

# CURRICULUM VITAE

## University of Idaho

**NAME:** Ryan M. Gillespie  
**RANK OR TITLE:** Assistant Professor  
**DEPARTMENT:** Curriculum and Instruction  
**OFFICE LOCATION AND CAMPUS ZIP:**  
875 Perimeter Drive MS 3080  
Moscow, ID 83844-3080

**DATE:** January 18<sup>th</sup>, 2024

**OFFICE PHONE:** 208.292.2511

**WEB:** <https://www.uidaho.edu/ed/ci/faculty/ryan-gillespie>

**EMAIL:** rgillespie@uidaho.edu

**DATE OF FIRST EMPLOYMENT AT UI:** August 2022

### EDUCATION BEYOND HIGH SCHOOL:

#### Degrees:

Ph.D.	2021	University of Idaho, Moscow Major: Education Dissertation Title: Examining the discursive actions of mathematics coaches during video-assisted coaching cycles
M.Ed.	2011	University of Idaho, Moscow Major: Curriculum and Instruction
B.S.	2005	Illinois State University, Normal Major: Mathematics Education
B.S.	2002	University of Illinois, Champaign Major: Mathematics and Computer Science

#### Certificates and Licenses:

Idaho Teaching License, Mathematics Endorsement, 6-12  
#7300; 2008-present  
Colorado Teacher License, Mathematics Education Endorsement, 7-12  
#0368933D; 2006-2008

### EXPERIENCE:

#### Teaching, Extension, and Research Appointments:

2022-present	Assistant Professor Department of Curriculum and Instruction College of Education, Health, and Human Sciences University of Idaho
2020-2022	Professional Development Specialist University of Idaho SyncOn for Coaches NSF Project
2012-2022	Instructional Coach Secondary Mathematics Coeur d'Alene School District
2016-2020	Graduate Research Assistant Department of Curriculum and Instruction

2008-2012	College of Education University of Idaho Mathematics Teacher Bonnors Ferry High School Bonnors 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):**

Masters major professor service:  
Lanna Proctor, M.Ed. (Summer, 2023)

Doctoral major professor service:  
Amanda Roberts, Ph.D. (current, TBD)  
Sarah Tegeler, Ph.D. (current, TBD)  
William Tai, Ph.D. (current, Co-advisor with Brant Miller, TBD)

Doctoral Committee Service:  
Adam Hanan, Ph.D. (current, TBD)  
Traci Lewis, Ph.D. (current, TBD)

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

## **SCHOLARSHIP ACCOMPLISHMENTS:**

### **Areas of Specialization:**

My research interests lie in exploring the discursive actions of coaches and how these actions support the professional development of teachers.

### **Publications, Exhibitions, Performances, Recitals:**

#### **Refereed/Adjudicated Journal Publications: (i.e. blind review)**

Gillespie, R., Amador, A., & Choppin, J. (accepted). Exploring the discursive variability of mathematics coaches within video-assisted coaching cycle conversations. *Journal Teacher Education*.

Gillespie, R., & Amador, A. (accepted). The role of video annotations in coach and teacher conversations during coaching cycles. *Elementary School Journal*

Amador, J., Gillespie, R., Choppin, J., & Carson, C. (accepted). Characteristics of mathematics coaches' suggestions to teachers. *Mathematical Thinking and Learning*.  
<https://doi.org/10.1080/10986065.2023.2300862>

Gillespie, R., & Amador, J. (2024) Conversations about annotations during coaching cycles: Analysis of coaches' facilitation to support teacher participation. *Teaching and Teacher Education*, 140, 104463. <https://doi.org/10.1016/j.tate.2023.104463>

Amador, J., Gillespie, R., & Carson, C. (online first). Coaches and teachers shift noticing across coaching cycles: Analysis of video-based annotations. *Research in Mathematics Education*.

