

CURRICULUM VITAE

University of Idaho

NAME: Julie M. Amador

DATE: December 15, 2023

RANK OR TITLE: Professor; Associate Dean for Research and Faculty Development (beginning Jan. 1, 2024)

DEPARTMENT: College of Education, Health and Human Sciences; Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:

Offices:

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WEB: <https://www.uidaho.edu/ed/ci/faculty/julie-amador>

EMAIL: jamador@uidaho.edu

DATE OF FIRST EMPLOYMENT AT UI: June 2012

DATE OF TENURE: June 2017

DATE OF PRESENT RANK OR TITLE: August 2022

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 NSF DRK-12 Iterative Model Building, Enrique Galindo, PI
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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
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M.A.	2008	University of Nevada, Reno Major: Educational Leadership—K-12 Administration
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B.A.	2005	California State University, Fresno, Smittcamp Family Honors College Major: Liberal Studies—Elementary Education Summa Cum Laude
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Certificates and Licenses:

California Administrative Services Credential
#110076132; 2010-present

Nevada School Administrator K-12 License
#71253; Expired 11/27/2022

Nevada Elementary Teaching K-8 License
#71253; Expired 11/27/2022

California Multiple Subject Teaching Credential, English Learner Endorsement, K-8
#060003694; 2005-2011

EXPERIENCE:

Teaching, Extension, and Research Appointments:

2024-	Associate Dean for Research and Faculty Development College of Education, Health and Human Sciences University of Idaho, Moscow (position beginning January 1, 2024)
2022-present	Professor of Mathematics Education Department of Curriculum and Instruction College of Education, Health and Human Services University of Idaho
2017-2022	Associate Professor of Mathematics Education Department of Curriculum and Instruction College of Education University of Idaho
2012-2017	Assistant Professor of Mathematics Education Department of Curriculum and Instruction College of Education University of Idaho
2013-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 Education

Courses Taught:

University of Idaho

EDCI 502/602 (3 Credits, Graduate, In-Person) Summer 2018	Writing for Math Ed Publication
ED 573 (3 Credits, Graduate, Hybrid) Summer 2017	Action Research
EDCI 531 (3 Credits, Graduate, Online Hybrid) Spring 2013; Spring 2015; Spring 2016; Spring 2017; Spring 2018; Spring 2020; Spring 2022; Spring 2023	Mathematics Education
EDCI 301 (3 Credits, Undergraduate, In-Person) Spring 2014	Learning, Development, and Assessment
EDCI 327 (3 Credits, Undergraduate, In-Person) Fall 2012; Fall 2013; Fall 2014; Fall 2015; Fall 2016; Fall 2018; Fall 2020	Elementary Mathematics Methods
EDCI 410 (2 Credits, Undergraduate, In-Person) Fall 2012	Technology Tools for Teaching and Learning
EDCI 598 (3 Credits, Graduate, In-Person) Spring 2019; Fall 2019; Fall 2020; Spring 2021; Fall 2021; Spring 2022; Fall 2023	Internship
EDCI 599 (3 Credits, Graduate, In-Person) Fall 2014; Spring 2016; Fall 2016; Spring 2017; Fall 2017; Spring 2018; Fall 2018; Spring 2019; Fall 2019; Spring 2020; Fall 2021; Spring 2021; Fall 2021; Spring 2022; Fall 2023	Non-thesis Master's Research
EDCI 600 (3 Credits, Graduate, In-Person) Fall 2014; Spring 2015; Fall 2015; Spring 2018; Fall 2018; Spring 2019; Fall 2019; Spring 2020; Fall 2021; Spring 2021; Fall 2022; Fall 2023	Doctoral Research and Dissertation

Indiana University

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

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

EDCI 505 Spring 2015
 Summer 2015
 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
AY 2019-2020: 23
AY 2020-2021: 23
AY 2021-2022: 15
AY 2022-2023: 10

Graduate Students (Graduate Date):

Masters major professor service:

Kierra Kindelberger, M.Ed. (Spring 2024)
Jennifer Vogel, M.A.T. (Spring 2023)
Tatiana Ford M.E.d. (Fall 2022)
Elizabeth Hammer M.Ed. (Fall 2022)
Justin Abbott M.Ed.(Fall 2020)
Coral Branson, M.Ed. (Summer 2020)
Traci Lewis M.Ed. (Spring 2020)
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 M.E.d. (Spring 2017)

Doctoral major professor service:

Caity Cooley-Chamblin (current, TBD)
Autumn Cassity (current, TBD)
Jennifer Vogel (current, Co-Advisor with Rob Ely, Mathematics)
Katherine Prummer (current, Spring 2025)
Jennifer Kruger (current, Spring 2025)
Traci Lewis (current, Fall 2024)
Adam Hanan (current, Fall 2024)
Heather Chase (2017-2020, withdrew)
Veronica Blackham (Completed Fall 2022)
 Dissertation: *Eliciting Mathematical Justifications in the Classroom: An Investigation of Tools for Success (Assumed Major Professor role after retirement of Dr. Anne Adams)*
Ryan Gillespie (Completed Fall 2021)
 Dissertation: *Examining the Discursive Actions of Mathematics Coaches During Video-Assisted Coaching Cycles*
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*

- Amador, J., Park Rogers, M., Hudson, R., Phillips, A., Carter, I., Galindo, E., & Akerson, V. (2022). Novice teachers' pedagogical content knowledge for planning and implementing mathematics and science lessons. *Teaching and Teacher Education, 115*, 1-14. <https://doi.org/10.1016/j.tate.2022.103736>
- Estapa, A., & Amador, J. (2022) A qualitative metasynthesis of video-based prompts and noticing in mathematics education. *Mathematics Education Research Journal*. <https://doi.org/10.1007/s13394-021-00378-7>
- Amador, J. (2022). Mathematics teacher educator noticing: Examining interpretations and evidence of students' thinking. *Journal of Mathematics Teacher Education, 25*, 163-189. <https://doi.org/10.1007/s10857-020-09483-z>
- Amador, J., Gillespie, R., Carson, C., & Kruger, J. (2021). Online teaching labs: Changes in design and facilitation for teacher learning in synchronous professional development. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2021.2013929>
- Amador, J. (2021). School leaders' noticing based on video of mathematics instruction. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2021.2010285>
- Kosko, K., Amador, J. & Weston, T. (2021). 360 video as an immersive representation of practice: Interactions between reported benefits and teacher noticing. *Mathematics Teacher Education and Development, 23*(4), 162-181. <https://mtd.merga.net.au/index.php/mtd/article/view/635>
- Glassmeyer, D., Amador, J., & Brakoniecki, A. (2021). Identifying and supporting teachers' robust understanding of proportional reasoning. *Journal of Mathematical Behavior, 62*, <https://doi.org/10.1016/j.jmathb.2021.100873>
- Bragelman, J., Amador, J., & Castro Superfine, A. (2021). Micro-Analysis of noticing: A lens on prospective teachers' trajectories of learning to notice. *ZDM: Mathematics Education, 53*, 215-230. <https://doi.org/10.1007/s11858-021-01230-9>
- Amador, J., Estapa, A., Kosko, K., & Weston, T. (2021). Prospective teachers' noticing and mathematical decisions to respond: Using technology to approximate practice. *International Journal of Mathematical Education in Science and Technology, (52)1*. <https://doi.org/10.1080/0020739X.2019.1656828>
- Weston, T., & Amador, J. (2021). Investigating student teachers' noticing using 360 video of their own teaching. *Journal of Technology and Teacher Education, 29*(3), 309-338.
- Amador, J., Kosko, K., Weston, T., & Estapa, A. (2021). Prospective teachers' appraisals of technology platforms: Comparing perception and complexity. *Technology, Pedagogy, and Education, 30*, 473-489. <https://doi.org/10.1080/1475939X.2021.1915372>
- Amador, J., Bragelman, J., & Castro Superfine, A. (2021). Prospective teachers' noticing: A literature review of methodological approaches to support and analyze noticing. *Teaching and Teacher Education, 99*. <https://doi.org/10.1016/j.tate.2020.103256>
- Amador, J., & Galindo, E. (2021). Mathematics field experience design: The role of teaching experiments and lesson study one year later during student teaching. *The Teacher Educator, 56*(2), 132-152. <https://doi.org/10.1080/08878730.2020.1825891>
- Brakoniecki, A., Amador, J., & Glassmeyer, D. (2021). One task, multiple proportional reasoning strategies. *Mathematics Teacher: Learning and Teaching Pre-K-12*. <https://doi.org/10.5951/MTLT.2019.0276>

