), San Diego, CA. 22 February 2018.

Wasserman, N., & McGuffey, W.* (2018). *Advanced mathematics courses for secondary teachers: An instructional model for connecting to secondary teaching practice*. Association

of Mathematics Teacher Educators (AMTE) Annual Conference, Houston, TX. 8 February 2018.

Wasserman, N., Weber, K., Mejia-Ramos, J. P., & Fukawa-Connelly, T. (2018). *Designing real analysis courses for secondary mathematics teachers.* Joint Mathematics Meetings of the MAA and AMS, San Diego, CA. 11 January 2018.

Wasserman, N., Fukawa-Connelly, T., & Weber, K. (2017). *Leveraging real analysis to foster pedagogical practices.* National Council of Teachers of Mathematics (NCTM) Research Conference, San Antonio, TX. 5 April 2017.

Wasserman, N., Weber, K., & McGuffey, W.* (2017). *Leveraging real analysis to foster pedagogical practices.* Annual Conference on Research in Undergraduate Mathematics Education (RUME), San Diego, CA. 23 February 2017.

Baldinger, E., Murray, E., White, D., Broderick, S., & Wasserman, N. (2016). *Exploring connections between advanced and secondary mathematics* (Working Group). Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 38), Tucson, AZ. 4 November 2016.

Wasserman, N. (2016). *Nonlocal mathematical knowledge for teaching.* Annual Conference of International Group for the Psychology of Mathematics Education (PME 40), Szeged, Hungary. 5 August 2016.

Murray, E., & Wasserman, N. (2016). *Connecting solving equations in an advanced context to secondary mathematics instruction*. 13th International Congress on Mathematical Education (ICME-13), Topic Study Group 46 (Knowledge in/for teaching mathematics at secondary level), Hamburg, Germany. 29 July 2016.

Ribeiro, M., Jakobsen, A., Ribeiro, A., Wasserman, N., Carrillo, J., Montes, M., & Mamolo, A. (2016). *Reflecting upon different perspectives on specialized advanced mathematical knowledge for teaching* (Working Group). 13th International Congress on Mathematical Education (ICME-13), Hamburg, Germany. 29 July 2016.

Lockwood, E., Wasserman, N., & McGuffey, W.* (2016). *Classifying combinations: Do students distinguish between different types of combination problems?* Annual Conference on Research in Undergraduate Mathematics Education (RUME), Pittsburgh, PA. 26 February 2016.

Wasserman, N. (2016). *Unpacking teachers' moves for navigating mathematical complexities in teacher education.* Association of Mathematics Teacher Educators (AMTE) Annual Conference, Irvine, CA. 29 January 2016.

Murray, E., Baldinger, E., Wasserman, N., Broderick, S., Cofer, T., White, D., & Stanish, K. (2015). *Exploring connections between advanced and secondary mathematics* (Working Group). Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 37), East Lansing, MI. 6 November 2015.

Casey, S., Zejnullahi, R., Wasserman, N., & Champion, J. (2015). *Preparing to teach statistics: Connecting subject matter and pedagogical content knowledge.* United States Conferences on Teaching Statistics (USCOTS), State College, PA. 29 May 2015.

Wasserman, N., Stockton, J., Weber, K., Champion, J., Waid, B.*, Sanfratello, A.*, & McCallum, W. (2015). *Exploring the role of the mathematical horizon for secondary teachers*. National Council of Teachers of Mathematics (NCTM) Research Conference, Boston, MA. 14 April 2015.

Wasserman, N., Villanueva, M., Mejia-Ramos, J. P., & Weber, K. (2015). *Secondary mathematics teachers' perceptions of real analysis in relation to their teaching practice*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), Pittsburgh, PA. 21 February 2015.

Wasserman, N., & Mamolo, A. (2015). *Knowledge for teaching: Horizons and mathematical structures.* Annual Conference on Research in Undergraduate Mathematics Education (RUME), Pittsburgh, PA. 19 February 2015.

Wasserman, N., Casey, S., Champion, J., Huey, M., Sanfratello, A.*, & Waid, B.* (2015). *Exploring the impact of advanced mathematics on secondary teaching practices.*

Association of Mathematics Teacher Educators (AMTE) Annual Conference, Orlando, FL. 13 February 2015.

Wasserman, N., Mamolo, A., Ribeiro, C. M., & Jakobsen, A. (2014). *Exploring horizons of knowledge for teaching.* Joint meeting of International Group for the Psychology of Mathematics Education (PME 38) and North American Chapter of the Psychology of Mathematics Education (PME-NA 36), Vancouver, Canada. 16 July 2014.