Gillespie, R., & Kruger, J. (2022). With the right strategies, coaches can leverage co-teaching. *Learning Forward*, 43(2), 44-47. <https://learningforward.org/journal/coaching-for-change/with-the-right-strategies-coaches-can-leverage-co-teaching/>

Amador, J., Gillespie, R., Carson, C., & Kruger, J. (2021). Online teaching labs: Changes in design and facilitation for teacher learning in synchronous professional development. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2021.2013929>

Gillespie, R., Amador, J., & Wallin, A. (2020). Do they know they don't know? *Mathematics Teacher: Learning and Teaching Pre-K-12*, 113(9), e12-e17. <https://doi-org.uidaho.idm.oclc.org/10.5951/MTLT.2019.0085>

Amador, J., Callard, C., Choppin, J., Gillespie, R., & Carson, C. (2019). Transitioning face-to-face mathematics professional development to synchronous online implementation: Design considerations and challenges. *Journal of Mathematical Education Leadership*, 20(2), 15-24.

Carson, C., Callard, C., Gillespie, R., Choppin, J., & Amador, J. (2019). Bridging the distance: One-on-one video coaching supports rural teachers. *The Learning Professional*, 40(6), 66-70.  
<https://uidaho.idm.oclc.org/login?url=https://www-proquest-com.uidaho.idm.oclc.org/scholarly-journals/bridging-distance/docview/2330960343/se-2?accountid=14551>

#### **Refereed (Blind Review) Handbook/Book Chapters**

Choppin, J., Amador, J., Callard, C., Carson, C., Gillespie, R., Kruger, J., Martin, S., & Foster, G.

(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 45<sup>th</sup> 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 45<sup>th</sup> 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 45<sup>th</sup> 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 45<sup>th</sup> 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, J., Carson, C., Gillespie, R., Kruger, J., Martin, S., Callard, C., & Hanan, A. (2022). Coaches' noticing before, after, and during video clubs. Proceedings for the 44<sup>th</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Nashville (pp. 1503)

<http://www.pmena.org/pmenaproceedings/PMENA%2044%202022%20Proceedings.pdf>

Amador, J., Choppin, J., Callard, C., Carson, C., & Gillespie, R. (2021). Synchronous online video-based professional development for rural mathematics coaches. Proceedings for the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia (pp. 754-755).

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

- Gillespie, R., Amador, J., & Choppin, C. (2021). Examining the use of video annotations in debriefing conversations during video-assisted coaching cycles. Proceedings for the 43<sup>rd</sup> 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 43<sup>rd</sup> 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., Choppin, J., & Amador, J. (2020). Implementing and researching mathematics content-focused coaching models. 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. 163-165). Cinvestav /AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>
- Amador, J., Carson, C., Gillespie, R., & Choppin, J. (2019). Online video coaching: An analysis of teachers' and coaches' noticing. Proceedings from the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education (pp.509-513), St. Louis, MO, University of Missouri.  
<https://www.pmena.org/pmenaproceedings/PMENA%2041%202019%20Proceedings.pdf>
- Amador, J., Callard, C., Choppin, J., Carson, C., & Gillespie, R. (2019). Designing and researching online professional development. Proceedings from the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education (pp.1904-1912), St. Louis, MO: University of Missouri.  
<https://www.pmena.org/pmenaproceedings/PMENA%2041%202019%20Proceedings.pdf>
- Gillespie, R., Amador, J., & Choppin, J. (2019). Exploring the discursive differences of mathematics coaches within online coaching cycle conversations. Proceedings from the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education (pp.442-450), St. Louis, MO: University of Missouri.  
<https://www.pmena.org/pmenaproceedings/PMENA%2041%202019%20Proceedings.pdf>
- Amador, J., Choppin, J., Carson, C., & Gillespie, R. (2019). Video Annotation for Content-Focused Coaching. In Lund, K., Niccolai, G. P., Lavoué, E., Gweon, C. H., & Baker, M. (Eds.), *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings*, 13th International Conference on Computer Supported Collaborative Learning (CSCL) 2019, Volume 2 (pp. 569-572). Lyon, France: International Society of the Learning Sciences.

## **Other Publications**

Callard, C., Kruger, J., Gillespie, R., & Foster, G. (2022). *Coaching mathematics teachers in-person and online: A content-focused coaching model* [White paper]. Center for Professional Development and Education Reform, University of Rochester. <https://www.rochester.edu/warner/center/wp-content/uploads/2022/10/online-video-coaching241.pdf>

## **Refereed Presentations at International, National, Regional, State, and Local Conference:**

### ***International***

Amador, J., Choppin, J., Callard, C., & Gillespie, R. (2019). Video annotation for content-focused coaching. Paper presented at the International Conference of Computer Supported Collaborative Learning, Lyon, France.

