CURRICULUM VITAE

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ACADEMIC BACKGROUND

Ph.D.	UNIVERSITY OF ALABAMA, Tuscaloosa, Alabama
1999	Major: Elementary Education
	Minors: Educational Psychology
	Special emphasis in Neuropsychology-neurophysiology, Learning and Development, Cognition and Instruction, Curriculum and Instruction, Life Span and Human Development
	Administration in Higher Education
	Special emphasis in Educational Law, Contracts and Grants, Professional Development for Teachers, Administrative Management
Ed.S	UNIVERSITY OF ALABAMA, Tuscaloosa Alabama
1997	Major: Elementary Education
M.A.	UNIVERSITY OF ALABAMA, Tuscaloosa, Alabama
1994	Major: Elementary Education/Early Childhood Education
B.S.	JACKSONVILLE STATE UNIVERSITY, Jacksonville, Alabama
1989	Elementary Education/Early Childhood Education

PROFESSIONAL EXPERIENCE

Universities

2003-Present **Associate Professor of Elementary & Mathematics Education,** School of Teaching, Learning, and Leadership, University of Central Florida, Orlando, Florida.

2008-Present **National Trainer and Presenter,** Bureau of Education and Research, Seattle, Washington.

2005-Present **Behavioral Management Specialist**- School of Teaching, Learning, and Leadership, University of Central Florida, Orlando, Florida.

2003-Present **Academy Research Faculty,** School of Teaching, Learning, and Leadership, University of Central Florida, Orlando, Florida

2000-2003 **Assistant Professor of Elementary Education,** Department of Curriculum and Instruction, University of West Georgia, Carrollton, Georgia.

2001-2003 **Student Intern and Block II Supervisor-**Department of Curriculum and Instruction, State University of West Georgia, Carrollton, Georgia.

6/98-2/98 **Graduate Teaching Assistant**-University of Alabama, Tuscaloosa, Alabama.

6/98-12/98 **Undergraduate Teaching Supervisor**-University of Alabama, Tuscaloosa, Alabama.

Public School

2009-present **Mathematics Consultant**-Dallas/Fort Worth City Schools, Dallas-Fort Worth Texas.

2003-present **Mathematics Consultant**-Douglas County Schools, Douglasville, Georgia.

2003-present **Mathematics Consultant**-Volusia County Schools, Volusia County.

1989-2001 **Teacher,** G.W. Floyd Elementary School, Gadsden City Schools, Gadsden City Board of Education, Gadsden, Alabama.

PROFESSIONAL CERTIFICATIONS

Class A-Principalship Certification in Administration P-12
Class AA-Rank A, Elementary 1-6
Class A-Rank 1, Early Childhood (57) N-3
Class A-Rank 1, Elementary (76) 1-6
Class B-Rank 2, Early Childhood (56) N-3
Class B-Rank 2, Elementary (75) 1-6

HONORS AND AWARDS

Teaching Incentive Program Award, University of Central Florida, 2012
Excellence in Undergraduate Teaching Award, University of Central Florida, 2011
Scholarship of Teaching and Learning Award , University of Central Florida, 2008
Excellence in Undergraduate Teaching Award, University of Central Florida, 2007
Teacher Recognition and Appreciation Award, Delta Delta Delta Sorority, University of Central Florida, 2005
Christa McAuliffe Teaching Award-Lockheed Martin/UCF K-8 Program Award (Team Member, Assistant Professor, and Behavior Specialist of Program), 2004
Graduate Fellow, University of Alabama 1997, 1998
National Nominee for USA Teacher Team- USA TODAY, May 1999
Magna Cum Laude Graduate, University of Alabama, 1999
Graduate Teaching Assistant-$15,000 Stipend, University of Alabama, 1998-99
National Alumni Association Graduate Fellow Stipend-$15,000-University of Alabama, 1997-98
National Alumni Association License Tag $10,000 Scholarship Award, 1997-98
Teacher of the Month, G. W. Floyd Elementary School, November 1996
Magna Cum Laude Graduate, University of Alabama, 1996
Kappa Delta Pi International Honor Society, University of Alabama 1994
Magna Cum Laude Graduate, University of Alabama, 1994
Kappa Delta Pi International Honor Society, Jacksonville State University 1988
Magna Cum Laude Graduate, Jacksonville State University, 1988
Phi Theta Kappa National Honor Society, Gadsden State Community College 1987

RESEARCH AND CREATIVE ACTIVITIES

Research Foci: (a) mathematics anxiety in elementary/ middle school students, at-risk students, and both pre-service/in-service teachers, (b) the psychology of mathematics including learning styles, and (c) professional development for pre-service and service teachers.

Publications

Books (refereed)

National

Gresham, G., &. Little, M. (2013). *Response to intervention in mathematics: Practical tools for k-8 classroom teachers.* Pearson Publishing (Allyn & Bacon).

Brumbaugh, D., Ortiz, E. & **Gresham, G.,** (2006). *Teaching middle grades mathematics.* Lawrence Erlbaum & Associates.

Books (non-refereed)

Gresham, G., (2010). *Response to intervention in mathematics for grades k-6* Bureau of Education and Research. Bellevue WA.

Gresham, G., (2009). *Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics (Grades K-6).* Institute of Research and Development. Bellevue WA.

Ortiz, E., **Gresham, G**., Brumbaugh, D., &. (2008). *TAG (Tricks, Activities, & Games-Grades 3-5).* Lulu Press.

Gresham, G., Brumbaugh, D., & Ortiz, E. (2007). *TAG (Tricks, Activities, & Games-Grades 5-8).* Lulu Press.

Journal Articles (refereed)

International

Gresham, G. (2010). A study exploring changes in exceptional education pre-service teachers' mathematics anxiety. *Issues in the Undergraduate Mathematics*

Preparation of School Teachers: The Journal. (IUMPST) (4) Curriculum.1-14.

Gresham, G. (2009). An examination of mathematics teacher efficacy and mathematics anxiety in elementary pre-service teachers. *Journal of Classroom Interaction (44)* 2, 22-38.

Gresham, G. (2008). Mathematics anxiety and mathematics teacher efficacy in elementary pre-service teachers. *Teaching Education, (19)* 3, 171-184.

Gresham, G. (2007). An invitation into the investigation of the relationship between mathematics anxiety and learning styles in elementary pre-service teachers. *Journal of Invitational Theory and Practice*, 13, 24-33.

Gresham, G. (2007). A study to reduce mathematics anxiety in elementary pre-service teachers. *Early Childhood Education Journal*, 35(2), 181-188.

National

Gresham, G., &. Little, M. (2012). Response to intervention in the elementary mathematics classroom. *Teaching Children Mathematics.* (19), 1, 20-30.

Little, M., & **Gresham, G.** (in press). Response to intervention in mathematics: Differentiating instruction for all students. *Teaching Exceptional Children.*

Gresham, G. (2004-2005). Electronic exploration with tessellations. *On-Math Journal for School Mathematics-National Council of Teachers of Mathematics (NCTM*). 3 (2), 1-12.

Gresham, G. (2004). Experimenting with triangles: Sidelinks and area. *On-Math Journal for School Mathematics- National Council of Teachers of Mathematics (NCTM)* 3, (1), 1-6.

Gresham, G. (2004). Bucking the current trend in mathematics methods: Fundamental approaches to teaching k-6 mathematics effectively. *American Journal of Psychology,* 117 (3), 443-478.

