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ACADEMIC POSITIONS

- 2016 to present **Professor**, Mathematics Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2009 to 2015 **Associate Professor**, Mathematics Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2003 to 2009 **Assistant Professor**, Mathematics Education, College of Education, University of Washington, Seattle, WA.
- 2002-2003 **AERA-IES Postdoctoral Researcher**, Stanford University School of Education, Stanford, CA, with Jo Boaler.
- 1995- 2002 **Research Assistant**, University of California, Berkeley, with Judith Warren Little, Alan Schoenfeld, Phil Daro and David Stern.

RESEARCH INTERESTS

Secondary mathematics education, teachers' informal and formal learning, high school departments as contexts for teacher and student learning, classroom discourse, teachers' discourse, motivation and engagement, equitable mathematics teaching

EDUCATION

University of California, Berkeley, Mathematics Education, Ph.D.

University of California, Berkeley, Mathematics Education, MA

Swarthmore College, Mathematics, BA with Distinction

HONORS AND AWARDS

- 2023 Fellow, International Society of the Learning Sciences
- 2019 Distinguished Faculty Colleague Award, Peabody College, Vanderbilt University.
- 2018 Visiting Scholar in Teacher Education, ICLON Leiden University Graduate School of Teaching, Leiden, The Netherlands.

- 2015 Outstanding Publication by the American Psychology Association, Division 15 (Educational Psychology)
- 2013 Visiting Scholar in Learning Sciences, Education Faculty, University of Haifa, Haifa, Israel. Hosted by Anna Sfard.
- 2007-2009 Spencer Foundation/National Academy of Education Postdoctoral Fellow
- 2003 American Educational Research Association Division K Outstanding Dissertation Award
- 2003 University of California, Berkeley, Graduate School of Education Outstanding Dissertation Award
- 2001-2002 Spencer Dissertation Fellowship
- 1998-1999, 2000-2001 UC Berkeley Graduate School of Education, University Fellowship
- 1997-1998, 2000 Spencer Graduate Research Fellow, Center for Integrated Studies of Teaching and Learning
- 1996-1997 Regents Fellowship
- 1995-1996 University Fellowship
- 1993 Phi Beta Kappa

PUBLICATIONS

Books

- Horn, I.S. & Garner, B. (2022). *Teacher Learning of Ambitious and Equitable Mathematics: A Sociocultural Perspective*. Routledge.
- Horn, I.S. (2017). *Motivated: Designing Math Classrooms Where Students Want to Join In*. Heinemann.
- Horn, I.S. (2012). *Strength in Numbers: Collaborative Learning in Secondary Mathematics*. National Council of Teachers of Mathematics.

Articles (* denotes peer reviewed publications; underline student/mentee)

- Hood, C., Horn, I.S., Schneeberger McGugan, K. & Garner, B. (2023, November). Teacher-Facing Trauma: Coping in the Classroom. *Phi Delta Kappan*, 14-19.

- * Schneeberger McGugan, K., Horn, I.S., Garner, B. & Marshall, S. (2023). “Even when it was hard, you pushed us to improve”: Emotions and teacher learning in coaching conversations. *Teaching and Teacher Education*, 21. <https://doi.org/10.1016/j.tate.2022.103934>
- * Calarco, J.M., Horn, I.S., & Chen, G.A. (2022). “You Need to be More Responsible”: The Myth of Meritocracy and Teachers' Accounts of Homework Inequalities. *Educational Researcher*. DOI: 10.3102/0013189X221111337
- * Chen, G. A. & Horn, I. S. (2022). A Call for Critical Bifocality: Research on Marginalization in Mathematics Education. *Review of Educational Research*, 92(5), 786-828. DOI: <https://doi.org/10.3102/00346543211070050>
- * Jasien, L. & Horn, I. (2022). Fixing the crooked heart: How aesthetic practices support sense making in mathematical play. *Journal for Research in Mathematics Education*, 53(1), 41-64.
- * Harmon, M. & Horn, I. S. (2021). Seeking Healing through Black Sisterhood: Examining the Affordances of a Counterspace for Black Women Pre-Service Teachers. *AILACTE Journal*.
- * Gargroetzi, E., Horn, I.S., Chavez, R. & Byun, S. (2021). Institution-Identities in the Neoliberal Era: Challenging Differential Opportunities for Mathematics Learning. In J. Langer-Osuna & N. Shah (Eds.) *Making Visible the Invisible: The Promise and Challenges of Identity Research in Mathematics Education*. Journal of Research in Mathematics Education monograph series.
- * Horn, I.S., Garner, B., Chen, I. & Frank, K. (2020). Seeing colleagues as learning resources: How the quality of mathematics teacher workgroup meetings influences teachers’ advice seeking social networks. *AERA Open*, 6(2).
- * Chen, G.A., Marshall, S. & Horn, I.S. (2020). “How do I choose?” Mathematics Teachers’ Sensemaking about Pedagogical Responsibility. *Pedagogy, Culture & Society*, 29(3), 379-396.
- * Ehrenfeld, N. & Horn, I.S. (2020). Initiation-Entry-Focus-Exit: A Framework for Understanding Pedagogical Judgment in Teachers’ Monitoring Routines. *Educational Studies in Mathematics*, 103:251-272.
- * Jurow, A.S., Horn, I.S. & Philip, T.M. (2019). Organizing Teacher Learning through the Remediation of Infrastructure. *Journal of Education for Teaching*, 45(1), 82-96.
- * Horn, I.S. & Kane, B.D. (2019, April). What We Mean When We Talk About Teaching: Professionalizing Discourse and the Limits of Professional Language in Teachers’ Conversations. *Teachers College Record*, 121(4), 1-32.

* Philip, T.M., Souto-Manning, M., Anderson, L., Horn, I., Andrews, D.C., Diemer, M., Stillman, J. & Varghese, M. (2018). Making Justice Peripheral by Constructing Practice as Core: How the Increasing Prominence of Core Practices Challenges Teacher Education. *Journal of Teacher Education*, 70(3), 251-264.

* Horn, I.S. (2018). Accountability as a Design for Teacher Learning: Sensemaking about Mathematics and Equity in the NCLB Era. *Urban Education*, 53(3), 382-408.

Most downloaded article in Urban Education 2016

* Garner, B., Thorne, J.K. & Horn, I. (2017). Teachers Interpreting Data for Instructional Decisions: Where Does Equity Come In? *Journal of Educational Administration*, 55(4). (Invited manuscript).

* Horn, I.S., Garner, B., Kane, B.D., & Brasel, J. (2017). A taxonomy of instructional learning opportunities in teachers' collegial conversations. *Journal of Teacher Education*. 68(1) 41–54.

* Nolen, S.B, Horn, I.S. & Ward, C.J. (2015). Situating motivation. *Educational Psychologist*. 50(3), 234–247.

Outstanding Publication by the American Psychology Association, Division 15

* Horn, I.S. & Kane, B.D. (2015). Opportunities for professional learning in mathematics teacher workgroup conversations: Relationships to instructional expertise. *Journal of the Learning Sciences*. 24(3), 373-418.

Brasel, J., Garner, B., Kane, B.D., & Horn, I.S. (2015, November). Getting to the Why and How. *Educational Leadership Online*. <http://www.ascd.org/publications/educational-leadership/nov15/vol73/num03/Getting-to-the-Why-and-How.aspx>

* Horn, I.S., Kane, B.D. & Wilson, J. (2015, April). Making sense of student performance data: Data use logics and mathematics teachers' learning opportunities. *American Educational Research Journal*. 52(2), 208-242.

Most read article in AERJ 2015

* Horn, I.S. & Campbell, S.S. (2015). Mediated field experience as a pedagogy for teacher education. *Pedagogies: An International Journal*, 10(2), 149-176.

* Hall, R.P. & Horn, I.S. (2012). Talk and conceptual change at work: Analogy and epistemic stance in a comparative analysis of statistical consulting and teacher workgroups. *Mind, Culture, Activity*, 19(3), 240-258. (Equal authorship)

* Bier, M.L., Horn, I., Campbell, S.S., Kazemi, E., Hintz, A., Kelley-Peterson, M., Stevens, R., Saxena, A., & Peck, C. (2012). Designs for simultaneous renewal in university-public

school partnerships: Hitting the “sweet spot.” *Teacher Education Quarterly*, 39(3), 127-141.

