
CURRICULUM VITAE

Kyle T. Schultz, Ph.D.

1. ACADEMIC HISTORY

Name: Kyle Thomas Schultz

Present rank: Associate Professor, Tenured

Education: Ph.D., Mathematics Education, University of Georgia, December 2009
 M.A.T., Secondary Education, Miami University, May 1997
 B.A., Mathematics and Statistics, Miami University, May 1995

Academic positions:

Interim Department Head; Department of Middle, Secondary, and Mathematics Education; James Madison University; 2015–present.

Associate Professor of Mathematics Education; Department of Middle, Secondary, and Mathematics Education; James Madison University; 2015–present.

Assistant Professor of Mathematics Education; Department of Middle, Secondary, and Mathematics Education; James Madison University; 2009–2015.

Instructor of Mathematics Education; Department of Middle, Secondary, and Mathematics Education; James Madison University; 2009.

Graduate Assistant, Department of Mathematics Education, University of Georgia, 2005–2009.

Graduate Assistant, Department of Secondary Education, Miami University, 1996–1997.

Other professional employment:

High school teacher, Rocky River City Schools, Rocky River, Ohio, 1998–2005

Middle school teacher, Maple Heights City Schools, Maple Heights, Ohio, 1997–1998

2. INSTRUCTION

MSSE 470M—Mathematics Teaching Methods: Grades 6–8

Mathematics teaching and curriculum in grades 6–8 integrated with an analysis of mathematics teaching, including the use of technology. Requirement for middle and secondary education prospective teachers specializing in mathematics.

Fall 2009, 12 students

Spring 2010, 18 students

Fall 2010, 8 students

Spring 2011, 17 students

Fall 2011, 10 students

Spring 2012, 13 students

Fall 2012, 11 students

Spring 2013, 16 students

Fall 2013, 6 students

Spring 2014, 21 students

Fall 2014, 9 students

Spring 2015, 18 students

MSSE 471M—Field Experience in Middle School Mathematics

Four hours per week of field experience in a middle grades mathematics classroom supervised by a practicing teacher and a university faculty member.

Spring 2010, 18 students

Fall 2010, 8 students

Spring 2011, 17 students

Spring 2012, 13 students

Spring 2013, 14 students

MSSE 490—Special Studies in Education

A four-week teaching field experience at Marymount International School in Rome, Italy. Course requirements involved satisfactory teaching, documentation of challenges presented by cultural differences, and an inquiry project.

Summer 2012, 2 students

MSSE 570M—Mathematics Teaching Methods: Grades 9–12

Mathematics teaching and curriculum in high school integrated with an analysis of mathematics teaching, including the use of technology. Requirement for secondary education prospective teachers specializing in mathematics, sequel to MSSE 470M.

Fall 2009, 14 students

Fall 2010, 9 students

Fall 2011, 9 students

Fall 2012, 15 students

Fall 2013, 12 students

Fall 2014, 12 students

MSSE 571M—Field Experience in High School Mathematics

An eight-week half-day field experience in a high school mathematics classroom supervised by a practicing teacher and a university faculty member.

Fall 2011, 9 students

Fall 2012, 15 students

MSSE 650—Internship Seminar

Weekly seminar supporting candidates' student teaching internship and Teacher Work Sample project.

Spring 2014, 13 students

Spring 2015, 11 students

MSSE 675/690—Internship in Middle & Secondary Education

Supervised and evaluated prospective teachers during clinical field experience.

Spring 2014, 3 students

Fall 2014, 2 students

MAED 430—Foundations of Mathematics Instruction

Focuses on mathematics teaching and learning spanning across elementary, middle, and secondary curricula. Requirement for special education program candidates.

Spring 2014, 34 students

MAED 600—Seminar in Mathematics Education

Focuses on research topics related to mathematics teaching and learning, including mathematical reasoning, standards-based curricula, assessment, and epistemological theories related to mathematics. Requirement for the M.Ed. program in mathematics.

Fall 2012, 7 students

MAED 610—Curricular Trends in Mathematics Teaching and Learning

Focuses on the development and implementation of mathematics curricula, including historical trends, comparative analyses, and strategies for optimizing the effectiveness of curricula in use. Requirement for the M.Ed. program in mathematics.

Fall 2011, 4 students

MAED 620—Teaching Mathematics With Technology

Focuses on developing proficiency in using and teaching with mathematics-specific instructional technologies. Requirement for the M.Ed. program in mathematics.

