# Curriculum Vitae Teruni d. Lamberg, Ph.D.

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**RESEARCH/SCHOLARLY INTERESTS**

**Current Position**: Professor Elementary Mathematics Education, and Graduate Director, Elementary Master’s Program (Master of Education and Master of Science). Director Lemelson STEM cohort, Program Coordinator STEM Ph.D. Program & Director, Nevada Mathematics Project Initiative. University of Nevada, Reno

**Areas of Specialization**: Children’s Mathematical Thinking, Learning Environments, Teacher Education and Design Research

# ACADEMIC DEGREES

# Post Doctorate Vanderbilt University Research 2001-2004

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| Ph.D. | Curriculum and Instruction in Elementary Education with emphasis in mathematics education. Arizona State University, 2001  *Dissertation: Quotient Construct, Inscriptional Practices and Instructional Design* |
| M.A.. | Elementary Education Arizona State University, Phoenix, AZ  *Master’s Thesis: Creative Thinking and Environmental Influences*. Arizona Teacher Certification K-8 |
| B.A. | Liberal Arts  University of Texas at Austin, Austin, TX |

**PROFESSIONAL EXPERIENCE**

**Professor of Elementary Mathematics Education,** University of Nevada, Reno (2022- Present)

**Associate Professor of Elementary Mathematics Education,** University of Nevada, Reno (2009 – 2022)

# Visiting Scholar Appointment, Vanderbilt University, Fall 2017

**Honorary Fellow (Visiting Scholar Appointment), University of Wisconsin at Madison, Fall, 2017 Director Lemelson STEM cohort** 2010-present

**Principal Investigator** of Nevada Mathematics Project Initiative. **University of Nevada, Reno** (2014 - present)

**Graduate Director Elementary Education Master’s Programs,** University of Nevada, Reno (2011- 2012, 2014 - 2021)

**Program Coordinator, STEM PhD. Program** (2014 - present)

**IETP Program Coordinator:** (2020-21)

**Program Coordinator Lemelson STEM Program** (2010-2020, 2022 -Present)

**Assistant Professor of Elementary Mathematics Education,** University of Nevada, Reno (2004 - June 2009).

# Post Doctorate Research Associate (2001-2004)

Vanderbilt University, Nashville, TN

My research involved working with Drs. Paul Cobb and Kay McClain on a NSF funded research project titled: *Supporting and Sustaining the Learning of Professional Teaching Communities in the Institutional Setting of the School and School District*.

**Research Assistant** (1999 – 2001)

Arizona State University, Phoenix Arizona

**Project Evaluator** (1999-2001) for the Local Systemic Change NSF funded projected titled TREASURmath on Teachers Teaching Reflectively with Reformed Math Curriculum in the Madison School District, Phoenix, AZ.

* Nationally Certified Evaluator-by Horizon Research for Classroom Observation and Professional Training Observations for Local Systematic Reform for NSF.

# Classroom Teaching Experiences

Teacher (1996-2001). Madison Heights Elementary school, Madison School District, Phoenix, Arizona (1996-2001)

\*Class participated in a Distant Learning Project with the Disney Channel.

\*Teruni Lamberg’s classroom teaching philosophy, methodology, experiences, and influences are documented in a doctoral dissertation written by Dr. Jay Cravath (Arizona State University, 2002) titled: *A humanities-based classroom: one teachers’ motivations for integrating the arts and the humanities.*

# GRANT ACTIVITY

# Principal Investigator, 2022- Present $ 230,000. Run a Master of Science STEM Program for K-8 teachers to develop expertise in math and science. Investigate the impact of the program. This is a Foundation gift.

Principal, Investigator, 2016-2017

*Nevada Mathematics Project: Phase III***,** $400,500

Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education (Co-I’s: Ed Keppelman, Peggy Lakey & Travis Olson.) Collaborators include Dr. Ana de Bettencourt-Dias, UNR-Chemistry, Dr. Matthew HSU & Robert Chang, Northwestern University, Dr. Craig Wall RHK Technology and Dr.Steven Damelin, Mathematical Reviews/Michigan State University. In addition, a joint collaboration with Dr. Mitchell Nathen from University of Wisconsin at Madison.

A statewide project aimed at training 140 teachers representing every single school district in the state of Nevada including charter schools. The content explored wase data analysis and Geometry. This phase of the project will include a STEM integration component related to nanotechnology.

*Research Project:*

Designing professional development to support teachers to understand Common Core standards of data analysis and geometry through design research. In addition, a joint project with STEM integration, the role of Gestures in meaning making and supporting teachers to teach data analysis and geometry through design research.

Principal Investigator, 2015-2016.

*Nevada Mathematics Project: Phase II***,** $300,000

Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education (Co-I’s: Ed Keepelman, Peggy Lakey, Jeffrey Shih & Travis Olson.)

A statewide project aimed at training 131 teachers to implement the Common Core Mathematics Standards (Nevada Academic Content Standards based on the Common Core.) Domains addressed are:

* + Counting and Cardinality
  + Number and Operations
  + The Number System
  + Functions

The phase II project research focus: Understand how teachers currently use curriculum to plan and implement lessons. We will be investigating through Design Research how to effectively support teachers to use curricula through a learning trajectories approach. This work builds on the previous grant.

Principal Investigator, 2016-2018

*Lemelson STEM Cohort: $300,000*

A Master’s STEM program was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. Coordinate program and study the impact of the cohort program and design.

Principal Investigator, 2014-2015

*Nevada Mathematics Project. $296,006*

Nevada Mathematics Project, Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education. (Co- I’s: Ed Keppelman, Peggy Lakey, Jeffrey Shih & Travis Olson.)

This was a statewide math project to support 106 teachers across Nevada representing different counties/districts in the state. The goal is to develop teacher leaders who can support other teachers across the state to implement the state standards based on the Common Core standards.

The aim was to train teachers in 2 Domains of the Common Core (Nevada Academic Content Standards.) The research focus was investigating how teachers use formative assessment, and also how to support teachers to understand the common core standards through design research. The data is collected the analysis is ongoing. Preliminary findings indicate that the teacher content knowledge increased, and teachers are making shifts in their instruction practice.

Principal Investigator: 2014

*Nevada Mathematics Project- Extra Teachers.* $12,965, Awarded by Nevada Department of Education

Received additional Funding to increase the Number of teachers to participate in the Nevada Math Project.

Principal Investigator, 2013

*Middle School Algebra Project.* $2000

Funded through the College of Education, Research Grant (Co Investigator: Diana Moss)

This project involved conducting a whole class teaching experiment on 6th grade student understanding of algebra. A design research approach was used and the learning trajectory that emerged was documented in Diana Moss’s dissertation.

Principal Investigator, 2012-2014

*Lemelson STEM cohort III*, $150,000

A Master’s STEM program was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. The impact of the cohort program and design was investigated.

Principal Investigator, 2010-2012

*Lemelson Math and Science Cohort II*, $150,000

A Master’s program with emphasis in Math and Science was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. The impact of the cohort program and design was investigated.

Principal Investigator, 2010-2012

*Lemelson Math and Science Cohort*. $150,000

A Master’s program with emphasis in Math and Science was developed in the College of Education at the University of Nevada, Reno. The funding was a Foundation Gift from Ms. Lemelson. The impact of the cohort program and design was investigated.

Principal Investigator, 2007-2008

*Northeastern Nevada Mathematics Project Research Project*

Funding received through the Nevada Department of Education. $38,500.