Horn, I.S. (2012, March). Teacher discourse and the construction of school mathematics. *For the Learning of Mathematics*, 4-6.

* Ward, C. J., Nolen, S. B. & Horn, I. S. (2011). Productive friction: How conflict in student teaching creates opportunities for learning at the boundary. *International Journal of Educational Research*, 50, 14–20.

* Nolen, S.B., Horn, I.S., & Ward, C.J. (2011, January). Assessment tools as boundary objects in novice teachers’ learning. *Cognition and Instruction*, 29(1), 88-122.

* Horn, I.S. & Little, J.W. (2010, March). Attending to problems of practice: Routines and resources for professional learning in teachers’ workplace interactions. *American Educational Research Journal*, 47(1), 181-217. (Equal authorship)

* Horn, I.S. (2010, January). Teaching replays, teaching rehearsals, and re-revisions of practice: Learning from colleagues in a mathematics teacher community. *Teachers College Record*, 112(1), 225-259.

Horn, I.S. (2008, June). The inherent interdependence of teachers. *Phi Delta Kappan*, 751-754.

* Horn, I.S. (2008). Turnaround students in high school mathematics: Constructing identities of competence through mathematical worlds. *Mathematical Thinking and Learning*, 10(3), 201-239.

* Horn, I.S., Nolen, S.B., Ward, C. & Campbell, S.S. (2008). Developing practices in multiple worlds: The role of identity in learning to teach. *Teacher Education Quarterly*, 61-72.

* Horn, I.S. (2008). Accountable argumentation as a participation structure to support mathematical learning through disagreement. In A. Schoenfeld (Ed.) *A Study of Teaching: Multiple Lenses, Multiple Views*. Journal for Research in Mathematics Education monograph series.

* Horn, I.S. (2007). Fast kids, slow kids, lazy kids: Framing the mismatch problem in math teachers’ conversations, *Journal of the Learning Sciences*, 16(1), 37-79.

Horn, I. (2006, Spring). Teacher collaboration and ambitious teaching: Reflections on what matters. *New Horizons for Learning Online Journal*.

* Horn, I.S. (2006, Winter). Lessons learned from detracked mathematics departments. *Theory into Practice*, 45(1), 72-81.

* Horn, I.S. (2005). Learning on the job: A situated account of teacher learning in high school mathematics departments. *Cognition & Instruction*, 23(2), 207-236.

Horn, I.S. (2004, November). Why do students drop advanced mathematics? *Educational Leadership*, 61-64.

- * Little, J. W., Horn, I. S., & Bartlett, L. (2002). Identity, community & commitment: Emerging topics in research on high school teaching. *Revista de Educação/Journal of Education. (In Portuguese)*, 11(2), 9-20.

Articles and Chapters, In Progress

- * Shapiro, B.R., Horn, I.S., Gilliam, S., & Garner, B. (Revised and Resubmitted). Situating Teacher Movement and its Relationships to Pedagogy: A Visual Approach.
- * Marshall, S. & Horn, I.S. (Under review). Teachers as Agentic Synthesizers: Recontextualizing Personally Meaningful Practices from Professional Development.

Horn, I.S., Ehrenfeld, N. & Garner, B. (In preparation). When Things Go Wrong in Groupwork: Secondary Mathematics Teachers' Approaches to Addressing Unproductive Student Dynamics.

Jurow, A.S. & Horn, I.S. (In preparation). Analysis of power in designs for learning.

Book chapters

Horn, I.S., Marshall, S.A., Chen, G.A., Ehrenfeld, N., Garner, B., Jasien, L., Metts, E. & Schneeberger McGugan, K. (In press). Meaningful Teacher Professional Development: A Learning Sciences Perspective. To appear in L. Cohen-Vogel, J. Scott & P. Youngs (Eds.) *Handbook of Education Policy Research*. American Educational Research Association.

Horn, I. & Gresalfi, M. (2021). Broadening Participation in Mathematical Inquiry: A Problem of Instructional Design. In C. Chinn & R. Duncan (Eds.) *International Handbook of Inquiry and Learning*.

Horn, I.S. (2020). Supporting the Development of Pedagogical Judgment: Connecting Instruction to Contexts through Classroom Video with Experienced Mathematics Teachers. In G. Lloyd & C. Lynch (Eds), *Participants in Mathematics Teacher Education: Individuals, Teams, Communities and Networks*. International Handbook of Mathematics Teacher Education, Volume 3. Sense Publishing: Boston, MA

Horn, I.S., Kane, B.D., & Garner, B. (2018). Teacher Collaborative Time. In P. Cobb, E. Henrick, K. Jackson & T. Smith (Eds.) *Strategies for Improvement: Building School and District Capacity for Ambitious Teaching and Rigorous Student Learning*. Cambridge, MA: Harvard University Press.

- Jackson, K., Horn, I.S. & Cobb, P. (2018). Introduction to the Teacher Learning Subsystem. In P. Cobb, E. Henrick, K. Jackson & T. Smith (Eds.) *Strategies for Improvement: Building School and District Capacity for Ambitious Teaching and Rigorous Student Learning*. Cambridge, MA: Harvard University Press.
- Chen, G., Horn, I.S. & Nolen, S.B. (2018). Engaging Teacher Identities in Teacher Education: Attunement, Motivational Filters, and Pedagogical Judgment. In P. Schutz, J. Hong & D. Cross Francis (Eds.) *Research on Teacher Identity and Motivation: Mapping Challenges and Innovations*. Cham, Switzerland: Springer.
- Garner, B. & Horn, I.S. (2018). Using Standardized Test Data as a Starting Point for Inquiry: A Case of Thoughtful Compliance. In H. Fives & N. Barnes (Eds.) *Teachers' Data Use: Cases of Promising Practice*. New York: Taylor & Francis.
- Horn, I.S. (2015). Teachers Learning Together: Pedagogical Reasoning in Mathematics Teachers' Collaborative Conversations. In H. Lew (Ed.) *Selected Regular Lectures from the 12th International Congress on Mathematical Education*. Springer.
- Horn, I.S. & Little, J.W. (2014). Learning from practice, together. In N.S. Nasir, C. Cabana, B. Shreve, E. Woodbury & N. Louie (Eds.) *Mathematics for Equity: A Framework for Successful Practice*. In the Multicultural Education Series. New York: Teachers College Press.
- Horn, I.S. (2014). Teachers talking and learning together. In N.S. Nasir, C. Cabana, B. Shreve, E. Woodbury & N. Louie (Eds.) *Mathematics for Equity: A Framework for Successful Practice*. In the Multicultural Education series. New York: Teachers College Press.
- Nolen, S.B., Ward, C.J. & Horn, I.S. (2014). Changing practice(s): A situative account of novice teachers' motivations to learn. In P. Richardson, H. Watt & Karabenick (Eds.) *Teacher Motivation: Theory and Practice*. New York: Routledge.
- Horn, I.S. (2013). Teaching as Problem Solving: Collaborative Conversations as Found Talk-Aloud Protocols. In J. Mosckovich & Y. Li (Eds). *Mathematical proficiency and beliefs in learning and teaching: Learning from Alan Schoenfeld and Günter Toerner*. SensePublishers.
- Horn, I.S., Nolen, S.B. & Ward, C.J. (2013). Recontextualizing practices: Situative methods for studying the development of motivation, identity and learning in and through multiple contexts over time. In M. Vauras & S. Volet (Eds). *Interpersonal Regulation of Learning and Motivation: Methodological Advances*. In the New Perspectives on Learning and Instruction Series. New York: Routledge.
- Nolen, S.B., Ward, C.J. & Horn, I.S. (2011). Motivation, engagement, and identity: Opening a conversation. In D.M. McInerney, R.A. Walker, & G.A.D. Liem (Eds.) *Sociocultural*

theories of learning and motivation: Looking back, looking forward. Greenwich, CT: Information Age Press.

