CURRICULUM VITAE

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Associate Professor

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ACADEMIC BACKGROUND

Ph.D. 1999	UNIVERSITY OF ALABAMA, Tuscaloosa, Alabama 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 1997	UNIVERSITY OF ALABAMA, Tuscaloosa Alabama Major: Elementary Education
M.A. 1994	UNIVERSITY OF ALABAMA, Tuscaloosa, Alabama Major: Elementary Education/Early Childhood Education
B.S. 1989	JACKSONVILLE STATE UNIVERSITY, Jacksonville, Alabama 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

Best Professional Research Paper Award, (2020). Eastern Educational Research Association (EERA)
Excellence in Undergraduate Award, 2019
Who's Who Among Educators, 2017
Teaching Incentive Program Award, University of Central Florida, 2016
Delta Delta Delta Teacher Recognition and Appreciation Award, 2016
Who's Who Among Educators, 2015
Scholarship of Teaching and Learning Award, University of Central Florida, 2013
Teacher Recognition and Appreciation Award, Zeta Tau Alpha Sorority, University of Central Florida, 2013
Teaching Incentive Program Award, University of Central Florida, 2012
Who's Who Among Educators, 2012
Excellence in Undergraduate Teaching Award, University of Central Florida, 2011
Who's Who Among Educators, 2009
Scholarship of Teaching and Learning Award, University of Central Florida, 2008
Who's Who Among Educators, 2008
Excellence in Undergraduate Teaching Award, University of Central Florida, 2007
Who's Who Among Educators, 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, (c) professional development for pre-service and service teachers, and (d) Response to Intervention in Mathematics for k-8 learners.

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., (2017). Using a multi-tiered support system (RTI) *in mathematics for grades k-6*. Bureau of Education and Research. Bellevue WA.

Gresham, G., (2017). *Response to intervention in mathematics for grades k-6*. Bureau of Education and Research. Bellevue WA.

Gresham, G., (2016). *Using response to intervention as a guide for intervening with struggling learners in k-8 mathematics classrooms*. Bureau of Education and Research. Bellevue WA.

Gresham, G., (2016). *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. (2021). Exploring exceptional education preservice teachers' mathematics anxiety. *International Journal for the Scholarship of Teaching and Learning, (15)* 2, Art 13. https://doi.org/10.20429/ijsotl.2021.150213.

Gresham, G. & Burleigh, C. (2018). Exploring early childhood preservice teachers' mathematics anxiety and mathematics efficacy beliefs, *Teaching Education Journal,* 30 (2). 217-241. DOI: 10.1080/10476210.2018.1466875.

Gresham, G. (2018) Preservice to inservice: Does mathematics anxiety change with teaching experience? *Journal of Teacher Education, (69)* 1, 90-107. (journals.sagepub.com/doi/abs/10.1177/0022487117702580)

Gresham, G. (2010). A review of 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. (2008). A study exploring changes in exceptional education pre-service teachers' mathematics anxiety. *Journal of Instructional Psychology and Development (39) 4, 29-36.*

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., & Shannon, T. (2017). Building mathematics discourse in first graders. *Teaching Children Mathematics*. *23* (6), 361-366.

Gresham, G., & Cristofaro, A. (Accepted in late 2017 in que 18-24 mos). RTI tier 1 instruction: Utilizing small groups*. Teaching Children Mathematics.*

Gresham, G. (submitted). *Support Students through Professional Learning and Collaboration within RTI*. National Council of Supervisors of Mathematics (NCSM).

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

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, Peer Reviewed, & Editorial Reviewed Publications)

Gresham, G. (2018). Creepy Crawlies. *Teaching Children Mathematics, 25,* (2). 76-77.

Gresham. G. (2017). Extreme math adventures. *Teaching Children Mathematics, 23* (9). 530-531.

