

CURRICULUM VITAE

University of Idaho

NAME: Julie M. Amador

DATE: 11.28.18

RANK OR TITLE: Associate Professor

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:

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DATE OF FIRST EMPLOYMENT AT UI: June 2012

DATE OF TENURE: June 2017

DATE OF PRESENT RANK OR TITLE: June 2017

EDUCATION BEYOND HIGH SCHOOL:

Postdoctoral Work:

Postdoctoral Faculty	2010-2012	Indiana University, Bloomington Department of Curriculum and Instruction Center for Research on Learning and Technology
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Degrees:

Ph.D.	2010	University of Nevada Major: Curriculum, Teaching, and Learning—Mathematics Education Dissertation Title: Affordances, constraints, and mediating aspects of elementary mathematics lesson planning practices and lesson plan actualization
M.A.	2008	University of Nevada, Reno Major: Educational Leadership—K-12 Administration
B.A.	2005	California State University, Fresno, Smittcamp Family Honors College Major: Liberal Studies—Elementary Education Summa Cum Laude

Certificates and Licenses:

California Administrative Services Credential
#110076132; 2010-present
Nevada School Administrator K-12 License
#71253; Expires 11/27/2022
Nevada Elementary Teaching K-8 License
#71253; Expires 11/27/2022
California Multiple Subject Teaching Credential, English Learner Endorsement, K-8
#060003694; 2005-2011

EXPERIENCE:

Teaching, Extension, and Research Appointments:

2017-present	Associate Professor Department of Curriculum and Instruction College of Education University of Idaho
2012-2017	Assistant Professor Department of Curriculum and Instruction College of Education University of Idaho
2012-present	Director Idaho Regional Mathematics Center, Region I
2010-2012	Postdoctoral Faculty Department of Curriculum and Instruction Center for Research on Learning and Technology Indiana University, Bloomington Project Manager: Galindo, E., Norton, A., Akerson, V., & Park Rogers, M. National Science Foundation-DRK-12, Design Research K-12, Iterative Model Building. (#0732143) (\$1,430,000)
2007-2010	Graduate Research Assistant Department of Curriculum, Teaching, and Learning College of Education University of Nevada, Reno
2009-2010	District Middle School Mathematics Coach Washoe County School District Reno, Nevada
2006-2010	Elementary School Teacher (4 th & 5 th Grades) Washoe County School District Reno, Nevada
2006	Elementary School Teacher (Kindergarten) Fresno Unified School District Fresno, California

TEACHING ACCOMPLISHMENTS:

Area of Specialization: Mathematics and Technology Education

Courses Taught:

University of Idaho

EDCI 502/602 (3 Credits, Graduate, In-Person)	Writing for Math Ed Publication Summer 2018
ED 573 (3 Credits, Graduate, Hybrid)	Action Research Summer 2017
EDCI 531 (3 Credits, Graduate, Online Hybrid)	Mathematics Education Spring 2013 Spring 2015 Spring 2016 Spring 2017

EDCI 301 (3 Credits, Undergraduate, In-Person)	Spring 2018 Learning, Development, and Assessment
EDCI 327 (3 Credits, Undergraduate, In-Person)	Spring 2014 Elementary Mathematics Methods Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2018
EDCI 410 (2 Credits, Undergraduate, In-Person)	Technology Tools for Teaching and Learning Fall 2012
EDCI 599 (3 Credits, Graduate, In-Person)	Non-thesis Master's Research Fall 2014 Spring 2016 Fall 2016 Spring 2017 Fall 2017 Spring 2018 Fall 2018
EDCI 600 (3 Credits, Graduate, In-Person)	Doctoral Research and Dissertation Fall 2014 Spring 2015 Fall 2015

Indiana University

E343 (3 Credits, Undergraduate, In-Person)	Mathematics in the Elementary School Fall 2011
M201 (2 Credits, Undergraduate, In-Person)	Elementary Math & Science Field Experiences Spring 2011

Professional Development Courses Taught:

University of Idaho

EDCI 505	Digital Innovation Generating New Information Technology Teacher Mathematics and Computer Programming Summer 2014 Summer 2015
EDCI 505	Idaho Regional Mathematics Center Book Study Spring 2014 Spring 2015 Spring 2016 Spring 2017 Spring 2018
EDCI 505	Professional Development: Academy on Mathematics Education Fall 2013 Spring 2015 Summer 2015
EDCI 505	Regional Academy on Mathematics and Science Education Fall 2015

Students Advised:

Undergraduate and Certification Students:

Advised per year:

AY 2012-2013: 25

AY 2013-2014: 28

AY 2014-2015: 27

AY 2015-2016: 28

AY 2016-2017: 25

AY 2017-2018: 24

AY 2018-2019: 25

Graduate Students:

Masters major professor service:

Kristen Wanner, M.Ed. (Summer 2018)

Kathryn Norman, M.Ed. (Spring 2015)

Cassandra Shelton, M. Ed. (Spring 2016)

Lacey Watkins, M.Ed. (Spring 2019)

Alondo Harrison, M.Ed. (Spring 2016)

Amber Guzman (Spring 2017)

Doctoral major professor service:

Heather Chase (current, Spring 2021)

Ryan Gillespie (current, Spring 2020)

Abraham Wallin, Ph.D. (Completed Fall 2015)

Dissertation: *Developing Noticing of Student Thinking at the Secondary Level through the use of Video Clubs: The Case of one Rural, Idaho School*

Doctoral committee service:

Brittany Wneck (2018)

Kristine Allen, Ph.D. (2013)

Marcie Galbreath, Ph.D. (2015)

Joe Scarano, Doctoral Candidate (Projected 2019)

Courses Developed:

University of Idaho

EDCI 410 Technology Tools for Teaching and Learning

EDCI 505 Digital Innovation Generating New Information Technology Teacher, Mathematics and Computer Programming

EDCI 505 Mathematics Education Book Club

EDCI 505 Professional Development: Academy on Mathematics Education

EDCI 531 Mathematics Education

ED 573 Action Research

Non-Credit Classes, Workshops, Seminars, Invited Lectures:

Amador, J. (2017, June). Promising practices to support preservice teachers' professional noticing. AAAS & NSF Noyce Regional Summit on Stimulating Research and Innovation for Pre-service Education of STEM Teachers in High-Need Schools, Atlanta, Georgia.

Amador, J. (2016, July). Mathematics teaching noticing: Expanding the terrains of this hidden skill of teaching. Invited discussion expert for session (B. H. Choy, J. Dindyal, M. Lee, & E. Schack). International Congress on Mathematics Education, Hamburg, Germany.