- Amador, J., Glassmeyer, D., & Brakoniecki, A. (2020). Noticing before responding. *Mathematics Teacher: Learning and Teaching Pre-K–12*, 113(4), 310-316. <https://doi.org/10.5951/MTLT.2019.0145>
- Park Rogers, M., Carter, I., Amador, J., Galindo, E., & Akerson, V. (2020). Adapting a model of preservice teacher professional development for use in other contexts: Lessons learned and recommendations. *Innovations in Science Teacher Education*, 5(1). <https://innovations.theaste.org/adapting-a-model-of-preservice-teacher-professional-development-for-use-in-other-contexts-lessons-learned-and-recommendations/>
- Amador, J. (2020). Teacher leaders' mathematical noticing: Eliciting and analyzing. *International Journal of Science and Mathematics Education*, 18(2), 295-313. <http://dx.doi.org/10.1007/s10763-019-09956-5>
- Gillespie, R., Amador, J., & Wallin, A. (2020). Do they know they don't know? *Mathematics Teacher: Learning and Teaching Pre-K–12*, 113(9), e12-e17. <https://doi-org.uidaho.idm.oclc.org/10.5951/MTLT.2019.0085>
- Amador, J., Keehr, J., Wallin, A., & Chilton, C. (2020). Video complexity: Describing videos used for teacher learning. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(4), em1834. <https://doi.org/10.29333/ejmste/113288>
- Amador, J., Callard, C., Choppin, J., Gillespie, R., & Carson, C. (2019). Transitioning face-to-face mathematics professional development to synchronous online implementation: Design considerations and challenges. *Journal of Mathematical Education Leadership*, 20(2), 15-24.
- Carson, C., Callard, C., Gillespie, R., Choppin, J., & Amador, J. (2019). Bridging the distance: One-on-one video coaching supports rural teachers. *The Learning Professional*, 40(6), 66-70. <https://uidaho.idm.oclc.org/login?url=https://www-proquest-com.uidaho.idm.oclc.org/scholarly-journals/bridging-distance/docview/2330960343/se-2?accountid=14551>
- Amador, J., & Earnest, D. (2019). Launching forth: Preservice teachers translating elementary mathematics curriculum into lessons. *Mathematics Education Research Journal*, 31(3), 301-323. <https://doi.org/10.1007/s13394-018-0254-6>
- Amador, J., Wallin, A., & Keehr, J. (2019). Action research through a collaborative structured teacher leader program to support mathematics instruction. *Educational Action Research*, 5, 691-708. <https://doi.org/10.1080/09650792.2018.1528875>
- Amador, J. (2019). Preservice teachers' use of curricular resources for mathematics lesson design. *Mathematics Teacher Education and Development*, 21, 51-81.
- Wallin, A., & Amador, J. (2019). Supporting secondary rural teachers' development of noticing and pedagogical design capacity through video clubs. *Journal of Mathematics Teacher Education*, 22, 515-540. <https://doi-org.uidaho.idm.oclc.org/10.1007/s10857-018-9397-3>
- Glassmeyer, D., Brakoniecki, A., & Amador, J. (2019). Promoting uncertainty to support preservice teachers' reasoning about the tangent relationship. *International Journal of Mathematics Education in Science and Technology*, 50, 527-556. <https://doi.org/10.1080/0020739X.2018.1527405>
- Castro Superfine, A., Amador, J., & Bragelman, J. (2019). Facilitating video-based discussions to support prospective teacher noticing. *Journal of Mathematical Behavior*, 54. http://dx.doi.org/10.1007/978-3-319-04993-9_16

- Earnest, D., & Amador, J. (2019). Lesson planimation: Preservice elementary teachers' interactions with mathematics curricula. *Journal of Mathematics Teacher Education*, 22, 37-68. <https://link.springer.com/article/10.1007/s10857-017-9374-2>
- Amador, J. (2018). Teachers' gender considerations during elementary mathematics lesson design. *School Science and Mathematics*, 118(7), 290-299. <http://dx.doi.org/10.1111/ssm.12299>
- 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. <https://doi.org/10.5951/jresmetheduc.49.5.0521>
- 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. <https://www.learntechlib.org/primary/p/181137/>
- Estapa, A., Amador, J., Kosko, K., Weston, T., De Araujo, Z., & Aming-Attai, R. (2018). Preservice teachers articulated noticing through pedagogies of practice. *Journal of Mathematics Teacher Education*, 21(4), 387-415. <https://link.springer.com/article/10.1007/s10857-017-9367-1>
- 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), 494-507. <https://citejournal.org/volume-18/issue-3-18/mathematics/preservice-teachers-creation-of-dynamic-geometry-sketches-to-understand-trigonometric-relationships>
- Earnest, D., & Amador, J. (2018). Reflecting on standards when lesson planning. *Teaching Children Mathematics*, 24(6), 344-346. <https://doi.org/10.5951/teacchilmath.24.6.0344>
- 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. <https://link.springer.com/article/10.1007/s10857-016-9347-x>
- Amador, J. (2018). Video simulations to develop preservice mathematics teachers' discourse practices. *Technology, Pedagogy, and Education*, 27, 1-14. <https://doi.org/10.1080/1475939X.2017.1281156>
- 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. <http://dx.doi.org/10.1080/14794802.2017.1315317>
- Amador, P., & Amador, J. (2017). Academic help seeking: A framework for conceptualizing Facebook use for higher education support. *Tech Trends*, 61, 195-202. <http://dx.doi.org.uidaho.idm.oclc.org/10.1007/s11528-016-0135-3>
- 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. <https://doi.org/10.5951/mathteaceduc.5.2.0158>
- 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. <https://www.learntechlib.org/primary/p/171269/>
- Amador, J., Carter, I., & Hudson, R.A. (2016). Analyzing Preservice Mathematics Teachers' Professional Noticing. *Action in Teacher Education*, 38(1), 371-383. <http://dx.doi.org/10.1080/01626620.2015.1119764>