This project investigated how to support shifts in Northeastern Nevada Math Project teachers’ instruction practice through design research. Developed tools to support shifts in practice from traditional approaches to more standards-based approaches. Tools developed out of this project is published in the Whole class Mathematics, In-depth Mathematical Thinking and Learning, Pearson Publishers.

Principal Investigator 2005-2008

*Northeastern Nevada Math Project.* $304,500

Funding received through Math Science Partnership Grant funded through the Nevada Department of Education. This is a sub-grant award from the US Department of Education. (Co-I: Dr. Chaiten Gupta)

Received funding from Elko County School District, Humboldt County School District, Lander County School district, White Pine County School District and Eureka county school district to support Northeastern Nevada Mathematics Project to provide release time for teachers to attend professional development. (approximately $90, 000.00)

This project involved providing content focused professional development to 38 teachers in the Northeastern part of the state. This project investigated how to use a design research approach to optimize teacher learning and shifts in practice. The findings revealed positive growth in teacher content knowledge and also on the pre and post student content tests.

Co-Investigator: 2013

Higher Education Partner (2013), A MSP Grant awarded to Washoe County School District PI: Kindra Fox and Vickie Collaro. Provided Teacher training in math content to Washoe County teachers.

Co-Investigator: 2012

Higher Education Partner, Developing the Core. A MSP Grant awarded to Regional Professional Development Program and Washoe County School District. (Co-PI: Dave Brancamp and Denise Trakas, $324,000).

## Other Grant Activity

2004 College of Education Scholarly Activities Research Project grant awarded $300.00 2004 College of Education-Research Related travel: grant awarded $500.00

2005 International Activities Grant-grant awarded $1500.00 (office of Provost, UNR) 2006 College of Education Research Travel $1000.00

2007 College of Education Research Activities Fund $2000

# HONORS AND AWARDS

# Nominated for Paul and Judith Bible University Wide Teaching Award, 2021

STEM FOR ALL

2014 Nominated for Judith Bible Teaching Award (2012)

Moss family established a scholarship in honor of excellence in teaching. This is a recurring gift. Lamberg will get to select the graduate student. The student is a recipient of a $1000 scholarship.

Moss Family Award in Graduate Elementary Math Education

*“Awarded annually to an outstanding graduate student in Elementary Math Education*

*This award is given in recognition of Dr. Teruni Lamberg's excellence in teaching and her dedication to her students.”*

The Moss Family also established a $1000 research fund.

**Media Mentions**

Nevada Mathematics Project informs two new books on leadership and communication Mathematics teaching collaboration impacts thousands of students in Nevada 2016 Statewide expertise +ongoing teacher support=improved math education

Nevada Educator “writes the book” on teaching math (2012).

Psychology of Mathematics Education Conference 2011

“International group in Reno to share research on psychology of teaching math: Educators ask themselves, “How do we change what we are doing to be more effective?”

Lemelson and LEAP Foundation Inspire teachers (2009)

Nominated for an award for category of “Best individual achievement in education” by Education Collaborative an advocacy group for education made up of community leaders and leaders in education in Nevada (2008).

Media Mentions of Northeastern Nevada Math Project

**“**Off - road, off the charts: rural math project completed!”

“Math Project caravan starts tour” Reno Gazette Journal (Feb, 2007) “Math Project Caravan Starts Tour” Ely Times (Feb, 2007)

“Caravan lives trail of advanced math teaching” Nevada Silver and Blue magazine (Summer 2007)

UNR Nevada News (March 2007) “Northeastern Nevada Math Project Strengthens math instruction”

“Making the Math Connection” The Education spotlight, A quarterly publication of the Elko County School District-Published by the Elko Daily Free Press (Summer, 2007)

NNRPDP Mission Statement “NNRPDP Five-year plan to maximize student learning”

Reno Gazette Journal: College of Education advances mission through Raggio Center” (May 2006) “Northeastern Nevada Math Project gets under way,” Winnemucca Newspaper (2005)

## Teaching Awards in K-12 setting

1999

Recipient of Cox Communications and Dr. Sandra Dowling's Award for Excellence in Education and Technology for Cable in the Classroom. Phoenix, AZ

Arizona Council for Social Studies Excellence in Teaching Social Studies

"Great Moments in Teaching Award" presented at Rocky Mountain/Plains Regional Conference.

Phoenix, AZ

Arizona State University’s Martin Luther King celebration contest Collaborative student multi- media entry, Second place winner. Phoenix, AZ

1998

Recipient of Cox Communications and Dr. Sandra Dowling’s Grand price Award for Excellence in Education and Technology for Creative Teaching. Phoenix, AZ

Arizona State University’s Martin Luther King celebration contest Collaborative student Multi- media entry First Place winner. Phoenix, AZ.

1997

Recipient of Excel Grant to conduct Teacher Action Research

Research project: Integrating Technology and Literature in the Classroom.

# PUBLICATIONS

# Lamberg, T. Nathan, M & Bondocco, R (in preparation). Teacher’s use of Gestures

Bertolone-Smith, C., & Lamberg, T. (in revision). A whole class Teaching experiment on Fraction Magnitude. *Journal of Mathematical Behavior.*

Lamberg, T. (2022). Parent’s role in shaping mathematically gifted and talented students. Proceedings the 12th International Mathematically Gifted Student Conference. Las, Vegas, NV.

Goyer, A., Gil, S., Grewall, T & Lamberg, T. (2022) Elementary Teachers’ Shift from Arithmetic to Functional Thinking through Professional Development.

Lamberg, T., & Wiest, L (2022). Geometric Reasoning of K-5 In-Service Teachers. Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education, Nashville, TN

Lamberg, T, Grewall, T, Goyer, A. Gil, S (2021). Representing Proportional Reasoning Algebraically to Problem Solve, in Olanoff, D., Johnson, K., & Spitzer, S.M. (2021). Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.

Lamberg, T.& Wiest, L. & Kirkland, D. (2021). Master’s Program for In-Service Teachers with a Focus on Improving Math Teaching and Learning. Olanoff, D., Johnson, K., & Spitzer, S.M. (2021). Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.

Lamberg, T (2021) Teacher Self Report Framework for Making Teaching visible. Olanoff, D., Johnson, K., & Spitzer, S.M. (2021). Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.

Lamberg, T., Damelin, S., Gillette-Koyen, L., & Moss, D. (2020). Visualising integers, distance and groups on number lines. *Australian Mathematics Education Journal*, *2*(1), 4

Lamberg, T. & Koyen, L & Moss, D. (2020). Supporting Teachers to Use Formative Assessment for Adaptive Decision Making. *Mathematics Teacher Educator, 8*(2), 37-58.

Moss, D. L., Boyce, S., & Lamberg, T. (2019). Representations and Conceptions of Variables in Students’ Early Understandings of Functions. *International Electronic Journal of Mathematics Education*, *15*(2), em0564.

Moss D. & Lamberg, T (2019) Conceptions of expressions and equations in early algebra: A learning trajectory. *International Journal for Mathematics Teaching and Learning*, *20*(2), 170-92.

Moss, Diana L.; Bertolone-Smith, Claudia; and Lamberg, Teruni d. (2018) "A Framework for Reflective Practice," *Journal of Practitioner Research*: Vol. 3 : Iss. 2 , Article 6.

Available at: https://scholarcommons.usf.edu/jpr/vol3/iss2/6

Moss, D., Crocher, J. & Lamberg, T. (2018) Frustrations with Understanding Variables? It's Natural! *Teaching Children Mathematics. Vol* 24(1).