- Amador, J., & Soule, T. (2016, April). *Girls build excitement for STEM for Scratch*. Women & Gender Brown Bag Series, Moscow, ID.
- Amador, J. (2016, February). *Noticing and Number Talks*. Idaho Regional Mathematics Academy, Regions I & II, Pocatello, ID
- Amador, J. (2015, December). *Noticing and Number Talks*. Idaho Regional Mathematics Academy, Regions I & II, Post Falls, ID
- Amador, J. (2015, October). *Noticing and Number Talks*. Idaho Regional Mathematics Academy, Regions III & IV, Twin Falls, ID.
- Amador, J. (2015, February). *Fostering Mathematical Reasoning*. Idaho Regional Mathematics Academy. Regions III & IV, Twin Falls, ID.
- Amador, J. (2015, January). *Fostering Mathematical Reasoning*. Idaho Regional Mathematics Academy. Regions I & II, Coeur d'Alene, ID.
- Amador, J., & Earnest, D. (2015). Lesson plan-imation: From curriculum use to lesson plan to animation. Invited talk at the Scholarly Inquiry and Practices (SIP) Conference for Mathematics Education Methods. October 1, 2015.
- Amador, J. (2015). Supporting Idaho's teachers, parents, and students with the Idaho Core implementation. A presentation at the education committee of the Coeur d'Alene Chamber of Commerce, Coeur d'Alene, ID.
- Amador, J. & Bennett, C. (2015). Creating Regional Statewide Professional Development Centers. Chief Council of State School Officers: SCASS Winter Meeting, Austin, TX.
- Amador, J. (2014, October). *Fostering Mathematical Reasoning*. Idaho Regional Mathematics Academy. Regions V & IV, Pocatello, ID.
- Amador, J. (2014). Understanding Common Core in $(x-1)^2 = (4\sqrt{x-4})^2$ EASY Steps. Science on Tap, Coeur d'Alene, ID.
- Amador, J. (2014). Idaho Regional Mathematics Centers. Idaho State Superintendent's Annual Meeting, Boise, ID.
- Dietiker, L., Amador, J., Earnest, D., & Males, L. (2014, June). *Curricular Noticing*. Creating Coherent Curriculum Advisory Board Meeting—NSF Advisory Board Meeting for Corey Drake Career Grant, Michigan State University, East Lansing, MI.
- Amador, J. (2014, February). *Orchestrating Productive Discussions*. Idaho Regional Mathematics Academy, Regions III & IV, Twin Falls, ID.
- Amador, J. (2013, November). *Orchestrating Productive Discussions*. Idaho Regional Mathematics Academy, Regions V & VI, Pocatello, ID.
- Amador, J. (2013, October). *Orchestrating Productive Discussions*. Idaho Regional Mathematics Academy, Regions I & II, Coeur d'Alene, ID.
- Amador, J. (2013, October). *Assessing with questions: What are you asking?* Coeur d'Alene School District Teacher Induction Program Mentor Meeting Four: Supporting Teachers for 21st Century Teaching and Learning, Coeur d'Alene, ID.
- Amador, J. (2013, May). *Student centered mathematics: Two part series*. Coeur d'Alene Tribe. Coeur d'Alene, ID.
- Amador, J. (2013, February). *Designing coherent instruction: Looking at mathematics and science lessons from the inside out*. Coeur d'Alene School District Teacher Induction Program Mentor Meeting Three: Supporting Teachers for 21st Century Teaching and Learning, Coeur d'Alene, ID.
- Amador, J. (2012, October). *Asking questions: How to elicit student thinking*. Coeur d'Alene School District Teacher Induction Program Mentor Meeting Two: Supporting Teachers for 21st Century Teaching and Learning, Coeur d'Alene, ID.
- Amador, J. (2012, September). *Tests of teachers: Who do you want in charge of your child's future? How teachers cope with testing pressure and what this means for our children*. University of Idaho, Coeur d'Alene Colloquium Series, Coeur d'Alene, ID.
- Amador, J., & Kern, A. L. (2012, July-August). *Environment of our Community*. Summer STEM Youth Camp, Coeur d'Alene, ID.
- Kern, A. L., & Amador, J. (2012, July). *Workshop: CSI: Water Quality*. University City, Educational

- Talent Search, Coeur d'Alene, ID.
- Allen, K., Kern, A., & Amador, J. (2012, July). *Environment of our Community*. Leadership Camp, Coeur d'Alene, ID.
- Amador, J. (2013). *Student-centered mathematics: Implementing Common Core in Grades 3-5*. Two-part workshop series for local teachers. Coeur d'Alene, ID.

SCHOLARSHIP ACCOMPLISHMENTS:

Areas of Specialization:

My research interests lie in exploring the relationship among teachers' professional noticing, students' mathematical thinking, and epistemological tools (i.e. technology, curriculum materials) and how these mediate mathematics lesson enactment.

Publications, Exhibitions, Performances, Recitals:

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

- Castro Superfine, A., Amador, J., & Bragelman, J. (accepted). Facilitating video-based discussions to support prospective teacher noticing. *Journal of Mathematical Behavior*.
- Amador, J., & Earnest, D. (accepted). Launching forth: Preservice teachers translating elementary mathematics curriculum into lessons. *Mathematics Education Research Journal*.
- Gillespie, R., Amador, J., & Wallin, A. (accepted). Do they know they don't know. *Mathematics Teaching in the Middle School*.
- Glassmeyer, D., Brakoniecki, A., & Glassmeyer, D. (accepted). Promoting uncertainty to support preservice teachers' reasoning about the tangent relationship. *International Journal of Mathematics Education in Science and Technology*.
- Amador, J., Glassmeyer, D., & Brakoniecki, A. (accepted). Noticing before responding. *Mathematics Teacher*.
- Amador, J., Wallin, A., & Keehr, J. (accepted). Action research through a collaborative structured teacher leader program to support mathematics instruction. *Educational Action Research*.
- Amador, J. (in press). Teachers' gender considerations during elementary mathematics lesson design. *School Science and Mathematics*.
- Amador, J. (in press). Preservice teachers' use of curricular resources for mathematics lesson design. *Mathematics Teacher Education and Development*.
- Wallin, A., & Amador, J. (online first). Supporting secondary rural teachers' development of noticing and pedagogical design capacity through video clubs. *Journal of Mathematics Teacher Education*.
- Estapa, A., Amador, J., Kosko, K., Weston, T., De Araujo, Z., & Aming-Attai, R. (online first). Preservice teachers articulated noticing through pedagogies of practice. *Journal of Mathematics Teacher Education*.
- Earnest, D., & Amador, J. (2017, online first). Lesson planimation: Preservice elementary teachers' interactions with mathematics curricula. *Journal of Mathematics Teacher Education*.