- Nolen, S. B., Ward, C. J., Horn, I. S., Childers, S., Campbell, S. S. & Mahna, K. (2009). Motivation development in novice teachers: The development of utility filters. In M. Wosnitza, S. A. Karabenick, A. Efklides & P. Nenniger (Eds.), *Contemporary Motivation Research: From Global to Local Perspectives* (pp. 265-278). Ashland, OH: Hogrefe & Huber.
- Little, J.W. & Horn, I.S. (2007). Resources for professional learning in talk about teaching. In L. Stoll & K. S. Louis (Eds.) *Professional Learning Communities: Divergence, Detail and Difficulties*. London: Open University Press.
- Horn, I.S. (2003). Helping, bluffing, and doing portfolios in a high school geometry classroom. In Beth Rubin and Elena Silva (Eds.), *Critical voices: Students living school reform*. New York: Routledge Press.

Encyclopedia Entries

- Horn, I.S. (2015). Teaching as a Profession: United States. pp. 75–82. In: James D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences, 2nd edition*, Vol 24. Oxford: Elsevier.
- Horn, I.S. (2012). Mathematics, Collaborative Learning in. In James Banks (Ed.) *Encyclopedia of Diversity in Education*. Thousand Oaks, CA: Sage Publications.

Technical Reports

- Little, J.W., Horn, I.S., and Bartlett, L. (2000). *Teacher learning, professional community and accountability in the context of high school reform*. Final report to the National Program for Excellence and Accountability in Teaching, Office of Educational Research and Improvement, US Department of Education.
- Little, J.W. & Horn, I.S. (1998). *Teacher learning, professional community, and accountability in restructuring high schools: Site selection progress report*. Paper prepared for the National Program for Excellence and Accountability in Teaching, Office of Educational Research and Improvement, US Department of Education.
- Urquiola, M., Stern, D., Horn, I., Dornsife, C., & Chi, B. (1996). *School to work, college, and career: A review of policy, practice and results*. National Center for Research on Vocational Education.

GRANT AWARDS

Principal Investigator (with Brette Garner, Benjamin Rydal Shapiro, and Darryl Yong, co-PIs), *Teaching Amidst Uncertainty (TAU): Developing Mathematics Teachers' Groupwork*

- Monitoring Practices*. August 2021 – July 2025. National Science Foundation, DRK12. \$2,644,923
- Co-Principal Investigator, (with Catherine McCulloch, PI, Eric Wiebe, Amy Busey, Terrell Morton & Christopher Harris, co-PIs). *Community for Advancing Discovery Research in Education (CADRE): Expanding the Reach and Impact of Innovations in STEM Education*. National Science Foundation, DRK12. \$3,307,943
- Principal Investigator, *"We have a different job now": Experienced urban mathematics teachers' learning to teach online amidst the COVID19 pandemic*. August 2020-July 2021. Spencer Foundation. \$49,552
- Principal Investigator, *Supporting Instructional Growth in Mathematics (SIGMa): Enhancing Urban Secondary Teachers' Professional Learning through Formative Feedback*. September 2016 – August 2021. National Science Foundation, DRK12. \$1,802,364
- Principal Investigator (with Melissa Gresalfi, co-PI). *Playful Mathematics: An Exploration of Design, Learning, and Engagement*. August 2016 – July 2017. National Science Foundation, DRL Core. \$228,187
- Co-Principal Investigator (with Thomas Philip, PI, Jamy Stillman, co-PI). *Preparing asset, equity, and social-justice oriented teachers: challenge for the future of teacher education*. September 2016 – August 2017. Spencer Foundation Conference. \$49,990
- Principal Investigator, *Data in conversation: Professional learning opportunities in teachers' data-centered collaborative talk*. Spencer Foundation, January 2013 – December 2015. \$298,817
- Co-Principal Investigator (with Paul Cobb, PI, Kara Jackson, Thomas Smith, and Erin Henrick, co-PIs), *Investigating and Supporting the Development of Ambitious and Equitable Mathematics Instruction at Scale*. National Science Foundation, August 2011-July 2016. \$4.5 million
- Principal Investigator, *Recontextualizing practices: Learning to teach rigorous and accessible mathematics in the high school*. Spencer/National Academy of Education Postdoctoral Fellowship. September 2007-August 2009. \$55K.
- Principal Investigator, *Urban Teacher Scholars Program: Bridging Theory and Practice for Novice Teachers*. Funded by Teachers for a New Era Grant, Carnegie Foundation. September 2005 – June 2007. \$60K.
- Co-Principal Investigator (with Susan Nolen, PI), *Role of multiple contexts in TEP students' development of teaching identity, interest and commitment to learning to teach*. Funded by Teachers for a New Era Grant, Carnegie Foundation. September 2004 – September 2008. \$222K.

Co-Principal Investigator (with James King, PI), “PD³” Project. Funded by the National Science Foundation through the Math-Science Partnership grants under the auspices of the Institute for Advanced Study/Park City Mathematics Institute. September 2003 – August 2008. \$1.0 million.

Co-Principal Investigator, *Building professional learning communities in mathematics: Enlarging content with natural resource applications*. Funded by Office of Superintendent of Public Instruction in Washington State. May 2004–August 2006, \$366 K.

Proposer and Primary Researcher, *Examining the contexts and practices of effective high school algebra teachers*. Stanford University, Stanford, CA. Faculty sponsor: Jo Boaler. Funded by the American Educational Research Association and the Institute for Educational Sciences. June 2002 -June 2003, \$57 K.

Proposer and Coordinator, *Supporting teachers supporting students: Situated professional development to help all students succeed in high school algebra*, San Lorenzo High School, San Lorenzo, CA. Funded by the University of California Office of the President. August 2000 to June 2001, \$25 K.

PRESENTATIONS

Refereed Conferences

Horn, I., Günal-Aggül, Y., & Underwood, K. (2024, July). From challenges to dilemmas: Characterizing mathematics teacher knowledge for responsive practice. *International Conference on Mathematics Education, Sydney, Australia*.

Horn, I.S., Shapiro, B.R., Garner, B. & Nolting, K. (2024, April). *Surfacing Dilemmas of Responsive Instructional Practice through Movement Transcription, Visualization, and Video Review*. American Educational Research Association annual meeting. Philadelphia, PA.

Horn, I.S., Garner, B. & Shapiro, B.R. (2024, April). *Building Video Infrastructure to Support Teacher Development of Responsive Practice*. American Educational Research Association annual meeting. Philadelphia, PA.

Horn, I., Günal Aggül, Y., Smith, J.L., Hood, C.E., Garner, B., Schneeberger McGugan, K. & Underwood, K. (2023, June). “*I’m Trying to Rebuild a Relationship with Him*”: Teachers Reconstructing Instructional Practice Amidst Conflicting Pedagogical Responsibilities. International Society of Learning Sciences annual meeting. Montréal, Quebec, Canada.

Morton, T. & Horn, I. (2023, May). *Uncovering the Hidden Curriculum of DRK12 Awards: Tips and Tools for Writing Successful NSF Proposals*. American Educational Research Association annual meeting. Virtual.