Fall 2010, 3 students

MATH 107—Fundamentals of Mathematics 1

First of three courses required for early childhood, elementary, and middle grades education licensure. Focuses on developing understanding of and making mathematical connections between topics in the K-8 mathematics curriculum, specifically number and operation.

Summer 2010, 9 students

MATH 108—Fundamentals of Mathematics 2

Second of three courses required for early childhood, elementary, and middle grades education licensure. Focuses on developing understanding of and making mathematical connections between topics in the K-8 mathematics curriculum, specifically number and operation.

Fall 2014, 25 students

Spring 2015, 16 students

MATH 207—Fundamentals of Mathematics 3

Third of three courses required for early childhood, elementary, and middle grades education licensure. Focuses on developing understanding and making mathematical connections between topics in the K-8 mathematics curriculum, specifically algebra, probability and statistics.

Spring 2013, 25 students

Fall 2013, 63 students (2 sections)

MATH 502—Number and Operations for K-8 Mathematics Specialists

Focuses on the development of a depth of understanding of whole number concepts and operations using whole numbers. Requirement for the K-8 mathematics specialist M.Ed. program.

Summer 2010, 9 students

Summer 2014, 12 students

MIED 501—Workshop in Middle Education

Supervision of a supplemental middle grades methods and field experience focusing on developing an instructional unit on proportional reasoning.

Fall 2010, 1 student

EDUC 501—Workshop in Education

An outreach course coordinated with the James Madison University Content Teaching Academy. Course requirements involve incorporating ideas presented during Academy sessions into instructional planning.

Summer 2011, 11 students

Summer 2012, 14 students

ELED 501—Special Topics in Elementary Education

A four-week teaching field experience at Marymount International School in Rome, Italy. Course requirements involved satisfactory teaching, documentation of challenges presented by cultural differences, and an inquiry project.

Summer 2012, 18 students

EDUC 631—Seminar in Educational Inquiry

Supervision and evaluation of the Teacher Work Sample project for candidates completing the M.Ed. program in mathematics.

Fall 2010, 2 students

Spring 2011, 1 student

Spring 2012, 1 student

Summer 2013, 1 student

Fall 2013, 1 student

Spring 2014, 1 student

EMAT 5360—Secondary School Mathematics Field Experience (University of Georgia)

Focused on the analysis of teaching and supported by four, multiday field experiences in a variety of school settings. Instructor's responsibility included scheduling and coordination of field placements.

Fall 2008, 29 students

Spring, 2009, 8 students

OTHER TEACHING INTERNSHIP SUPERVISION—Supervised and evaluated prospective teachers during clinical field experience.

Spring 2006, 5 students (University of Georgia)

Fall 2007–Spring 2008, 3 students (University of Georgia, yearlong)

Fall 2011 (2nd Block only), 1 student

3. SCHOLARLY ACTIVITIES

a. Publications

Journal articles

Thunder, K., & Schultz, K. T. (in press). Student goal setting as a formative assessment. *Teaching Children Mathematics*.

Schultz, K. T., & Thunder, K. (2015). Making formative assessment multidimensional. *Teaching Children Mathematics*, 21(8), 453–454.

Schultz, K. T. (2014). Toward a coherent Virginia mathematics curriculum: The case of quadrilateral definitions. *Virginia Educational Leadership*, 11, 87–101.

Schultz, K. T., & Bismarck, S. F. (2013). Simplifying square roots: A geometric approach. *Mathematics Teaching in the Middle School*, 13(4), 222–228.

Schultz, K. T. (2009). Soft drinks, mind reading, and number theory. *Mathematics Teacher*, 103(4), 278–283.

Schultz, K. T. (2006, Summer/Fall). Using Fibonacci numbers as an introduction to proof. *Colorado Mathematics Teacher*, 14–16.

Schultz, K. T. (2001, Fall). How to achieve chaos in twenty-four minutes or less. *Ohio Journal of School Mathematics*, 10–13.

Schultz, K. T. (1998, Winter). Algebra review in geometry textbooks: Practice or promise? *Ohio Journal of School Mathematics*, 24–28.

Reviews

Schultz, K. T. (2013). Alan Turing: The enigma. [Review of the book of same title]. *Mathematics Teacher*, 107(5), 395.