Lamberg, T, Moss, D, Bertolone-Smith, C (2018). An interpretive framework for collective learning in a mathematics classroom. Proceedings of the International Group of the Psychology of Mathematics Education Northern American Chapter Proceedings,

Moss, D, Bertolone-Smith, C & Lamberg, T. (2017). Influence of Daily Reflection on a Middle School Teachers Practice, Proceedings of the International Group of the Psychology of Mathematics Education Northern American Chapter Proceedings, Indianapolis, Indiana.

Moss, D., Vega, S., & Lamberg, T. (2016). Using linking cubes to explore prime factorization.

*The Centroid, 42*(1).

Moss, D., & Lamberg, T. (2016). Using a framework for three levels of sense making in a mathematics classroom. *The Australian Mathematics Teacher*, *72*(2), 25-31

Lamberg, T. (2016). Design of a Professional Development Project aimed at creating System Wide Change and supports. Mathematics Education Scale up Project in the U.S. *In Educating the Educators Conference Proceedings*, Frieburg, Germany.

Lamberg, T. (2016). A Framework for Shifting Teachers’ Instructional Approaches to Inquiry Based Approaches. *In Educating the Educators Conference Proceedings*, Frieburg, Germany.

Lamberg, T., Koyen. L. & Moss, D. (2016). A study exploring how teachers analyze use formative assessment information within instruction. In Psychology of Mathematics, Education, Northern American Chapter, Tucson, AZ.

Moss, D. & Lamberg, T. (2015) A cognitive scheme that emerged from an algebra classroom teaching experiment. In *Psychology of Mathematics Education, Northern American Chapter*. Tucson, AZ.

Lamberg, T., Lakey P, Keppelman, E., Olson, T., & Shih, J., (2015). Nevada Mathematics Project: Evaluation of a statewide professional development partnership. *In RCML Conference Proceedings*. Las Vegas, NV.

Lamberg, T. Trzynadlowski, N. (2015) *How STEM academy teachers conceptualize and Implement STEM education. Journal of Research in STEM Education.* Vol 1, No1, p.45-58

Lamberg, T. & Wiest, L. (2015). Dividing fractions using an area model: A look at in-service teacher learning. *Mathematics Teacher Education and Development Journal.*V17 n1p.30-43.

Lamberg, T. D. (2014). Evolution of an algebra curriculum (vol. 6, pp. 178). In Liljedahl, P., Nicol,C., Oesterle,S., & Allan, D. (Eds.) *Proceedings of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education.* Vancouver, Canada. PME.

Amador, J. & Lamberg, T. (2013). Learning trajectories, lesson planning, affordances, and constraints, in the design and enactment of mathematics teaching. *Journal of Mathematical Thinking and Learning.* 15:146-170-2013*.*

Lamberg, T. & Moss, D. (2013)*.* Math and science master’s cohort program: Impact on teachers and students. *In Proceedings of the 35th annual meeting of the North American Chapter of International Group of the Psychology of Mathematics Education.* Chicago, IL.

Lamberg, T. (2012). Supporting teacher learning through design research. In VanZoest, L., Lo, J., Kratky,

J. (EDS). P*roceedings of the 34th annual meeting of the Northern American Chapter of the International Group of the Psychology of Mathematics Education.* Kalamazoo, MI.

Lamberg, T. & Wiest, L. (2012). Conceptualizing division with remainders in varied Contexts. *Teaching Children Mathematics*. *18(7), 426-433.*

Lamberg, T. & Andrews, C. (2011). Connections: Integrating literature and math. *Teaching Children Mathematics. 17(6), pp.372-376.*

Amador, J., & Lamberg, T. (2011)*.* Lesson planning influences: Testing as a mediating aspect. In T. Lamberg & L. Wiest (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education* [CD-Rom: All Academic: Reno, NV.

Lamberg, T., Bertolone-Smith, C. & Amador, J. (2011). Examining shifts in teacher’s classroom practice. In L.Wiest & T. Lamberg (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education [*CD- Rom: All Academic: Reno, NV.

Crawford, H., Moss, D., & Lamberg, T. (2011). Conceptual understanding of dividing fractions. In T. Lamberg & L.Wiest (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education* [CD-Rom: All Academic: Reno, NV.

Cobb, P., Dean, S., Lamberg, T., Visnovska, J., & Zhao, Q. (2010). The institutional setting of mathematics teaching and learning. In E. Yackel, K, Gravemeijer, & A. Sfard (Eds.), *A Journey into mathematics education research: Insights from the Work of Paul Cobb*. New York: Springer.

Amador, T. & Lamberg, J. (2010). Discussion of learning goals and student development during a collectively planned division lesson. *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* in Brosnan, P., Erchick, D. B., & Flevares, L. (Eds.). Columbus, OH: The Ohio State University.

Amador, T. & Lamberg, J. (2010). Brosnan, P., Erchick, D. B., & Flevares, L. (Eds.). (2010). Discussion of Learning Goals and Student development during a collectively planned division lesson.

*Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, OH: The Ohio State University.

Lamberg, T. & Middleton, J.A (2009). Design research perspectives on transitioning from individual microgenetic interviews to a whole class teaching experiment. *Education Researcher* Vol. 38, No. 4, pp. 233–245.

Quinn, B, Lamberg, T. & Perrin (2008), Teacher perceptions of division by zero. *The Clearing House, 81(3), 101-104.*

Lamberg, T. (2008). Unitizing approach to division of fractions. Pr*oceedings joint meeting of the 32nd Conference of the International Group for the Psychology of Mathematics Education and the Psychology of Mathematics Education-Northern American Chapter.* Morelia, Mexico.

Lamberg, T. (2008) Where do ideas come from? Scaffolding creative thinking in the classroom. *Thinking Classroom: A journal of Reading, Writing and Critical Reflection* 1(9), 27-32.

Lamberg, T. (2007). Student approaches to unitizing in “Fair-Share” problems. *Teaching Children Mathematics in the Middle school* 13(2), 114-118.

Lamberg, T. (2007). Developing capacity within a school district to bring about change in how teachers through professional development. *National Council of Supervisor of Mathematics, Journal of Mathematics Education Leadership* 9(2), 34-44.

Lamberg, T. & , S. Balimuttajjo (2007). Children’s strategies for solving an addition and subtraction problem involving binary operations. In T. Lamberg & L.Wiest (Eds.), *Proceeding of the 29-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education* [CD-Rom: All Academic: Lake Tahoe, NV.

Lamberg, T. d. (2007). Designing professional development within the STEM disciplines. In P*roceedings of the 2007 American Society for Engineering Education Pacific Southwest Conference.* Reno, Nevada.

Lamberg, T. & Cobb. P. (2004) The process and influences of district leaders becoming members of a professional teaching community. In D. McDougall (Eds. *Proceedings of the 27-th annual meeting of the North American Chapter of the International group for the Psychology of Mathematics Education North American Chapter.* Toronto, Canada.

Cobb, P., McClain, K., de Silva Lamberg, T., & Dean, C. (2003). Situating teachers' instructional practices in the institutional setting of the school and school district. *Educational Researcher* 32 (6), 13-24*.*

Lowber, C., & Lamberg, T (2002). Number Sense. A Chapter in *Encyclopedia of Education,* Second Edition. Guthrie, J.W. (Ed.), Mac Millan Reference, New York, New York.

Lamberg, T. d., & Middleton, J.A. (2002). The role of inscriptional practices in the development of Mathematical ideas in a fifth-grade classroom. In A. Cockburn (Ed.), *Proceedings of the 26-th annual meeting of the International Group for the Psychology of Mathematics Education.*

Norwich, England.