- Horn, I.S., Hood, C., Schneeberger McGugan, K. & Metts, E. (2023, April). *"I'm Trying to Rebuild a Relationship with Him, Even Though ...": Teacher Emotion Labor in Dealing with Classroom Trauma*. American Educational Research Association annual meeting. Chicago, IL.
- Ehrenfeld, N., Horn, I.S. & Jasien, L. (2023, April). *Using Monitoring Traces to Support Teacher Sense-Making About Group Work Monitoring Routines*. American Educational Research Association annual meeting. Chicago, IL.
- Schneeberger McGugan, K. & Horn, I.S. (2023, April). *Reflexive Longitudinal Lifeworld Interviewing: Documenting Participants' Shifting Experiences Amid Uncertain Event Horizons*. American Educational Research Association annual meeting. Chicago, IL.
- Chen, G.A., Metts, E., Horn, I., & Schneeberger McGugan, K. (2022). *Supporting teachers' concept development through aggregation*. International Conference of the Learning Sciences. Hiroshima, Japan.
- Schneeberger McGugan, K., Garner, B. & Horn, I.S. (2021, April). "We Have a Different Job Now": Teachers' Commitment to Ambitious and Equitable Teaching Amid COVID-19. American Educational Research Association annual meeting. Virtual Conference.
- Horn, I.S. (2021, June). Windows on the Backstage of the Classroom: Using Video to Support Mathematics Teachers' Conceptual Change about Instruction. *International Congress of Mathematics Education*, Beijing, China/Virtual.
- Horn, I.S., Garner, B. & Ehrenfeld, N. (2020, June). *Learning to listen closely: Experienced teachers' instructional tuning via video feedback*. International Conference of the Learning Sciences, Nashville, TN.
- Schneeberger McGugan, K., Garner, B. & Horn, I.S. (2020, June). "This is HARD:" *Emotions and Learning in Coaching Conversations*. International Conference of the Learning Sciences, Nashville, TN.
- Ehrenfeld, N., Horn, I.S., Moses, J. & Garner, B. (2020, June). *Teacher Groupwork Monitoring Routines and the Nature of Students' Conversation in Small Groups*. International Conference of the Learning Sciences, Nashville, TN.
- Buenrostro, P., Marshall, S. & Horn, I.S. (2020, April). *Coaching through Co-Inquiry: Augmenting Teachers' Pedagogical Judgment Through Video*. Annual meeting of the American Educational Research Association. San Francisco, CA.
- Schneeberger McGugan, K., Garner, B. & Horn, I.S. (2020, April) "This is HARD:" *The Role of Emotions in Coaching Conversations*. Annual meeting of the American Educational Research Association. San Francisco, CA.

Horn, I.S. & Bannister, N. (2020, February). *Interactionist Perspectives on Mathematics Teachers' Collaborative Learning*. International Commission of Mathematics Instruction Study Conference. Lisbon, Portugal.

Ehrenfeld, N. & Horn, I.S. (2019, June). *Teacher Monitoring Routines: Understanding Pedagogical Judgments During Students' Collaborative Learning*. Computer Supported Collaborative Learning Conference biennial meeting. Lyon, France.

Recipient of Naomi Miyake Best Student Paper Award

Jurow, A.S., Horn, I.S. & Philip, T.M. (2019, April). *Re-mediating knowledge infrastructures: A site for innovation in teacher education*. In Invited Presidential Session *Innovation in teacher education: Towards a critical re-examination*. American Educational Research Association annual meeting. Toronto, Canada.

Marshall, S., Buenrostro, P. & Horn, I.S. (2019, April). *Using Teachers' and Students' Sensemaking in Coaching: Supporting Development of Real-World Mathematical Connections*. American Educational Research Association annual meeting. Toronto, Canada.

Gargroetzi, E.C., Horn, I.S., Chavez, R. & Byun, S. (2019, April). *Institution-Identities in the Neoliberal Era: Challenging Differential Opportunities for Mathematics Learning*. American Educational Research Association annual meeting. Toronto, Canada.

Jasien, L., Horn, I.S., Gresalfi, M.S. (2018, June). *The Emergence of Mathematical Thinking Through Play*. International Conference on the Learning Sciences, London, UK.

Jasien, L. & Horn, I.S. (2018, June). "Ohhhhh, Now I Can Do It!" *School-age Children's Spontaneous Mathematical Sense-making in Construction Play*. International Conference on the Learning Sciences, London, UK.

Horn, I.S. (2018, April) *Teachers Designing to Motivate: Attending to Social Risk in the Math Classroom and Inviting Participation*. National Council of Teachers of Mathematics Research Conference, Washington, D.C.

Marshall, S. & Horn, I.S. (2018, April). *Teachers' Recontextualization of Practices Learned in Professional Development: The Importance of Professional Learning Goals in Context*. American Educational Research Association annual meeting. New York, NY.

Horn, I.S., Garner, B., Chen, G. & Marshall, S. (2018, February). *Video-Based Formative Feedback: Supporting In-Service Mathematics Teachers' Learning*. Association for Mathematics Teacher Educators. Houston, TX.

Jasien, L. & Horn, I.S. (2017). "Ohhhhh, Now I Can Do It!" *Exploring Children's Persistence and Playful Engagement in a Mathematical Playground*. Learning Science Graduate Student Conference. Indianapolis, IN.

- Jasien, L. & Horn, I.S. (2017, October). *Fixing a Crooked Heart: Expressing and Exploring Mathematical Ideas in an Informal Learning Environment*. Psychology of Mathematics Education North America Conference, Indianapolis, IN.
- Horn, I.S., Jasien, L. & Gresalfi, M. (2017, July). *Learning from Children's Mathematical Play at Math On-A-Stick*. Twitter Math Camp, Atlanta, GA.
- Horn, I.S. & Garner, B. (2017, April). *Developing Concepts in Teacher Workgroups*. American Educational Research Association annual meeting. San Antonio, TX.
- Horn, I.S. & Self, E.A. (2017, April). *Framing and Re-framing Clinical Simulations to Develop Emergent Cultural Responsiveness*. American Educational Research Association annual meeting. San Antonio, TX.
- Chen, I.C., Garner, B., Frank, K. & Horn, I.S. (2017, April). *From Conversation to Collaboration: How the Quality of Teacher Workgroup Meetings Influences Social Networks*. American Educational Research Association annual meeting. San Antonio, TX.
- Chen, G.A., Horn, I.S. & Nolen, S.B. (2017, April). *Engaging Teacher Identities in Teacher Education: Attunement, Motivational Filters, and Pedagogical Judgment*. American Educational Research Association annual meeting. San Antonio, TX.
- Garner, B., Horn, I.S., Kane, B.D., Appelgate, M.H., Wilson, J. & Brasel, J.T. (2017, April). *Using Standardized Test Data as a Starting Point for Inquiry*. American Educational Research Association annual meeting. San Antonio, TX.
- Horn, I.S., Self, E.A. & Chen, G. (2016, June). *Cultural Responsiveness for Teaching: The Development of Pre-Service Teachers' Sensemaking in Clinical Simulations*. European Association for Research on Learning, SIG 11 (Teaching and Teacher Education) biennial conference, Zürich, Switzerland.
- Garner, B., Brasel, J.T. & Horn, I.S. (2016, June). *Scaffolding Into Ambitious Teaching: Representations of Practice in Teacher Workgroups*. International Conference of Learning Sciences, Singapore.
- Brasel, J.T. & Horn, I.S. (2016, April). *Concerted compliance with NCLB: The case of Cypress Middle School*. American Educational Research Association annual meeting. Washington, D.C.
- Garner, B. & Horn, I.S. (2016, April). *Epistemic Foundations of Educators' Data Use*. American Educational Research Association annual meeting. Washington, D.C.
- Horn, I.S. & Garner, B. (2015, August). *Toward a taxonomy of instructional learning opportunities in teachers' collegial conversations*. In a symposium *Teachers' Collegial*

- Talk and Professional Learning: A View from Four Countries.* Biennial meeting of the European Association for Research on Learning and Instruction. Limassol, Cyprus.
- Horn, I.S. (2015, April). *A Framework for Analyzing Opportunities to Learn in Teachers' Workgroup Conversations.* In an interactive poster session *Design Principles for a Pedagogy of Teacher Education.* American Educational Research Association annual meeting. Chicago, IL.
- Horn, I.S., Kane, B.D., Yoon, I., Bannister, N., van Es, E. & Hand, V. (2014, June). *Teachers' Learning about Equitable Practices through Talk with Colleagues.* Symposium for the biennial meeting of the International Conference for the Learning Sciences. Boulder, CO.
- Horn, I.S., Kane, B.D. & Appelgate, M.A. (2014, April). *Opening Windows on the Classroom: Professionalizing Discourse in Teacher Collaborative Groups.* In a symposium for American Educational Research Association annual meeting, Philadelphia, PA.
- Horn, I.S., Bannister, N., Black, A., Fetter, A., Hedgpath, S., Lanier, J. & Vilson, J. (2014, April). *Colleagues 2.0: The MathTwitterBlogosphere and Mathematics Teachers' Professional Learning.* Discussion Session. National Council of Teachers of Mathematics research pre-session, New Orleans, LA.
- Horn, I.S. (2013, April). *The trouble with triage: What is lost in the quest for gains.* Roundtable on "Unintended consequences of NCLB." American Educational Research Association annual meeting, San Francisco, CA.
- Horn, I.S., Kane, B.D., & Wilson, J. (2013, April). *Facilitating and Representing Student Performance Data: Mathematics Teachers' Conversations with Assessments.* American Educational Research Association annual meeting, San Francisco, CA.
- Horn, I.S. & Kane, B.D. (2012, April). *The Development of Teachers Pedagogical Reasoning in Mathematics Teachers' Conversations.* American Educational Research Association annual meeting, Vancouver, B.C., Canada.
- Horn, I.S. & Campbell, S.S. (2012, April). *Mediated Field Experience as a Pedagogy for Teacher Education.* American Educational Research Association annual meeting. Vancouver, B.C., Canada.
- Larson, C., Wilson, J., Larbi-Cherif, A., & Horn, I. (2012, April). *District policy implementation: How enactment transforms plans for teacher collaborative time.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Horn, I.S. (2012, April). *Strength in Numbers: A Framework for Collaborative Learning in Secondary Mathematics.* National Council of Teachers of Mathematics annual meeting, Philadelphia, PA.
- Nolen, S.B., Ward, C.J., & Horn, I.S. (2010, May). *Studying motivation trajectories through*

