

# ANITA A. WAGER

---

Professor of the Practice  
Vanderbilt University, Peabody College  
anita.wager@vanderbilt.edu

Department of Teaching & Learning  
230 Appleton Place, PMB 230  
Nashville, TN 37203-57216

## EDUCATION

---

Ph.D. Curriculum & Instruction – University of Wisconsin-Madison (2008)  
Specialization – Mathematics Education  
Dissertation: *Developing Equitable Mathematics Pedagogy*

M.A. Teaching – Johns Hopkins University (1999)

M.B.A. – Columbia University (1986)

B.S. Business Administration – University of Delaware (1983)

## PROFESSIONAL EXPERIENCE

---

Vanderbilt University Peabody College, Department of Teaching and Learning  
Associate Dean Undergraduate Academic Affairs (2020 – present)  
Professor of the Practice (2017-present)  
Associate Chair Teacher Education (2018-2019)  
Director of Elementary and Early Childhood Education (2017-2019)

University of Wisconsin-Madison, Department of Curriculum and Instruction  
Associate Professor (2016-2017)  
Assistant Professor (2008-2016)  
Practicum Coordinator – Elementary Mathematics (2007-2008)  
Instructor – Elementary Mathematics Methods (2006)

Johns Hopkins University, Baltimore, MD  
Instructor – Curriculum, Instruction, and Assessment (2001-2003)

Swansfield Elementary School, Columbia, MD  
5<sup>th</sup> Grade Teacher (1999-2003)

Alex. Brown & Sons, Baltimore, MD  
Division Administrative Officer, Partner – Equity Research Division (1997-1998)  
Equity Research Analyst (1994-1997)  
Wall Street Journal Top Ten Stock Picker 1997  
Wall Street Journal All Star Analyst team 1994

PaineWebber, Inc., New York, NY  
Equity Research Analyst (1992-1994)  
Investment Banker (1983-1992)

## HONORS AND AFFILIATIONS

---

Top 75 New York Times Best-Selling Education Books of 2013

*Early Career Publication Award* of the Special Interest Group “Research in Mathematics Education” of the American Educational Research Association (2012)

Service Teaching and Research (STaR) in Mathematics Education Fellow (2010-2011)

## FUNDED RESEARCH

---

*Supporting Playful Learning in Elementary Mathematics Classrooms*, funded by the National Science Foundation Discovery Research K-12 Program (DRK-12), with M. S. Gresalfi (PI) & Parks, A.N. Award: \$2,536,626. Co-principal Investigator 2021-2024.

*Access, Agency, and Allies in Mathematical Systems (A3IMS)*, funded by the National Science Foundation Discovery Research K-12 Program (DR-K12), with B. Herbel-Eisenmann (PI), V. Hand, & M. Q. Foote. Award: \$2,560,950. Co-principal Investigator 2014-2018.

*Professional Development for Culturally Relevant Teaching and Learning in Pre-K Mathematics*, funded by the National Science Foundation Discovery Research K-12 Program (DR-K12), with T. Carpenter & E. Graue. Award: \$2,180,326. Co-principal Investigator 2010-2012; Principal Investigator 2012-2108.

*Postdoctoral Fellowship Program in Mathematical Thinking, Learning and Instruction*, funded by the U. S. Dept. of Education-Institute of Educational Sciences (IES), with M. W. Alibali, A. Ellis, C. Kalish, E. Knuth, M. Nathan (PI), & P. Steiner. Award: \$686,999. Co-principal Investigator 2015-2017.

*Postdoctoral Fellowship Program in Mathematical Thinking, Learning and Instruction*, funded by the U. S. Dept. of Education-Institute of Educational Sciences (IES), with M. W. Alibali, A. Ellis, D. Kaplan, C. Kalish, E. Knuth, & M. Nathan. Award: \$655,000. Co-principal Investigator 2010-2013; Principal Investigator 2013-2015.

## PUBLICATIONS

---

<sup>°</sup> PEER REVIEWED

<sup>#</sup> CO-AUTHORED WITH GRADUATE STUDENTS OR TEACHERS

### BOOKS

Carpenter, T. P., Franke, M. L., Johnson, N., Torrou, A. C. & **Wager, A. A.** (2016). *Young children's arithmetic: Cognitively guided instruction for preschool and kindergarten*. Portsmouth, NH: Heinemann.