Schultz, K. T. (2012). The mathematics of life. [Review of the book of same title]. *Mathematics Teacher*, 106(4), 319.

Schultz, K. T. (2001). Fathom: Dynamical Statistics Software. *Mathematics Teacher*, 94(6), 518.

Schultz, K. T. (2001). Hands-On Algebra. *Mathematics Teacher*, 94(1), 72.

Papers in refereed conference proceedings

Lovin, L. H., & Schultz, K. T. (2012, August). Illuminating mathematics teacher education through decoding disciplinary thinking: Unpacking mathematical knowledge for teaching. In J. B. Young, L. B. Erickson, & S. Pinnegar (Eds.), *Extending Inquiry Communities: Illuminating Teacher Education Through Self-Study* (pp. 183–186). Provo, UT: Brigham Young University.

Schultz, K. T., Rhodes, G. A., & Hallman, A. (2009). Mathematics teacher developers' views of a laboratory-class-based professional development experience. *Proceedings of the thirty-first meeting of the North American Chapter of the International Group for Psychology in Mathematics Education*.

Rhodes, G. A., Hallman, A., Medina-Rusch, A. M., & Schultz, K. T. (2009). Mathematics teacher developers' analysis of a mathematics class. *Proceedings of the thirty-third meeting of the International Group for Psychology in Mathematics Education*.

Invited papers

Schultz, K. T., & Lovin, L. (2012). Examining mathematics teachers' disciplinary thinking. *The Mathematics Educator*, 21(2), 2–10.

b. Creative contributions other than formal publications

Schultz, K. T., Tyler, E. (2014). Making mathematical connections and using representations: Algebra 1 (professional development resources). Available: http://www.doe.virginia.gov/instruction/mathematics/professional_development/index.shtml

Schultz, K. T., Lintner, J. P., Chuang, S., & Traylor, M. (2011). Facilitating students' mathematical understanding through a focus on process goals for students: Grades 9–12 (professional development resources). Available: http://www.doe.virginia.gov/instruction/mathematics/professional_development/index.shtml

Sanchez, W., Lintner, J. P., & Schultz, K. T. (2010). *Pivotal items for high school mathematics* (resource for classroom teachers). Available: <http://www.jmu.edu/stem/outreach/pivotalmath.html>

Schultz, K. T. (2009). *Cognitive demand and technology use in high school mathematics teachers' selection and implementation of tasks*. Unpublished doctoral dissertation, University of Georgia, Athens, GA. Available: <http://ugakr.lib.uga.edu/handle/10724/11852>

National Academy of Education. (2009). *Science and mathematics education: Education policy white paper* [research assistant]. Available: http://naeducation.org/Science_and_Mathematics_Education_White_Paper.pdf

Schultz, K. T. (2006). *An investigation of Pick's theorem*. Web site hosted by Jim Wilson at the University of Georgia. Available: http://jwilson.coe.uga.edu/EMAT6680Fa05/Schultz/6690/Pick/Pick_Main.htm

Schultz, K. T. (2006). *The oxen problem*. Website hosted by Jim Wilson at the University of Georgia. Available: http://jwilson.coe.uga.edu/EMAT6680Fa05/Schultz/6690/Oxen_Problem/Oxen.html

Schultz, K. T. (2006). *An introduction to the mathematics of global positioning systems*. Website hosted by Jim Wilson at the University of Georgia. Available: http://jwilson.coe.uga.edu/EMAT6680Fa05/Schultz/6690/Barn_GPS/Barn_GPS.html

Schultz, K. T. (2006). *Geometric inversion: Instructional resources*. Website hosted by Jim Wilson at the University of Georgia. Available: http://jwilson.coe.uga.edu/EMAT6680Fa05/Schultz/6690/Inversion/Inversion_Content.html

c. Grant or contract applications

Faculty Grant, VentureWell, *3-D Printed Mathematical Manipulatives for the K–12 Classroom*. Co-Principal Investigator, Applied 2014.

Noyce Scholarship Grant, National Science Foundation, *Be the Change for STEM Education*. Co-Principal Investigator. Applied 2010, 2011, and 2012.

International Congress of Mathematics Education Travel Grant, National Science Foundation. Applied 2011.

College of Education Faculty Scholarship Grant, *Developing prospective mathematics teachers' ability to design high-level technology-oriented tasks for instruction*. Funded, \$2000, 2009–2011.

