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Education

2003 Ph.D., Mathematics Education, University of Texas at Austin
Dissertation Title: *Critical Mathematical Agency: Urban middle school students engage in significant mathematics to understand, critique, and act upon their world.*
Advisor: Susan B. Empson

1999 M.A., Curriculum and Instruction, Arizona State University
Advisor: Alfinio Flores
Major: Mathematics Education

1994 B.A., Elementary Education Arizona State University
Honors Thesis Advisor: Sarah Hudelson
Degree Program: Bilingual / ESL Education
Summa Cum Laude

Employment

University Teaching and Research Experience

2013-pres. Associate Professor of Mathematics Education, Department of Teaching, Learning and Sociocultural Studies, College of Education University of Arizona

2006-2013 Assistant Professor of Mathematics Education, Department of Teaching, Learning and Sociocultural Studies, College of Education University of Arizona

2005-2006 Post Doctoral Faculty, College of Education
University of New Mexico

2004-2005 Assistant Professor, Department of Education
Santa Clara University

2003 Postdoctoral Researcher, Mathematics and Science Education
University of Texas at Austin

2000-2003 Graduate Assistant Instructor, Mathematics and Science Education
University of Texas at Austin

1999-2003 Graduate Research Assistant, Mathematics and Science Education
University of Texas at Austin

K-12 Teaching Experience

1994-1999 4th and 5th grade bilingual classroom teacher, W. T. Machan Elementary Creighton School District, Phoenix Arizona [Elementary Certificate, Bilingual Endorsement]

Honors and Awards

2012 Maria Urquides Laureate Award
This UA College of Education award is in honor of Maria Urquides' extraordinary contributions to bilingual education and her concern and caring for children. It is awarded to a College of Education faculty member to recognize contributions in this area.

2011 (Nominated) AERA Division K Early Career Award
This award, made to a researcher in the early stages of their career, recognizes a significant program of research on important problems in the areas of teaching and teacher education.

2010 Erasmus Circle Fellow Award for Junior Faculty
Erasmus Circle Fellows are experienced or emerging faculty leaders who have demonstrated excellence in their fields. They are recommended by their department heads and selected by the College of Education Advisory Board once yearly. *The title of Erasmus Circle Fellow is one of the highest honors bestowed upon its faculty by the College of Education.*

2002-2003 William Livingston Fellow – University of Texas Graduate Fellowship
$17,500 stipend, plus full-tuition

2001-2002 University Continuing Fellow – University of Texas Graduate Fellowship
$15,000 stipend, plus full-tuition

2001-2002 George I. Sanchez Presidential Scholarship in Education, $2,000 stipend

2000-2001 Jewel Popham Raschke Mathematics Education Fellowship, $3,500 stipend

PUBLICATIONS

Refereed Journal Articles

Turner, E. & Drake, C. (2015). A review of research on prospective teachers' learning about children's mathematical thinking and cultural funds of knowledge. *Journal of Teacher Education, 67*, 1, 32-46.

Wood, M.B. & **Turner, E. E.** (2015). Bringing the teacher into teacher preparation: Learning from mentor teachers in joint methods activities*. Journal of Mathematics Teacher Education, 18, 1, 27-51*. 10.1007/s10857-014-9269-4

Turner, E. & Blackburn, C. (accepted). Prospective and mentor teacher perspectives on co-learning events. Paper accepted for publication in *Mentoring and Tutoring: Partnerships in Learning.*

Turner, E., Sugimoto, A., Stoehr, K., & Kurz, E. (accepted, in press). Creating Inequaltities from Real World Experiences. Accepted for publication in *Mathematics Teaching in the Middle School*, published by the National Council of Teachers of Mathematics.

Drake, C., Land, T., Bartell, T. G., Aguirre, J. M., Foote, M. Q., Roth McDuffie, A., & **Turner, E. E**. (2015). Three Strategies for Opening Curriculum Spaces: Building on Children's Multiple Mathematical Knowledge Bases While Using Curriculum Materials. *Teaching Children Mathematics, 21, 6, 346-353.*

Roth McDuffie, A., Foote, M. Q., Bolson, C., Turner, E. E., Aguirre, J. M., Bartell, T. G., Drake, C., & Land, T. (2014). Using video analysis to support prospective K-8 teachers' noticing of students' multiple mathematical knowledge bases. *Journal for Mathematics Teacher Education, 17, 245-270.*

Roth McDuffie, A., Foote, M., Drake C., Turner E. E., Aguirre, J. M., Bartell, T. G., & Bolson, C. (2014). Use of video analysis to support prospective mathematics teachers' noticing of equitable practices. *Mathematics Teacher Educator*, 2, 2, 108-140.