Casey, S., Wasserman, N., Wilson, D. C., Molnar, A., & Shaughnessy, J. M. (2014). *Knowledge for teaching informal line of best fit.* National Council of Teachers of Mathematics (NCTM) Research Presession, New Orleans, LA. 8 April 2014.

Wasserman, N., & Stockton, J. (2014). *The impact of teachers' knowledge of group theory on early algebra teaching practices.* Association of Mathematics Teacher Educators (AMTE) Annual Conference, Irvine, CA. 6 February 2014.

Wasserman, N., & Stockton, J. (2013). *Group theory's effect on mathematical knowledge for teaching*. Poster presented at National Council for Teachers of Mathematics (NCTM) Research Presession, Denver, CO. 15 April 2013.

Wasserman, N. (2013). *A rationale for irrationals: Convincing students they exist.* National Council of Teachers of Mathematics (NCTM) Annual Conference, Denver, CO. 18 April 2013.

Wasserman, N., & Williams-Rossi, D. (2013). *Discussing proof in STEM fields: Mathematics and science teachers' use of inductive evidence*. International Consortium for Research in Science and Mathematics Education (ICRSME) Conference, Granada, Nicaragua. 13 March 2013.

Wasserman, N. (2013). *Exploring teachers' categorizations and conceptions of combinatorial problems.* Research Council on Mathematics Learning (RCML) Annual Conference, Tulsa, OK. 28 February 2013.

Wasserman, N., Norris, S., & Carr, T. (2013). *Comparing a 'flipped' instructional model in an undergraduate Calculus III course*. Annual Conference on Research in Undergraduate Mathematics Education (RUME), Denver, CO. 22 February 2013.

Quebec-Fuentes, S., Wasserman, N., & Switzer, J. (2013). *Advanced mathematics content: A comparative analysis of CCSSM and mathematics textbooks for teachers*. Association of Mathematics Teacher Educators (AMTE) Annual Conference, Orlando, FL. 24 January 2013.

Wasserman, N., & Stockton, J. (2013). *Researching the mathematical horizon: Two complementary perspectives.* Poster presented at Association of Mathematics Teacher Educators (AMTE) Annual Conference, Orlando, FL. 24 January 2013.

Ketterlin-Gellar, L., Wasserman, N., Chard, D., Fontenot, S., & Zachary, S. (2012). *Progress with fractions: Using learning progressions to guide instruction.* Council for Learning Disabilities (CLD) International Conference. Austin, TX. 11 October 2012.

Stockton, J., & Wasserman, N. (2012). *Mapping the Common Core State Standards to advanced mathematical knowledge for teaching*. Mathematical Association of America (MAA) MathFest. Madison, Wisconsin. 4 August 2012.

Wasserman, N., & Walkington, C. (2012). *Exploring links between beginning UTeachers' beliefs and observed classroom practices.* UTeach Institute Annual Conference, University of Texas at Austin, Austin, TX. 1 June 2012.

Wasserman, N., & Ham, E. (2012). *Attributes of good mathematics teaching: When are they learned?* Poster presented at International Congress on Mathematics Education (ICME-12), Seoul, Korea. 11 July 2012.

Wasserman, N., & Ham, E. (2011). *Learning to be a successful mathematics teacher: Reflections on two teacher education models*. UTeach Institute Annual Conference, University of Texas at Austin, Austin, TX. 24 May 2011.

Refereed Presentations: Regional Conferences

Basaraba, D., Wasserman, N., Ketterlin-Geller, L., & Hill, S. (2012). *Learning progressions for algebra readiness: A roadmap for instructional planning*. Poster presented at Center on Teaching and Learning (CTL) Research to Practice Conference, Portland, OR. 28 October 2012.

Wasserman, N., & Ham, E. (2011). *A question of when, for beginning mathematics teachers*. National Council of Teachers of Mathematics (NCTM) Regional Conference, Albuquerque, NM. 3 November 2011.

Wasserman, N., & Ham, E. (2011). *A question of when, for beginning mathematics teachers*. National Council of Teachers of Mathematics (NCTM) Regional Conference, Atlantic City, NJ. 21 October 2011.

Welch, A., Wright, R., Wasserman, N., & Garcia, K. (2011). *UTeach Graduates Roundtable*. UTeach Institute Annual Conference, University of Texas at Austin, Austin, TX. 24 May 2011.

Wasserman, N., & Arkan, I. (2011). *Archimedes rediscovered through technology.* New York State Association of Independent Schools (NYSAIS) Teaching with Technology Conference, Abraham Joshua Heschel School, New York, NY. 27 April 2011.

