

# CURRICULUM VITAE

## University of Idaho

**NAME:** Julie M. Amador

**DATE:** January 14, 2022

**RANK OR TITLE:** Associate Professor

**DEPARTMENT:** Curriculum and Instruction

**OFFICE LOCATION AND CAMPUS ZIP:**

Office:

1031 N. Academic Way

Coeur d'Alene, ID 83814

**OFFICE PHONE:** 208.664.7010

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**WEB:** <https://www.uidaho.edu/ed/ci/faculty/julie-amador>

**EMAIL:** [jamador@uidaho.edu](mailto:jamador@uidaho.edu)

**DATE OF FIRST EMPLOYMENT AT UI:** June 2012

**DATE OF TENURE:** June 2017

**DATE OF PRESENT RANK OR TITLE:** June 2017

### EDUCATION BEYOND HIGH SCHOOL:

#### Postdoctoral Work:

Postdoctoral Faculty	2010-2012	Indiana University, Bloomington Department of Curriculum and Instruction Center for Research on Learning and Technology NSF DRK-12 Iterative Model Building, Enrique Galindo, PI
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#### Degrees:

Ph.D.	2010	University of Nevada Major: Curriculum, Teaching, and Learning—Mathematics Education Dissertation Title: Affordances, constraints, and mediating aspects of elementary mathematics lesson planning practices and lesson plan actualization
M.A.	2008	University of Nevada, Reno Major: Educational Leadership—K-12 Administration
B.A.	2005	California State University, Fresno, Smittcamp Family Honors College Major: Liberal Studies—Elementary Education Summa Cum Laude

#### Certificates and Licenses:

California Administrative Services Credential

#110076132; 2010-present

Nevada School Administrator K-12 License

#71253; Expires 11/27/2022

Nevada Elementary Teaching K-8 License

#71253; Expires 11/27/2022

California Multiple Subject Teaching Credential, English Learner Endorsement, K-8

#060003694; 2005-2011

## EXPERIENCE:

### Teaching, Extension, and Research Appointments:

2017-present	Associate Professor Department of Curriculum and Instruction College of Education University of Idaho
2012-2017	Assistant Professor Department of Curriculum and Instruction College of Education University of Idaho
2013-present	Director Idaho Regional Mathematics Center, Region I
2010-2012	Postdoctoral Faculty Department of Curriculum and Instruction Center for Research on Learning and Technology Indiana University, Bloomington Project Manager: Galindo, E., Norton, A., Akerson, V., & Park Rogers, M. National Science Foundation-DRK-12, Design Research K-12, Iterative Model Building. (#0732143) (\$1,430,000)
2007-2010	Graduate Research Assistant Department of Curriculum, Teaching, and Learning College of Education University of Nevada, Reno
2009-2010	District Middle School Mathematics Coach Washoe County School District Reno, Nevada
2006-2010	Elementary School Teacher (4 <sup>th</sup> & 5 <sup>th</sup> Grades) Washoe County School District Reno, Nevada
2006	Elementary School Teacher (Kindergarten) Fresno Unified School District Fresno, California

## TEACHING ACCOMPLISHMENTS:

**Area of Specialization:** Mathematics Education

### Courses Taught:

#### University of Idaho

EDCI 502/602 (3 Credits, Graduate, In-Person)	Writing for Math Ed Publication Summer 2018
ED 573 (3 Credits, Graduate, Hybrid)	Action Research Summer 2017
EDCI 531 (3 Credits, Graduate, Online Hybrid)	Mathematics Education Spring 2013; Spring 2015; Spring 2016; Spring 2017; Spring 2018; Spring 2020; Spring 2022
EDCI 301 (3 Credits, Undergraduate, In-Person)	Learning, Development, and Assessment Spring 2014
EDCI 327 (3 Credits, Undergraduate, In-Person)	Elementary Mathematics Methods Fall 2012; Fall 2013; Fall 2014; Fall 2015; Fall 2016; Fall 2018; Fall 2020

EDCI 410 (2 Credits, Undergraduate, In-Person)      Technology Tools for Teaching and Learning  
Fall 2012

EDCI 598 (3 Credits, Graduate, In-Person)      Internship  
Spring 2019; Fall 2019; Fall 2020; Spring 2021; Fall 2021; Spring 2022

EDCI 599 (3 Credits, Graduate, In-Person)      Non-thesis Master's Research  
Fall 2014; Spring 2016; Fall 2016; Spring 2017; Fall 2017; Spring 2018; Fall 2018; Spring 2019;  
Fall 2019; Spring 2020; Fall 2021; Spring 2021; Fall 2021; Spring 2022

EDCI 600 (3 Credits, Graduate, In-Person)      Doctoral Research and Dissertation  
Fall 2014; Spring 2015; Fall 2015; Spring 2018; Fall 2018; Spring 2019; Fall 2019; Spring 2020;  
Fall 2021; Spring 2021

Indiana University

E343 (3 Credits, Undergraduate, In-Person)      Mathematics in the Elementary School  
Fall 2011

M201 (2 Credits, Undergraduate, In-Person)      Elementary Math & Science Field Experiences  
Spring 2011

**Professional Development Courses Taught:**

University of Idaho

EDCI 505      Digital Innovation Generating New Information Technology Teacher Mathematics and  
Computer Programming  
Summer 2014  
Summer 2015

EDCI 505      Idaho Regional Mathematics Center Book Study  
Spring 2014  
Spring 2015  
Spring 2016  
Spring 2017  
Spring 2018

EDCI 505      Professional Development: Academy on Mathematics Education  
Fall 2013  
Spring 2015  
Summer 2015

EDCI 505      Regional Academy on Mathematics and Science Education  
Fall 2015

**Students Advised:**

**Undergraduate and Certification Students:**

Advised per year:  
AY 2012-2013: 25  
AY 2013-2014: 28  
AY 2014-2015: 27  
AY 2015-2016: 28  
AY 2016-2017: 25  
AY 2017-2018: 24  
AY 2018-2019: 25  
AY 2019-2020: 23  
AY 2020-2021: 23

**Graduate Students (Graduate Date):**

Masters major professor service:

Elizabeth Hammer (Fall 2022)

Justin Abbott (Fall 2020)

Coral Branson, M.Ed. (Summer 2020)

Traci Lewis M.Ed. (Spring 2020)

Kristen Wanner, M.Ed. (Summer 2018)

Kathryn Norman, M.Ed. (Spring 2015)

Cassandra Shelton, M. Ed. (Spring 2016)

Lacey Watkins, M.Ed. (Spring 2019)

Alondo Harrison, M.Ed. (Spring 2016)

Amber Guzman (Spring 2017)

Doctoral major professor service:

Manny Varela (current, TBD)

Autumn Cassity (current, TBD)

Jennifer Kruger (current, Spring 2025)

Traci Lewis (current, Summer 2023)

Adam Hanan (current, Spring 2023)

Heather Chase (2017-2020, withdrew)

Ryan Gillespie (Completed Fall 2021)

Dissertation: *Examining the Discursive Actions of Mathematics Coaches During Video-Assisted Coaching Cycles*

Abraham Wallin, Ph.D. (Completed Fall 2015)

Dissertation: *Developing Noticing of Student Thinking at the Secondary Level through the use of Video Clubs: The Case of one Rural, Idaho School*

Doctoral committee service:

Joe Scarano (Projected TBD)

Annelise Nielson (Projected 2022)

Brittany Wneck (Projected 2024)

Kristine Allen, Ph.D. (2013)

Marcie Galbreath, Ph.D. (2015)

**Courses Developed:**

University of Idaho

EDCI 410 Technology Tools for Teaching and Learning

EDCI 505 Digital Innovation Generating New Information Technology Teacher, Mathematics and Computer Programming

EDCI 505 Mathematics Education Book Club

EDCI 505 Professional Development: Academy on Mathematics Education

EDCI 531 Mathematics Education

ED 573 Action Research

**SCHOLARSHIP ACCOMPLISHMENTS:****Areas of Specialization:**

My research interests lie in exploring the relationship among teachers' professional noticing, students' mathematical thinking, and epistemological tools (i.e. technology, curriculum materials) and how these mediate mathematics lesson enactment.

