

ELHAM KAZEMI
Geda and Phil Condit Professor of Mathematics Education

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EDUCATION

- 1999 Ph.D. University of California, Los Angeles
Educational Psychology (Mathematics Education)
Dissertation: Teacher Learning within Communities of Practice: Using
Students' Mathematical Thinking to Guide Teacher Inquiry
- 1997 M.A. University of California, Los Angeles, Educational Psychology
- 1992 B.S. Duke University
Psychology, Elementary Teaching Certificate
Magna Cum Laude, Phi Beta Kappa

PROFESSIONAL EXPERIENCE

- 2013-present Professor, Mathematics Education, University of Washington
- 2012-2015 Associate Dean of Professional Learning, University of Washington
- 2005–2013 Associate Professor, Mathematics Education, University of Washington
- 1999–2005 Assistant Professor, Mathematics Education, University of Washington
- 1994–1999 Research and Teaching Assistant, Graduate School of Education, UCLA
- 1992–1994 Elementary School Teacher, Phoenix, Arizona

AWARDS & HONORS

- 2019 Office of Student Diversity and Inclusion Outstanding Faculty Award
- 2018 Finalist, Faculty Award for Distinguished Teaching, UW
- 2015 Nominated for a Faculty Award for Distinguished Teaching, UW
- 2014 - present Geda & Phil Condit Professorship in Science and Mathematics Education
- 2014 Article of the Year Award, Washington Educational Research Association
- 2014 Article of the Year Award, Journal of Teacher Education
- 2013 Contributor to edited volume awarded AERA Division K Exemplary Research
in Teaching and Teacher Education Award
- 2012 Nominated for a Faculty Award for Distinguished Contribution to Lifelong
Learning, UW
- 2011 Outstanding Advisor Award, College of Education, UW
- 2011 Nominated for Marsha L. Landolt Distinguished Graduate Mentor Award, UW
- 2010 Article of the Year Award, Journal of Teacher Education
- 1998 University Teaching Fellow, UCLA

1997–1998 National Institute of Mental Health (NIMH) Research Fellowship, UCLA
1994–1997 Spencer Foundation Research Training Fellowship, UCLA

GRANTS

Co-Principal Investigator, 2022-2026

Jessica Rigby, PI. \$2.9 million.

Leading Towards Racially Just and Ambitious Mathematics Instruction

Research Practice Partnership funded by National Science Foundation with three elementary school and district leaders to generate and study leadership practices that support racially just and ambitious mathematics instruction.

Co-Principal Investigator, 2018-2022

Hala Ghousseini, PI. \$2.5 million.

Advancing Teachers' Pedagogical Reasoning and Practices with Tools

Cross institutional and subject matter collaboration funded by McDonnell Foundation to study how teachers' they learn and make sense of facilitating classroom discourse in elementary mathematics and literacy.

Principal Investigator, 2016-2017

Supporting School Leaders to Create Coherent Systems of Support for Teacher Learning
\$71,640

Subcontract from Renton School District through Race to the Top grant to support principals and coaches in 5 elementary schools to coordinate learning structures for teachers in elementary mathematics.

Co-Principal Investigator, 2016-2017

Conceptualizing and Using Teacher Mentoring Routines to Advance Pre-Service Teacher Education.

Sarah Kavanagh, PI. \$49,753

Conference funded by Spencer Foundation to bring together leaders and mentors in teacher education programs to share research and chart future collaboration to examine mentoring routines.

Co-Principal Investigator, 2015-2018

Learning Labs: Using Videos, Exemplary STEM Instruction and Online Teacher Collaboration to Enhance K-2 Mathematics and Science Practice and Classroom Discourse.

The Teaching Channel, PI. \$3,000,000

Research and development project funded by National Science Foundation to develop professional learning online seminars for primary elementary teaching teams in mathematics and science.

Co-Principal Investigator, 2015-2016

Organizing for learning: Leadership practices that support ambitious teaching.

Jessica Rigby, PI. \$250,000

Research project funded by the Gates Foundation to study the leadership practices engaged by principals and coaches to support teacher learning of elementary mathematics teaching.

Principal Investigator, 2014-2015

How School Leaders' Practices Provide High-quality Supports for Teachers: The Case of One Elementary School. \$50,000

Research project funded by the Spencer Foundation to conduct a case study of the leadership practices of a principal and building mathematics coach in developing a coherent and strong teaching community in a high poverty school.

Principal Investigator, 2013-2017

Collaborative Schools for Innovation and Success. \$2,000,000

Project funded by Washington state legislature to support a high needs elementary school to become a full-service community school. Through collaboration with the college of education, this project seeks to improve teacher preparation, organizational change, and teacher practice.

Principal Investigator, 2012-2014

Developing Networked Improvement Communities for High Quality Mathematics and Science Teaching. \$460,000

Research project funded by WA STEM to study the efficacy of a school-wide professional development model in elementary mathematics and secondary science to support teachers' learning of ambitious instruction.

Co-Principal Investigator, 2010-2013

Teacher Education for Learning In, From, and For Ambitious Instruction.

Magdalene Lampert, PI. \$497,625

Research project funded by the Spencer Foundation to study prospective mathematics teachers' learning of ambitious instruction

Co-Principal Investigator, 2006-2012

RMLL: Researching Mathematics Leader Learning

Judy Mumme, PI. \$2.6 million

Research project funded by National Science Foundation to study professional educators' understandings and practices associated with developing mathematically rich learning environments

Principal Investigator, 2007

Conceptualizing and Using Routines of Practice in Mathematics Teaching to Advance Professional Education. \$9275

Conference funded by Spencer Foundation to bring together mathematics teacher educators to share research and chart future collaboration to examine pedagogy of teacher education.

Principal Investigator, 2006-2007,

SOAR: Strategic Organization, Assistance and Resources for Washington Mathematics
\$200,000

Project funded by National Science Foundation to mobilize districts within Washington State to develop five-year action plans aimed at elementary teacher development in order to improve the teaching and learning of mathematics.

Co-Principal Investigator, 2000-2006

ECML: Expanding the Community of Mathematics Learners

Ramesh Gangoli, PI. \$3.9 million

Project funded by National Science Foundation to engage approximately 300 elementary teacher leaders across six districts in investigating student thinking, building leadership capacity, and improving classroom instruction and professional community.

Co-Principal Investigator, 2002-2003

Stories Count: Children's Experiences Across Mathematics and Literacy

Elizabeth Dutro, PI. \$37,965

Project funded by Royalty Research Fund to investigate relationship between children's experiences in literacy and mathematics through an ethnographic study in one 4th/5th grade classroom.

Co-Investigator, University of Washington, 2000-2003

PRIME: Partnership for Research in Inquiry-based Math, Science, Engineering Education

Denice Denton, PI. \$1.43 million

Project funded by National Science Foundation to engage mathematics, science, and engineering graduate students in learning about education through partnerships with middle school teachers.

PUBLICATIONS

**refereed*

Books

Franke, M. L., Kazemi, E., Turrou, A. C. (2019). *Choral counting and counting collections: Transforming the preK-5 math classroom*. Portland, ME: Stenhouse.

Kazemi, E., & Hintz, A. (2014). *Intentional talk: How to structure and lead more productive mathematical discussions*. Portland, ME: Stenhouse.

Journal articles

*Kazemi, E., Resnick, A.F., & Gibbons, L. (in press). Principal leadership for school-wide transformation of elementary mathematics teaching: Why the principal's conception of teacher learning matters. *American Educational Research Journal*.

*Gibbons, L. K., Kazemi, E. Hintz, A., Okun, A. (under review). Teacher time outs: Mathematics teachers learning together to manage complex decision making.