- longitudinal interviews*. American Educational Research Association annual meeting, Denver, CO.
- Bannister, N.A. & Horn, I.S. (2010, May). *Constructing student competence beyond the classroom: An analysis of mathematics teachers' conversations*. National Council of Teachers of Mathematics Research Pre-session, San Diego, CA.
- Horn, I.S. (2009, September). *The development of pedagogical content knowledge in collaborative high school teacher communities*. Psychology in Mathematics Education annual meeting, Atlanta, GA.
- Bannister, N.A. & Horn, I.S. (2009, August). *Re-framing failure: High school mathematics teachers' learning about struggling students*. European Association for Research on Learning biennial meeting, Amsterdam, The Netherlands.
- Horn, I.S. (2009, August). *Professional Learning Resources in Teachers' Workplaces: Implications for Novice Teachers*. European Association for Research on Learning biennial meeting, Amsterdam, The Netherlands.
- Horn, I.S. (2008, October). *Recontextualizing practices: Learning to teach rigorous and accessible mathematics in the high school*. National Academy of Education annual meeting. Seattle, WA.
- Horn, I.S. (2008, March). *Minding the Gaps: Recontextualizing practices in teacher education*. American Educational Research Association annual meeting, New York, NY.
- Horn, I.S. (2007, October). *Supporting Struggling Students in the High School*. Northwest Mathematics Conference, Bellevue, WA.
- Nolen, S.B., Ward, C., & Horn, I.S. (2007, August). *The social construction of goals and definitions of success in learning contexts*. European Association for Research on Learning biennial meeting, Budapest, Hungary.
- Nolen, S.B., Ward, C., Horn, I.S., Campbell, S.S., Manha, K., & Childers, S. (2007, August). *Interest and identity in the practice of beginning teachers*. European Association for Research on Learning biennial meeting, Budapest, Hungary.
- Bier, M., Horn, I.S., Campbell, S.S., Kazemi, E., Hintz, A., Peterson, M., Stevens, R., Saxena, A., & Peck, C. (2007, April). *Design for simultaneous renewal in university-public school partnerships: Hitting the "sweet spot."* American Educational Research Association annual meeting, Chicago, IL.
- Nolen, S.B., Ward, C., Horn, I.S., Campbell, S.S., Manha, K. & Childers, S. (2007, April). *Motivation to learn during student teaching*. American Educational Research Association annual meeting, Chicago, IL.
- Horn, I.S. (2006, August). *Teaching replays, teaching rehearsals, and principled re-visions: Learning from colleagues in a mathematics teacher community*. European Association for Research on Learning, SIG on Teaching and Teacher Education biennial conference, Garryvoe, Ireland.
- Horn, I.S. (2006, April). *Teaching the turnarounds: Collective responsibility for student learning*. National Council of Teachers of Mathematics, Research Pre-session, St. Louis, MO.

- Horn, I.S. (2006, April). Lessons learned from detracked mathematics departments. American Educational Research Association annual meeting, San Francisco, CA.
- Little, J.W. & Horn, I. (2006, April). *Resources for professional learning in talk about teaching: From "just talk" to consequential conversation*. American Educational Research Association annual meeting, San Francisco, CA.
- Horn, I.S. (2006, April). *Turnaround students in high school mathematics: The department's role in student persistence and identity construction*. American Educational Research Association annual meeting, San Francisco, CA.
- Horn, I.S. (2005, October). *Discourse that promotes mathematical reasoning: An analysis of an effective algebra teacher*. Psychology in Mathematics Education-North America Conference. Roanoke, Virginia.
- Nolen, S.B., Horn, I.S., Ward, C., Stevens, R. & Estacio, K. (2005, August). *When worlds collide: Negotiating competing views of teaching across social contexts and the effect on student teachers' motivation to learn*. Paper presented at the 10th biennial meeting of the European Association for Research on Learning, Nicosia, Cyprus.
- Nolen, S. B., Ward, C. J., Horn, I. S., Stevens, R., & Estacio, K. (2005, August). *Relatedness in preservice teacher education*. Paper presented at the 10th biennial meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Horn, I.S. (2005, April). *Share, compare, and analyze: Discourse that coordinates the social and mathematical in an inquiry-oriented classroom*. American Educational Research Association annual meeting, Montréal, Quebec, Canada.
- Horn, I.S. (2004, October). *Developing conceptually transparent language for teaching through collegial conversations*. Psychology in Mathematics Education-North America Conference, Toronto, Ontario, Canada.
- Horn, I.S. (2004, April). *Persistence in mathematics as an enactment of student identity*. American Educational Research Association annual meeting, San Diego, CA.
- Horn, I.S. (2002, April). *In pursuit of group-worthy problems: Resources for teacher learning in an inquiry-oriented mathematics department*. American Educational Research Association annual meeting, New Orleans, LA.
- Horn, I.S. (2001, April). *Fast kids, slow kids, lazy kids: Conceptions of students and subject matter in two high school math departments*. American Educational Research Association annual meeting, Seattle, WA.
- Horn, I.S. (1999, April). *Accountable argumentation as a participant structure to support mathematical learning through disagreement*. American Educational Research Association annual meeting, Montréal, Quebec, Canada.

Horn, I.S. (1999, October). *The role of representations in students' mathematical argumentation*. Poster presented at Psychology in Mathematics Education-North America Conference, Cuernavaca, Morelos, Mexico.

Horn, I.S. (1998). *Performing assessments, transforming practices: Doing portfolios in a high school geometry classroom*. Ethnography in Education Conference, University of Pennsylvania, Philadelphia.

Keynotes, Invited Presentations, and Workshops

Horn, I.S. (2023, November). *Against "Best Practices" in Secondary Math Teaching: Lessons from Collaborative Research*. Ontario Association for Mathematics Educators.

Horn, I.S. (2022, October). *How the Talk of "Best Practices" Inhibits Teacher Learning*. Invited Speaker. California Mathematics Council South. Palm Springs, CA.

Horn, I.S. (2022, September). *How the Talk of "Best Practices" Inhibits Teacher Learning*. Major Speaker. National Council of Supervisors of Mathematics. Anaheim, CA.

Horn, I.S. & Chen, G.A. (2022, March). *Pedagogical Responsibility, or Why Mathematics Teachers' "Whys" Matter for Inclusive Classrooms*. Featured Speaker. National Council of Teachers of Mathematics regional conference. Indianapolis, IN.

Horn, I.S. (2021, June). *Creating classrooms that foster belonging and hold broad definitions of competence to support de-streaming*. Invited Keynote. Ottawa-Carleton District School Board. Ontario, Canada.

Horn, I.S. & Jurow, A.S. (2020, November). *Becoming Public Intellectuals in the Learning Sciences*. Learning Sciences Graduate Student Conference.

Horn, I.S. (2020, February). *Designing Motivational Mathematics Classrooms*. Keynote, Math in Action Conference. Grand Valley State University. Allendale Charter Township, MI.

Horn, I.S. (2020, February). *Designing Motivational Classrooms*. Workshop, Design Thinking Academy, Grand Rapids, Michigan.

