

Rebekah L. Elliott

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Education

- 2002 University of Colorado-Boulder
Ph.D. Curriculum and Instruction, Research on Teaching in Mathematics Education.
- 1985 University of California- Santa Barbara
BA Liberal Studies – Mathematics, Sociology, Art Studio

Professional Experience

Oregon State University, College of Science & College of Education

- September 2011 – present Mathematics Education Associate Professor
- September 2018 – June 2019 Interim Associate Dean of Research
- January -Sept 2018
2012-2016 Education Chair – leader of the education graduate degree programs
- 2005 – 2011 Mathematics Education Assistant Professor

Teaching Experience

University of Washington

- 2001 – 2005 Instructor and Research Faculty in Teacher Education and Curriculum & Instruction Departments. Courses: elementary mathematics methods, special topics in mathematics education, Professional Teacher Certification.

Burlingame High School; Burlingame, California

- 1987 – 1993 High school mathematics instructor and district curriculum developer.

Grants Awarded, Professional Awards, & Appointments

- January 2020
Math in Real Life: Developing Math Teacher Leaders (MiRL-DML). Proposal awarded from Oregon Department of Education, Rebekah Elliott (PI) \$16,887.

- October 2019
Designing Ambitious Mathematics Instructional Tools: A Collaborative Research-Practice Partnership. Proposal awarded from CPM Foundation. Rebekah Elliott (PI) \$275, 000.

June 2019

Google Computer Science Education, CS-ER: Supporting Computer Science Education Research in K–12. Jennifer Parham-Mocelo (PI), Elise Lockwood & Rebekah Elliott (coPI) Proposal awarded. \$141,800

Spring 2016-present

Math Learning Center Board Member. The non-profit Math Learning Center published the Pre-K and K-6 Bridges Curriculum and mathematics classroom resources.

Fall 2017

Oregon Department of Education – Ambitious Math and Science Network. Principal Investigator. Regional research-practice partnership using design cycles to co-construct instructional tools for supporting improvements in mathematics instruction, particularly to increase participation and learning of authentic mathematics for diverse learners. In 2018/19, teachers and teacher leaders from eight rural and suburban districts are developing instructional tools in support of mathematical modeling. ODE Math in Real Life Grant, PI Rebekah Elliott, Total: \$154,000

Fall 2017

Oregon Department of Education – Ambitious Math and Science Summer Institute. A two year grant to support an annual scholarly professional learning conference for Oregon mathematics and science secondary teachers and teacher leaders. Elliott, PI, \$60,000

May 2017

2017-18 ESTEME Action Research Fellow – Supporting Ambitious Mathematics with Math Majors. Project with doctoral candidate Erin Glover investigating instructional tools and practices (teaching experiment and formative assessment) in an advanced math course for intending teachers.

Fall 2016

Oregon Department of Education – Ambitious Math and Science Summer Institute. A one-year grant to support an annual scholarly professional learning conference for Oregon mathematics and science secondary teachers and teacher leaders. Elliott, PI, \$25,000

September 2016

NSF - ADVANCE Facilitator – Co-facilitator of two-week seminar to support assistant professors developing conceptions of equity, access and social justice in teaching, scholarship and service. The five-year project supports institutional-systemic change to increase the hiring, retention and promotion of female and minority-identifying STEM faculty.

May 2016-2017

Chair of the *Mathematics Teacher Educator* Editorial Panel. A National Council of Teachers of Mathematics and Association of Mathematics Teacher Educators jointly published journal.

March 2016-2022

National Science Foundation, Robert Noyce Scholarship – Ambitious Math and Science Fellows (DUE 1557328) Co-PI in College of Science, Education, and Graduate School collaborative six-year development and research grant to design longitudinal supports for OSU's Master of Science graduates and investigate the impact of programmatic supports on fellows' teaching of diverse students in high-needs educational agencies. PI Dr. Thomas Dick, Co-PI Rebekah Elliott (Award \$1,390,490).

September 2015

NSF-ADVANCE Cohort II member – Attend two-week course on advancing equity, access, and social justice. A systemic change initiative to address different, power and discrimination for OSU leaders.

April 2015

General Research Fund (GRF) OSU Research Office -- *Tools for Enacting Secondary Mathematics Argumentation: Investigating the Demands of Developing Skilled Teaching*. Award \$7,566

April 2015

Oregon State University Outreach & Engagement Vice Provost Award for Excellence, Partnerships Innovation Team Award for Math Practice Cycle – Rebekah Elliott and Wendy Aaron. Award \$1000

February 2012

Oregon State LL Stewart Grant – Supporting the Design and Enactment of Ambitious Teaching Practices in Teacher Education Programs. Award \$4,358

February 2010

American Association of Teacher Education Colleges – Sage Publications, Outstanding *Journal of Teacher Education* Article Award. Elliott, R., Kazemi, E., Lesseig, K., Mumme, J., Carroll, C. & Kelley-Petersen, M. (2009). Conceptualizing the work of leading mathematical tasks in professional development. *Journal of Teacher Education*, 60(4), 364-379.