### ***National***

Amador, J., & Gillespie, R. (2024). Teacher, coach, mentor coach support model: Studying how to support those who support teachers of mathematics. Presented at the annual meeting of the Hawaii International Conference on Education, Waikoloa, Hawaii.

Gillespie, R., Kruger, J., Hanan, A., & Amador, J. (2023). Learning to facilitate reflective conversations: Exploring changes in the practices of mathematics coaches. Presentation at the 45<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno.

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

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

Amador, J., Gillespie, R., Kruger, J., & Hanan, A. (2023). What and how experienced and novice coaches notice: A framework to analyze coach noticing. Presentation at the 45<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno.

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

Amador, J., Gillespie, R., Kruger, J., & Hanan, A. (2023). What and how experienced and novice coaches notice: A framework to analyze coach noticing. Presentation at the 45<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno.

Gillespie, R., & Kruger, J. (2023). Facilitating debriefing conversations that support teacher learning: A framework and learning experiences for coaches. Presentation at the 27<sup>th</sup> annual meeting of the Association of Mathematics Teacher Educators, New Orleans, Louisiana.

- 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 44<sup>th</sup> 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 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- 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. Presentation at the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Gillespie, R., Amador, J., & Choppin, C. (2021). Examining the use of video annotations in debriefing conversations during video-assisted coaching cycles. Presentation at the 43<sup>rd</sup> annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Callard, C., Gillespie, R., & Kruger, J. (2021). Supporting the development of mathematics coaches through an online professional learning model. Annual meeting of the National Council of Supervisors of Mathematics. (Atlanta, GA, September).
- Gillespie, R., Carson, C., & Amador, J. (2021). Coaching discursive moves: Digging into the "nitty-gritty" of how coaches talk with teachers. Annual meeting of the National Council of Supervisors of Mathematics. (Atlanta, GA, September).
- Amador, J., Choppin, J., Gillespie, R., & Carson, C. (2021). Coaches and teachers' noticing through annotations: Exploring analytic stance across coaching cycles. Proceedings from the 42<sup>nd</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
- Gillespie, R., Amador, J., & Choppin, J. (2021). Examining how teachers enact the suggestions of a coach: Critique of a methodology. Proceedings from the 42<sup>nd</sup> Annual Conference of the North American

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 mathematics content-focused coaching models. Proceedings from the 42<sup>nd</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).

Amador, J., Choppin, J., Carson, C., & Gillespie, R. (2021). Mathematics coaches' suggestions through online video coaching to support middle-grades teachers. Annual meeting of the American Educational Research Association (delivered via distance, April 2021).

Gillespie, R., Carson, C., & Amador, J. (2021). Discursive moves of mathematics teacher educators: How coaches talk with teachers. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators (Orlando, FL—delivered via distance, February 2021).

Gillespie, R., Carson, C., & Amador, J. (2020). Coaching discursive moves: Digging into the “Nitty-Gritty of how coaches talk with teachers. National Council of Supervisors of Mathematics. (Chicago, IL April 2020).

Amador, J., Carson, C., & Gillespie, R. (2020). Professional noticing of coaches and teachers using video annotations. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators. (Phoenix, AZ, February 2020).

Amador, J., Carson, C., Gillespie, R., & Choppin, J. (2019). Online video coaching: An analysis of teachers' and coaches' noticing. Presentation at the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).

Amador, J., Callard, C., Choppin, J., Carson, C., & Gillespie, R. (2019). Designing and researching online professional development. Presentation at the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).

Amador, J., Carson, C., Gillespie, R., & Elliott, R. (2019 April). Researching synchronous online content-focused mathematics coaching. A presentation at the Research Meeting of the National Council of Teachers of Mathematics, San Diego, California.

Amador, J., Choppin, J., Carson, C., & Gillespie, R. (2019 February). Designing and implementing a synchronous online professional development model. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.