Horn, I.S. (2019, October). *Supporting Mathematics Teachers' Sensemaking Through Video Feedback: Diagnosing Classroom Troubles for More Productive Responses*. Invited Speaker. Boston University/Boston College Mathematics Education Colloquium. Boston, MA.

Horn, I.S. (2019, May). *Motivated: Designing Math Classrooms Where Students Want to Join In*. Invited Keynote Address, Ontario Math Consultants Association. Toronto, Canada.

Anderson, L.M., Andrews, D.C., Braaten, M., Horn, I.S., Philip, T.M., Souto-Manning, M., Stillman, J. & Varghese, M. (2019, April). *Transforming University-Based Teacher*

Education: Preparing Asset, Equity, and Justice Oriented Teachers within the Contemporary Political Context. Division K Invited Vice-Presidential Session. Annual meeting of the American Educational Research Association, Toronto, Canada.

Horn, I.S. (2019, April). *What's Hard for Experienced Math Teachers? Making In-the-Moment Decisions Facilitating Mathematical Discourse.* Spotlight Presentation, National Council of Teachers of Mathematics annual meeting.

Horn, I.S. (2019, February). *If We Know So Much About Good Math and Science Teaching, Why is It So Hard to Do?* Keynote at Tennessee State STEM Conference, Murfreesboro, TN.

Horn, I.S. (2019, January). *Teachers' Workplace Learning: How Teachers Make Sense of Promoted Instructional Practices.* Keynote at the Ministry of Education, Jerusalem, Israel.

Horn, I.S. (2019, January). *Implementing Innovative Instruction as a Case of Teacher Learning: Implications for Supporting Teacher Collaboration.* Workshop at the Ministry of Education, Jerusalem, Israel.

Horn, I.S. (2018, March). *Mathematics Teachers as Sensemakers: Investigating the Development of Pedagogical Judgment.* Keynote Address. Sharing Knowledge Project, University of Leiden, The Netherlands.

Meirink, J. & Horn, I.S. (2018, March). *What's in a Name? A Closer Look at Teacher Learning in Teacher Collaboration.* ICO International Spring School. Kerkade, The Netherlands.

Horn, I.S. (2018, January). *Mathematics Teachers as Thinkers and Doers: Investigating the Development of Pedagogical Judgment.* Center for Mathematics Education Colloquium Series. University of Maryland, College Park, MD.

Horn, I.S. (2017, November). *Designing Motivational Math Classrooms: Helping Students Share their Ideas.* Math for America, New York, NY.

Horn, I.S. (2017, November). *Playful Mathematics: How Joyful Engagement Builds a Positive Classroom Culture* Math for America, New York, NY.

Horn, I.S. (2017, October). *What Good is Productive Struggle Without Joyful Engagement? Motivating Students through Playful Mathematics.* Keynote Address. National Council of Teachers of Mathematics Regional Conference. Orlando, FL.

Horn, I.S. (2007, September). *Rigorous Qualitative Research.* Expertise Exchange, ECR Fundamental Research in STEM convening, National Science Foundation. Alexandria, VA.

- Horn, I.S. (2017, June). *Accountability as a Design for Teacher Learning: Sensemaking about Mathematics and Equity in the NCLB Era*. Innovations in Teacher Development: A Research Symposium. Kings College, London, UK.
- Horn, I.S. (2017, May). *Designing Motivational Math Classrooms: Helping Students Share their Ideas*. Keynote Address. Greater Cuyahoga County Teachers of Mathematics Awards Banquet. Broadview Heights, OH.
- Horn, I.S. (2017, March). *An Asset-Oriented is Everything: How Strengths-Based Perspectives on Math Teaching Help Teachers and Students*. Hugo Rossi Lecture. Invited Address. College of Science and College of Education. University of Utah.
- Horn, I.S. (2016, November). *Designing a Motivational Classroom: Inviting Student Participation in Mathematical Discussions*. Invited Address. National Council of Teachers of Mathematics Innov8: Engaging the Struggling Learner Conference. St. Louis, MO.
- Horn, I.S. (2016, October). *The Motivational Mathematics Classroom: Building Spaces for Student Participation*. Keynote Address. Math Council of the Alberta Teachers' Association. Canmore, Alberta, Canada.
- Horn, I.S. (2016, September). *What Does it Mean to Know in Teaching?: New Views of Learning and Approaches to Research on Teaching*. Keynote Address. Hyogo University of Teacher Education, 20th Anniversary. Kobe, Japan.
- Horn, I.S. (2016, July). *Solving Inequalities in Mathematics Education*. Keynote Address. National Forum for the Carnegie Community College Pathways. San Francisco, CA.
- Horn, I.S. (2016, May). *What does it mean to know in teaching? Exploring implications for teacher education*. Boeing Chair Lecture. College of Education, University of Washington. Seattle, WA.
- Horn, I.S. (2016, April). *The Relational Work of Math Teaching: Why Good Colleagues Matter*. National Council of Teachers of Mathematics. San Francisco, CA.
- Horn, I.S. (2016, February). *What does it mean to know in teaching? Some implications for teacher education*. Cooper Lecture Series. Curry School of Education, University of Virginia. Charlottesville, VA.
- Horn, I.S. (2016, January). *Addressing Challenges in Partnerships*. Panelist for the Research + Practice Collaboratory. Boulder, CO.
- Horn, I.S. (2016, January). *Playing with Mathematical Ideas: Strategies for Building a Positive Classroom Climate*. Reinventing Mathematics Education event. The Willows Community School. Culver City, CA.

- Horn, I.S. (2015, July). *Growing our own practice: How mathematics teachers can use social media to support ongoing improvement*. Keynote address. Twitter Math Camp, Claremont, CA.
- Horn, I.S. (2015, May). *Policy, Organizational Logics, and Teacher Learning*. Symposium presentation. Research in Cognition and Mathematics Education conference. Berkeley, CA.
- Horn, I.S. (2015, May). *What Do You Think and Why? Relational Competence in Mathematics Teaching*. Keynote address, Saskatchewan Mathematics Teachers' Society Annual Conference. Saskatoon, SK, Canada.
- Horn, I.S. (2015, April). Mathematics teachers' concept development in school as a workplace. Inaugural Symposium for Klaas van Veen, Director of Teacher Education. *Becoming a Learning Teacher*. University of Groningen, Groningen, The Netherlands.
- Horn, I.S. (2014, September). *Beyond Core Practices: Developing Pedagogical Judgment in Teacher Education*. Advancing Research, Design and Practice in Teacher Education Conference. Berkeley, CA.
- Horn, I.S. (2014, July). "What do you think and why?" *Delving into uncertainty with students*. Reflection on Practice Session, Park City Mathematics Institute Summer School Teacher Program. Park City, UT.
- Horn, I.S. (2013, December). *Teachers Learning Together: Teachers' Collaborative Conversations as a Resource for Learning*. Faculty Lecture, Department of Education, University of Haifa. Haifa, Israel.
- Horn, I.S. (2013, November). *Putting the "L" in PLCs: A framework for productive teacher conversations*. Oranim Academic Education College, Tivon, Israel.
- Horn, I.S. (2013, November). *Opportunities to Learn in Mathematics Teachers' Collaborative Conversations*. Educational Sciences, Weizmann Institute of Technology, Tel Aviv, Israel.
- Horn, I.S. (2013, November). *Opportunities to Learn in Teachers' Collaborative Conversations*. Ben-Gurion University, Bar Sheva, Israel.
- Horn, I.S. (2013, November). *Getting Students to Think Mathematically in Cooperative Groups*. Mathematics Education Department, University of Haifa, Haifa, Israel.
- Horn, I.S. (2013, October). *Teachers Learning Together: A Framework for Productive Collaborative Conversations*. Featured Speaker, Northwest Mathematics Conference. Bellevue, WA.