- *Resnick, A. F., Richards, J., Kazemi, E., Thompson, J., Lomax, K., Shim, S., & Dobie, T. (under review). Supporting Elementary Teacher Learning Across Disciplinary Instructional Transformations.
- *Kavanagh, S., Resnick, A. F., Ghouseini, H., Gotwalt, E. S., Cordero-Siy, E., Kazemi, E., & Dutro, E. (2022). Breaking the Fourth Wall: Reaching beyond observer/performer binaries in studies of teacher and researcher learning. *Cognition and Instruction*, 40(1), 126-147.
- *Ghouseini, H. Kavanagh, S., Dutro, E., & Kazemi, E. (2021). The Fourth Wall of professional learning and cultures of collaboration. *Educational Researcher*, 51(3), 216-222.
- *Kazemi, E., Ghouseini, H., Cordero-Siy, E., Prough, S., McVicar, E., & Resnick, A. F. (2021). Supporting teacher learning about argumentation through adaptive, school-based professional development. *ZDM-Mathematics Education*, 53(2), 435-448.
- *Herrenkohl, L. R., Napolitan, K., Herrenkohl, T. I., Kazemi, E., McAuley, L., & Phelps, D. (2019). Navigating fragility and building resilience: A school–university partnership to support the development of a full-service community school. *Teachers College Record*, 121(12), 1-40.
- *Resnick, A. F., & Kazemi, E. (2019). Decomposition of practice as an activity for research-practice partnerships. *AERA Open*, 5(3), 1-14.
- *Grossman, P., Kazemi, E., Kavanagh, S. S., Franke, M., & Dutro, E. (2019). Learning to facilitate discussions: Collaborations in practice-based teacher education. *Teaching & Teacher Education*, 81, 97-99. <https://doi.org/10.1016/j.tate.2019.02.002>
- *Shaughnessy, M., Ghouseini, H., Kazemi, E., Franke, M., Kelley-Petersen, M., Hartmann, E. S. (2019). An investigation of supporting teacher learning in the context of a common decomposition for leading mathematics discussions. *Teaching and Teacher Education*, 80, 167-179.
- *Kazemi, E., Gibbons, L. K., Lewis, R., Fox, A., Hintz, A., Kelley-Petersen, M., Adrian Cunard, A., Lomax, K., Lenges, A., & Balf, R. (2018). Math Labs: Teachers, teacher educators, and school leaders learning together with and from their own students. *Journal of Mathematics Educational Leadership*, 19(1), 23-36.
- *Gibbons, L. K., Kazemi, E., Hintz, A., Hartmann, E. (2017). Teacher time out: Educators learning together in and through practice. *Journal of Mathematics Educational Leadership*, 18(2), 28-46.
- *Gibbons, L., Kazemi, E., & Lewis, R. (2017). Developing collective capacity to improve mathematics instruction: Coaching as a lever for school-wide improvement. *Journal of Mathematical Behavior*, 46, 231-250.
- *Lomax, K., Alfonzo, K., Dietz, S., Kleyman, E., & Kazemi, E. (2017). Trying three-act-tasks with primary students. *Teaching Children Mathematics*, 24, 112-119.

- *Lesseig, K., Elliott, R., Kazemi, E., Kelley-Petersen, M., Campbell, M., Mumme, J., Carroll, C. (2016). Using videocases to prepare leaders of mathematics professional development. *Journal of Mathematics Teacher Education*, 20, 591-619.
- *Kazemi, E., Gibbons, L., Lomax, K., & Franke, M. (2016). Listening to and learning from student thinking: An assessment approach to guide instructional decisions. *Teaching Children Mathematics*, 23, 182-190.
- *Kazemi, E., Ghouseini, H., Cunard, A., Turrou, A. (2016). Getting inside rehearsals: Insights from teacher educators to support work on complex practice. *Journal of Teacher Education*, 67, 18-31.
- *Kazemi, E., & Kjersti Wæge. (2015). Learning to teach within practice-based methods courses. *Mathematics Teacher Education and Development*, 17, 125-145.
- *Lewis, R. M., Gibbons, L. K., Kazemi, E., Lind, T. (2015). Unwrapping students' ideas about fractions. *Teaching Children Mathematics*, 22, 159-168.
- Hintz, A., & Kazemi, E. (2014). Talking about math. *Educational Leadership*, 72(3), 36-41.
- McDonald, M., Kazemi, E., Kelley-Petersen, M., Mikolasy, K., Thompson, J., Valencia, S., & Windschitl, M. (2014). Practice makes practice: Learning to teach in teacher education. *Peabody Journal of Education*, 89, 500-515.
- Hintz, A., Kazemi, E., Granger, J., Lind, T., Lewis, R., Simpson, L., & Crandall, D. (2013). Innovations in improving mathematics instruction: One school's story of implementing job-embedded school-wide professional development. *Washington State Kappan*, 7(1), 7-11.
- Awarded article of the year by the Washington Educational Research Association, 2014.*
- *McDonald, M., Kazemi, E., & Kavanagh, S. (2013). Core practices and teacher education pedagogies: A call for a common language and collective activity. *Journal of Teacher Education*, 64, 378-386.
- *Lampert, M., Franke, M., Kazemi, E., Ghouseini, H., Turrou, A.C., Beasley, H., Cunard, A., & Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching in elementary mathematics. *Journal of Teacher Education*, 64, 226-243.
- Awarded article of the year in Journal of Teacher Education, 2014, by the American Association of Colleges of Teacher Education*
- *Bier, M.L., Horn, L., Campbell, S.S., Kazemi, E., Hintz, A., Kelley-Petersen, M., Stevens, R., Saxena, A., & Peck, C. (2012). Designs for simultaneous renewal in university-public school partnerships: Hitting the "sweet spot." *Teacher Education Quarterly*, 39(3), 127-141 .

*Elliott, R., Kazemi, E., Lesseig, K., Carroll, C., Mumme, J., Kelley-Petersen, M. (2009) Conceptualizing the work of leading mathematical tasks in professional development. *Journal of Teacher Education*, 60, 364-379.

Awarded article of the year in Journal of Teacher Education, 2010, by the American Association of Colleges of Teacher Education

Elliott, R., Lesseig, K., & Kazemi, E. (2009). Sociomathematical norms in professional development: Examining leaders use of justification and its implications for practice. In L. Knott (Ed.), *The Montana Mathematics Enthusiast Journal monograph #7: The role of mathematics discourse in producing leaders of discourse* (pp. 215-231). Charlotte, NC: Information Age.

*Kazemi, E., & Hubbard, A. (2008). New directions for the design and study of professional development: Attending to the coevolution of teachers' participation across contexts. *Journal of Teacher Education*, 59, 428-441.

*Dutro, E., Kazemi, E., Balf, R., Lin, Y. (2008). "What are you and where are you from?" Race, identity, and the vicissitudes of cultural relevance. *Urban Education*, 43, 269-300.

Kazemi, E., (2007). Supporting elementary mathematics through long-term professional education. *Curriculum in Context*, 34, 10-12.

*Dutro, E., Kazemi, E., & Balf, R. (2006). Making sense of "The Boy Who Died": Tales of a struggling successful writer. *Reading and Writing Quarterly*, 22, 325-356

*Dutro, E., Kazemi, E., Balf, R. (2005). The aftermath of 'you're only half': Multiracial identities in the literacy classroom. *Language Arts*, 83, 96-106.

*Kazemi, E., & Franke, M.L. (2004). Teacher learning in mathematics: Using student work to promote collective inquiry. *Journal of Mathematics Teacher Education*, 7, 203-235.

*Kazemi, E. (2002). Exploring test performance in mathematics: The questions children's answers raise. *Journal of Mathematical Behavior*, 21, 203-224.

*Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. *Elementary School Journal*, 102, 59-80.

*Franke, M.L., & Kazemi, E. (2001). Learning to teach mathematics: Developing a focus on students' mathematical thinking. *Theory into Practice*, 40, 102-109.

Kazemi, E. (1998). Discourse that promotes conceptual understanding. *Teaching Children Mathematics*, 4, 410-414.