Fall 2009 – 2015

Mathematics Studio Fellowship Program – A Model for Mentoring New and Master Teachers– National Science Foundation (DUE – 0934953). Co-PI recruiting highly qualified preservice teachers to work in high needs districts. Designing innovative preservice Master’s program to coordinate university and school based learning. Six-year project with OSU, Teachers Development Group, and Oregon/Washington School Districts. PI Dr. Thomas Dick. Award 1.5mil.

Spring 2008 – 2012

Algebra in Context, Oregon ESEA Title II Mathematics and Science Partnership. Co-PI in four-year research and development grant to support mathematics, science, and career & technical education teacher collaboration to advance de-tracked high school Algebra student achievement in a socio-economically diverse, Gates Foundation *small-school*. This qualitative study involves teacher/administrator interviews and observations of teachers’ collaborative working groups, classroom teaching, and participation in professional development. PI Dr. Larry Flick. Award \$518,698.

Spring 2006- 2012

Researching Mathematics Leader Learning, National Science Foundation Teacher Professional Continuum Grant. (ESI 0554186). Co-PI Investigator, PI on OSU sub-award. Five-year, two-phased, qualitative/quantitative research grant to build theory and use theory to design innovative leader professional development. Two series of video and text case-based seminars developed to highlight how leaders may advance teachers’ mathematical learning in professional development. A discourse intensive video study with over 70 K-12 leaders’ participation in seminars, data from a comparison group of leaders, and case studies of leader facilitation with over 150 teachers, this research builds foundational knowledge on how and what leaders of professional development need to know to build mathematical knowledge for teaching. PI Judith Mumme. Award \$593,405/OSU, \$2.2mil total.

Spring 2006

Oregon State University L.L. Stewart Faculty Development Award, Developing Facilitators of Video-Cases Award. \$516

Winter 2005

Integrating Case-Based Learning into Mathematics and Science Education, Oregon State University Center for Teaching and Learning Innovation Grant. Award \$1575

Invited Presentation

Greenwood, J. Bussemann, H., & Elliott, R. (2020, March). Teacher leader collaborations to design, enact, and refine mathematics modeling instructional routines. Invited session Teachers Development Group Leadership Seminar, Portland, OR, March 4-7, 2020.

Brunner, M., Stoddard, E., & Elliott, R. (2020, March). Mathematical modeling instructional tools fostering student agency and equity. Invited session Teachers Development Group Leadership Seminar, Portland, OR, March 4-7, 2020.

Elliott, R. & Aaron, W. (2018, December). Reimagining the first two years of high school mathematics: Ambitious teaching and ambitious math. Keynote address, Oregon Department of Education, *Oregon Mathways Initiative Conference*. Portland, OR. December 13, 2018.

Elliott, R. (2018, August). Supporting ambitious mathematics teaching: Considering tools for reasoning, discourse and mathematical modeling. Keynote address, *Future society! Looking for a dream in mathematics education 2018 Gyeongnam International Conference on Mathematics Education*. Changwon, South Korea, August 8, 2018.

Publications

(* peer reviewed/refereed articles)

**Elliott, R & Knapp, M. (2019). *Teacher-Designed Mathematical Modeling Routines for Secondary Classrooms*. Online publication for the *Annual Research Conference of the National Council of Mathematics*. San Diego, CA, April 1-3, 2019.

*Lesseig, K., **Elliott, R.**, Kazemi, E., Kelley-Petersen, M., Campbell, M., Mumme, J. & Carroll, C. (2017). Leaders' Noticing of Facilitation in Videocases of Mathematics Professional Development. *Journal of Mathematics Teacher Education*. (*Elliott & Kazemi contributed equally co-second authors)

* Campbell, M & **Elliott, R.** (2015). Designing Approximations of Practice and Conceptualizing Responsive and Practice-Focused Secondary Mathematics Teacher Education. *Mathematics Teacher Education & Development*, 17(2).

*Lannin, J., Ellis, A., & **Elliott, R.** (2011) *Developing Essential Understandings of Mathematical Reasoning Grades PK-8: A Series for Teaching Mathematics*. Reston, VA: National Council of Teachers of Mathematics.

*Campbell, M & **Elliott, R.** (2011, October). An analytic frame for examining teachers' collaborative mathematics work to develop specialized content knowledge. In (Eds.) *Proceedings of the thirty-third annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*. Reno NV: University of Nevada.

* Elliott, R., Lesseig, K., & Campbell, M. (2010, October). Teacher productions of algebraic generalizations and justification (pp. 1095-1103). In P. Brosnan, D.B. Erchick, L. Flevares (Eds.)

Proceedings of the thirty-second annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education. Columbus, Ohio: Ohio State University.