Wasserman, N., & Ham, E. (2010). *A question of "When?" for beginning mathematics teachers.* Association of Mathematics Teachers of New York State (AMTNYS) Annual Conference, Saratoga Springs, NY. 13 November 2010.

Wasserman, N. (2010). *Partition and iteration in Algebraic thinking: Intuition with linearity.* Association of Mathematics Teachers of New York State (AMTNYS) Annual Conference, Saratoga Springs, NY. 12 November 2010.

Wasserman, N. (2006). *Stacking paper cups*. UTeach professional development, University of Texas at Austin, Austin, TX. November 2006.

GRANTS

Awarded

Wasserman, N. (PI). *Teaching mathematics with technology.* Teachers College, Columbia University, Rapid Prototyping Grant, Office of the Provost. 2018. (Award: $6,000)

Wasserman, N. (PI). *Designing abstract algebra tasks for secondary mathematics teacher education.* Teachers College, Columbia University, Dean's Grant for Pre-Tenured and Non-Tenure Track Faculty. 2017. (Award: $9,500)

Weber, K., Wasserman, N. (Co-PI), Mejia-Ramos, J. P., Fukawa-Connelly, T., & Cohen-Corwin, A. *Collaborative research: ULTRA: Upgrading learning for teachers in real analysis*. National Science Foundation, Improving Undergraduate STEM Education (IUSE). 2015-2018. (Award #1524739: $519,650)

Wasserman, N. (PI). *Teachers' advanced mathematics knowledge: Understanding what transforms the elementary, middle, and secondary teaching of mathematics.* Southern Methodist University, University Research Council. 2012-2013. (Award: $2,600)

Submitted

Cook, J. P., Lockwood, E., Reed, Z., & Wasserman, N. (Co-PI). *Undergraduate students' reasoning about equivalence in multiple mathematical domains: Expanding and refining.* National Science Foundation, EHR Core Research (ECR). 2024. (Submitted)

Wasserman, N. (PI), Tillema, E., & Alexander, N. *Collaborative research: Accessibility and Identity via Discrete Mathematics (ACCESS-MATH)*. National Science Foundation, EHR Core Research (ECR). 2022. (Not awarded)

Wasserman, N. (PI). *Investigating how secondary teachers' knowledge of abstract algebra impacts algebra teaching.* Spencer Postdoctoral Fellowship. National Academy of Education and the Spencer Foundation. 2013. (Not awarded)

Fulbright Specialist

Wasserman, N. (Fulbright Specialist). *Advanced mathematics courses in secondary teacher education.* Joint project proposal by Pontificia Universidad Católica de Chile, Santiago, Chile, and Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile. Fulbright Chile. U. S. Department of State. 2022 [Original project in 2020; delayed due to COVID-19].

Other Contributions

Wasserman, N. (Advisory Board Member – mathematics teacher educator expert). *Making upper division mathematics courses more relevant for future high school teachers: The case of inquiry-oriented dynamical systems and modeling* (PIs: Rasmussen, Carney & Fortune). National Science Foundation, Improving Undergraduate STEM Education (IUSE). 2024-2027.

Wasserman, N. (Advisory Board Member – mathematics education doctoral educator). *Third national conference on doctoral programs in mathematics education* (PIs: Shih & Reys). National Science Foundation. 2019-2022 [delayed due to COVID-19].

Wasserman, N. (Advisory Board Member – task design expert). *Developing and validating proof comprehension tests in real analysis* (PIs: Mejia-Ramos, Weber, Gitomer, Lew & Melhuish). National Science Foundation, Improving Undergraduate STEM Education (IUSE). 2018-2021.

Wasserman, N. (STEM Course Development – mathematics content expert). *A series of STE(A)M initiatives.* Teachers College, Columbia University, Provost's Investment Fund. 2017-2018.

Wasserman, N. (Consultant – mathematics content expert). *North Texas collaborative for science, math, and writing* and *Ft. Worth/Dallas Xtreem science and math institute* (University of North Texas). Teacher Quality Grants, under 2002 NCLB: Public Law 107-110. 2012-2014; 2014-2015.

Wasserman, N. (Consultant – mathematics content expert). *Elementary school students in Texas algebra readiness (ESTAR)* and *Middle school students in Texas algebra readiness (MSTAR) diagnostic assessments* (Southern Methodist University, Research in Mathematics Education). Texas Education Agency. 2013-2014.

