CURRICULUM VITAE

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Education

1984 Ph.D., Curriculum and Instruction (major field of Mathematics Education, minor field of Educational Psychology), University of Wisconsin-Madison. Dissertation: Attribution Theory, Learned Helplessness, and Achievement in Ninth-Grade Mathematics. *Dissertation Abstracts International*, *46*, 919A-920A. (University Microfilms No. DA8501586)

1980 Master of Science in Education (Mathematics Education), University of Wisconsin-Madison.

1973 Bachelor of Science in Mathematics Education (minor in Physical Science), Michigan State University.

Appointments and Professional Experience

2016- Professor Emeritus of Mathematics Education, Indiana University.

2010-15 Martha Lea and Bill Armstrong Chair for Teacher Education, Indiana University.

2010- Member of the Indiana University Alliance of Distinguished and Titled Professors.

2005-06 Fellow of the Big 10 Academic Alliance Academic Leadership Program (www.cic.net/Home/Projects/Leadership/ALP/Introduction.aspx/).

1999-2016 Professor of Mathematics Education, Department of Curriculum and Instruction, Indiana University.

1991-99 Associate Professor of Mathematics Education, Department of Curriculum and Instruction, Indiana University.

1985-91 Assistant Professor of Mathematics Education, Department of Curriculum and Instruction, Indiana University.

1984 Instructor, Department of Curriculum and Instruction, Indiana University.

1983-84 Lecturer, Department of Curriculum and Instruction, University of Wisconsin-Madison.

1981-83 Research Assistant and Teaching Assistant, Department of Curriculum and Instruction, University of Wisconsin-Madison.

1973-81 Mathematics and Science Teacher, City High School and Shabazz City High School, Madison Metropolitan School District, Madison, Wisconsin.

Administrative Experience

2003-08 Executive Associate Dean, School of Education, Indiana University.

1996-2001 Chair, Department of Curriculum and Instruction, Indiana University.

1993-95 Associate Chair, Department of Curriculum and Instruction, Indiana University.

1993-95, 2002-03, 2011-13 Mathematics Education Program Head, Department of Curriculum and Instruction, Indiana University.

1974-75 Administrative coordinator (acting principal), City High School, Madison, WI.

Books

Mohr, D., Walcott, C., & Kloosterman, P. (Eds.), (2019). *Mathematical thinking: From assessment items to challenging tasks.* Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., Walcott, C., & Mohr, D. (Eds.) (2016). *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress.* Charlotte, NC: Information Age Publishing.

Kloosterman, P., & Lester, F. K., Jr. (Eds.) (2007). *Results and interpretations of the 2003 mathematics assessment of the National Assessment of Educational Progress*. Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., & Lester, F. K., Jr. (Eds.) (2004). *Results and interpretations of the 1990 through 2000 mathematics assessments of the National Assessment of Educational Progress*. Reston, VA: National Council of Teachers of Mathematics.

Journal Articles

Kloosterman, P. (2014). How much do mathematics skills improve with age? Evidence from LTT NAEP. *School Science and Mathematics, 114,* 19-29. doi.org/10.1111/ssm.12048

Kloosterman, P., & Johnson, T. (2014). Can technology help in mathematics assessments? A review of *Computer Aided Assessment of Mathematics*. *Journal for Research in Mathematics Education*, *45*, 534-537.

Hudson, R., Kloosterman, P., & Galindo, E. (2012). Assessing pre-service teachers' beliefs about the teaching and learning of mathematics and science. *School Science and Mathematics*, *112*, 433-442. doi.org/10.1111/j.1949-8594.2012.00162.x

Walcott, C., Mohr, D., & Kloosterman, P. (2012). Looking at NAEP and the Standards through the same lens. *Mathematics Teaching in the Middle School*, *17*, 516-518. doi.org/10.5951/mathteacmiddscho.17.9.0516

Kloosterman, P. (2011). Mathematics skills of 9-year-olds: 1978 to 2004. *Elementary School Journal*, *112*, 183-203. doi.org/10.1086/660683

Kloosterman, P. (2010). Mathematics skills of 17-year-olds in the United States: 1978 to 2004. *Journal for Research in Mathematics Education*, *41*, 20-51. www-jstor-org.proxyiub.uits.iu.edu/stable/40539363

Kloosterman, P., Rutledge, Z., & Kenney, P. A. (2009). A generation of progress: Learning from NAEP. *Teaching Children Mathematics*, *15*, 363-369. www.jstor.org.proxyiub.uits.iu.edu/stable/41199300

Kloosterman, P., Rutledge, Z., & Kenney, P. A. (2009). Exploring results of the NAEP: 1980s to the present. *Mathematics Teaching in the Middle School*, *14*, 357-365. www.jstor.org.proxyiub.uits.iu.edu/stable/41182697

Rutledge, Z., Kloosterman, P., & Kenney, P. A. (2009). Mathematics skills and NAEP results over a generation. *Mathematics Teacher*, *102*, 445-451. www.jstor.org.proxyiub.uits.iu.edu/stable/20876399

Berkaliev, Z., & Kloosterman, P. (2009) Undergraduate engineering majors' beliefs about mathematics. *School Science and Mathematics*, *109*, 175-182. doi.org/10.1111/j.1949-8594.2009.tb17953.x

Kloosterman, P., Rutledge, Z., & Kenney, P. A. (2009). Exploring results of the NAEP: 1980s to the present. *Virginia Mathematics Teacher*, *36*(2), 2-8.

Kloosterman, P., Tassel, J. H., Ponniah, A. G., & Essex, N. K. (2008). Perceptions of mathematics and gender. *School Science and Mathematics*, *108*, 149-162. doi.org/10.1111/j.1949-8594.2008.tb17821.x

Jung, M. & Kloosterman, P., & Benson, M. B. (2007). Young children's intuition for solving problems in mathematics. *Young Children*, *62*(5), 50-57. www.jstor.org.proxyiub.uits.iu.edu/stable/42729635

Warfield, J., & Kloosterman, P. (2006). Fourth-grade results from the national assessment: Encouraging news. *Teaching Children Mathematics, 12,* 445-453. www.jstor.org.proxyiub.uits.iu.edu/stable/41198824

Forgasz, H. J., Leder, G. C., & Kloosterman, P. (2004). New perspectives on the gender stereotyping of mathematics. *Mathematical Thinking and Learning, 6,* 389-420. doi.org/10.1207/s15327833mtl0604_2

Kloosterman, P., & Morge, S. (2004). Indiana and the National Assessment of Educational Progress in Mathematics: A Story of Improvement. *Indiana Mathematics Teacher, 19*(2), 14-19.