**Publications, Exhibitions, Performances, Recitals:****Refereed/Adjudicated Journal Publications: (i.e. blind review)**

Amador, J. (online first). School leaders' noticing based on video of mathematics instruction. *International*

*Journal of Leadership in Education.*

- Amador, J. Wallin, A., Keehr, J., & Chilton, C. (online first). Collective noticing: Teachers' experiences and reflection on a mathematics video club. *Mathematics Education Research Journal*.
- Amador, J., Gillespie, R., Carson, C., & Kruger, J. (online first). Online teaching labs: Changes in design and facilitation for teacher learning in synchronous professional development. *Professional Development in Education*.
- Estapa, A., & Amador, J. (online first). A qualitative metasynthesis of video-based prompts and noticing in mathematics education. *Mathematics Education Research Journal*.  
<https://doi.org/10.1007/s13394-021-00378-7>
- Amador, J. (online first). Mathematics teacher educator noticing: Examining interpretations and evidence of students' thinking. *Journal of Mathematics Teacher Education*.  
<https://doi.org/10.1007/s10857-020-09483-z>
- Kosko, K., Amador, J. & Weston, T. (2021). 360 video as an immersive representation of practice: Interactions between reported benefits and teacher noticing. *Mathematics Teacher Education and Development*, 23(4), 162-181. <https://mtd.merga.net.au/index.php/mtd/article/view/635>
- Glassmeyer, D., Amador, J., & Brakoniecki, A. (2021). Identifying and supporting teachers' robust understanding of proportional reasoning. *Journal of Mathematical Behavior*, 62,  
<https://doi.org/10.1016/j.jmathb.2021.100873>
- Bragelman, J., Amador, J., & Castro Superfine, A. (2021). Micro-Analysis of noticing: A lens on prospective teachers' trajectories of learning to notice. *ZDM: Mathematics Education*, 53, 215-230. <https://doi.org/10.1007/s11858-021-01230-9>
- Amador, J., Estapa, A., Kosko, K., & Weston, T. (2021). Prospective teachers' noticing and mathematical decisions to respond: Using technology to approximate practice. *International Journal of Mathematical Education in Science and Technology*, (52)1.  
<https://doi.org/10.1080/0020739X.2019.1656828>
- Weston, T., & Amador, J. (2021). Investigating student teachers' noticing using 360 video of their own teaching. *Journal of Technology and Teacher Education*, 29(3), 309-338.
- Amador, J., Kosko, K., Weston, T., & Estapa, A. (2021). Prospective teachers' appraisals of technology platforms: Comparing perception and complexity. *Technology, Pedagogy, and Education*, 30, 473-489. <https://doi.org/10.1080/1475939X.2021.1915372>
- Amador, J., Bragelman, J., & Castro Superfine, A. (2021). Prospective teachers' noticing: A literature review of methodological approaches to support and analyze noticing. *Teaching and Teacher Education*, 99. <https://doi.org/10.1016/j.tate.2020.103256>
- Amador, J., & Galindo, E. (2021). Mathematics field experience design: The role of teaching experiments and lesson study one year later during student teaching. *The Teacher Educator*, 56(2), 132-152. <https://doi.org/10.1080/08878730.2020.1825891>
- Brakoniecki, A, Amador, J., & Glassmeyer, D. (2021). One task, multiple proportional reasoning strategies. *Mathematics Teacher: Learning and Teaching Pre-K-12*.  
<https://doi.org/10.5951/MTLT.2019.0276>
- Amador, J., Glassmeyer, D., & Brakoniecki, A. (2020). Noticing before responding. *Mathematics Teacher: Learning and Teaching Pre-K-12*, 113(4), 310-316. <https://doi.org/10.5951/MTLT.2019.0145>

- Park Rogers, M., Carter, I., Amador, J., Galindo, E., & Akerson, V. (2020). Adapting a model of preservice teacher professional development for use in other contexts: Lessons learned and recommendations. *Innovations in Science Teacher Education*, 5(1). <https://innovations.theaste.org/adapting-a-model-of-preservice-teacher-professional-development-for-use-in-other-contexts-lessons-learned-and-recommendations/>
- Amador, J. (2020). Teacher leaders' mathematical noticing: Eliciting and analyzing. *International Journal of Science and Mathematics Education*, 18(2), 295-313. <http://dx.doi.org/10.1007/s10763-019-09956-5>
- Gillespie, R., Amador, J., & Wallin, A. (2020). Do they know they don't know? *Mathematics Teacher: Learning and Teaching Pre-K-12*, 113(9), e12-e17. <https://doi-org.uidaho.idm.oclc.org/10.5951/MTLT.2019.0085>
- Amador, J., Keehr, J., Wallin, A., & Chilton, C. (2020). Video complexity: Describing videos used for teacher learning. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(4), em1834. <https://doi.org/10.29333/ejmste/113288>
- Amador, J., Callard, C., Choppin, J., Gillespie, R., & Carson, C. (2019). Transitioning face-to-face mathematics professional development to synchronous online implementation: Design considerations and challenges. *Journal of Mathematical Education Leadership*, 20(2), 15-24.
- Carson, C., Callard, C., Gillespie, R., Choppin, J., & Amador, J. (2019). Bridging the distance: One-on-one video coaching supports rural teachers. *The Learning Professional*, 40(6), 66-70. <https://uidaho.idm.oclc.org/login?url=https://www-proquest-com.uidaho.idm.oclc.org/scholarly-journals/bridging-distance/docview/2330960343/se-2?accountid=14551>
- Amador, J., & Earnest, D. (2019). Launching forth: Preservice teachers translating elementary mathematics curriculum into lessons. *Mathematics Education Research Journal*, 31(3), 301-323. <https://doi.org/10.1007/s13394-018-0254-6>
- Amador, J., Wallin, A., & Keehr, J. (2019). Action research through a collaborative structured teacher leader program to support mathematics instruction. *Educational Action Research*, 5, 691-708. <https://doi.org/10.1080/09650792.2018.1528875>
- Amador, J. (2019). Preservice teachers' use of curricular resources for mathematics lesson design. *Mathematics Teacher Education and Development*, 21, 51-81.
- Wallin, A., & Amador, J. (2019). Supporting secondary rural teachers' development of noticing and pedagogical design capacity through video clubs. *Journal of Mathematics Teacher Education*, 22, 515-540. <https://doi-org.uidaho.idm.oclc.org/10.1007/s10857-018-9397-3>
- Glassmeyer, D., Brakoniec, A., & Amador, J. (2019). Promoting uncertainty to support preservice teachers' reasoning about the tangent relationship. *International Journal of Mathematics Education in Science and Technology*, 50, 527-556. <https://doi.org/10.1080/0020739X.2018.1527405>
- Castro Superfine, A., Amador, J., & Bragelman, J. (2019). Facilitating video-based discussions to support prospective teacher noticing. *Journal of Mathematical Behavior*, 54. [http://dx.doi.org/10.1007/978-3-319-04993-9\\_16](http://dx.doi.org/10.1007/978-3-319-04993-9_16)
- Earnest, D., & Amador, J. (2019). Lesson planimation: Preservice elementary teachers' interactions with mathematics curricula. *Journal of Mathematics Teacher Education*, 22, 37-68. <https://link.springer.com/article/10.1007/s10857-017-9374-2>
- Amador, J. (2018). Teachers' gender considerations during elementary mathematics lesson design.

*School Science and Mathematics*, 118(7), 290-299. <http://dx.doi.org/10.1111/ssm.12299>