Lamberg, T. d., & Middleton, J.A (2002) Unitizing: Thinking in packs and pieces. In, D Mewborn (Ed.), *Proceedings of the 24-th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.* Athens, Georgia.

Middleton, J.A., de Silva, T., Toluk, Z., & Mitchell, W. (2001), The Emergence of quotient understanding in a fifth-grade classroom. A classroom Teaching Experiment. in R.S Speiser & Maher (EDS.) *Proceedings of the 23th Annual Meeting of the North American Chapter of the International Group of Mathematics Educations.* Snowbird, UT.

## Books

## Lamberg, T. (2023). Sparking the Math Brain: Insights on What Motivates Students to Learn, Creating Conditions for Learning, Rowman and Littlefield, Lanham, Maryland.

## Lamberg, T. (2023). Helping Kids Learn Math: A guide for Parents of Elementary School Children. Rowman and Littlefiled, Lanham, Maryland.

Lamberg, T. (2019). Work Smarter, Not Harder: A Framework for math teaching and Learning. Rowman and Littlefied, Lanham: Maryland.

Lamberg, T. (2018). How to Conduct Successful Meetings: How to Generate and Communicate Ideas for Innovation, Roman and Littlefield. Lanham: Maryland.

Lamberg, T (2018). Leaders Who Lead Successfully: Secrets for Organizing for Innovation. Roman and Littlefield. Lanham: Maryland.

Campbell, G & Lamberg, T. (2016). Smarter Balanced: Grade 3. *Barrons’s Educational Series.*

Lamberg, T. (2012). *Whole Class Mathematical Discussion: In-depth Mathematical Thinking and Learning.* Boston, MA: Pearson Allyn & Bacon.

Wiest, L. & Lamberg, T. (2011). Editor(s), Proceedings of 33th Annual Meeting of the North American Chapter of the Internation*al Group for the Psychology of Mathematics Education,* Lake Tahoe, Nevada.

Lamberg, T. & Wiest, L. (2007). Editor(s), Proceedings of 29th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Lake Tahoe, Nevada.

## Creative Products

Lamberg, T. (2012). *Whole Class Mathematics Discussion: In-depth mathematical thinking and learning, PDToolkit.* Boston, MA: Pearson.

Lamberg, T. (2013). Integrating Mathematics and Literature, Math Web Lesson. NCTM Created Blog with Resources to help teachers with the Common Core

Nevada Mathematics Project <http://www.nevadamathproject.com>

**Technical Reports**

Lamberg, T. (2019). Lemelson Cohort VI Technical Report Lamberg, T. D (2018). Lemelson Cohort V Technical Report. Lamberg, T.D (2017). Lemelson Cohort V Technical Report. Lamberg, T.D. (2016) Lemelson Cohort V Technical Report.

Lamberg, T.D., (2015) Lemelson Cohort IV Final Report. Analyzed program data and wrote report.

Lamberg, T. D., Crowther, D. T. (2014). *Lemelson STEM cohort III final Report*. Analyzed data for the Lemelson STEM cohort and wrote report.

Lamberg. T. & Crowther, D. (2013). Technical Report on STEM Math and Science Cohort Program. Lamberg, T. (2012). Technical Report on Math/Science Lemelson Cohort.

Lamberg, T. (2011). Technical Report on Math/Science Lemelson Cohort.

Lamberg, T. (2010). Technical Report on Math/ Science Lemelson Cohort.

Lamberg, T. & Amador, J. (2009). Technical Report on Math/Science Lemelson Cohort.

Quinn, B, & Lamberg, T. (2008). Technical Report III on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education and the U.S Department of Education

Quinn, B, & Lamberg, T. (2007). Technical Report III on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education and the U.S Department of Education.

Quinn, B., & Lamberg, T. (2006). Technical Report II on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education.

Quinn, B., & Lamberg, T.d. (2005). Technical Report on the Assessment of the Northeastern Nevada Mathematics Project submitted to the Nevada Department of Education.

# PRESENTATIONS

## International Conferences

## Wiest, L & Lamberg, T. (2023). **Reflections on Mathematics Learning Environments and Instructional Goals. To be presented at the Annual Educational Research Association annual meeting in Chicago, IL.**

Lamberg, T. (2022). Parent’s role in shaping mathematically gifted and talented students. A paper to be presented at the 12th International Mathematically Gifted Student Conference. Las, Vegas, NV.

Goyer, A., Gil, S., Grewall, T & Lamberg, T. (2022) Elementary Teachers’ Shift from Arithmetic to Functional Thinking through Professional Development. A paper to be presented at the forty-fourth annual meeting of the North American Chapter of the International Group fo the Psychology of Mathematics Education, Nashville, TN

Lamberg, T., & Wiest, L (2022). Geometric Reasoning of K-5 In-Service Teachers. Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group fo the Psychology of Mathematics Education, Nashville, TN

## Lamberg, T & Kirkland, D, Kashiffaa, F, Moss, D (2022). Designing STEM Professional Development and Impact on Teacher Knowledge. To be presented in AERA annual meeting San Diego

Lamberg, T, Grewall, T, Goyer, A. Gil, S (2021). Representing Proportional Reasoning Algebraically to Problem Solve, in Olanoff, D., Johnson, K., & Spitzer, S.M. (2021). Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.

Lamberg, T.& Wiest, L. & Kirkland, D. (2021). Master’s Program for In-Service Teachers with a Focus on Improving Math Teaching and Learning. Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.

Lamberg, T (2021) Teacher Self Report Framework for Making Teaching visible. Olanoff, D., Johnson, K., & Spitzer, S.M. (2021). Forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Philadelphia, PA.

Lamberg, T, Moss, D, Bertolone-Smith, C (2018). An interpretive framework for collective learning in a mathematics classroom. A paper presented at the International Group of the Psychology of Mathematics Education Northern American Chapter, Greenville, South Carolina.

Lamberg, T. (2017) A framework for Integrating STEM and supporting teacher learning. A paper to be presented - Oxford Research Symposium. Oxford University England.

Moss, D, Bertolone-Smith, C., & Lamberg (2017). The influence of daily reflection on a middle school teacher’s practice. A paper to be presented at Psychology of Mathematics, Education, Northern American Chapter, Indianapolis, IN.

Lamberg, T. (2016). A Framework for Shifting Teachers’ Instructional Approaches to Inquiry Based Approaches. Educating the Educators Conference, Frieburg, Germany.

Lamberg, T. (2016). A Framework for Shifting Teachers’ Instructional Approaches to Inquiry Based Approaches. Educating the Educators Conference, Frieburg, Germany.

Lamberg, T., & Koyen. L (2016). A study exploring how teachers analyze use formative assessment information within instruction. In Psychology of Mathematics, Education, Northern American Chapter, Tucson, AZ.

Moss, T. & Lamberg (2014)**.** Evolution of an algebra curriculum. A paper presented at the *Joint Annual Meeting of the International Group for the Psychology of Mathematics Education Conference*, Vancouver, Canada.

Lamberg, T. & Moss, D. (2013). Math and science master’s cohort program: Impact on teachers and students. *American Chapter of International Group of the Psychology of Mathematics Education,* Chicago, IL.

Lamberg, T. (2012). Supporting teacher learning through Design Research. 3*4th annual meeting of the Northern American Chapter of the International Group of the Psychology of Mathematics Education*, Kalamazoo, MI.