Kloosterman, P. (1998). Parent involvement in elementary problem solving. *School Science and Mathematics, 98,* 205-210. doi.org/10.1111/j.1949-8594.1998.tb17417.x

Kloosterman, P., Raymond, A. M., & Emenaker, C., (1996). Students' beliefs about mathematics: A three-year study. *Elementary School Journal, 97,* 39-56. doi.org/10.1086/461848

Stage, F. K., & Kloosterman, P. (1995). Gender, beliefs, and achievement in remedial college-level mathematics. *Journal of Higher Education, 66,* 294-311. doi.org/10.1080/00221546.1995.11774781

Lambdin, D. V., & Kloosterman, P. (1995). Editorial (Trends in submissions to *JRME*). *Journal for Research in Mathematics Education, 26,* 202-203. www.jstor.org.proxyiub.uits.iu.edu/stable/749127

Kloosterman, P., & Cougan, M. C. (1994). Students' beliefs about school mathematics. *Elementary School Journal, 94,* 375-388. doi.org/10.1086/461773

Lambdin, D. V., Kloosterman, P., & Johnson, M. (1994). Reflections on mathematics education research over the 25 years of *JRME*. *Mathematics Teaching in the Middle School, 1*(1), 38-43. www.jstor.org.proxyiub.uits.iu.edu/stable/41181398

Kloosterman, P., Benjey, T., Emenaker, C., Houston, J., Hurt, R., McKenna, R., Preston, R., & Sztajn, P. (1993). Mathematics, tech prep, and Indiana high schools. *Indiana Mathematics Teacher, 7*(2), 11-15, 18-20.

Kloosterman, P. (1992). Non-routine word problems: One part of a problem-solving program in the elementary school. *School Science and Mathematics, 92,* 31-37. doi.org/10.1111/j.1949-8594.1992.tb12134.x

Kloosterman, P., Barman, C., Russo, S., & Gorman, J. (1992). Science and mathematics inservice for elementary school teachers: A long-term program. *Catalyst for Change, 21*(3), 4-8.

Kloosterman, P., Harty, H., & Matkin, J. (1992). Problem-solving orientation in elementary school mathematics classrooms. *Education Issues*, *2*(2), 4-16.

Kloosterman, P., & Stage, F. K. (1992). Measuring beliefs about mathematical problem solving. *School Science and Mathematics*, *92*, 109-115. doi.org/10.1111/j.1949-8594.1992.tb12154.x

Kloosterman, P. (1991). Beliefs and achievement in seventh-grade mathematics. *Focus on Learning Problems in Mathematics*, *13*(3), 3-15.

Harty, H., Kloosterman, P., & Matkin, J. (1991). Science problem solving approaches in elementary school classrooms. *School Science and Mathematics, 91*, 10-14. doi.org/10.1111/j.1949-8594.1991.tb15559.x

Stage, F. K., & Kloosterman, P. (1991). Relationships between ability, belief, and achievement in low level college mathematics classrooms. *Research and Teaching in Developmental Education, 8*, 27-36. www.jstor.org.proxyiub.uits.iu.edu/stable/42801817

Kloosterman, P., & Gorman, J. (1990). Building motivation in the elementary mathematics classroom. *School Science and Mathematics*, *90*, 375-382. doi.org/10.1111/j.1949-8594.1990.tb17226.x

Kloosterman, P., & Gillie, S. (1989). Problem solving as a basic mathematical skill: Perspectives from mathematics and vocational education. *Journal of Industrial Teacher Education, 27* (1), 36-47.

Kloosterman, P., Harty, H., & Matkin, J. (1989). Availability and use of mathematical manipulatives in the elementary school. *Capstone Journal of Education*, *9*(4), 63-75.

Harty, H., Kloosterman, P., & Matkin, J. (1989). Science hands-on teaching-learning activities of elementary school teachers. *School Science and Mathematics, 89*, 456-467. doi.org/10.1111/j.1949-8594.1989.tb11948.x

Kloosterman, P. (1988). Self-confidence and motivation in mathematics. *Journal of Educational Psychology, 80*, 345-351. dx.doi.org/10.1037/0022-0663.80.3.345

Kloosterman, P. (1988). Motivating students in the secondary school: The problem of learned helplessness. *American Secondary Education, 17* (1), 20-24. www.jstor.org.proxyiub.uits.iu.edu/stable/41064367

Kloosterman, P. (1988). Teaching mathematical problem solving: The challenge of the 90s. *Thresholds in Education, 14* (3), 16-19.

Kloosterman, P., Harty, H., & Matkin, J. (1988). Computer utilization in elementary school mathematics classrooms. *Educational Technology, 28* (10), 42-47. www.jstor.org.proxyiub.uits.iu.edu/stable/44427657

Kloosterman, P., Harty, H., & Matkin, J. (1988). Certification patterns of high school foreign language teachers. *Capstone Journal of Education, 8*(4), 32-42.

Kloosterman, P., Harty, H., & Woods, C. J. (1988). Administrators' eye view of the instructional quality of secondary school science and mathematics. *School Science and Mathematics, 88*, 335-343. doi.org/10.1111/j.1949-8594.1988.tb11820.x

Kloosterman, P., Matkin, J., & Ault, P. C. (1988). Preparation and certification of teachers in mathematics and science. *Contemporary Education, 59*, 146-149.

Harty, H., Kloosterman, P., & Ault, P. C. (1988). Mathematics-science related on-the-job concerns of immediate high school graduate employers. *School Science and Mathematics, 88*, 650-653. doi.org/10.1111/j.1949-8594.1988.tb11869.x

Harty, H., Kloosterman, P., & Matkin, J. (1988). Computer applications for elementary science teaching and learning. *Journal of Computers in Mathematics and Science Teaching, 7*(4), 26-29.