- 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). <https://files.eric.ed.gov/fulltext/EJ1188038.pdf>
- 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. <https://www.learntechlib.org/primary/p/171240/>
- Amador, J. (2016). Mathematics pedagogical design capacity from planning through teaching. *Mathematics Teacher Education and Development*, 18, 70-86. <https://files.eric.ed.gov/fulltext/EJ1103499.pdf>
- Amador, J. (2016). Teachers' considerations of students' thinking during mathematics lesson design. *School Science and Mathematics*, 116, 239-252. <https://doi-org.uidaho.idm.oclc.org/10.1111/ssm.12175>
- Prummer, K., Amador, J., Wallin, A. (2016). Persevering with prisms: Producing nets. *Mathematics Teaching in the Middle School*, 21, 472-479. <https://doi.org/10.5951/mathteacmiddscho.21.8.0472>
- Amador, J. (2016). Professional noticing practices of novice mathematics teacher educators. *International Journal of Science and Mathematics Education*, 14, 217-241. <https://doi.org/10.1007/s10763-014-9570-9>
- 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. <https://doi.org/10.1007/s11423-015-9394-5>
- 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. <https://doi.org/10.1080/13611267.2015.1088323>
- 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. <https://files.eric.ed.gov/fulltext/EJ1085875.pdf>
- 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. <https://doi.org/10.12973/eurasia.2015.1392a>
- 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. <https://doi.org/10.1080/08878730.2015.1009221>
- Amador, J., & Soule, T. (2015). Girls build excitement for math from Scratch. *Mathematics Teaching in the Middle School*, 20, 408-415. <https://doi.org/10.5951/mathteacmiddscho.20.7.0408>
- Amador, P., & Amador, J. (2014). Academic advising via Facebook: Examining student help seeking. *The Internet and Higher Education*, 21, 9-16. <http://dx.doi.org/10.1016/j.iheduc.2013.10.003>
- 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. <https://doi.org/10.1007/s10763-013-9402-3>

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. <https://doi-org.uidaho.idm.oclc.org/10.1080/10986065.2013.770719>

Amador, J., Vesperman, C., & Wiebke, H. (2012). Eliciting geometric student thinking through questioning techniques. *Wisconsin Teacher of Mathematics*, 63, 7-10.

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) Handbook/Book Chapters

Choppin, J., Amador, J., Callard, C., Carson, C., Gillespie, R., Kruger, J., Martin, S., & Foster, G. (2021). A three-part synchronous online model for middle grades mathematics teachers' professional development. In K. Hollebrands, R. Anderson, & K. Oliver (Eds.), *Online Learning in Mathematics Education*. (pp. 167- 186). Springer.

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

Amador, J., Wallin, A., Keehr, J., & Chilton, C. (2020). Supporting children's mathematical understanding through a hyperlinked book of mathematical games. In R. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, and C. Mouza (Eds.) *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. (pp. 655-660). Waynesville, NC: Association for the Advancement of Computing in Education.

Amador, J. (2019). Noticing as a tool to analyze mathematics instruction and learning. In S. Llinares & O. Chapman (Eds.) In S. Llinares & O. Chapman (Eds.) *The International Handbook of Mathematics Teacher Education*, Vol. 2 (2nd Edition).