- Dietiker, L., Males, L., Amador, J., & Earnest, D. (2018). Curricular noticing: A framework to describe teachers' interactions with curriculum materials. *Journal for Research in Mathematics Education*, 49(5), 521-532.
- Weston, T., Kosko, K., Amador, J., & Estapa, A. (2018). Preservice teachers' questioning: Comparing platforms for practice-based teacher education. *Journal of Technology and Teacher Education*, 26, 149-172.
- Brakoniecki, A., Amador, J., & Glassmeyer, D. (2018). Preservice teachers' creation of dynamic geometry sketches to understand trigonometric relationships. *Contemporary Issues in Technology and Teacher Education*, 18(2).
- Earnest, D., & Amador, J. (2018). Reflecting on standards when lesson planning. *Teaching Children Mathematics*, 24(6), 344-346.
- Amador, J., & Carter, I. (2018). Audible conversational affordances and constraints of verbalizing professional noticing during preservice teacher lesson study. *Journal of Mathematics Teacher Education*, 21, 5-34.
- Amador, J. (2018). Video simulations to develop preservice mathematics teachers' discourse practices. *Technology, Pedagogy, and Education*, 27, 1-14.
- Amador, J. (2017). Preservice teachers' video simulations and subsequent noticing: A practice-based method to prepare mathematics teachers. *Research in Mathematics Education*, 19, 217-235.
- Amador, P., & Amador, J. (2017). Academic help seeking: A framework for conceptualizing Facebook use for higher education support. *Tech Trends*, 61, 195-202.
- Amador, J., Estapa, A., De Araujo, Z., Weston, T., & Kosko, K. (2017). Eliciting and analyzing preservice teachers' mathematical noticing. *Mathematics Teacher Educator*, 5, 158-177.
- Estapa, A., & Amador, J. (2016). Wearable cameras as a tool to capture preservice teachers' marked and recorded noticing. *Journal of Technology and Teacher Education*, 24(3), 281-307.
- Amador, J., Carter, I., & Hudson, R.A. (2016). Analyzing Preservice Mathematics Teachers' Professional Noticing. *Action in Teacher Education*, 38(1), 371-383.
- Carter, I., Park Rogers, M., Amador, J., Akerson, V., & Pongsanon, K. (2016). Using an iterative based-based lesson study approach in preservice elementary science teacher education. *Electronic Journal of Science Education*, 8 (20).
- Amador, J., Weston, T., Estapa, A., Kosko, K., & De Araujo, Z. (2016). Animations as a transformational approximation of practice for preservice teachers to communicate professional noticing. *Journal of Technology and Teacher Education*, 24(2), 127-151.
- Amador, J. (2016). Mathematics pedagogical design capacity from planning through teaching. *Mathematics Teacher Education and Development*, 18, 70-86.
- Amador, J. (2016). Teachers' considerations of students' thinking during mathematics lesson design. *School Science and Mathematics*, 116, 239-252.
- Prummer, K., Amador, J., Wallin, A. (2016). Persevering with prisms: Producing nets. *Mathematics Teaching in the Middle School*, 21, 472-479.

- Amador, J. (2016). Professional noticing practices of novice mathematics teacher educators. *International Journal of Science and Mathematics Education, 14*, 217-241.
- Kimmons, R., Miller, B., Amador, J., DeJardins, C., & Hall, C. (2015). Technology integration coursework and finding meaning in pre-service teachers' reflective practice. *Educational Technology Research and Development, 63*, 809-829.
- Amador, J., Wallin, A., & Amador, P. (2015). Professional development of multi-experienced Educators through a book study: Fostering mentoring relationships. *Mentoring and Tutoring: Partnership in Learning, 23*(4), 273-292.
- DeAraujo, Z., Amador, J., Estapa, A., Kosko, K., Weston, T., & Aming-Attai, R. (2015). Animating preservice teachers' noticing. *Mathematics Teacher Education & Development, 17*(2), 25-44.
- Weiland, I., & Amador, J. (2015). Lexical and indexical conversational components mediating professional noticing during lesson study. *Eurasia Journal of Mathematics, Science, and Technology Education, 11*, 1339-1361.
- Bennett, C., Amador, J., & Avila, C. (2015). Framing professional conversations with teachers: Developing administrators' professional noticing of students' mathematical thinking. *Journal of Mathematics Education Leadership, 16*, 14-26.
- Amador, J., & Weiland, I. (2015). What preservice teachers and knowledgeable others professionally notice during lesson study. *The Teacher Educator, 50*, 1-18.
- Amador, J., & Soule, T. (2015). Girls build excitement for math from Scratch. *Mathematics Teaching in the Middle School, 20*, 408-415.
- Amador, P., & Amador, J. (2014). Academic advising via Facebook: Examining student help seeking. *The Internet and Higher Education, 21*, 9-16.
- Weiland, I., Hudson, R., & Amador, J. (2014). Preservice formative assessment interviews: The development of competent questioning. *International Journal of Science and Mathematics Education, 12*, 329-352.
- Amador, J., & Bennett, C. (2013). How many tables? Increasing cognitive demand while incorporating mathematical practices. *The Indiana Mathematics Teacher*.
- Amador, J., & Lamberg, T. (2013). Learning trajectories, lesson planning, affordances, and constraints in the design and enactment of mathematics teaching. *Mathematical Thinking and Learning, 15*, 146-170.
- Amador, J., Vesperman, C., & Wiebke, H. (2012). Eliciting geometric student thinking through questioning techniques. *Wisconsin Teacher of Mathematics, 63*, 7-10.

Refereed/Adjudicated Journal Publications Under Review:

- Earnest, D., & Amador, J. (under review). Lesson planimation: Preservice elementary teachers' noticing of mathematics curricula. *Journal of Mathematics Teacher Education*.

Castro Superfine, A., & Amador, J. (under review). Preservice teachers' noticing of children's mathematical thinking: Where's the evidence? *Mathematics Teacher Educator*.

Wallin, A., & Amador, J. (under review). Supporting secondary rural teachers' development of noticing and pedagogical design capacity through video clubs. *Journal of Mathematics Teacher Education*.

Editor Reviewed Journal Publications

Wallin, A., & Amador, J. (2016). Teachers' Lesson Design: Connecting Instructional Approaches to Noticing and Curriculum Use. *School Science and Mathematics, 5, 1-4*.

Refereed (Blind Review) Book Chapters

Amador, J., & Earnest, D. (in press). Integrating curriculum and community spaces. In T. G. Bartell, C. Drake, A. Roth McDuffie, J. M. Aguirre, E. E. Turner, & M. Q. Foote (Eds.), *Transforming Mathematics Teacher Education: An Equity-Based Approach*. Switzerland: Springer.

Amador, J., & Earnest, D. (2019). Transforming lesson design through animation: Preservice mathematics teachers' plan-imations. In S. Clarke, M. Jennex, A. Becker, & A. Anttiroiko (Eds.) *Pre-service and in-service teacher education: Concepts, methodologies, tools, and applications*. (pp. 956-985). IGI Global. Reprinted.

Earnest, D., & Amador, J. (2017). Three learning perspectives for translating curriculum into instruction. In A. Tyminski, S. Kastberg (Eds.) *Building support for scholarly practices in mathematics methods*. The Association of Mathematics Teacher Educators (AMTE) Professional Book Series. Charlotte, NC: Information Age Publishing.

Amador, J., Weiland-Carter, I., Hudson, R., & Galindo, E. (2017). Noticing students' mathematical and scientific thinking across career progression from field experiences to classroom teaching. In E. Schack, M. Fisher, & J. Wilhelm (Eds.) *Building Perspectives of Teacher Noticing*. (pp. 161-182). New York: Springer.