**Wager, A. A.** & Stinson, D.W. (Eds.). (2012). *Teaching mathematics for social justice: Conversations with educators*. Reston, VA: National Council of Teachers of Mathematics.

### HANDBOOK CHAPTERS

<sup>°</sup>**Wager, A. A.** & Parks, A. N. (2014). Learning mathematics through play. In E. Booker, S. Edwards, & M. Blaise (Eds.), *SAGE Handbook of play and learning in early childhood* (pp. 216-227). London, UK: Sage Publications, LTD.

<sup>°</sup>DiME. (2007). Culture, race, power, and mathematics education. In F. Lester (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 405-434). Reston, VA: National Council of Teachers of Mathematics.

### BOOK CHAPTERS

Koestler, C., Kalinec-Craig, C., Thanheiser, E., Yeh, C., Jessup, N. & **Wager, A. A.** (in press). Justice-Oriented Mathematics Teacher Education: A Conversation Among Early

Childhood and Elementary Mathematics Teacher Educators. In *Reflection on Past, Present and Future: Paving the Way for the Future of Mathematics Teacher Education*. Charlotte, NC: Information Age Publishing.

Koestler, C. & **Wager A. A.** (2023). Learning from our animal friends: Mathematizing with the artwork of Ricardo Levin Morales. In Courtney Koestler, Jennifer Ward, Maria del Rosario Zavala and Tonya Bartell (Eds.) *Early Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* (pp 138-145). Corwin Press: Thousand Oaks, CA.

Parks, A. N. & **Wager, A. A.** (2020). When is a child not a child outcome. In Beth Graue & Sharon Ryan (Eds.) *Advancing Knowledge and Building Capacity for Early Childhood Mathematics Research* (pp.75-90). Washington DC: American Educational Research Association.

Parks, A. N. & **Wager, A. A.** (2019). Focusing the analyzing video cases tool to build deeper understandings of early childhood contexts. In Tonya Bartell, et al. (Eds.) *Transforming Mathematics Teacher Education: An Equity-Based Approach* (107-118). Cham, Switzerland: Springer.

<sup>o</sup>Fosse, T., Johansson, M. L., Lossius, M. H., **Wager, A. A.**, & Wernberg, A. (2018). Stories neglected about children's mathematics learning in play. In Christiane Benz et al. (Eds.) *Mathematics education in the early years – Results from the POEM5 conference, 2016* (93-110). Cham, Switzerland: Springer.

<sup>#</sup>Karabon, A., Martinez, G., Smith, M. & **Wager, A. A.** (2017). Tengo toda la receta acá": Developing mathematical agency in young emergent bilinguals. In S. Celedon-Pattichis, D. Y. White, and M. Civil (Eds.) *Access and Equity: Promoting high quality mathematics in grades preK-2* (27-44). Reston, VA: National Council of Teachers of Mathematics.

<sup>#</sup>**Wager, A. A.**, Pietz, B., & Klehr, M. (2017). Providing Access to Equitable Mathematics Teaching & Learning: What the Research Says, What Teachers Do, & How it Looks in Schools. In D. Spangler & J. Wanko (Eds.), *Research companion to principles to actions* (99-112). Reston, VA: National Council of Teachers of Mathematics.

<sup>o</sup>**Wager, A. A.** (2016). "Let me be your cultural resource": Facilitating safe spaces in professional development. In D. White, S. Crespo, and M. Civil (Eds.), *Cases for teacher educators: Facilitating conversations about inequities in mathematics classrooms* (463-468). Charlotte, NC: Information Age Publishing.

<sup>o</sup>Cirillo, M., Bartell, T. G., & **Wager, A. A.** (2016). Teaching math for social justice through mathematical modeling. In Chris Hirsch (Ed.) *Annual perspective in mathematics education 2016: Modeling mathematics and mathematical modeling* (87-96). Reston, VA: National Council of Teachers of Mathematics.

<sup>#</sup>**Wager, A. A.**, Graue, M. E., & Harrigan, K. (2015). Swimming upstream in a torrent of assessment. In R. Perry, A. Gervasoni, & A. MacDonald (Eds.), *Mathematics and transition to school: International perspectives* (pp. 15-30). Dordrecht, Netherlands: Springer.

<sup>o</sup>**Wager, A. A.** (2013). Practices that support mathematics learning in a play-based classroom. In L. English & J. Mulligan (Eds.), *Reconceptualizing early mathematics learning* (pp. 163-181). Dordrecht, Netherlands: Springer.