- Horn, I.S. (2012, November). *The potential impact of the Common Core Standards on K-12 Education*. Small group discussion with NAE/Spencer postdoctoral and dissertation fellows. National Academy of Education, Washington, DC.
- Horn, I.S. (2012, October). *Reculturing schools to support equitable mathematics instruction*. Vanderbilt University Peabody College Leadership, Policy, and Organization Colloquium, Nashville, TN.
- Horn, I.S. (2012, August). *Getting students to think mathematically*. Math for America Teacher Institute, New York, NY.
- Hannula, M., Leder, G., Horn, I. & Toerner, G. (2012, July). *Methodological issues in Affect Research: Distinguishing between 'state' and 'trait' in mathematics education research*. Roundtable organized by B. Roesken & B. Pepin for the International Congress in Mathematics Education, Seoul, South Korea.
- Horn, I.S. (2012, July). *Teachers Learning Together: Pedagogical Reasoning in Mathematics Teachers' Collaborative Conversations*. Invited Regular Lecture, International Congress in Mathematics Education, Seoul, South Korea.
- Horn, I.S. (2012, June). *Achievement gaps or opportunity gaps? Increasing opportunities to learn in the secondary mathematics classroom*. Achievement Gap Institute, Vanderbilt University's Peabody College, Nashville.
- Horn, I.S. (2011, September). *Tracing the Development of Mathematics Teachers' Collaborative Conversations*. Leiden University, Amsterdam, The Netherlands.
- Horn, I.S. (2011, September). *(Ir)rational Claims about Learning: Teacher Discourse and the Construction of School Mathematics*. International Society for Cultural and Activity Research. Rome, Italy.
- Horn, I.S. (2008, August). *Teacher collaborations around mathematics*. Transitions Mathematics Project. Leavenworth, WA.
- Horn, I.S. (2008, May). *Beyond 'beliefs': Identifying learning resources in teacher communities*. Curriculum and Instruction Faculty Lecture Series. University of Washington.
- Horn, I.S. (2008, May). *Beyond 'beliefs': Identifying learning resources in mathematics teacher communities*. Center for Mathematics Education Colloquium, University of Maryland, College Park, MD.
- Nolen, S.B., Horn, I.S., Ward, C.J., Campbell, S.S., Childers, S., and Manha, K. (2008, February). *Becoming teachers: A situative look at learning, motivation, and identity*. Teachers for a New Era Learning Forum, University of Washington.

- Horn, I.S., Campbell, S.S. & King, J. (2007, January). *Urban Teacher Scholars: Bridging Theory and Practice for Novice Teachers*. Teachers for a New Era Learning Forum, University of Washington.
- Peck, C., Horn, I.S., & King, J. (2006, December). *Collaboration among Teacher Education, Arts and Sciences, and Public Schools*. Teachers for a New Era Arts and Science Luncheon. University of Washington.
- Horn, I.S. (2006, November). *Teaching replays, teaching rehearsals, and re-visions of practice*. SRI International, Menlo Park, CA.
- Horn, I.S. (2006, June). *What's happening in mathematics education?* College of Education Emeritus Faculty Lunch, University of Washington.
- Horn, I.S. (2006, May). Discussant for a live example of equitable teaching practice. Raising the floor: Progress and setbacks in the struggle for quality mathematics education for all. Mathematical Sciences Research Institute, Berkeley, CA.
- Horn, I.S. (2005, November). *What we know about effective mathematics education*. Policymakers Exchange, University of Washington.
- Horn, I.S. (2005, July). *So you want to be a mathematics educator?* Park City Mathematics Institute, Park City, UT.
- Horn, I.S. (2005, March). *Struggling students in the high school mathematics classroom*. Seattle Public Schools.
- Horn, I.S. (2004, August). *Planning coherent units for middle school mathematics*. Northwest Mathematics Interaction, University of Washington.
- Horn, I.S. (2004, May). *Re-thinking persistence in high school mathematics*. University of Washington College of Education, Center Connect.
- Horn, I.S. (2004, May). *Engaging all students in mathematical thinking: 'Group-worthy' problems in the classroom*. Puget Sound Council of Teachers of Mathematics.
- Horn, I.S. (2004, February). *Math methods microteaching: A performance assessment for pre-service teachers*. University of Washington, Teacher Education Program.
- Horn, I.S. (2004, February). *Creating equitable mathematics classrooms through a department community*. Northwest Mathematics Interaction/Park City Mathematics Institute, Seattle, WA.
- Horn, I.S. & Cabana, C. (2002). *Mathematics reform in the classroom*. Principal Leadership Institute, Berkeley, CA.

Horn, I.S. & Aguirre, J. (2001). *Mathematics reform in the classroom*. Principal Leadership Institute, Berkeley, CA.

Horn, I.S. (2000, April). *The California High School Exit Exam*. Panel presentation hosted by the Berkeley Evaluation and Assessment Research Group, University of California, Berkeley.

Horn, I.S. (1998, July). *Mathematics education reform in California: Seeking sensible ground in the “math wars.”* Kumon Mathematics and Reading Centers, Belmont, CA.

Popular Press and Podcasts

Toncheff, M. & SanGiovanni, J. (2023, January 10). *How ‘Best Practices’ Talk Inhibits Teacher Learning*. Learning with Leaders podcast, National Council for Supervisors of Mathematics.

Horn, I. & Morton, T. (2022, October) Responding to Rejection. *Uncovering the Hidden Curriculum of DRK-12*. <https://youtu.be/lg7R1e7jTes>

Calarco, J. & Horn, I.S. (2022, September 26). “*There’s only so far I can take them*” — why teachers give up on struggling students who don’t do their homework. The Conversation. <https://theconversation.com/theres-only-so-far-i-can-take-them-why-teachers-give-up-on-struggling-students-who-dont-do-their-homework-187896>

Lockhart, B. & Meyer, D. (2022, May 31). *Developing an Asset-Oriented, with Lani Horn*. Math Teacher Lounge, Presented by Amplify + Desmos. <https://www.buzzsprout.com/1952225/10686649-developing-an-asset-orientation-with-lani-horn>

Horn, I. & Morton, T. (2022, April 27). Post-panel Pop Off. *Uncovering the Hidden Curriculum of DRK-12*. <https://www.youtube.com/watch?v=tTcGYq6spXc&list=LL&index=1>

Garcia, M. & Wagner, P. (2021, August 23). *Collaborating on Equitable Teaching Practices in Math*. EduTopia. <https://www.edutopia.org/article/collaborating-equitable-teaching-practices-math>

“Rebuilding after 2020-21 with Dr. Ilana Horn” *Human Restoration Project Podcast*. (2021, January). <https://podcasts.apple.com/br/podcast/89-rebuilding-after-2020-2021-w-dr-ilana-horn/id1354006324?i=1000514758134&l=fr>

“Is it time to cancel *Teach Like a Champion?*” (2020, July). *Have You Heard?* Podcast. <https://haveyouheardblog.com/is-it-time-to-cancel-teach-like-a-champion/>

“How to get your students motivated — an interview with Ilana Horn” (2020, June). *Making Math Moments Matter* Podcast. <https://makemathmoments.com/episode83/>

“Dr. Ilana Horn” *TeachLab Podcast with Justin Reich*. (2020, January).
<https://teachlabpodcast.com/episodes/dr-ilana-horn-s1!e478d>

“Ilana Horn — Motivated: Designing Math Classrooms Where Students Want to Join In.” (2018, July). *Principal Center Radio*. <https://www.listennotes.com/podcasts/principal-center/ilana-hornmotivated-dtxcVQWfb09/>

Pearse, M. (2018, February 8). “Non-Math Essentials for Learning Math.” *EduTopia*.
<https://www.edutopia.org/article/non-math-essentials-learning-math>

“Motivated: Designing Math Classrooms Where Students Want to Join In.” (2017, September) *Heinemann Podcast*. <https://blog.heinemann.com/podcast-motivated-ilana-horn>

Consulting

Tukwila School District, Tukwila, WA. (Fall 2020 – Spring 2022). *Advised Chief Academic Officer Theodore Howard III on supporting transition to remote learning during the COVID-19 pandemic, supporting mathematics instruction for multilingual learners.*

Desmos, San Francisco, CA. (Fall 2020). *Advised Chief Academic Officer Dan Meyer about supporting teachers during remote learning.*

Math for America, New York, NY. (Spring 2016). *Advised Director of Professional Development on supporting teachers’ learning.*

TEACHING

Professor, Department of Teaching and Learning, Peabody College, Vanderbilt University, 2015 to present.