Gresham, G. (2003). Literacy and math? Helping students make that connection! *Current Issues in Middle Level Education*, 8 (2), 18-22. (Affiliated national journal for the National Middle School Association)

Gresham G., & Nazzal, A. (2002). Peer-tutoring as a strategy to reduce mathematics anxiety in the middle grades classroom: Two studies. *Current Issues in Middle Level Education,* 8 (1), 20-30. (Affiliated national journal for the National Middle School Association)

International/National (Invited and Editorial Reviewed Publications)

Gresham, G. & Little, M. (2013). Improving student achievement through response to intervention. *Position Paper (Invited by the National Council of Supervisors of Mathematics (NCSM) Improving Student Achievement Series.*

Gresham, G. (2009). Mathematics anxiety and mathematics teacher efficacy in elementary pre-service teachers. *MOFET ITEC-International Portal of Teacher Education, http://itec.macam.ac.il/portal/.*

Gresham, G. (2006). How to deal with mathematics anxiety. *Crosswalk.* June/July, 2006. 1-3. (Invited publication).

Gresham, G. (2005). Math anxiety: How you can help your children overcome it. *Home School Journal.* Jan/Feb, 2006 (19), 50-51. (Invited publication)

Gresham, G. (1998). *Reducing mathematics anxiety in fourth grade at-risk students.* (ERIC Document Reproduction Service No. ED 417931).

Vinson, B., Haynes, J., Brasher, J., & Sloan, T., **Gresham, R**., (1998*). A comparison of pre-and post- levels of mathematics anxiety among pre-service teacher candidates enrolled in a mathematics methods course.* (ERIC Document Reproduction Service No. ED 417137).

Vinson, B., Sloan, T., Haynes, J., & Brasher, J., **Gresham, R**., (1998*). A comparison of pre-service teachers; mathematics anxiety before and after a methods class emphasizing manipulatives.* (ERIC Document Reproduction Service No. ED 417136).

Gresham, R.H. (1998). *Teachers' and students' perceptions of school and classroom climate: A pre-post test of character education*. Dissertation Published-The University of Alabama.

Gresham, R. H. (1997). *Reducing mathematics anxiety in fourth grade at-risk students.* Educational Specialist Thesis. Tuscaloosa, AL: The University of Alabama.

State (refereed)

Gresham, G., & Wilkinson, M. (2008). Power Cards Reloaded. *Reflections* (52) 4, 16-20.

Gresham, G. (2007) Equity for all: A Study of mathematics anxiety and changes in at-risk students. *Dimensions, 27* (1), 9-14.

Gresham, G. (2007). The magic of the 31 cards. *Reflections*, (52) 2, 16-19.

Gresham, G., & Wilkinson, M. (2006). Hello my principal, may I have a moment of your time? A look at what classroom teachers really want to say. *Florida Educational Leadership, 7* (1), 7-10.

Gresham, G. (2004). Mathematics anxiety in elementary school students. *ComMuniCator*, 28, (1), 28-29. (*Affliated State Journal for the National Council of Teachers of Mathematics).*

Gresham, G. (2004). Finding the missing link between literacy and math: Elementary students make the connection. *Georgia Council of Teachers of Mathematics-Reflections*, 50 (2), 12-13.

State (Invited publications)

Gresham, G. (2005). Mathematics anxiety in elementary school students. *Missouri Council of Teachers of Mathematics Bulletin (MCTM) –Affiliated State Journal of the National Council of Teachers of Mathematics, (NCTM).* 5-6. (Invited reprinted publication).

Book Reviews

Gresham, G. (2004). Teaching Elementary Mathematics. *American Journal of Psychology*, 117, (3), 443-478.

Books/Chapter/Other Contributions

Gresham, G. (2004-2005). Electronic exploration with tessellations. *Online Journal for School Mathematics-National Council of Teachers of Mathematics (NCTM*). 3 (2), 1-12. (Blind, refereed article--20% acceptance rate, used as writer's guide.

Brumbaugh, D., Moch, P., Wilkinson, M. (2004). *Mathematics content for elementary teachers.* Lawrence Erlbaum & Associates. (**Gresham, G**-Completed index for the textbook.)

National

Educational Video Creation and Training Guide

Gresham, G. (2010). *Using response to intervention to enhance math instruction for struggling students grades k-6*. Bureau of Education and Research, Bellevue, WA. (Video)

Gresham, G. & Roach, M. (2010). *Using response to intervention to enhance math instruction for struggling students grades k-6*. Bureau of Education and Research, Bellevue, WA. (Resource Guide.)

Papers Presented at Professional Conferences (Refereed) International Conferences

Gresham, G. (2011). *Response to Intervention in Mathematics: Differentiating Instruction for At-Risk Students.* Twenty-first International Conference on College Teaching and Learning, Ponte Vedra Beach, Florida.

Gresham, G. (2010). *Elementary pre-service teachers' mathematics anxiety, learning styles, and mathematics teacher efficacy and their effects on teaching in pre-service teachers*. Twentieth International Conference on College Teaching and Learning, Ponte Vedra Beach, Florida.

Gresham, G. (2009). *Elementary pre-service teachers' mathematics anxiety and mathematics teacher efficacy and the effects on teaching*. Nineteenth International Conference on College Teaching and Learning, Jacksonville, Florida.

Gresham, G. (2008). *A Study of the relationship of elementary pre-service teachers' mathematics anxiety and mathematics teacher efficacy*. Nineteenth International Conference on College Teaching and Learning, Jacksonville, Florida.

Gresham, G. (2007). *Utilizing an elementary mathematics methods course to identify and reduce mathematics anxiety in pre-service teachers*. 5th Annual Hawaii International Conference on Education. Honolulu, Hawaii.

Gresham, G. (2004). *Comparing pre-post levels of pre-service teacher mathematics anxiety in a mathematics methods course*. Fifteenth International Conference on College Teaching and Learning. Jacksonville, Florida.

Gresham, G. (2000). *Designing schools and classrooms for character education.* Eleventh International Research Conference for Character Education, Orlando, Florida.

National Conferences

Gresham, G. (2012). *Response to intervention in mathematics for struggling students.* National Council of Teachers of Mathematics (NCTM). Philadelphia, PA.

Gresham, G. (2012). *Using response to intervention to enhance mathematical teaching and teaching and learning for all.* National Council of Supervisors of Mathematics (NCSM). Philadelphia, PA.

Gresham, G. (2008). Elementary pre-service teachers' mathematics anxiety and mathematics teacher efficacy. Eastern Educational Research Association (EERA), Hilton Head, South Carolina.

Swan B., & **Gresham, G.** (2007). *Classroom investigations to improve students' understanding of algebra.* National Council of Teachers of Mathematics (NCTM). Atlanta, Georgia.

Gresham, G. (2007). *The effects of a mathematics methods course: Comparing the pre-post levels of elementary pre-service teachers' mathematics anxiety.* Eastern Educational Research Association (EERA). Clearwater, Florida.

Gresham, G. (2006). *Mathematics anxiety in at-risk students: Help your students succeed.* National Middle School Association (NMSA). Nashville, Tennessee.

Gresham, G. (2004). *Innovative, successful teaching strategies to reduce mathematics anxiety in special needs-at risk students.* American Council on Rural Special Education. Orlando. Florida.

Gresham, G. (2003). *Using effective teaching strategies to identify and reduce mathematics anxiety in "at-risk" middle grades students.* National Middle School Association, (NMSA). Atlanta, Georgia.

Gresham, G. (2003). *Reducing mathematics anxiety using manipulatives in the elementary grades.* National Council of Teachers of Mathematics (NCTM). San

Antonio, Texas.

Gresham, G. (2003). *Student's perceptions of school and classroom climate: A pre-post test of character education.* Eastern Educational Research Association (EERA).

Gresham, G. (2000) *Applying character education for improved student behavior and learning.* Character Education Conference-Character Education Discussion Panel, Houston, Texas.

Regional Conferences

Gresham, G. (2004). *Effective strategies to identify and reduce mathematics anxiety in teachers and students.* National Council of Teachers of Mathematics (NCTM). New Orleans, Louisiana.