Stinson, D. W. & **Wager, A. A.** (2012). A sojourn into the empowering uncertainties of teaching and learning mathematics for social change. In A. A. Wager & D. W. Stinson (Eds.), *Teaching mathematics for social justice: Conversations with educators* (pp. 3-20). Reston,

VA: National Council of Teachers of Mathematics.

°Wager, A. A. & Carpenter, T.C. (2011). Learning trajectories through a sociocultural lens. In J. Carlson & J. R. Levin (Eds.), *Instructional strategies for improving student learning: Focus on early reading and mathematics* (pp. 197-204). Charlotte, NC: Information Age Publishing.

°Wager, A. A. (2010). Teacher positioning and equitable mathematics pedagogy. In M. Q. Foote (Ed.), *Mathematics teaching & learning in K-12: Equity and professional development* (pp. 77-92). New York, NY: Palgrave.

### *JOURNAL ARTICLES*

°Bartell, T. G., Wager, A. A., Edwards, A., Battey, D. A., Foote, M. Q., & Spencer, J. (2017). Toward clarifying the role of equity research around the standards for mathematical practice. Research Commentary for *Journal for Research in Mathematics Education*, 48(1), 7-21.

°Wager, A. A. & Parks, A. N. (2016). Assessing early number learning in play. *ZDM The International Journal on Mathematics Education*, 48(6), 991-1002.

°Parks, A. N. & Wager, A. A. (2015). What knowledge is shaping teacher preparation in early childhood mathematics? *Journal of Early Childhood Teacher Education*, 56(2), 124-141.

°#Graue, E., Delaney, K., Karabon, A., Whyte, K., Kim, J., & Wager, A. (2015). Imagining a Future in 4k: How professional identity shapes notions of mathematics. *Anthropology and Education Quarterly*, 46(1), 37-54.

°Wager, A. A. (2014). Noticing children's participation: Insights into teacher positionality toward equitable mathematics pedagogy. *Journal for Research in Mathematics Education*, 45(3), 312-350.

°#Wager, A. A. & Delaney, K. (2014). Exploring young children's multiple mathematical resources through action research. *TODOS Research Monograph 5: Embracing Resources of Children, Families, Communities and Cultures in Mathematics Learning*, 25-59.

°#Wager, A. A. & Whyte, K. (2013). Young children's mathematics: Whose home practices are privileged? *Journal of Urban Mathematics Education*, 6(1), 81-95.

°Wager, A. A. & Foote, M. Q. (2013). Locating praxis for equity in mathematics: Lessons from and for professional development. *Journal of Teacher Education*, 64(1), 22-34.

°Wager, A. A. (2012). Incorporating out-of-school mathematics: From cultural context to embedded practice. *Journal of Mathematics Teacher Education*, 15(1), 9-23.

°#Christenson, B. & Wager, A. A. (2012) Balanced mathematics: Increasing participation through differentiation. *Teaching Children Mathematics*, 19(3), 194-200.

### *MINOR PUBLICATIONS (PEER REVIEWED CONFERENCE PROCEEDINGS<sup>1</sup>)*

°Wager, A. A., Love, C., Knowe, M., Gresalfi, M. Parks, A. N. (2022) *Designing for Playful Mathematics in Kindergarten* (Wager, Love, Knowe, Gresalfi, Parks). *Proceedings of the 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Nashville, TN.

---

<sup>1</sup> The proceedings were also talks presented at conferences.

°Wager, A. A. & Parks, A. N. (2015). A toolbox for supporting early number learning in play: Moving beyond 'how many'. In Bartell, T. G., Bieda, K. N., Putnam, R. T., Bradfield, K., & Dominguez, H. (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 828-835). East Lansing, MI: Michigan State University.

°Wager, A. A. & Parks, A. N. (2015). The construction of the child in the new push for mathematics education in early childhood. In Mukhopadhyay, S. & Greer, B. (Eds.) *Proceedings of the Eighth International Mathematics Education and Society Conference* (pp. 708-718). Portland, OR: Ooligan Press.

°Stinson, D. W. & Wager, A. A. (2013). Teaching mathematics for social justice: conversations with educators. In Berger, M., Brodie, K., Frith, V., & le Roux, K. (Eds.) *Proceedings of the Seventh International Mathematics Education and Society Conference* (pp. 125-128). Cape Town, South Africa: Hansa Print (Pty) Ltd.