Reprinted in:

Chambers, D.L. (Ed.) (2001) *Putting Research into Practice in the Elementary Grades: Readings from Journals of the NCTM* (pp. 44-49). Reston, VA: National Council of Teachers of Mathematics.

Elliott, P.C., Elliott Garnett, C.M. (Eds.) (2008). *Getting into the math conversation: Valuing Communication in Mathematics Classrooms* (pp. 53-60). Reston, VA: National Council of Teachers of Mathematics.

Bay-Williams, J.M., Karp, K. (Ed.). (2008). *Growing professionally: Readings from NCTM Publications for Grades K-8* (pp. 188-194). Reston, VA: National Council of Teachers of Mathematics.

(2008-2009). *Journal of Education*, 189, 123-138.

*Stipek, D., Salmon, J.M., Givvin, K.B., Kazemi, E., Saxe, G., & MacGyvers, V. (1998). The value (and convergence) of practices suggested by motivation research and promoted by mathematics education reformers. *Journal for Research in Mathematics Education*, 29, 465-488.

Book or monograph chapters

*Kazemi, E., & Resnick, A. F. (2020). Organising schools for teacher and leader learning. In G. M. Lloyd (Ed.). *Participants in mathematics teacher education: Individuals, teams, communities, and networks* (pp. 393-420). In O. Chapman (Series Ed.), *International handbook of mathematics teacher education, Second Edition: Vol.3*. Rotterdam, The Netherlands: Sense Publishers.

Bien, A., Carlson, J., Kazemi, E., Resiman, A., Scheve, M.A., & Wells, A. (2018). Taking core practices to the field. In P. Grossman (Ed.). *Teaching core practices in teacher education* (pp. 135-152). Cambridge, MA: Harvard Education Press.

Danielson, K. A., Kavanagh, S. S., & Kazemi, E. (2018). Coda: Learning together. In P. Grossman (Ed.). *Teaching core practices in teacher education* (pp. 153-162). Cambridge, MA: Harvard Education Press.

Kazemi, E. (2017). Teaching a mathematics methods course: Understanding learning from a situative perspective. In S. Kastberg, A. Tyminski, A. Lischka, & W. Sanchez (Eds.). *Building support for scholarly practices in mathematics methods* (pp.49-65). Charlotte, NC: Information Age.

Kazemi, E., (2016). Building partnerships to challenge and disrupt deficit views of students and communities—A commentary on Koestler's Case. In D. Y. White, S. Crespo, & M. Civil (Eds.). *Cases for teacher educators: Facilitating conversations about inequities in mathematics classrooms* (pp. 125-130). Greenwich, CT: Information Age.

Kazemi, E., & Cunard, A., (2016). Orienting students to one another and to the mathematics during discussions. In S. Marx (Ed.). *Qualitative research in STEM education: Studies of equity, access, and innovation* (pp. 287-305). New York: Routledge.

Dutro, E., Kazemi, E., Balf, R. (2011). Race, identity and the shredding of a district survey: Following children into relevance in an urban elementary classroom. In L. Scherff and K. Spector (Eds.) *Culturally relevant pedagogy: Clashes and confrontations* (pp. 35-58). Lanham: Rowman and Littlefield.

*Kazemi, E., Elliott, R., Mumme, J., Carroll, C., Lesseig, K., Kelley-Petersen, M. (2011). Noticing leaders' interactions with videocases of teachers engaged in mathematics tasks in professional development. In M. Sherin, V. Jacobs, R. Phillip (Eds.) *Mathematics teacher noticing: Seeing through teachers' eyes* (pp. 188-203). New York: Routledge.

Book awarded 2013 AERA Division K, Exemplary Research in Teaching and Teacher Education Award.

Lampert, M., Beasley, H., Ghouseini, H., Kazemi, E., Franke, M. (2010) Using designed instructional activities to enable novices to manage ambitious mathematics teaching (pp. 129-141). In M.K. Stein & L. Kucan (Eds.) *Instructional explanations in the discipline*. New York: Springer.

*Kazemi, E., Elliott, R. L., Lesseig, K., Mumme, J., Carroll, C., & Kelley-Petersen, M. (2009). Doing mathematics in professional development: Working with leaders to cultivate mathematically rich teacher learning environments. In D. Mewborn & H. S. Lee (Eds.), *Association of Mathematics Teacher Educators Monograph VI: Scholarly practices and inquiry in the preparation of mathematics teachers* (pp. 171-186). San Diego, CA: Association of Mathematics Teacher Educators.

*Kazemi, E. (2008). School development as a means to improve mathematics teaching and learning: Towards multidirectional analyses of learning across contexts. In K. Krainer, & T. Wood (Vol. Eds.). *Participants in mathematics teacher education: Individuals, teams, communities, and networks* (pp. 209-230). In T. Wood (Series Ed.), *International handbook of mathematics teacher education: Vol.3*. Rotterdam, The Netherlands: Sense Publishers.

*Kazemi, E., Lenges, A., Stimpson, G. (2008). Adapting cases from a *Developing Mathematical Ideas* seminar to closely examine the work of teaching. *Association of Mathematics Teacher Education Monograph, 4*, 21-33.

Kazemi, E. (2008). On generating useable knowledge for teaching: A commentary. *Journal for Research in Mathematics Education Monograph, 14*, 173-184.

*Franke, M. L., Kazemi, E., & Battey, D. (2007). Understanding teaching and classroom practice in mathematics. In F. K. Lester (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 225-256). Greenwich, CT: Information Age Publishers.

*Franke, M., Kazemi, E., Shih, J., Biagetti, S., & Battey, D. (2005). Changing teachers' professional work in mathematics: One school's journey. In T.A. Romberg, T.P.

Carpenter, T. P., & F. Dremock (Eds.) *Understanding mathematics and science matters* (pp. 209-230). Mahwah, NJ: Erlbaum.

Kazemi, E. (2003). Classroom practices that support children's mathematical ideas. In C. Howes (Ed.) *Teaching 4- to 8-year olds: Literacy, math, multiculturalism, and classroom community* (pp. 113-134). Baltimore, MD: Brookes.

Kazemi, E., & Stipek, D. (2002). Motivating students by teaching for understanding. In J. Sowder & B. Schappelle (Eds.) *Lessons learned from research* (pp. 17-22). Reston, VA: National Council of Teachers of Mathematics.

Franke, M.L., & Kazemi, E. (2001). Teaching as learning within a community of practice: Characterizing generative growth. In T. Wood, B. Nelson, & J. Warfield (Eds.). *Beyond classical pedagogy in elementary mathematics: The nature of facilitative teaching* (pp. 47-74). Mahwah, NJ: Erlbaum.

Editorial

Grossman, P., Kazemi, E., Kavanagh, S. S., Franke, M., Dutro, E. (2019). Learning to facilitate discussion: Collaborations in practice-based teacher education. *Teaching and Teacher Education, 81*, 97-99.

Published conference proceedings

*Cordero-Siy, E., Prough, S., McVicar, E., Ghouseini, H., Kazemi, E. (2021). "This is you. This is your family.": A case study on attending to mathematical language development. Brief research report presented at the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico/virtual. (Postponed from Fall 2020 to Summer 2021)

*Ghouseini, H., Kazemi, E., Prough, S., & Resnick, A.F. (2019). An investigation of teachers' sensemaking around facilitating mathematical argumentation. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (2019). *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 558-562). St Louis, MO: University of Missouri.

Kazemi, E., & Drake, C. (2018). How can understanding student experience in the mathematics classroom enrich, challenge, and help us improve our own learning as teacher educators and researchers? In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2-14). Greenville, SC: University of South Carolina & Clemson University.