Gresham, R. (1997) *A comparison of pre-service teachers' mathematics anxiety before and after a methods class emphasizing manipulatives.* MidSouth Educational Research Association, Nashville, Tennessee**.**

Gresham, R. (1997). *Attitudes toward mathematics: Reducing the anxiety,* Mid-South Educational Research Association, Nashville, Tennessee.

Gresham, G. (1997). *A comparison of pre- and post- levels of mathematics anxiety among pre-service teacher candidates enrolled in a mathematics methods course,* Mid-South Educational Research Association, Memphis, Tennessee.

State Conferences

Gresham, G. (June, 2010). *Engaging all students in mathematics within the RTI framework: A magical journal of multiple pathways.* (Invited) Lake Buena Vista, Fl.

Gresham, G. (2006). *Understanding and reducing mathematics anxiety: Help students make that connection!* Florida Council of Teachers of Mathematics. Orlando, Fl.

Gresham, G. (2003). *Using effective teaching strategies to identify and reduce mathematics anxiety in teachers and students.* California Council of Mathematics (CCM). Palm Springs, California. (Invited).

Gresham, G. (2003). *Identifying and reducing mathematics anxiety in elementary students.* Florida Council of Teachers of Mathematics (FCTM), Melbourne,

Florida.

Gresham, G. (2003). *How to identify and reduce mathematics anxiety in "at-risk" students.* Georgia Middle School Association (GMSA) Conference, Savannah, Georgia.

Gresham, G. (2002). *Reducing mathematics anxiety in middle grades "at- risk" students.* Georgia Middle School Association (GMSA) Conference, Savannah, Georgia.

Local Conferences

Gresham, G. (2000) *Managing at-risk students using a character education program.* Teacher In-service Training Program, Gadsden City Schools. (Invited)

Gresham, G. (1999). *Character education: Implementing a twelve point comprehensive approach.* Gadsden City Schools. (Invited)

Gresham, G. (1999). *Understanding handwriting for administrative advancement.* International Conference for Handwriting Analysis- Orlando, Florida.

Gresham, G. (1999). *Saving our students through a character education program.* Tuscaloosa County Schools. (Invited)

Gresham, G, (1998). *Can we save our students through character education-our role as the classroom teacher in an urban school*. Tuscaloosa City Schools. (Invited)

Gresham, G. (1998). *Can we save our students through character education-our role as the classroom teacher in a rural school*. Tuscaloosa County Schools. (Invited)

Gresham, G. (1998). *Saving our students through a character education program.* Teacher In-service Training, Tuscaloosa City Schools. (Invited)

Proceedings- International (Refereed)

Gresham, G. (2007). Utilizing an elementary mathematics methods course to identify and reduce mathematics anxiety in pre-service teachers. In ICE (Eds.). *Proceedings of the Hawaii International Conference on Education.* Honolulu, Hawaii.

Gresham, G. (2004). Comparing pre-post levels of pre-service teacher mathematics anxiety in a mathematics methods course. *Fifteenth International Conference on*

College Teaching and Learning. Jacksonville, Florida. The Center for the Advancement of Teaching and Learning.

Grants and Other Funded Projects

Funded

Lobo, N., Shah, M., Dixon, J., & **Gresham, G.,** (2007) Pictures Represent Opportunities For Inspiration in Technology: PROFIT. (NSF Grant, $1,300,000, funded).

Gresham, G. (1997). Preparing At-Risk Students for the 21st Century. Giving Them the Power to Succeed. Alabama Power Grant, Principal Investigator ($5000, funded).

Gresham, G. (1996). Floyd Foliage Factory-Tools for Helping Our Minds Grow, TITLE I Math and Science Technology Grant, Principal Investigator, ($5000, funded).

Gresham, G. (1994). Helping At-Risk Students Integrate and Use Technology in the Classroom, Goodyear Tire and Rubber Company Computer Lab Technology Grant, Principal Investigator, ($10,000, funded).

Pending

Lobo, N., Shah, M., Gunter, G., & **Gresham, G.,** (2011) Pictures Raise Interest In Mathematics and Information Technology: PRIMIT. (NSF Grant, $1,400,000 pending).

Little, M., & **Gresham. G.,** (2010). *Doing What Works Mini-Awards Proposal Project: "Expansion Bridges in Mathematics,"* Program Improvement Grant USDOE. ($20,000 pending).

Creative Activity Instructional Materials Development

Gresham, G. (2010). Using response to intervention to enhance math instruction for struggling learners-grades k-6. Video Resource Training Guide for mathematics educators.

Gresham, G., (2009). Winter Faculty Development Conference Team-Developed Frequently Asked Questions documents to facilitate communication among instructors for the co-requisite internship courses for MAE 4326 and RED 4519.

Gresham, G. (2008). TAG Book-Tricks, Activities, and Games-Developed for pre-service and in-service teachers- Grades 3-5.

Gresham, G. (2007). Developed a course packet for new course I designed for graduate TMAST students in the area of classroom management.

Gresham, G. (2006). TAG Book-Tricks, Activities, and Games-Developed for pre-service and in-service teachers- Grades 5-8.

Gresham, G. (2003). Developed Course Packet at University of Central Florida for MAE 4326 used by students and full time/adjunct and instructor faculty.

Gresham, G. (2001). Developed a Course Packet at University of West Georgia to integrate mathematics and technology into the mathematics methods courses for both graduate and undergraduate students of elementary majors.

Independent Research Projects

(Based on research foci)

Understanding mathematical skills and abilities in kindergarten students through the use of manipulatives and reading during mathematics lessons.

Kindergarten students' mathematical skills are being questioned nationwide. Many are entering school unprepared to handle the challenges they will face in the required kindergarten mathematics classroom as indicated by the No Child Left Behind Act and Florida's Sunshine State Standards. In response to students' needs, I am conducting a 2-5 year research study in 7 Volusia County kindergarten classes. I am implementing a new mathematics text with the use of manipulatives and integrating reading in the mathematics classroom in order to determine the effects these strategies will have on students' mathematical outcomes.

Objective:

- To determine overall student mathematical ability pre-post.

- To assess the new mathematics text.
- To identify the relationship between the use of manipulatives and reading in the mathematics classroom and what difference it will make in students mathematical ability.

Results:

The project started in January of 2007 by training teachers to use the text, manipulatives, and reading in the mathematics classroom. Over 200 students and 7 teachers are involved in the project.

Identifying the Relationship Between Mathematics Anxiety and Learning Styles: A Look at Two Hundred Sixty-Four Pre-service Teachers Mathematics Anxiety and Learning Style Preferences (2006)

Mathematics anxiety is prevalent among the pre-service teacher population. This is cause for concern considering that teachers who possess higher levels of mathematics anxiety may unintentionally pass on these negative feelings to their students. Little research has been done in the area of mathematics anxiety and learning styles. To add to this body of knowledge, 264 pre-service teachers were surveyed. Scores were examined to identify the relationship between mathematics anxiety and learning styles.

Objective:

- To assess pre-service teachers' mathematics anxiety levels.
- To determine pre-service teachers learning styles preference.
- To identify a relationship between pre-service teachers mathematics anxiety and learning style preference.

Results:

- Of the 264 surveyed, 179 were categorized as global learners, 8 were analytic learners, and 77 were a combination of both global/analytical.
- As global orientation scores increased, mathematics anxiety scores increased as well.

The study is discussed in greater detail in the following published manuscript.

> **Gresham, G.** (2007). An Invitation into the Investigation of the Relationship Between Mathematics Anxiety and Learning Styles in Elementary Pre-service Teachers. *Journal of Invitational Theory and Practice*. 13, 24-33.

Utilizing a Mathematics Methods Course to Identify and Reduce Mathematics Anxiety (2003-2006)

Research indicates that pre-service teachers have the highest levels of mathematics anxiety than any other degreed profession. Further, some researchers have proposed that mathematics anxiety may stem from teaching methods that are conventional and rule bound. The quality of mathematics instruction at the elementary school level depends on the preparation of pre-service elementary teachers.