°Wager, A. A. & Foote, M. Q. (2011). Negotiating praxis for equity in mathematics education: How PD supports teachers' developing conceptions. In Wiest, L. R. & Lamberg, T. (Eds.) *Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 987-995). Reno, NV: University of Nevada, Reno.

#### COMMENTARIES

°Wager, A. A. (2018). A commentary on student learning and engagement in PreK-12 mathematics classrooms. In Bartell, T. G. (Eds.) *Toward Equity and Social Justice in Mathematics Education* (211-213). New York: Springer.

°Wager, A. A. (2017). Re-imagining family-teacher conferences. *Teaching Children Mathematics*, 24(3), 150-152.

#### LIST OF PRESENTATIONS

---

##### KEYNOTE ADDRESS/PLENARY

Feb. 2019      *Opening Session: Challenges and opportunities on our journeys of embodying our commitment to equity* (with Marielle Meyers, Kelly MacArthur, and Christa Jackson). Association of Mathematics Teacher Educators National Conference, Orlando, FL.

Apr. 2017      *Joy: The zeroth mathematical practice.* (with Amy Noelle Parks) National Council of Teachers of Mathematics National Conference, San Antonio, TX.

Aug. 2014      *Making equity explicit in the standards for mathematical practice.* Modeling Mathematics and Mathematical Modeling in the Era of the CCSSM Conference, Lewes, DE.

##### INVITED TALKS

Dec. 2018      *Equitable numeracy practices that support joy.* Western Norway University of

Applied Sciences. Bergen, Norway.

- Jan. 2018 *What makes number talks so joyful?* Portland State University, Maseeh Mathematics & Statistics Colloquium Series, Portland, OR.
- April 2016 *Power concedes nothing without a demand: Challenging the pervasive deficit discourse about children in mathematics education.* (With Julia Aguirre, Robert Q. Berry, Rochelle Gutierrez & Danny Martin) Research Session of National Council of Teachers of Mathematics National Conference, San Francisco, CA.
- April 2016 *Playful mathematics and teacher direction: Promoting equitable learning in PreK-2.* National Council of Teachers of Mathematics National Conference, San Francisco, CA.
- March 2016 *Noticing children's mathematics in play.* Kentucky Center for Mathematics Annual Conference. Lexington, KY.
- June 2015 *CGI in preK: Imagine the possibilities.* Eighth Biennial Cognitively Guided Instruction National Conference, Los Angeles, CA.
- May 2015 *Key Considerations for Improving Educator Preparation Programs.* National Governors' Association Meeting - Developing and Implementing State Strategies to Improve Early Mathematics Instruction and Outcomes, St. Louis, MO.
- Feb. 2015 *I only teach dinosaurs how to fly: Infinite opportunities for math learning in 4K.* Wisconsin Center for Education Research Lunch & Learn. Madison, WI.
- Feb. 2014 *If I knew then... or if I'd listened... and thankfully I did.* STaR Cohort pre-session at the annual meeting of the Association of Mathematics Teacher Educators conference, Los Angeles, CA.
- Oct. 2013 *Can equitable mathematics pedagogy and the common core coexist in early childhood classrooms?* Michigan State University – Mathematics Education Colloquium Series, East Lansing, MI.
- July 2013 *CGI in preK: Culturally and developmentally responsive approaches to problems and problem solving.* Seventh Biennial Cognitively Guided Instruction National Conference, Des Moines, IA.
- Nov. 2012 *Putting the play back in K.* National Council of Teachers of Mathematics Regional Conference, Chicago, IL
- Nov. 2012 *Learning mathematics in play.* Symposium sponsored by Wisconsin Public Television: From the brain to the early childhood classroom: Connecting research in the lab to educational practices conducted at American Education Week: Frontiers in Education, University of Wisconsin-Madison. <http://wpt.org/University-Place/teaching-math-science-early-learners>

- Apr. 2012      *4KPD: Collaborating to build capacity for developmentally and culturally responsive early mathematics.* Minority Student Achievement Network Annual Conference, Madison, WI.
- Feb. 2012      *4KPD: A model for collaboration among teacher educators, university administration, NSF, & a school district.* 15<sup>th</sup> Annual WCER Conference for Wisconsin CESAs, Madison, WI.
- Oct. 2010      *Bridging in and out-of-school mathematics: A framework for incorporating students' culture.* Mathematics Department Colloquium, University of Wisconsin-Madison.
- June 2005      *How No Child Left Behind discourages culturally relevant practices in mathematics.* Minority Student Achievement Network 7<sup>th</sup> Annual Conference, Madison, WI.