OTHER PROFESSIONAL ACTIVITIES

Center for the Professional Education of Teachers (CPET), Mathematics instructional coach, Westchester Square Academy, Bronx, NY, 2018-2019

InchUp, LLC (founding partner), Dynamic software development, New York, NY, 2014-2021

Amplify., Curriculum development, Measurement in the Middle Grades, New York, NY, 2013-2014

SERVICE ACTIVITIES

Service to the Profession and Community

Journals (Editorial Board Member)

International Journal of Research in Undergraduate Mathematics Education (IJRUME) · 2021-present

Journal of Mathematical Behavior (JMB) · 2020-present

Journal of Mathematics Education at Teachers College (JMETC) (Chair) · 2014-present

Journals (Other Editorial Positions)

ZDM – Mathematics Education (ZDM) (Guest Editor) · 2022-2023

Mathematics Teacher (MT), Delving Deeper (Department Editor) · 2015-2019

Journal of Mathematics Education at Teachers College (JMETC) (Guest Editor) · 2011

Journals (Peer Referee) *(ongoing)*

Journal for Research in Mathematics Education

Educational Studies in Mathematics

Journal of Mathematical Behavior
Journal of Mathematics Teacher Education
For the Learning of Mathematics
Journal of Teacher Education
ZDM – Mathematics Education
International Journal of Research in Undergraduate Mathematics Education
Mathematical Thinking and Learning

Journals (Peer Referee) *(previous)*
Mathematics Teacher
Mathematics Teaching in the Middle School
School, Science and Mathematics
Canadian Journal of Science, Mathematics and Technology Education
International Journal of Science and Mathematics Education
Nordic Studies in Mathematics Education (NOMAD)
Problems, Resources, and Issues in Mathematics Undergraduate Studies
Journal of Mathematics Education at Teachers College

Professional Organizations and Conferences (Various roles)
Research in Undergraduate Mathematics Education (RUME), Special Interest Group of the Mathematical Association of America (MAA), Treasurer · 2020-2024 [two terms]
Research in Undergraduate Mathematics Education (RUME) Annual Conference, Program Committee Member · 2017-present
International Seminar of Conhecimento Interpretative e Especializado do Professor que Ensina Matemática (CIEspMat), International Committee Member · 2019
Association of Mathematics Teacher Educators (AMTE), (STaR) AMTE Manuscript Mentor · 2019-present
Association of Mathematics Teacher Educators (AMTE) Annual Conference, Reviewer · 2014-present
Association of Mathematics Teacher Educators in Texas (AMTE-TX), Nominations and Elections Committee Member · 2012-2015
UTeach Alumni Conference (UTEACH), Program Committee Member · 2013-2014

Other Professional Engagement (Various roles)
National Science Foundation (NSF), NSF Panelist · 2024
Review for promotion and tenure, Blinded University, External Reviewer · 2024
Review for promotion and tenure, Blinded Universidad de Chile, External Reviewer · 2022
Review for promotion and tenure, Blinded University, External Reviewer · 2022
Review for promotion and tenure, Blinded University, External Reviewer · 2021
Review for promotion and tenure, Blinded University, External Reviewer · 2021
National Fund for Scientific and Technological Research (FONDECYT-CHILE), Agencia Nacional de Investigación y Desarrollo (ANID), Gobierno de Chile, Education Evaluation Group Reviewer · 2020
High School Redesign, James Bowie High School, Austin, TX, Steering Committee Member · 2005-2006

Service to the College and University
Teachers College, Columbia University
College Committees (Elected or Invited)
Faculty Executive Committee (FEC), FEC Chair · 2023-2024
Middle States Commission on Higher Education Working Group, Invited Committee Member · 2023-2024
Faculty Executive Committee (FEC), MST Department Elected Representative · 2020-2024

Academic Program Subcommittee of the Faculty Executive Committee (APS), Chair of Committee · 2021-2023
Academic Program Subcommittee of the Faculty Executive Committee (APS), MST Department Elected Representative · 2020-2024
Faculty Salary Committee (FSC), Elected Committee Member (Assistant Professor Representative) · 2014-2017

College Committees (Volunteer)
Sonia Kovalevsky Day, Mathematics Department, Columbia University, Committee Member · 2023-2024
Fulbright Student Program, Faculty Review Committee · 2020-present
Abby M. O'Neill Fellowship Committee, Committee Member (Department of Mathematics, Science, and Technology Representative) · 2018-2019, 2020-present
Teacher Education and Policy Committee (TEPC), Committee Member · 2017-present
FFSS Financial Plan Design Event, Volunteer Faculty Member · 2017
Dean's Grant for Student Research, Committee Member · 2013-2014