- *Kazemi, E., **Elliott**, R., Mumme, J., Carroll, C., Lesseig, K., Kelley-Petersen, M. (2010). Noticing leaders' interactions with videocases of teachers engaged in mathematics tasks in professional development. In M. Sherin, V. Jacobs, R. Phillip (Eds.) *Mathematics teacher noticing: Seeing through teachers' eyes*. New York: Routledge.
- *Elliott, R. (2009). Preservice mathematics teachers learning to inquire into their practice: Cases of trying on reform. In D. Mewborn & H. S. Lee (Eds.), *Association of Mathematics Teacher Educators Monograph VI: Scholarly practices and inquiry in the preparation of mathematics teachers* (Vol. Monograph 6, pp. 137-152). San Diego, CA: Association of Mathematics Teacher Educators.
- *Elliott, R., Kazemi, E., Lesseig, K., Mumme, J., Carroll, C. & Kelley-Petersen, M. (2009). Conceptualizing the work of leading mathematical tasks in professional development. *Journal of Teacher Education*, 60(4), 364-379.
- *Elliott, R., Lesseig, K., & Kazemi, E. (2009). Sociomathematical norms in professional development: Examining leaders use of justification and its implications for practice. In L. Knott (Ed.), *The role of mathematics discourse in producing leaders of discourse: A volume in The Montana Mathematics Enthusiast monograph series in mathematics education* (Vol. 215-231). Charlotte, NC: Information Age Publishing.
- *Kazemi, E., **Elliott**, R. L., Lesseig, K., Mumme, J., Carroll, C., & Kelley-Petersen, M. (2009). Doing mathematics in professional development: Working with leaders to cultivate mathematically rich teacher learning environments. In D. Mewborn & H. S. Lee (Eds.), *Association of Mathematics Teacher Educators Monograph VI: Scholarly practices and inquiry in the preparation of mathematics teachers* (pp. 171-186). San Diego, CA: Association of Mathematics Teacher Educators.
- *Knuth, E.J. & **Elliott**, R.L. (2008). Characterizing students' understandings of mathematical proof. In P.C. Elliott & C.M. Elliott Garnett (Eds.), *Getting into the mathematical conversation: Valuing communication in mathematics classrooms* (pp. 78-84). Reston, VA: National Council of Teachers of Mathematics.
- *Elliott, R. & Kazemi, E. (2007, October). Researching mathematics leader learning: investigating the mediation of math knowledge for teaching on leaders' collective work in mathematics. In T. de Silva Lamberg & L. R. Wiest (Eds.), *Proceedings of the Twenty ninth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education* (pp. 819-826). Lake Tahoe, NV: University of Nevada, Reno.
- *Kazemi, E., **Elliott**, R., Hubbart, A., Carroll, C. & Mumme, J. (2007, October). Doing mathematics in professional development: Theorizing teacher learning with and through sociomathematical norms. In T. de Silva Lamberg & L. R. Wiest (Eds.), *Proceedings of the Twenty ninth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education* (pp.796-803). Lake Tahoe, NV: University of Nevada, Reno.
- Wolf, S. A., Borko, H., **Elliott**, R.L., & McIver, M. C. (2005). "That dog won't hunt!": Exemplary school change efforts within the Kentucky reform. In G. Ponder & D. Strahan (Eds.) *Deep change: Cases and commentary on reform in high stakes states*, (pp. 153-200). Charlotte, NC: Information Age Publications.
- *Elliott, R.L. (October, 2002). Sociocultural perspectives on mentoring mathematics student teachers. In D. S. Mewborn, P. Sztjan, D.Y. White, H.G. Wiegel, R.L. Bryant, K. Nooney (Eds.) *Proceedings of the twenty-fourth annual meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (pp.1781-1792). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.

- *Borko, H., **Elliott**, R.L. & Uchiyama, K. (2002). Professional development: A key to Kentucky's educational reform effort. *Teaching and Teacher Education*, 18, 969-987.
- *Wolf, S.A., Borko, H., **Elliott**, R.L., & McGiver, M. (2000). "That dog won't hunt!": Exemplary school change efforts within the Kentucky reform. *American Educational Research Journal*. 37(2), 349-393.
- *Borko, H. & **Elliott**, R.L. (1999). Hands - on pedagogy verses hands-off accountability: Tensions between competing commitments for exemplary math teachers in Kentucky. *Phi Delta Kappan* 80(5), 395-400.
- *Knuth, E.J. & **Elliott** R.L (1998). Characterizing students' understanding of mathematical proof. Focus Issue: the Role of Proof Throughout the Mathematics Curriculum. *Mathematics Teacher*, 91(8), 714-717.
- ***Elliott**, R.L. & Knuth, E.J. (1997, October). Teacher change: developing an understanding of meaningful mathematical discourse. *Proceedings of the nineteenth annual meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (pp. 285-290). Normal, IL.
- *Knuth, E.J. & **Elliott**, R.L. (1997, October). Preservice secondary mathematics teachers' interpretations of mathematical justification. *Proceedings of the Nineteenth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (pp. 545-552). Normal, IL
- *Nathan, M.J. & **Elliott**, R.L. (1996, October). Evaluating models of practice: Reform-based mathematics at the middle school level. *Proceedings of the Eighteenth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (p. 145). Panama City, FL.