### **RESEARCH CONFERENCE PRESENTATIONS<sup>2</sup>**

- Wager, A. A. & Nichols-Paez, I. (2019, April). *Hungry for more? Exploring social issues with mathematics.* Workshop facilitated at the regional meeting of the National Conference of Teachers of Mathematics. Nashville, TN.
- Nichols-Paez, I. & Wager, A. A. & (2019, April). *Experiencing the joy: An indicator of equitable mathematics.* Paper presented at the regional meeting of the National Conference of Teachers of Mathematics. Nashville, TN.
- Wager, A. A. (2019, April). *The Joy of Number Talks.* Paper presented at the annual meeting of the National Conference of Teachers of Mathematics. San Diego, CA.
- Chen, G., Joseph, N., Dunleavy, T., Wager, A. A., Ehrenfeld, N., & Marshall, S. (2019, February). *Moving Toward Emancipatory Pedagogies in the Research, Teaching and Learning of P-20 Mathematics.* Symposium at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Hughes, G., Belliston, A. & Wager, A. A. (2018, February). *Blending book study and action research to explore young children's mathematical thinking.* Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Houston, TX.
- Wager, A. A. & Karabon, A. (2017, April). *The unintended consequences of mathematizing play.* In T. Sengupta-Irving (Chair), *What Should Be The "Mathematics" In Mathematics Education?* Symposium at the annual meeting of the American Education Research Association, San Antonio, TX.
- Karabon, A. & Wager, A. A. (2017, April). *Reframing resistance as agency: Gendered identities in early mathematics.* Paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.
- Wager, A. A., Bartell, T. G., Battey, D., & Foote, M. Q. (2017, February). *Clarifying the role of equity research around the standards for mathematical practice.* Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.
- Koestler, C., Amidon, J., Wager, A. A. & Foote, M. Q. (2017, February). *Facilitating a*

---

<sup>2</sup> Excludes talks from the proceedings listed above.

*mathematics professional development collaboration as allies with teacher-colleagues*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Larnell, G. V., LopezLeiva, C. A., Herbel-Eisenmann, B. A., Hand, V. M., Wager, A. A., Foote, M. Q., Koestler, C., Amidon, J. (2016, April). *Reframing equity in mathematical systems: On the roles of access, allies, and agency*. Paper presented at the annual meeting of the American Education Research Association, Washington, D.C.

Wager, A. A., Beliston, A., Yolcu, A., & Ziols, R. (2016, January). *Putting it all together: Bundling research on equity in mathematics methods courses*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Los Angeles, CA.

Parks, A. N., Crespo, S., Eli, J., Felton-Koestler, M., Wager, A. A., & Wood, M. (January, 2016). *Designing complex instruction tasks to support prospective teacher learning in elementary content and methods courses*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Los Angeles, CA.

Fosse, T., Johansson, M. L., Lossius, M. H., Wager, A. A., & Wernberg, A. (2015, October). *Conflicting narratives about what counts as mathematics in early childhood*. Paper presented at Negotiating Neglected Narratives Conference. Bergen, Norway.

Cirillo, M., Bartell, T., Wager, A. A., & Novak, J. (2015, February). *How Can CCSSM Modeling Standards Support Teaching Mathematics for Social Justice?* Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Herbel-Eisenmann, B., Koestler, C. & Wager, A. A. (2105, February). *Action Research as Professional Development: Equitable Opportunities for Teachers in the Era of the CCSSM*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Wager, A. A. & Whyte, K. (2014, July), *Professional development for culturally relevant teaching and learning in pre-k mathematics*. Structure poster session at Head Start's 12th National Research Conference on Early Childhood, Washington, DC.

Wager, A. A. & Foote, M. Q. (2104, April). *Problem solving, equity, and the common core*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

Stinson, D. & Wager, A. A. (2014, April). *Thirty years of teaching mathematics for social justice*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

Wager, A. A. & Harrigan, K. (2014, April). Focusing on children's multiple mathematical resources: Action research in preK. In J. Spencer (Chair), *Centering instruction of students: Mathematics teacher education for equity*. Symposium conducted at the annual research conference of the National Council of Teachers of Mathematics, New Orleans, LA.

Harrigan, K. & Wager, A. A. (2014, April). *The messy practice of assessment in preK mathematics*. Paper presented at the annual research conference of the National Council of Teachers of Mathematics, New Orleans, LA.