Kazemi, E., Lampert, M., & Franke, M. (2009, July). Developing pedagogies in teacher education to support novice teacher's ability to enact ambitious instruction. In R. Hunter, B. Bicknell, & T. Burgess (Eds.), *Crossing divides: Proceedings of the 32nd annual conference of the Mathematics Education Research Group of Australasia* (Vol. 1, pp. 12-30). Palmerston North, NZ: MERGA.

- *Kazemi, E., & Elliott, R., Mumme, J., Carroll, C., & Hubbard, A. (2007, October). Doing mathematics in professional development: Theorizing leader learning with and through sociomathematical norms (pp. 796-803). In T. Lamberg, T. & L. R. Wiest (Eds.), *Proceedings of the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Stateline (Lake Tahoe), NV: University of Nevada, Reno.
- *Elliott, R., & Kazemi, E. (2007, October). Researching mathematics leader learning: Investigating the mediation of math knowledge needed for teaching on leaders' collective work in mathematics (pp. 819-826). In T. Lamberg, T. & L. R. Wiest (Eds.), *Proceedings of the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Stateline (Lake Tahoe), NV: University of Nevada, Reno.
- *Dutro, E., Kazemi, E., Balf, R. (2005, September). Children's positioning across subject areas in an urban elementary classroom. *Proceedings of the biannual meeting of the International Society for Cultural and Activity Research, Seville, Spain.*
- *Kazemi, E., & Dutro, E. (2002, October). Stories Count: Children's experiences across mathematics and literacy. *Proceedings of the biannual meeting of the International Conference of the Learning Sciences, Seattle, WA.*
- *Kazemi, E. (2001, October). "I wouldn't want my head whopped off by a butcher's knife": Understanding children's performance on state assessments. *Proceedings of the annual meeting of the Psychology of Mathematics Education—North American Chapter, Snowbird, Utah.*
- *Kazemi, E., & Franke, M.L. (2000, October). Understanding teacher learning as changing participation in communities of practice. *Proceedings of the annual meeting of the Psychology of Mathematics Education—North American Chapter, Tucson, AZ.*
- *Franke, M.L., Kazemi, E., Shih, J.C., & Biagetti, S.C. (1998, October). Cases as contexts for teacher learning. *Proceedings of the annual meeting of the Psychology of Mathematics Education—North American Chapter, Raleigh, NC.*

Reports

- Kazemi, E., & Franke, M.L. (2003). Using student work to support professional development in elementary mathematics. Center for the Study of Teaching and Policy, Working Paper, Seattle, WA.

PRESENTATIONS

International conferences

Kazemi, E. (2019, March). Learning together: Designing teacher education to investigate and enact ambitious, equity-oriented instruction. Opening plenary at Konferens för VFU_Handledare. Uppsala University, Sweden.

Kazemi, E. (2016, November). *Exploring the use of rehearsals as a pedagogy of practice to learn ambitious teaching practices*. Session conducted at the Novemberkonferansen (November conference). Trondheim, Norway.

Kazemi, E. (2015, November). *Creating culturally responsive professional learning communities*. Symposium conducted about the New Zealand initiative Developing Mathematics Inquiry Communities. New Zealand Ministry of Education, Auckland.

Kazemi, E., (2008, March). Investigating and supporting teacher learning by attending to the coevolution of participation across settings. In B. Grevholm & D. Ball (Chairs). *Working Group 2: The Professional Formation of Teachers*. Symposium on the occasion of the 100th Anniversary of ICMI. Rome, Italy.

*Dutro, E., Kazemi, E., Balf, R. (2005, September). Children's Positioning Across Subject Areas in an Urban Elementary Classroom. In E. Moje (chair), *Positioning Across Texts and Contexts: Understanding the Lived Experiences of Teachers and Students*. Symposium presented at the congress of the International Society for Cultural and Activity Research, Seville, Spain.

Kazemi, E. (2004, August). Supporting and studying teacher learning. In J. Spillane, P.Cobb, & A. Sfard (organizers). *Investigating the Practice of School Improvement: Theory, Methodology, and Relevance*, Bellagio, Italy.

*Kazemi, E., & Dutro, E. (2002, June). Stories count: Children's experiences across mathematics and literacy. In L. Herrenkohl (Chair), *Culture, Cognition, and Identity: Examining Classroom Data Across Cultural Contexts*. Symposium conducted at the annual meeting of the International Society for Cultural Research and Activity Theory, Amsterdam, The Netherlands.

*Franke, M.L., Kazemi, E., & Battey, D. (2002, June). Changing teachers' professional work in mathematics: The evolution of leadership. In M. Cole (Chair), *Investigating Practice in School Settings: Making Sense of School Leadership and Classroom Teaching*. Symposium conducted at the annual meeting of the International Society for Cultural Research and Activity Theory, Amsterdam, The Netherlands.

National conferences

*Nieman, H., Jackson, K. J., Jarry-Shore, M., Borko, H., Kazemi, E., Chinen, S., Lenges, A., Yilmaz, Z., Haines, C. (2022, April). Using a practical measure of teachers' experiences of professional development to inform and improve facilitation. In K. J. Jackson (Chair). *Using a system of practical measures, routines, and representations to support*

instructional improvement at scale. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.

- *Rigby, J. G., Forman, S., Kazemi, E. (2022, April). Leading for justice, leading for learning: Conceptualizing leadership for antiracist mathematics teaching and learning. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- *Kalinec-Craig, C., Hintz, A., Tyson, K., English, A., Prasad, P. V., Kazemi, E., Jansen, A., & Anderson, R. (2022, February). *Problematizing the notion of rights and responsibilities in mathematics teacher education*. Extended session conducted at the annual meeting of the Association of Mathematics Teacher Education, Las Vegas, NV.
- Prough, S., Ghouseini, H., Siy, E., Kazemi, E., & McVicar, E. (2020, May). Teacher learning measured by insights not inches. Paper presented at the 16th International Congress of Qualitative Inquiry, Champaign, IL.
- *Kazemi, E. (2019, June). *Learning in and from students' experiences of classroom discussion*. Session conducted at the biannual meeting of Cognitively Guided Instruction, Minneapolis, MN.
- *Kazemi, E. & McVicar, E. (2019, April). Learning to lead equitable mathematics discussions in the elementary classroom. In N. Louie & L. G. Berland (Chairs), *Teacher learning to position students as capable in class discussions: Looking across subject matter domains*. Structured poster session conducted at the annual meeting of the American Educational Research Association, Ontario, Canada.
- *Gibbons, L. K., & Kazemi, E. (2019, April). Coaching to support teachers' collective improvement of practice and systemic change. In A. G. Wilhelm (Chair). *Investigating how instructional coaching supports teacher learning and development across disciplines using core practices*. Roundtable session conducted at the annual meeting of the American Educational Research Association, Ontario, Canada.
- *Rigby, J. G., Forman, S., Resnick, A. F., & Kazemi, E. (2019, April). Leadership development through design and experimentation: Learning in a research-practice partnership. Paper presented at the annual meeting of the American Educational Research Association, Ontario, Canada.
- *Thompson, J. J., Resnick, A. F., Richards, J., Dobie, T., Lomax, K., Kazemi, E., Shim, S., & Sherin, B. (2019, April). Modeling across mathematics and science in K-2. In J. Richards (Chair). *Investigating opportunities for teacher learning in online video-based Labs*. Symposium conducted at the annual meeting of the American Educational Research Association, Ontario, Canada.
- *Kazemi, E., Hintz, A., & Chinen, S. (2018, April). *Creating equitable mathematics classrooms: Listening to what children have to teach us*. Session conducted at the annual meeting of the National Council of Teachers of Mathematics, Washington, D.C.