Conference Proceedings

(** designates peer reviewed selection process, * invited presentation)

- ****Elliott**, R. Stoddard, E. & Brunner, M (Accepted). Iterative Designs of Modeling Tools for Instruction. *Proceedings of the 41st Annual Meeting of The North American Chapter of The International Group For The Psychology Of Mathematics Education*, St Louis, MO, Nov. 2019.
- ****Elliott**, R., Aaron, W., & Maluangnont, S. (2015, April). *Pedagogies for Enacting Secondary Instructional and Mathematical Practice*. Online publication for the *Annual Research Conference of the National Council of Mathematics*. Boston, MA, April 13-15, 2015.
- **Aaron, W. & **Elliott**, R. (2013). Practice-Based Classroom Collaborations for Mathematics Teacher Development. *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago, IL: University of Illinois at Chicago.
- **Campbell, M & **Elliott**, R. (2011, October). An analytic frame for examining teachers' collaborative mathematics work to develop specialized content knowledge. In (Eds.) *Proceedings of the thirty-third annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*. Reno NV: University of Nevada.
- ****Elliott**, R., Lesseig, K., & Campbell, M. (2010, October). Teacher productions of algebraic generalizations and justification (pp. 1095-1103). In P. Brosnan, D.B. Erchick, L. Flevares (Eds.) *Proceedings of the thirty-second annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*. Columbus, Ohio: Ohio State University.
- ****Elliott**, R. & Kazemi, E. (2007, October). Researching mathematics leader learning: investigating the mediation of math knowledge for teaching on leaders' collective work in mathematics. In T. de Silva

Lamberg & L. R. Wiest (Eds.), *Proceedings of the Twenty ninth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education* (pp. 819-826). Lake Tahoe, NV: University of Nevada, Reno.

- **Kazemi, E., **Elliott**, R., Hubbart, A., Carroll, C. & Mumme, J. (2007, October). Doing mathematics in professional development: Theorizing teacher learning with and through sociomathematical norms. In T. de Silva Lamberg & L. R. Wiest (Eds.), *Proceedings of the Twenty ninth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education* (pp.796-803). Lake Tahoe, NV: University of Nevada, Reno.
- **Elliott, R.L. (October, 2002). Sociocultural perspectives on mentoring mathematics student teachers. In D. S. Mewborn, P. Sztjan, D.Y. White, H.G. Wiegel, R.L. Bryant, K. Nooney (Eds.) *Proceedings of the twenty-fourth annual meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (pp.1781-1792). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- **Elliott, R.L. & Knuth, E.J. (1997, October). Teacher change: developing an understanding of meaningful mathematical discourse. *Proceedings of the nineteenth annual meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (pp. 285-290). Normal, IL.
- **Knuth, E.J. & **Elliott**, R.L. (1997, October). Preservice secondary mathematics teachers' interpretations of mathematical justification. *Proceedings of the Nineteenth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (pp. 545-552). Normal, IL
- **Nathan, M.J. & **Elliott**, R.L. (1996, October). Evaluating models of practice: Reform-based mathematics at the middle school level. *Proceedings of the Eighteenth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education*, (p. 145). Panama City, FL.

Presentations

(** designates peer reviewed selection process, * invited presentation)

- Elliott, R. Ahearn, M. Freed, M. (submitted). Re-defining HS mathematics: State efforts for educational equity across policy, practice, and teacher education. *Twenty-fourth Annual Conference of the Association of Mathematics Teacher Educators*. February,6-8, 2020, Phoenix, AZ
- Elliott, R. Stoddard, E. & Brunner, M. (submitted). A research-practice partnership for advancing modeling instruction via designed instructional tools. *Twenty-fourth Annual Conference of the Association of Mathematics Teacher Educators*, February,6-8, 2020, Phoenix, AZ
- ** Elliott, R. Stoddard, E. & Brunner, M (Accepted). Iterative Designs of Modeling Tools for Instruction. *Presentation at the 41st Annual Meeting Of The North American Chapter Of The International Group For The Psychology Of Mathematics Education*, St Louis, Mo, Nov.2019
- *Glover, E. Brunner, M., **Elliott**, R. (2019, April). Supporting ambitious mathematics with mathematics majors via tasks, routines and norms. Presentation at the Pacific Northwest regional Mathematics Association of America meeting. Portland, OR, April, 13, 2019.
- ** Elliott, R & Knapp, M. (2019, April). *Teacher-Designed Mathematical Modeling Routines for Secondary Classrooms*. Presentation for the *Annual Research Conference of the National Council of Mathematics*. San Diego, CA, April 1-3, 2019.