NCTM Student Affiliate Grant, *Writing in mathematics education to develop a critical lens as practitioner and researcher*. With A. Hallman, R. E. Brown, S. O'Kelly, & B. Gleason, Funded, \$1500, 2008.

d. Recognitions, awards, and outstanding achievements

Assessment Fellowship, James Madison University Center for Assessment and Research Studies, 2011

Scholarship, Teaching, and Research (STaR) Fellowship; University of Missouri-Columbia; 2010–2011

Graduate School Assistantship Award, University of Georgia, 2005–2007

Cleveland Cavaliers Head of the Class Award, 2004

e. Supervision of student research

Master's Project Advisor (Teacher Work Sample)

Rebecca Harris, M. Ed., Mathematics, 2010

Heather Mills, M. Ed., Mathematics, 2010

Candice Bennett, M. Ed., Mathematics, 2011

Patrick Jarrett, M. Ed., Mathematics, 2012

Samantha Gilmer, M. Ed., Mathematics, 2013

Erik Brown, M. Ed., Mathematics, 2013

Deanna Compton, M. Ed., Mathematics, 2014

Undergraduate Honors Reader

Katie Baker, 2011

Megan Kohanik, 2014

Dissertation Content Specialist

Javarro Russell, JMU Center for Assessment and Research Studies, 2011

f. Editorship or editorial board member of journals

The Mathematics Educator, Mathematics Education Student Association, University of Georgia

Editor, 2006–2007

Associate Editor, 2006, 2007–2008

Mathematical Sciences Educational Leadership Network, Mathematical Sciences Education Board, National Research Council

Editor, 1996–1997

g. Presentations

Refereed, International

Lovin, L. H., & Schultz, K. T. (2012, August). *Illuminating mathematics teacher education through decoding disciplinary thinking: Unpacking mathematical knowledge for teaching*. Ninth International Conference on Self-Study of Teacher Education Practices, Herstmonceux Castle, East Sussex, England.

Rhodes, G. A., Hallman, A., Medina-Rusch, A. M., & Schultz, K. T. (2009, July). *Mathematics teacher developers' analysis of a mathematics class*. International Group for Psychology in Mathematics Education, Thessaloniki, Greece.

Refereed, National

Thunder, K., & Schultz, K. T. (2015, April). *Student-centered assessment: Letting students set their own goals*. National Council of Teachers of Mathematics, Boston, MA.

Schultz, K. T., & Weingartner, M. (2015, April). *Bringing understanding to the surface with open-ended tasks*. National Council of Teachers of Mathematics, Boston, MA.

Thunder, K., & Schultz, K. T. (2015, January). *Making mathematics teaching and learning visible: A framework for shifting prospective teachers' beliefs and attitudes*. Association of Mathematics Teacher Educators, Orlando, FL.

Schultz, K. T., & Dunlap, K. L. (2014, April). *Thinker-doer dialogues: Preservice mathematics teachers' analyses of problem-solving discourse*. American Educational Research Association, Philadelphia, PA.

Dunlap, K. L., & Schultz, K. T. (2013, December). *Using literacy-based approaches in mathematics preservice teacher education: Thinker-Doer paired problem solving as dialogic practice*. Literacy Research Association, Dallas, TX.

Dunlap, K. L., & Schultz, K. T. (2012, November). *Making literacy relevant to preservice mathematics teachers: Perspectives and beginning solutions for elementary and secondary levels*. Literacy Research Association, San Diego, CA.

Schultz, K. T. (2012, April). *Cognitive demand and technology use in high school teachers' use of mathematical tasks*. Research pre-session of the National Council of Teachers of Mathematics, Philadelphia, PA.

Lovin, L. H., & Schultz, K. T. (2012, February). *Decoding disciplinary thinking: Unpacking specialized content knowledge to prepare prospective K-12 teachers*. Association of Mathematics Teacher Educators, Fort Worth, TX.

Edenfield, K., Murray, E., & Schultz, K. T. (2011, April). *Studying higher order thinking during implementation of state curriculum reform*. Research pre-session of the National Council of Teachers of Mathematics, Indianapolis, IN.

Russell, J. A., Lovin, L. H., & Schultz, K. T. (2011, January). *A mixed methods approach to developing an assessment of preservice teachers' mathematical knowledge for teaching*. Association of Mathematics Teacher Educators, Irvine, CA.