Wager, A. A. & Kim, J. (2014, April). *Professional development to support math talk in preK classrooms*. Paper presented at the annual meeting of the American Education Research Association, Philadelphia, PA.

Wager, A. A. (2014, April). Noticing home mathematical practices yields robust opportunities for participation. In V. Hand (Chair), *Noticing practices of teachers and students in equitable mathematics classrooms*. Symposium conducted at the annual meeting of the American



Education Research Association, Philadelphia, PA.

Wager, A. A. (2013, May). *Culturally responsive collaboration to support early mathematics learning*. Paper presented at the Wisconsin Mathematics Council, Green Lake, WI.

Wager, A. A. & Kim, J. (2013, April). Developmentally and culturally responsive practice in 4K mathematics. In A. Wager (Chair), *Teacher noticing of equity in mathematics*. Symposium conducted at the annual meeting of the American Education Research Association, San Francisco, CA.

Wager, A. A. & Karabon, A. (2013, April). Equitable opportunities to learn preK mathematics: Our, teachers' practice. In J. Thompson (Chair). *Equity-in-practice in STEM teaching*. Structured poster session conducted at the annual meeting of the American Education Research Association, San Francisco, CA.

Wager, A. A. (2013, April). *Culturally responsive parent/teacher collaboration to support early mathematics learning*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.

Wager, A. A. (2013, January). *Reciprocal funds of knowledge in preK mathematics*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Wager, A. A., Ibarra, S. & Christenson, B. (2012, April). Developmentally and culturally responsive practice in 4K mathematics: Drawing on children's funds of knowledge. In C. Drake & J. Aguirre (Chairs) *Developing ambitious mathematics teaching with and equity stance: Rethinking routine practice*. Symposium conducted at the annual meeting of the American Educational Research Association, Vancouver, BC.

Graue, M. E., Wager, A. A., Karabon, A., & Ibarra, S. (2012, April). Valuing what children bring: Professional development for developmentally and culturally responsive preK mathematics. In K. Delaney (Chair), *Mathematics + Early Childhood = ?*. Symposium conducted at the annual meeting of the American Educational Research Association, Vancouver, BC.

Wager, A. A. & Graue, E. M. (2011, November). *Valuing what children bring: Professional development for developmentally and culturally responsive pre-K mathematics*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Orlando, FL.

Wager, A. A. & Hagerman, D. (2011, April). *Mathematics and social justice: A literacy connection*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Wager, A. A. (2010, May). *Incorporating students' out-of-school experiences in mathematics classrooms*. Paper presented at the Wisconsin Mathematics Council annual meeting. Green Lake, WI.

Wager, A. A. & Hagerman, D. (2010, May). *Mathematics & literacy: A social justice connection*. Paper presented at the Wisconsin Mathematics Council annual meeting. Green Lake, WI.

Wager, A. A. (2010, April). Opportunities to learn using balanced mathematics: Who participates when. In D. C. Webb (Chair) *Researching mathematics curriculum and teaching: Tasks, methods, and results*. Symposium conducted at the annual meeting of the American Educational Research Association, Denver, CO.

Wager, A. A. (2010, April). *Incorporating students' out-of-school experiences in mathematics classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Wager, A. A. Foote, M., Edwards, A., Pitts Bannister, V., Ho, K. M. & Quindel, J. (2010, April). *Professional development integrating equity and mathematics*. Symposium conducted at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, San Diego, CA.

Wager, A. A. (2009, April). *A framework for considering culture in mathematics education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Wager, A. A. & Taylor, E. (2009, April). *Developing a focus on mathematics in examining out-of-school practices: Moving beyond context in professional development*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Foote, M. Q., Taylor, E. Wager, A. A. (2009, April). *Professional development addressing equity in mathematics education*. Workshop conducted at the annual meeting of National Council of Teachers of Mathematics. Washington, DC.

Aguirre, J., Flessner, R., Koestler, C., Wager, A. A. (2008, April). *Visions for equity and social justice in elementary mathematics*. Symposium participant at the research pre-session of the annual meeting of National Council of Teachers of Mathematics. Salt Lake City, NV.