- ** Elliott, R. (2019, April). Opening an window onto design and research methods: Symposium discussion. In J. Amador, C. Carson, & R. Gillespie, Researching Synchronous Online Content-Focused Mathematics Coaching. Presentation for the *Annual Research Conference of the National Council of Mathematics*. San Diego, CA, April 3, 2019.
- *Elliott, R. (2018, August). Supporting ambitious mathematics teaching: Considering tools for reasoning, discourse and mathematical modeling. Keynote address, *Future society! Looking for a dream in mathematics education* 2018 Gyeongnam International Conference on Mathematics Education. Changwon, South Korea, August 8, 2018
- ** Campbell, M. P., **Elliott, R.**, Baldinger, E. E., Selling, S. K., Webb, J., & Wieman, R. (2017, Oct.). Advancing pedagogies of enactment in mathematics professional education: Implications for research and practice. Working group session, Proceedings of the Thirty-ninth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Indianapolis, IN
- ** Campbell, M. P., Selling, S. K., Aaron, W. R., Van Zoest, L., Ghousseini, H., **Elliott, R.**, Freeburn, B., Baldinger, E., Wieman, R., Lesseig, K., Knapp, M., Virmani, R., & Garcia, N. (2016, November). Designing and researching pedagogies of rehearsal and enactment for secondary mathematics teacher development. Working group at the Thirty-eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Tucson, AZ.
- ** Elliott, R., & Aaron, W. (2016, July). *Improving practice using a model of teacher professional development*. Paper presented at the 13th International Congress on Mathematics Education, Hamburg, Germany.
- ** Aaron, W.R., Campbell, M. & Elliott, R. (2016, April). Interactive discussion session at the annual research conference of the National Council of Teachers of Mathematics, San Francisco, CA, April 11-13, 2016.
- ** Rubenstein, R.N., Nazelli, C., McLoad, M., Ghosseini, H., Shaughnessy, J.M. & Elliott, R. (2016, January). Multiple Models for Practice-based Professional Development. *Presentation at the 20th Annual meeting of American Mathematics Teacher Education Conference*, Irvine, CA, January 28-20, 2016.
- **Elliott, R., Aaron, W., & Maluangnont, S. (2015, April). *Pedagogies for Enacting Secondary Instructional and Mathematical Practice*. Interactive paper session at the annual research conference of the National Council of Teachers of Mathematics, Boston, MA, April 13-15, 2015.
- **Lesseig, K., Elliott, R., & Aaron, W. (2015, April). *School-embedded professional development models to advance instructional practice*. Research symposium at the annual research conference of the National Council of Teachers of Mathematics, Boston, MA, April 13-13, 2015.
- *Elliott, R., & Aaron, W. R. (2015, March). Supporting the linguistic and mathematical demands of building explanations in lessons. Invited presentation at the annual Teachers Development Group Leadership Seminar. Portland, OR, March 19-21, 2015.
- **Elliott, R., Aaron, W.R., & Maluangnont, S. (2014, February). Pedagogies of STEM Teacher Education: Developing state level capacity for taking pedagogies of teacher professional education to scale. Oregon Association of Teacher Educators Seventeenth Annual Conference, Monmouth, OR, February 28, 2014.
- *Elliott, R., & Aaron, W.R. (2014, February). Secondary math practice cycle: Developing skills with high leverage instructional practices to enact the Standards for Mathematical Practice. Invited presentation at the annual Teachers Development Group Leadership Seminar, Portland, OR, February 12-15, 2014