Castro Superfine, A., Fisher, A., Bragelman, J., & Amador, J. (2017). Shifting perspectives on preservice teachers' noticing of children's mathematical thinking. In E. Schack, M. Fisher, & J. Wilhelm (Eds.) *Building Perspectives of Teacher Noticing*. (pp. 409-426). New York: Springer.

Amador, J., Males, L., Earnest, D., & Dietiker, L. (2017). Curricular noticing: Theory on and practice of teachers' curricular use. In E. Schack, M. Fisher, & J. Wilhelm (Eds.) *Building Perspectives of Teacher Noticing*. (pp. 427-444). New York: Springer.

Amador, J. & Earnest, D. (2016). Transforming lesson design through animation: Preservice mathematics teachers' plan-imations (pp. 241-271). In M. Niess, S. Driskell, and K. Hollerbrands (Eds.) *Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age*. IGI Global.

Amador, J., Kimmons, R., Miller, B., Desjardins, C., & Hall, C. (2015). Preparing preservice teachers to become self-reflective of their technology integration practices. In M. Niess and H. Gillow-Wiles (Eds.) *Handbook of Research on Teacher Education in the Digital Age*. (pp.83-109) IGI Global.

Peer Reviewed Conference Proceedings

Amador, J., Choppin, J., Callard, C., & Carson, C. (2018). Designing and researching online professional

development. Proceedings from the 40th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Greenville, NC November 2018).

Choppin, J., Amador, J., Carson, C., & Callard, C. (2018). Development and use of a conjecture map for online professional development model. Proceedings from the 40th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Greenville, NC November 2018).

Choppin, J., Amador, J., Callard, C., & Carson, C. (2017). Designing and researching online professional development. Proceedings from the 39th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Indianapolis, IN November 2017).

Land, T., Tyminski, A., Drake, C., & Amador, J. (2016). Operationalizing educative guidelines for children's mathematical thinking in elementary mathematics curriculum. Proceedings from the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Amador, J., Weston, T., Estapa, A., & Kosko, K. (2016). Communicating professional noticing through animations as a transformational approximation of practice. Proceedings from the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Wallin, A., & Amador, J. (2016). Overcoming rural teacher isolation and promoting change in secondary mathematics classrooms through video clubs. Proceedings from the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Brakoniecki, A., Glassmeyer, D., & Amador, J. (2016). Evaluating preservice teacher thinking about trigonometric relationships through a replacing, amplifying, and transforming framework. Proceedings from the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Glassmeyer, D., Brackoniecki, A., & Amador, J. (2016). Challenging teachers' assumptions of trigonometry through slope ratios. To appear in the proceedings of the 13th International Congress on Mathematical Education. Hamburg, Germany.

Amador, J., & Bennett, C., & Avila, C. (2016). Understanding rural teachers' perceived needs and challenges in creating rich learning environments. To appear in the proceedings of the 13th International Congress on Mathematical Education. Hamburg, Germany.

Amador, J., & Weiland, I. (2015). Professional noticing during preservice mathematics lesson study. Proceedings from the 37th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (East Lansing, MI November 2015).

Males, L., Earnest, D., Dietiker, L., & Amador, J. (2015). Examining K-12 prospective teachers' curricular noticing. Proceedings from the 37th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (East Lansing, MI November 2015).

- Amador, J., & Bennett, C. (2015). Supporting rural and remote mathematics teachers: Re-conceptualizing professional development. Proceedings from the International Group for the Psychology of Mathematics Education. (Hobart, Tasmania, Australia, July 2015).
- Bennett, C., & Amador, J. (2015). Administrators' mathematical noticing: Developing practices to support teachers' instruction. Proceedings from the International Group for the Psychology of Mathematics Education. (Hobart, Tasmania, Australia, July 2015).
- Galindo, E., & Amador, J. (2014). Using video cases to learn to pay attention to children's thinking. Proceedings from the 38th Joint meeting of the International Group for the Psychology of Mathematics Education. (Vancouver, British Columbia, Canada, July 2014).
- Weiland, I., Amador, J., & Hudson, R. (2013). Lesson study with preservice teachers: The inclusion of professional noticing. Proceedings from the joint meeting of the 34th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (Chicago, IL November 2013).
- Amador, J., & Galindo, E. (2011). From methods courses to student teaching: Examining the effect of an innovative field experience. Proceedings from the joint meeting of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (Reno, NV October, 2011).
- Amador, J., & Lamberg, T. (2011). Lesson planning influences: Testing as a mediating aspect. Proceedings from the joint meeting of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (Reno, NV October 2011).
- Bertolone-Smith, C., Lamberg, T., & Amador, J. (2011). Examining shifts in teachers' classroom practices. Proceedings from the joint meeting of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (Reno, NV October, 2011).
- Amador, J., & Lamberg, T. (2010). Discussion of learning goals and student development during a collectively planned division lesson. Proceedings from the joint meeting of the 32rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (Columbus, OH October, 2010).
- Lamberg, T., & Amador, J. (2009). Mediating influences on teachers jointly planning a lesson. Proceedings from the joint meeting of the 31st Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. (Atlanta, GA September, 2009).

Invited Book Reviews

- Amador, J. (2012). Engaging mathematics students using cooperative learning. *Teaching Children Mathematics*, 19, 269-270.

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

International

- Amador, J., & Earnest, D. (2018). Preservice mathematics teachers' curriculum visualization. Paper presented at the International Group for the Psychology of Mathematics Education, Umea, Sweden.
- Weston, T., & Amador, J. (2018). Teacher questioning: Comparing multi-media platforms in initial teacher education. Paper presented at the International Group for the Psychology of Mathematics Education, Umea, Sweden.
- Glassmeyer, D., Brackoniecki, A., & Amador, J. (2016). Challenging teachers' assumptions of trigonometry through slope ratios. Paper presented at the 13th International Congress on Mathematical Education. Hamburg, Germany.
- Amador, A., Bennett, C., & Avila, C. (2016). Understanding rural teachers' perceived needs and challenges in creating rich learning environments. Paper presented at the 13th International Congress on Mathematical Education. Hamburg, Germany.
- Amador, J., & Bennett, C. (2015). Supporting rural and remote mathematics teachers: Re-conceptualizing professional development. A presentation at the International Group for the Psychology of Mathematics Education. Hobart, Tasmania, Australia.
- Bennett, C., & Amador, J. (2015). Administrators' mathematical noticing: Developing practices to support teachers' instruction. A presentation at the International Group for the Psychology of Mathematics Education. Hobart, Tasmania, Australia.
- Galindo, E., & Amador, J. (2014 July). Using video cases to learn to pay attention to children's thinking. A presentation at the 38th Joint meeting of the International Group for the Psychology of Mathematics Education, Vancouver, British Columbia, Canada.

