

CURRICULUM VITAE CUnUive4(Cr4(Cs)4(Mi).2(t)5 of)4 I)4L

2008-2012	College of Education University of Idaho Mathematics Teacher Bonners Ferry High School Bonners Ferry, Idaho
2005-2008	Mathematics Teacher Roaring Fork High School Carbondale, Colorado

TEACHING ACCOMPLISHMENTS:

Area of Specialization: Mathematics Education

Courses Taught:

University of Idaho

EDCI 327 (3 credits, Undergraduate, In-person)	Elementary Mathematics Methods
Fall 2022; Spring 2023; Fall 2023; Spring 2024	

EDCI 413 (3 credits, Undergraduate, In-person)	Data Analysis and Probability
Spring 2023	

EDCI 502 (3 credits, Graduate, Online)	Publication in Mathematics Education
Spring 2023	

EDCI 598 (3 credits, Graduate, Online)	Internship: Doctoral Immersion
Fall 2023; Spring 2024	

EDCI 599 (3 credits, Graduate, Virtual)	Non-thesis Master's Research
Summer 2023	

EDCI 600 (3 credits, Graduate, Virtual)	Doctoral Research & Dissertation
Fall 2023	

Professional Development Courses Taught:

University of Idaho

EDCI 505	Mathematical Thinking for Instruction
	Summer 2011
	Summer 2012
	Summer 2013

Students Advised:

Graduate Students (Graduate Date):

Jennifer Kruger, Ph.D. (current, TBD)
Kathy Prummer, Ph.D. (current, TBD)

(2021). A three-part synchronous online model for middle grades mathematics teachers' professional development. In K. Hollebrands, R. Anderson, & K. Oliver (Eds.), *Online Learning in Mathematics Education*. (pp. 167- 186). Springer.

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

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

Peer Reviewed Conference Proceedings (i.e. blind review)

Saclarides, E.S., & Gillespie, R. (2023). Exploring the enactment of a coaching stance: A case study of dissonance from one coach-teacher dyad. Proceedings for the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno (pp. 656-664).

<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Gillespie, R., Kruger, J., Hanan, A., & Amador, J. (2023). Learning to facilitate reflective conversations: Exploring changes in the practices of mathematics coaches. Proceedings for the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno (pp. 673-682).

<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Amador, J., Gillespie, R., & Carson, C. (2023). Mathematics coaches' suggestions: Focus on topic, lesson phase, and clarity to support teachers' instructional practice. Proceedings for the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno (pp.685-693).

<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Amador, J., Gillespie, R., Kruger, J., & Hanan, A. (2023). What and how experienced and novice coaches notice: A framework to analyze coach noticing. Proceedings for the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno (pp.759-768).

<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Amador, J., Choppin, C., Carson, C., Gillespie, R., Kruger, J., & Hanan, A. (2022). Coaches' noticing before, after, and during video clubs. Proceedings for the 44th annual Meeting

Gillespie, R., Amador, J., & Choppin, C. (2021). Examining the use of video annotations in debriefing conversations during video-assisted coaching cycles. Proceedings for the 43rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia (pp. 642-651).

<http://www.pmena.org/pmenaproceedings/PMENA%2043%202021%20Proceedings.pdf>

Callard, C., Kruger, J., Gillespie, R., Martin, S., Amador, J., Choppin, J., Carson, C., & Foster, E. (2021). Coaching the coaches and other efforts to develop mathematics teacher educators for inservice teachers. Proceedings for the 43rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia (pp. 1926-1928).

<http://www.pmena.org/pmenaproceedings/PMENA%2043%202021%20Proceedings.pdf>

Amador, J., Choppin, J., Gillespie, R., & Carson, C. (2020). Coaches and teachers' noticing through annotations: Exploring analytic stance across coaching cycles. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico (pp. 1765-1773). Cinvestav /AMIUTEM / PME-NA.

<https://doi.org/10.51272/pmena.42.2020>

Gillespie, R., Amador, J., & Choppin, J. (2020). Examining how teachers enact the suggestions of a coach: Critique of a methodology. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico (pp. 1809-1817). Cinvestav /AMIUTEM / PME-NA.

<https://doi.org/10.51272/pmena.42.2020>

Callard, C., Carson, C., & Gillespie, R. (2021). Coaching the coaches and other efforts to develop mathematics teacher educators for inservice teachers. Proceedings for the 43rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia (pp. 1926-1928).

- Kruger, J., & Gillespie, R. (2023). Creating a community of coaches through online video coaching clubs. Presentation at the 27th annual meeting of the Association of Mathematics Teacher Educators, New Orleans, Louisiana.
- Amador, J., Choppin, J., Carson, C., Gillespie, R., Kruger, J., Martin, S., Callard, C., & Hanan, A. (2022). Coaches' noticing before, after, and during video clubs. Presentation at the 44rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Nashville.
- Gillespie, R., Kruger, J., & Martin, S. (2022). Online video clubs for coaches: Using technology to support the learning of mathematics coaches. Annual meeting of the National Council of Supervisors of Mathematics. (Anaheim, CA, September).
- Callard, C., Gillespie, R., & Kruger, J. (2022). Supporting the development of mathematics coaches through an online professional learning model. Annual meeting of the National Council of Supervisors of Mathematics. (Anaheim, CA, September).
- Amador, J., Kruger, J., Gillespie, R., Carson, C., & Callard, C. (2022). Synchronous online professional learning for mathematics coaches: Description of a three-part mode. Presentation at the 26th annual meeting of the Association of Mathematics Teacher Educators, Las Vegas, Nevada.
- Gillespie, R., Kruger, J., & Martin, S. (2022). Online video clubs for coaches: Using technology to support the learning of mathematics coaches. Presentation at the 26th annual meeting of the Association of Mathematics Teacher Educators, Las Vegas, Nevada.
- Amador, J., Choppin, J., Callard, C., Carson, C., & Gillespie, R. (2021). Synchronous online video-based professional development for rural mathematics coaches. Presentation at the 43rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).

Callard, C., Carson, C., Gillespie, R., Choppin, J., & Amador, J. (2021). Implementing and researching

Choppin, J., Amador, J., Callard, C.,

College Coordinating Committee, Committee Member, 2022 - present

Search Committee Service:

Program Manager, Search Chair, 2023

Postdoctoral Fellow, Mathematics Education, Committee Member, 2023

Regional Mathematics Specialist, Committee Member, 2023

Tenure track faculty in the Department of Mathematics and Statistical Science. Committee Member, 2022

University Administration:

Direct supervisor for Sarah Tegeler, Program Manager, 1.0 FTE, 2023-present

Outreach Service:

Reviewer, Journal, Mathematics Teacher: Learning and Teaching, 2018-present

Reviewer, Journal, Journal of Mathematics Educational Leadership, 2023-present

Reviewer, Journal, Journal of Teacher Education, 2023-present

Reviewer, Annual Conference-North American Chapter of the International Group for the Psychology of Mathematics Education, 2019-present

Reviewer, Annual Conference-Association of Mathematics Teacher Educators, 2021 - present

Community Service:Ag02 Tw -er07(i)30.002 . (a)ld0 Tld(-)Tj0T8DC /TT0 1 Tf-35.1579cs(a)ld0 13.7 (o')4.20 Tc ,o1 Tw 0.3