- Dietiker, L., Males, L., Amador, J., & Earnest, D. (2018). Curricular noticing: A framework to describe teachers' interactions with curriculum materials. *Journal for Research in Mathematics Education*, 49(5), 521-532. <https://doi.org/10.5951/jresmetheduc.49.5.0521>
- Weston, T., Kosko, K., Amador, J., & Estapa, A. (2018). Preservice teachers' questioning: Comparing platforms for practice-based teacher education. *Journal of Technology and Teacher Education*, 26, 149-172. <https://www.learntechlib.org/primary/p/181137/>
- Estapa, A., Amador, J., Kosko, K., Weston, T., De Araujo, Z., & Aming-Attai, R. (2018). Preservice teachers articulated noticing through pedagogies of practice. *Journal of Mathematics Teacher Education*, 21(4), 387-415. <https://link.springer.com/article/10.1007/s10857-017-9367-1>
- Brakoniecki, A., Amador, J., & Glassmeyer, D. (2018). Preservice teachers' creation of dynamic geometry sketches to understand trigonometric relationships. *Contemporary Issues in Technology and Teacher Education*, 18(2), 494-507. <https://citejournal.org/volume-18/issue-3-18/mathematics/preservice-teachers-creation-of-dynamic-geometry-sketches-to-understand-trigonometric-relationships>
- Earnest, D., & Amador, J. (2018). Reflecting on standards when lesson planning. *Teaching Children Mathematics*, 24(6), 344-346. <https://doi.org/10.5951/teacchilmath.24.6.0344>
- Amador, J., & Carter, I. (2018). Audible conversational affordances and constraints of verbalizing professional noticing during preservice teacher lesson study. *Journal of Mathematics Teacher Education*, 21, 5-34. <https://link.springer.com/article/10.1007/s10857-016-9347-x>
- Amador, J. (2018). Video simulations to develop preservice mathematics teachers' discourse practices. *Technology, Pedagogy, and Education*, 27, 1-14. <https://doi.org/10.1080/1475939X.2017.1281156>
- Amador, J. (2017). Preservice teachers' video simulations and subsequent noticing: A practice-based method to prepare mathematics teachers. *Research in Mathematics Education*, 19, 217-235. <http://dx.doi.org/10.1080/14794802.2017.1315317>
- Amador, P., & Amador, J. (2017). Academic help seeking: A framework for conceptualizing Facebook use for higher education support. *Tech Trends*, 61, 195-202. <http://dx.doi.org.uidaho.idm.oclc.org/10.1007/s11528-016-0135-3>
- Amador, J., Estapa, A., De Araujo, Z., Weston, T., & Kosko, K. (2017). Eliciting and analyzing preservice teachers' mathematical noticing. *Mathematics Teacher Educator*, 5, 158-177. <https://doi.org/10.5951/mathteaceduc.5.2.0158>
- Estapa, A., & Amador, J. (2016). Wearable cameras as a tool to capture preservice teachers' marked and recorded noticing. *Journal of Technology and Teacher Education*, 24(3), 281-307. <https://www.learntechlib.org/primary/p/171269/>
- Amador, J., Carter, I., & Hudson, R.A. (2016). Analyzing Preservice Mathematics Teachers' Professional Noticing. *Action in Teacher Education*, 38(1), 371-383. <http://dx.doi.org/10.1080/01626620.2015.1119764>
- Carter, I., Park Rogers, M., Amador, J., Akerson, V., & Pongsanon, K. (2016). Using an iterative based-based lesson study approach in preservice elementary science teacher education. *Electronic Journal of Science Education*, 8 (20). <https://files.eric.ed.gov/fulltext/EJ1188038.pdf>

- Amador, J., Weston, T., Estapa, A., Kosko, K., & De Araujo, Z. (2016). Animations as a transformational approximation of practice for preservice teachers to communicate professional noticing. *Journal of Technology and Teacher Education*, 24(2), 127-151. <https://www.learntechlib.org/primary/p/171240/>
- Amador, J. (2016). Mathematics pedagogical design capacity from planning through teaching. *Mathematics Teacher Education and Development*, 18, 70-86. <https://files.eric.ed.gov/fulltext/EJ1103499.pdf>
- Amador, J. (2016). Teachers' considerations of students' thinking during mathematics lesson design. *School Science and Mathematics*, 116, 239-252. <https://doi-org.uidaho.idm.oclc.org/10.1111/ssm.12175>
- Prummer, K., Amador, J., Wallin, A. (2016). Persevering with prisms: Producing nets. *Mathematics Teaching in the Middle School*, 21, 472-479. <https://doi.org/10.5951/mathteacmidscho.21.8.0472>
- Amador, J. (2016). Professional noticing practices of novice mathematics teacher educators. *International Journal of Science and Mathematics Education*, 14, 217-241. <https://doi.org/10.1007/s10763-014-9570-9>
- Kimmons, R., Miller, B., Amador, J., Dejardins, C., & Hall, C. (2015). Technology integration coursework and finding meaning in pre-service teachers' reflective practice. *Educational Technology Research and Development*, 63, 809-829. <https://doi.org/10.1007/s11423-015-9394-5>
- Amador, J., Wallin, A., & Amador, P. (2015). Professional development of multi-experienced Educators through a book study: Fostering mentoring relationships. *Mentoring and Tutoring: Partnership in Learning*, 23(4), 273-292. <https://doi.org/10.1080/13611267.2015.1088323>
- DeAraujo, Z., Amador, J., Estapa, A., Kosko, K., Weston, T., & Aming-Attai, R. (2015). Animating preservice teachers' noticing. *Mathematics Teacher Education & Development*, 17(2), 25-44. <https://files.eric.ed.gov/fulltext/EJ1085875.pdf>
- Weiland, I., & Amador, J. (2015). Lexical and indexical conversational components mediating professional noticing during lesson study. *Eurasia Journal of Mathematics, Science, and Technology Education*, 11, 1339-1361. <https://doi.org/10.12973/eurasia.2015.1392a>
- Bennett, C., Amador, J., & Avila, C. (2015). Framing professional conversations with teachers: Developing administrators' professional noticing of students' mathematical thinking. *Journal of Mathematics Education Leadership*, 16, 14-26.
- Amador, J., & Weiland, I. (2015). What preservice teachers and knowledgeable others professionally notice during lesson study. *The Teacher Educator*, 50, 1-18. <https://doi.org/10.1080/08878730.2015.1009221>
- Amador, J., & Soule, T. (2015). Girls build excitement for math from Scratch. *Mathematics Teaching in the Middle School*, 20, 408-415. <https://doi.org/10.5951/mathteacmidscho.20.7.0408>
- Amador, P., & Amador, J. (2014). Academic advising via Facebook: Examining student help seeking. *The Internet and Higher Education*, 21, 9-16. <http://dx.doi.org/10.1016/j.iheduc.2013.10.003>
- Weiland, I., Hudson, R., & Amador, J. (2014). Preservice formative assessment interviews: The development of competent questioning. *International Journal of Science and Mathematics Education*, 12, 329-352. <https://doi.org/10.1007/s10763-013-9402-3>
- Amador, J., & Bennett, C. (2013). How many tables? Increasing cognitive demand while incorporating mathematical practices. *The Indiana Mathematics Teacher*.

Amador, J., & Lamberg, T. (2013). Learning trajectories, lesson planning, affordances, and constraints in the design and enactment of mathematics teaching. *Mathematical Thinking and Learning*, 15, 146-170. <https://doi-org.uidaho.idm.oclc.org/10.1080/10986065.2013.770719>

Amador, J., Vesperman, C., & Wiebke, H. (2012). Eliciting geometric student thinking through questioning techniques. *Wisconsin Teacher of Mathematics*, 63, 7-10.

### **Editor Reviewed Journal Publications**

Wallin, A., & Amador, J. (2016). Teachers' Lesson Design: Connecting Instructional Approaches to Noticing and Curriculum Use. *School Science and Mathematics*, 5, 1-4.

### **Refereed (Blind Review) Handbook/Book Chapters**

Choppin, J., Amador, J., Callard, C., Carson, C., Gillespie, R., Kruger, J., Martin, S., & Foster, G. (2021). A three-part synchronous online model for middle grades mathematics teachers' professional development. In K. Hollebrands, R. Anderson, & K. Oliver (Eds.), *Online Learning in Mathematics Education*. (pp. 167- 186). Springer.

Amador, J., Gillespie, R., Carson, C., Callard, C., & Choppin, C. (2020). Online teaching labs to facilitate lesson analysis in mathematics methods courses. In R. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, and C. Mouza (Eds.) *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. (pp. 807-811). Waynesville, NC: Association for the Advancement of Computing in Education.

Amador, J., Wallin, A., Keehr, J., & Chilton, C. (2020). Supporting children's mathematical understanding through a hyperlinked book of mathematical games. In R. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, and C. Mouza (Eds.) *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. (pp. 655-660). Waynesville, NC: Association for the Advancement of Computing in Education.

Amador, J. (2019). Noticing as a tool to analyze mathematics instruction and learning. In S. Llinares & O. Chapman (Eds.) In S. Llinares & O. Chapman (Eds.) *The International Handbook of Mathematics Teacher Education*, Vol. 2 (2<sup>nd</sup> Edition).

Choppin, J., Amador, J., Callard, C., Carson, C., & Gillespie, R. (2019). Synchronous online model for mathematics teachers' professional development. *Handbook of Research on Online Pedagogical Models for Mathematics Teacher Education*. (pp. 176-202). IGI Global.

Amador, J. M., & Earnest, D. (2019). Integrating curriculum in community spaces. In T. G. Bartell, C. Drake, A. Roth McDuffie, J. M. Aguirre, E. E. Turner, & M. Q. Foote (Eds.), *Transforming Mathematics Teacher Education: An Equity-Based Approach*. (pp.119-131). Switzerland: Springer.

Amador, J., & Earnest, D. (2019). Transforming lesson design through animation: Preservice mathematics teachers' plan-imations. In S. Clarke, M. Jennex, A. Becker, & A. Anttiroiko (Eds.) *Pre-service and in-service teacher education: Concepts, methodologies, tools, and applications*. (pp. 956-985). IGI Global. Reprinted.