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

Amador, J. M., & Earnest, D. (2019). Integrating curriculum in 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*. (pp.119-131). 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

Gillespie, R., Kruger, J., Hanan, A., & Amador, J. (2023). Learning to facilitate reflective conversations: Exploring changes in the practices of mathematics coaches. Proceedings for the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno (pp. 673-682).
<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Amador, J., Gillespie, R., & Carson, C. (2023). Mathematics coaches' suggestions: Focus on topic, lesson phase, and clarity to support teachers' instructional practice. Proceedings for the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno (pp.685-693).
<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Amador, J., Gillespie, R., Kruger, J., & Hanan, A. (2023). What and how experienced and novice coaches notice: A framework to analyze coach noticing. Proceedings for the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno (pp.759-768).
<http://www.pmena.org/pmenaproceedings/PMENA%2045%202023%20Proceedings%20Vol%201.pdf>

Amador, J., Weston, T., & Kosko, K. (2022). Supporting noticing of students' mathematical thinking through 360 video and prompt scaffolding. Proceedings for the 45th meeting of the International Group for the Psychology of Mathematics Education, Alicante, Spain (pp.2-11 – 2-18).
<https://web.ua.es/en/pme45/documents/proceedings-pme-45-vol2.pdf>

Choppin, J., Carson, C., & Amador, J. (2022). Negotiating mathematical goals in coaching conversations.

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

International

- Amador, J., & Hudson, R. (2024). Analysis of student teachers' planned mathematics and science lesson goals: analysis within and across disciplines. Presentation at the 15th International Congress for Mathematics Education, Sydney, Australia.

- Choppin, J., & Amador, J. (2024). Exploring pedagogical dilemmas in coaching conversations. Presentation at the 15th International Congress for Mathematics Education, Sydney, Australia.
- Amador, J., Weston, T., & Kosko, K. (2022). Supporting noticing of students' mathematical thinking through 360 video and prompt scaffolding. Proceedings for the 45th meeting of the International Group for the Psychology of Mathematics Education, Alicante, Spain.
- Choppin, J., Carson, C., & Amador, J. (2022). Negotiating mathematical goals in coaching conversations. Proceedings for the 45th meeting of the International Group for the Psychology of Mathematics Education, Alicante, Spain.
- Amador, J. (2021). Participatory action research. Invited presentation at the 14th International Congress on Mathematical Education. Shanghai, China (delivered via Zoom due to COVID-19).
- Amador, J., Choppin, J., Callard, C., & Gillespie, R. (2019). Video annotation for content-focused coaching. Paper presented at the International Conference of Computer Supported Collaborative Learning, Lyon, France.
- Amador, J., & Earnest, D. (2018). Preservice mathematics teachers' curriculum visualization. Paper presented at the International Group for the Psychology of Mathematics Education, Umea, Sweden.
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- 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

- Gillespie, R., Kruger, J., Hanan, A., & Amador, J. (2023). Learning to facilitate reflective conversations: Exploring changes in the practices of mathematics coaches. Presentation at the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno.
- Amador, J., Gillespie, R., & Carson, C. (2023). Mathematics coaches' suggestions: Focus on topic, lesson

phase, and clarity to support teachers' instructional practice. Presentation at the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Reno.

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

Rotem, S., Stockero, S., van Zoest, L., Rahimi, M., Larison S., Sherin, M., Amador, J., van Es, E., Munzer, A., Rubin, E., Mendez, J., Santagata, R., & Coles, A. (2023) What constitutes teacher noticing of critical events? A presentation at the annual meeting of the American Educational Research Association. Chicago, IL.

Munson, J., Saclarides, E., Baldinger, E., Louie, N., Altshuler, A., Armstrong, A., Amador, J., Choppin, J., Gibbons, L., Hiebert, J., Kurutas, S., Litke, E., Yurekli, B., Stein, M., Stein, A., & Coburn, C. (2023). Understanding the complexities of mathematics coaching: What multiple theoretical and analytic frameworks reveal. A presentation at the annual meeting of the American Educational Research Association. Chicago, IL.

Amador, J. (2023). Characterizing suggestions of mathematics coaches. Presentation at the Hawaii International Conference on Education, Honolulu.

Tyminski, A., Bragelman, Castro Superfine, A., & Amador, J. (2023). Noticing in content courses: Instructional activities and educative supports for mathematics teacher educators. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, New Orleans, Louisiana.

Amador, J. & Carson, C. (2023). A typology of the suggestions coaches provide to teachers. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, New Orleans, Louisiana.

Brakoniecki, A., Glassmeyer, D., & Amador, J. (2022). Proportional reasoning: Visualizing a knowledge resource framework. Proceedings for the 44th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Nashville.

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Amador, J., Kruger, J., Gillespie, R., Carson, C., & Callard, C. (2022). Synchronous Online Professional Learning for Mathematics Coaches: Description of a Three-Part Mode. Presentation at the 26th annual meeting of the Association of Mathematics Teacher Educators, Las Vegas, Nevada.

Weston, T., Kosko, K., & Amador, J. (2022). Using 360 video in mathematics teacher education methods courses and field experiences. Presentation at the 26th annual meeting of the Association of Mathematics Teacher Educators, Las Vegas, Nevada.