- Schultz, K. T. (2011, January). *Developing prospective mathematics teachers' ability to design high-level technology-oriented tasks*. Association of Mathematics Teacher Educators, Irvine, CA.
- Schultz, K. T., Rhodes, G. A., & Hallman, A. (2009, September). *Mathematics teacher developers' views of a laboratory-class-based professional development experience*. North American Chapter of the International Group for Psychology in Mathematics Education, Atlanta, GA.
- Schultz, K. T., Rhodes, G. A., & Hallman, A. (2009, April). *The role of explanation in mathematics courses for preservice teachers*. Poster session, research pre-session of the National Council of Teachers of Mathematics, Washington, DC.
- Schultz, K. T., Ricks, T. E., Allen, S. M., Wilson, P. S., & Kilpatrick, J. (2008, January). *Teacher developers' conceptions of mathematical knowledge for teaching (MKT)*. Association of Mathematics Teacher Educators, Tulsa, OK.
- Schultz, K. T. (2007, April). *Where am I? The mathematics of global positioning systems*. National Council of Teachers of Mathematics, Atlanta, GA.

Refereed, Regional, State, and Local

- Schultz, K. T. (2014, November). *Adventures in probability: From fraction rainbows to striking umpires*. To be presented at the Eastern Regional Conference of the National Council of Teachers of Mathematics, Richmond, VA.
- Schultz, K. T. (2014, March). *Developing probabilistic thinking: Big ideas from unlikely places*. Virginia Council of Teachers of Mathematics, Harrisonburg, VA.
- Schultz, K. T. (2012, March). *Using geometric patterns to develop students' algebraic thinking*. Virginia Council of Teachers of Mathematics, Roanoke, VA.
- Schultz, K. T., & Lintner, J. P. (2011, March). *Pivotal questions: Open-ended tasks for Virginia high school mathematics*. Virginia Council of Teachers of Mathematics, Richmond, VA.
- Schultz, K. T., & Brown, R. E. (2010, October). *Making sense of fraction division representations used by preservice and inservice middle school mathematics teachers*. Eastern Regional Conference of the National Council of Teachers of Mathematics, Baltimore, MD.
- Schultz, K. T. (2010, March). *Using numerical relationships to develop students' conceptions of proof*. Virginia Council of Teachers of Mathematics, Harrisonburg, VA.
- Schultz, K. T. (2006, October). *Transforming lines and planes into circles and spheres: An introduction to geometric inversion*. Georgia Council of Teachers of Mathematics, Rock Eagle, GA.
- Schultz, K. T. (2005, October). *Small solutions to colossal problems: The power of pattern and function*. Eastern Regional Conference of the National Council of Teachers of Mathematics, Hartford, CT.

Invited

- Schultz, K. T. (2015, June). *Big ideas in probability*. James Madison University Content Teaching Academy, Harrisonburg, VA.

- Schultz, K. T. (2015, February). *From arithmetic to algebra: Developing students' abstract reasoning*. James Madison University STEM Educator's Workshop, Harrisonburg, VA.
- Schultz, K. T. (2014, August). *Moving towards student-centered mathematics: Strategies for secondary teachers*. Paul D. Camp Community College Mathematics Symposium, Franklin, VA.
- Schultz, K. T. (2014, July). *Supporting students' fluency with basic facts: Using reasoning as the foundation*. Virginia Region 5 Training and Technical Assistance Center's Special Education Program Improvement Institute, Harrisonburg, VA.
- Schultz, K. T. (2014, July). *Developing students' algebraic thinking through pattern and problem solving*. Virginia Region 5 Training and Technical Assistance Center's Special Education Program Improvement Institute, Harrisonburg, VA.
- Schultz, K. T. (2014, June). *It will grow on you: Cultivating students' algebraic thinking*. James Madison University Content Teaching Academy, Harrisonburg, VA.
- Schultz, K. T. (2014, June). *Fostering students' probabilistic thinking: Big ideas and connections*. MathScience Innovation Center, Richmond, VA.
- Schultz, K. T. (2011, January). *Designing conceptually focused mathematical tasks to address state high school standards*. STaR pre-session of the Association of Mathematics Teacher Educators, Irvine, CA.
- Lintner, J. P., & Schultz, K. T. (2010, November). *Mathematics pivotal questions: Open-ended questions about SOL content*. Valley of Virginia Council of Teachers of Mathematics, Harrisonburg, VA.
- Schultz, K. T. (2010, June). *Using algebraic ideas to develop high school students' conceptions of proof*. James Madison University Content Teaching Academy, Harrisonburg, VA.
- Schultz, K. T. (2010, June). *Using algebraic ideas to develop middle school students' conceptions of proof*. James Madison University Content Teaching Academy, Harrisonburg, VA.
- Schultz, K. T. (2010, March). *Shaping policy in science and mathematics education*. James Madison University Center for STEM Education and Outreach brown bag series, Harrisonburg, VA.
- Schultz, K. T. (2005, October). *Power and creativity in mathematics: Using open-ended problems in the mathematics classroom*. Colloquium for the Mathematics Education Student Association of the University of Georgia, Athens, GA.