National

- Estapa, A., Weston, T., & Amador, J. (2019 February). Preservice teacher decision making: What happens when the answer is wrong? A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
- Amador, J., Choppin, J., Carson, C., & Gillespie, R. (2019 February). Designing and implementing a synchronous online professional development model. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
- Choppin, J., Amador, J., Callard, C., Carson, C., & Gillespie, R. (2018 November). Designing and researching online professional development. Presentation at the 40th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education, Greenville, North Carolina.
- Choppin, J., Amador, J., Carson, C., & Callard, C. (2018 November). Development and use of a conjecture map for online professional development model. Presentation at the 40th Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education, Greenville, North Carolina.
- Amador, J. (2018 April). Curricular resource use for mathematics lesson design. Paper presented at the annual meeting of the American Educational Research Association. New York, New York.
- Amador, J., Estapa, A., Weston, T., & Kosko, K. (2018 February). Extending Noticing to Practice: Analyzing Preservice Teachers' Pedagogical Enactment Based on the Professional Noticing

Framework. A presentation at the annual meeting of the Association of Mathematics Teacher Educators. Houston, Texas.

Weston, T., Kosko, K., Estapa, A., & Amador, J. (2018 February). Comparing Multi-Media Platforms: Approximating Practice & Aligning Instruction. A presentation at the annual meeting of the Association of Mathematics Teacher Educators. Houston, Texas.

Amador, J. & Amador, P. (2018 January). Mathematics teacher leader program in rural areas. A presentation at the Hawaii International Conference on Education. Honolulu, Hawaii.

Earnest, D., & Amador, J. (2017 April). Lesson planimation: Preservice elementary teachers' noticing of mathematics curricula. A presentation at the Annual Meeting of the American Educational Research Association. San Antonio, Texas.

Kosko, K., Weston, T., Amador, J., & Estapa, A. (2017 April). Preservice teachers' approximations of questioning. A presentation at the Annual Meeting of the American Educational Research Association. San Antonio, Texas.

Brakoniecki, A., Amador, J., & Glassmeyer, D. (2017 February). Preservice teachers constructions of dynamic geometry sketches for explaining and exploring trigonometry. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.

Herbst, P., Milewski, A., Amador, J., Earnest, D., Boileau, N., & Gursel, U. (2017 February). Technology-mediated practice-based teacher education: Designing, using, and researching digital environments for teacher learning. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.

Land, T., Tyminski, A., Drake, C., & Amador, J. (2016 November). Operationalizing educative guidelines for children's mathematical thinking in elementary mathematics curriculum. Presentation at the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Amador, J., Weston, T., Estapa, A., & Kosko, K. (2016 November). Communicating professional noticing through animations as a transformational approximation of practice. Presentation at the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Wallin, A., & Amador, J. (2016 November). Overcoming rural teacher isolation and promoting change in secondary mathematics classrooms through video clubs. Presentation at the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Brakoniecki, A., Glassmeyer, D., & Amador, J. (2016 November). Evaluating preservice teacher thinking about trigonometric relationships through a replacing, amplifying, and transforming framework. Presentation at the 38th Annual Conference of the North American Chapter of the of the International Group for the Psychology of Mathematics Education. (Tucson, AZ November 2016).

Amador, J., & Earnest, D. (2016 April). Lesson plan to animation: Preservice teachers' approximations through Lesson Plan-imation. A presentation at the Research Conference of the National Council of Teachers of Mathematics. San Francisco, CA.

- Glassmeyer, D., Brakoniecki, A., & Amador, J. (2016 April). Angle and slope connections: Challenging teacher assumptions in trigonometry. To be presented at the Research Conference of the National Council of Teachers of Mathematics. San Francisco, CA.
- Amador, J., Estapa, A., & Weston, T. (2016 January). Mathematical nature of preservice teacher noticing through video animations as an approximation of practice. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, CA.
- Fisher, A., Amador, J., Castro Superfine, A., & Bragelman, J. (2016 January). Analytic noticing across levels of expertise: The need for analytic frameworks to transcend ability and contexts. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, CA.
- Amador, J., & Amador, P. (2016 January). Professional development book study model for multi-experienced educators in a higher education context. Presentation at the Hawaii International Conference on Education. Honolulu, HI.
- Bennett, C., & Amador, J. (2016 January). Developing instructional leaders through mathematical noticing. Presentation at the Hawaii International Conference on Education. Honolulu, HI.
- Amador, J., & Weiland, I. (2015 November). Professional noticing during preservice mathematics lesson study. Research Report presentation at the 37th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. East Lansing, MI November 2015.
- Males, L., Earnest, D., Dietiker, L., & Amador, J. (2015 November). Examining K-12 prospective teachers' curricular noticing. Research Report presentation the 37th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education. East Lansing, MI November 2015.
- Amador, J., Earnest, D., Males, L., & Dietiker, L. (2015 April). Dimensions of curricular noticing. A presentation at the National Council of Teachers of Mathematics Research Conference. Boston, MA.
- Estapa, A., Amador, J., de Araujo, Z., Weston, T., Aming-Attai, R., & Kosko, K. (2015 April). Noticing transfer across medias for future elementary teachers. A presentation at the National Council of Teachers of Mathematics Research Conference. Boston, MA.
- Amador, J., Estapa, A., Kosko, K., De Araujo, Z., Weston, T., Aming-Attai, R. (2015 February). Noticing exposed through preservice teachers video animations. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Males, L., Earnest, D., Dietiker, L., Amador, J., Land, T., Drake, C., & Tyminski, A. (2015 February). Towards a Practice to Support K-12 Prospective Mathematics Teachers' Curricular Decision-Making. A presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Bennett, C., & Amador, J. (2015 January). Regional Mathematics Centers: Equitable support for rural and remote schools. A presentation at the Hawaii International Conference on Education, Honolulu, HI.
- Amador, J., Weiland, I., & Hudson, R. (2014 April). Preservice teachers' professional noticing through

lesson study. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Weiland, I., & Amador, J. (2014 April). Lesson study conversations: Facilitating the development of professional noticing. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Bennett, C., & Amador, J. (2014 April). Equitable access: Developing regional mathematics networks to support rural and remote schools in Idaho. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Dietiker, L., Amador, J., Earnest, D., Males, L., Stohlmann, M., & Drake, C. (2014 April). Fostering K-12 prospective teachers' curricular noticing. A presentation at the Research Conference of the National Council of Teachers of Mathematics, New Orleans, LA.

Amador, J. (2014 April). Helping parents help children: Teaching mathematical practices through technology. A presentation at the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

Vesperman, C., & Amador, J. (2014 April). Fractions as numbers: Eliciting student thinking through questioning techniques. A presentation at the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

Amador, J., Weiland, I., & Hudson, R. (2014 February). Developing professional noticing: An examination of preservice teachers and lesson study. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Bennett, C. A., & Amador, J. (2014 February). Supporting rural and remote schools: The development of a regional mathematics network. A presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Weiland, I., Amador, J., & Hudson, R. (2013 November). Lesson study with preservice teachers: The inclusion of professional noticing. North American Chapter of the International Group for the Psychology of Mathematics Education Annual Meeting, Chicago, IL.