Department of Mathematics, Science, and Technology (MST) Committees
STEAMnasium, Presenter (with MSTM 4025 students) · 2018-2020
Departmental STEM Course Development Committee, Committee Member (Program in Mathematics Education Representative) · 2018-2019
Program in Mathematics Education, 2020 Council for the Accreditation of Educator Preparation (CAEP) Coordinator · 2016-present
Journal of Mathematics Education at Teachers College, Chair of Editorial Board · 2014-present

Search Committees
A&H Music Education Faculty Search Committee, Committee Member · 2024-2025
Associate Provost Search Committee, Committee Member · 2023
C&T Disability Studies in Education Faculty Search Committee, Committee Member · 2022-2023
Program in Mathematics Education Visiting Professor Search Committee, Committee Member · 2022-2023
Program in Mathematics Education Faculty Search Committee, Committee Member · 2017-2018
Director of Academic Administration Search Committee, Committee Member (Program in Mathematics Education Representative) · 2014

Other Professional Engagement (Various roles)
Review for promotion, Internal Reviewer · 2023

Southern Methodist University
College Committees
Scholarship, Admissions, and Recruitment Committee, Committee Member · 2012-2013
Math, Science, Technology Faculty Search Committee, Committee Member · 2012-2013
Math, Science, Technology Graduate Curriculum Committee, Chair of Committee · 2011-2013

GRADUATE ADVISING
Doctoral Sponsor (Current)
Sarah Nelson, Program in Mathematics Education (Ph.D.)
Benjamin Bailey, Program in Mathematics Education (Ed.D.)
Anthony Delgado, Program in Mathematics Education (Ph.D.)
Sekou Cox, Program in Mathematics Education (Ed.D.)

Davidson Barr, Program in Mathematics Education (Ph.D.)
Yuxi Chen, Program in Mathematics Education (Ed.D.)
Salvatore Giunta, Program in Mathematics Education (Ed.D.)
Baldwin Mei, Program in Mathematics Education (Ed.D.)
Zohreh Janinezhad, Program in Mathematics Education (Ed.D.)
Cindy Zhang, Program in Mathematics Education (Ed.D.)
Mine Cekin, Program in Mathematics Education (Ed.D.)
Daniel Gil, Program in Mathematics Education (Ed.DCT.)
Jimmy Giff, Program in Mathematics Education (Ed.DCT.)
Elcilia Taveras, Program in Mathematics Education (Ed.D.)

Graduate Research Assistants
Katherine Duggan, Program in Mathematics Education (M.S.), 2023
Novia Anditya, Program in Mathematics Education (M.S.), 2023
Emma LaPlace, Program in Mathematics Education (Ed.D.), 2023
Yuxi Chen, Program in Mathematics Education (Ed.D.), 2022-2023
Nathan Dilworth, Program in Mathematics Education (Ph.D.), 2019
Sarah Nelson, Program in Mathematics Education (Ph.D.), 2018-2019
William McGuffey, Program in Mathematics Education (Ph.D.), 2015-2018
Patrick Galarza, Program in Mathematics Education (Ph.D.), 2017
Cris Wellington, Program in Mathematics Education (Ed.D.), 2017
Elizabeth Wentworth, Program in Mathematics Education (Ed.D.), 2016-2017
Andrew Sanfratello, Program in Mathematics Education (Ph.D.), 2014-2015
Christa Quint, Program in Mathematics Education (Ed.D.), 2014-2015
Brandie Waid, Program in Mathematics Education (Ph.D.), 2014
Arundhati Velamur, Program in Mathematics Education (M.A.), 2013-2014

Graduate Student Guest Editors (*Journal of Mathematics Education at Teachers College*)
Molly Stern, Program in Mathematics Education, 2024-2025
Emma LaPlace, Program in Mathematics Education, 2024
Jimmy Giff, Program in Mathematics Education, 2023-2024
Kaori Yamamoto, Program in Mathematics Education, 2023
Baldwin Mei, Program in Mathematics Education, 2022-2023
Davidson Barr, Program in Mathematics Education, 2022
Alyssa MacMahon, Program in Mathematics Education, 2021-2022
Nasriah Morrison, Program in Mathematics Education, 2021
Anisha Clarke, Program in Mathematics Education, 2020-2021
Brian Darrow, Jr., Program in Mathematics Education, 2020
Dyanne Baptiste, Program in Mathematics Education, 2019-2020
Sarah Nelson, Program in Mathematics Education, 2019
Paul Gray, Program in Mathematics Education, 2018-2019
Patrick Galarza, Program in Mathematics Education, 2018
Mara Markinson, Program in Mathematics Education, 2017-2018
Elizabeth Wentworth, Program in Mathematics Education, 2017
Brandon Milonovich, Program in Mathematics Education, 2016-2017
Kimberly Barba, Program in Mathematics Education, 2016
William McGuffey, Program in Mathematics Education, 2015-2016
Beatriz Levin, Program in Mathematics Education, 2015
Matthew DeGraaf, Program in Mathematics Education, 2014-2015
Simone Salmon-Nembhard, Program in Mathematics Education, 2014