Harty, H., Kloosterman, P., & Matkin, J. (1988). Surveying elementary and middle school mathematics and science instructional use. *School Science and Mathematics, 88*, 683-687. doi.org/10.1111/j.1949-8594.1988.tb11874.x

Harty, H., Kloosterman, P., & Matkin, J. (1988). Inservice preparation needs of elementary school teachers for the teaching of science and math. *Catalyst for Change, 17*(2), 4-8.

Kloosterman, P., Ault, P. C., & Harty, H. (1987). School-based computer education: Practices and trends. *Educational Technology, 27* (4), 35-38. www.jstor.org/stable/44425263

Kloosterman, P., Harty, H., & Woods, C. J. (1987). Mathematics teacher shortage in Indiana: fact or fiction? *Indiana Mathematics Teacher, 1* (2), 6-10.

Kloosterman, P., Woods, C. J., & Matkin, J. (1987). Attracting minority teachers in science, mathematics, foreign language and computing. *Metropolitan Education, 4*, 24-29.

Harty, H., Kloosterman, P., & Ault, P. C. (1987). Certification status of high school science teachers. *Hoosier Science Teacher, 12*, 74-81.

Book Chapters

Kloosterman, P. (2019). Engaging students in mathematical modeling: Themes and issues. In S. Chamberlin & B. Sriraman (Eds.) *Affect in mathematical modeling* (pp. 99-110). Cham, Switzerland: Springer.

Kloosterman, P., Mohr, D., & Walcott, C. (2019). Introduction: Using NAEP activities in the classroom. In D. Mohr, C. Walcott, & P. Kloosterman (Eds.), *Mathematical thinking: From*

assessment items to challenging tasks (p. 1-8). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P. and others (2019). Introductions and classroom activities (see below). In D. Mohr, C. Walcott, & P. Kloosterman (Eds.), *Mathematical thinking: From assessment items to challenging tasks.* Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., Mohr, D, & Walcott, C., Introduction: Using NAEP activities in the classroom (pp. 1-8).

Mohr., D., & Kloosterman, P. Chapter introduction: Number and 0perations (pp. 9-12).

Kloosterman, P. Chapter introduction: Algebraic thinking (pp. 77-79).

Kloosterman, P. Activity 3.2: Measuring length (pp. 149-156).

Kloosterman, P. Activity 3.6: Polygons in the coordinate plane (pp. 177-182).

Daiga, M., & Kloosterman, P. Activity 4.8: Rethinking spinners (pp. 267-274).

Kloosterman, P. Activity 4.9. Counting outcomes (pp. 275-282).

Kloosterman, P., & Burkhardt, H. (2017). Assessment in the era of teacher accountability. In J. Cai (Ed.), *Compendium for research in mathematics education* (pp. 917-933). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., (2016). An introduction to NAEP. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.), *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress* (pp. 1-18). Charlotte, NC: Information Age.

Kloosterman, P. (2016). Algebra. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.), *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress* (pp. 45-80). Charlotte, NC: Information Age.

Kloosterman, P., & Huang, H.-C. (2016). Design of the NAEP mathematics assessment. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.), *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress* (pp. 19-32). Charlotte, NC: Information Age.

Kloosterman, P., Roach, M., & Pérez, A. (2016). Performance of U.S. students on international assessments. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.), *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress* (pp. 295-313). Charlotte, NC: Information Age.

Kloosterman, P., Mohr, D., & Walcott, C. (2016). NAEP in the era of the Common Core State Standards. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.), *What mathematics do students*

know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress (pp. 335-343). Charlotte, NC: Information Age.

Pérez, A., Roach, M., Creager, M., & Kloosterman, P. (2016). Mathematics performance at grade 12. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.), *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress* (pp. 211-259). Charlotte, NC: Information Age.

Kloosterman, P., Walcott, C., Brown, N. J. S., Mohr, D., Pérez, A., Dai, S., Roach, M., Hall, L. D., & Huang, H. (2015). Using NAEP to analyze eighth-grade students' ability to reason algebraically. In J. A. Middleton, J. Cai, & S. Hwang (Eds.), *Large-scale studies in mathematics education* (pp. 179-207). New York. Springer.

Kloosterman, P., & Walcott, C. (2010). What we teach is what students learn: Evidence from National Assessment. In R. Reys & B. Reys (Eds.), *K-12 mathematics curriculum: Issues, trends, and future directions* (pp. 89-102). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., & Walcott, C. (2007). The 2003 mathematics NAEP: Overall results. In P. Kloosterman & F. K. Lester, Jr. (Eds.). *Results and interpretations of the 2003 mathematics assessment of the National Assessment of Educational Progress* (pp. 23-42). Reston, VA: National Council of Teachers of Mathematics.

Kenney, P. A., & Kloosterman, P. (2007). The 2003 NAEP mathematics assessment: An ending and a beginning. In P. Kloosterman & F. K. Lester, Jr. (Eds.). *Results and interpretations of the 2003 mathematics assessment of the National Assessment of Educational Progress* (pp. 1-22). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., & Morge, S. (2006). Introducing NAEP. In C. A. Brown & L. V. Clark (Eds.). *Learning from NAEP: Professional development materials for teachers of mathematics* (pp. 5-10). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., Jung, M. & Kim, Y. (2006). Exploring the NAEP online tools. In C. A. Brown & L. V. Clark (Eds.). *Learning from NAEP: Professional development materials for teachers of mathematics* (pp. 21-32). Reston, VA: National Council of Teachers of Mathematics.

Kastberg, S., & Kloosterman, P. (2005). Mathematical performance of fourth-grade students on the National Assessment of Educational Progress: A comparison of Pennsylvania and national results. In R. M. Zbiek, G. W. Blume, & M. S. Smith (Eds.). *Assessing what students understand, know, and can do in mathematics: 2003-2004 yearbook of the Pennsylvania Council of Teachers of Mathematics* (pp. 67-76). University Park, PA: The Pennsylvania State University.