Gresham, G. (2017). Improving student achievement by infusing highly effective

instructional strategies into multi-tiered support systems (MTSS)– Response to intervention (RtI) tier 2 instruction. *Position Paper-The National Council of Supervisors of Mathematics (NCSM) Improving Student Achievement Series Leadership in Mathematics Education. No.15/Spring 2017.* (Invited and Peer Reviewed)

Gresham, G. (2017). Using universal screening within response to intervention in tiers 1 and 2 to improve students' mathematics achievement. *Position Paper-The National Council of Supervisors of Mathematics (NCSM) Improving Student Achievement Series Leadership in Mathematics Education. No.14/ 2017*(Invited & Peer Reviewed)

Gresham, G. & Little, M. (2013). Improving student achievement through response to intervention. *Position Paper- The National Council of Supervisors of Mathematics (NCSM) Improving Student Achievement Series Leadership in Mathematics Education. No.13/Spring 2013.* (Invited & Peer Reviewed

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. (2016-17). Building Professional Learning and collaboration within Response to intervention, *Reflections*, *8* (4), 1-7.

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. (2017). Published BLOG interview with *Journal of Teacher Education Insider*. https://edwp.educ.msu.edu/jte-insider/2018/author-interview-gina-gresham/ (Invited)

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. (2015). *Using response to intervention to enhance math instruction for struggling learners-grades k-6*. Bureau of Education and Research (Video)

Gresham, G. & Roach, M. (2015). *Using response to intervention to enhance math instruction for struggling learners-grades k-6*. Video Resource Training Guide for mathematics educators.

Gresham, G. & Harmon, K. (2012). *Using response to intervention to enhance mathematics and reading instruction for struggling learners-grades k-6.* Institute of Research and Development (Video)

Gresham, G. (2011). *Using response to intervention to enhance math instruction for struggling learners-grades k-6*. Bureau of Education and Research (Video)

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

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 w2Research, Bellevue, WA. (Resource Guide.)

Papers Presented at Professional Conferences
(Refereed)
International Conferences

Gresham, G. (2023). *A Ten Year Study of Preservice to Inservice Teachers Mathematics Anxiety.* Scholarship of Teaching and Learning (SoTL) Conference. Savannah, Georgia. Savannah, Georgia

Gresham, G. (2022). *A Mathematics Methods Course and Exceptional Education Preservice Teachers Mathematics Anxiety.* Scholarship of Teaching and Learning (SoTL) Conference. Savannah, Georgia. Savannah, Georgia

Gresham, G. (2021). *A Longitudinal Study of Preservice to Inservice Teacher Efficacy.* Scholarship of Teaching and Learning (SoTL) Conference. Savannah, Georgia. Savannah, Georgia

Gresham, G. (2019). *Early childhood preservice teachers' mathematics anxiety and efficacy beliefs.* Scholarship of Teaching and Learning (SoTL) Conference. Savannah, Georgia. Savannah, Georgia

Gresham, G. (2017). *Preservice to inservice: Comparing the levels of mathematics anxiety before/after teaching experience.* Scholarship of Teaching and Learning (SoTL) Conference. Savannah, Georgia.

Gresham, G. (2011). *Mathematics anxiety and mathematics teacher efficacy in elementary pre-service teachers.* Twenty-first International Conference on College Teaching and Learning, Ponte Vedra Beach, Florida.

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. (Invited)

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*. (2008). A Study of the relationship of elementary preservice 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. (2023). *A Longitudinal Study of Inservice Teachers Mathematics Anxiety.* Eastern Educational Research Association (EERA). Myrtle Beach, South Carolina.

Gresham, G. (2022). *Preservice teachers' mathematics anxiety and mathematics teacher efficacy.* Eastern Educational Research Association (EERA). Clearwater, FL.

Gresham, G. (2021). *Mathematics Anxiety and Exceptional Educational Preservice Teachers.* Eastern Educational Research Association (EERA). Myrtle Beach, South Carolina.

Gresham, G. (2020). *A study exploring mathematics anxiety in exceptional education preservice teachers.* Eastern Educational Research Association (EERA). Via Zoom due to COVID.

Gresham, G. (2019). *Preservice teachers' mathematics anxiety and mathematics teacher efficacy.* Eastern Educational Research Association (EERA). Myrtle Beach, South Carolina.

Gresham, G. (2018). Mathematics teacher efficacy and mathematics anxiety in preservice teachers. *Research Council on Mathematics Learning* (RCML). 17-24. http://www.rcml-math.org/assets/Proceedings/rcml%20proceedings%202018.pdf

Gresham, G., (Feb, 2018). *A longitudinal study of mathematics anxiety from preservice to inservice*. Eastern Educational Research Association (EERA). Clearwater, Fl.

https://docs.wixstatic.com/ugd/baaa29_489fcbaaf0934b489ddcf7e9e4cb7ad6.pdf.