Earnest, D., & Amador, J. (2017). Three learning perspectives for translating curriculum into instruction. In A. Tyminski, S. Kastberg (Eds.) *Building support for scholarly practices in mathematics methods*. The Association of Mathematics Teacher Educators (AMTE) Professional Book Series. Charlotte, NC: Information Age Publishing.

- Amador, J., Weiland-Carter, I., Hudson, R., & Galindo, E. (2017). Noticing students' mathematical and scientific thinking across career progression from field experiences to classroom teaching. In E. Schack, M. Fisher, & J. Wilhelm (Eds.) *Building Perspectives of Teacher Noticing*. (pp. 161-182). New York: Springer.
- Castro Superfine, A., Fisher, A., Bragelman, J., & Amador, J. (2017). Shifting perspectives on preservice teachers' noticing of children's mathematical thinking. In E. Schack, M. Fisher, & J. Wilhelm (Eds.) *Building Perspectives of Teacher Noticing*. (pp. 409-426). New York: Springer.
- Amador, J., Males, L., Earnest, D., & Dietiker, L. (2017). Curricular noticing: Theory on and practice of teachers' curricular use. In E. Schack, M. Fisher, & J. Wilhelm (Eds.) *Building Perspectives of Teacher Noticing*. (pp. 427-444). New York: Springer.
- Amador, J. & Earnest, D. (2016). Transforming lesson design through animation: Preservice mathematics teachers' plan-imations (pp. 241-271). In M. Niess, S. Driskell, and K. Hollerbrands (Eds.) *Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age*. IGI Global.
- Amador, J., Kimmons, R., Miller, B., Desjardins, C., & Hall, C. (2015). Preparing preservice teachers to become self-reflective of their technology integration practices. In M. Niess and H. Gillow-Wiles (Eds.) *Handbook of Research on Teacher Education in the Digital Age*. (pp.83-109) IGI Global.

#### **Peer Reviewed Conference Proceedings**

- Amador, J., Choppin, J., Callard, C., Carson, C., & Gillespie, R. (2021). Synchronous online video-based professional development for rural mathematics coaches. Proceedings for the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia (pp. 754-755).  
<http://www.pmena.org/pmenaproceedings/PMENA%2043%202021%20Proceedings.pdf>
- Gillespie, R., Amador, J., & Choppin, C. (2021). Examining the use of video annotations in debriefing conversations during video-assisted coaching cycles. Proceedings for the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia (pp. 642-651).  
<http://www.pmena.org/pmenaproceedings/PMENA%2043%202021%20Proceedings.pdf>
- Callard, C., Kruger, J., Gillespie, R., Martin, S., Amador, J., Choppin, J., Carson, C., & Foster, E. (2021). Coaching the coaches and other efforts to develop mathematics teacher educators for inservice teachers. Proceedings for the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia (pp. 1926-1928).  
<http://www.pmena.org/pmenaproceedings/PMENA%2043%202021%20Proceedings.pdf>
- Amador, J., Choppin, J., Gillespie, R., & Carson, C. (2020). Coaches and teachers' noticing through annotations: Exploring analytic stance across coaching cycles. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 1765-1773). Cinvestav /AMIUTEM / PME-NA.  
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- Brakoniecki, A., Glassmeyer, D., & Amador, J. (2016). Examining preservice teacher thinking about technology-based trigonometric explorations through a replacing, amplifying, and transforming framework. Proceedings from the 38<sup>th</sup> Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (pp. 1463- 1470), Tucson, AZ: The University of Arizona <https://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf>
- Glassmeyer, D., Brakoniecki, A., & Amador, J. (2016). Challenging teachers' assumptions of trigonometry through slope ratios. To appear in the proceedings of the 13<sup>th</sup> International Congress on Mathematical Education. Hamburg, Germany.
- Amador, J., & Bennett, C., & Avila, C. (2016). Understanding rural teachers' perceived needs and challenges in creating rich learning environments. To appear in the proceedings of the 13<sup>th</sup> International Congress on Mathematical Education. Hamburg, Germany.
- Amador, J., & Weiland, I. (2015). Professional noticing during preservice mathematics lesson study. Proceedings from the 37<sup>th</sup> Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (pp. 602- 607), East Lansing, MI: Michigan State University. <http://www.pmena.org/pmenaproceedings/PMENA%2037%202015%20Proceedings.pdf>

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- Bennett, C., & Amador, J. (2015). Administrators' mathematical noticing: Developing practices to support teachers' instruction. Proceedings from the International Group for the Psychology of Mathematics Education. (Hobart, Tasmania, Australia, July 2015).
- Galindo, E., & Amador, J. (2014). Using video cases to learn to pay attention to children's thinking. Proceedings from the 36<sup>th</sup> Joint meeting of the International Group for the Psychology of Mathematics Education. (volume 6, p.76), Vancouver, British Columbia, Canada: PME  
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- Amador, J., & Lamberg, T. (2011). Lesson planning influences: Testing as a mediating aspect. Proceedings from the joint meeting of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 1621-1629), Reno, NV: University of Nevada, Reno.  
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- Bertolone-Smith, C., Lamberg, T., & Amador, J. (2011). Examining shifts in teachers' classroom practices. Proceedings from the joint meeting of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 1961-1963), Reno, NV: University of Nevada, Reno.  
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- Amador, J., & Lamberg, T. (2010). Discussion of learning goals and student development during a collectively planned division lesson. Proceedings from the joint meeting of the 32rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (1328-1336), Columbus, OH: The Ohio State University.  
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## Invited Book Reviews

Amador, J. (2012). Engaging mathematics students using cooperative learning. *Teaching Children Mathematics, 19*, 269-270.

## Refereed Presentations at International, National, Regional, State, and Local Conference:

### *International*

Amador, J. (2021). Participatory action research. Invited presentation at the 14<sup>th</sup> International Congress on Mathematical Education. Shanghai, China.

Amador, J., Choppin, J., Callard, C., & Gillespie, R. (2019). Video annotation for content-focused coaching. Paper presented at the International Conference of Computer Supported Collaborative Learning, Lyon, France.

Amador, J., & Earnest, D. (2018). Preservice mathematics teachers' curriculum visualization. Paper presented at the International Group for the Psychology of Mathematics Education, Umea, Sweden.

Weston, T., & Amador, J. (2018). Teacher questioning: Comparing multi-media platforms in initial teacher education. Paper presented at the International Group for the Psychology of Mathematics Education, Umea, Sweden.

Glassmeyer, D., Brakoniecki, A., & Amador, J. (2016). Challenging teachers' assumptions of trigonometry through slope ratios. Paper presented at the 13<sup>th</sup> International Congress on Mathematical Education. Hamburg, Germany.

Amador, A., Bennett, C., & Avila, C. (2016). Understanding rural teachers' perceived needs and challenges in creating rich learning environments. Paper presented at the 13<sup>th</sup> International Congress on Mathematical Education. Hamburg, Germany.

Amador, J., & Bennett, C. (2015). Supporting rural and remote mathematics teachers: Re-conceptualizing professional development. A presentation at the International Group for the Psychology of Mathematics Education. Hobart, Tasmania, Australia.

Bennett, C., & Amador, J. (2015). Administrators' mathematical noticing: Developing practices to support teachers' instruction. A presentation at the International Group for the Psychology of Mathematics Education. Hobart, Tasmania, Australia.

Galindo, E., & Amador, J. (2014 July). Using video cases to learn to pay attention to children's thinking. A presentation at the 38<sup>th</sup> Joint meeting of the International Group for the Psychology of Mathematics Education, Vancouver, British Columbia, Canada.

### *National*

Amador, J., Kruger, J., Gillespie, R., Carson, C., & Callard, C. (2022). Synchronous Online Professional Learning for Mathematics Coaches: Description of a Three-Part Mode. Presentation at the 26<sup>th</sup> annual meeting of the Association of Mathematics Teacher Educators, Las Vegas, Nevada.

Weston, T., Kosko, K., & Amador, J. (2022). Using 360 video in mathematics teacher education methods courses and field experiences. Presentation at the 26<sup>th</sup> annual meeting of the Association of Mathematics Teacher Educators, Las Vegas, Nevada.

Amador, J. (2022). Coaching support for mathematics teachers. Presented at the annual meeting of the Hawaïi International Conference on Education, Waikoloa, Hawaii.