Amador, J. (2022). Coaching support for mathematics teachers. Presented at the annual meeting of the Hawaii International Conference on Education, Waikoloa, Hawaii.

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

- Callard, C., Kruger, J., Gillespie, R., Martin, S., Amador, J., Choppin, J., Carson, C., & Foster, E. (2021). Coaching the coaches and other efforts to develop mathematics teacher educators for inservice teachers. Presentation at the 43rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Gillespie, R., Amador, J., & Choppin, C. (2021). Examining the use of video annotations in debriefing conversations during video-assisted coaching cycles. Presentation at the 43rd annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Gillespie, R., Carson, C., & Amador, J. (2021). Coaching discursive moves: Digging into the “nitty-gritty” of how coaches talk with teachers. Annual meeting of the National Council of Supervisors of Mathematics. (Atlanta, GA, September).
- Amador, J., Choppin, J., Gillespie, R., & Carson, C. (2021). Coaches and teachers’ noticing through annotations: Exploring analytic stance across coaching cycles. Proceedings from the 42nd Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
- Choppin, J., Amador, J., Callard, C., & Carson, C. (2021). Studying a synchronous online course using a community of inquiry framework. Proceedings from the 42nd Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
- Gillespie, R., Amador, J., & Choppin, J. (2021). Examining how teachers enact the suggestions of a coach: Critique of a methodology. Proceedings from the 42nd Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (Mazatlán, Mexico, June).
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- Amador, J., Choppin, J., Carson, C., & Gillespie, R. (2021). Mathematics coaches’ suggestions through online video coaching to support middle-grades teachers. Annual meeting of the American Educational Research Association (delivered via distance, April 2021).
- Gillespie, R., Carson, C., & Amador, J. (2021). Discursive moves of mathematics teacher educators: How coaches talk with teachers. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators (Orlando, FL—delivered via distance, February 2021).
- Glassmeyer, D., Brakoniecki, A., & Amador, J. (2021). Identifying and supporting teachers’ robust understanding of proportional reasoning. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators (Orlando, FL—delivered via distance, February 2021).
- Gillespie, R., Carson, C., & Amador, J. (2020). Coaching discursive moves: Digging into the “Nitty-Gritty” of how coaches talk with teachers. National Council of Supervisors of Mathematics. (Chicago, IL April 2020). Accepted, but not presented due to COVID-19 and conference cancellation.
- Kosko, K., Amador, J., & Weston, T. (2020). Incorporating immersive 360 video in mathematics teacher education: Potential and challenges. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators. (Phoenix, AZ, February 2020)

- Amador, J., Carson, C., & Gillespie, R. (2020). Professional noticing of coaches and teachers using video annotations. Presentation at the Annual meeting of the Association of Mathematics Teacher Educators. (Phoenix, AZ, February 2020)
- Amador, J., Carson, C., Gillespie, R., & Choppin, J. (2019). Online video coaching: An analysis of teachers' and coaches' noticing. Presentation at the 41st Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).
- Amador, J., Callard, C., Choppin, J., Carson, C., & Gillespie, R. (2019). Designing and researching online professional development. Presentation at the 41st Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).
- Choppin, J., Amador, J., Callard, C., Carson, C. (2019). Exploring qualities of a community of inquiry in a synchronous online course. Presentation at the 41st Annual Conference of the North American Chapter for the International Group for the Psychology of Mathematics Education. (St. Louis, MO November 2019).
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- Amador, J., Carson, C., Gillespie, R., & Elliott, R. (2019 April). Researching synchronous online content-focused mathematics coaching. A presentation at the Research Meeting of the National Council of Teachers of Mathematics, San Diego, California.
- Amador, J., & Earnest, D. (2019 April). Preservice Mathematics Teachers' Lesson Launch Considerations. A presentation at the Research Meeting of the National Council of Teachers of Mathematics, San Diego, California.
- 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., 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 Pre-session 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 Pre-session 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.

Other:

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

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

Total Funding at University of Idaho since 2012: \$18,155,288; PI on \$10,159,799 of that total.

Principal Investigator (2023). Amador, J. Collaborative Research: Rural Mathematics Education Landscape. National Science Foundation, DRK12 (\$3,002,003 (\$1,179,977) Collaboration with Choppin, J., & Heck. D. Award: 2246989

Principal Investigator (2023). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$518,682).

Principal Investigator (2023). Amador, J. Collaborative Research: Synchronous Online Video-Based Development for Rural Mathematics Coaches [SyncOn for Coaches]. National Science Foundation, DRK12. Supplemental Award to 2006353. (\$139,898).

Principal Investigator (2023). Amador, J. & Gillespie, R. Rural Action Network for Growth and

Engagement in Grades 6-8 Mathematics (RANGE Math), National Science Foundation, DRK12 (\$295,134).