Gresham, G. (2017). *Following the trail of mathematics anxiety from preservice to inservice.* Research Council of Mathematics Learning (RCML) Forty-third Annual Conference, Fort Worth, Texas.

Gresham, G. (2016). *Identifying and reducing mathematics anxiety in preservice teachers.* Research Council for Mathematics Learning Conference. Orlando, Florida.

Gresham, G. (2015). *Response to intervention in mathematics for struggling students.* National Council of Teachers of Mathematics (NCTM) Conference, Boston, Massachusetts.

Gresham, G. (2015). *Response to Intervention in Mathematics: Helping Struggling Learners to Be Successful*. National Council of Teachers of Mathematics (NCTM) Nashville, TN.

Gresham, G. (2013). *Response to intervention in mathematics for struggling students.* National Council of Supervisors of Mathematics (NCSM) Conference, Denver, Colorado. (Invited Special Interest Group-SIG Speaker/Leader)

Gresham, G. (2013). *Using rti universal screening in tier 1 to determine mathematical teaching and learning for your struggling learners.* National Council of Supervisors of Mathematics (NCSM). Denver, Colorado.

Little, M. & **Gresham, G**. (2013). *Implementing and evaluating evidence-based practices in K-12 classrooms by teacher candidates in mathematics.* Council for Exceptional Children Conference. San Antonio, Texas.

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

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, Pennsylvania

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). Tampa, Florida.

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. (2013). *Tier 1 and 2 Strategies for your struggling learner within the response to intervention framework.* National Council of Teachers of Mathematics (NCTM). Las Vegas, Nevada.

Gresham, G. (2013). *Tier 3 Strategies for your struggling learner within the response to intervention framework.* National Council of Teachers of Mathematics (NCTM).New Orleans, LA.

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, Florida.

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

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) and National (Refereed)

Gresham, G. (2022). A mathematics methods course and exceptional education preservice teachers' mathematics anxiety. SoTL Commons Conference. 103. https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2022/103

Gresham, G. (2020). A longitudinal study of preservice to inservice teacher efficacy. SoTL Commons Conference. 53. https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2020/53

Gresham, G., (Feb, 2018). Mathematics teacher efficacy and mathematics anxiety in preservice teachers. Research Council of Mathematics Learning. (RCML). Baton Rouge, LA. http://www.rcml-math.org/assets/ConferencePrograms/rcmlprogram2018.pdf vfaqaz

Gresham, G., (Feb, 2018). A longitudinal study of mathematics anxiety from preservice to inservice. Eastern Educational Research Association (EERA). Clearwater, Fl. https://docs.wixstatic.com/ugd/baaa29_489fcbaaf0934b489ddcf7e9e4cb7ad6.pdf.

Gresham, G. (2017). Preservice to Inservice: Comparing the Levels of Mathematics Anxiety Before/After Teaching Experience, SoTL Commons Conference. Paper 1. http://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2007/1.

Gresham, G. (2017). Following the trails of mathematics anxiety from preservice to inservice. Research Council of Mathematics Learning (RCML) Conference Proceedings. Paper 15.

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

Gresham, G. (2016-present). Consultant. *Micro-credentialing of English Learner Teaching Skill (MELTS).* ($2,441,766, 2016-2021).

Gresham, G., (2017-present*)* FSU Grant Consultant-*Teacher Mathematics Anxiety. IES Grant Advisory Board.* ($1,400,000).

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).

Creative Activity Instructional Materials Development

Gresham, G. & Roach, M. (2016). Using response to intervention to enhance math instruction for struggling learners-grades k-6. Video Resource Training Guide for mathematics educators.

Gresham, G. & Roach, M. (2012). Using response to intervention to enhance math instruction for struggling learners-grades k-6. Video Resource Training Guide for mathematics educators.

Gresham, G. (2011). Using response to intervention to enhance math instruction for struggling learners-grades k-6. Video Resource Training Guide for mathematics educators.