Invited service as a discussant

- Schneider, C., Williams, W. V., Schultz, K. T., Peterson, W., & Speer, W. (2008, January). *Developing future leaders through NCTM student affiliates*. Panel presentation, Association of Mathematics Teacher Educators, Tulsa, OK.

Workshops

- Schultz, K. T., Tyler, E. (2014, October). *Fall 2014 mathematics SOL institutes: Algebra I*. Virginia Department of Education, Wytheville and Roanoke, VA. (6-hour session at each location)

Schultz, K. T., Lintner, J. P., Chuang, S., & Traylor, M. (2011, September). *Fall 2011 mathematics SOL institutes: Grade band 9–12*. Virginia Department of Education, Abingdon and Roanoke, VA. (6-hour session at each location)

h. Consulting projects

Assessment Task Writer, Discovery Education, 2014–2015.

Mathematics Content Specialist, ONPAR, 2015.

Professional Development, Nelson County Public Schools, 2015.

i. Journal, grant proposal, and conference proposal reviewing

Journal reviewer

Mathematics Teacher Educator, 2011–present

Mathematics Teaching in the Middle School, 2011–present.

The Mathematics Educator, 2005–present

Mathematics Teacher, 1997–present

Grant proposal reviewer

Virginia Department of Education Mathematics Science Partnership Grants, 2013

Conference proposal reviewer

National Council of Teachers of Mathematics Research Conference, 2014, 2015

Virginia Council of Teachers of Mathematics, 2010, 2014

Association of Mathematics Teacher Educators, 2010–2012, 2014

Self-Study of Teacher Education Practices, 2011

4. Public Service

a. Service to the profession

University of Louisville Geometry Assessments for Secondary Teachers
Partner Faculty, 2012–2013.

Valley of Virginia Council of Teachers of Mathematics

Past President, 2013–2014.

President, 2011–2013.

President Elect, 2010–2011.

Virginia Council of Teachers of Mathematics

Chair, 2014 Conference Program Committee

Member, 2010 Conference Program Committee

Mathematics Education Student Association at the University of Georgia

NCTM Representative, 2007–2008.

National Council of Teachers of Mathematics

Member, Learning, Teaching, Curriculum, and Assessment Committee, 2003–2005.

Member, Instructional Issues Advisory Committee, 2002–2003.

b. Service to schools, community

James Madison University Content Teaching Academy
 Chair, 2012 6–12 Mathematics Academy.
 Chair, 2011 6–12 Mathematics Academy.

Judge, Augusta County and V²CTM Regional “24” tournaments, 2011–2012.

5. Service to James Madison University**a. University**

Facilitator, Madison Collaborative “It’s Complicated” Ethical Reasoning Program, 2014–2015

Advisor, Mathematics Teacher Student Organization, 2010–2011.

a. College of Education

Curriculum Development, Implementation, and Review Committee, 2014–2015

Scholarship Committee, 2013–2014

Intercultural Practicum Workgroup, 2012–2014

Faculty Development and Support Committee, 2011–2012

b. Department of Middle, Secondary, and Mathematics Education

Teacher Work Sample Work Group, Chair, 2015

Personnel Advisory Committee, 2014–2015

Early Opportunities for Content-Specific Pedagogy Workgroup, Chair, 2014

Search Committees, 2011, 2014

High School Practicum Committee, 2011–2012

Website Committee, Chair, 2010–2012

Student Appeals Committee, 2013

Library Liaison, 2010–2014

6. Professional Memberships

Association of Mathematics Teacher Educators

National Council of Teachers of Mathematics

Virginia Council of Teachers of Mathematics

Valley of Virginia Council of Teachers of Mathematics