- *Fox, A., & Kazemi, E. (2018, April). *Decomposing complex practice: Examining design methodology and tensions*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- *Rigby, J., Kazemi, E., Forman, S., & Fox, A. (2018, April). *Organizing districts' systems of supports: Using theories of action*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Rigby, J., Forman, S., & Fox, A. Kazemi, E., (2017, April). Organizing districts' systems of supports: Using theories of action. Paper presented at the annual meeting of the University Council for Educational Administration, Denver.
- *Kazemi, E. & Lewis, R., & Balf, R. (2017, April). *Leading school-based math labs: How principal-coach teams make a difference for teacher learning*. Session conducted at the annual meeting of the National Council of Teachers of Mathematics, San Antonio.
- *Kazemi, E., Gibbons, L. K., & Fox, L. A. (2017, April). *Principal leadership practices that promote teacher learning in school-wide reform*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio.
- *Gibbons, L. K., & Kazemi, E. (2017, April). *Learning together in practice: Examining the teacher time-out routine*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio.
- *Rigby, J., Lenges, A.K., Kazemi, E., Lewis, R., Forman, S., & Gibbons, L. K. (2017, April). *Leadership practices to support job-embedded professional learning in elementary mathematics: From technical to integrated implementation*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio.
- *Richards, J., Fox, L. A., Shin, Soo-Yean, Anderson, E., Dobie, S., Sherin, B., Jieun Lee, Thompson, J. J., Kazemi, E., Lomax, K., Sherin, M. (2017, April). *Exploring K-2 Teacher Learning about Modeling in Practice-Based Online Courses*. Paper presented at the annual meeting of the American Educational Research Association. San Antonio.
- *Hartmann, E., Hintz, A. B., & Kazemi, E. (2017, April). *Teacher time out: Examining a routine that supports collective learning and innovation in teaching mathematics*. Poster presented at the annual meeting of the American Educational Research Association. San Antonio.
- * Lewis, R., Gibbons, L., Hintz, A., Kazemi, E. (2015, April). *Teacher Time Out: A way to support the collective learning of educators*. Paper presented at the American Educational Research Association, Chicago.
- * Gibbons, L., Hintz, A., Kazemi, E., & Lewis, R. (2015, April). Supporting the collective learning of educators. In E. van Es & H. Kang (Chairs). *Design principles for a pedagogy of teacher education*. Symposium conducted at the American Educational Research Association, Chicago.

- *Kazemi, E., & Hintz, A., Wedekind, K.A. (2015, April). *Counting matters: Why we should pay more attention to counting*. Session conducted at the annual meeting of the National Council of Teachers of Mathematics, Boston.
- *Kazemi, E., & Gibbons, L. (2014, April). *Exploring what's behind test scores: Examining a CGI assessment*. Session conducted at the annual meeting of the National Council of Teachers of Mathematics, New Orleans.
- *Hintz, A., & Kazemi, E. (2014, April). *Leading productive mathematical discussions through open and targeted sharing*. Session conducted at the annual meeting of the National Council of Teachers of Mathematics, New Orleans.
- *Gibbons, L. & Kazemi, E. (2014, April). *Examining the coach's role in providing teachers with a coherent set of supports*. Session conducted at the annual meeting of the National Council of Supervisors of Mathematics, New Orleans.
- *Kazemi, E., Hintz, A., & Gibbons, L. (2014, April). *Math labs: Designing high quality school-embedded mathematics professional learning*. Session conducted at the annual meeting of the National Council of Supervisors of Mathematics, New Orleans.
- *Hintz, A. & Kazemi, E. (2014, April). *Leading productive mathematical discussions: Using open and targeted sharing to advance children's learning*. Session conducted at the annual meeting of the National Council of Supervisors of Mathematics, New Orleans.
- *Kazemi, E., Ghouseini, H., & Cunard, A. (2013, April). *Getting inside rehearsals: Elaborating key elements and factors that support work on complex practice*. Paper presented at the the annual meeting of the American Educational Research Association, Vancouver, BC.
- *Kazemi, E., Gibbons, L., Thouless, H., Conforti-Preszler, N., & Lomax, K. (2014, February). *Assessing the mathematical learning needs of students at consistently low performing elementary schools*. Session conducted at the annual meeting of the Association of Mathematics Teacher Education, Irvine, CA.
- *Franke, M.L., Kazemi, E., Crowe, K., Cunard, A., & Turrou, A.C. (2012, April). Making equitable practices visible in elementary mathematics teacher preparation. In J. Aguirre (Chair), *Developing ambitious mathematics teaching with an equity stance: Rethinking routine practice*. Symposium conducted at the annual meeting of the American Educational Research Association, Vancouver, BC.
- *Kazemi, E., Cunard, A., Crowe, K. (2012, April). Supporting prospective teacher learning of ambitious and equitable mathematics instruction. In K. Zeichner (Chair), *Tools and routines for preparing STEM teachers*. Symposium conducted at the annual meeting of the American Educational Research Association, Vancouver, BC.
- *Kazemi, E., Kelley-Petersen, K., Elliott, R., Lesseig, K., Campbell, M., Mumme, J., & Carroll, C., (2012, April). Using video cases to prepare leaders of professional development in mathematics. In E. van Es (Chair). *Issues in the facilitation of video-based professional*

development. Symposium conducted at the American Educational Research Association, Vancouver, BC.

- *Kazemi, E., Carroll, C., Kelley-Petersen, K., Borke, H., Koellner, K., Jacobs, J., Selling, S.K., & Elliott, R. (2011, April). *Professional development: Leading mathematical tasks versus discussions of classroom practice*. Work session conducted at the annual meeting of the National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.
- *Franke, M.L., Kazemi, E., Lampert, M., Ghouseini, H., Turrou, A.C., Beasley, H., & Cunard, A. (2011, April). *Examining the use of rehearsals to support novice teachers' ambitious teaching*. Work session conducted at the annual meeting of the National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.
- *Kazemi, E., Elliott, R., Mumme, J., Carroll, C., Lesseig, K., Kelley-Petersen, M., (2011, April). Noticing leaders' thinking about videocases of teachers engaged in mathematics tasks in professional development. In V. Jacobs (Chair), *Mathematics teacher noticing: Seeing through teachers' eyes*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.
- *Elliott, R., Kazemi, E., Mumme, J., Campbell, M., Lesseig, K., Carroll, C., Kelley-Petersen, M. (2011, April). *The roles of mathematical problems in teacher professional development: Opportunities for learning mathematics*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- *Kazemi, E., (2011, February). Developing design settings to make practice-based teacher education work. In K. Zeichner (Chair), *Democratizing knowledge in teacher education through practice-based methods teaching and mediated field experiences in schools and communities*. Symposium conducted at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, CA.
- *Campbell, S., Cunard, A., Dunleavy, T., Kazemi, E., Zavala, M. (2011, January). *Learning there together: Mediated field experiences in teacher education*. Individual session conducted at the annual meeting of the Association of Mathematics Teacher Education, Irvine, CA.
- *Chan, A.G., Beasley, H., Franke, M.L., Ghouseini, H., Kazemi, E., & Lampert, M. (2011, January). *Leveraging problems of practice and teacher educator learning in practice-based mathematics methods courses*. Symposium conducted at the annual meeting of the Association of Mathematics Teacher Education, Irvine, CA.
- *Kazemi, E., Kelley-Petersen, K., Elliott, R., Lesseig, K., Campbell, M., Mumme, J., & Carroll, C., (2010, May). Facilitating mathematical tasks in professional development to develop teachers' mathematical knowledge. H. Borke (Chair). *Investigations in scaling-up professional development programs: Implications for policy and practice*. Symposium conducted at the American Educational Research Association, Denver, CO.
- *Elliott, R., Kazemi, E., Lesseig, K., Kelley-Petersen, K., Mumme, J., Carroll, C., &. (2010, May). *Developing and improving models for supporting mathematics teacher leaders*.

Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

- *Kazemi, E., Beasley, H., Chan, A., Franke, M.L., Ghouseini, H. (2010, April). *Learning ambitious teaching through cycles of investigation and enactment*. Working session at the annual meeting of the National Council of Teachers of Mathematics, San Diego, CA.
- *Ghouseini, H., Kazemi, E., Franke, M.L., Lampert, M., Beasley, H., & Chan, A. (2010, January). *Using guided public rehearsals to support novice teachers' learning of ambitious teaching practice*. Working session at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- *Kazemi, E., Carroll, C., Kelley-Petersen, M., Lesseig, K., Mumme, J., Sleep, L., Suzuka, K., Bass, H., Lewis, J.M., Ball, D., Elliott, R. (2010, January). *Designing and using tasks mathematical tasks to develop specialized content knowledge for teaching*. Session at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- Kazemi, E. (2009, July). *Working with families to support children's mathematical learning*. Session at the fifth biennial national conference of Cognitively Guided Instruction, San Diego, CA.
- *Elliott, R., Lesseig, K., Kazemi, E., Kelley-Petersen, K., Carroll, C., & Mumme, J. (2009, April). Sociomathematical norms for explanation in professional development: Opportunities for teacher leaders to learn mathematical content for Teaching. In R. Santagata (Chair), *Teacher learning about student mathematical thinking: A discussion of various PD models and research methodologies*. Symposium conducted at the annual meeting of the American Education Research Association, San Diego, CA.
- *Kazemi, E., Elliott, R. Lesseig, K., Sleep, L. (2009, February). *Doing mathematics in professional education: How teacher leaders facilitate mathematical discussions among teachers to develop specialized content knowledge*. Working group at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Kazemi, E. (2009, February). Teaching elementary mathematics ambitiously: Supporting novice teachers to actually do the work of teaching. In B. McDiarmid (Moderator). *Harvesting the data from Teachers for a New Era (TNE): Evidence to drive change*. Major forum conducted at the annual meeting of American Associate of Colleges of Teacher Education, Chicago, IL.
- *Kazemi, E., Elliott, R. Mumme, J., Carroll, C., Hubbard, A. (2007, October). *Doing mathematics in professional education: Theorizing teacher leader learning with and through sociomathematical norms*. Paper presented at the annual meeting of the Psychology of Mathematics Education-North American Chapter, Lake Tahoe, NV.
- *Elliott, R.E., Kazemi, E., Harrington, R. (2007, October). *Researching mathematics leader learning: Investigating the mediation of math knowledge needed for teaching on leaders' collective work in mathematics*. Paper presented at the annual meeting of the Psychology of Mathematics Education-North American Chapter, Lake Tahoe, NV.

- *Kazemi, E., Hubbard, A., Kelley-Petersen, M., & Hintz, A. (2007, January). *Specifying adaptive routines of practice: Working to advance instructional planning and enactment for elementary mathematics teachers*. Working session at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- *Dutro, E., Kazemi, E., Balf, R. (2007, April). *Stories count: Examining children's Experiences across mathematics and literacy in an upper elementary classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- *Kazemi, E., & Hubbard, A. (2007, April). Routines to build computational fluency in the elementary grades. In M.Lampert (chair), *Conceptualizing and using routines of practice in mathematics teaching to advance professional education*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.
- *Kazemi, E., Hubbard, A., Kelley-Petersen, M., Hintz, A. (2007, January). *Specifying adaptive routines of practice: Working to advance instructional planning and enactment for elementary mathematics teachers*. Interactive session at the annual meeting of the Association of Mathematics Teacher Education, Irvine, CA.
- *Kazemi, E., Hubbard, A., Dutro, E., Balf, R., Tyson, K. (2006, April). *Supporting mathematical engagement: Elementary children's experiences in one discussion-intensive mathematics classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- *Dutro, E., Kazemi, E., & Balf, R. (2006, April). *"About your color, that's personal": A critical discourse analysis of race and resistance in an urban elementary classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- *Dutro, E., Kazemi, E., & Balf, R. (2004). *'We didn't fit the category': Critical literacy and the interrogation of racial categories in an urban elementary classroom*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas.
- *Kazemi, E. (2004, April). The interaction between classroom practice and professional development. In K. McClain (Chair), *Articulating effective design principles in professional development: A focus on interactions*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.
- *Dutro, E., Kazemi, E., Balf, R., & Lin, Y. (2004, April). *Children writing for themselves, their teacher, and the state in an urban elementary classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- *Dutro, E., Kazemi, E., & Lin, Y. (2003, April). *"What are you and where are you from?" Mining the meaning of "culture" in a diverse urban classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

- *Kazemi, E., Stimpson, V., & Levy, A. (2003, April). *Teachers' understanding of working with data*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- *Kazemi, E., Lenges, A., Jackson, C., & Stimpson, V. (2003, April). Relating professional development in mathematics to the classroom: Exploring teachers' experiences. Symposium conducted at the Research Pre-session at the annual meeting of the National Council of Teachers of Mathematics, San Antonio, TX.
- *Kazemi, E. (2001, October). "I wouldn't want my head whopped off by a butcher's knife": *Understanding children's performance on state assessments*. Paper presented at the annual meeting of the Psychology of Mathematics Education—North American Chapter, Snowbird, Utah.
- *Franke, M.L., Kazemi, E. (2001, April). *Changing teachers' professional work in mathematics: One school's journey*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.
- *Kazemi, E. & Franke, M.L. (2000, October). *Understanding teacher learning as changing participation in communities of practice*. Paper presented at the annual meeting of the Psychology of Mathematics Education—North American Chapter, Tucson, AZ.
- *Kazemi, E. (2000, April). Building equity in the mathematics classroom: Educational reform through teachers' learning about children's thinking. In E. Chizhik (Chair), *The future of learning and instruction research: What's new to be discovered in terms of ethnicity, gender, and linguistic issues?* Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans.
- *Kazemi, E., & Franke, M.L. (2000, April). *Teacher learning in mathematics classrooms: A community of practice perspective*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- *Kazemi, E., & Biagetti, S.C. (1999, April). *Utilizing student work with elementary and secondary teachers: A comparison of two professional development projects*. Poster presented at the annual meeting of the American Educational Research Association, Montreal.
- *Franke, M.L., Kazemi, E., Shih, J.C., & Biagetti, S.C. (1998, October). *Opportunities for generative change: The case of one urban school*. Paper presented at the annual meeting of the Psychology of Mathematics Education—North American Chapter, Raleigh, NC.
- *Franke, M.L., Biagetti, S.C., Kazemi, E., & Shih, J.C. (1998, April). *Placing cases in the context of teacher change*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- *Secada, W., & Kazemi, E. (1998, April). The quality of children's initial schooling and their achievement. In J. Eccles (Chair), *At the starting gate of children's schooling: Holding*

a mirror at different angles. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego.

*Kazemi, E., Butler, L.M., & Cobb, M. (1997, March). Historical antecedents to the construct of risk in Educational Psychology. In K. Gutierrez (Chair), *Who is "at-risk": An interdisciplinary analysis of risk and the populations it defines.* Symposium conducted at the annual meeting of the American Educational Research Association, Chicago.

*Kazemi, E., & Stipek, D. (1997, March). *Pressing students to be thoughtful: Promoting conceptual thinking in mathematics.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Regional conferences

Kazemi, E. (2021, November). *Learning together to support mathematical argumentation in Grades 3-5.* Session conducted at the California Mathematics Council-South, Palm Springs, CA.

Kazemi (2021, September). *Learning together to support mathematical argumentation.* Session conducted at the Annual Art of Teaching Conference, Cotsen Foundation, Virtual.

Kazemi (2021, September). *What is CGI (and what it is not)?* Session conducted at the Annual Art of Teaching Conference, Cotsen Foundation, Virtual.

Kazemi (2021, September). *Building interdisciplinary connections for equitable learning.* Session conducted at the Annual Art of Teaching Conference, Cotsen Foundation, Virtual.

Kazemi, E. & Lomax, K. (2018, March). *Drawing on equity-based practices to support young children's argumentation.* Session conducted at the Teachers Development Group conference, Portland, OR.