Gresham, G. & Roach, M. (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 the fundamentals and staging for RTI in the mathematics classroom

The goal is for increased academic achievement and improved results in mathematics for grades k-8. As we learn about RTI we may have more questions than answers. We want to know how the decision making process helps struggling learners in the mathematics classroom, how to set the stage for successful learning, and how to review and evaluate the current RTI framework.

Objective:

- To improve and adjust the rate and level of learning for *all* students.
- To determine the effectiveness of instructional practices used to teach mathematics.
- To determine how RTI work for struggling learners.

The project started in 2012 with the research and writing of RTI and Mathematics: Practical Tools for Teachers in K-8 Classrooms. The goal is to develop both pre and inservice knowledge that mathematics is multifaceted and requires critical resources to plan, implement, and evaluate instruction, present interventions, and recommend assessments for working with diverse students.

Gresham, G. & Little, M. (2013). Improving student achievement through response to intervention. *Position Paper- The National Council of Supervisors of Mathematics (NCSM) Improving Student Achievement Series Leadership in Mathematics Education. No.13/Spring 2013.* (Invited & Peer Reviewed)

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

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

Identifying the date based decision-making process within Response to Instruction-Response to Intervention

Effective teaching is adaptive teaching. This is critical when implementing RTI. We must learn to change and adapt familiar lesson and standards unit to enhance

lessons, progress monitoring assessments, and analyze students assessment data to make instructional decisions throughout the tiers of RTI.

Objective:

- To integrate data and collection systems to inform decisions and potential solutions at each tier of service delivery.
- To implement multiple tiers of instruction and intervention.
- To form a methods of instructional decision making and problem solving.
- To focus on the teacher variables, curriculum, students, and instruction.

Gresham, G. (2015). Improving student achievement by infusing highly effective instructional strategies into multi-tiered support systems (MTSS)– Response to intervention (RtI) tier 2 instruction. *Position Paper-The National Council of Supervisors of Mathematics (NCSM) Improving Student Achievement Series Leadership in Mathematics Education. No.15/Spring 2015.* (Invited and Peer Reviewed)

Gresham, G. (2014). Using universal screening within response to intervention in tiers 1 and 2 to improve students' mathematics achievement. *Position Paper-The National Council of Supervisors of Mathematics (NCSM) Improving Student Achievement Series Leadership in Mathematics Education. No.14/Spring 2014.* (Invited & Peer Reviewed)

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 conducted a 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 were 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 (2006-2007 and 2010-2015)

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.

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 (2014-present and 2003-2006) (A longitudinal study)

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.

A longitudinal study was begun with all elementary preservice teachers involved in this study as a continuation on preservice/inservice teachers mathematics anxiety. The objective was to track preservice teachers who are now inservice teachers that exhibited the highest levels of mathematics anxiety as a preservice teacher to quantify and qualify their levels of mathematics anxiety after teaching experience at 5 years, 10 years, 15 years, and 20 years. The first 5 years of quantifiable and qualifying information has been completed and research has been documented. Two manuscripts were accepted for publication in journals that have a 5-10% acceptance rate in late 2015 and 2016 and are in the que for publication in late 2017. The references for those are listed below.

Longitudinal research is continuing to reach 10 year mark on inservice teachers' mathematics anxiety in a K-6 setting.

**Ten of the preservice teachers involved in this study who exhibited the highest levels of mathematics anxiety were revisited after each gained 5 years teaching experience to determine if their levels of mathematics anxiety continued to be affected and/or change.

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

Gresham, G. (2018) Preservice to inservice: Does mathematics anxiety change with teaching experience? *Journal of Teacher Education, (69)* 1, 90-107.

Gresham, G. (2017) Preservice to inservice: Does mathematics anxiety change with teaching experience? *Journal of Teacher Education.* (journals.sagepub.com/doi/abs/10.1177/0022487117702580)

Gresham, G. (resubmitted with revisions). Examining the nature of inservice teachers' mathematics anxiety. *International Journal for the Scholarship of Teaching and Learning.*

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. (2018). 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. (2018). 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. (2018). 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. (2018). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6. Tampa, Florida. (Invited)

Gresham, G. (2018). 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. (2018). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6, Newark, New Jersy. (Invited)

Gresham, G. (2018). Response to intervention: Practical strategies for intervening with students before they fall too far behind in mathematics-Grades K-6, Gadsden, Alabama (Invited)

