TEXAS STATE VITA

I. Academic/Professional Background

A. Name and Title

Name: Dr. Sharon K. Strickland Title: Associate Professor

B. Educational Background

Degree	*Year*	*University*	*Major*
PHD	2008	Michigan State University	Curriculum, Teaching, and Educational Policy
MED	2002	Texas State University	Secondary Education
BA	1999	Agnes Scott College	Mathematics, and Classical Language & Literatures

C. University Experience

Position	*University*	*Dates*
Associate Professor	Texas State University	2015 - Present
Faculty In Residence, Residential College	Texas State University	2015 - 2017
Assistant Professor	Texas State University	2008 - 2015
Research Assistant	Michigan State University	2003 - 2008
Teaching Assistant	Michigan State University	2003 - 2008

D. Relevant Professional Experience

Position	*Entity*	*Dates*
Mathematics Education Consultant-PROM/SE	Michigan State University NSF MSP	2005 - 2008
Mathematics Teacher	Austin ISD, Austin, TX	1999 - 2003

E. Other Professional Credentials (licensure, certification, etc.)

8-12 Mathematics Teacher, Texas. (1999 - 2005).

II. TEACHING

A. Teaching Honors and Awards:

Presidential Distinction Awards, College of Science & Engineering.
2019

Teaching Excellence Award, Department of Mathematics.
2018

College of Science & Engineering Nominee to the Presidential Award for Teaching Excellence.
2016

Teaching Excellence Award, Department of Mathematics.
2015

Seven Graduating Student Recognitions as the faculty that contributed significantly to their academic career. (university stopped this recognition around 2014)
2011 - 2014

Runner-Up Presidential Award for Teaching Excellence, College of Science & Engineering.
2012

Teaching Excellence Award, Department of Mathematics.
2012
2010

B. Courses Taught:

Texas State University:

EDST 4680 – Student Teaching Supervision grades 4-8	MATH 4304 – Math Understandings	MATH 7366C – Teaching Teachers
MATH 1311 – Basic Math	MATH 4311 – Intro to History of Mathematics	MATH 7366D – Teaching Specialized Content: Algebra

MATH 1315 – College Algebra	MATH 5111 – Graduate Assistant Training	MATH 7378A – Problem Solving, Reasoning, and Proofs
MATH 2311 – Principles of Math I	MATH 5304 – Topics in Secondary Teaching	MATH 7378B – Connecting & Communicating Mathematics
MATH 2312 – Informal Geometry	MATH 7111 – Seminar in Teaching	MATH 7378D – Math Technologies
MATH 2328 – Elementary Statistics	MATH 7188 – Seminar in Mathematics Education	MATH 7378F – Research in Problem Solving
MATH 3315 – Modern Geometry	MATH 7324 – Curriculum Design and Analysis	MATH 7386 – Independent Study in Math Education
MATH 3330 – Introduction to Advanced Mathematics	MATH 7328 – Instructional Techniques & Assessment	MATH 7x99A – Dissertation
MATH 4302 – Principles of Math II	MATH 7356B – Advanced Qualitative Research	MTE 5301F – Implementing Curriculum
MATH 4304 – Capstone for Secondary Teachers	MATH 7366B – Teaching K-12 Students	MTE 5323 – Logic and Foundations

Michigan State University:

SME 600 – Special Problems for K-8 Teachers (Topic—Mathematics of Change)	TE 401 – Teaching Subject Matter to Diverse Learners (Secondary)	TE 402 – Crafting Teaching Practice (Secondary)
TE 402 – Teaching Subject Matter to Diverse Learners (Elementary)	TE 801 – Professional Roles and Teaching Practice (Elementary)	TE 857 – Teaching and Learning Mathematical Problem Solving

C. Directed Student Learning

Dissertations as Chair, in Progress

Chair, Dissertation, "A Critical Ethnographic Approach to Using Positioning Theory to Analyze an Instructor's Mathematics Discourse in a Developmental Mathematics Classroom", Status: Proposal Defended. (2021 - Present).
Student(s): Elizabeth Hewer, Doctoral.

Chair, Dissertation, "Tbd: regarding Productive Struggle", Status: Proposal Development. (2021 - Present).
Student(s): Mehmet Kirmizi, Doctoral.

Chair, Dissertation, "Latinx Students' Relationship with Mathematics in a College Algebra Course", Status: Proposal Development. (2019 – Present; on leave).
Student(s): Mike Abili, Doctoral.