- **Campbell, M. & Elliott, R. (2014, February). Approximations of Co-Constructed Instructional Explanations as Tools of Ambitious Teaching for Novice Secondary Mathematics Teachers. Presentation at the annual meeting of the *Association of Mathematics Teacher Educators*, Irvine, CA, February 6-8, 2014
- **Aaron, W., & Elliott, R. (2013, November). Practice-Based Classroom Collaborations for Mathematics Teacher Development. Presentation at the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Chicago, IL: University of Illinois at Chicago, November 14-17, 2013
- ** Elliott, R., Kazemi, E., Mumme, J., & Carroll, C. (2013, April-May). An evolving model of mathematics leader professional development. *A paper presented in the symposium, The Complexity of Mathematics Leaders Learning to Facilitate Mathematical Knowledge for Teaching, R. Elliott chair*, at the annual meeting of the American Educational Research Association, San Francisco, CA. April 27 - May 1, 2013.
- **Campbell, M., & Elliott, R. (2013, April-May). *Understanding the facilitation of teachers' collective mathematics work to develop specialized content knowledge. A paper presented in the symposium, The Complexity of Mathematics Leaders Learning to Facilitate Mathematical Knowledge for Teaching, R. Elliott chair*, at the annual meeting of the American Educational Research Association, San Francisco, CA. April 27 - May 1, 2013.
- **Gray, R., & Elliott, R. (2013, April-May). *Examining modeling as a 'boundary practice' across mathematical and scientific contexts. A poster presented in the Division C session: Science reasoning and understanding* at the annual meeting of the American Educational Research Association, San Francisco, CA. April 27 - May 1, 2013.
- ** Elliott, R., Lesseig, K., Seago, N., Kazemi, E., Carroll, C., Campbell, M., & Kelley-Petersen, M. (2013, April). *Supporting math leaders learning facilitation: Developing a research agenda*. Paper presented at the discussion session, R. Elliott chair, at the annual Research Pre-Session of the National Council of Teachers of Mathematics. Denver, CO. April 15-17, 2013.
- **Elliott, R., Campbell, M., Aaron, W., Bouwma-Gearhart, J., & Rogan-Klyve, A. (2013, February). *Pedagogies for engaging teachers with recent STEM initiatives: Supporting students and teachers*. Paper presented at the Oregon Association of Teacher Educators Sixteenth Annual Conference, Portland, OR. February, 22, 2013.
- *Elliott, R., Campbell, M., & Aaron, W. (2013, February). Secondary instructional activities supporting the CCSSM: Tools for student and teacher learning. Invited presentation at the annual Teachers Development Group Leadership Seminar, Portland, OR, February 13-16, 2013
- Elliott, R., Gray, R., & Campbell, M. (2012, June). *Secondary mathematics and science teachers learning practice*. Paper presented at the Representations of Practice Conference, Ann Arbor, MI. June 2012.
- **Kazemi, E., Kelley-Petersen, M., Elliott, R., Campbell, M., Mumme, J., Carroll, C., & Lesseig, K. (April 2012). *Using Videocases to Prepare Leaders of Professional Development in Mathematics*, as part of a symposium titled "Issues in the Facilitation of Video-Based Professional Development." American Education Research Association Annual Meeting, Vancouver, BC.
- **Lesseig, K., Elliott, R., Lannin, J., & Perkowski, M. (February, 2012) Promoting mathematical reasoning with preservice and inservice mathematics teachers. Presentation at 16th annual conference of Association of Mathematics Teacher Educators, Fort Worth, TX.
- **Perkowski, M., Lannin, J., Elliott, R. & Lesseig, K. (February, 2012). What Do We (Mathematics Teacher Educators) View as Valid Mathematical Justification? Presentation at 16th annual conference of Association of Mathematics Teacher Educators, Fort Worth, TX.

- *Lesseig, K., Campbell, M., Kelley-Petersen, M., & Elliott, R. (February, 2012). The role of mathematical justification in professional development: What is the specialized knowledge for teachers? Presentation at the annual Teacher's Development Group Leadership Conference
- **Campbell, M., Lesseig, K., Perkowski, M., Elliott, R. & Lannin, J. (January, 2011). Establishing Valid Mathematical Justification for Teachers and Students. Presentation at 15th annual conference of Association of Mathematics Teacher Educators, Irvine, CA.
- **Elliott, R. (2011, April). Teachers' specialized knowledge: Task use in classrooms and professional education, a working session proposal with J. Mumme, E. Baldinger, H. Borko, K Koellner, K. Marrongelle, S. Chapin, & N. Anderson at the annual Research Preession of the National Council of Teachers of Mathematics. Indianapolis, IN.
- **Kazemi, E. (2011, April). Leading mathematical tasks versus discussions of classroom practice in PD, a working session R. Elliott, H. Borko, J. Mumme, K. Koellner, & J. Jacobs at the annual Research Preession of the National Council of Teachers of Mathematics. Indianapolis, IN.
- **Elliott, R., Flick, L., Bachman, J. (2011, April). Innovating mathematics and career & technical education projects in detracked Algebra through teacher collaborations. Paper presentation to the annual meeting of the American Educational Research Association, New Orleans, LA
- **Kazemi, E., Elliott, R., Mumme, J., Carroll, C. Campbell, M., Lesseig, K., Kelley-Petersen, K. (2011, April) Noticing leaders' thinking about videocases of teachers engaged in mathematics tasks in professional development. In a paper symposium, *Mathematics teacher noticing: Seeing through teachers' eyes*, at the annual meeting of American Educational Research Association. New Orleans, LA
- **Elliott, R., Kazemi, E., Mumme, J., Carroll, C. Campbell, M., Lesseig, K., Kelley-Petersen, K. (2011, April) Using Mathematics Tasks in Professional Development to Frame Work on Specialized Content Knowledge In a paper symposium, *The Roles of Mathematical Problems in Teacher Professional Development: Opportunities for Learning Mathematics organized by K. Marongelle* at the annual meeting of American Educational Research Association. New Orleans, LA
- **Elliott, R. Lannin, J., Lesseig, Campbell, M., & Perowski, M. (2011, January) Establishing Valid Mathematical Justification for Teachers and Students. Presentation at the Association of Mathematics Teacher Educators annual meeting, Irvine, CA. January 2011.
- **Kazemi, E., Mumme, J., Carroll, C., Elliott, R., Campell, M., Lesseig, K., & Kelley-Petersen, K. and Ball, D., Bass, H., Kwon, M., Lai, Y, Sleep, L., Suzuka, K. & Thames, M. (2011, January) Designing professional development to build specialized mathematical knowledge for teaching. Pre-conference session Association of Mathematics Teacher Educators annual meeting, Irvine, CA. January 2011.
- **Elliott, R., Campbell, M., Lesseig, K., Carroll, C., Mumme, J., & Kazemi, E. (2010, October). Leaders' sense making of frameworks for facilitating mathematical work in professional development. Poster presentation at the thirty-second annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education. Columbus, Ohio: Ohio State University.
- ** Mumme, J., Elliott, R. Lesseig, K., Campbell, M., Carroll, C., & Kazemi, E. (2010, October). Advancing leaders' capacity to support teacher learning while doing mathematics. Poster presentation at the thirty-second annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education. Columbus, Ohio: Ohio State University.
- ** Elliott, R., Kazemi, E., Lesseig, K., Kelly-Petersen, M., Carroll, C., & Mumme, J. (2010, April). Developing and Improving Models For Supporting Mathematics Teacher Leaders, *A paper session*,