Gresham, G. (2018). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 6th grade students. Silver Sands Middle School, Volusia County, (Invited)

Gresham, G. (2018). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 7th grade students. Creekside Middle School, Volusia County. (Invited)

Gresham, G. (2018). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 8th students. Creekside Middle School, Volusia County. (Invited)

Gresham, G. (2018). Helping in-service teachers understand mathematics anxiety and how to reduce mathematics anxiety in their 6th grade students. G. W. Floyd Elementary, Etowah County. (Invited)

Gresham, G. (2018). 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. (2017). 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. (2017). 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. (2017). 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. (2017). 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. (2017). 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. (2017). 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. (2017). 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. (2017). 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. (2017). Meeting of the minds for Understanding~ A look at mathematics anxiety in kindergarten students. Sugar Mill Elementary-Volusia County, (Invited)

Gresham, G. (2017). Meeting of the minds for Understanding~ A look at mathematics anxiety in first grade students. Sugar Mill Elementary-Volusia County, (Invited)

Gresham, G. (2017). Meeting of the minds for Understanding~ A look at mathematics anxiety in second grade students. Sugar Mill Elementary-Volusia County

Gresham, G. (2017). Meeting of the minds for Understanding~ A look at mathematics anxiety in third grade students. Sugar Mill Elementary-Volusia County. (Invited)

Gresham, G. (2016). 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. (2016). Helping teachers identify mathematics anxiety in their students. Holly Hill Elementary School, Volusia County. (Invited)

Gresham, G. (2016). Understanding mathematics anxiety and how to reduce it. Sugar Mill Elementary, Volusia County, (Invited)

Gresham, G. (2016) Math Power Planning Workshop at Eastside (Invited).

Gresham, G. (2016) Mathematics Instruction Workshop at Annette Winn (Invited).

Gresham, G. (2016). Enhancing the tiers of instructional mathematical content in grades K-1. Austin, Tx. (Invited).

Gresham, G. (2016). Enhancing the tiers of instruction mathematical content in grades 2-3. Austin, Tx. (Invited).

Gresham, G. (2016). Enhancing the tiers of instruction mathematical content in grades 4-5. Austin, Tx. (Invited).

Gresham, G. (2016). Enhancing the tiers of instruction mathematical content in grades 6. Atlanta, GA (Invited).

Gresham, G. (2016). Preparing lesson plans within response to intervention for all grades K-3. San Antonio, TX (Invited).

Gresham, G. (2016). Preparing lesson plans within response to intervention for all grades 3-5. San Antonio, Tx. (Invited).

Gresham, G. (2016). Helping your struggling learners become successful within the rti in mathematics framework**.** Birmingham, AL. (Invited).

Gresham, G. (2015). Taking advantage of RTI in mathematics. Newark, NJ. (Invited).

Gresham, G. (2015). Developing effective mathematics lessons for your rti learners within Tier 3. (Dallas, Fort Worth, TX. (Invited).

Gresham, G. (2015). Developing effective mathematics lessons for your rti learners with Tier 2. (Dallas, Fort Worth, TX. (Invited).

Gresham, G. (2015). Developing effective mathematics lessons for your rti learners within Tier 1. (Dallas, Fort Worth, TX. (Invited).

Gresham, G. (2015). Response to intervention: Using differentiated instruction for struggling learners-Grades Pre-K-3. Phoenix, AZ. (Invited)

Gresham, G. (2015). Response to intervention: Using differentiated instruction for struggling learners-Grades 4-8. Phoenix, AZ. (Invited)

Gresham, G. (2015). Connecting the multi-tiered support system (RTI) with mathematics lesson planning-Grades Pre-K-3. Phoenix, AZ. (Invited)

Gresham, G. (2015). Connecting response to intervention (RTI) with mathematics lesson planning-Grades 4-8. Phoenix, AZ (Invited)

Gresham, G. (2014) Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6. San Antonio, TX. (Invited)

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6. San Antonio, TX. (Invited)

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6. San Antonio, TX. (Invited)

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6. Nashville, TN (Invited)

Gresham, G. (2014). Engaging all students in mathematics within the multi-tiered support system (RTI): Working with the struggling learner. (Invited) Nashville, TN.