Dissertations as Chair, Completed

Chair, Dissertation, "Cultivating Mathematical Affections: Developing a Habitual Inclination to see Mathematics as Worthwhile through Engagement in Service-Learning", Status: Completed. (2017).
Student(s): Joshua Wilkinson, Doctoral.

Dissertations as Committee Member, In Progress

"Tbd: regarding College Algebra Assessments", Status: Proposal in Progress. (2021 - Present).
Student(s): Ashraf Demian, Doctoral, Doctoral.

"How Personal Narratives Contribute to Mathematician's Professional Self-Identity", Status: Proposal Defended. (2020 - Present).
Student(s): Elizabeth Lambert, Doctoral.

Dissertations as Committee Member, Completed

"An Exploration of Beginning Elementary Preservice Teacher's Mathematical Practices", Status: Completed. (2017 - 2020).
Student(s): Christina Koehne, Doctoral.

"Exploring Instructional Coherence of Introduction to Fractions in Chinese Classrooms", Status: Completed. (2017 - 2020).
Student(s): Xiowen Cui, Doctoral.

"Proof Validation at the Introduction to Proof Level: Framing and Designing a Multiple-Choice Assessment", Status: Completed. (2017 - 2019).
Student(s): Joshua Fagan, Doctoral.

"Motivation Intervention through Science and Engineering Calculus Tasks", Status: Completed. (2016 - 2018).
Student(s): Enes Akbuga, Doctoral.

"Investigating How an Informal Summer Program Sustains Teachers in the Profession", Status: Completed. (2016 - 2018).
Student(s): Sonalee Bhattacharyya, Doctoral.

"Teaching Teaching Through Teaching: Exploring Tutoring's Potential to Improve Mathematics Teacher Education", Status: Completed. (2017).
Student(s): Alexander Rasche, Doctoral.

"The Effect of the Conceptualization of Limits on Proof Comprehension", Status: Completed. (2016).
Student(s): Christine Herrera, Doctoral.

"Exploring Mathematical Flow: A Case Study of Four Pre-Service Secondary Teachers Collaborating on Model-Eliciting Activities", Status: Completed. (2016).
Student(s): Geoffrey Miller, Doctoral.

"The Use of Examples in the Learning and Teaching of Proof", Status: Completed. (2015).
Student(s): Sarah Hanusch, Doctoral.

"Alignment in Students, Teaching Assistants and Instructors on the Purpose and Instructional Practice of Calculus I Labs", Status: Completed. (2015).
Student(s): Yuliya Melnikova, Doctoral.

"The Effects of Smart Pen Narrated Solution Sets on Students' Study Routines and their Perceptions of the Solution Set as a Help Resource", Status: Completed. (2014).
Student(s): Jake Hammond, Doctoral.

"Diagnostic Assessment to Identify Students' Development Level in Learning Statistics", Status: Completed. (2013).
Student(s): Rini Octavia, Doctoral.

"Identifying Mathematics Roadblock Courses for Adult Students and Examining Adult Students' Learning Behaviors in Roadblock Mathematics Courses", Status: Completed. (2012).
Student(s): Aimee Tennant, Doctoral.

"Effects of Mathematics Research on Mathematics Majors' Beliefs Regarding Mathematics", Status: Completed. (2012).
Student(s): Joshua Goodson, Doctoral.

Honors Research Supervision, Honors College

Supervisor / Chair, "Honors research on the Bounded Gaps Conjecture and online math communities' roles in decreasing the bound", Status: Completed. (2014).
Student(s): Ryan Rholes.

Student Teaching Supervision

Supervisor, Student Teaching Supervision, "Cypress-Fairbanks ISD, Middle School Mathematics", Status: Completed. (2014).
Student(s): David Fuentes.

D. Courses Prepared and Curriculum Development:

Texas State University

MATH 7366F: Equity in Mathematics Education, New Course, Texas State University. Proposed: 2019 - 2020.

MATH 5111, Revise Existing Course, Texas State University: 2016 - 2017.

MATH 7111, Revise Existing Course, Texas State University: 2016 - 2017.

MATH 7188, Revise Existing Course, Texas State University: 2016 - 2017.

MathWorks Professional Development Curriculum

Training Course and Instructor Manual for 6th Grade Teacher Professional Development, Curriculum Development, Mathworks: 2010.

Michigan State University Professional Development Courses, Designed and Implemented

Algebra in the Elementary Grades (grades 3-5), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Angles in the Elementary Grades (K-5), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Geometry & Measurement (grades 5-8), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Number Theory in the Elementary Grades (K-5), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Proportionality Across the Strands (grades 5-8), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

Some Applications of Geometric Thinking (grades 9-12), New Course, PROM/SE with Michigan State University (NSF MSP): 2006 - 2008.