Wager, A. A. (2008, March). *Three roads taken: Developing culturally relevant pedagogy in elementary mathematics*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Wager, A. A. (2007, April). *Incorporating out-of-school mathematics: How professional development supports teacher change*. Poster presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Battey, D., Foote, M., Spencer, J., Taylor, E., & Wager, A. A. (2007, March). *Professional development at the intersection of mathematics and equity*. Symposium participant at the research pre-session of the annual meeting of National Council of Teachers of Mathematics. Atlanta, GA.

Wager, A. A. (2007, March). *Out-of-school mathematics: supporting teacher's understanding*. Poster presented at the research pre-session of the annual meeting of National Council of Teachers of Mathematics. Atlanta, GA.

Foote, M. Q., Loomis, T., Slaughter, M. & Wager, A. A. (April, 2005) *The influence of socio-cultural factors on mathematics learning*. Poster presented at the Research Pre-session of the National Council of Teachers of Mathematics Annual Meeting, Anaheim, CA

DiME. (2005, April). *Why they fail: Unpacking everyday explanations of the achievement gap within research on differential mathematics achievement*. Symposium participant at the annual meeting of the American Educational Research Association. Montreal, Canada.

#### **CONFERENCE CHAIR/ORGANIZER**

Apr. 2016      Organizer/chair for roundtable discussion, American Educational Research Association Annual Meeting, Washington, D. C.

Apr. 2014      Organizer/chair for roundtable discussion, American Educational Research Association Annual Meeting, San Francisco, CA.

Apr. 2013      Organizer/chair for symposium, *Teacher noticing of equity in mathematics*, American Educational Research Association Annual Meeting, San Francisco,

CA.

- Apr. 2013 Chair for symposium, *Issues of equity and diversity in mathematics teaching and learning*, American Educational Research Association Annual Meeting, San Francisco, CA.
- Mar. 2013 Served as co-chair/coordinator for symposium, *Teaching mathematics for social justice: Conversations with educators*, Mathematics Education and Society 7<sup>th</sup> International Conference, Cape Town, South Africa.
- Apr. 2012 Chair for symposium, *Teaching mathematics for social justice: Conversations with educators*, National Council of Teachers of Mathematics Annual Research Pre-session, Philadelphia, PA.
- Apr. 2012 Chair for roundtable discussion, *Teacher discourse on issues of race and ethnicity in rural and urban programs*, American Educational Research Association Annual Meeting, Vancouver, CN.

---

## TEACHING

---

### *CHRONOLOGY OF TEACHING*

#### *Vanderbilt:*

- EDUC 7810 Inquiry into Contexts  
(Spring 2018, 2019)
- EDUC 7917 Student Teaching Seminar  
(Spring 2018)
- MTED 2200 Elementary Mathematics  
(Spring 2021)
- MTED 3250 Elementary Mathematics  
(Fall 2017, 2018, 2019, 2020)
- MTED 3215 Elementary Mathematics Practicum  
(Fall 2018, Spring 2019)
- MTED 6200 Elementary Mathematics  
(Summer 2017, 2018)
- MTED 6250 Elementary Mathematics  
(Fall 2017, 2019, 2020, 2021)
- PSCH 1837 Peabody Honors seminar: Learning at the Intersection of Joy and Play  
(Spring 2022, 2023)

#### *University of Wisconsin-Madison:*

- C&I 370 The Teaching of Elementary Mathematics  
(Fall 2008; Spring 2009; Spring 2013-2017)
- C&I 550 Methods, Materials, and Activities in Early Childhood Education  
(Fall 2012)

C&I 660	Early Childhood Education (Fall 2010; Fall, 2011)
C&I 663	Learning Environments (Spring 2011)
C&I 675	Balanced Mathematics Pedagogy to Promote Equity (Spring 2009)
C&I 675	Action Research in PreK Mathematics (Spring 2012)
C&I 675	Teaching to Teach for Social Justice (Fall 2014)
C&I 719	Introduction to Qualitative Methods (Spring 2016; Fall 2016)
C&I 810	Goals, Content, & Programs in Mathematics Education (Fall 2009; Fall 2011; Spring 2014)
C&I 942	Seminar in Research in Mathematics Education (Fall 2009; Spring 2011)