Dissertation Committee, Sponsor

Ph.D., Sponsor · Fernando Carnauba, Mathematics Education, "The difficulty and accessibility of combinatorics problems: Evidence from large-scale assessments and student interviews" · Columbia University, New York, NY, Fall 2023
Ed.D., Sponsor · Elizabeth Wentworth, Mathematics Education, "Mathematics and music: The effects of an integrated approach on student achievement and affect" · Teachers College, Columbia University, New York, NY, Spring 2019
Ph.D., Sponsor · Sunyoung Ban, Mathematics Education, "The influence of teaching instruction and learning styles on mathematics anxiety in the developmental mathematics classroom" · Columbia University, New York, NY, Spring 2019
Ph.D., Sponsor · Patrick Galarza, Mathematics Education, "The effects of mathematical game play on the cognitive and affective development of pre-secondary students" · Columbia University, New York, NY, Fall 2018
Ph.D., Sponsor · Beatriz Levin, Mathematics Education, "Gender gap in mathematics achievement in Brazil: Teachers' implicit gender bias" · Columbia University, New York, NY, Fall 2018
Ph.D., Sponsor · Kimberly Barba, Mathematics Education, "Mindset over matter: How does parent mathematical mindset relate to student mathematical experience?" · Columbia University, New York, NY, Fall 2018
Ph.D., Sponsor · Brandie Waid, Mathematics Education, "Pre-service mathematics teacher beliefs and growth mindset assessment practices" · Columbia University, New York, NY, Spring 2018
Ph.D., Sponsor · William McGuffey, Mathematics Education, "Insights from college algebra students' reinvention of limit at infinity" · Columbia University, New York, NY, Spring 2018
Ph.D., Sponsor · Mengmeng Cao, Mathematics Education, "An examination of three-dimensional geometry in high school curricula in the U.S. and China" · Columbia University, New York, NY, Fall 2017
Ed.D., Sponsor · Vincent Bulone, Mathematics Education, "An investigation into post-secondary students' understanding of combinatorial questions" · Teachers College, Columbia University, New York, NY, Spring 2017

Dissertation Committee, Second Reader

Ed.D. Committee Member, Second reader · Salvatore Maimone, Mathematics Education, "Eliminating remedial mathematics: A case study of the design and implementation of a module mathematics curriculum" · Teachers College, Columbia University, New York, NY, Spring 2021
Ed.D. Committee Member, Second reader · Lucretia Glover, Mathematics Education, "Teaching mathematics for social justice: How students in an all-girls independent school setting use mathematics to read and write the world" · Teachers College, Columbia University, New York, NY, Spring 2019
Ed.D. Committee Member, Second reader · Bakary Sagna, Mathematics Education, "Effectiveness of remedial mathematics supplemental instruction: An urban community college study" · Teachers College, Columbia University, New York, NY, Spring 2019
Ed.D. Committee Member, Second reader · Xingchi Lu, Mathematics Education, "A comparative study of the introduction of advanced placement and international baccalaureate courses in Chinese mathematics education" · Teachers College, Columbia University, New York, NY, Spring 2019
Ed.D. Committee Member, Second reader · Bibi Khan, Mathematics Education, "The effectiveness of supplemental instruction and online homework in first semester calculus" · Teachers College, Columbia University, New York, NY, Spring 2018
Ed.D.C.T. Committee Member, Second reader · Edward DePeau, Mathematics Education, "Mathematics A Regents examination: Performance differences between Russian federation students and United States students" · Teachers College, Columbia University, New York, NY, Fall 2016

Ed.D. Committee Member, Second reader · Shereen Khan, Mathematics Education, "Mathematics proficiency of primary school students in Trinidad and Tobago" · Teachers College, Columbia University, New York, NY, Fall 2016
Ed.D. Committee Member, Second reader · Kena Gibson, Mathematics Education, "Mathematics education in one special high school for mathematically talented students" · Teachers College, Columbia University, New York, NY, Fall 2016
Ed.D. Committee Member, Second reader · Jessica Vialva, Mathematics Education, "Mathematics anxiety within an inquiry-based, developmental mathematics classroom" · Teachers College, Columbia University, New York, NY, Spring 2016
Ph.D. Committee Member, Second reader · Elizabeth Brennan DeGraaf, Mathematics Education, "What makes a good problem? Perspectives of students, teachers, and mathematicians" · Columbia University, New York, NY, Spring 2015
Ed.D. Committee Member, Second reader · Christa Quint, Mathematics Education, "A study of the efficacy of the flipped classroom model in a university mathematics classroom" · Teachers College, Columbia University, New York, NY, Spring 2015
Ph.D. Committee Member, Second reader · Shalini Sudarsanan, Mathematics Education, "Keeping up with the times: How are teacher preparation programs preparing aspiring elementary teachers to teach mathematics under the new standards of today?" · Columbia University, New York, NY, Fall 2014