E. Other:

Camps

iAM: Integrating Art and Mathematics. (2014-2016).

Two-Week Camp for Middle School girls focusing on Visualization Skills via integrated art, math, and technology including 2D and 3D Fabrication; Co-Teacher, Curriculum Design, & Coordinator with Dr. Shaunna Smith & Dr. Luz Maldonado

F. Teaching Professional Development Activities Attended

Workshop, "Faculty-Student Communities for Improving STEM Instruction," National Science Foundation, San Marcos. (2020).

Workshop, "Faculty Maker Project," Texas State University, San Marcos, United States. (September 2017 - May 2018).

Institute, "Multicultural Curriculum Institute," Texas State University, San Marcos, United States. (May 22, 2017 - May 26, 2017).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books:

Refereed:

Strickland, S. K., & Rand, B. (2016). Learning Proof via Composition Instruction Techniques. In R. Schwell, A. Steurer, & J. F. Vasquez (Eds.), *Beyond Lecture: Resources and Pedagogical Techniques to Improve Student Proof-Writing Across the Curriculum*. Mathematical Association of America.

Strickland, S. K. (2016). Who Counts as a Mathematician? In D. Y. White, S. Crespo, & M. Civil (Eds.), *Cases for Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms*. Reston NJ: National Council of Teachers of Mathematics.

Warshauer, M. L., McCabe, T., Sorto, M. A., Strickland, S., Warshauer, H. K., & White, A. (2010). Equity. In M. Saul, S. Assouline, & L. J. Sheffield (Eds.), *The Peak in the Middle: Developing mathematically gifted students in the middle grades* (pp. 155 – 170). NCTM.

Star, J. R., Strickland, S. K., & Hawkins, A. (2008). What is mathematical literacy? Exploring the relationship between literacy and content learning in middle and high school mathematics. In M. Conley, J. Freidhoff, M. Sherry, & S. Tuckey (Eds.), *Adolescent literacy policy and instruction: The research we have and the research we need* (pp. 104–112). New York: Guilford.

Monograph Chapters (not refereed):

Strickland, S. K., Jiang, Z., Obara, S., & Cuevas, G. J. (2016). Curriculum, engagement, and learning to trust: Two cases of dynamic geometry implementation. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.

Strickland, S. K. (2016). Proving activities in high school geometry: A comparison among dynamic and non-dynamic geometry classrooms. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.

Sorto, M. A., Jiang, Z., White, A., & Strickland, S. K. (2016). Reprint: An Observational Protocol Measuring Secondary Teachers' Implementation of Dynamic Geometry Approach. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.

Jiang, Z., White, A., Strickland, S. K., Dickey, E., & Rossenwasser, A. (2016). The Efficacy of the Dynamic Geometry Approach. In E. Dickey, Z. Jiang, A. White, & B. Webre (Eds.), *Findings of the Dynamic Geometry in the Classroom Project at Texas State University*.

2. Articles:

a. Refereed Journal Articles:

Milewski, A., & Strickland, S. K. (2020). Building on the work of teachers: Adding a functional lens to a teacher-generated framework for describing the instructional practices of responding. *Linguistics & Education*, *57*(June 2020). https://doi.org/https://doi.org/10.1016/j.linged.2020.100816

McCabe, T. W., Herrera, C., Strickland, S. K., & White, A. (2017). Let's Draw a Picture. *Primus*. https://doi.org/10.1080/10511970.2017.1338319

Strickland, S. K., & Rand, B. (2016). Developing a proof-coding scheme. *PRIMUS*, *26*(10), 905–921.

Milewski, A., & Strickland, S. K. (2016). (Toward) Developing a common language for describing instructional practices of responding: A teacher-generated framework. *Mathematics Teacher Educator*.

Sorto, M. A., Jiang, Z., White, A., & Strickland, S. (2015). An Observational Protocol Measuring Secondary Teachers' Implementation of Dynamic Geometry Approach. *Mathematics Teaching – Research Journal*, *7*(4).

Star, J., & Strickland, S. K. (2008). Learning to observe: Using video to improve preservice teachers' ability to notice. *Journal of Mathematics Teacher Education*, *11*(2), 107–125.

3. Conference Proceedings:

a. Refereed Conference Proceedings:

Melhuish, K. M., Byeonguk Han, S., Sorto, M. A., & Strickland, S. K. (Accepted / In Press). An exploration of teachers' why-questions in the mathematics classroom. In *Proceedings of the Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*.