Kloosterman, P. (2004). Interpreting the 2000 NAEP mathematics data: Issues and monograph overview. In P. Kloosterman & F. K. Lester, Jr. (Eds.). *Results and interpretations of the*

1990 through 2000 mathematics assessments of the National Assessment of Educational Progress (pp. 3-32). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., Kehle, P., & Koc, Y. (2004). Using the NAEP on-line tools. In P. Kloosterman & F. K. Lester, Jr. (Eds.). *Results and interpretations of the 1990 through 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 57-68). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P., Warfield, J., Wearne, D., Koc, Y., Martin, W. G. & Strutchens, M. (2004). Knowledge of mathematics and perceptions of learning mathematics of fourth-grade students. In P. Kloosterman & F. K. Lester, Jr. (Eds.). *Results and interpretations of the 1990 through 2000 mathematics assessments of the National Assessment of Educational Progress* (pp. 71-103). Reston, VA: National Council of Teachers of Mathematics.

Kloosterman, P. (2002). Beliefs about mathematics and mathematics learning in the secondary school: Measurement and implications for motivation. In G. C. Leder, E. Pehkonen, & G. Törner (Eds.), *Beliefs: A hidden variable in mathematics education?* (pp. 247-269). Dordrecht, The Netherlands: Kluwer.

Kloosterman, P. (2001). Research in mathematics education. In L. S. Grinstein & S. I. Lipsey (Eds.), *Encyclopedia of mathematics education* (pp. 632-637). New York: Routledge Falmer.

Kloosterman, P., Hassan, M. A., & Wiest, L. (2000). Building a problem-solving environment for teaching mathematics. In I. Gal (Ed.), *Adult numeracy development: theory, research, practice* (pp. 51-72). Cresskill, NJ: Hampton Press.

Kloosterman, P., & Mau, S. T. (1997). Is this really mathematics? Challenging the beliefs of preservice primary teachers. In D. Fernandes, F. Lester, A. Borralho, & I. Vale (Eds.), (1997). *Resolução de problemas na formacão inicial de professores de matemática: Multiplos contextos e perspectivas* (*Solving problems in the preparation of mathematics teachers: Multiple contexts and perspectives*, pp. 217 - 248). Aveiro, Portugal: Grupo de Investigação em Resolução de Problemas.

Kloosterman, P. (1996). Students' beliefs about knowing and learning mathematics: Implications for motivation. In M. Carr (Ed.), *Motivation in mathematics* (pp. 131-156). Cresskill, NJ: Hampton Press.

Kloosterman, P. (1994). Affective issues in mathematics education. In T. Husén & T. N. Postlethwaite (Eds.), *The international encyclopedia of education, 2nd Ed.* (pp. 3639-3643) Oxford, England: Pergamon. [This article was reprinted in 1996 in De Corte, E., & Weinert, F., (Eds.), *The international encyclopedia of developmental and instructional psychology,* (pp. 543-547), Oxford, England: Elsevier Science Ltd.]

Kloosterman, P., & Gainey, P. H. (1993). Students' thinking: Middle school mathematics. In D. Owens (Ed.), *Research ideas for the classroom: Middle grades mathematics* (pp. 3-21). New York: Macmillan.

Kloosterman, P. (1990). Attributions, performance following failure, and motivation in mathematics. In E. Fennema & G. Leder (Eds.), *Mathematics and gender* (pp. 96-127). New York: Teachers College Press.

Additional Publications

Roach, M., & Kloosterman, P. (2014, January). *2013 NAEP: How does Indiana compare?* Bloomington, Indiana, Indiana University Center for Evaluation and Education Policy.

Spradlin, T. E., Kirk, R., Walcott, C., Kloosterman, P., Zaman, K., McNabb, S., Zapf, J., & associates (2005, September). *Is the achievement gap in Indiana narrowing?* Bloomington, Indiana, Indiana University Center for Evaluation and Education Policy.

Kloosterman, P., Benjey, T., Emenaker, C., Houston, J., Hurt, R., McKenna, R., Preston, R., & Sztajn, P. (1992, August). Mathematics modules. In D. Depew & J. D. Herron (Eds.), *Tech prep Indiana training manual*. West Lafayette, IN: Department of Industrial Technology, Purdue University. (ERIC Document Reproduction Service No. ED 349417)

LeBlanc, J. F., Lester, F. K. Kroll, D. L, Kloosterman, P., Maki, D., Gorman, J. (1992, June). *Preparing elementary teachers to teach mathematics: A problem-solving approach*. (5 volumes). Bloomington: Mathematics Education Development Center at Indiana University. (ERIC Document Reproduction Service Numbers ED 349180, ED 349181, ED 349182, ED 349183, and ED 349184)

Kroll, D. L., Fry, C. J., Gorman, J., Kloosterman, P., LeBlanc, J. F., Lester, F. K., & Cassell, S. (1990). *Implementing the NCTM standards for school mathematics for the 21st century.* Bloomington: Mathematics Education Development Center at Indiana University. (ERIC Document Reproduction Service No. ED 325389)

Kloosterman, P., Gorman, J., Kroll, D. L., LeBlanc, J. F., Lester, F. K., & Shedd, J. D. (1989). *Mathematics for the 21st century: Preparing elementary teachers.* Bloomington: Mathematics Education Development Center at Indiana University (ERIC Document Reproduction Service No. ED 312145)

Kloosterman, P., Barman, C., Russo, S., & Gorman, J. (1988). *Excellence in mathematics and science teaching for the intermediate grades: Report of a long-term inservice project*. Bloomington: School of Education, Indiana University. (ERIC Document Reproduction Service No. ED 299161)

Gillie, S., & Kloosterman, P. (1988). Basic mathematical skills for vocational education. In J. A. Pershing (Ed.), *Bridging education and employment with basic academic skills. The work-education bridge. A basic skills collection*. Bloomington: School of Education, Indiana University. (ERIC Document Reproduction Service No. ED 297159)

Kloosterman, P., & Harty, H. (1987). *Current teaching practices in science and mathematics in Indiana elementary schools*. Bloomington: Indiana University School of Education. (ERIC Document Reproduction Service No. ED 285772)

Kloosterman, P., & Harty. H. (1987). *The status of science and mathematics teachers in Indiana* (Policy Memo Series No. 2). Bloomington: Consortium on Educational Policy Studies.

Kloosterman, P., & Harty, H. (1986). *Need sensing, assessing and validating for science, mathematics, computer and foreign language education in the state of Indiana.* Bloomington: Indiana University School of Education. (ERIC Document Reproduction Service No. ED 272391)

Grants Received

"What Mathematics Do Students Know? Implications from NAEP for Curriculum and Policy" (2010). P. Kloosterman, project director and principal investigator. N. Brown, D. Mohr, and C. Walcott, co-principal investigators. Funded by the REESE program at the National Science Foundation ($1,356,030).