Amador, J. (2013 April). Mathematics lesson planning and enactment: Examining shifts in pedagogical design capacity. American Educational Research Association Annual Meeting, San Francisco, CA.

Weiland, I., Amador, J., & Hudson, R. (2013 April). Utilizing the construct of professional noticing to meet the needs of all learners. American Educational Research Association Annual Meeting, San Francisco, CA.

Amador, P., & Amador, J. (2013 April). Electronic social network for academic advising: Meeting the needs of the net generation. American Educational Research Association Annual Meeting, San Francisco, CA.

Amador, J., & Vesperman, C. (2013 April). Number and operations: Eliciting student thinking through questioning techniques. National Council of Teachers of Mathematics Annual Convention, Denver, CO.

Vesperman, C., & Amador, J. (2013 April). Iterative model building: Questioning to create geometric

student thinking models. National Council of Teachers of Mathematics Annual Convention, Denver, CO.

Galindo, E., Amador, J., Hudson, R., Weiland, I., Lee, M., Tsegai, S., Yan, K. (2013 April). Reflecting ability and noticing students' thinking: What does it take? Research Presession of the National Council of Teachers of Mathematics Annual Conference, Denver, CO.

Amador, J., Weiland, I., & Hudson, R. (2013 January). Using preservice formative assessment interview to develop the ability to professionally notice. Association of Science Teacher Educators Annual Conference, Charleston, SC.

Galindo, E., Amador, J., Norton, A., & Rapacki, L. (2013 January) Implementing an innovative elementary mathematics and science field experience: The iterative model building (IMB) approach. Association of Mathematics Teacher Educators Annual Conference, Orlando, FL.

Amador, J. (2012 October). Girls and mathematics: Gender in the elementary classroom. American Educational Research Association Special Interest Group: Research on Women and Education Annual Fall Conference, Coeur d'Alene, ID.

Amador, J., Vesperman, C., & Wiebke, H. (2012 April). Eliciting geometric student thinking through questioning techniques. National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA.

Galindo, E., Amador, J., Lee, M., Tsegai, S., Yang, K., Spangler, D., & Norton, A. (2012 April). Studying reflection and students' thinking: Effect on teaching quality. Research Presession of the National Council of Teachers of Mathematics Annual Conference, Philadelphia, PA.

Amador, J., Weiland, I., & Hudson, R. (2012 March). Preservice formative assessment interviews: The development of responsive questioning. National Association for Research in Science Teaching, Annual Conference, Indianapolis, IN.

Galindo, E., & Amador, J. (2012 February). Studying two approaches to an elementary field experience: Outcomes related to quality of teaching. Association of Mathematics Teacher Educators Annual Conference, Fort Worth, TX.

Amador, J., & Galindo, E. (2011 October). From methods courses to student teaching: Examining the effect of an innovative field experience. North American Chapter of the International Group for the Psychology of Mathematics Education, 33rd Annual Meeting, Reno, NV.

Amador, J., & Lamberg, T. (2011 October). Lesson planning influences: Testing as a mediating aspect. North American Chapter of the International Group for the Psychology of Mathematics Education, 33rd Annual Meeting, Reno, NV.

Bertolone-Smith, C., Lamberg, T., & Amador, J. (2011 October). Examining shifts in teachers' classroom practices. North American Chapter of the International Group for the Psychology of Mathematics Education, 33rd Annual Meeting, Reno, NV.

Amador, J. (2011 April). Mediating influences of lesson planning: What shapes your plans? Indiana Council of Teachers of Mathematics Annual Conference, Indianapolis, IN.

Galindo, E., Norton, A., Hudson, R., Essex, K., & Amador, J. (2011 April). Assessing and measuring

change in reflective practices of preservice teachers. Research Pre-session of the National Council of Teachers of Mathematics Annual Conference, Indianapolis, IN.

Amador, J. (2011 April). Assessment considerations during mathematics lesson planning. National Council of Teachers of Mathematics, Annual Conference, Indianapolis, IN.

Amador, J. & Lamberg, T. (2011 March). Consideration of standardized testing as a mediating aspect of mathematics planning and enactment practices. American Educational Research Association Annual Meeting, New Orleans, LA.

Amador, J. (2011 January). Mathematics lesson planning practices. Association of Mathematics Teacher Educators, Annual Conference, Irvine, CA.

Amador, J., & Lamberg, T. (2010 October). Discussion of learning goals and student development during a collectively planned division lesson. North American Chapter of the International Group for the Psychology of Mathematics Education, 32nd Annual Meeting, Columbus, OH.

Amador, J., & Lamberg, T. (2010 April). Teachers' thinking during lesson study. American Educational Research Association, Annual Meeting, Denver, CO.

Amador, J. (2010 April). Combining math and literacy: Using picture books to teach content and literacy. National Council of Teachers of Mathematics, Annual Conference, San Diego, CA.

Amador, J. (2010 January). Teacher considerations of cognitive, language, and social aspects of learning during lesson study. Association of Mathematics Teacher Educators, Annual Conference, Irvine, CA.

Lamberg, T., & Amador, J. (2009 September). Mediating influences on teachers jointly planning a lesson. Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Atlanta, GA.

Amador, J., Bertolone-Smith, C., & Lamberg, T. (2009 July). Facilitating effective classroom discussion in mathematics. Association of Teacher Educators Summer Conference, Reno, NV.

Amador, J., & Lamberg, T. (2009 July). Examining lesson study: Collaborating to plan effective lessons. Association of Teacher Educators Summer Conference, Reno, NV.

Amador, J., & Lamberg, T. (2009 July). How teachers consider cognitive, language, and social development when lesson planning. School Science and Mathematics Association Annual Conference, Reno, NV.

Bertolone-Smith, C., Amador, J., & Lamberg, T. (2009 July). Utilizing effective discussions in the mathematics classroom. School Science and Mathematics Association Annual Conference, Reno, NV.

Regional or State

Carter, I., Amador, J., Galindo, E., & Akerson, V. (2017, October). Focusing on students' thinking with preservice teachers: Applying practices across contexts. A presentation at the Northern Rocky Mountain Educational Research Association, Boulder, Colorado.

Amador, J., & Weiland, I. (2014 October). Conversational affordances and constraints of professional

noticing during lesson study. A presentation at the Regional Conference of the National Council of Teachers of Mathematics, Indianapolis, Indiana.

Lee, M., Amador, J., & Galindo, E. (2014 October). Effective strategies for teacher development: Reflective practice and noticing students' thinking. A presentation at the Regional Conference of the National Council of Teachers of Mathematics, Indianapolis, Indiana.

Amador, J., & Soule, T. (2014 May). Digital innovation generating new information technology. A presentation at the STEM Innovations Conference, Boise, ID.

Amador, J. (2014 May). Parents press play for practices. A presentation at the STEM Innovations Conference, Boise, ID.

Amador, J., Vesperman, C., & Wiebke, H. (2011 October). Iterative model building: Eliciting students' geometric thinking through questioning techniques. National Council of Teachers of Mathematics Regional Conference, St. Louis, MO.