Dissertation Committee, Other Member

Ph.D. Committee Member, Chairperson · Nasriah Morrison, Mathematics Education, "Proof and possibility: Emerging mathematics conceptions, self-efficacy, and identity in the stories of contemporary Black mathematicians" · Columbia University, New York, NY, Spring 2024
Ph.D. Committee Member, Chairperson · Yihua Shen, Mathematics Education, "Analyzing the national college entrance mathematics examinations in China in 1952-1965 and 1977-1984" · Columbia University, New York, NY, Fall 2023
Ph.D. Committee Member, Outside reader · Colleen Oppenzato, Cognitive Science in Education, "Rebalancing fraction arithmetic practice" · Columbia University, New York, NY, Fall 2023
Ph.D. Committee Member, Chairperson · Sonam Tobgye, Science Education, "Multi-compartment network model of science teacher education based on social constructivist principles: Proposing an analytic model for understanding science teacher education practices" · Columbia University, New York, NY, Fall 2023
Ed.D. Committee Member, Chairperson · Yixiong Chen, Mathematics Education, "An analysis of covariational reasoning pedagogy for the introduction of derivative in selected calculus textbooks" · Teachers College, Columbia University, New York, NY, Spring 2023
Ed.D. Committee Member, Chairperson · Chandra Mongroo, Mathematics Education, "Mathematics college readiness at a small parochial school" · Teachers College, Columbia University, New York, NY, Fall 2022
Ph.D. Committee Member, Chairperson · Brian Darrow, Mathematics Education, "On mathematical expertise, inhibitory control, and facets of college students' psychoeducational profile: An empirical investigation" · Columbia University, New York, NY, Fall 2022
Ed.D. Committee Member, Chairperson · Alyssa MacMahon, Mathematics Education, "Secondary mathematics technology enhanced formative assessment: A theoretical framework and performance-based instrument" · Teachers College, Columbia University, New York, NY, Fall 2022
Ph.D. Committee Member, Third reader · Vera Matoshi, Mathematics Education, "Integration of technology in mathematics education: The role of teacher preparation institutions" · Columbia University, New York, NY, Spring 2022
Ed.D. Committee Member, Chairperson · Marc Yeung, Mathematics Education, "An analysis of Hong Kong secondary mathematics education: From the intended curriculum to the assessed curriculum" · Teachers College, Columbia University, New York, NY, Spring 2022

Ph.D. Committee Member, External Examiner · Kaitlyn Serbin, Mathematics Education, "Prospective teachers' knowledge of secondary and abstract algebra and their use of this knowledge while noticing students' mathematical thinking" · Mathematics Department, Virginia Tech University, Blacksburg, VA, Summer 2021

Ph.D. Committee Member, Outside reader · Yue Ma, Measurement and Evaluation, "Assessing student achievement in probability problem solving using collaboration process data: Development and use of a scoring rubric" · Columbia University, New York, NY, Spring 2021

Ed.D. Committee Member, Chairperson · Margaret Chen, Mathematics Education, "An analysis of the redesigned SAT I-Mathematics: Perceptions of teachers, English proficient students, and English language learners" · Teachers College, Columbia University, New York, NY, Spring 2021

Ph.D. Committee Member, Outside reader · Musa Elbulok, Measurement and Evaluation, "A cognitively diagnostic modeling approach to diagnosing misconceptions and subskills" · Columbia University, New York, NY, Fall 2020

Ph.D. Committee Member, Chairperson · Mustapha Nadmi, Mathematics Education, "A significant step toward the development of modern algebra: Al-Samaw'al Ibn Yahya Al-Maghribi, a twelfth century mathematician" · Columbia University, New York, NY, Spring 2019

Ph.D. Committee Member, Third reader · Moulay Aqil, Mathematics Education, "Morocco, multilingualism, cultural identity, and mathematics education post-French protectorate: A historical perspective" · Columbia University, New York, NY, Spring 2019