"Mathematics Education Training Program for Korean Secondary Level School Teachers" (2009). E. Galindo, project director and principal investigator. P Kloosterman, co-principal investigator. Funded by the Seoul Metropolitan Office of Education ($126,344).

"NAEP Mathematics Assessments: Interpretive Analysis and Materials Development" (2002). F. Lester, project director. C. Brown, F. Lester, P. Kloosterman, and J. Rubillo, co-principal investigators. Funded by the Elementary, Secondary, and Informal Education division of the National Science Foundation ($1,304,388).

"Richland Bean Blossom CSC/Indiana University Professional Development Program" (2001). P. Kloosterman, project director. P. Kloosterman, J. Rubish, and F. Risinger, co-principal investigators. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($156,550).

"Area 10 Mathematics and Technology Professional Development Project II" (1997). E. Galindo, project director. E. Galindo and P. Kloosterman, co-principal investigators. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($67,751).

"Area 10 Mathematics and Technology Professional Development Project" (1996). E. Galindo, project director. E. Galindo and P. Kloosterman, co-principal investigators. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($69,993).

"Region 10 Tech Prep Mathematics Project III" (1996). E. Galindo project director. E. Galindo and P. Kloosterman, co-principal investigators. Funded the Indiana Commission for Higher Education (Eisenhower Program) ($71,977).

"Region 10 Tech Prep Mathematics Project II" (1995). P. Kloosterman, project director. P. Kloosterman and E. Galindo, co-principal investigators. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($69,520).

"Beliefs and Motivation in School Mathematics" (1995). P. Kloosterman, project director and principal investigator. Funded by the School of Education Kempf Trust. ($10,875).

"Region 10 Tech Prep Mini-Grant" (1994). P. Kloosterman, project director and principal investigator. Funded the Indiana Commission for Higher Education (Eisenhower Program) ($7,948).

"Region 10 Tech Prep Mathematics Project" (1994). P. Kloosterman, project director and principal investigator. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($76,104).

"Martinsville Mathematics Inservice Project" (1993). P. Kloosterman, project director; W. Bauer, D. L. Kroll, J. F. LeBlanc, and J. Najib, co-principal investigators. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($49,979).

"Brown County Mathematics Inservice Project" (1992). P. Kloosterman, project director; C. A. Hossler, D. Kroll, J. LeBlanc, and F. Lester, co-principal investigators. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($49,945).

"Curriculum for Tech Prep Mathematics" (1992). P. Kloosterman, project director and principal investigator. Funded by Purdue University through a contract with the Indiana Department of Education. ($24,639).

"Implementing the NCTM Standards for School Mathematics for the 21st Century" (1989). D. Kroll, project director; C. Fry, J. Gorman, P. Kloosterman, J. LeBlanc, and F. Lester, co-principal investigators. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($30,000).

"Mathematics for the 21st Century: Preparing Elementary Teachers" (1988). P. Kloosterman, project director; J. Gorman, D. Kroll, J. LeBlanc, and F. Lester, co-principal investigators. Funded by the Indiana Department of Education (Eisenhower Program) ($30,209).

"Preparing Teachers to Teach Mathematics: A Problem-solving Focus" (1988). J. F. LeBlanc and F. K. Lester, co-principal investigators; J. F. LeBlanc, project director; P. Kloosterman and D. Maki, senior project personnel. Funded by the National Science Foundation. ($965,000 over three years).

"Excellence in Mathematics and Science Teaching in the Intermediate Grades: Crane Area" (1987). P. Kloosterman and S. Russo, co-principal investigators; D. Winslow, project director. Funded by the Indiana Commission for Higher Education (Eisenhower Program) ($24,960).

"The Impact and Potential of Basic Skills Applications in Vocational and Technical Education: The Basic Skills Work - Education Bridge" (1987). H. Harty, P. Kloosterman, L. Mikulecky & J. Pershing, co-principal investigators; J. Pershing, project director. Funded by the Indiana State Board of Vocational and Technical Education. ($50,000).

"Current Teaching Practices in Science and Mathematics in Indiana Elementary Schools" (1986). H. Harty, P. Kloosterman & D. Small, co-principal investigators; P. Kloosterman, project director. Funded by the Indiana Department of Education ($9,919).

"PRIME TIME Summer Institute 1986" (1986). L. Campbell & P. Kloosterman, co-principal investigators; L. Campbell, project director. Funded by the Indiana Department of Education. ($38,120).

"Attributions, Performance Following Failure, and Achievement in Mathematics" (1985). P. Kloosterman, principal investigator and project director. Funded through Indiana University by the Spencer Foundation. ($9,300).

"Need Sensing, Assessing and Validating for Science, Mathematics, Computer and Foreign Language Education in the State of Indiana" (1985). H. Harty & P. Kloosterman, co-principal investigators; P. Kloosterman, project director. Funded by the Indiana Commission for Higher Education. ($40,000).

"Instructional Software and the Early Childhood/Elementary School Teacher - A Summer Teacher Training Institute" (1985). J. A. Chafel & P. Kloosterman, co-principal investigators; P. Kloosterman, project director. Funded by the Indiana Consortium for Computer and High Technology Education. ($12,436).

Selected Conference Papers

Kloosterman, P., Roach, M., Walcott, C, & Mohr, D. (2013, April). *Trends in algebraic reasoning on 4th and 8th grade NAEP.* Paper presented at the research presession of the annual meeting of the National Council of Teachers of Mathematics. Denver, CO.

Kloosterman, P. (2012, April). *Mathematics performance of 13-year-olds in the United States: 1978 to 2004.* Paper presented at the research presession of the annual meeting of the National Council of Teachers of Mathematics. Philadelphia, PA.

Kloosterman, P. Roach, M., Walcott C., & Mohr, D. (2012, November). *Performance trends in algebraic reasoning: 1996 to 2011*. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Kalamazoo, MI.

Kloosterman, P. (2010, April). *Mathematics skills of 17-year-olds in the United States: 1978 to 2004.* Paper presented at the annual meeting of the American Educational Research Association. Denver, CO.