Objective:

- To compare the mathematics anxiety levels before and after a mathematics methods course of 264 elementary pre-service teachers over 6 consecutive semesters.
- To introduce a hands-on learning environment using manipulatives throughout the semester.
- To decrease elementary pre-service teachers mathematics anxiety levels
- To change pre-service teachers negative attitudes regarding mathematics by creating positive experiences for successful classroom learning for both themselves and their future students.
- To discuss ways in which mathematics anxiety can be reduced among future teachers and their students.

Results:

- Of the 264 pre-service students surveyed, 255 students had moderate to high levels of mathematics anxiety.
- After comparing the pre-service teacher surveys, it was found that their overall mathematics anxiety was significantly decreased after a mathematics methods course emphasizing manipulatives.

The study is discussed in greater detail in the following manuscripts that are published or in press.

Gresham, G. (2010). A study exploring changes in exceptional education pre-service teachers' mathematics anxiety. *Issues in the Undergraduate Mathematics Preparation of School Teachers: The Journal.*

Gresham, G. (2009). An examination of mathematics teacher efficacy and mathematics anxiety in elementary pre-service. *Journal of Classroom Interaction (44)* 2, 22-38.

Gresham, G. (2008). Mathematics anxiety and mathematics teacher efficacy in elementary pre-service teachers.

Teaching Education Journal (19) 3, 171-184.

Pre-service Teachers Perceptions and Attitudes Regarding Mathematics (1997-1998)

Research indicates that mathematics classes are usually taught in a very traditional, rule-based methodology approach. The purpose of this study was to present research concerning the effects of mathematics anxiety among early childhood pre-service teachers, and to discuss ways in which mathematics anxiety can be reduced among them and their future students.

Objective:

- To identify and reduce the levels of mathematics anxiety in 87 early childhood pre-service teachers.

Results:

- Pre-service teachers had high pre levels of mathematics anxiety.
- Their levels of mathematics anxiety were reduced significantly after changes in instructional strategies.
- Classroom teachers have a direct impact upon their students' mathematics anxiety levels.

The study is discussed in greater detail in the following published manuscripts.

Vinson, B., Haynes, J., Brasher, J., & Sloan, T., **Gresham, R**. (1998*). A comparison of pre-and post- levels of mathematics anxiety among pre-service teacher candidates enrolled in a mathematics methods course.* (ERIC Document Reproduction Service No. ED 417137).

Vinson, B., Sloan, T., Haynes, J., & Brasher, J., **Gresham, R**. (1998*). A comparison of pre-service teachers; Mathematics anxiety before and after a methods class emphasizing manipulatives.* (ERIC Document Reproduction Service No. ED 417136).

WORKSHOPS, INSTITUTES, AND SEMINARS

Workshop Presentations

University/College

Gresham, G. (November, 2006). *Survival tips for your first day of teaching, first year and beyond.* Happy Hour Workshop--Daytona Beach Campus.

Gresham, G. (October, 2006). *Classroom management for pre-service/first year teachers.* Happy Hour Workshop--Daytona Beach Campus.

National and State Workshops/Seminars/Professional Development for Teachers

Gresham, G. (July, 2011). Response to intervention: Using guided math for struggling learners-Grades Pre-K-3. Dallas/Fort Worth, TX. (Invited)

Gresham, G. (July, 2011). Response to intervention: Using guided math for struggling learners-Grades 4-8. Dallas/Fort Worth, TX. (Invited)

Gresham, G. (July, 2011). Connecting response to intervention (RTI) with mathematics lesson planning-Grades Pre-K-3. Dallas/Fort Worth, TX. (Invited)

Gresham, G. (July, 2011). Connecting response to intervention (RTI) with mathematics lesson planning-Grades 4-8. Dallas/Fort Worth, TX. (Invited)

Gresham, G. (January 2011). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Allentown, PA. (Invited)

Gresham, G. (January 2011). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Newark, NJ. (Invited)

Gresham, G. (January 2011). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Albany, NY. (Invited)

Gresham, G. (January 2011). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Boston, MA (Invited)

Gresham, G. (December, 2010). Engaging all students in mathematics within the RTI framework: A magical journal of multiple pathways. (Invited) Columbus, Ohio.

Gresham, G. (December, 2010). Engaging all students in mathematics within the RTI framework: A magical journal of multiple pathways. (Invited) Minneapolis, Minnesota.

Gresham, G. (December, 2010). Engaging all students in mathematics within the RTI framework: A magical journal of multiple pathways. (Invited) Chicago, IL (North).

Gresham, G. (December, 2010). Engaging all students in mathematics within the RTI framework: A magical journal of multiple pathways. (Invited) Chicago, IL, (South).

Gresham, G. (June, 2010). Engaging all students in mathematics within the RTI framework: A magical journal of multiple pathways. (Invited) Lake Buena Vista, FL.

Gresham, G. (June 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Newark, NJ. (Invited)

Gresham, G. (June 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Newark, NJ. (Invited)

Gresham, G. (June 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Rochester, NY. (Invited)

Gresham, G. (May 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Chicago, IL. (South). (Invited)

Gresham, G. (May 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Chicago, IL. (North). (Invited)

Gresham, G. (May 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Newark, NJ. (Invited)

Gresham, G. (April 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Rochester, NY. (Invited)

Gresham, G. (April 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Burlington, VT. (Invited)

Gresham, G. (April, 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Milwaukee, WI. (Invited)

Gresham, G. (March, 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Minneapolis, MN. (Invited)

Gresham, G. (March, 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Boston, MA. (Invited)

Gresham, G. (March, 2010). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Boston, MA. (Invited)

Gresham, G. (August, 2009). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Dallas, Texas. (Invited)

Gresham, G. (July, 2009). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. San Antonio, Texas. (Invited)

Gresham, G. (June, 2009). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Fort Worth, Texas. (Invited)

Gresham, G. (April, 2009). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Atlanta, Georgia. (Invited)

Gresham, G. (April, 2009). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Kansas City, Missouri (Invited)

Gresham, G. (March, 2009). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6, Chicago, Illinois-South. (Invited)

Gresham, G. (March, 2009). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6, Chicago, Illinois-North. (Invited)

Gresham, G. (November, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 6th grade students. Silver Sands Middle School, Volusia County, November, 2006. (Invited)

Gresham, G. (November, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 7th grade students. Silver Sands Middle School, Volusia County. (Invited)

Gresham, G. (November, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 8th students. Silver Sands Middle School, Volusia County. (Invited)

Gresham, G. (October, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 6th grade students. General Forrest Middle School, Etowah County. (Invited)

Gresham, G. (October, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 7th grade students. General Forrest Middle School, Etowah County. (Invited)

Gresham, G. (October, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 8th grade students. General Forrest Middle School, Etowah County. (Invited)

Gresham, G. (September, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 6th grade students. General Forrest Middle School, Etowah County. (Invited)

Gresham, G. (September, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their7th grade students. General Forrest Middle School, Etowah County. (Invited)

Gresham, G. (September, 2006). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 8th grade students. General Forrest Middle School, Etowah County. (Invited)

Gresham, G. (October, 2006). Kindergarten and Beyond~Helping pre-service and in-service teachers understand mathematics anxiety and how to prevent mathematics anxiety in kindergarten students. Sugar Mill Elementary School,

Volusia County. (Invited)

Gresham, G. (October, 2006). First Grade and Beyond~Helping pre-service and in-service teachers understand mathematics anxiety and how to reduce and/or prevent mathematics anxiety in their 1st grade students. Sugar Mill Elementary School, Volusia County. (Invited)

Gresham, G. (October, 2006). Second Grade and Beyond~Helping pre-service and in-service teachers understand mathematics anxiety and how to reduce and/or prevent mathematics anxiety in their 2nd grade students. Sugar Mill Elementary School, Volusia County. (Invited)