Amador, J., & Lamberg, T. (2010 February). Effective discussions in the mathematics classroom. Southern Nevada I Mathematics and Science, Annual Conference, Las Vegas, NV.

Amador, J. (2010 April). Facilitating whole-class algebra and geometry discussions utilizing literature. Central California Mathematics Project, Annual Conference, Turlock, CA.

Amador, J. (2010 February). Engaging students in whole-classroom discussions: Facilitation techniques, discussion norms, and student questioning. Nevada Reading Week, Annual Conference, Reno, NV.

Amador, J. (2010 February). Including elements of effective teaching in elementary mathematics lesson plans Southern Nevada I Mathematics and Science, Annual Conference, Las Vegas, NV.

Amador, J. (2009 November). Classroom management: Implementing effective classroom management in K-12 classrooms. University of Nevada Education Association Fall Professional Development Workshop Series, Reno, Nevada.

Amador, J. (2009 February). Teacher thinking during lesson planning. Southern Nevada Mathematics Council, Annual Conference, Las Vegas, NV.

Dissertation:

Amador, J. (2010). Affordances, constraints, and mediating aspects of elementary mathematics lesson planning practices and lesson plan actualization. ProQuest Dissertations and Theses. (UMI Number:3419327)

Grants and Contracts Awarded:

FUNDED

Principal Investigator (2018). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education. (\$325,287).

Principal Investigator (2017). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education. (\$321,469).

Principal Investigator (2017-2018). Amador, J., Wallin, A., Carney, M., & Champion, J. Modeling and data analysis literacy. Boise State University, Idaho State Department of Education. (\$17,040)

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

Principal Investigator. (2016-2020). Amador, J. Synchronous Online Professional Learning Experiences for Middle Grades Mathematics Teachers in Rural Contexts. National Science Foundation. (\$456,880)

Co-Principal Investigator (2016). Brendefur, J., Amador, J., Diemert, K., & Godfrey, A. Professional Development with Idaho Teachers. Idaho State Board of Education. (\$268,614).

Principal Investigator (2016). Amador, J. Mathematics Teacher Leader and Video Club Apprenticeship for Rural Areas. Idaho State Department of Education. (\$53,032).

Principal Investigator (2016). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$307,958).

Co-Principal Investigator (2016). Conte de Leon, D., Soule, T., Heckendorn, R., Amador, J. North Idaho and Eastern Washington GenCyber Camps 2016. GenCyber 2016. National Security Agency Associate Directorate for Education and Training and National Science Foundation. (\$67,629)

Principal Investigator (2015). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$485,408).

Principal Investigator (2015). Amador, J., & Bennett, C. Supporting Teachers' and Administrators' Professional Noticing of Students' Mathematical and Scientific Thinking. Idaho State Board of Education (\$269,760).

Principal Investigator (2015). Amador, J. Geometry Practices in Action: Statewide Summer Academy on Mathematics Education. Idaho State Department of Education (\$107,795)

Principal Investigator (2015). Amador, J. Build Vectors from Scratch. Idaho State Department of Education (\$28, 210).

Principal Investigator (2014). Amador, J. Statewide Summer Academy on Mathematics Education. Idaho State Department of Education (\$133,007).

Principal Investigator (2014). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$500,411).

Co-Principal Investigator (2014). Bennett, C., & Amador, J. Professional Noticing: Using Evidence-based Learning in Idaho's Mathematics Classrooms. Idaho State Board of Education (\$269,436)

Principal Investigator. (2014). Amador, J. Professional Noticing: Using Evidence-based Learning in Idaho's Mathematics Classrooms. Idaho State Board of Education (\$72,426)

Principal Investigator (2014). Amador, J. Build Vectors from Scratch. Idaho State Department of

Education (\$38,208)

Co-Principal Investigator (2013). Soule, T., & Amador, J. Digital Innovation Generating New Information Technology. National Aeronautics and Space Administration (NASA). (\$4,570)

Principal Investigator (2013). Amador, J., & Buck, C. Digital Innovation Generating New Information Technology. Verizon Foundation (\$8,511)

Principal Investigator (2013). Amador, J. Idaho Mathematics Regional Professional Development Infrastructure II. Idaho State Board of Education (\$90,000)

Principal Investigator (2013). Amador, J. Idaho Regional Development Centers. Idaho Department of Education. (\$255,000)

Principal Investigator (2013). Amador, J., & Bennett, C. Idaho Mathematics Regional Professional Development Infrastructure. Idaho State Board of Education (\$284,303)

Principal Investigator. (2013) Amador, J., & Soule, T. Micron STEM Initiative, University of Idaho, Digital Innovation Generating New Information Technology (\$14,550) (Internal)

Principal Investigator. (2013). Amador, J. Micron STEM Initiative, University of Idaho, Technology to Teach Mathematical Practices to Parents (\$8,000) (Internal)

Co-Principal Investigator. (2012). Miller, B., & Amador, J. Students Come First, Integrating Technology in Teaching: Faculty Innovation. Integrating Technology in Teaching: Redesign of Technology Tools for Teaching and Learning. (\$9,700) (Internal)

Principal Investigator. (2012). Amador, J. Student Centered Mathematics: Implementing the Common Core State Standards in Grades 3-5. Coeur d'Alene Tribe. (\$5,000) (External)

NOT FUNDED

Co-Principal Investigator. Dietiker, L., Amador, J., Males, L. Earnest, D., & Phillip, R. Curricular Noticing: How Can We Understand and Support Mathematics Teachers' Interactions with Curriculum Materials. AERA Conference Grant (\$35,000)

Principal Investigator. Amador, J. Evidence based teacher professional development in science and mathematics. Idaho State Department of Education. Mathematics Science Partnership Program. (\$89,990)

Co-Principal Investigator. Ruchti, W., Bennett, C., & Amador, J. Evidence based teacher professional development in science and mathematics. Idaho State Department of Education. Mathematics Science Partnership Program. (\$343,290)

Co-Principal Investigator (2013). Buck, C., & Amador, J. Honda Foundation. North Idaho Technology Teaching Initiative. (\$47,450)

Principal Investigator. (2013). Amador, J. University of Idaho Seed Grant. Formative Lesson Design: Implementing the Common Core State Standards for Mathematics. (\$11,987.80)

K-12 PROFESSIONAL FUNDED GRANT PROJECTS

K-12 Educator Grant (2009). Amador, J. Nevada State Education Association, Mathematics Manipulative Grant. (\$343)

K-12 Educator Grant (2007). Amador, J. Assistance League of Reno and Sparks, Classroom Teacher Technology Grant. (\$800)

SERVICE:

National Service:

Department Editor, *Mathematics Teaching in the Middle School*, Journal of the National Council of Teachers of Mathematics, 2016-2019

Annual Program Committee, Association of Mathematics Teacher Educators, 2017-2020

Strand Leader, North American Chapter of the Psychology of Mathematics Education Annual Meeting, 2018

State Service:

Idaho Mathematics Steering Committee, Idaho State Department of Education

Travel to Boise, Idaho:

2012: 2 meeting days

2013: 15 meeting days

2014: 19 meeting days

2015: 12 meeting days

Reviewer, Presidential Awards for Excellence in Mathematics and Science Teaching, 2013

Math Work Group Committee, Idaho State Board of Education, 2017

University Service:

Committee Member, University Graduate Council, EHHS member, 2018-present

Committee Member, University Graduate Council, At-large member, 2015-2018

Faculty and Staff Campaign Council, 2013

Service Learning Program Mini-Grant Reviewer, 2016

Coeur d'Alene Center Service:

Science on Tap Speaker Series, Volunteer, 2012-2016

Women and Science, Volunteer, 2012, 2014, 2016

University Fourth of July Parade, 2013, 2014, 2016

University Ironman Volunteer, 2013, 2014, 2015, 2016

Undergraduate Admissions Fair at North Idaho College, Representative, 2014, 2018

North Idaho College Education Liaison, 2013-present

Graduate Admissions Fair, Representative, 2013, 2014

Back-to-School Celebration Coeur d'Alene, Volunteer, 2012, 2013

Commencement Name Reader, 2014, 2015, 2016, 2017, 2018

College Level, College of Education:

College of Education Third Year Review Committee, 2018

College of Education Promotion and Tenure Bylaw Revision Committee, 2014-2015

Technology Committee, 2012-2016

College of Education Student Emergency Assistance Fund Committee Member, 2012-present

Dean's Advisory Council, 2012-2016

College of Education Promotion and Tenure Committee, 2012

Search Committees:

Tenure Track Educational Leadership Counseling, Committee Member, 2015
Director of Teacher Education, Committee Member, 2015
Administrative Assistant, Search Chair 2014
Administrative Specialist, Search Chair, 2014
Program Coordinator, Search Chair, 2014
Administrative Assistant II, Search Chair, 2013
Administrative Assistant II Temporary, Search Chair, 2013
Tenure Track Technology Professor Search (Open Rank), Committee Member, 2013
Tenure Track Assistant Professor Literacy Coeur d'Alene, Committee Member, 2013
Clinical Assistant Professor Literacy Coeur d'Alene, Co-Chair, 2013
Internship Coordinator, Coeur d'Alene Center, Co-Chair, 2013
Part Time Lecturer EDCI 410 Technology, Teaching, and Learning, Search Chair, 2013

Department Level, Curriculum and Instruction:

Third Year Review Committee, Cassidy Hall, 2015
Tenure Committee, Anne Adams, 2014

University Administration:

Direct supervisor for Abraham Wallin, Mathematics Specialist, 1.0 FTE, 2013-present
Direct supervisor for Jode Keehr, Program Coordinator, 1.0 FTE, 2014-present
Direct supervisor for Christopher Chilton, Administrative Specialist 1.0 FTE, 2014-present

Outreach Service:

State Member, Council of Chief State School Officers, State Collaborative on Assessment and Student Standards, 2013-2015
Coeur d'Alene School District Mathematics Curriculum Adoption Committee, 2015
Coeur d'Alene School District Mathematics Review Committee, 2017-2018
Editorial Review Board, Journal, *The Teacher Educator*, 2014-present

Reviewer, Journal, *Mathematical Thinking and Learning*, 2015-present
Reviewer, Journal, *Mathematics Teacher Education and Development*, 2015-present
Reviewer, Journal, *Action in Teacher Education*, 2015-present
Reviewer, Journal, *Journal of Mathematics Teacher Education*, 2014-present
Reviewer, Journal, *The Teacher Educator*, 2014- present
Reviewer, Journal, *School Science and Mathematics*, 2014-present
Reviewer, Journal, *Mathematics Teacher Educator*, 2013-present
Reviewer, Journal, *Teaching Children Mathematics*, 2008-present
Reviewer, Journal, *Journal of Teacher Education*, 2010-present

Reviewer, Annual Conference-American Educational Research Association. 2010, 2011, 2012, 2013, 2014

Reviewer, Annual Conference-North American Chapter of the International Group for the Psychology of Mathematics Education, 2009, 2010, 2011, 2013, 2014, 2015, 2106

Reviewer, Annual Conference- Association of Mathematics Teacher Educators, 2009, 2010, 2011, 2012, 2013, 2014, 2015 2016

Reviewer, Books, National Council of Teachers of Mathematics, 2010 –present

Member, Advisory Board 2014, Corey Drake National Science Foundation Early Career Award

Consultant, Total Instructional Alignment, Idaho State University, 2012

Chair, State Conference, Indiana Council of Teachers of Mathematics, Program Committee, 2011
Nevada State Criterion Reference Test Alignment Committee, 2010
Nevada State Standards Setting Committee Member, 2010
Board of Directors, Indiana Council of Teachers of Mathematics, 2011-2012
Adult Mathematics Paths Trainer, Washoe County School District, 2009-2010
Board of Directors, Northern Nevada Mathematics Council, 2009-2010
Preservice Teacher Mentor, University of Nevada, Future Educators Association, 2009-2010
Mentor Teacher for Teacher Education Candidates, 2008-2010

Community Service:

The Salvation Army, Ray and Joan Kroc Center Advisory Board, 2018-present
Rotary Coeur d'Alene Member, Local Grants and Scholarships Committee, Local Community Service Committee, 2017-present
Coeur d'Alene School District Secondary Mathematics Committee, 2017-2018
Idaho Community Foundation Meeting, 2018
Leadership Coeur d'Alene, 2017-2019
Court Appointed Special Advocates (CASA) Board of Directors, 2016-present
Coeur d'Alene Rotary, 2017-present
Lady d'Alene's Volunteer Organization Member, 2016-present
Children's Village Direct Care Weekly Volunteer, 2014-2016

Professional and Scholarly Organizations:

Association of Mathematics Teacher Educators
National Council of Teachers of Mathematics
American Educational Research Association, SIG: Research in Mathematics Education
Psychology of Mathematics Education, North America Chapter
International Group for the Psychology of Mathematics Education
National Association for Research in Science Teaching
Washington Council of Teachers of Mathematics

HONORS AND AWARDS

Marilyn and Kenneth Hallett Faculty Fellowship Award, Marilyn and Kenneth Hallett Faculty Fellowship Endowment, University of Idaho, 2017

Washoe County School District, Washoe Education Association, Distinguished Teaching Performance Award, 2010

PROFESSIONAL DEVELOPMENT

2015 Scholarship, Inquiry, and Practice Mathematics Methods Group, Atlanta, Georgia
2014 Service Teaching and Research (STaR) Fellowship Follow-Up, February 4-6, Irvine, California
2013 October, NVivo Training. QSR International, Portland, Oregon
2013 Service Teaching and Research (STaR) Fellow in Mathematics Education. Summer Institute: July 13-July 19, Park City, Utah
2013 NVivo 10 Webinar. QSR International (Americas) Inc.
2012 BbLearn Workshop. UI Coeur d'Alene workshop