Kloosterman, P., Tassell, J. H., Ponniah, A. G., & Essex, N. K., (2001, April). *Mathematics as a gendered domain in the United States*. Paper presented at the annual meeting of the American Educational Research Association. Seattle.

Kloosterman, P. (1999, November). Mathematical beliefs and motivation of high school students in the United States. In E. Pehkonen & G. Törner (Eds.), *Mathematical beliefs and their impact on teaching and learning of mathematics: Proceedings of the workshop in Oberwolfach, November 1999.* (pp. 50-56). Duisburg, Germany: Gerhard Mercator Universität Duisburg. (http://www.uni-duisburg.de/FB11/PROJECTS/MFO_Beliefs.html)

Kloosterman, P. (1998, April). *How hard do you work in mathematics? Motivational profiles of six high school students*. Paper presented at the annual meeting of the American Educational Research Association. San Diego.

Kloosterman, P. (1997, March). *Assessing motivation in high school mathematics*. Paper presented at the annual meeting of the American Educational Research Association. Chicago.

Kloosterman, P. (1996, October). *Goal orientation in secondary mathematics.* Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Panama City Beach, FL.

Kloosterman, P., (1994, March). NCTM and change in mathematics education. In I. Gal & M. J. Schmitt (Eds.) *Proceedings of the NCTM Conference on Adult Mathematical Literacy* (pp. 83-89). Reston, VA.

Kloosterman, P. (1993, April). *Students' views of knowing and learning mathematics.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Kloosterman, P., Raymond, A. M., & Emenaker, C. (1993, April). *Beliefs about learning elementary school mathematics: A longitudinal study.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Kloosterman, P., & Cougan, M. C. (1991, April). *Students' beliefs about learning elementary school mathematics.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Stage, F. K., & Kloosterman, P. (1990, April). *Beliefs about mathematics and achievement in the college classroom*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Kloosterman, P., & Stage, F. K. (1989, March). *Measuring beliefs about mathematical problem solving*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Stage, F. K., & Kloosterman, P. (1989, March). *Ability, belief, and achievement in the college mathematics classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Kloosterman, P. (1987, April). *Beliefs and achievement in seventh-grade mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Washington.

Kloosterman, P. (1987, April). *Motivational variables and the learning of mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Washington.

Kloosterman, P. (1986). Attitudinal predictors of achievement in seventh-grade mathematics. In G. Lappan & R. Even (Eds.), *Proceedings of the Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 244-249). East Lansing, Michigan.

Kloosterman, P. (1986, April). *Sex-related differences in performance following failure and achievement in seventh-grade mathematics.* Paper presented at the research presession of the annual meeting of the National Council of Teachers of Mathematics, Washington. (ERIC Document Reproduction Service No. SE 047231).

Kloosterman, P. (1985). Defining mastery orientation/learned helplessness in mathematics from students' attributions for success and failure. In S. K. Damarin & M. Shelton (Eds.), *Proceedings of the Seventh Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 165-170). Columbus, Ohio.

Kloosterman, P. (1985, April). *Sex-related differences in students' reactions to failure on algebra word problems*. Paper presented at the annual meeting of the American Educational Research Association, Chicago. (ERIC Document Reproduction Service No. ED 258829).

Kloosterman, P. (1984, April). *Attribution theory and mathematics education*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. ED 244830).

Kloosterman, P. (1983, April). *Causal attribution theory and sex-related differences in mathematics*. Paper presented at the research presession of the annual meeting of the National Council of Teachers of Mathematics, Detroit.

Selected Conference Presentations

Kloosterman, P., & Creager, M. (2016, April). *How good are U.S. students in math? Fact and fiction*. Annual meeting of the National Council of Teachers of Mathematics. San Francisco, CA.

Kloosterman, P., & Pérez, A. (2014, October). *Can your students do PISA?* Regional meeting of the National Council of Teachers of Mathematics. Indianapolis, IN. Power point slides can be downloaded from http://ceep.indiana.edu/ImplicationsFromNAEP/presentations.html

Kloosterman, P., Walcott, C., Pérez, A., Roach, M., Daiga, M., Eker, A., Creager, M., & Winarski, E. (2014, April). *Exploring and explaining trends in NAEP mathematics performance.* Annual Meeting of the National Council of Teachers of Mathematics Research Conference, New Orleans, LA.

Kloosterman, P. (2014, July). *National and international assessments: What the data say about public education.* Presentation at the Central Regional Meeting of the National School Boards Association. Indianapolis, Indiana. Power point slides can be downloaded from http://ceep.indiana.edu/ImplicationsFromNAEP/presentations.html

Kloosterman, P., Mohr, D., & Walcott, C. (2011, April). *The real story on middle school math achievement.* Annual Meeting of the National Council of Teachers of Mathematics. Indianapolis, IN.

Kloosterman, P. (2010, November). *How much do mathematics skills improve with Age? Findings from LTT NAEP.* Annual Meeting of the School Science and Mathematics Association. Fort Meyers, FL.

Kloosterman, P., & Rutledge, Z. (2008, April). *Have mathematics skills changed over a generation? What we know from national assessment.* Annual Meeting of the National Council of Teachers of Mathematics, Salt Lake City.

Kloosterman, P., Rutledge, Z., Mohr, D., & Walcott, C. (2007, November). *How much does curriculum affect achievement? Insights from National Assessment.* Annual Meeting of the School Science and Mathematics Association, Indianapolis.

Kloosterman, P., Lindquist, M., & Lester, F. K. (2006, April). *International assessments: How does the U. S. compare to other countries?* Annual Meeting of the National Council of Teachers of Mathematics, St. Louis.

Lubienski, S. T., Kloosterman, P., Crockett, M., McGraw, R., & Tate, W. F. (2006, April). *NAEP trends in math achievement, instruction, and equity: Gains and gaps.* Research presession of the Annual Meeting of the National Council of Teachers of Mathematics, St. Louis.

Lester, F. K., Kloosterman. P., Sowder, J., & Kehle, P. (2004, April). *Clearing the air about school mathematics achievement: What do NAEP data tell us?* Annual meeting of the American Educational Research Association, San Diego.

Al-Salouli, M., Kapusuz, A., Kloosterman, P., Lester, F. K., & McCormick, K., (2004, January). *Beliefs and conceptions about mathematics teaching and learning.* Annual meeting of the Association of Mathematics Teacher Educators, San Diego.