Associate Professor, Department of Teaching and Learning, Peabody College, Vanderbilt University. 2009 to 2015. (* courses I developed)

EDUC 7500*	Advanced Qualitative Methods: Interviewing
EDUC 7700*	Humanizing Pedagogies
EDUC 8800	Scientific Writing
MTED 2360/2370	Advanced Teaching of Mathematics in Secondary Schools
EDUC 3700.003*	Discourse and Learning Research Group
EDUC 3900.06*	Discourse in STEM Classrooms
EDUC 8020	Teaching as a Social Practice

Doctoral student advising: Britnie Kane (PhD 2016, The Citadel), Elizabeth Self (PhD 2017, Vanderbilt), Brette Garner (PhD 2018, University of Denver), Lara Jasien (PhD 2019, Research Director for CPM Education), Samantha Marshall (PhD, 2020, NCSU Raleigh), Grace Chen (PhD 2021, New York University), Nadav Ehrenfeld (PhD 2022), Mariah Harmon (PhD 2023, Penn State University), Katherine Schneeberger McGugan (PhD

2023, Director of Professional Learning, Nashville Public Schools), Elizabeth Metts (expected PhD 2024), Karen Underwood (expected PhD 2026)

Postdoctoral mentoring: Mollie Appelgate (2014-2016, Iowa State University); Patricia Buenrostro (2017-2019, Lake Forest College); Jessica Smith (2022-present)

International scholars: Yeliz Günel Aggöl, Bogaziçi University, Fulbright Dissertation Fellow; Shuqin Li, Hunan Normal University, China Scholarship Council

Assistant Professor, College of Education, University of Washington, 2003 to present

Teaching Mathematics in the Secondary School I
Teaching Mathematics in the Secondary School II
Inside Teacher Communities
Seminar in Mathematics Education: Classroom Discourse
Mathematics Education Research Group

Doctoral student advising: Nicole Bannister (PhD 2009, Clemson University), Sunshine Campbell (PhD 2012, Evergreen State University; finished under the direction of Ken Zeichner)

Mathematics Instructor

University of California, Berkeley, Academic Talent Development Program, 1999
California State University, Hayward, Summer Bridge Program, 1995, 1996

High School Mathematics Teacher

San Lorenzo High School, San Lorenzo, CA, 1999-2000
Alameda High School, Alameda, CA, 1993-1995

SERVICE

Ad Hoc Reviewer

American Educational Research Journal
American Journal of Education
Journal of Teacher Education
Mathematical Thinking and Learning
Cognition & Instruction
Educational Researcher
Journal of the Learning Sciences
Leadership and Policy in Schools
Equity and Excellence in Education
Review of Research in Education
Teachers College Record
Teaching and Teacher Education
Leadership and Policy in Schools
Sociology of Education
ZDM

American Educational Research Association, Divisions C, G, K, and SIG RME
Psychology in Mathematics Education-North America
International Conference on Learning Sciences

University and Community

2023-2024	Mathematics and Science Education Area Chair
2023	Demonstration Classroom for Open Classroom initiative, Vanderbilt Center for Teaching
2021-2022	Co-Chair, Secondary Math Practice Faculty Search Committee
2017- 2019	Graduate School Curriculum Committee
2017- 2020	Director of Graduate Studies, Department of Teaching and Learning
2016- present	Mentoring Committee, Luis Leyva
2018- 2019	Mentoring Committee, Jeannette Mancilla-Martinez
2015-16	Chair, Elementary Mathematics Faculty Search
2015	Provost Dissertation Supplemental Award Committee
2014-15	Chair, Mathematics Practice Faculty Search
2015- present	Mentoring Committee, Teresa Dunleavy
2014 – 2017	Mentoring Committee, Andrew Hostetler
2013 – 2017	Mentoring Committee, Ebony McGee
2013	Provost Graduate Award Committee
2013	Department of Teaching and Learning Dissertation Award Committee
2012-2013 2014-2016	Mathematics and Science Education Area Chair
2012-2013	Mentoring Committee, Lanette Waddell
2011-2012	Peabody College Ad Hoc Committee on Academic Honesty

2009-2011	Elementary Mathematics Education Faculty Search
2004-2009	Consultancies with Seattle Public High Schools
2004-2009	Consultant, University of Washington GEAR-UP project
2005-2006	College of Education Futures Committee
2004-2005	Zesbaugh Scholarship Committee
2003-2004	Strengthening and Sustaining Teachers Advisory Board
2005-2006	Panelist, Community Mathematics Panels, Seattle Public Schools
2007-2009	Renewal of Secondary Teacher Education Program
2008-2009	Doctoral Program Renewal Committee, College of Education
2004-2009	Consultant, University of Washington GEAR-UP project
2008-2009	University Field Committee on Teacher Education
2008-2009	Congregation Beth Shalom Religious School Committee

National

2023	Advisory Board, Equity in Mathematics Education Research Grants Program (EMERG), National Academy of Education
2023-2024	Chair-Elect, U.S. National Commission on Mathematics Instruction, National Academy of Sciences
2022, 2023	NSF Review Panel, EHR
2021-2022	Co-Chair, Outstanding Contribution to Practice Award, AERA
2021	Member, Outstanding Research Award, AERA Division K
2020-2022	Advisor, <i>Mathematical Thinkers Like Me</i> , EF+Math Program (Stephen Weimar, PI)
2019-2023	Member, U.S. National Commission for Mathematics Instruction

2019	Member, Division K Early Career Award Committee, American Educational Research Association
2019-2020	Advisory Panel, <i>Unbridled Mathematics</i> , Fulbright Teaching Project
2018 – present	Advisory Board, <i>GRIP Study</i> , University of Michigan (Patricio Herbst, PI)
2016 – 2019	Advisory Board, <i>TRUmath and Lesson Study</i> , University of California, Berkeley (Alan Schoenfeld, PI; Catherine Lewis, co-PI)
2018	Reviewer, EHR, National Science Foundation
2016	Advisory Panel, Practices for Teaching Content (PTC) component of the National Observational Teaching Exam (NOTE). Educational Testing Service.
2015-2017	Co-chair, Research in Mathematics in Education SIG, American Educational Research Association
2014	Reviewer, EHR, National Science Foundation
2012 - 2014	Advisory Board, <i>Assessing Algebra Through Inquiry</i> (a2i)
October 2012	Expert convening for Carnegie Association for Advancing Teaching, Creating Pathways for Student Success in Community Colleges
2006-2010	Association for Women in Mathematics, Educational Committee
2005-2006	Knowles Science Teaching Foundation, Conference Advisory Committee

International

2024-2028	Editor-in-Chief, <i>Journal for Research in Mathematics Education</i>
2023	Senior Reviewer, International Conference of the Learning Sciences, Montreal, Canada
2022	Senior Reviewer, International Conference of the Learning Sciences, Kyoto, Japan
2020 – present	Associate Editor, <i>Journal of the Learning Sciences</i>

- 2018-2020 Co-chair, International Conference of the Learning Sciences, Nashville
- September 2018 Invited Participant, *Workshop on Diversifying and Deepening Engagement and Learning in STEM: Bringing Together Dutch and U.S. Scholars*
- 2017 – present Advisory Board, Center for the Study of Pedagogy, Israel
- 2015-2016 Senior Reviewer, International Conference on Learning Sciences, Singapore.
- 2014 – 2016 Review Board, *International Journal of Teacher Leadership*
- 2015 Reviewer, IWT [The Agency for Innovation of the Flemish Government], Belgium.
- 2015 Reviewer, Social Sciences and Humanities Research Council, Ontario, Canada.
- 2012-2014 Organizing committee for the International Conference on Learning Sciences, Boulder, CO.
- 2013 Reviewer, Rothschild Foundation Postdoctoral Fellowships, Jerusalem, Israel.
- 2011 Reviewer, Association of Swedish Mathematics Teachers
- 2011 Reviewer, Israeli Science Foundation

PROFESSIONAL AFFILIATIONS

American Educational Research Association, (Division K, SIG Research in Mathematics Education)

International Society of the Learning Sciences

European Association of Research on Learning and Instruction

National Council of Teachers of Mathematics

Psychology in Mathematics Education, North America

LANGUAGES

French: Speak, write, read fluently

Spanish: Speak, write, read functionally

Hebrew: Speak, write, read basically