- Amador, J., Choppin, J., Callard, C., Carson, C., & Gillespie, R. (2021). Synchronous online video-based professional development for rural mathematics coaches. Presentation at the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Callard, C., Kruger, J., Gillespie, R., Martin, S., Amador, J., Choppin, J., Carson, C., & Foster, E. (2021). Coaching the coaches and other efforts to develop mathematics teacher educators for inservice teachers. Presentation at the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Gillespie, R., Amador, J., & Choppin, C. (2021). Examining the use of video annotations in debriefing conversations during video-assisted coaching cycles. Presentation at the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Gillespie, R., Carson, C., & Amador, J. (2021). Coaching discursive moves: Digging into the “nitty-gritty” of how coaches talk with teachers. Annual meeting of the National Council of Supervisors or Mathematics. (Atlanta, GA, September).
- Amador, J., Choppin, J., Gillespie, R., & Carson, C. (2021). Coaches and teachers’ noticing through annotations: Exploring analytic stance across coaching cycles. Proceedings from the 42<sup>nd</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
- Choppin, J., Amador, J., Callard, C., & Carson, C. (2021). Studying a synchronous online course using a community of inquiry framework. Proceedings from the 42<sup>nd</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
- Gillespie, R., Amador, J., & Choppin, J. (2021). Examining how teachers enact the suggestions of a coach: Critique of a methodology. Proceedings from the 42<sup>nd</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
- Callard, C., Carson, C., Gillespie, R., Choppin, J., & Amador, J. (2021). Implementing and researching mathematics content-focused coaching models. Proceedings from the 42<sup>nd</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
- Amador, J., Choppin, J., Carson, C., & Gillespie, R. (2021). Mathematics coaches’ suggestions through online video coaching to support middle-grades teachers. Annual meeting of the American Educational Research Association (delivered via distance, April 2021).
- Gillespie, R., Carson, C., & Amador, J. (2021). Discursive moves of mathematics teacher educators: How coaches talk with teachers. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators (Orlando, FL—delivered via distance, February 2021).
- Glassmeyer, D., Brakoniecki, A., & Amador, J. (2021). Identifying and supporting teachers’ robust understanding of proportional reasoning. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators (Orlando, FL—delivered via distance, February 2021).
- Gillespie, R., Carson, C., & Amador, J. (2020). Coaching discursive moves: Digging into the “Nitty-Gritty” of how coaches talk with teachers. National Council of Supervisors of Mathematics. (Chicago, IL April 2020). Accepted, but not presented due to COVID-19 and conference cancellation.

- Kosko, K., Amador, J., & Weston, T. (2020). Incorporating immersive 360 video in mathematics teacher education: Potential and challenges. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators. (Phoenix, AZ, February 2020)
- Amador, J., Carson, C., & Gillespie, R. (2020). Professional noticing of coaches and teachers using video annotations. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators. (Phoenix, AZ, February 2020)
- Amador, J., Carson, C., Gillespie, R., & Choppin, J. (2019). Online video coaching: An analysis of teachers' and coaches' noticing. Presentation at the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).
- Amador, J., Callard, C., Choppin, J., Carson, C., & Gillespie, R. (2019). Designing and researching online professional development. Presentation at the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).
- Choppin, J., Amador, J., Callard, C., Carson, C. (2019). Exploring qualities of a community of inquiry in a synchronous online course. Presentation at the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).
- Gillespie, R., Amador, J., & Choppin, J. (2019). Exploring the discursive differences of mathematics coaches within online coaching cycle conversations. Presentation at the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).
- Amador, J., Carson, C., Gillespie, R., & Elliott, R. (2019 April). Researching synchronous online content-focused mathematics coaching. A presentation at the Research Meeting of the National Council of Teachers of Mathematics, San Diego, California.
- Amador, J., & Earnest, D. (2019 April). Preservice Mathematics Teachers' Lesson Launch Considerations. A presentation at the Research Meeting of the National Council of Teachers of Mathematics, San Diego, California.
- Estapa, A., Weston, T., & Amador, J. (2019 February). Preservice teacher decision making: What happens when the answer is wrong? A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
- Amador, J., Carson, C., & Gillespie, R. (2019 February). Designing and implementing a synchronous online professional development model. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
- Choppin, J., Amador, J., Callard, C., Carson, C., & Gillespie, R. (2018 November). Designing and researching online professional development. Presentation at the 40th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education, Greenville, North Carolina.
- Choppin, J., Amador, J., Carson, C., & Callard, C. (2018 November). Development and use of a conjecture map for online professional development model. Presentation at the 40th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education, Greenville, North Carolina.
- Amador, J. (2018 April). Curricular resource use for mathematics lesson design. Paper presented at the annual meeting of the American Educational Research Association. New York, New York.

- Amador, J., Estapa, A., Weston, T., & Kosko, K. (2018 February). Extending Noticing to Practice: Analyzing Preservice Teachers' Pedagogical Enactment Based on the Professional Noticing Framework. A presentation at the annual meeting of the Association of Mathematics Teacher Educators. Houston, Texas.
- Weston, T., Kosko, K., Estapa, A., & Amador, J. (2018 February). Comparing Multi-Media Platforms: Approximating Practice & Aligning Instruction. A presentation at the annual meeting of the Association of Mathematics Teacher Educators. Houston, Texas.
- Amador, J. & Amador, P. (2018 January). Mathematics teacher leader program in rural areas. A presentation at the Hawaii International Conference on Education. Honolulu, Hawaii.
- Earnest, D., & Amador, J. (2017 April). Lesson planimation: Preservice elementary teachers' noticing of mathematics curricula. A presentation at the Annual Meeting of the American Educational Research Association. San Antonio, Texas.
- Kosko, K., Weston, T., Amador, J., & Estapa, A. (2017 April). Preservice teachers' approximations of questioning. A presentation at the Annual Meeting of the American Educational Research Association. San Antonio, Texas.
- Brakoniecki, A., Amador, J., & Glassmeyer, D. (2017 February). Preservice teachers constructions of dynamic geometry sketches for explaining and exploring trigonometry. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
- Herbst, P., Milewski, A., Amador, J., Earnest, D., Boileau, N., & Gursel, U. (2017 February). Technology-mediated practice-based teacher education: Designing, using, and researching digital environments for teacher learning. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
- Land, T., Tyminski, A., Drake, C., & Amador, J. (2016 November). Operationalizing educative guidelines for children's mathematical thinking in elementary mathematics curriculum. Presentation at the 38<sup>th</sup> Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).
- Amador, J., Weston, T., Estapa, A., & Kosko, K. (2016 November). Communicating professional noticing through animations as a transformational approximation of practice. Presentation at the 38<sup>th</sup> Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).
- Wallin, A., & Amador, J. (2016 November). Overcoming rural teacher isolation and promoting change in secondary mathematics classrooms through video clubs. Presentation at the 38<sup>th</sup> Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).
- Brakoniecki, A., Glassmeyer, D., & Amador, J. (2016 November). Evaluating preservice teacher thinking about trigonometric relationships through a replacing, amplifying, and transforming framework. Presentation at the 38<sup>th</sup> Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).
- Amador, J., & Earnest, D. (2016 April). Lesson plan to animation: Preservice teachers' approximations through Lesson Plan-imation. A presentation at the Research Conference of the National Council of Teachers of Mathematics. San Francisco, CA.

- Glassmeyer, D., Brakoniec, A., & Amador, J. (2016 April). Angle and slope connections: Challenging teacher assumptions in trigonometry. To be presented at the Research Conference of the National Council of Teachers of Mathematics. San Francisco, CA.
- Amador, J., Estapa, A., & Weston, T. (2016 January). Mathematical nature of preservice teacher noticing through video animations as an approximation of practice. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, CA.
- Fisher, A., Amador, J., Castro Superfine, A., & Bragelman, J. (2016 January). Analytic noticing across levels of expertise: The need for analytic frameworks to transcend ability and contexts. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, CA.
- Amador, J., & Amador, P. (2016 January). Professional development book study model for multi-experienced educators in a higher education context. Presentation at the Hawaii International Conference on Education. Honolulu, HI.
- Bennett, C., & Amador, J. (2016 January). Developing instructional leaders through mathematical noticing. Presentation at the Hawaii International Conference on Education. Honolulu, HI.
- Amador, J., & Weiland, I. (2015 November). Professional noticing during preservice mathematics lesson study. Research Report presentation at the 37<sup>th</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. East Lansing, MI November 2015.
- Males, L., Earnest, D., Dietiker, L., & Amador, J. (2015 November). Examining K-12 prospective teachers' curricular noticing. Research Report presentation the 37<sup>th</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. East Lansing, MI November 2015.
- Amador, J., Earnest, D., Males, L., & Dietiker, L. (2015 April). Dimensions of curricular noticing. A presentation at the National Council of Teachers of Mathematics Research Conference. Boston, MA.
- Estapa, A., Amador, J., de Araujo, Z., Weston, T., Aming-Attai, R., & Kosko, K. (2015 April). Noticing transfer across medias for future elementary teachers. A presentation at the National Council of Teachers of Mathematics Research Conference. Boston, MA.
- Amador, J., Estapa, A., Kosko, K., De Araujo, Z., Weston, T., Aming-Attai, R. (2015 February). Noticing exposed through preservice teachers video animations. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Males, L., Earnest, D., Dietiker, L., Amador, J., Land, T., Drake, C., & Tyminski, A. (2015 February). Towards a Practice to Support K-12 Prospective Mathematics Teachers' Curricular Decision-Making. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Bennett, C., & Amador, J. (2015 January). Regional Mathematics Centers: Equitable support for rural and remote schools. A presentation at the Hawaii International Conference on Education, Honolulu, HI.
- Amador, J., Weiland, I., & Hudson, R. (2014 April). Preservice teachers' professional noticing through lesson study. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Weiland, I., & Amador, J. (2014 April). Lesson study conversations: Facilitating the development of