Ph.D. Committee Member, Chairperson · O'Rita Johnson, Mathematics Education, "The impact of parent involvement on high-achieving females' mathematics performance and decision to major in science, technology, engineering and mathematics" · Columbia University, New York, NY, Spring 2019

Ed.D. Committee Member, Chairperson · Birgitta Corneille, Mathematics Education, "The Common Core State Standards in Mathematics and K-3 word problems in textbooks" · Teachers College, Columbia University, New York, NY, Spring 2019

Ph.D. Committee Member, Third reader · Hong Yuan, Mathematics Education, "Modes of acquisition of Shanghai mathematics teachers' pedagogical content knowledge within communities of practice" · Columbia University, New York, NY, Spring 2018

Ed.D. Committee Member, Chairperson · Kanchan Sharma, Mathematics Education, "Effects of instructional videos and real-life mathematics activity on student achievement and attitude in a community college transitional mathematics course" · Teachers College, Columbia University, New York, NY, Spring 2018

Ph.D. Committee Member, Chairperson · Laura Golnabi, Mathematics Education, "Mathematics self-efficacy and flow in developmental mathematics students" · Columbia University, New York, NY, Spring 2017

Ed.D. Committee Member, Outside reader · Myra Luna-Lucero, Human Development, "Mistake detection videos: Integrating perspectives from motivation to enhance high school students' math learning" · Teachers College, Columbia University, New York, NY, Spring 2017

Ph.D. Committee Member, External examiner · Masomeh Jamshid Nejad, Mathematics Education, "Students' understanding of transformations of sinusoidal functions" · Simon Fraser University, Vancouver, British Columbia, Spring 2017

Ed.D. Committee Member, Chairperson · Nathaniel Stahl, Mathematics Education, "Winning ways for your educational plays: An analysis of students' understanding of the concept of a winning strategy" · Teachers College, Columbia University, New York, NY, Fall 2016

Ed.D. Committee Member, Outside reader · Grant Tedaldi, Art Education, "Harmonizing digital drawing practice within studio art pedagogy" · Teachers College, Columbia University, New York, NY, Spring 2016

Ph.D. Committee Member, Chairperson · Yevgeniy Milman, Mathematics Education, “Effect of the curriculum on the instructional practice of the community college faculty in the developmental mathematics courses” · Columbia University, New York, NY, Spring 2016
Ph.D. Committee Member, Outside reader · Spyridon Varthis, Science Education, “Students’ perceptions of blended learning and its effectiveness as a part of second year dental curriculum” · Columbia University, New York, NY, Spring 2016
Ph.D. Committee Member, Outside reader · Patrick Ashby, Science Education, “Critical science education in a suburban high school chemistry class” · Columbia University, New York, NY, Fall 2015
Ed.D. Committee Member, Chairperson · Elana Hagler Sichel, Mathematics Education, “Concepts of continuity in calculus: A look at how Algebra 1 and Algebra 2 shape students' understanding of continuity” · Teachers College, Columbia University, New York, NY, Spring 2015
Ed.D. Committee Member, Chairperson · Stephanie Quan, Mathematics Education, “The impact of stressful situations on mathematics anxiety and mathematics performance” · Teachers College, Columbia University, New York, NY, Spring 2015
Ph.D. Committee Member, Outside reader · Alison Miller, Science Education, “Examining the relationship between physical models and students’ science practices” · Columbia University, New York, NY, Spring 2015
Ed.D. Committee Member, Outside reader · Suzanne Zak, Music Education, “Examining the effect of asynchronous video on student learning and engagement in music e-learning” · Teachers College, Columbia University, New York, NY, Spring 2015
Ed.D. Committee Member, Chairperson · Nazar Rabadi, Mathematics Education, “Overcoming difficulties and misconceptions in calculus” · Teachers College, Columbia University, New York, NY, Fall 2014
Ph.D. Committee Member, Third reader · Nathan Alexander, Mathematics Education, “Structuring student beliefs in context: Identity, self-efficacy, and black student success in mathematics” · Columbia University, New York, NY, Fall 2014
Ed.D. Committee Member, Outside reader · Carla Marie Becker, Urban and Minority Education, “African American high school students in a space of creative engagement: From can’t to can” · Teachers College, Columbia University, New York, NY, Spring 2014

PROFESSIONAL AFFILIATIONS

Mathematical Association of America
National Council of Teachers of Mathematics
Association of Mathematics Teacher Educators
American Educational Research Association
Association of Mathematics Teachers of New York State
New York State Association of Mathematics Teacher Educators

CERTIFICATIONS

State of Texas Master Mathematics Teacher Certificate (8-12), valid for life
State of Texas Educator Certificate, Secondary Mathematics (8-12), expired April 2016