Lomax, K., & Kazemi, E. (2017, March). *Mathematical modeling in the primary grades with three-act tasks.* Session conducted at the Teachers Development Group conference, Portland, OR.

Kazemi, E., & Hintz, A., (2015, October). *Counting matters: Why count with children.* Session conducted at the annual meeting of the Northwest Mathematics Conference, Whistler, British Columbia.

Lomax, K., & Kazemi, E. (2014, December). *Data use: Examining new teacher practices.* Workshop conducted at the annual meeting of the Washington Educational Research Association, Seattle.

Kazemi, E., Gibbons, L., & Lind, T. (2014, February). *Using an assessment based on CGI to examine student learning needs in a persistently low-performing school & to make decisions that impact professional development & instruction.* Workshop conducted at the annual meeting of the Teachers Development Group, Portland, OR.

Kazemi, E., & Stimpson, V. (2013, October). *Math studios or math labs: Designing high quality job-embedded math professional development*. Workshop conducted at the annual meeting of the Northwest Mathematics Conference, Seattle, WA.

Kazemi, E. (2012, October). *Cultivating joy for doing mathematics*. Bridge Conference, Seattle, WA.

Franke, M.L., Ghouseini, H., Kazemi, E., & Lampert, M. (2011, February). *Coaching through rehearsal*. Work session conducted at the Teachers Development Group conference, Portland, OR.

Kazemi, E. (2007, December). *Unpacking the teacher's role in promoting productive classroom math work*. Preconference session at the annual meeting of the Washington State Assessment Conference, Seattle, WA.

Kazemi, E., & Hintz, A. (2007, October). *Analyzing the teacher's role in promoting productive mathematical learning*. Mini-course at the annual meeting of the Northwest Mathematics Conference, Seattle, WA.

Kazemi, E., & Horn, I. (2007, January). *Celebrating partnerships: Higher education, K-12 schools, and OSPI*. Session held at the January 2007 OSPI conference: Accelerating Achievement, Seattle, WA.

Kazemi, E. (2001, October). *How might teachers and parents help students become more fluent in their computations?* Interactive session held at the annual meeting of the Northwest Mathematics Conference, Bellevue, WA.

Shih, J., Franke, M.L., Kazemi, E., & Biagetti, S.C. (2000, March). *The development of children's mathematical thinking: From addition to algebra*. Interactive session at the annual meeting of the Research Council on Mathematics Learning, UNLV.

Kazemi, E. (1999, November). Invited conference participant. *Generating self-sustaining teacher change: A synthesis of research*. National Center for Improving Student Learning and Achievement in Mathematics and Science, Madison, Wisconsin.

Kazemi, E., & Olson, K. (1999, November). *Developing children's understanding of place value through classroom tasks and conversations*. Interactive session at the annual meeting of the California Mathematics Council, Palm Springs, CA.

Kazemi, E., & Franke, M.L., (1998, May). *Using children's informal knowledge to build mathematical understanding*. Interactive session conducted at the annual meeting of the California Mathematics Council, Bakersfield, CA.

Invited Keynotes, Presentations, Working Groups

Invited plenary with Tracy Zager (2021, April). National Council of Supervisors of Mathematics, Bold Leadership Virtual Summit.

Invited lecture with Hala Ghouseini (2021, February). Purdue University Honor's College Lecture series.

Invited lecture (2021, February). Stanford University, Envisioning the Future of Teacher Education Lecture Series.

Invited plenary with Corey Drake (2018, November). How can understanding student experience in the mathematics classroom enrich, challenge, and help us improve our own learning as teacher educators and researchers? In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 2-14). Greenville, SC: University of South Carolina & Clemson University.

Plenary with Kendra Lomax. (2017, March). Leading productive mathematical discussions. Teachers Development Group, Portland, OR.

Invited keynote. (2016, November). *Leading productive mathematical discussions*. Novemberkonferansen (November conference), Trondheim, Norway.

Featured speaker with Anita Lenges. (2016, April). *Investing in teaching: Creating enduring and joyful professional learning communities*. National Council of Teachers of Mathematics, San Francisco.

Featured speaker with Allison Hintz. (2015, October). *Leading productive discussions in mathematics*. Northwest Mathematics Conference, Whistler, British Columbia.

Invited keynote. (2015, October). *Scholarly inquiry and practice conference for mathematics education methods*. Atlanta, Georgia.

Major speaker. (2015, September). *Intentional talk*. Cotsen Foundation Art of Teaching Conference.

Major speaker with Lynsey Gibbons. (2015, April). *Developing a school-wide culture of collective risk taking and learning: It's not easy but why it's worth it*. National Council of Supervisors of Mathematics, Boston.

Major speaker with Allison Hintz and Lynsey Gibbons. (2015, April). *Transforming practice: Organizing schools for meaningful teacher and leader learning*. National Council of Teachers of Mathematics, Boston.

Keynote address with Allison Hintz. (2014, October). *Intentional talk: How to structure and lead productive mathematical discussions*. Puget Sound Council of Teachers of Mathematics, Seattle, WA.

Invited presidential session, Core Practice Consortium. (2014, April). *Enriching research and innovation through the specification of professional practice*. American Educational Research Association, Philadelphia.

Invited speaker with Linda Gojak (2013, March). *Transitioning elementary schools to common-core math*. EdWeek webinar.

Online keynote. (2013, September & February). Analyzing student work to inform instruction: Connecting number and operations, Grades K-5. NCTM Course on Essential Understandings.

Invited speaker with Allison Hintz. (2013, May). Developing strong, joyful young learners of mathematics. The National Center on Quality Teaching and Learning. Seattle, WA.

Invited speaker. (2012, July) Conference Title: Connecting Advances in Learning Research and Teacher Practice: A Conference about Teacher Education. Teachers College, NY.

Invited speaker. (2012, March) Conference Title: Critical Issues in Mathematics Education 2012: Teacher education in view of the Common Core, *Mathematical Sciences Research Institute*. Berkeley, California.

Invited major forum panel member (2012, February). *Toward a more practice-based preparation of elementary mathematics teachers*. American Association of Colleges for Teacher Education, Chicago.

Invited speaker with Morva McDonald. (2012, January). *Building out from core practices*. TeachingWorks, University of Michigan.

Invited workshop presenter. (2011, May). *Video analysis with studiodcode*. UC Berkeley Research in Cognition and Mathematics Education (RCME) Fellows Workshop.

Workshop leader. (2011, October). *Advancing elementary students' computational fluency through ambitious teaching practices*. Washington State ASCD, Seattle.

Invited speaker. (2010, June). *Building a strong foundation for young children's mathematical learning*. University of Washington Conference on Early Learning, Seattle.

Keynote Address. (July, 2009). *Developing pedagogies in teacher education to support novice teacher's ability to enact ambitious instruction*. Mathematics Education Research Group of Australasia, Wellington, New Zealand.

Invited speaker with Adrian Cunard (2009, June). *Engaging young children's mathematical thinking by mathematizing the world*. University of Washington Conference on Early Learning, Seattle.

Keynote Address with Megan Franke. (2009, February). *Developing routines of practice for ambitious mathematics teaching*. Teachers Development Group, Leadership Seminar, Portland Oregon.

Participant. (2007, March). *Creating an extraordinary mathematics education in the state of Washington*. Olympia, sponsored by OSPI.

Participant.(2001-present). *Urban Teacher Education Network*. University of California, Los Angeles.

Keynote Address. (2005, August). *Supporting students' mathematical development*. Puyallup School District.

Participant (2004, August). *Investigating the practice of school improvement: Theory, methodology, and relevance*. Bellagio Conference Center, Como, Italy.

Keynote address. (2004, February). *Creating intellectually vibrant mathematics classrooms.. Considering New Curriculum in Mathematics*, ESD 112, Vancouver, Washington.