## PROFESSIONAL SERVICE

---

### *SERVICE TO THE PUBLIC*

Spring 2020	KYB STEAM Workshop – Fisk University
Fall 2019	Eakin Elementary School – MNPS Professional Development: Number Talks
Fall 2018	University School of Nashville Professional Development: Number Talks
Spring 2017	Dane County Area Pre-K teachers 3-credit Professional Development course: Book Study – Young Children’s Mathematics
Oct. 2016	Dane County Head Start Workshop: <i>Learning to count: Focusing on what children know</i>
Aug. 2015	Madison Metropolitan School District 4K Institute Workshop: <i>Responding in the Moment to Mathematics in Play</i>
Jul. 2015	Research dissemination conference – professional development for 100 Wisconsin 4K teachers: <i>Summer Counts</i>
Mar. 2015	Madison Metropolitan School District 4K Institute Workshop: <i>Mathematics in Play</i>
2014-2015	Board Member, University Avenue Day Care, Madison, WI
Feb 2015	Professional development workshop – University Avenue Day Care

- Aug. 2014 Madison Metropolitan School District 4K Institute  
Workshop: *Noticing Mathematics in Play*
- Oct. 2013 Waisman Center, Madison WI  
Workshop: *Culturally and developmentally responsive early math learning*
- Sept. 2013 Wisconsin Science Festival, Madison, WI  
Invited Talk: *Learning mathematics in play in a colloquium: The preschool genius: Teaching math & science to early learners*
- Feb. 2103 WI State Superintendent's Mathematics Content Guidelines Workgroup
- 2008-2011 *University Representative, Midvale-Lincoln Elementary School - Math Task Force*

***SERVICE TO THE PROFESSION***

- 2019, 2023 National Science Foundation Grant Proposal Reviews
- 2016-2019 Co-editor, News and Views department of *Teaching Children Mathematics*
- 2016-2019 Treasurer, Association of Mathematics Teacher Educators
- 2015 Strand Leader – Psychology in Mathematics Education-North America Research Conference
- 2014-2016 Treasurer, Special Interest Group – Research in Mathematics, American Educational Research Association
- 2014-2016 Co-chair, Equity Task Force, Association of Mathematics Teacher Educators
- 2012-2014 Member, Equity Task Force, Association of Mathematics Teacher Educators
- 2013-2016 Member, STaR Committee, Association of Mathematics Teacher Educators
- 2009-2016 *Working group co-facilitator, Addressing Equity and Diversity Issues in present, Mathematics Education. Working group – Psychology of Mathematics Education.*
- 2007 *Conference planner, Equity in Mathematics and Science Education: Critical Issues in Leadership Development, Portland, OR.*

*Manuscript reviewer:*

American Educational Research Journal  
 Early Childhood Research and Practice  
 Early Years: An International Journal of Research and Development  
 Journal of Mathematics Teacher Education  
 Journal of Teacher Education  
 Journal for Research in Mathematics Education  
 Journal for Rural Mathematics Education  
 Journal for Urban Mathematics Education  
 Mathematical Thinking and Learning  
 Review of Education Research

*Conference proposal reviewer:*

American Education Research Association annual meetings  
National Council of Teachers of Mathematics research pre-sessions  
Psychology in Mathematics Education-North America

*UNIVERSITY SERVICE - VANDERBILT*

2019-present Associate Dean Undergraduate Academic Affairs, Peabody College  
2018-2019 Associate Chair Teacher Education  
2017-2019 Director Elementary Education  
2017-2018 Equity Committee

*UNIVERSITY SERVICE – UNIVERSITY OF WISCONSIN-MADISON*

2016-2017 Personnel Committee, Department of Curriculum and Instruction  
2015-2016 Graduate Programs Committee, Department of Curriculum and Instruction  
2014-2015 Equity & Diversity Committee, School of Education  
2014-2017 Rethinking Education, School of Education  
2013-2017 edTPA Committee, School of Education  
2012-2014 Awards Committee, Department of Curriculum and Instruction  
2012-2013 Search Committee for Course Supervisor, Mathematics Department  
2011-2012 Personnel Committee, Department of Curriculum and Instruction  
2011-2012 Search Committee for Early Childhood Education, Department of Curriculum & Instruction  
2010-2011 Search Committee for Course Supervisor, Mathematics Department  
2009-2011 Graduate Programs Committee, Department of Curriculum and Instruction  
2008-2009 Search Committee for Mathematics Education, Department of Curriculum & Instruction  
2008-2011 Coordinating Counsel of Professional Educators, School of Education  
2008-2009 Rethinking Elementary Education Committee, Department Curriculum & Instruction  
2008-2017 Mathematics and Mathematics Education Liaison Committee, Department of Curriculum & Instruction, Mathematics Department, and Madison Metropolitan School District.