Milewski, A., Strickland, S. K., Buchbinder, O., Chazan, D., & Herbst, P. (Accepted / In Press). Moves teachers use to respond to students' non-canonical approaches for solving equations. In *Proceedings of the Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*.

Melhuish, K. M., Strickland, S. K., Ellis, B., Byeonguk Han, S., Pham, A., & Thanheiser, E. (2020). Profiling productive mathematical teaching moves in 4th-8th mathematics classrooms. In *Proceedings of the Forty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*.

Koehne, C. R., Thanheiser, E., Strickland, S. K., Pham, A., Heaton, R., & Melhuish, K. M. (2020). Profiling the use of public records of students' mathematical thinking in 4th-8th mathematics classrooms. In *Proceedings of the Forty-second annual meeting ofthe North American Chapter of the International Group for the Psychology ofMathematics Education (PME-NA)*.

Sorto, M. A., Melhuish, K. M., Thanheiser, E., Zied, K., Koehne, C., Sugimoto, A., … Strickland, S. K. (2019). Components of High-Quality Mathematics Classrooms: Attending to Learning Opportunities for English Language Learners. In S. Otten, A. G. Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)* (pp. 1594–1603).

Melhuish, K. M., & Strickland, S. K. (2019). Abstract Algebra Instructors' Noticing of Students' Mathematical Thinking. In *Weinberg, A., Moore-Russo, D., Soto, H., & Wawro, M. (Eds.). (2019). Proceedings of the 22nd Annual Conference on Research in Undergraduate Mathematics Education.* (pp. 428–436).

Milewski, A., & Strickland, S. K. (2016). Maintaining Coherence across Research and Practice: A Common Framework for Describing Teachers' Reacting Moves. In *Proceedings of the American Educational Research Association, Annual Research Conference*.

Strickland, S. K., & Milewski, A. (2016). Toward a functional framework for describing teachers' practices of reacting. In *Proceedings of the 13th International Congress on Mathematical Education*.

Warshauer, H. K., Strickland, S., Namakshi, N., Hickman, L., & Bhattacharyya, S. (2015). Development of Preservice Teacher Noticing in a Content Course. In T. Bartell, K. Bieda, R. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 972–975). East Lansing, MI, USA: Michigan State University.

Warshauer, H. K., Strickland, S., Hickman, L., & Namakshi, N. (2014). Relating Preservice Teacher Noticing with Mathematical Knowledge for Teaching. In S. Oesterle, N. Nicol, P. Liljedahl, & D. Allan (Eds.), *Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th North America Chapter of the Psychology of Mathematics Education* (Vol. 6, p. 262).

Strickland, S. K., & Rand, B. (2012). Improving Undergraduates Novice Proof-Writing: Investigating the Use of Multiple Drafts. In *Proceedings of the 15th Annual Conference on Research in Undergraduate Mathematics Education*.

Strickland, S. K. (2008). Proofs, purposes, and participation in undergraduate mathematics. In *Proceedings for the eleventh special interest group of the Mathematical Association of America on Research in Undergraduate Mathematics Education*.

Speer, N., Strickland, S. K., Johnson, N., & Gucler, B. (2006). Mathematics graduate students' knowledge of undergraduate students' strategies and difficulties: Supporting concepts for derivative. In *Proceedings of the 9th annual conference for Research in Undergraduate Mathematics Education*.

Strickland, S. K., Wood, M., Parks, A., Lloyd, G., Wilson, M., Wilkins, J., & Behm, S. (2005). Number Lines: Students Across Grade Levels Making Meaning through Metaphor. In *Proceedings of the twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education*.

Strickland, S. K., Speer, N., Johnson, N., Gucler, B., Lloyd, G., Wilson, M., … Behm, S. (2005). Teaching Assistants' Knowledge and Beliefs Related to Student Learning of Calculus. In *Proceedings of the twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education*.

Strickland, S. K., McDougall, D. E., & Ross, J. A. (2004). Listening to student understanding: Pre-service teachers' difficulties. In *Proceedings of the twenty-sixth annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education* (Vol. 3, p. 1298).

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

Melhuish, K. M., Byeonguk Han, S., Sorto, M. A., Strickland, S. K., the Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)., "An exploration of teachers' why-questions in the mathematics classroom," Philadelphia. (October 2021).

Milewski, A., Strickland, S. K., Herbst, P., Chazan, D., Buchbinder, O., Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), "Moves teachers use to respond to students' non-canonical approaches for solving equations," Philadelphia. (October 2021).