Gresham, G. (2014). Engaging all students in mathematics within the multi-tiered support system (RTI): Working with the struggling learner. (Invited) Knoxville, TN.

Gresham, G. (2014). Engaging all students in mathematics within the multi-tiered support system (RTI): Working with the struggling learner. (Invited) Knoxville, TN.

Gresham, G. (2014). Engaging all students in mathematics within multi-tiered support system (RTI): Working with the struggling learner. (Invited) Chattanooga, TN.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students, k-3. (Invited) Palm Spring, CA.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students-k-6 (Invited) Palm Springs, CA.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Tuscaloosa County Schools.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Tuscaloosa County Schools.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Birmingham, Al (City).

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Birmingham, Al. (City).

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Trussville, Al.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Newark, NJ.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Newark, NJ.

Gresham, G. (2014). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Rochester, NY.

Gresham, G. (2013). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Dallas/ Fort Worth, TX.

Gresham, G. (2013). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Dallas/ Fort Worth, TX.

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Gresham, G. (2013). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Dallas, TX.

Gresham, G. (2013). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Dallas/ Fort Worth, TX.

Gresham, G. (2013). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Fort Worth, Texas

Gresham, G. (2013). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-6 (Invited) Oklahoma City, Ok

Gresham, G. (2013). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. -Grades K-3 (Invited) Lawton, OK

Gresham, G. (2012). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. Grades 4-6 (Invited) Lawton, OK.

Gresham, G. (2012). Understanding the multi-tiered support system in mathematics: Practical strategies for intervening with struggling students. Grades K-6 (Invited) Chicago, Illinois-North.

Gresham, G. (2012). Connecting universal screening with response to intervention (RTI) and mathematics lesson planning-grades 4-8. Dallas/Fort Worth, TX. (Invited)

Gresham, G. (2012). Connecting universal screening and response to intervention (RTI) and mathematics lesson planning-Grades Pre-K-3. Dallas/Fort Worth, TX. (Invited)

Gresham, G. (2012). Connecting response to intervention (RTI) with mathematics lesson planning-Grades 4-8. Dallas/Fort Worth, TX. (Invited)

Gresham, G. (2012). 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. (2011). Response to intervention: Using guided math for struggling learners-Grades Pre-K-3. Dallas/Fort Worth, TX. (Invited)

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

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

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

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

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

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

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

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

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

Teaching
Courses Taught at the University of Central Florida
Graduate
(Last 5 years)

Fall, 2015

MAE 6517 *Diagnosis/Remediation of Difficulties in Mathematics for the Classroom.* Students must have graduate standing and valid Florida Teaching Certificate or C.I and Intervention Specialist Certificate. The study of techniques for diagnosis and remediation of difficulties in mathematics.

Spring 2014

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.

Courses Taught at University of Central Florida

Undergraduate
(Last 5 Years)

Fall 2022

MAE 4326 Section 0005 How Children Learn Mathematics
MAE 4326 Section 0006 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 2022

MAE 3310 A001 Elementary Mathematics for Teaching I

This course will address pedagogical content knowledge for teaching whole number concepts and operations, integer concepts, geometry and algebraic reasoning.

Spring 2022

MAE 4326 Section 0002 How Children Learn Mathematics
MAE 4326 Section 0007 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 2021
MAE 3310 A001 Elementary Mathematics for Teaching I
This course will address pedagogical content knowledge for teaching whole number concepts and operations, integer concepts, geometry and algebraic reasoning.

Spring 2021
MAE 4326 Section 0002 How Children Learn Mathematics
MAE 4326 Section 0007 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 2020
MAE 4326 Section 0005 How Children Learn Mathematics
MAE 4326 Section 0006 How Children Learn Mathematics
This course includes instructional strategies, learning activities, the use of manipulatives, lesson planning, evaluation of mathematics learning, and diagnostic techniques.

EDF 2130 B001
This course exposes critical examination of developmental stages and characteristics of individuals from infancy through adolescence with application to learners in educational settings.

Summer 2020
MAE 3310 A001 Elementary Mathematics for Teaching I
This course will address pedagogical content knowledge for teaching whole number concepts and operations, integer concepts, geometry and algebraic reasoning.

EDF 2130 B001
This course exposes critical examination of developmental stages and characteristics of individuals from infancy through adolescence with application to learners in educational settings.