Tomorrow's Promise: The Role of Teacher Leaders and the Influence of School Characteristics at the annual meeting of the American Education Research Association. Denver, CO. April 30 – May 4, 2010.

- **Kazemi, K., Kelley-Petersen, M., Elliott, R. Lesseig K., Campbell, M, Mumme, J., Carroll, C. (2010). Facilitating Math Tasks in Professional Development To Develop Teachers' Mathematical Knowledge. Paper to be presented in: H. Borko (Chair). *Investigations in scaling-up professional development programs: Implications for policy and practice.* Symposium conducted at the American Educational Research Association, April 30- May 4, 2010, Denver, CO.
- Board, J., Carrizales, A, Elliott, R. Plummer, M. (2010, April) *The Mathematics Studio as Context for Rehearsing Mathematically Productive Teaching Routines while Building Powerful Professional Community.* Presentation at the Western Regional Noyce Conference, Fresno, CA, April 9-11.
- **Elliott, R., Lesseig, K., Lannin, J., Carroll, C. & Kelley-Petersen, M. (2010, February). *Pursuing Mathematical Justification in Professional Development: Supporting Teachers' Specialized Content Knowledge.* Presentation at the Association of Mathematics Teacher Educators annual meeting, Irvine, CA. February 2010.
- ** Kazemi, E., Elliott, R., Kelley-Petersen, M., Lesseig, K., Mumme, J. & Carroll, C. (2010, February). *Designing and Using Mathematical Tasks to Develop Specialized Content Knowledge for Teaching.* Presentation with L. Sleep, D. Ball, K. Susuka, H. Bass, M. Thames, & J. Lewis Mod4@ University of Michigan at the Association of Mathematics Teacher Educators annual meeting, Irvine, CA, February 2010.
- ** Flick, L. B., Elliott, R. L., & Bachman, J. (2010, February). *Multidisciplinary Focus on Algebraic Reasoning with HS Freshman from Diverse SES School Population.* Presentation at the Math and Science Partnership Conference, San Diego, CA, February 21 – 24.
- **Flick, L. B., Elliott, R. L., & DeChenne, S. E. (2010, January). *Do students understand sophisticated learning environments generated by research-based instruction?* Proceedings from ASTE 2010 International Conference of the Association of Science Teacher Education, Sacramento, CA, January 13-16. Retrieved from <http://theaste.org/cgi-bin/2010conference/2010proceedings.pl>
- **Meyers, S., Russ-Eft, D., Elliott, R. L., and Flick, L. B. (2010). *Evaluation of Teacher Development in Mathematics as Innovation*, Paper presented at the 8th Annual Conference of the Asian Chapter of AHRD.
- **Elliott, R., Kazemi, E., Lesseig, K., Kelley-Petersen, M., Mumme, J., & Carroll, C. (2009, April). Sociomathematical norms for explanation in professional development: Opportunities for teacher leaders to learn mathematical content for teaching, Paper presentation in symposium R. *Santagata (Chair), Teacher Learning about Student Mathematical Thinking: A Discussion of Various PD Models and Research Methodologies.* Symposium conducted at the annual meeting of the American Education Research Association. San Diego, CA, April 16, 2009.
- **Kazemi, E., Elliott, R, Lesseig, K., & Sleep, L. (2009, February). *Doing Mathematics in Professional Development: How Teacher Leaders Facilitate Mathematical Discussions Among Teachers to Develop Specialized Content Knowledge.* Presentation at the Association of Mathematics Teacher Educators annual meeting, Orlando, FL, February 4-9, 2009.
- **Elliott, R. & Lesseig, K., & Mumme, J. (2009, February). *What Constitutes Mathematical Justification for Leaders: Exploring Sociomathematical Norms in Professional Development.* Presentation at the Association of Mathematics Teacher Educators annual meeting, Orlando, FL, February 4-9, 2009.
- **Elliott, R., Kazemi, E. (2007, October). Researching mathematics leader learning: investigating the mediation of math knowledge for teaching on leaders' collective work in mathematics. Presentation

at the *Twenty ninth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education*. Lake Tahoe, NV: University of Nevada, Reno.