Melhuish, K. M., Strickland, S. K., Ellis, B., Byeonguk Han, S., Pham, A., Thanheiser, E., Forty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), "Profiling productive mathematical teaching moves in 4th-8th mathematics classrooms," Mazatlan, Mexico/Online. (May 2021).

Koehne, C. R., Thanheiser, E., Strickland, S. K., Pham, A., Heaton, R., Melhuish, K. M., Forty-second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), "Profiling the use of public records of students' mathematical thinking in 4th-8th mathematics classrooms," Mazatlan, Mexico/Online. (May 2021).

Sorto, M. A., Melhuish, K. M., Thanheiser, E., Zied, K., Koehne, C. R., Sugimoto, A., Strickland, S. K., Forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, "Components of High-Quality Mathematics Classrooms: Attending to Learning Opportunities for English Language Learners," St Louis, MO. (October 2019).

Melhuish, K. M., Strickland, S. K., 22nd Annual Conference on Research in Undergraduate Mathematics Education, "Abstract Algebra Instructors' Noticing of Students' Mathematical Thinking," Boston, MA. (February 2019).

Strickland, S. K., Milewski, A., 13th International Congress on Mathematical Education, "Toward a functional framework for describing teachers' practices of reacting," Hamburg, Germany. (2016).

Warshauer, H., Strickland, S. K., Namakshi, N., Bhattacharyya, S., Hickman, L., Presentation at the Association of Mathematics Teacher Educators Research Conference, "Using student work to enhance preservice teachers' noticing and content knowledge," Irvine, CA. (2016).

Milewski, A., Strickland, S. K., American Educational Research Association, Annual Research Conference, "Maintaining Coherence across Research and Practice: A Common Framework for Describing Teachers' Reacting Moves," Washington DC. (April 2016).

Davila, R., Strickland, S. K., Presentation at the Joint Mathematics Meetings of the American Mathematics Society and Mathematics Association of America, "Definition construction and developing mathematical inquiry," San Antonio, TX. (2015).

Warshauer, H., Strickland, S. K., Hickman, L., Namakshi, N., Presentation at the National Council of Teachers of Mathematics Research Conference, "Development of preservice teacher noticing through analysis of student work," Boston, MA. (2015).

Warshauer, H. K., Strickland, S. K., Namakshi, N., Hickman, L., Bhattacharyya, S., 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, "Development of Preservice Teacher Noticing in a Content Course," East Lansing, MI. (November 2015).

Warshauer, H. K. (presenter/author), Strickland, S. (author), Hickman, L. (author), Namakshi, N. (author), 38th Conference of the International Group for the Psychology of Mathematics Education (PME) and the 36th Conference of the North America Chapter of the Psychology of Mathematics Education (PME-NA), "Relating Preservice Teacher Noticing with Mathematical Knowledge for Teaching," Vancouver, Canada. (July 2014).

Strickland, S. K., Rand, B., 15th Annual Conference on Research in Undergraduate Mathematics Education, "Improving Undergraduates Novice Proof-Writing: Investigating the Use of Multiple Drafts," Portland, OR. (2012).

Strickland, S. K., Presentation at the National Council of Teacher's of Mathematics Regional Conference, "Providing Productive Feedback for Proofs," Chicago, IL. (2012).

Strickland, S. K., Presentation at the National Council of Teacher's of Mathematics Regional Conference, "When Teacher Silence Is Not Golden," Dallas, TX. (2012).

Strickland, S. K., Presentation at the National Council of Teacher's of Mathematics Regional Conference, "When Teacher Silence Is Not Golden," Hartford, CT. (2012).

Strickland, S. K., Rand, B., Presentation at the Mathematical Association of America's MathFest 2010 MAA, "Learning Proof-Writing: Applying English Composition Pedagogical Strategies to Undergraduate Mathematics," Pittsburgh, PA. (2010).

Strickland, S. K., Eleventh special interest group of the Mathematical Association of America on Research in Undergraduate Mathematics Education, "Proofs, purposes, and participation in undergraduate mathematics," San Diego. (2008).

Speer, N. K., Strickland, S. K., Johnson, N., Gucler, B., 9th annual conference for Research in Undergraduate Mathematics Education, "Mathematics graduate students' knowledge of undergraduate students' strategies and difficulties: Supporting concepts for derivative." (2006).

Strickland, S. K., Wood, M., Parks, A., Presentation, Michigan Council of Teachers of Mathematics, "Number line metaphors." (2005).