Lamberg, T. & Moss, D. (2012). Designing professional development to support teacher learning. A paper presented at *American Educational Research Association Annual Meeting*, Vancouver, Ca.

Amador, J., & Lamberg, T. (2011). Lesson planning influences: Testing as a mediating aspect. I*n 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*, Reno, NV.

Lamberg, T., Bertolone-Smith, C. & Amador, J. (2011). Examining shifts in teacher’s classroom practice. In L.Wiest & T. Lamberg (Eds.), *Proceeding of the 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education,* Reno, NV.

Crawford, H., Moss, D., & Lamberg, T. (2011). *Conceptual understanding of dividing fractions. 33-th annual meeting of the North American Chapter of the International Group of the Psychology of Mathematics Education*, Reno, NV.

Lamberg, T. & Amador, J. (2009). Mediating influences on teachers jointly planning a lesson. Presented at the *annual meeting of the 31st Conference of the Psychology of Mathematics Education- Northern American Chapter*, Atlanta, Georgia.

Lamberg, T., & Balimuttajjo, S, & Assuah, C. (2009). What do elementary students’ solutions tell us about their strategies for solving problems with division with remainder? A paper presented at the annual meeting of the 3*1st Conference of the Psychology of Mathematics Education-Northern American Chapter*, Atlanta, Georgia.

Lamberg, T. (2008). Unitizing approach to division of fractions. *Joint meeting of the 32nd Conference of the International Group for the Psychology of Mathematics Education and the Psychology of Mathematics Education-Northern American Chapter*, Morelia, Mexico.

Lamberg, T. & Battaralmu, S. (2007). The development of number sense and efficient strategies. *A paper presented at the 29th Annual Meeting of the North American Chapter of the International Psychology of Mathematics education*, Lake Tahoe, NV.

Lamberg, T. Wilson, S, Olson, J, Herbel-Eisenmann, B. (2006). Making decisions about mathematics education academic positions and the interview process. A presentation at the 28th *Annual meeting of the North American Chapter of the Psychology of Mathematics International*, Merida, Mexico.

Lamberg, T & Middleton, J.A. (2002*).* The role of inscriptional practices in the development of mathematical ideas in a fifth-grade classroom. A paper presented at the *26-annual meeting of the International Group for the Psychology of Mathematics Education Conference,* Norwich, England.

Middleton, J.A., de Silva, T., Toluk, Z., & Mitchell, W. (2001). The emergence of quotient understanding in a fifth-grade classroom: A classroom teaching experiment. A paper presented at the *24th annual meeting of the North American Chapter of the International Group of Mathematics Education,* Snowbird, UT.

## National Conferences

## Lamberg, T. & Wiest, L (2022). Geometric reasoning of K-5 in-service teachers. A paper presented at the Psychology of Mathematics Education Conference, Nashville, TN.

## Goyer, A., Lamberg, T. & Sierra. A (2022). Elementary Teachers Shift from Arithmetic to Functional Thinking Through Professional Development. A paper presented at the Psychology of mathematics Education Conference, Nashville, TN

## Lamberg, T. (2022). Parents role in shaping a mathematically gifted and talented student. The 12th

## International Mathematically Gifted Student Conference, Las Vegas.

## Lamberg, T. Kirkland, D & Kashiffa, FNU (2002). Using Nanotechnology as a Phenomena to teach math and science. A presented at the Annual Meeting of the American Educational Research Association, San Diego.

Lamberg, T. (2020), Supporting the Learning of All Students by Working Smarter: A framework for Math Teaching and Learning", Invited, TODOS Mathematics

  Lamberg, T. D., Leadership Series, Academic, Panel, "Knowledge hook Leadership Series", Invited, Knowledge Hook. (2020). Served on a national panel of experts on the role of Curriculum and Mat. (invited).

Lamberg, T. D & Grewall, T. (2020), A framework for supporting shifts in teacher practice. Research Council on Mathematics Learning, Las Vegas, NV

Grewal, T & Lamberg, T (2020). Shifts in Teachers’ Ability to Model and Solve an Algebraic Equation A paper presented at the at Research Council of Mathematics Learning, 47th annual conference in Las Vegas, Nevada.

Lamberg, T. (2017). \* Invited Talk (Visiting Scholar University of Madison at Wisconsin). A Framework for Supporting Teachers to Facilitate Effective Whole Class Discussions in K-8 Mathematics.

University of Madison at Wisconsin.

Lamberg, T. & Koyen, L. (2017). Formative Assessment Framework in Mathematics Instruction. A paper to be presented at the *Annual Meeting of the American Educational Research Association*, San Antonio, Texas.

Lamberg, T. (2016). Framework for teaching. *National Council Teachers of Mathematics Annual Meeting,* San Francisco, CA.

Moss, D., & Lamberg, T. (2016). The big idea in beginning in beginning algebra. It’s all about variables.

*National Council Teachers of Mathematics Annual Meeting,* San Francisco, CA.

Moss, D. & Lamberg, T (2015). The Shift from Arithmetic to Algebra: It Begins with Variables. A presentation at the *National Council of Teachers of Mathematics Annual meeting*, Boston, MA.

Lamberg, T., Lakey P, Keppelman, E., Olson, T., & Shih, J., (2015). Nevada Mathematics Project: Evaluation of a Statewide Professional Development Partnership. *RCML Conference,* Las Vegas, Nevada.

Lamberg, T. (2014). Integrating the standards of mathematical practice as a natural part of teaching through whole class mathematics discussions. (Webinar) ToDOS. *Invited Talk\**

Lamberg, T. (2013.) Chair, Mathematics teacher practice Roundtable Session, *American Educational Research Association*, *Annual Meeting*, San Francisco.

Lamberg, T. (2013). Discussant: Professional development in isolated Areas. *American Educational Research Association, Annual Meeting*, San Francisco.

Lamberg, T. (2013). Chair: Professional development models in mathematics. *American Educational Research Association*, *Annual Meeting*, San Francisco.

Bertolone-Smith, C., Lamberg, T. & Moyer, M. (2013). Maximizing learning during mathematical discussions: Teaching children argument and critique. Presented at the *annual meeting of the National Council Teachers of Mathematics, Denver, Colorado.*

Bezuk, N., Bay-Williams, J, & Lamberg, T. (2012). Supporting children’s mathematical thinking within an era of Common Core state standards. *Presented at the National Council of Teachers of Mathematics,* Philadelphia, PA*, Invited Talk\**

Lamberg, T., & Evans, M. (2012). Teaching developmentally and the Common Core. Presented at the

*National Council of Teachers of Mathematics*, Philadelphia, PA*. Invited Talk\**

Lamberg, T. (2012). Supporting mathematical learning through whole class discussions. Presented at the

*National Council of Teachers of Mathematics Annual Meeting*, Philadelphia, PA*.*

Lamberg, T. (2012). Whole Class Mathematics Discussion Webinar. Pearson Education. *Invited talk. \**

Amador, J. & Lamberg, T. (2011). Considerations of standardized testing as a mediating aspect of mathematics planning and enactment practices. Presented at the *American Educational Research Association Annual Meeting*, New Orleans, Louisiana.

Lamberg, T. (2010). Helping students understand fractions by making connections. *Presented at the National Council of Teachers of Mathematics,* San Diego, CA.

Amador, J., & Lamberg, T. (2010). Teacher thinking during lesson study: Using innovative forms of inquiry to teach. Presented at the *American Educational Research Association Annual Meeting,* Denver, Colorado.