professional noticing. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Bennett, C., & Amador, J. (2014 April). Equitable access: Developing regional mathematics networks to support rural and remote schools in Idaho. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Dietiker, L., Amador, J., Earnest, D., Males, L., Stohlmann, M., & Drake, C. (2014 April). Fostering K-12 prospective teachers' curricular noticing. A presentation at the Research Conference of the National Council of Teachers of Mathematics, New Orleans, LA.

Amador, J. (2014 April). Helping parents help children: Teaching mathematical practices through technology. A presentation at the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

Vesperman, C., & Amador, J. (2014 April). Fractions as numbers: Eliciting student thinking through questioning techniques. A presentation at the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

Amador, J., Weiland, I., & Hudson, R. (2014 February). Developing professional noticing: An examination of preservice teachers and lesson study. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Bennett, C. A., & Amador, J. (2014 February). Supporting rural and remote schools: The development of a regional mathematics network. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Weiland, I., Amador, J., & Hudson, R. (2013 November). Lesson study with preservice teachers: The inclusion of professional noticing. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Chicago, IL.

Amador, J. (2013 April). Mathematics lesson planning and enactment: Examining shifts in pedagogical design capacity. American Educational Research Association Annual Meeting, San Francisco, CA.

Weiland, I., Amador, J., & Hudson, R. (2013 April). Utilizing the construct of professional noticing to meet the needs of all learners. American Educational Research Association Annual Meeting, San Francisco, CA.

Amador, P., & Amador, J. (2013 April). Electronic social network for academic advising: Meeting the needs of the net generation. American Educational Research Association Annual Meeting, San Francisco, CA.

Amador, J., & Vesperman, C. (2013 April). Number and operations: Eliciting student thinking through questioning techniques. National Council of Teachers of Mathematics Annual Convention, Denver, CO.

Vesperman, C., & Amador, J. (2013 April). Iterative model building: Questioning to create geometric student thinking models. National Council of Teachers of Mathematics Annual Convention, Denver, CO.

Galindo, E., Amador, J., Hudson, R., Weiland, I., Lee, M., Tsegai, S., Yan, K. (2013 April). Reflecting ability and noticing students' thinking: What does it take? Research Pre-session of the National Council of Teachers of Mathematics Annual Conference, Denver, CO.

Amador, J., Weiland, I., & Hudson, R. (2013 January). Using preservice formative assessment interview to

develop the ability to professionally notice. Association of Science Teacher Educators Annual Conference, Charleston, SC.

Galindo, E., Amador, J., Norton, A., & Rapacki, L. (2013 January) Implementing an innovative elementary mathematics and science field experience: The iterative model building (IMB) approach. Association of Mathematics Teacher Educators Annual Conference, Orlando, FL.

Amador, J. (2012 October). Girls and mathematics: Gender in the elementary classroom. American Educational Research Association Special Interest Group: Research on Women and Education Annual Fall Conference, Coeur d'Alene, ID.

Amador, J., Vesperman, C., & Wiebke, H. (2012 April). Eliciting geometric student thinking through questioning techniques. National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA.

Galindo, E., Amador, J., Lee, M., Tsegai, S., Yang, K., Spangler, D., & Norton, A. (2012 April). Studying reflection and students' thinking: Effect on teaching quality. Research Pre-session of the National Council of Teachers of Mathematics Annual Conference, Philadelphia, PA.

Amador, J., Weiland, I., & Hudson, R. (2012 March). Preservice formative assessment interviews: The development of responsive questioning. National Association for Research in Science Teaching, Annual Conference, Indianapolis, IN.

Galindo, E., & Amador, J. (2012 February). Studying two approaches to an elementary field experience: Outcomes related to quality of teaching. Association of Mathematics Teacher Educators Annual Conference, Fort Worth, TX.

Amador, J., & Galindo, E. (2011 October). From methods courses to student teaching: Examining the effect of an innovative field experience. North American Chapter of the International Group for the Psychology of Mathematics Education, 33rd Annual Meeting, Reno, NV.

Amador, J., & Lamberg, T. (2011 October). Lesson planning influences: Testing as a mediating aspect. North American Chapter of the International Group for the Psychology of Mathematics Education, 33rd Annual Meeting, Reno, NV.

Bertolone-Smith, C., Lamberg, T., & Amador, J. (2011 October). Examining shifts in teachers' classroom practices. North American Chapter of the International Group for the Psychology of Mathematics Education, 33rd Annual Meeting, Reno, NV.

Amador, J. (2011 April). Mediating influences of lesson planning: What shapes your plans? Indiana Council of Teachers of Mathematics Annual Conference, Indianapolis, IN.

Galindo, E., Norton, A., Hudson, R., Essex, K., & Amador, J. (2011 April). Assessing and measuring change in reflective practices of preservice teachers. Research Pre-session of the National Council of Teachers of Mathematics Annual Conference, Indianapolis, IN.

Amador, J. (2011 April). Assessment considerations during mathematics lesson planning. National Council of Teachers of Mathematics, Annual Conference, Indianapolis, IN.

Amador, J. & Lamberg, T. (2011 March). Consideration of standardized testing as a mediating aspect of mathematics planning and enactment practices. American Educational Research Association Annual Meeting, New Orleans, LA.

Amador, J. (2011 January). Mathematics lesson planning practices. Association of Mathematics Teacher Educators, Annual Conference, Irvine, CA.

Amador, J., & Lamberg, T. (2010 October). Discussion of learning goals and student development during a collectively planned division lesson. North American Chapter of the International Group for the Psychology of Mathematics Education, 32nd Annual Meeting, Columbus, OH.

Amador, J., & Lamberg, T. (2010 April). Teachers' thinking during lesson study. American Educational Research Association, Annual Meeting, Denver, CO.

Amador, J. (2010 April). Combining math and literacy: Using picture books to teach content and literacy. National Council of Teachers of Mathematics, Annual Conference, San Diego, CA.

Amador, J. (2010 January). Teacher considerations of cognitive, language, and social aspects of learning during lesson study. Association of Mathematics Teacher Educators, Annual Conference, Irvine, CA.

Lamberg, T., & Amador, J. (2009 September). Mediating influences on teachers jointly planning a lesson. Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Atlanta, GA.

Amador, J., Bertolone-Smith, C., & Lamberg, T. (2009 July). Facilitating effective classroom discussion in mathematics. Association of Teacher Educators Summer Conference, Reno, NV.

Amador, J., & Lamberg, T. (2009 July). Examining lesson study: Collaborating to plan effective lessons. Association of Teacher Educators Summer Conference, Reno, NV.

Amador, J., & Lamberg, T. (2009 July). How teachers consider cognitive, language, and social development when lesson planning. School Science and Mathematics Association Annual Conference, Reno, NV.

Bertolone-Smith, C., Amador, J., & Lamberg, T. (2009 July). Utilizing effective discussions in the mathematics classroom. School Science and Mathematics Association Annual Conference, Reno, NV.

#### **Other:**

Stem for All Video Showcase, SyncOn video: <https://stemforall2019.videohall.com/presentations/1487>

#### **Dissertation:**

Amador, J. (2010). Affordances, constraints, and mediating aspects of elementary mathematics lesson planning practices and lesson plan actualization. ProQuest Dissertations and Theses. (UMI Number:3419327)

#### **Grants and Contracts Awarded:**

##### **SUBMITTED**

Principal Investigator (2021). Amador, J. Collaborative Research: Research Synthesis of Teacher Noticing and Knowledge. National Science Foundation, DRK12 (\$312,307).