Strickland, S. K., M, W., A, P., Twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education, "Number Lines: Students Across Grade Levels Making Meaning through Metaphor," Toronto, Canada. (2005).

Strickland, S. K., Speer, N., Johnson, N., Gucler, B., Twenty-seventh annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education, "Teaching Assistants' Knowledge and Beliefs Related to Student Learning of Calculus." (2005).

Speer, N. M., Star, J. R., Strickland, S. K., Presentation, North American chapter of the International Group for the Psychology of Mathematics Education, "Mathematics teaching assistant preparation and development research," University of Toronto. (2004).

2. Invited Talks, Lectures, and Presentations:

Strickland, S. T., Graduate Open House, "Function Follows Form: Investigating the Relationship between Responding to Student Thinking and Further Classroom Engagement.," Mathematics Department, Texas State University, San Marcos. (2017).

White, A. (Panelist), Warshauer, M. L. (Panelist), Warshauer, H. K. (Panelist), McCabe, T. W. (Panelist), Strickland, S. K. (Panelist), Mathworks Mathematics Education Symposium, "Mathworks," Mathworks, San Marcos Conference Center, San Marcos, TX, United States. (September 2014).

Strickland, S. K., Undergraduate MathFest XXIII, "Math and Aesthetics: More than Meets the Eye," National Association of Mathematicians. (2013).

Strickland, S. K., Third Annual Graduate Open House, Mathematics Department, "Providing Productive Feedback for Proofs," Texas State University. (2012).

Star, J. R., Strickland, S. K., Hawkins, A., Second Annual Michigan State University Symposium on Literacy Achievement, "What is mathematical literacy? Exploring the relationship between literacy and content learning in middle and high school mathematics." (2006).

Sinclair, N., Strickland, S. K., Michigan State University College of Education Mathematics Education Colloquium Series, "Abduction and mathematics learning: Necessary risks." (March 2006).

3. Consultancies:

Academic, University of Michigan; GRIP Lab, Ann Arbor, MI. (January 2021 - June 2021).

Additional Comments: Assisted with professional development facilitator preparation and support; some PD content creation

Academic, Budapest Semesters in Mathematics Education, Budapest, Hungary. (2019).

Additional Comments: Provided a review of their program and offered suggestions for improvement and attracting more students

4. Workshops, Professional Development:

Strickland, S. K., Professional Development for Middle School Teachers, 20 hour training, "Junior Summer Camp Professional Development," Mathworks. (2008-2011) & (2013-2016).

Strickland, S. K., Professional Development for Middle School Teachers, 7 hour training, "Mathworks Curriculum," Lago Vista, TX. (2015).

Strickland, S. K., Professional Development for Middle School Teachers, 7 hour training, "Geometer's Sketchpad Training," Miller Middle School, San Marcos ISD. (2012).

Strickland, S. K., Professional Development for Middle School Teachers, 7 hour training, "Mathworks Curriculum," Freer, TX ISD. (2012).

Strickland, S. K., Professional Development for Middle School Teachers, 7 hour training, "Mathworks Curriculum," Midland, TX ISD. (2010).

Strickland, S. K., Professional Development for Middle School Teachers, 30 hour training, "Complex Instruction," McAllen, TX ISD. (2009).

Strickland, S. K., Professional Development for Middle School Teachers, 7 hour training, "Mathworks Curriculum," Texas CAN! Academy. (2009).

Strickland, S. K., Professional Development for Middle School Teachers, 7 hour training, "Fractions & Decimal Operations (grades 5-8)," Ionia County Schools, MI. (2008).

Strickland, S. K., Professional Development for Middle School Teachers, 7 hour training, "Geometry & Measurement (grades 5-8)," Ionia County Schools, MI. (2008).

5. Other Works not in Print:

a. Works "submitted" or "under review":

Journal Articles:

Namakshi, N., Warshauer, H. K., Strickland, S., & Hickman, L. (Submitted / Under Review). Developing preservice teacher noticing and mathematics knowledge for teaching through analysis of student work. *School Science and Mathematics*.

Melhuish, K. M., Dawkins, P. C., Lew, K. M., & Strickland, S. K. (Submitted / Under Review). Incorporating High Leverage Teaching Practices in the Proof-Based Classroom. *Mathematical Thinking and Learning*. (December 2020)

b. Other Works Not in Print:

Focus Group Research Panelist:

Strickland, S. K., Ortiz, A. M., "Why Do Students Leave STEM?." (2014).

Panelists:

Strickland, S. K., Mathworks Math Education Research Symposium, "Curriculum Research & Development." (2014).