Lamberg, T. (2009). A framework for supporting teachers to teach for conceptual understanding. Presented at the annual meeting of the *School Math Science Association,* Reno, Nevada.

Amador, J. & Lamberg, T. (2009). How teachers consider cognitive, language and social development when planning. Presented at the *School Math & Science Conference*, Reno, Nevada.

Bertolone-Smith, C., Amador, J, Lamberg, T. (2009). Facilitating effective whole class discussions.

Presented at the *Annual Meeting of the School Math Science Conference*, Reno, Nevada.

Lamberg, T & Brancamp, D (2009)*.* Strategies for effective partnerships and collaborations to improve education. *American Teacher Education Annual Conference*, Reno, Nevada.

Clark, H, & Lamberg, T. (2009) Helping middle school students develop an understanding of proportional reasoning. A presentation at the *National Council of Teachers of Mathematics Conference,* Washington, D.C.

Clark, H, & Lamberg, T. (2009). Proportional reasoning strategies of upper elementary students. A paper presented at the *American Educational Research Association Conference*, San Diego, CA.

Lamberg, T. (2007). Conceptions and misconceptions of student understanding of fractions. A paper presented at the *National Council of Teachers of Mathematics Annual Conference*, Atlanta, Georgia.

Lamberg, T. (2007). Unitizing in fair sharing situations involving composite units. A paper presented at the *American Educational Research Association Conference*, Chicago, IL.

Lamberg, T. & Quinn , B. (2006). Explore, conjecture, connect, prove: The versatility of a rich geometry problem. A presentation at the N*ational Teachers of Mathematics Annual Conference*, St. Louis, Missouri.

Lamberg, T. & Quinn, B (2006). Implications of the Northeastern Nevada Math Project on professional development. A paper presented at the *33rd Annual Meeting of the Research Council on Mathematics Learning*, Las Vegas, Nevada.

Ball, T. & Lamberg, T (2006). The effect of construction models on attainment of the concept of angles. A paper presented at the *33rd Annual Meeting of the Research Council on Mathematics Learning*, Las Vegas, Nevada.

Lamberg, T. (2005). Invited discussant on teacher education at the *27-th Annual Meeting of the Northern American chapter of the International group for the Psychology of Mathematics Education*, Roanoke, Virginia.

Lamberg, T. (2005). The affordances that emerged as brokers from multiple communities interacted within a professional teaching community. A paper presented at the *American Education Research Association annual meeting,* Montreal, Canada.

Lamberg, T. (2004). The process and influences of district leaders becoming members of a professional teaching community. A paper presented at the *26-th annual meeting of the Northern American chapter of the International group for the Psychology of Mathematics Education,* Toronto, Canada.

Lamberg, T. (2004). An interpretive framework for making sense of students’ mathematical reasoning within the context of classroom interactions. A paper presented at *American Education Research Association Annual Meeting,* San Diego, California.

Lamberg, T., & Middleton, J. (2004). Moving from teaching experiment to the classroom: The case of the mystery party. A paper presented at the *Annual Meeting of the American Education Research Association*, San Diego, California.

Lamberg, T., Dean, C., Cobb. P & McClain, K. (2003). Institutionally situated learning of a professional teaching community at Jackson Heights. A paper presented at the *Annual Meeting of the American Educational Research,* Chicago, IL.

Lamberg, T. & Middleton, J. (2003) Anchored Instruction, an environment for integrating formal and symbolic knowledge in fractions: a case of instructional design. A paper presented at the *Annual Meeting of the American Educational Research Association,* Chicago, IL.

Lamberg, T. & Middleton, J.A. (2003). Unitizing: Thinking in packs and pieces. A paper presented at the 24-th annual meeting of the *Northern American Chapter of the International group for the Psychology of Mathematics Education*. Athens, Georgia.

De Silva Lamberg, T & Middleton, J.A. (2002). A whole class learning trajectory of the Quotient construct. A paper presented at the *Annual meeting of the American Educational Research Association,* New Orleans, Louisiana.

De Silva Lamberg, T & Middleton, J.A. (2002). Inscriptional practices as indices of emergent understanding of the quotient*.* A paper presented at the *Annual Meeting of American Educational Research Association*, New Orleans, Louisiana.

## Regional Conferences

Lamberg, T. (2014). Implementing effective whole class discussions. A presentation at the *Annual Meeting of the California Math Council,* Pacific Grove, CA.

Lamberg, T. (2013). Professional development on the common core, Susanville School District.

Susanville, CA.

Lamberg, T. (2013). Teaching effectively using the standards of mathematical practices. Presentation at the *National Council of Teachers of Mathematics Regional Conference and Exposition*, Las Vegas, Nevada.

Lamberg, T. (2013). Sense making during discourse: Moving toward mathematical insight and generalization. A presentation at the *National Council of Teachers of Mathematics Regional Conference and Exposition,* Las Vegas, Nevada.

Lamberg, T. (2013). Whole class mathematics discussion: Improving in-depth Mathematical Thinking and Learning. Presentation at the *Annual Meeting of the North Carolina Teachers of Mathematics.* Greensboro, North Carolina. *Keynote\**

Lamberg, T. (2009). Invited talk: Panel discussion on implementing professional Development. A presentation at the *Math Science Partnership Regional Conference* sponsored by the U. S. Department of Education, San Francisco, CA.

Lamberg, T. (2009). Lessons learned about designing and implementing professional Development from the Northeastern Nevada Mathematics Project. A presentation at the *Math Science Partnership Regional Conference sponsored by the U. S. Department of Education,* San Francisco, CA.

Lamberg, T. (2008). Models for teaching multiplication and division of fractions. A presentation at the

*National Council of Teachers of Mathematics Regional Conference*, Reno, NV.

Lamberg. T. (2008***).*** Meeting mathematical needs of diverse learners. A presentation at the *National Council of Teachers of Mathematics Regional Conference*. Reno, NV.

Quinn, R & Lamberg, T. (2008). Implications of the Northeastern Nevada Mathematics Project. A presentation at the *National Council of Teachers of Mathematics Regional Conference,* Reno, NV.

Lamberg, T (2007*).* Designing professional development within the STEM disciplines. A paper presented at the *American Society for Engineering Education Conference,* Reno, Nevada.

Lamberg, T (2006). An interpretive framework to support teachers to change their classroom teaching practices. A paper presented at the *Northern Rocky Mountain Education Association Conference*, Boise, ID.

Lamberg, T & Brancamp, D (2006). Principals as instructional leaders and the role of institutional context. A paper presented at the *Northern Rocky Mountain Education Association Conference*, Boise, ID.

Lamberg, T. (2006). Supporting Algebraic Thinking. A presentation at the *National Council of Teachers of Mathematics Western Regional Conference*, Phoenix, Arizona.

Lamberg, T. (2006). Supporting teachers to teach for conceptual understanding. A presentation at the

*National Council of Teachers of Mathematics Western Regional Conference*, Phoenix, Arizona.

Lamberg, T. (2005). Transforming Math Learning through powerful collaborations in Northeastern Nevada. A paper presented at the *Northern Rocky Mountain Education Association Conference*, Jacksonhole, Wyoming.

Lamberg, T. (2005). Survivor, Assistant Professor: Out Teach, out publish, out research. A round table discussion at the *Northern Rocky Mountain Education Association Conference*, Jacksonhole, Wyoming.

De Silva, T. (1999). Building communities by meeting needs of diverse learners**.** A presentation at the *Rocky Mountain Social Studies Regional Conference*, Phoenix, AZ.