** Kazemi, E., Elliott, R., Hubbart, A., Carroll, C. & Mumme, J. (2007, October). Doing mathematics in professional development: Theorizing teacher learning with and through sociomathematical norms. Presentation at the *Twenty ninth Annual Meeting North American Chapter of the International Group of the Psychology of Mathematics Education*. Lake Tahoe, NV: University of Nevada, Reno.

Elliott, R., Mumme, J., Carroll, C., Kazemi, E. (2007, September). Researching mathematics leader learning: Theorizing sociomathematical norms for professional development. Presentation for National Science Foundation annual DKR-12 project meeting. Arlington, VA.

**Elliott, R.L., Mumme, J. Carroll, C. (2006, April). Understanding the Role of Sociomathematical Norms in Professional Development: An Exploratory Analysis. Paper presentation at the annual meeting of the American Education Research Association. San Francisco, CA.

**Elliott, R.L. (2005). *Professional development of professional developers: Using practice-based materials to foster an inquiring stance*. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.

**Carroll, C, Mumme, J., Elliott, R.L. (2005, April). Using Videocases to Examine Professional Development. Presentation at the annual meeting of the American Education Research Association for the symposium entitled: *Seeing the Forest and the Trees: Examination of Three Models of Practice-Based Professional Development and Their Implications for Research*. Montreal, Canada.

**Elliott, R.L. (2004, January). Video-cases in mathematics methods. UW Teaching and Learning Partnership program. Presentation at the Association of Mathematics Teacher Education annual meeting, San Diego, CA.

Elliott, R.L. (2003, June) Moving toward mathematical proficiency. Invited address to the Washington State Leadership and Assistance for Science Education Reform (LASER). Olympia, WA.

**Elliott, R.L. (2002, October). Sociocultural perspectives on mentoring mathematics preservice teachers. Paper presented at the annual meeting of the North American Chapter of Psychology of Mathematics Education. Athens, GA.

**Elliott, R.L. (2000, April). Mentoring preservice mathematics teachers: A sociocultural perspective. Round table presentation for the annual meeting of the American Educational Research Association. New Orleans, LA.

Service

1. Association of Mathematics Teacher Educator – 2021 Conference Organizing Committee (2019-2021)
2. *Mathematics Teacher Education Editorial Board Panel Chair* –NCTM (May 2016-2017)
3. *OSU Graduate School Council – College of Education representative (Sept 2016-June 2018)*
4. *College of Education Strategic Planning Governance Committee (Sept 2016 – present)*
5. College of Education Mathematics Education Ph.D. faculty lead (Sept 2016- present)
6. OSU, APLU-MTE *Mathematics Teacher Education Partnership*, Member of Clinical Practice Action Cluster Fall 2013-present

Journal Reviewer:

Journal of Teacher Education
Journal of Learning Sciences
Educational Studies in Mathematics
Cognition and Instruction

Journal of Mathematics Teacher Education
Mathematics Teacher Educator
Democracy in Education

Professional Memberships

National Council of Teachers of Mathematics
Psychology of Mathematics Education, North America
Association of Mathematics Teacher Educators

Thesis Research

Mentoring Secondary Preservice Mathematics Teachers: A Sociocultural Perspective

Case study qualitative research of learning to teach secondary reform-based mathematics examining mentoring as a sociocultural activity. Dissertation co-chairs: Drs. Hilda Borko and Dominic Peressini

Oregon State University Courses Taught

SED 412/512 3 credits	Technology Foundations for Teaching Math and Science (Supervisor W2017, SU17)
SED 414/514 3 credits	Inquiry in Mathematics and Mathematics Education (W2014, W2015, Supervisor W2016, S2017)
SED 566 3 credits	Fostering Reflective Discourse in Science and Mathematics Contexts (SU2014, SU 2015, W2017)
SED 574 4 credits	Mathematics Pedagogy & Technology I (F2007-2014, F2016)
SED 576 4 credits	Mathematics Pedagogy & Technology II (W2013)
SED 594 3 credits	Advanced Teaching Strategies in Science and Mathematics (F2015)
SED 611 3 credits	Survey of Research on Teaching (F2009, F2011)
SED 621 3 credits	Survey of Research on Learning (F2009, F2012, W2015, W2017)
SED 605 3 credits	Mathematics Education Lab (F2016, W2017, S2017)