Strickland, S. K., Mathworks 25th Anniversary Reunion, "The Present and Future of Math and Science Education." (2014).

Posters:

Crespo, S., Brakoniecki, A., Thorpe, J., Dietiker, L., Lawrence, A., Roller, S., Jin, X., Lewis, C., Strickland, S. K., Oslund, J., CREATEing the Future of STEM Education, "Using Preservice Teachers' Invented Classroom Dialogues as a Window into their Developing Mathematics Teaching Practice," Michigan State University, East Lansing, MI. (2012).

C. Scholarly / Creative Grants and Contracts:

1. Funded External Grants and Contracts:

Czocher, Jennifer Ann, White, Alexander (Supporting), Strickland, Sharon K (Supporting). CAREER: Scaffolding Strategies for Undergraduate Mathematical Modeling Skills, NSF, Federal, $954,500.00. (Submitted: July 2017, Funded: September 2018 - August 2023). Grant.

Melhuish, Kathleen Mary (Principal), Heaton, Ruth (Co-Principal), Thanheiser, Eva (Co-Principal), Strickland, Sharon K (Supporting). Using Technology to Capture Classroom Interactions: The Design, Validation, and Dissemination of a Formative Assessment of Instruction Tool for Diverse K-8 Mathematics Classrooms, NSF, Federal, $1,984,657.00. (Submitted: November 2, 2017, Funded: September 4, 2018 - August 31, 2022). Grant.

Warshauer, Max (Principal), Strickland, Sharon K (Supporting). Mathworks Algebra Program, KDK-Harman Foundation, Private / Foundation / Corporate, $108,000.00. (Funded: 2012 - 2014). Grant.

Warshauer, Max (Principal), Strickland, Sharon K (Supporting). Mathworks Algebra Program, Sid W. Richardson Foundation, Private / Foundation / Corporate, $108,000.00. (Funded: 2012 - 2014). Grant.

Jiang, Zhonghong (Co-Principal), Cuevas, Gil (Co-Principal), Strickland, Sharon K (Supporting). NSF-CADRE Dynamic Geometry in Classrooms, $2,090,495.00. (Funded: 2009 - 2014). Grant.

Warshauer, Max (Principal), Strickland, Sharon K (Supporting). Mathworks Algebra Program, Evaluation and Replication Plan, Meadows Foundation, $306,000.00. (Funded: 2012 - 2013). Grant.

Strickland, Sharon K (Principal). MAA Tensor Women in Mathematics, $6,000.00. (Funded: February 2010). Grant.

2. Submitted, but not Funded, External Grants and Contracts:

Sigley, Robert (Principal), Czocher, Jennifer Ann (Co-Principal), Melhuish, Kathleen Mary (Co-Principal), Strickland, Sharon K (Co-Principal), Morey, Susan (Supporting). IUSE: Orchestrating Discussions About Proof, NSF IUSE, Federal, $289,833.00. (Submitted: November 2016). Grant.
Additional Comments: Received 4 very good (second highest after excellent). Reviews are attached.

Strickland, Sharon K (Co-Principal), Smith, Shaunna (Co-Principal), Bos, Beth (Co-Principal). NSF REAL Grant: iAM, Integrating Art and Mathematics to Impact Middle School Girls' Mathematics Abilities, Federal, $490,000.00. (Submitted: 2014). Grant.

4. Submitted, but not Funded, Internal Grants and Contracts:

Strickland, Sharon K (Co-Principal), Melhuish, Kathleen Mary (Co-Principal). Undergraduate Mathematics Instructor Noticing of Students' Mathematical Thinking, Texas State University, $15,000.00. (Submitted: October 2019). Grant.

Strickland, Sharon K (Co-Principal), Melhuish, Kathleen M (Co-Principal). Undergraduate Mathematics Instructor Noticing of Students' Mathematical Thinking, Texas State University, Texas State University, $13,200.00. (Submitted: October 2018). Grant.

Strickland, Sharon K (Principal). Linking Teachers' Responding Practices to School-Level Variables, Texas State University, $8,000.00. Grant.

Strickland, Sharon K (Principal). Research Enhancement Program, Texas State University, $8,000.00. (Submitted: October 2010). Grant.

Strickland, Sharon K (Principal). Research Enhancement Program, Texas State University, $8,000.00. (Submitted: October 2009). Grant.