## State Conferences

Lamberg, T. (2020) Nevada Math Project. 2020 Superintendents Academy. Sparks, NV

Lamberg, T. (2019). Summer Conference Session, Work Smarter, Not Harder, Southern Nevada Elementary Mathematics Conference, Southern Nevada, Regional Professional Development Program (Elementary Education). Las Vegas, Nevada.

Lamberg, T. (2019). Lead Teams. Provost's Faculty Academic Leadership Program, UNR, Reno, NV.

Lamberg, T. (2019). Fractions on a Number line. Northern Nevada Math Council March Madness: Making Mathematicians. Northern Nevada Math Council, Reno, Nevada..

Lamberg, T. (2019). Work Smarter, Not Harder, Southern Nevada Elementary Mathematics Conference, Southern Nevada, Regional Professional Development Program (Elementary Education). Las Vegas, Nevada.

Lamberg, T. (2019). Summer Conference Session, Work Smarter, Not Harder, Southern Nevada Elementary Mathematics Conference, Southern Nevada, Regional Professional Development Program (Elementary Education). Las Vegas, Nevada.

Lamberg, T. (2019). Lead Teams. Provost’s Faculty Academic Leadership Program, UNR, Reno, NV. Lamberg, T. (2019). Supporting Strategies for Success Conference. Southern Nevada Regional

Professional Development Program. (Secondary Education). Las Vegas, Nevada

Lamberg, T. (2019). Fractions on a Number line. Northern Nevada Math Council March Madness: Making Mathematicians. Northern Nevada Math Council, Reno, Nevada..

Lamberg, T. (2018). Problem Solving for Innovation. Presentation at Washoe County School District, MCLT Teacher Leader Training workshop.

Lamberg, T. (2018). Organizing for innovation. Presentation at Washoe County School district. MCLT Teacher Leader Training workshop.

Lamberg, T. (2018). Improving mathematics teaching using the whole class discussion framework.

Teacher Workshop, Silver Springs Middle School. Silver Springs, Nevada.

Lamberg. T. (2017). Whole Class Mathematics Discussion Framework. Professional Development, Alpine Academy College Prep High School, Sparks, NV.

Lamberg, T. (2016). Using formative assessment to improve instruction. *Northern Nevada STEM Conference* sponsored by Nevada Math Council and Nevada Science Teachers Association, Reno, NV

Lamberg, T. (2016). Using Design Research to Improve Learning and Teaching of STEM. University of Nevada, Reno.

Lamberg, T. (2015). A Framework for effective instruction to support learning. A presentation at the

*ACT Conference*, Reno, NV.

Lamberg, T. (2015). Student achievement results by targeted assessment, A presentation at the *Nevada Math Council, Mini Conference*, Reno, NV

Lamberg, T. (2014). Unitizing approach to division of fractions. A presentation at the *Northern Nevada Math Council Mini Conference*, Reno, NV.

Lamberg, T. & Moss, D. (2014). Expressions, equations and variables. A presentation at the *Northern Nevada Math Council Mini Conference*, Reno, NV.

Lamberg, T., (2013). Integrating math practices as a natural part of teaching, *Southern Nevada Mathematics and Science Association Annual Meeting*, Las Vegas, NV.

Lamberg, T. (2013). Whole class mathematics discussions and Standards of Mathematical Practices. A presentation at Desert Heights Elementary School, Reno, NV.

Lamberg, T. (2013). Math madness workshop on Common Core. A presentation at the Washoe County School District, Reno, NV.

Lamberg, T. (2012)*.* Exploring fractions, mathematics academy: Getting to the CORE of mathematics instruction. A presentation at the Washoe County School District, Reno, Nevada.

Lamberg, T. (2012). Participated in a STEM panel discussion and facilitating a session at the *Nevada STEM Summit* sponsored by Gathering Genius Inc. Las Vegas, NV. *Invited Talk\**

Lamberg, T. (2012)*.* Effectively using discussion to support student learning. A presentation at the 9th

*Annual Northern Nevada Assessment Conference*, Reno, Nevada.

Lamberg, T. (2011) served on Science, Technology Engineering and Mathematics (STEM) Education Panel with Crowther, D, Brancamp, D, Fritsen, C, Oates, M, Peterson, P, Vineyard, R, Wang, E & Wells, B*. Nevada State Science Teachers Association,* Reno, Nevada

Lamberg, T. (2010). Improving mathematics teaching by focusing on student learning. A presentation at the *Start Fresh Northern Nevada Teachers of English*, Reno, Nevada.

Lamberg, T. (2009). Strategies for extending student understanding through whole class discussions.

S*tart Fresh Northern Nevada Teachers of English*. Reno, Nevada.

Amador, J & Lamberg, T. (2009) Teacher thinking during lesson planning. A presentation at the *Southern Nevada Math and Science Conference*, Reno, NV.

Lamberg, T. (2009). Helping students multiply and divide fractions with conceptual understanding. A presentation at the *Southern Nevada Math and Science Conference,* Reno, NV.

Lamberg, T (2008). What is number sense anyway? Understanding number while building a mathematical learning community. A presentation at the S*peakers series. Northwest Regional Professional Development Program*, Reno, NV. *Invited Talk\**

Lamberg, T (2008*).* Teaching and planning to support learning. Improving Mathematical Learning. A presentation at the S*peakers series. Northwest Regional Professional Development Program,* Reno, NV. *Invited Talk\**

Lamberg, T. (2007). Multiplying and dividing fractions using an area model. A presentation at the

*Northern Nevada Mathematics Council Conference*, Reno, Nevada.

Lamberg, T. (2007). Promoting critical/creative thinking skills in the classroom. A presentation at the

*Start Fresh Conference,* Northern Nevada Teachers of English. Reno, Nevada.

Lamberg, T. (2006). Building effective professional teaching communities to increase student learning. Keynote Speaker, *Northern Nevada Teachers of English, Finish Fresh Conference*, Reno, NV. *Invited Talk\**

Lamberg, T. (2004). Developing Professional Learning Communities. *Northern Nevada Math Council Fall Social,* Reno, NV. *Keynote\**

Lamberg, T. (2003). Hallmark of Good Math Instruction: Mathematical Discourse. A presentation at

*Modern Red School House Summer workshop*, Nashville, TN.

De Silva, T. (2000). Integrating technology into the elementary curriculum. A presentation at *Teaching and Technology Conference,* Sponsored by University of Arizona College of Education, Tucson Area Council for Technology and Tucson Unified School District #1, and the Southern Chapter of Arizona Technology in Education Alliance, Tucson, Arizona.

De Silva, T. (1999). Integrating technology into the classroom. Presentation at *C*ox Communications Multi- Media Academy on Technology*, Phoenix, AZ.*

**RADIO SHOWS/PODCASTS**

The following website contains links to Radio Shows/Podcasts

[**https://www.optimizedlearning.net/radio-shows-pod-casts/**](https://www.optimizedlearning.net/radio-shows-pod-casts/)

Lamberg, T. (2022).Helping students learn math, Podcast with Ebola <https://open.spotify.com/episode/2zizIFOSksvvtneM5ti4k2?go=1&sp_cid=b7f65835ded3a4d382fc950c1edf646e&utm_source=embed_player_p&utm_medium=desktop&nd=1>

Curriculum Leaders Round Table <https://app.knowledgehook.com/app/MathLeaders/Video/30d8cb08-a5e0-ea11-974a-0050568c42b6>

Lamberg, T. D., Radio Show, Non-Academic, Other, "One in 7 Americans are Math Phobic", Invited, searchingforintegrity.com. (August 28, 2020).