Gresham, G. (October, 2006). Third Grade and Beyond~Helping pre-service and in-service teachers understand mathematics anxiety and how to reduce and/or prevent mathematics anxiety in their 3rd grade students. Sugar Mill Elementary School, Volusia County. (Invited)

Gresham, G. (September, 2006). Meeting of the minds for Understanding~ A look at mathematics anxiety in kindergarten students. Sugar Mill Elementary-Volusia County, September, 2006. (Invited)

Gresham, G. (September, 2006). Meeting of the minds for Understanding~ A look at mathematics anxiety in first grade students. Sugar Mill Elementary-Volusia County, September, 2006. (Invited)

Gresham, G. (September, 2006). Meeting of the minds for Understanding~ A look at mathematics anxiety in second grade students. Sugar Mill Elementary-Volusia County, September, 2006. (Invited)

Gresham, G. (September, 2006). Meeting of the minds for Understanding~ A look at mathematics anxiety in third grade students. Sugar Mill Elementary-Volusia County. (Invited)

Gresham, G. (2005). Helping pre-service and in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their students. Spruce Creek Elementary, Volusia County. (Invited)

Gresham, G. (2005). Helping teachers identify mathematics anxiety in their students. Holly Hill Elementary School, Volusia County. (Invited)

Gresham, G. (2005). Understanding mathematics anxiety and how to reduce it. Sugar Mill Elementary, Volusia County, (Invited)

Gresham, G. (April, 2003) Math Power Planning Workshop at Eastside (Invited).

Gresham, G. (April, 2003) Mathematics Instruction Workshop at Annette Winn (Invited).

Gresham, G. (June, 2003) Reducing Mathematics Anxiety in Elementary Students Hands-On Workshop at Burnett Elementary (Invited).

Gresham, G. (July, 2003) Problem Solving in the Classroom Workshop at Douglas County Schools (Invited).

Teaching
Courses Taught at the University of Central Florida
Graduate

Spring, 2012

IDS 6516 *Leadership Development for Mathematics and Science Teaching*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. This course is designed to develop mathematics and science teachers' abilities to assume leadership roles within their schools.

Fall 2011

IDS 6915 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Summer 2011

IDS 6933 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

IDS 6910 *Research in Mathematics and Science Education*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes support to plan and implement research projects and provide knowledge and skills in theoretical understandings and practical approaches in the investigation of research questions in

classroom settings.

Spring 2011

IDS 6516 *Leadership Development for Mathematics and Science Teaching*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. This course is designed to develop mathematics and science teachers' abilities to assume leadership roles within their schools.

Fall 2010

IDS 6915 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Fall 2009

IDS 6915 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Summer 2009

IDS 6933 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Fall 2008

IDS 6915 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Summer 2008

IDS 6933 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching

Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Spring 2008

IDS 6939 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Fall 2007

IDS 6939 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Summer 2007

IDS 6933 *TMAST-Mathematics and Science in Middle School-Portfolio Assessment*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. This course is designed so that graduate students may study specific areas related to curriculum, instruction, and assessment in mathematics and science education.

Fall 2006

IDS 6939 *TMAST-Mathematics and Science in Middle School-Classroom Management in Middle Grades*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Summer 2006

IDS 6933 *TMAST-Mathematics and Science in Middle School-Portfolio Assessment*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. This course is designed so that graduate students may study specific areas related to curriculum, instruction, and assessment in mathematics and science education.

Fall 2005

IDS 6939 *Classroom Management in Middle Grades*
Graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

EDE 4943 *Internship II-Clinical Supervision*
This course includes full-time student teaching in an elementary school under the supervision of a certified classroom teacher along with the attendance of seminar activities.

Summer 2005

IDS 6939 *TMAST-Reform in Mathematics and Science in Middle School*
Students must have graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Fall 2004

IDS 6939 *TMAST Curriculum Reform in Mathematics and Science*
Graduate standing and valid Florida Teaching Certificate or C.I. Emphasizes the reform movement including technology, history of curriculum, curriculum theory, and standards documents.

Summer 2004

EDS 5356 *Supervision of Professional Laboratory Experiences*
This course is the study of the undergraduate professional laboratory experiences program, with emphasis on the role and responsibilities of the Teacher Education Associate of Supervising Teacher.

Courses Taught at University of Central Florida

Undergraduate

Spring 2012

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Fall 2011

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Spring 2011

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Fall 2010

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Summer 2010

MAE 2801 *Elementary School Mathematics*
This course emphasizes mathematics appropriate for the elementary school including the six basic sets of numbers, concepts, learning sequences, algorithms, problem-solving techniques, error patterns, number systems, and geometry.

Spring 2010

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use

of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Fall 2009

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Summer 2009

MAE 2801 *Elementary School Mathematics*
This course emphasizes mathematics appropriate for the elementary school including the six basic sets of numbers, concepts, learning sequences, algorithms, problem-solving techniques, error patterns, number systems, and geometry.

Spring 2009

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

EDE 4943 *Internship II-Clinical Supervision*
This course includes full-time student teaching in an elementary school

under the supervision of a certified classroom teacher along with the attendance of seminar activities.

EDE 3942 *Internship I-Clinical Supervision*
This course includes full-time student teaching in an elementary school under the supervision of a certified classroom teacher

Fall 2008

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Summer 2008

MAE 2801 *Elementary School Mathematics*
This course emphasizes mathematics appropriate for the elementary school including the six basic sets of numbers, concepts, learning sequences, algorithms, problem-solving techniques, error patterns, number systems, and geometry.

Spring 2008

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Fall 2007

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*

This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Summer 2007

MAE 2801 *Elementary School Mathematics*
This course emphasizes mathematics appropriate for the elementary school including the six basic sets of numbers, concepts, learning sequences, algorithms, problem-solving techniques, error patterns, number systems, and geometry.

Spring 2007

MAE 4326 *Section 0001 How Children Learn Mathematics*
MAE 4326 *Section 0002 How Children Learn Mathematics*
MAE 4326 *Section 0004 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Fall 2006

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Summer 2006

MAE 2801 *Elementary School Mathematics*
This course emphasizes mathematics appropriate for the elementary school including the six basic sets of numbers, concepts, learning sequences, algorithms, problem-solving techniques, error patterns, number systems, and geometry.

Spring 2006

MAE 4326 *Section 0001 How Children Learn Mathematics*
MAE 4326 *Section 0002 How Children Learn Mathematics*
MAE 4326 *Section 0004 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Fall 2005

MAE 4326 *Section 0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

EDE 4943 *Internship II-Clinical Supervision*
This course includes full-time student teaching in an elementary school under the supervision of a certified classroom teacher along with the attendance of seminar activities.

EDE 3942 *Internship I-Clinical Supervision*
This course includes full-time student teaching in an elementary school under the supervision of a certified classroom teacher.

Summer 2005

MAE 2801 *Elementary School Mathematics*
This course emphasizes mathematics appropriate for the elementary school including the six basic sets of numbers, concepts, learning sequences, algorithms, problem-solving techniques, error patterns, number systems, and geometry.

Spring 2005

MAE 4326 *Section 0001 How Children Learn Mathematics*
MAE 4326 *Section 0002 How Children Learn Mathematics*
MAE 4326 *Section 0004 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

EDE 4943 *Internship II-Clinical Supervisor (Took overload of courses)*
This course includes full-time student teaching in an elementary school under the supervision of a certified classroom teacher along with the attendance of seminar activities.

Fall 2004

MAE 4326 *Section 0001 How Children Learn Mathematics*
MAE 4326 *Section 0002 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Summer 2004

MAE 2801 *Elementary School Mathematics*
This course emphasizes mathematics appropriate for the elementary school including the six basic sets of numbers, concepts, learning sequences, algorithms, problem-solving techniques, error patterns, number systems, and geometry.