##### **FUNDED**

Principal Investigator (2021). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$356,223).

Principal Investigator (2020). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$345,038).

Principal Investigator (2020). Amador, J. Collaborative Research: Synchronous Online

Video-Based Development for Rural Mathematics Coaches [SyncOn for Coaches]. National Science Foundation, DRK12. (\$2,728,687 (\$1,368,804)). Collaboration with Choppin, J., & Callard, C., University of Rochester.

Principal Investigator (2019). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education. (\$339,037)

Principal Investigator (2018). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education. (\$325,287).

Principal Investigator (2017). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education. (\$321,469).

Principal Investigator (2017-2018). Amador, J., Wallin, A., Carney, M., & Champion, J. Modeling and data analysis literacy. Boise State University, Idaho State Department of Education. (\$17,040)

Co-Principal Investigator (2016-2020). Choppin, J., Callard, C., & Amador, J. Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in Rural Contexts. National Science Foundation, DRK12. (\$2,822,085)

Principal Investigator. (2016-2020). Amador, J. Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in Rural Contexts. National Science Foundation. (\$456,880)

Co-Principal Investigator (2016). Brendefur, J., Amador, J., Diemert, K., & Godfrey, A. Professional Development with Idaho Teachers. Idaho State Board of Education. (\$268,614).

Principal Investigator (2016). Amador, J. Mathematics Teacher Leader and Video Club Apprenticeship for Rural Areas. Idaho State Department of Education. (\$53,032).

Principal Investigator (2016). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$307,958).

Co-Principal Investigator (2016). Conte de Leon, D., Soule, T., Heckendorn, R., Amador, J. North Idaho and Eastern Washington GenCyber Camps 2016. GenCyber 2016. National Security Agency Associate Directorate for Education and Training and National Science Foundation. (\$67,629)

Principal Investigator (2015). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$485,408).

Principal Investigator (2015). Amador, J., & Bennett, C. Supporting Teachers' and Administrators' Professional Noticing of Students' Mathematical and Scientific Thinking. Idaho State Board of Education (\$269,760).

Principal Investigator (2015). Amador, J. Geometry Practices in Action: Statewide Summer Academy on Mathematics Education. Idaho State Department of Education (\$107,795)

Principal Investigator (2015). Amador, J. Build Vectors from Scratch. Idaho State Department of Education (\$28,210).

Principal Investigator (2014). Amador, J. Statewide Summer Academy on Mathematics Education. Idaho State Department of Education (\$133,007).

Principal Investigator (2014). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$500,411).

Co-Principal Investigator (2014). Bennett, C., & Amador, J. Professional Noticing: Using Evidence-based Learning in Idaho's Mathematics Classrooms. Idaho State Board of Education (\$269,436)

Principal Investigator. (2014). Amador, J. Professional Noticing: Using Evidence-based Learning in Idaho's Mathematics Classrooms. Idaho State Board of Education (\$72,426)

Principal Investigator (2014). Amador, J. Build Vectors from Scratch. Idaho State Department of Education (\$38,208)

Co-Principal Investigator (2013). Soule, T., & Amador, J. Digital Innovation Generating New Information Technology. National Aeronautics and Space Administration (NASA). (\$4,570)

Principal Investigator (2013). Amador, J., & Buck, C. Digital Innovation Generating New Information Technology. Verizon Foundation (\$8,511)

Principal Investigator (2013). Amador, J. Idaho Mathematics Regional Professional Development Infrastructure II. Idaho State Board of Education (\$90,000)

Principal Investigator (2013). Amador, J. Idaho Regional Development Centers. Idaho Department of Education. (\$255,000)

Principal Investigator (2013). Amador, J., & Bennett, C. Idaho Mathematics Regional Professional Development Infrastructure. Idaho State Board of Education (\$284,303)

Principal Investigator. (2013) Amador, J., & Soule, T. Micron STEM Initiative, University of Idaho, Digital Innovation Generating New Information Technology (\$14,550) (Internal)

Principal Investigator. (2013). Amador, J. Micron STEM Initiative, University of Idaho, Technology to Teach Mathematical Practices to Parents (\$8,000) (Internal)

Co-Principal Investigator. (2012). Miller, B., & Amador, J. Students Come First, Integrating Technology in Teaching: Faculty Innovation. Integrating Technology in Teaching: Redesign of Technology Tools for Teaching and Learning. (\$9,700) (Internal)

#### GIFTS

Principal Investigator. (2012). Amador, J. Student Centered Mathematics: Implementing the Common Core State Standards in Grades 3-5. Coeur d'Alene Tribe. (\$5,000) (External)

#### NOT FUNDED

Principal Investigator (submitted Nov. 2019). Amador, J. Collaborative Research: Research Synthesis of Teacher Noticing and Knowledge. National Science Foundation, DRK12. (\$299,671 (\$155,230)). Collaboration with Weston, T.

Co-Principal Investigator. Dietiker, L., Amador, J., Males, L. Earnest, D., & Phillip, R. Curricular Noticing: How Can We Understand and Support Mathematics Teachers' Interactions with Curriculum Materials. AERA Conference Grant (\$35,000)

Principal Investigator. Amador, J. Evidence based teacher professional development in science and mathematics. Idaho State Department of Education. Mathematics Science Partnership Program. (\$89,990)

Co-Principal Investigator. Ruchti, W., Bennett, C., & Amador, J. Evidence based teacher professional

development in science and mathematics. Idaho State Department of Education. Mathematics Science Partnership Program. (\$343,290)

Co-Principal Investigator (2013). Buck, C., & Amador, J. Honda Foundation. North Idaho Technology Teaching Initiative. (\$47,450)

Principal Investigator. (2013). Amador, J. University of Idaho Seed Grant. Formative Lesson Design: Implementing the Common Core State Standards for Mathematics. (\$11,987.80)

#### K-12 PROFESSIONAL FUNDED GRANT PROJECTS

K-12 Educator Grant (2009). Amador, J. Nevada State Education Association, Mathematics Manipulative Grant. (\$343)

K-12 Educator Grant (2007). Amador, J. Assistance League of Reno and Sparks, Classroom Teacher Technology Grant. (\$800)

#### **Grants and Contracts with Participation:**

Contributor as LessonSketch Fellow to: Chazan, D., & Herbst, P. Developing rich media-based materials for practice-based teacher education. National Science Foundation. Award Number 1316241.

#### **SERVICE:**

##### **National Service:**

Associate Vice President, Chair of 2022 Annual Conference Program, Association of Mathematics Teacher Educators 2020-2022

Chair, Steering Committee, North American Chapter for the International Group of the Psychology of Mathematics Education (PMENA), 2021-2022

Steering Committee Member (Elected), North American Chapter for the International Group of the Psychology of Mathematics Education 2019-2022

-Chair, Scholarship Committee for PMENA Steering Committee, 2020-2021

Department Editor, *Mathematics Teaching in the Middle School*, Journal of the National Council of Teachers of Mathematics, 2016-2019

Annual Program Committee, Association of Mathematics Teacher Educators, 2017-2020

Strand Leader, North American Chapter of the Psychology of Mathematics Education Annual Meeting, 2018

##### **State Service:**

Mathematics Transition Network, 2020

Idaho Mathematics Steering Committee, Idaho State Department of Education, 2012-2015

Reviewer, Presidential Awards for Excellence in Mathematics and Science Teaching, 2013

Math Work Group Committee, Idaho State Board of Education, 2017

##### **University Service:**

Internal Grant Reviewer for NSF Advancing Informational STEM Learning (AISL), 2020

Committee Member, University Graduate Council, EHHS member, 2018-present

Annual Excellence Awards Committee Reviewer, 2020

Committee Member, University Graduate Council, At-large member, 2015-2018

Faculty and Staff Campaign Council, 2013

Service Learning Program Mini-Grant Reviewer, 2016

Donald Crawford Graduate Faculty Mentoring Award Committee, 2019

##### **Coeur d'Alene Center Service:**

Science on Tap Speaker Series, Volunteer, 2012-2016

Women and Science, Volunteer, 2012, 2014, 2016

University Fourth of July Parade, 2013, 2014, 2016  
University Ironman Volunteer, 2013, 2014, 2015, 2016  
Undergraduate Admissions Fair at North Idaho College, Representative, 2014, 2018, 2019  
North Idaho College Education Liaison, 2013-present  
Graduate Admissions Fair, Representative, 2013, 2014  
Back-to-School Celebration Coeur d'Alene, Volunteer, 2012, 2013  
Commencement Name Reader, 2014, 2015, 2016, 2017, 2018