Co-facilitator (2003, April). *Exploring the dynamic tensions between classroom and institutional change: Implications for professional development in mathematics and science*. Invited symposium conducted at the annual meeting of the American Educational Research Association, Chicago.

Keynote address. (2002, August). *How children learn: Implications for an effective mathematics program*. Washington LASER (Leadership Assistance for Science Education Reform), Seattle, 2002

Keynote address. (2002, May). *Balance in a standards-based mathematics program: The question of computation*. Puget Sound Mathematics Leaders, Seattle, WA.

Keynote address with Virginia Stimpson. (2001, October). *Exploring students' mathematical thinking: Linking assessment and instruction*. Northwest Mathematics Conference, Seattle, WA.

Keynote address. (2001, May). *How did you figure that out?: Learning together about students' mathematical thinking*. Puget Sound Council of Teachers of Mathematics, Seattle, WA.

Co-facilitator. (1998, April). *Conversations about school change: Bringing together policy and classroom researchers*. Interactive symposium conducted at the annual meeting of the American Educational Research Association, San Diego.

Panel discussant. (1998, February). *Literacy in and out of school*. Panel discussion of teacher-researchers conducted at the midwinter conference of the National Council of Teachers of English, Los Angeles.

SERVICE

Professional

Editorial Panel Annual Perspective in Mathematics Education, National Council of Teachers of Mathematics Yearbook, 2014

Editorial Board Elementary School Journal, 2017-present
 Educational Researcher, 2020 – present
 Journal for Research in Mathematics Education, 2015-2018
 Mathematics Teacher Education & Development, 2014-2018
 American Educational Research Journal, 2016-2017
 International Journal for Mathematical Thinking and Learning, 2014-2016

Section Co-Chair, Division K, Section 1: Professional Development in Mathematics and Science,
AERA, 2002

Member: Committee for AERA Division K Legacy Award 2021

Reviewer: American Educational Research Association, Division C & K, Math Ed SIG
 Psychology of Mathematics Education–North American Chapter
 Cognition and Instruction
 Democracy in Education
 Elementary School Journal
 Journal for Research in Mathematics Education
 Journal for Mathematics Teacher Education
 Journal of Mathematical Behavior
 Journal of Teacher Education
 Teaching and Teacher Education
 Mathematics Teacher Educator
 Mathematics Teaching and Learning
 Action in Teacher Education
 Spencer Foundation

Program Committee: International Conference of the Learning Sciences (ICLS), Seattle, 2002

College & University

2021 Chair, Promotion Committee, Min Sun
2020 Member, COVID Response Student Support Committee
2020 Member, University Committee to Review Dean of College of Education
2019-2021 College Advisory Council to review Promotion & Tenure Files
2020 Member, Promotion & Tenure Committee, Django Paris
2020 Chair, Promotion & Tenure Committee, Niral Shah
2020 Member and Chair, Faculty Development and Support Committee
2019 Chair, Faculty Development and Support Committee
2018 Chair, Elected Faculty Council of College of Education
2018 Chair, Search Committee for Equity and Justice in Teacher Education
2018 Chair, Promotion & Tenure Committee, Katie Lewis
2018 Member, Teacher Education Council
2018 Mentor, Husky Leadership Initiative
2017 Member, Faculty Council
2017 Vice-chair, Academic Programs and Initiative Committee
2016 Member, Academic Programs and Initiative Committee
2015 Member, University Search Committee for Dean of College of Education

2014 Guest speaker, P-3 Leadership Certificate, Common Core Mathematics
2013 Member, Danforth Curriculum Council
2014 Member, Implementation Team, Seattle Teacher Residency
2012 Member, Design Team, Seattle Teacher Residency
2013 Chair, Search Committee, Directors of Teacher Education
2013 Member, Search Committee, Instructional Excellence in Content Areas
2012 Member, Mentoring Committee, Jennifer Hoffman & Ann Ishimaru
2012 Member, Promotion & Tenure Committee, Julia Aguirre
2011 Member, Search Committee, High Incidence Disabilities
2011 Member, Promotion & Tenure Committee, Brinda Jeegatheesan
2009 Member, Promotion & Tenure Committee, Frances Contreras
2009 Chair, Search Committee, Secondary Mathematics Education
2005 Member, Lead Team to facilitate renewal of Elementary Teacher Education program
2006 Member, Search Committee, Foundations in Education
2006 Member, Search Committee, Director of K-12 Math, Science, Technology Institute
2005 Member, Review Committee to evaluate Dean Pat Wasley, College of Education
2004 Curriculum & Instruction Representative, Faculty Council, College of Education
2001 Zesbaugh Undergraduate Fellowships Review Committee
2000 Gender Equity Committee, Teacher Education Program
2002 Member, Search Committee, Secondary Mathematics Education
2002 Member, Technology Committee, College of Education
2001 Member, Search Committee, Associate Dean for Research
2000 Member, Search Committee, Secondary Mathematics Education

Community:

Member, *Washington State Board of Education Math Panel*, 2006-2008
Advisory Council, *Zeno Math*, 2010-2013

Professional development related to pedagogy that supports children's mathematical reasoning

Mountview, Mar Vista, and Hazel Valley Elementary Schools, Highline School District, 2019-present
Renton School District, 2016-present
Arbor Heights Elementary School, Seattle Public Schools, 2015-2016
Roxhill Elementary School, Seattle Public Schools, 2012-2016
Campbell Hill Elementary School, Renton School District 2013-2014
Lakeridge Elementary School, Renton School District, 2011-2013
Seattle Public Schools, Summer Content & Leadership Institutes, 2011
Highland Middle School, Bellevue School District, 2011
Seattle Public Schools, Elementary mathematics coaches, 2009-2010
Phoenix Elementary School District, Summer 2009
Kenmore, Kokanee, Woodin Elementary Schools, Northshore School District, 2007-2008
Mathematics Helping Corps, State of Washington, Summer 2007
Bethel School District, Spanaway, Washington, 2006-2007
Lakewood School District, Lakewood, Washington, 2006-2007
Newport Heights Elementary School, Bellevue Public Schools, 2006-2007
Sanislo Elementary School, Seattle Public Schools, 2005-2006

Gatzert, the New School, Madrona K-8, Rainier View, Seattle Public Schools, 2005-2006
K-5 Math Curriculum Adoption Committee, Renton Public Schools, December 2005
Computational Fluency Institute, Summer 2004
NO LIMIT! (New Outcomes: Learning Improvement in Mathematics Integrating
Technology), Yakima region school districts, 2004
Thomson Early Childhood Center, Renton School District, 2004
North Thurston School District, School Leadership Teams, 2004
Camelot & Lakeland Elementary Schools, Federal Way School District, 2004
Purposeful Professional Development, K-12 Institute for Science and Mathematics
Education, University of Washington, 2003
Seattle Public Schools, Principals, 2003
Ardmore Elementary School, Bellevue School District, 2002
African American Academy, Seattle, 2002
Whitworth Elementary School, Seattle, 2002
Loyal Heights Elementary School, Seattle, 2002
Seattle Public Schools, Principals, Seattle, 2002
Bellevue School District, Principals, Seattle, 2001
Lake Washington School District, Principals, Seattle, 2001
Northshore School District, Principals, Seattle, 2001
John Rogers and Sacajewa Elementary Schools, Seattle, 2001
Pathfinder Elementary School, Seattle, 2000
Creating a Community of Math Learners, Puget Sound Area school districts, 1999
Moffett Elementary School, Lennox, CA, 1997-1999
University Elementary School, UCLA, 1994-1998
Mark Twain Elementary School, Lawndale, CA, 1998
Cognitively Guided Instruction (CGI) Institute, Phoenix Systemic Initiative, 1997

PROFESSIONAL AFFILIATIONS

American Educational Research Association & Math Education SIG
National Council of Teachers of Mathematics
National Council of Supervisors of Mathematics
TODOS