Callard, C., Carson, C., & Gillespie, R. (2019 April). An online professional learning model designed to support teachers in facilitating mathematical discussions. A presentation at the annual meeting of the National Council of Supervisors of Mathematics, San Diego, California.

Gillespie, R., Amador, J., & Choppin, J. (2019). Exploring the discursive differences of mathematics coaches within online coaching cycle conversations. Presentation at the 41<sup>st</sup> Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).

Martin, S., Carson, C., & Gillespie, R. (2019 February). Engaging teachers in online teaching labs to shift instructional practices in the mathematics classroom. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.



Choppin, J., Amador, J., Callard, C., Carson, C., & Gillespie, R. (2018 November). Designing and researching online professional development. Presentation at the 40th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education, Greenville, North Carolina.

**Other:**

Stem for All Video Showcase, SyncOn video: <https://stemforall2019.videohall.com/presentations/1487>

**Dissertation:**

Gillespie, R. (2021). Examining the discursive actions of mathematics coaches during video-assisted coaching cycles. ProQuest Dissertations and Theses.

**Grants and Contracts Awarded:**

**SUBMITTED**

Principal Investigator (submitted Oct. 2023). Gillespie, R. Collaborative Research: Conference: Understanding Mathematics Specialists Opportunities for Ongoing Professional Learning. National Science Foundation, DRK12. (\$120,254 (\$26,580)). Collaboration with Saclarides, E.S., Livers, S., & Harbour, K.

**FUNDED**

Co-Principal Investigator (2023). Amador, J. & Gillespie, R. Rural Action Network for Growth and Engagement in Grades 6-8 Mathematics (RANGE Math), National Science Foundation, DRK12 (\$295,134).

Co-Principal Investigator (2023). Champion, J., Amador, J., Carney, M., Jarry-Shore, M., & Gillespie, R. Rural Action Network for Growth and Engagement in Grades 6-8 Mathematics (RANGE Math), National Science Foundation, DRK12 (\$2,743,509). Award: 2300532

Principal Investigator (2022). Gillespie, R., & Amador, J. High-Impact Professional Development to Accelerate Learning for Students. Idaho State Board of Education (\$863,415).

Senior Personnel, Project Leadership Team (2020-2024). Collaborative Research: Synchronous Online Video-Based Development for Rural Mathematics Coaches [SyncOn for Coaches]. National Science Foundation, DRK12. (\$2,728,687 (\$1,368,804)). Amador, J. Principal Investigator, University of Idaho; Collaboration with Choppin, J., & Callard, C., University of Rochester.

Professional Development Specialist (2016-2020). Choppin, J., Amador, J., & Callard, C. Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in Rural Contexts. National Science Foundation, DRK12. (\$2,822,085)

**SERVICE:**

**State Service:**

Math Working Group Committee, Idaho State Board of Education, 2017-2018

**University Service:**

Teacher Education Coordinating Committee, Committee Member, 2022 - present

**College Service, College of Education, Health, and Human Services (EHHS)**

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:**

Children's Village Board of Directors, Board Development Chair, 2016-2020

**Professional and Scholarly Organizations:**

Association of Mathematics Teacher Educators

National Council of Teachers of Mathematics

National Council of Supervisors of Mathematics

**School District Service:**

Coach Learning Cohort Facilitator, 2018 - 2023

Secondary Mathematics Academy Facilitator, 2020 – 2023

Teacher Leader Academy Facilitator, 2017 - 2023

Curriculum Adoption Committee, 2014 & 2020

**HONORS AND AWARDS**

National Science Foundation. Stem for All Video Showcase, Presenters' Choice Award  
(<https://stemforall2019.videohall.com/presentations/1487>), 2019

North Idaho Student Teacher Achievement Recognition Award, 2011

Thomas C. Wright Fellowship Award, University of Idaho, 2010

Carbondale, Colorado Rotary, Distinguished Teaching Performance Award, 2008

**PROFESSIONAL DEVELOPMENT**

2023 Service Teaching and Research (STaR) Fellow in Mathematics Education. Summer Institute: June 24 – June 29, Park City, Utah

2022 Summer Workshop for Early Career Mathematics Education Researchers, University of Delaware

2018 Thinking Strategies Institute, Denver, Colorado

2016 Thinking Strategies Institute, Denver, Colorado