Spring 2020
MAE 4326 Section 0002 How Children Learn Mathematics
MAE 4326 Section 0007 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 2019
MAE 4326 Section 0005 How Children Learn Mathematics
MAE 4326 Section 0006 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 2019
MAE 3310 A001 Elementary Mathematics for Teaching I
This course will address pedagogical content knowledge for teaching whole number concepts and operations, integer concepts, geometry and algebraic reasoning.

EDF 2130 B001
This course exposes critical examination of developmental stages and characteristics of individuals from infancy through adolescence with application to learners in educational settings.

Spring 2019
MAE 4326 Section 0002 How Children Learn Mathematics
MAE 4326 Section 0007 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

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

External Reviewer, Owen Harris. (2022). *The Impact of Math Anxiety on Health-Related Quality of Life and Functional Impairment***.** Brock University, Ontario Canada.

External Reviewer, Diana Doust, (2021). *Preservice Teachers' Self-Efficacy Beliefs About Numeracy*. New South Wales, Australia

External Reviewer, John Bosica. (2020). *Using a Mixed Methods Approach to Study the Relationship Between Mathematics Anxiety, Mathematics Teacher Efficacy, and Mathematics Teaching Anxiety in Preservice Elementary School Teachers*. Queen's University**,** Canada.

Member of Committee, John Courson. (2018-2020). *Active assailant crisis prevention and response: An analysis of teacher perceptions.* College of Community Innovation and Education. University of Central Florida.

Member of Committee, Alicia Bell. (2016-2017). *A qualitative inquiry investigating inclusive practices of teachers within catholic schools.* College of Education and Human Performance. University of Central Florida.

Chair, Debbie Edwards. (2013). *Examining and comparing students' performance in college algebra in two year and four year institutions*. College of Education, University of Central Florida.

Member of Committee, Mercedes Sotillo (2010-2014). 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.

Master's Degree Committees

Chair

Dorr, Mariella. (2016-2017). *The effectiveness and project-based learning using digital storytelling technology on improving second grade students performance of science standards.* (Served as previous chair and committee member)

Singh, K., & Jadonath, J. (2013-2014). *Utilizing mathematical graphic organizers to increase ELL' mathematical performance.*

Cristofaro, A. (2013-2014). *An action research study utilizing mathematics learning centers to decrease mathematics anxiety and increase overall mathematics performance in low achieving students.*

Shannon, T. (2013-2014) *An Action Research Study to Examine a Mathematics Stations Approach for Delivering Mathematics Instruction.*

Jensen, R. (2011-2013). *Making sense of number sense and students' attitudes towards mathematics.* Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Jablonski, H. (2011-2013). Lockheed Martin Masters in Middle School, College of Education. University of Central Florida.

Flaherty, S. (2010-2012). 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. (2011-2013). 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

Algire, C. (2022-present). *A handbook on classroom management for the secondary teacher.* University of Central Florida.

Wilson, A. (2020). *Utilizing journaling in the mathematics classroom: A resource guide for teachers.* University of Central Florida

Taylor, V. (2016-2017). *The Effects of Technology on Children: A Parent's Handbook for Utilizing Technology Positively*. University of Central Florida.

Quintero, A. (2015-2016). *Preservice teachers' perceptions of the at-risk student.* University of Central Florida.

Maestas, J. (2014-2015). *An Exploration of Teacher Perspectives of Mathematics Anxiety and Gender Stereotyping*. University of Central Florida.

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 250 students. I am also a mentor in our TMAST program and Course Mentor for the MAE 4326 and IDS 6015 courses. I mentor all full-time faculty and adjunct faculty teaching the MAE 4326 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

Collaborator with colleagues to redesign UCF's Elementary Education Program, facilitate communication through the programs internship courses, and serve member on Ad Hoc Elementary Educational Leadership Council and Partners in Elementary Education (PIEE).

I served on 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.

Partnered with 3 UCF faculty to develop an Intervention Specialist Certificate Program-a multidisciplinary certification program for education al leaders who are interested in learning to use school-based and classroom instructional date to meet the instructional, intervention, behavioral, social, and wellness needs of all students.