Kloosterman, P. (2003, April). *NAEP 2000: Fourth-grade mathematics results*. Research presession of the Annual Meeting of the National Council of Teachers of Mathematics, San Antonio.

Kloosterman, P. (2000, October). *Students' Beliefs About Mathematics and Mathematics Learning: Implications for Motivation.* Matematiikan ja luonnontieteiden opetuksen tutkimusseuran päuvät (Annual Meeting of the Finnish Mathematics and Science Teaching Research Association). Turku, Finland.

Kloosterman, P. (2000, April). *Building on Girls' Natural Enthusiasms to Enhance their Mathematical Power*. Panel presentation and discussion at the Annual meeting of the National Council of Teachers of Mathematics, Chicago.

Kloosterman, P. (1996, October). *Teaching through applications: Materials from the Region 10 Tech Prep Mathematics Project*. Central regional meeting of the National Council of Teachers of Mathematics, South Bend, Indiana.

Kloosterman, P. (1995, March). *Directions for change in adult mathematics education*. Keynote address at conference on mathematics instruction, Albuquerque Technical-Vocational Institute.

Kloosterman, P. (1991, April). *How do children remember math? The influence of cognition research on texts and teaching.* Annual meeting of the National Council of Teachers of Mathematics, New Orleans.

Kloosterman, P. (1990, October). *Are story problems a curse of western culture? A look at students' beliefs about mathematics.* Midwestern regional meeting of the National Council of Teachers of Mathematics, Madison, Wisconsin.

Kloosterman, P. (1986, October). *Hands-on logo for the primary grades: A demonstration of the floor turtle*. Central regional meeting of the National Council of Teachers of Mathematics, South Bend, Indiana.

Kloosterman, P. (1985, November). *Try harder or give up? Student reactions to failure in mathematic*s. Midwestern meeting of the National Council of Teachers of Mathematics, Milwaukee.

Selected National and International Service Activities

Editorial Board Member: *Mathematical Thinking and Learning* (2016-)

Manuscript Reviewer: *Journal of Mathematics Teacher Education, Journal for Research in Mathematics Education, Mathematical Thinking and Learning, Mathematics Teacher, Psychological Reports, School Science and Mathematics, Teaching Children Mathematics,* (various periods, 1982-)

Member of the Instrument Development Expert Group (IDEG) for the 2013 *Teaching and Learning International Survey* (TALIS) (2011-2014)

Consultant on Indiana NAEP data for the Indiana Department of Education (2010)

Reviewer for Indiana Math-Science Partnership grants, Indiana Department of Education (2008-2010)

Member of the working group for the NAEP and Work Keys assessment alignment process (January 2010)

Co-chair, Student Assessment Group, NCTM Research Agenda Project (2008-2009)

Member of the Editorial Panel, *Journal for Research in Mathematics Education* (2005-2008)

Member of the Accreditation Team for Al-Hosn University, Abu Dhabi, United Arab Emirates (2005) and for Emirates College, Abu Dhabi (2011 and 2018).

External Reviewer for Tenure and Promotion for Multiple Universities (1992 - 2018)

Associate Editor, *Journal for Research in Mathematics Education* (1991-1995)

Secretary, American Educational Research Association Special Interest Group for Research in Mathematics Education (1991-93)

Primary Content Consultant for *Mathemedia*, an instructional video disk series on teaching middle and high school mathematics through applications. *Mathemedia* was produced by the Agency for Instructional Technology (1994-95).

Evaluator and Consultant on Adult Literacy in Mathematics: Ford Motor Company (1990-91), Storage Technology Corporation (1991-92)

Computer Materials Editor for *The Arithmetic Teacher* (1986-88)

Reviewer of chapter drafts for the experimental/innovative vocational education mathematics series *Applied Mathematics* (1987 - 1988)

Selected Indiana University Service Activities

Member of the Bloomington Faculty Council (1992-96, 2017-19) and Indiana University Faculty Council (1994-95)

Member, Bloomington Faculty Council Committee on Creations, Reorganizations, Eliminations, and Mergers (2016-2019)

Member, Bloomington Faculty Council Faculty Board of Review (2018-2021)

Secretary, Bloomington Faculty Council (2012-2013)

Chair, School of Education Elementary Education Council (2010-2013)

Member, Executive Committee of the Bloomington Chapter of the AAUP (2011 – 2014)

Member of the Indiana University Dean of Students Advisory Committee (2009-2012)

Chair, School of Education Policy Council (2009-2010; member in 2010-2011)

Ex-Officio member of the Faculty Affairs and Lectures and Seminars Committees for the School of Education (2003 – 2008)

Ex-Officio member of the School of Education Policy Council (2003-2008)

Member of the Indiana University Campus Curriculum Committee and University Division Advisory Committee (2003 – 2008)

Chair, School of Education Committee on Teacher Education (2001-2002)

Program Coordinator for Undergraduate Elementary Education (1998-2002)

Chair or co-chair, Bloomington Faculty Council Associate Instructor Affairs Committee (1992-96)

Editor of *Research News and Notes*, the Indiana University School of Education Research Newsletter (1988-90, 1991-92)

Indiana University Courses Taught

N716: Doctoral Seminar in Mathematics Education
J705: Doctoral Seminar in Curriculum and Instruction
N543: Advanced Methods of Teaching Elementary Mathematics
E518: Workshop in Teaching Elementary Mathematics
M457: Methods of Teaching Middle and High School Mathematics
E343: Methods of Teaching Mathematics in the Elementary School
W200: Microcomputers in Education

Doctoral Dissertations Directed

Daiga, M. C. (2018). *Preservice Teachers' Knowledge and Use of Transnumeration.*

Warren, T. L. J. (2017). *The Role of Interaction in an Online College Algebra Class.*

Creager, M. A. (2016). *The Mathematical Knowledge for Teaching Geometric Proof of Secondary Pre-Service Teachers.*

Schoolcraft, N. K. (2015). *Think-Pair-Think-Share and Language in the High School Geometry Classroom.*

Pérez, A. (2014). *Functions Matter: Using Performance on NAEP to Examine Factors Influencing Students' Function Achievement.*

Winarski, E. (2013). *Mathematics Performance of 4th-Grade Students Identified as Needing Accommodations on the NAEP.*

Aming-Attai, R. (2012). *The Multiplicative Reasoning of Students with Mathematical Learning Disabilities: Current Schemes and New Constructions*.