**College Level, College of Education, Health, and Human Services (EHHS):**

EHHS Scholarship Committee, 2021  
EHHS Curriculum and Instruction Promotion and Tenure Committee, 2020  
EHHS College Promotion Standing Committee, 2018-2020  
Course Steward, EDCI 531, 2015-present  
Course Steward, Co-Course Steward, EDCI 327, 2015-2020  
College of Education Third Year Review Committee, 2018  
College of Education Promotion and Tenure Bylaw Revision Committee, 2014-2015  
Technology Committee, 2012-2016  
College of Education Student Emergency Assistance Fund Committee Member, 2012-2016  
Dean's Advisory Council, 2012- 2016  
College of Education Promotion and Tenure Committee, 2012

*Search Committees:*

Faculty Instructor Coeur d'Alene, Search Chair, 2020  
Tenure Track Educational Leadership Counseling, Committee Member, 2015  
Director of Teacher Education, Committee Member, 2015  
Administrative Assistant, Search Chair 2014  
Administrative Specialist, Search Chair, 2014  
Program Coordinator, Search Chair, 2014  
Administrative Assistant II, Search Chair, 2013  
Administrative Assistant II Temporary, Search Chair, 2013  
Tenure Track Technology Professor Search (Open Rank), Committee Member, 2013  
Tenure Track Assistant Professor Literacy Coeur d'Alene, Committee Member, 2013  
Clinical Assistant Professor Literacy Coeur d'Alene, Co-Chair, 2013  
Internship Coordinator, Coeur d'Alene Center, Co-Chair, 2013  
Part Time Lecturer EDCI 410 Technology, Teaching, and Learning, Search Chair, 2013

**Department Level, Curriculum and Instruction:**

By-law Committee, 2021  
Third Year Review Committee, 2015  
Tenure Committee, 2014

**University Administration:**

Direct supervisor for Josué Rhoads, Administrative Specialist, 1.0 FTE, 2021-2022  
Direct supervisor for Carolyn Riggs, Mathematics Specialist, 1.0 FTE, 2020-2021  
Direct supervisor for Ryan Gillespie, 0.5 FTE, 2020- present  
Direct supervisor Kandi Gulman, IH (temporary) Appointment, 0.25FTE, 2020-2021  
Direct supervisor Joshua Lewis, IH (temporary) Appointment, 0.45FTE, 2020-2021  
Direct supervisor for Abraham Wallin, Mathematics Specialist, 1.0 FTE, 2013-2021; 2021-2022 part-time  
Direct supervisor for Jode Keehr, Program Coordinator, 1.0 FTE, 2014-present  
Direct supervisor for Christopher Chilton, Administrative Specialist 1.0 FTE, 2014-2021  
Direct supervisor Traci Lewis, IH (temporary) Appointment, 0.25FTE, 2020  
Graduate Research Assistants: Ryan Gillespie (2016-2020); Heather Chase (2016-2020); Adam Hanan (2020-present); Traci Lewis (2021-present); Jennifer Kruger (2022-present)

**Outreach Service:**

State Member, Council of Chief State School Officers, State Collaborative on Assessment and Student

Standards, 2013-2015

Coeur d'Alene School District Mathematics Curriculum Adoption Committee, 2015

Coeur d'Alene School District Mathematics Review Committee, 2017-2018

Editorial Review Board, Journal, *The Teacher Educator*, 2014-present

Reviewer, Journal, *International Journal of Learning and Lesson Study*, 2020-present

Reviewer, Journal, *Journal of Mathematical Behavior*, 2020-present

Reviewer, Journal, *Review of Educational Research*, 2020-present

Reviewer, Journal, *Teaching and Teacher Education*, 2017-present

Reviewer, Journal, *Journal for Research in Mathematics Education*, 2018-present

Reviewer, Journal, *Teaching and Teacher Education*, 2018-present

Reviewer, Journal, *Mathematical Thinking and Learning*, 2015-present

Reviewer, Journal, *Mathematics Teacher Education and Development*, 2015-present

Reviewer, Journal, *Action in Teacher Education*, 2015-present

Reviewer, Journal, *Journal of Mathematics Teacher Education*, 2014-present

Reviewer, Journal, *The Teacher Educator*, 2014- present

Reviewer, Journal, *School Science and Mathematics*, 2014-present

Reviewer, Journal, *Mathematics Teacher Educator*, 2013-present

Reviewer, Journal, *Teaching Children Mathematics*, 2008-2019

Reviewer, Journal, *Journal of Teacher Education*, 2010-present

Reviewer, Annual Conference-American Educational Research Association. 2010, 2011, 2012,  
2013, 2014, 2016, 2018, 2019

Reviewer, Annual Conference-North American Chapter of the International Group for the Psychology of  
Mathematics Education, 2009, 2010, 2011, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020

Reviewer, Annual Conference- Association of Mathematics Teacher Educators, 2009, 2010, 2011, 2012,  
2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020

Reviewer, Books, National Council of Teachers of Mathematics, 2010 –2014

Chair, State Conference, Indiana Council of Teachers of Mathematics, Program Committee, 2011

Nevada State Criterion Reference Test Alignment Committee, 2010

Nevada State Standards Setting Committee Member, 2010

Board of Directors, Indiana Council of Teachers of Mathematics, 2011-2012

Adult Mathematics Paths Trainer, Washoe County School District, 2009-2010

Board of Directors, Northern Nevada Mathematics Council, 2009-2010

Preservice Teacher Mentor, University of Nevada, Future Educators Association, 2009-2010

Mentor Teacher for Teacher Education Candidates, 2008-2010

### **Community Service:**

Coeur d'Alene Regional Chamber Board of Directors, 2021-present

Coeur d'Alene Rotary Board of Directors, 2021-present

The Salvation Army, Ray and Joan Kroc Center Advisory Board, 2018-present

North Idaho Court Appointed Special Advocates (CASA) Board of Directors, 2016-present; Vice-Chair  
2019-2020

Rotary Coeur d'Alene Member, Local Grants and Scholarships Committee, Local Community Service  
Committee, 2017-present, Youth Guests Committee Co-Chair, 2018-present

Coeur d'Alene School District Secondary Mathematics Committee, 2017-2018

Coeur d'Alene School District Mathematics Textbook Adoption Committee, 2016-2017

Leadership Coeur d'Alene, 2017-2019

Lady d'Alene's Volunteer Organization Member, 2016-2018

Children's Village Direct Care Weekly Volunteer, 2014-2016

### **Professional and Scholarly Organizations:**

Association of Mathematics Teacher Educators

National Council of Teachers of Mathematics

American Educational Research Association, SIG: Research in Mathematics Education

Psychology of Mathematics Education, North America Chapter  
International Group for the Psychology of Mathematics Education

### **ADVISORY BOARDS**

Advisory Board Member: de Araujo, Z., Otten, S., & Candela, A. (2021-2025). Practice-Driven Professional Development for Algebra Teachers. NSF DRK12 (\$2,500,000)

Advisor, [REMATH](#) Research School, Department of Mathematics and Science Education, Stockholm University (2021-2035)

### **HONORS AND AWARDS**

University of Idaho President's Mid-Career Faculty Award (\$10,000 honorarium), 2021

P3R1 Grant Matching Faculty Award, University of Idaho, 2021

National Science Foundation. Stem for All Video Showcase, Presenters' Choice Award (<https://stemforall2019.videohall.com/presentations/1487>), 2019

Kootenai County Young Professionals, Top 30 Under 40 (<https://www.uidaho.edu/news/news-articles/kudos/2018-spring/010918-julieamador>), 2018

Marilyn and Kenneth Hallett Faculty Fellowship Award, Marilyn and Kenneth Hallett Faculty Fellowship Endowment, University of Idaho, 2017

Washoe County School District, Washoe Education Association, Distinguished Teaching Performance Award, 2010

### **PROFESSIONAL DEVELOPMENT**

2021 All Academic Training, Virtual  
2015 Scholarship, Inquiry, and Practice Mathematics Methods Group, Atlanta, Georgia  
2014 Service Teaching and Research (STaR) Fellowship Follow-Up, February 4-6, Irvine, California  
2013 October, NVivo Training. QSR International, Portland, Oregon  
2013 Service Teaching and Research (STaR) Fellow in Mathematics Education. Summer Institute: July 13-July 19, Park City, Utah  
2013 NVivo 10 Webinar. QSR International (Americas) Inc.  
2012 BbLearn Workshop. UI Coeur d'Alene workshop