Spring 2004
MAE 4326 *Section 0001 How Children Learn Mathematics*
MAE 4326 *Section 0002 How Children Learn Mathematics*
MAE 4326 *Section 0003 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Fall 2003
MAE 4326 *0003 How Children Learn Mathematics*
MAE 4326 *0001 How Children Learn Mathematics*
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

Courses Taught at the University of West Georgia
Graduate

Summer 2002
MGED 7263 *Strategies for Teaching Mathematics in Middle Grades*
This course involves the explorations and techniques for teaching middles grades mathematics.

PTED 7271 *Issues in Curriculum, P-12*
Significant factors which affect curriculum are studied. Attention is given to the integration and coordination of curriculum throughout the schools.

Spring 2002
PTED 7271 *Issues in Curriculum*
Significant factors which affect curriculum are studied. Attention is given to the integration and coordination of curriculum throughout the schools.

Fall 2001
ECED 7272 *Classroom Management Early Grades (P-5)*
Students will study and examine theoretical and empirical approaches to classroom management, develop appropriate decision-making and

problem-solving skills, and formulate techniques to effectively manage a learning environment for students in grades P-5.

Courses Taught at the University of West Georgia
Undergraduate

Summer 2003

MGED 4264 *Methods for Integrating Mathematics and Science*
This course will provide an exploration of techniques for the effective integrated teaching science and mathematics, and investigation of current issues, practices, and materials in teaching/learning science and mathematics in the middle grades.

READ 4253 *The Reading Writing Connection*
This course involves an analysis of the ways in which the language and literacy areas of reading and writing are combined to create and develop literacy and developing learners.

Spring 2003

ECED 4363 *Teaching Content/Process: Math Education*
(Block II Supervision Included)
This course involves mathematics education content, methods, and materials which are appropriate for the cognitive development of the P-5 child will be investigated. Students will apply knowledge of content, methods, and materials during the field experience.

ECED 4363 *Teaching Content/Process: Math Education*
(Block II Supervision Included)
This course involves mathematics education content, methods, and materials which are appropriate for the cognitive development of the P-5 child will be investigated. Students will apply knowledge of content, methods, and materials during the field experience.

ECED 4289 *Teaching Internship Seminar*
This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also as a capstone experience for satisfying exit requirements of the program.

ECED 4286 *Teaching Internship/Supervision*
Students enrolled in this class are involved for 15 weeks (one semester) in a full-time, supervised, and directed classroom setting.

Fall 2002

ECED 4263 *Teaching Content/Process: Math Education*
(Block II Supervision Included)
This course involves mathematics education content, methods, and materials which are appropriate for the cognitive development of the P-5 child will be investigated. Students will apply knowledge of content, methods, and materials during the field experience.

ECED 4289 *Teaching Internship Seminar*
This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program.

ECED 4286 *Teaching Internship/Supervision*
Students enrolled in this class are involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting.

Summer 2002

MGED 7263 *Strategies for Teaching Mathematics In Middle Grades P-12*
This course involves the explorations and techniques for teaching middles grades mathematics.

Spring 2002

ECED 4263 *Teaching Content/Process: Math Education*
(Block II Supervision Included)
This course involves mathematics education content, methods, and materials which are appropriate for the cognitive development of the P-5 child will be investigated. Students will apply knowledge of content, methods, and materials during the field experience.

ECED 4286 *Teaching Internship*
(Section 1) Students enrolled in this class are involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting.

ECED 4286 *Teaching Internship*
(Section 2) Students enrolled in this class are involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting.

Fall 2001

ECED 4263 *Teaching Content/Process: Math Education*
(Block II Supervision Included)

This course involves mathematics education content, methods, and materials which are appropriate for the cognitive development of the P-5 child will be investigated. Students will apply knowledge of content, methods, and materials during the field experience.

ECED 4286 *Teaching Internship*
Students enrolled in this class are involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting.

Independent Study, Dissertation, Thesis, Research Supervision

Doctoral Dissertation Committees

Member of Committee, Mercedes Sotillo, 2010-present). College of Education, University of Central Florida.

Member of Committee, Etgeton Cassandra, (2005). *Does the mathematics anxiety levels of k-3 elementary teachers relate to the mathematics achievement of their students?* College of Education, University of Central Florida.

Member of Committee, Snider, Michelle. (2005-2008). *Limited English Proficient (LEP) Students and Their Teachers Attitudes of the Learning Environment in Mathematics Classes.* University of Central Florida, 2005-2008.

Member of Committee, Weldon, Debbie. Dissertation in Progress. University of Central Florida, 2005-2008.

Masters Degree Committees

Chair

Jensen, R. (2011-present). Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Jablonski, H. (2011-present). Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Flaherty, S. (2010-present). Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Wallace, B. (2008-2010). Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Cassalman, K. (2008-2010). Lockheed Martin Masters in Middle School, College of

Education. University of Central Florida

Smith, H. (2007-2011). Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Ross, C. (2007-2008). *The effects of mathematical manipulative materials on third grade students' participation, engagement, and academic performance.* Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Robinson, H. (2006-2007). *The Use of Guided Inquiry and its Impact on Student Participation and Attitude Toward Science Instruction*, Lockheed Martin Masters in Middle School, College of Education, University of Central Florida.

Hosack, L. (2005-2006). *The effects of technology and hands on teaching strategies for fourth grade students' attitudes toward mathematics*. Lockheed Martin Masters in Middle School, College of Education, University of Central Florida.

Huisman, S. (2005-2009). *The effects of integrating writing activities on students' achievement and attitudes in problem solving.* Lockheed Martin, Masters in Middle School, College of Education, University of Central Florida.

Member of Committee

Klinger, K. (2011-2012). *Mathematical strategies for teaching problem solving*: The influence of teaching mathematical problem solving on middle grades students. Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Milano, M. (2011-present). Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Anderson, C. (2011-2012). *Probing space: Assessment in a middle school inquiry-based classroom.* Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Twar, B. (2011-2012). *The effect of using an interactive notebook on the understanding of concepts and algorithms of the addition and subtraction of fractions and mixed numbers for fifth grade mathematics students.* Lockheed Martin, Masters in Middle School, College of Education, University of Central Florida.

Crupi, S. (2011-2012). *Gifted student engagement in a middle school research and*

critical thinking course. Lockheed Martin, Masters in Middle School, College of Education, University of Central Florida.

Denoon, P. (2006-2007). *The effects of increasing family involvement of student achievement in scientific inquiry*. Lockheed Martin, Masters in Middle School, College of Education University of Central Florida.

Campbell, M. (2004-2006). *The effects of the 5E learning cycle model on students understanding of force and motion concepts.* University of Central Florida.

Luke, S. (2005-2006). *The effects of situated cognition on elementary students' perceptions of real world science and scientists.* University of Central Florida.

Parks, M. (2005-2006) *Same gender and mixed gender groups participation in elementary science classrooms*. University of Central Florida.

Somwaru, P. (2005*). The effects of problem and problem solving tasks on students' communication in and attitudes toward mathematics.* University of Central Florida.

Varn, T. (2005). *Effects of a mathematics curriculum rich in spatial-reasoning activities on fifth grade students' abilities to spatially reason: An action research project.* University of Central Florida.

Washington, A. (2005). *The effects of literature on student motivation and connections in mathematics*. University of Central Florida.

Brunson, G. (2005. *The effects of integrating technology into an 8th grade science curriculum*. University of Central Florida.

Quiones, C. (2005). *The effects of journal writing on student performance and attitudes in problem solving*. University of Central Florida. (Excellence in Master's Thesis Award)

Culbert, K. (2005). *Effects of integrating writing activities on students' attitudes and achievement in problem solving*. University of Central Florida.