Rutledge, Z. (2011). *An Analysis of High and Low Performing States Using Mathematics Data from the National Assessment of Educational Progress (NAEP).*

Morge, S. P. (2006). *College Students' Beliefs About Mathematics, Gender, and Popular Media.*

Mohr, D. S. (2005). *Geometry for Pre-service Elementary Teachers: An Investigation of the Impact of Logo on Beliefs, Content Knowledge, and Self-regulation of Learning.*

Al-Salouli, M. (2005). *The Relationship Between Elementary Teachers' Beliefs and Teaching Mathematics Through Problem Solving*.

Wakhungu, H. K. (2005). *Pre-service Elementary Teachers' Beliefs and Conceptions About Mathematics and Mathematics Learning.*

Harkness, M. L. (2002). *Storying Motivation in a Mathematics Course: The Teacher's Beliefs, Practice, and Profound Subject Matter Knowledge.*

Berkaliev, Z. (2002). *Strange Attractors and Chaos as a Paradigm for Understanding Student Attitudes Toward Mathematics.*

Tassell, J. (2002). *The Effects of ISTEP+ Standardized Testing on a Rural School Corporation's Mathematics Education.*

Lemons-Smith, S. (2001). *Equity in the Mathematics Classroom: A Study of the Connection Between Pre-College Experiences and Mathematics Attitudes of Undergraduate African American Students.*

Amarasinghe, R. (2000). *A Study of Student Attitudes and Beliefs When Learning Introductory College Mathematics in Context.* (This dissertation won the Department of Curriculum and Instruction Outstanding Dissertation Award for 1999-2000.)

Cakiroglu, E. (2000). *Pre-service Elementary Teachers' Sense of Efficacy in Reform-Oriented Mathematics.*

Wenta, R. G. (2000). *Efficacy of Preservice Elementary Mathematics Teachers.*

Weintstein, G. L. (1998). *Towards a Framework for Understanding Ways of Knowing Mathematics: Six Students in Finite Mathematics and a Linked Support Course.*

Croft, W. E. (1997). *Attitude of College-Level Electronics Technology Majors Toward Mathematics.*

Khalid, N. (1997). *Factors Affecting Mathematics Achievement in Malaysian Schools.*

Benbow, R. N. (1996). *The Relationship of Preservice Elementary Teachers' Mathematics Beliefs to an Early Teaching Experience*.

Benjey, T. R. (1995). *Attitudes of Preservice Teachers Toward Learning Mathematics.*

Bonn, K. (1995). *Factors Affecting Women's Decisions to Pursue Graduate Degrees in Mathematics: A Multiple Case Study.*

Palmeri, A. B. (1995). *Consistency Between Second-Grade Teachers' Beliefs Toward Science and Their Science Teaching Practice.*

Gainey, P. H. (1994). *Seventh Graders' Learning of Ratio and Proportion in a Cooperative Setting.*

Mohamad-Ali, H. (1994). *Attitudes Toward Mathematics of Secondary School Students in Malaysia: Current Status, Development, and Some Relationships to Achievement.*

Mau, S. T. (1993). *Ways of knowing and ways of teaching: Conflicting expectations in a developmental mathematics classroom on a college campus.* (This dissertation won the Department of Curriculum and Instruction Outstanding Dissertation Award and the School of Education Outstanding Dissertation Award for 1993-94.)

Raymond, A. M. (1993). *Understanding relationships between beginning elementary teachers' mathematics beliefs and teaching practice*. (This dissertation won the Department of Curriculum and Instruction Outstanding Dissertation Award for 1992-93.)

Emenaker, C. E. (1993). *An evaluation of the influence of a problem-centered mathematics course on the beliefs preservice elementary teachers hold about mathematics*.

Gorman, J. L. (1990). *The beliefs of four preservice elementary teachers concerning mathematics.*

Doctoral Dissertation Committees

Fetiye Aydeniz (2018)
Ayfer Ecker (2017)
Erol Uzan (2017)
Serife Sevis (2016)
David Sandrick (2015)
MiYeon Lee (2013)
Olufunke Adefope (2012)
Nivan Saada (2012)
Leann Ferguson (2011)
Rick Hudson (2010)
Jean Lee (2010)
George McDermott (2008)
Ayfer Kapusus-Budak (2008)
Scott Townsend (2008)
Michelle Walker (2008)
Gina Borgioli Yoder (2008)
Crystal Walcott (2006)
MyoungWhon Jung (2006)
N. Kathryn Essex (2006)
Caroline Yoon (2006)
Lonni Gill (2005)
Yusuf Koc (2005)
Kathleen Lynch (2003)
Angela Allen (2003)
Jon Orem (2003)
Jamie Stockton (2002)
Ernesto Colunga Cavazos (2001)
Clara Nosegbe (2001)
Diana Treahy (2001)
Abdulsalam Jasem (1999)
Carol-Anne Hossler (1997)
Jane Keiser (1997)
Ronald Preston (1997)
Lynda Wiest (1996)
Donna Wasson (1996)
John Baker (1995)
Tammy Chaney (1995)
Gertrude Toher (1995)
Eugene Van Stone (1994)
Joanna Masingila (1992)
Anne Leitze (1992)
Mark Colgan (1991)
Cheryl Seljan (1991)
Jeffrey Watt (1990)

Mary Gilfeather (1989)
Diana (Lambdin) Kroll (1988)
Bob M. Drake (1988)
Diane Tracy (1987)

Professional Memberships

American Educational Research Association
AERA Special Interest Group for Research in Mathematics Education
Hoosier Association of Mathematics Teacher Educators
Indiana Council of Teachers of Mathematics
National Council of Teachers of Mathematics

Areas of Scholarly Interest and Expertise

Secondary Analyses of Mathematics Data from the National Assessment of Educational Progress (NAEP)

Students' Beliefs and Motivation in Mathematics (K-14)

Teachers' Beliefs about Mathematics and Mathematics Teaching

International Assessment of Teacher Education (TALIS)

International Assessment of Mathematics Achievement (K-12)

Gender Equity in Mathematics Education

Preservice and Inservice Education for K-14 Mathematics Teachers

Alternative Educational Programs