Invited Radio Talk show:  Search for <a href="//Integrity.com">Integrity.com</a> with John Smith.    
 Talk about Work Smarter, Not Harder: A framework for math teaching/

Lamberg, T. D., I heart Radio Show - Discuss Book Work Smarter, Not Harder, Non-Academic, Other, "Math Phobia", Invited, I-heart Radio. (August 10, 2020).

Discussed how to support students and teachers in math. Discussed book: Work Smarter: Not Harder

Lamberg, T. D., Radio: 89.7 FM WDVR Radio Talk Show, Non-Academic, Other, "World of Work: Conducting Productive Meeting", Invited, WDVR Radio New Jersey. (June 19, 2020).

Discussed Conducting Productive Meetings Book

Radio, Searching for Integrity - Math Education, AMFM247PDCAST.INF, (August 28, 2020)

Interviewed me about Math

Internet, Supporting Teachers to use Formative Assessment for Adapting Decision Making, American Mathematics Teacher Education Podcast, (May 2020)

Radio, E48 Dr Teruni Lamberg Conducting Productive Meetings, Pod Cast BS with Bob Smith, (January 2020)

STEM FOR ALL video showcase <https://stemforall2019.videohall.com/presentations/1502>

Leadership Podcasts/ Radio Show with Dr. Gini Baro. Why Thinking Like a Leader Matters

<https://www.youtube.com/watch?v=5h_oYhxQq4U&feature=youtu.be&utm_campaign=meetedgar&utm_medium=social&utm_source=meetedgar.com>

Radio: B.S with Bob Schmidt.com -Conducting Productive Meetings

<https://www.spreaker.com/user/bswithbob/e48-dr-teruni-lamberg-conducting-product>

Radio: Healthylife.net Meetings That Matter

<http://healthylife.net/RadioShow/Radio%20Host%20Profiles.htm>

WEBSITES

<http://www.mathdiscussions.wordpress.com>

<http://www.optimizedlearning.net>

<http://www.nevadamathproject.com>

# TEACHING

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| **COURSES TAUGHT** |
| EDEL 433/633 Math Methods  CTL 402/602 Teaching and Learning Elementary Math  CTL 642 Curriculum Development in Math  MTE 776 co-taught with Ed Keppelman and Dr. Gupta  CTL 401 Classroom Management  CTL 720 Analysis of Teaching  CTL 742 Models of Teaching  CTL 728 D Problems in Teaching Math  CTL 795 Masters Project  EDES 413/613 Teaching Elementary Math Practicum  EDUC 624 Special Problems in Math  CTL 651 Improving Mathematics Instruction  EDUC 624 Curriculum Development in Mathematics Education  **Total Number of Courses Taught: 75** DOCTORAL STUDENT COMMITTEESGraduate Students, Chaired DissertationsDr. Alysia Goyer (Assistant Professor, Stockton University)Goyer, A (2023). Supporting elementary pre-service teachers’ algebraic thinking with technology through lesson planning and TPACK. Unpublished Doctoral Dissertation, University of Nevada, Reno Dr. Julie Amador (Professor, University of Idaho).  Amador, J. (2010). Affordances, constrains and mediating aspects of elementary mathematics lesson planning practices and lesson plan actualization. *Unpublished Doctoral Dissertation*, University of Nevada, Reno.  Dr. Diana Moss (Teaching Assistant Professor, University of Nevada, Reno)  Moss, D. (2014). An investigation of student learning in beginning algebra using classroom teaching experiment methodology and design research, *Unpublished Doctoral Dissertation,* University of Nevada, Reno.  Dr. Claudia Bertolone-Smith (Assistant Professor, Chico State University, California)  Bertolone-Smith (2016). A fourth Grade Teaching Experiment on Fraction Magnitude. *Unpublished Doctoral Dissertation,* University of Nevada, Reno   |  |  | | --- | --- | | MASTERS STUDENTS |  | | Number of Students Served | 142 | | INDEPENDENT STUDY |  | | Independent study | 16 | |  |  | | Total Number of Students who received individualized support and mentoring in research. | **180** | |

# SERVICE POSITIONS

## Professional

## Elected Junior Chair for 2022 and Chair for 2023 for Research in Mathematics Education, Sig of the American Educational Research Association.

## Conference Chair for Psychology of Mathematics Education, Northern American Chapter, 2023

Editorial Board Journal of Research in STEM Education (J-STEM)

Chair Psychology of Mathematics Education, Northern American Chapter, 2009 Chair Psychology of Mathematics Education, Northern American Chapter, 2011

Conference Chair Co-Chair Psychology of Mathematics Education Northern American Chapter (2011). Organized annual meetings in Reno, NV

Conference Chair Psychology of Mathematics Education Northern American Chapter (2008). Organized annual meetings in Lake Tahoe, NV

Local Organizing Site School Math and Science annual conference hosted in Reno, Coordinator

Reviewer for several NSF Grant proposals Panels

## Reviewer

J-STEM

International Journal of STEM Education Educational Researcher

International Journal of Education in Mathematics, Science and Technology AERA Review of Educational Research Journal

American Educational Research Journal Journal for Research in Mathematics Education

Teaching Children Mathematics Sciences and Technology in Early Childhood Education Contemporary Perspectives in Early Childhood Education

Review of Educational Research

Educational Policy: An Interdisciplinary Journal of Policy and Practice Irish Educational Studies

Allyn and Bacon Publishing Company

Psychology of Mathematics Northern American Chapter American Educational Research Association

Journal of Learning Sciences Mathematics Teacher Educator

Evaluated MET grant proposals for NCTM (2007-2010)

## Department Committees

Advertising and Recruitment Committee Doctoral Experience Committee

Graduate Directory Elementary Master’s Program 2011-2012

*College Committees*

Doctoral Committee

Public Relations Committee TECC

College Faculty Senate Elementary Master’s Committee Executive Committee Member Master’s Task Force

***University wide Committees*** Research Group Committee Academic Integrity Board

University Core Assessment Committee

Vice President for Research Search Committee Graduate Student Association – Judge for Papers

**Nevada System of Higher Education**

Make a presentation to the Nevada Legislature

## Community

Board Member, Nevada Mathematics Council (2005-present). Board Member: Northern Nevada Math Council (2012-present).

Nevada STEM Partners- Nevada Department of Education Committee (2011-Present). Nevada Stem Coalition (help organize STEM summit to be help in 2012).

Served on various committees for Nevada Department of Education Advisory Committee, Glen Duncan Elementary School

**Teacher Professional Development**Washington School District, Phoenix, AZ Madison School District, Phoenix, AZ Villa Montessori, Phoenix, AZ

Durham Public Schools, Durham, NC Washoe County School District, Reno, NV Elko County School District, Elko, NV White Pine County School District, Ely, NV Eureka County School District, Eureka, NV

Humboldt County School District, Winnemucca, NV Lyon County School District. Fernley, NV

Storey County School district, Virginia City, NV Carson City School District, Carson City, NV Churchill School District, Fallon, NV Susanville, School District, Susanville, CA

Silver Springs, Middle School, Silver Springs, NV

# PROFESSIONAL MEMBERSHIPS

American Educational Research Association & Math Education SIG National Council of Teachers of Mathematics

National Council of Supervisors of Mathematics

North American Chapter of Psychology of Mathematics Education Nevada Math Council

Northern Nevada Math Council California Math Council RCML

School Math and Science Association