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 2014 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

Fall 2014	**26 students**
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	**107 students**

PROFESSIONAL SERVICE

University of Central Florida Committees

University

Faculty Senate Commencement, Convocation and Recognitions Committee, (2017-2018)
Scholarship of Teaching and Learning Award Committee, (2016)
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 Community Innovation and Education

Chair- CED Instructor & Lecturer Promotion Committee (2018-present)
CAEP Steering Committee (2015-16)
Students Issues Committee Member, (2015-present)
Response to Intervention (RTI) SIG Committee (2011-present)
Committee Member-Teaching Academy Advisory Board, (2003-2017)
CED Instructor & Lecturer Promotion Committee (2015-2017)
Chair, Student Issues Committee, (2009-2015)
Faculty Council Professional Dispositions Sub-Committee (2013-14)
Undergraduate Curriculum and Standards Committee (2013-2016)
Masters & Admissions Retention Committee (2009-2010)
Graduate Curriculum & Standards Committee (2006-2009)
College of Education Representative, (UCRC-Liaison), (2006-2009)
Undergraduate Curriculum and Standards Committee (2006-2009)
Representative to University of Central Florida Undergraduate Course Review Subcommittee (UCRC) (2006-2009)
Honors Committee (2006-2019)
TIP Selection Criteria & Procedures Committee (2006)
TIP Selection Committee (2006)
Group Advisement Member, 2004
Proctor for Doctoral Exams 2004

School of Teacher Education

Program Coordinator, Initial Teacher Preparation Program (ITPP-Graduate), (2018-present)
Co-Chair-Math Education Faculty Search Committee, (2014-2015)
Elementary Education Leadership Council, (2010-present)
Partners in Elementary Education (PIEE), 2013-present)
Mentor of Minority Programs (2007-present)
Academy Research Faculty (2003-present)
Lockheed Martin K-8 Mathematics Faculty (2003-present)
Course Shepherd (Mathematics Education-MAE 4326) to faculty and adjunct faculty 2004-present

Course Shepherd (IDS 6933-Graduate Programs) to faculty and adjunct faculty 2004-present
Course Shepherd (IDS 6915-Graduate Programs) to faculty and adjunct faculty 2005-present
Teaching Materials Advisory Committee 2001-2018
Professional Development Committee 2001-2018
Reviewer Student Portfolios-2004-2019
Advisor-Undergraduate and Graduate Students 2001-present
Chair, Master's Thesis, Sherry Flaherty, (2010-2012)
Chair, Master's Thesis, Renee Jansen , (2011-2013)
Chair, Master's Thesis, Shannon Flynn, (2011-2013)
Chair, Master's Thesis, Heather Jablonski , (2011-2012)
Member, Elementary Education Instructor Search, Area Campus, 2010
Chair, Masters Thesis, Heather Robinson, 2010-2012
Chair, Masters Thesis –Hunter Smith 2009-2011
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
Proctor-Masters Exams 2001-2003
Evaluator-Masters Portfolios 2001-2003
Evaluator-Senior Graduation Portfolios 2001-2003
Digital Portfolio Committee 2002-2005
Chair ECED Syllabi Committee 2002-2003

International/National

Department Editor, Teaching Children Mathematics Math by the Month, 2017-present
Editorial Board, Journal of Education and Training Studies, 2017-present

Reviewer, Research Council of Mathematics Learning Conference, RCML, 2019, 2018, 2017
Reviewer, Global Conference on Education and Research, 2018, 2017
Reviewer, National Council of Teachers of Mathematics Research Conference, NCTM 2018, 2017
Reviewer Teacher and Teaching Education, 2016-present
Reviewer, The Teacher Educator, 2016-present
Reviewer, Journal of Research in Education, EERA Journal, 2016-present
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) 2003-2015
Referee/Reviewer, National Council of Teachers of Mathematics (NCTM)
Teaching Children Mathematics, Mathematics Teaching in Middle School, and Teaching Mathematics 2004-2015
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
Reviewer-McGraw-Hill Publishing 2005-2007

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.

Faculty Council Subcommittee to review, revise, and develop the CEDHP Professional Standards and Dispositions and Code of Professional Conduct

CAEP Steering Subcommittee for Professional Dispositions to revise, align, and develop the CEDHP Professional Standards and Dispositions and Code of Professional Conduct and develop rubrics for both.

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)