Rose, A. (2005). *The nature of students' misconceptions and whether discourse and writing are effective methods for correcting students' misconceptions*. University of Central Florida.

Hull, L. (2005). *Fraction models that promote understanding for elementary students*. University of Central Florida.

Williams, K. (2003-2004) Oral Thesis Committee Member, Masters in Middle and/or Secondary, State University of West Georgia.

Evans, P, (2003) Oral Thesis Committee Member, Masters in Middle and/or Secondary, State University of West Georgia.

Headen, Elizabeth. (2003) Oral Thesis Committee Member, Masters in Middle and/or Secondary, State University of West Georgia.

Headford, T. (2002-2003) Oral Thesis Committee Member, Masters in Middle and/or Secondary, State University of West Georgia.

Houghton, L. (2002-2003) Oral Thesis Committee Member, Masters in Middle and/or Secondary, State University of West Georgia.

Schwartz, E. (2002) Oral Thesis Committee Member, Masters in Middle and/or Secondary, State University of West Georgia.

Honors in the Major

Chair

Gregory, L. (2009-2010). *A Comparison and understanding of the state mathematics standards of grades k-6 within the states of Florida and Massachusetts.* University of Central Florida. Orlando, Florida.

Counseling and Advisement Activities

I am currently an undergraduate/graduate advisor for elementary majors and our Transition to Mathematics and Science Teaching (TMAST) programs. I have been responsible for advising over 150 students. I am also a mentor in our TMAST program and Course Mentor for the MAE 4326 course. I mentor all full-time faculty and adjunct faculty teaching this course on the main campus as well as our area campuses, including Brevard, Daytona, Heathrow, Cocoa, Palm Bay, Osceola, Ocala, and Sanford/Lake Mary. Further, I am a mentor in UCF's Minority Programs.

Program Development

I am part of the team for the revamping of the Master Plan for Scheduling Mathematics Courses for TMAST, Mathematics Education (MA), Elementary Education (MA), Mathematics Education (M.Ed.), K-8 Mathematics and Science (M.Ed.), and Ph.D. in Education-Mathematics Track. Further, I am working with colleagues to develop the

certification program for K-8 mathematics and Science master's program and the new undergraduate courses for the middle school program in mathematics education.

Served on Committees to Develop the Following:

Redesign with colleagues the Elementary Education Program and to prepare program/course revisions to be ready for fall 2011 committee processes—Elementary Educational Leadership Council.

Redesigned with colleagues the MAE 4326-How Children Learn Mathematics course syllabus as template and guide for all faculty including adjunct and instructors for main campus and regional campuses.

Redesign of the Master Plan for Scheduling Mathematics Courses for TMAST, Mathematics Education (MA), Elementary Education (MA), Mathematics Education (M.Ed.), K-8 Mathematics and Science (M.Ed.), and Ph.D. in Education-Mathematics Track.

Developed the certification program for K-8 mathematics and Science master's program and the new undergraduate courses for the middle school program in mathematics education.

Supervision of Student Teachers/Interns
Early Childhood and Elementary Majors

Graduate

University of Central Florida, Teaching and Learning Principles, Orlando, Florida, 2003 present.

Undergraduate

University of Central Florida, Teaching and Learning Principles, Orlando, Florida. 2003-present.

University of West Georgia, Department of Curriculum and Instruction, Carrollton, Georgia, 2000-2003.

University of Alabama, Tuscaloosa, Alabama, June, 1998-December, 1998.

Undergraduate and Graduate Students Supervised

Orange, Volusia, Carrollton, Cobb, and Tuscaloosa Counties

Spring 2009	**17 students**
Fall - 2005	**8 students**
Spring -2004	**6 students**
Fall - 2003	**6 students**
Spring – 2003	**12 students**
Fall - 2002	**8 students**
Spring – 2002	**8 students**
Fall – 2001	**8 students**
Fall - 1998	**8 students**
TOTAL	**81 students**

PROFESSIONAL SERVICE

University of Central Florida Committees

University

Faculty Senate (2006-2009)
Undergraduate Course Review Subcommittee-Faculty Senate (2007-2009)
Undergraduate Policy and Curriculum Committee (2007-2009)
University of Central Florida-Teacher Incentive (UCF-TIP) Committee (2006)
Teacher Education Advisory Committee-(2002-2004), University of West Georgia

College of Education

Chair, Student Issues Committee, (2009-present)
Response to Intervention (RTI) SIG Committee (2011-present)
Masters & Admissions Retention Committee (2009-present)
Graduate Curriculum & Standards Committee (2006-present)

College of Education Representative, (UCRC-Liaison), (2006-2009)
Undergraduate Curriculum and Standards Committee-College of Education Representative to University of Central Florida Undergraduate Course Review Subcommittee (UCRC) (2006-2009)
Honors Committee (2006-present)
TIP Selection Criteria & Procedures Committee (2006)
TIP Selection Committee (2006)
Committee Member-Teaching Academy Advisory Board, 2003-present
Group Advisement Member, 2004
Proctor for Doctoral Exams 2004

School of Teaching, Learning and Leadership

Elementary Education Leadership Council, (2010-present)
Chair, Master's Thesis, Sherry Flaherty, (2010-present)
Chair, Master's Thesis, Renee Jensen , (2011-present)
Chair, Master's Thesis, Shannon Flynn, (2011-present)
Chair, Master's Thesis, Heather Jablonski , (2011-present)
Mentor of Minority Programs (2007-present)
Academy Research Faculty (2003-present)
Course Mentor (Mathematics Education-MAE 4326) to faculty and adjunct faculty 2004-present
Course Mentor (IDS 6933-Graduate Programs) to faculty and adjunct faculty 2004-present
Course Mentor (IDS 6915-Graduate Programs) to faculty and adjunct faculty 2005-present
Member, Elementary Education Instructor Search, Area Campus, 2010
Chair, Masters Thesis, Heather Robinson, 2010-present
Chair, Masters Thesis –Hunter Smith 2009-present
Member, Elementary Mathematics Instructor Search, Area Campus, 2007
Teaching and Learning Principles Student Issues Committee - 2006-2007
Member, Secondary Mathematics Education Search Committee, 2006-2007
Member Elementary Education Instructor Search Committee, 2006-2007
Member, Teaching and Learning Principles Chair Search Committee for Criteria and Responsibilities of Chair, Associate and Assistant, 2006
Member, Secondary Mathematics Education Search Committee, 2006
Member, Secondary Mathematics Education Search Committee, 2005
Doctoral Committee, Michelle Snider, 2006-2007
Doctoral Committee, Debbie Weldon, 2005-2006
Member, Secondary Mathematics Education Search Committee, 2005
Chair, Masters Thesis, Heather Robinson, 2006-2007
Chair, Masters Thesis –Sarah Huisman 2005-2006
Chair, Master Thesis-Lindsey Hosack, 2005-2006
Master Thesis Committee Member (23 students), 2006-present

Master Thesis Committee Member (12 students), 2005-2006
Member, Childhood & Family Counseling Services Chair Search Committee 2005
Member, Secondary Mathematics Education Search Committee, 2004
Member, Social Studies Education Search Committee, 2004
Reviewer Student Portfolios-2004-present
Advisor-Undergraduate and Graduate Students 2001-present
Proctor-Masters Exams 2001-2003
Evaluator-Masters Portfolios 2001-2003
Evaluator-Senior Graduation Portfolios 2001-2003
Digital Portfolio Committee 2002-present
Chair ECED Syllabi Committee 2002-2003
Teaching Materials Advisory Committee 2001-present
Professional Development Committee 2001-present