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

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

Principal Investigator (2022). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$388,637).

Principal Investigator (2021). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$356,223).

Principal Investigator (2020). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education (\$345,038).

Principal Investigator (2020-2024). Amador, J. Collaborative Research: Synchronous Online Video-Based Development for Rural Mathematics Coaches [SyncOn for Coaches]. National Science Foundation, DRK12. (\$2,728,687 (\$1,368,804)). Collaboration with Choppin, J., & Callard, C., University of Rochester. Award 2006263

Principal Investigator (2019). Amador, J. Idaho Regional Mathematics Center. Idaho State Department of Education. (\$339,037)

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) Award 1620911

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)

GIFTS

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

Principal Investigator (2021). Amador, J. Collaborative Research: Research Synthesis of Teacher Noticing and Knowledge. National Science Foundation, DRK12 (\$312,307).

Principal Investigator (submitted Nov. 2019). Amador, J. Collaborative Research: Research Synthesis of Teacher Noticing and Knowledge. National Science Foundation, DRK12. (\$299,671 (\$155,230)). Collaboration with Weston, T.

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)

Grants and Contracts with Participation:

Contributor as LessonSketch Fellow to: Chazan, D., & Herbst, P. Developing rich media-based materials for practice-based teacher education. National Science Foundation. Award Number 1316241.

SERVICE:

National Service:

National Science Foundation, CAREER panel reviewer, 2022

Associate Vice President, Chair of 2022 Annual Conference Program, Association of Mathematics Teacher Educators 2020-2022

Chair, Steering Committee, North American Chapter for the International Group of the Psychology of Mathematics Education (PMENA), 2021-2022

Steering Committee Member (Elected), North American Chapter for the International Group of the Psychology of Mathematics Education 2019-2022

-Chair, Scholarship Committee for PMENA Steering Committee, 2020-2021

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 State Board of Education Middle Grades Mathematics Work Group, 2023- present
Mathematics Transition Network, 2020
Idaho Mathematics Steering Committee, Idaho State Department of Education, 2012-2015
Reviewer, Presidential Awards for Excellence in Mathematics and Science Teaching, 2013
Math Work Group Committee, Idaho State Board of Education, 2017

University Service:

University Distinguished Professor Selection Committee, 2023-2036
Research Council Member, 2023-present
Internal Grant Reviewer for NSF Advancing Informational STEM Learning (AISL), 2020
Committee Member, University Graduate Council, EHHS member, 2018-2022
Annual Excellence Awards Committee Reviewer, 2020
Committee Member, University Graduate Council, At-large member, 2015-2018
Faculty and Staff Campaign Council, 2013
Service Learning Program Mini-Grant Reviewer, 2016
Donald Crawford Graduate Faculty Mentoring Award Committee, 2019

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, 2019
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, Health, and Human Services (EHHS):

Student Research Symposium Adjudicator, 2023
EHHS Scholarship Committee, 2021
EHHS Promotion and Tenure Committee, 2020, 2022, 2023
EHHS College Promotion Standing Committee, 2018-2020
EHHS Third Year Review Committee for Leadership & Counseling, 2023
Course Steward, EDCI 531, 2015-present
Course Steward, Co-Course Steward, EDCI 327, 2015-2020
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, 2012-2016
Dean's Advisory Council, 2012- 2016
College of Education Promotion and Tenure Committee, 2012

Search Committees:

Postdoctoral Fellow, Mathematics Education, Search Chair, 2023
Regional Mathematics Specialist, Search Chair, 2023
Assistant/Associate Professor of Mathematics/Mathematics Education Committee Member, 2023
Clinical Assistant Professor of Science Education, Committee Member, 2022
Regional Mathematics Specialist, Search Chair, 2022

Assistant Professor of Mathematics Education, Search Chair, 2022
EHHS Dean Search Committee Member, 2022
Regional Mathematics Specialist, Search Chair, 2021
Faculty Instructor Coeur d'Alene, Search Chair, 2020
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:

Chair, Tenure and Promotion Committee, 2022
By-law Committee, 2021, 2023
Third Year Review Committee, 2015
Tenure and Promotion Committee, 2014

University Administration:

Direct supervisor for Katherine Prummer, Regional Mathematics Specialist, 1.0 FTE, 2023-present
Direct supervisor for Josué Rhoads, Administrative Specialist, 1.0 FTE, 2021-present
Direct supervisor for Courtney Greene, Regional Mathematics Specialist, 1.0 FTE, 2022-present
Direct supervisor for Carolyn Riggs, Mathematics Specialist, 1.0 FTE, 2020-2021
Direct supervisor for Ryan Gillespie, 0.5 FTE, 2020- 2022
Direct supervisor Kandi Gulman, IH (temporary) Appointment, 0.25FTE, 2020-2021
Direct supervisor Peggy Loutzenhiser, IH (temporary) Appointment, 0.1 FTE 2022
Direct supervisor Joshua Lewis, IH (temporary) Appointment, 0.45FTE, 2020-present
Direct supervisor for Abraham Wallin, Mathematics Specialist, 1.0 FTE, 2013-2021; 2021-2022 part-time
Direct supervisor for Jode Keehr, Program Coordinator, 1.0 FTE, 2014-present
Direct supervisor for Christopher Chilton, Administrative Specialist 1.0 FTE, 2014-2021
Direct supervisor Traci Lewis, IH (temporary) Appointment, 0.25FTE, 2020
Graduate Research Assistants: Ryan Gillespie (2016-2020); Heather Chase (2016-2020); Adam Hanan (2020-present); Traci Lewis (2021-2024); Jennifer Kruger (2022-2023)

Outreach Service:

Coeur d'Alene Regional Chamber of Commerce Education Committee Liaison, 2022-present
Idaho State Board of Education Middle Grades Mathematics Work Group, 2023- present
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, International Journal of Learning and Lesson Study, 2020-present
Reviewer, Journal, Journal of Mathematical Behavior, 2020-present
Reviewer, Journal, Review of Educational Research, 2020-present
Reviewer, Journal, Teaching and Teacher Education, 2017-present
Reviewer, Journal, Journal for Research in Mathematics Education, 2018-present
Reviewer, Journal, Teaching and Teacher Education, 2018-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, 2008-2019
Reviewer, Journal, Journal of Teacher Education, 2010-present

Reviewer, International Congress on Mathematics Education, 2023
Reviewer, Annual Conference-American Educational Research Association. 2010, 2011, 2012, 2013, 2014, 2016, 2018, 2019, 2022
Reviewer, Annual Conference-North American Chapter of the International Group for the Psychology of Mathematics Education, 2009, 2010, 2011, 2013, 2014, 2015, 2106, 2017, 2018, 2019, 2020
Reviewer, Annual Conference- Association of Mathematics Teacher Educators, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022
Reviewer, Books, National Council of Teachers of Mathematics, 2010 –2014

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:

Coeur d’Alene Regional Chamber Board of Directors, 2021-present
Coeur d’Alene Rotary Board of Directors, 2021-present
The Salvation Army, Ray and Joan Kroc Center Advisory Board, 2018-2023
North Idaho Court Appointed Special Advocates (CASA) Board of Directors, 2016-2020; Vice-Chair 2019-2020
Rotary Coeur d’Alene Member, Local Grants and Scholarships Committee, Local Community Service Committee, 2017-present, Youth Guests Committee Co-Chair, 2018-present
Coeur d’Alene School District Secondary Mathematics Committee, 2017-2018
Coeur d’Alene School District Mathematics Textbook Adoption Committee, 2016-2017
Leadership Coeur d’Alene, 2017-2019
Lady d’Alene’s Volunteer Organization Member, 2016-2018
Children’s Village Direct Care Weekly Volunteer, 2014-2016

Service Trips:

Guatemala Literacy Project, Helping Hands Project, Rotary International, Antigua Guatemala, 2023

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

PROFESSIONAL ADVISORY BOARDS

Advisory Board Member: de Araujo, Z., Otten, S., & Candela, A. (2021-2025). Practice-Driven Professional Development for Algebra Teachers. NSF DRK12 (\$2,500,000)

Advisor, [REMATH](#) Research School, Department of Mathematics and Science Education, Stockholm University (2021-2035)

HONORS AND AWARDS

General Directorate of International Affairs Travel Research Scholarship, Pontificia Universidad Católica de Valparaíso (\$4,500)

Kootenai County Young Professionals, Top 30 Under 40, 2023

Fulbright Specialist Award, U.S. Department of State, 2023-present

Outstanding Service Award, Association of Mathematics Teacher Educators, 2022

University of Idaho President's Mid-Career Faculty Award (\$10,000 honorarium), 2021

Idaho Business Review Woman of the Year Recognized Nominee, 2021

P3R1 Grant Matching Faculty Award, University of Idaho, 2021-2023

The Rotary Foundation Paul Harris Fellow, 2020

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

Kootenai County Young Professionals, Top 30 Under 40 (<https://www.uidaho.edu/news/news-articles/kudos/2018-spring/010918-julieamador>), 2018

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

2021 All Academic Training, Virtual

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