D. Scholarly / Creative Fellowships, Awards, Honors:

Fellowship Recipient: Supplemental Award, Faculty Development Leave Program, Texas State University ($40,000).
2017 - 2018

Fellowship Recipient: Dissertation Completion Fellowship, MSU College of Education.
2008

Fellowship Recipient: Dale S. Evans Memorial Scholarship, MSU College of Education.
2007

Award / Honor Recipient: Best Paper Award for the 2006 RUME Conference.
2006

Fellowship Recipient: Spencer Research Training Fellowship, MSU College of Education.
2006

Fellowship Recipient: Summer Research Fellowship, MSU College of Education.
2006
2004

IV. SERVICE

A. Institutional

1. University:

Faculty In Residence Related Duties

Faculty in Residence, Residential College, (2015 - 2017)
Lived on campus with students in my College Algebra courses, held twice weekly study sessions, hosted once weekly dinners, and created once a month activities.

Panel Participant, Understanding Professors' Office Hours, Residential College. (2017).

Residential College/Mathematics Dept Representative, Bobcat Days. (2015 - 2017).

Residential College/Mathematics Dept Representative, Residential Hall Move In Day for Freshmen. (2015 - 2017).

Residential College/Mathematics Dept Representative, Freshman Orientation Sessions Summer. (2015 - 2016).

Other University Service

Member, Faculty Senate's Equity and Access Committee. (2015 - 2016).

PACE Mentor. (2011).

Member, Middle School Mathematics Program Review Group. (2010 - 2011).

2. College:

Member, Physics Education Tenure Track Hiring Committee. (2017 - 2018).

3. Department/School:

Related to Doctoral Advisor

Graduate Advisor, Doctoral. (2019 - Present).

Doctoral Outcomes Assessment. (September 2019 - Present).

Organizer, Math Education Qualifying Exam Committee (2019-Present)

Member, Graduate Program Committee. (2016 - Present).

Member, Math Education Qualifying Exam Committee. (2011 - 2019).

Mentoring

Faculty
Robert Sigley. (2016 - Present).
Christopher Adam Cross (2015-2016)

Graduate Student Mentor
Elizabeth Hewer
Jennifer Thompson
Abigail Quansah
Mike Abili
Layla Guyot
Monica Sustaita
Elizabeth Lambert
Alex Rasche

Hiring Committees

Member, Mathematics Education Tenure Track Positions Hiring Committee. (2015 - 2017).

Member, Statistics Position Hiring Committee. (2017).

Member, TA Hiring Committee. (2013 - 2016).

Other Committees

Chair, UIA/TA Renewal Committee. (2016 - 2018).

Member, Budget Committee. (2015 - 2018).

Member, Committee on Committees. (2015 - 2018).

Member, Developmental Mathematics Review Committee. (2015 - 2016).

Member, Elementary Statistics Curriculum Review Group. (2013 - 2014).

Member, Lecturer Hiring Committee. (2012).

Member, Library Committee. (2009).

Member, Travel Committee. (2009).

Other

Participant, Graduate Open House, Talk, Table Host, Math in Picture School Liaison. (2011 - 2014).

Member, Calculus II for Middle School Math Curriculum Review Task Force. (2013).

B. Professional:

Policy Contributor, National Science Foundation: Graduate Teaching Assistantship Training Working Session. (2017).

Task Writer, National Science Foundation: Smarter Together Working Conference on Complex Instruction. (2014).

Reviewer / Referee,

Journal for Research in Mathematics Education.

Mathematics Teacher Educator.

Journal of STEM Education.

Journal for Mathematics Teacher Education.

Elementary School Journal.

PME-NA.

ICME13

International Conference on Teaching Statistics.

RUME Conference.

Reader, NCTM Statistics Yearbook.

C. Community:

iAM (Integrating Art & Math) Free camp for middle school girls. (2014 - 2016).

Family Math Night, Crockett Elementary, San Marcos, TX. (2013).

Math Consultant, Child Development Center, Texas State University. (2011 - 2012).

D. Organization Memberships:

American Educational Research Association.

Association of Mathematics Teacher Educators.

Mathematical Association of America.

National Council of Teachers of Mathematics.

Psychology of Mathematics Education, North America.

E. Service Professional Development Activities Attended:

Workshop, "Principles to Guide the Design and Implementation of Doctoral Programs in Mathematics Education," National Science Foundation, Las Vegas. (upcoming October 27, 2021 - October 30, 2021).

Workshop, "Workshop on Mathematics and Racial Justice," Mathematical Sciences Research Institute. (upcoming June 2021).

Workshop, "College Mathematics Instructor Development Source," Mathematical Association of America. (July 2018).