National

Referee/Reviewer-Journal of Teacher Education Journal, 2007-present.
Editorial Board, Committee Member and Reviewer-Current Issues of Middle Level Education-(NaPOLME)- The National Journal for the National Middle School Association (NMSA) 2003-present
Referee/Reviewer, National Council of Teachers of Mathematics (NCTM) Teaching Children Mathematics, Mathematics Teaching in Middle School, and Teaching Mathematics 2004-present
Reviewer-McGraw-Hill Publishing 2005-present
Professional Education Faculty-2003-present
Member, National Council of Supervisors of Mathematics, (NCSM), 2011-present
Member, National Council of Teachers of Mathematics (NCTM) 2001-present
Member, National Middle School Association (NMSA) 2003-present
National Science Foundation (NSF) Ad Hoc Review Committee, 2008

State

Member, Florida Association of Mathematics Teacher Educators, 2003-present.
Member, Florida Council of Teachers of Mathematics, 2003-present
Member, Georgia Council of Teachers of Mathematics, 2001-2003
Treasurer, Phi Delta Kappa, University of West Georgia, 2002-2003
Eisenhower Grant Proposal Reviewer, University of Georgia, 2002-2005

Local Committees

Textbook Selection Committee Member-Orange County Schools, 2003
Mathematics Consultant, Volusia County Schools, 2004-present
Mathematics Consultant, Douglas County Schools, 2001-present

Served on Committees to Develop the Following:

Teaching Academy Advisory Committee: To develop criteria for input from faculty for facilities, factors, and benefits of the Teaching Academy.

Criteria and Descriptions of Positions for Teaching and Learning Principles Chair, Associate Chair and Assistant Chair.

Current Professional Memberships and Affiliations

National Council of Supervisors of Mathematics (NCSM)
National Council for Teachers of Mathematics (NCTM)
International College for Teaching and Learning
American Council of Rural Special Education (ACRES)
Florida Council of Teachers of Mathematics (FCTM)
Professional Educators Association (PEA)
California Council of Mathematics (CCM)
Phi Delta Kappa (PDK)
National Middle School Association (NMSA)
Georgia Middle School Association (GMSA)
Eastern Educational Research Association (EERA)
Mid-South Educational Research Association (MSERA)
Alabama Education Association (AEA)
National Education Association (NEA)
PAGE-Alabama Teachers
Association for Supervision and Curriculum Development
American Association of Colleges for Teacher Education
The Character Education Partnership
University of Alabama Alumni Association
National Council for the Social Studies (NCSS)
Kappa Delta Pi
The Association for Curriculum and Development
The American Educational Research Association (AERA)

Professional Development Workshops

Understanding the High At-Risk Mathematics K-8 Learner
Responding to Mathematics Instruction Through Response to Intervention
Conference for Community of Educators for Response to Intervention
RTI Workshop

Reading Response for the Struggling Reader
Bureau of Education and Research Training
Inquiry Teaching and Learning in Mathematics
Effective Strategies for Reading and Integration
Professional Development Conference for Educators
Teaching Mathematics for the Struggling Learner
Designing Effecting Writing Assignments for University Students
President's Gathering of Faculty
Doug Brumbaugh Conference on Mathematical Learning
Mary Howard Workshop for Teaching Reading
Dreamweaver Training
Webcourse Training
Building Community Via the Web
National Council of Teachers of Mathematics (NCTM) Conference
National Middle School Association (NMSA) Conference
Look Who's Coming to Your Class
One Stop Shop
International Conference on College Teaching and Learning
Eastern Education Research Association Conference
American Council on Rural Special Education Conference (ACRES)
Florida Council of Teachers of Mathematics Conference (FCTM)
Mid-South Educational Research Association Conference (MSERA)
California Mathematics Council Conference (CMC)
American Educational Research Association Conference (AERA)
Georgia Council of Teachers of Mathematics Conference (GCTM)
Diversity 101
Multimedia Services for Faculty
Developing an Effective Syllabus
The Path to Tenure
Research Funding and the Office of Research
Engaging Undergraduate Students
Sharing Academic Research
Exploring Research Opportunities
ESOL Strategies Training Program
INTECH Technology Training
Making School By Hand: Developing a Meaningful Curriculum Through Character Education
New Curriculum for New Times: Character Education Program Implementation
Teaching Children Self-Control/Maintaining Self-Image
Reading Renaissance I
Reading Renaissance II
Internet Training for Reading Renaissance
Teacher Training to Use the Internet for Multicultural Understanding

Decoding for Reading Development
The Making of an Administrator: To Be or Not to Be
Reducing Mathematics Anxiety in At Risk Students
Managing Students Through Character Education
Using Tools and Training for Classroom Management
Everybody Counts from Administration on Down
The Voices and Visions in Administrators
Multicultural Literature in a Rural Setting
Bilingual Education: How Can the Classroom Teacher Help?
Standing on the Other Side-From Teacher to Administrator
Leadership Thinking Styles-What is Your Preference?
Site-Base Management Training
Site-Base Management Training and It's Behavior Outcome
Promoting Cultural Understanding Through Literature
Training to Use the Internet for Classroom Teachers
The Whole Story of Raising the Child in Today's Schools
Tuning In To Children-Can We Survive Without Channeling Moral Education?
Preventing Emotional and Learning Problems in the Elementary School
Motivating Hard to Reach Children
The Dilemma of the American School
Looking Into Today's' Classrooms-What Will We Find?
Against All Odds: Fighting for Character Education in American Schools
Looking Through the Eyes of the Child: Do They See What We See?
New Teaching and Learning Strategies for an Increasingly Complex World-Is Character and Moral Education the Answer?
Shape The World-Reshape Our Schools Through Character Education
Stirring The Chalkdust: What Happens When it Settles?
Supervision for Today's Schools
The Troubled Crusade: Dealing With Today's Troubled Youth
Insights in Teaching and Administration-What Can We See?
Youth-At-Risk
African American Students in an Inner City School-The Teacher's Role
African American Students-Are They All "At-Risk?"
Being the Teacher of an African American Child--Is There A Difference We Should Know?
Will Tomorrow Make A Difference On Our Youth Of Today?"
Teacher Perceptions of African American Students' Behavior-We Can Make It Work
Motivating Students with New and Improved Strategies for Learning
A New Definition of Learning
Managing Behavior of "At-Risk" Students in Inner City Schools
"At-Risk" Students: Learn Who They Are and What You Can Do
Working With "At-Risk"-Tracking for Worth?

Self-Esteem for Our Youth-How to Build the Momentum
Do We Need to Teach Differently to Different Cultures?
The Effects a Character Education Program Has On Our Students
Math: A Child's Way K-3
Teaching Math to Culturally Diverse Students
Math Workshop for Elementary Teachers
Math Workshop Follow-up for Elementary Teachers
Make and Take Math Workshop
Whole Language Workshop for Elementary Teachers
Science in Elementary Schools
Fantastic Flight
Places In Time-Alabama History
The Culture of Our Alabama Society
Native Americans and Diverse Cultures
Writing-to-Write
Writing Workshop for Teachers K-5
CCC Computer Workshop
IBM/Apple Software Applications for Elementary Math and Science
Instructional Preparation Equipment Training for Classroom Computer Users
Testing/CHAPTER-TITLE I
TITLE I Training for Parents and Teachers
Parental Involvement-Get Them Involved
SAT Testing and Training Service for Elementary Teachers
School Improvement In-service Planning
School Renewal Cycle
Assertive Discipline-Teachers K-5
School-wide Inclusion
504 Special Education In-Service for Teachers K-5
Technology for Crisis Intervention
Teen Pregnancy and AIDS
ADD-ADHD Workshop for Teachers K-5
Attention Deficit Disorder (ADD) Workshop for Teachers
The Use of Assessment Skills with Parents and Principals
Junior Block Training for New Teachers
Instructional Assistant Organizational In-service Training for Teachers
Our Personal Responsibility of the Educational Process-The Teacher's Role In and Out of the Classroom
Dr. Harry Wong's Consultation In-service Program-Teachers K-5