Turner, E., Dominguez, H. Empson, S., Maldonado, L. (2013). Latino/a bilinguals and their teachers developing a shared communicative space. *Educational Studies in Mathematics,* 84, 349-370. DOI: 10.1007/s10649-013-9486-2.

Foote, M. Q., Roth McDuffie, A., Turner, E. E., Aguirre, J. M., Bartell, T. G., & Drake, C. (2013). Orientations of prospective teachers towards students' families and communities. *Teaching and Teacher Education, 35,* 126-136.

Aguirre, J. M., Turner, E. E., Bartell, T. G., Kalinec-Craig, C., Foote, M. Q., Roth McDuffie, A., & Drake, C. (2013). Making connections in practice: Developing prospective teachers' capacities to connect children's mathematical thinking and

community funds of knowledge in mathematics instruction. *Journal of Teacher Education, 64*(2), 178-192. DOI: 10.1177/0022487112466900

Turner, E., Dominguez, H., Maldonado, L., Empson, S. (2013). English Language Learners identity-enhancing participation in mathematical discussion. *Journal for Research in Mathematics Education, 44, 1, 199-234. Special Equity Issue, R. Gutiérrez (Ed.)*.

Celedón-Pattichis, S. & Turner, E. (2012) "Explícame tu respuesta": Supporting Mathematical Discourse in Emergent Bilingual Kindergarten Students. *Bilingual Research Journal, 35,* 2, 197-216*.*

Turner, E., Drake, C., Aguirre, J., Foote, M., Gau Bartell, T., & Roth McDufffie, A. (2012, February). Preparing pre-service teachers to effectively teach mathematics to culturally and linguistically diverse students. *Journal of Mathematics Teacher Education* (*JMTE), Special Issue on Equity, 15,* 1, 67-82.

Turner, E. & Celedon-Pattichis, S. (2011). Problem Solving and Mathematical Discourse among Latino/a Kindergarten Students: An Analysis of Opportunities to Learn. *Journal of Latinos in Education, 10, 2,* 146-168*.*

Turner, E., Gutiérrez, R. & Sutton, T. (2011). Student participation in collective problem solving in an after-school mathematics club: Connections to learning and identity. *The Canadian Journal for Science, Mathematics, and Technology Education* Special Issue on Equitable access to participation in mathematical discussions: Looking at students, 11, 3, 226-246.

Turner, E., Varley, M., Simic, K. & Diaz-Palomar, J. (2009). "Everything is Math in the Whole World!": Integrating Critical and Community Knowledge in Authentic Mathematical Investigations with Elementary Latina/o Students. *Mathematical Thinking and Learning: An International Journal*, *11, 3, 136-157*.

Simic-Muller, K., Turner, E. & Varley, M. (2009). "Community-Based Problem Posing in an After-School Mathematics Club". *Teaching Children Mathematics, 16*, 4, 206-212.

Turner, E. & Strawhun, B. (2007). Problem posing that makes a difference: Students posing and investigating mathematical problems related to overcrowding at their school. *Teaching Children Mathematics*, 1*3*, 9, 457-463.

Turner, E., Junk, D. & Empson, S. (2007) The Power of Paper Folding Tasks to Support Multiplicative Thinking and Rich Mathematical Discussion *Teaching Children Mathematics*, *13*, 6, 322-329.

Empson, S. B. & Turner, E. (2006) The Emergence of Multiplicative Reasoning in Children's Solutions to Folding Tasks. *Journal of Mathematical Behavior*, 25, 1.

Empson, S. B., Junk, D., Dominguez, H., & Turner, E. (2006) Fractions as the Coordination of Multiplicatively Related Quantities: A Cross-Sectional Study of Children's Thinking. *Educational Studies in Mathematics: An International Journal,* 63, 1, 1-28.

Flores, A. Turner, E., & Bachman, R. (2005) Posing problems to develop conceptual understanding: Two teachers make sense of division of fractions. *Teaching Children Mathematics, 12, 3, 117-121*.

Turner, E. & Strawhun, B. (2004). Measuring Inequality: Students use math to investigate overcrowding at their school. *Rethinking Schools*, 19, 2.

Flores, A. & Turner, E. (2001). Inclined Planes and Motion Detectors. *School Science and Mathematics,* 51, 154-161.

Scholarly Books

Civil, M. & Turner, E. (2014). *The Common Core State Standards in Mathematics for English Language Learners: Grades K-8*. This is a 9-chapter book outlining research and research-based strategies for supporting English learners with the Common Core Standards for Mathematics. I co-wrote an introductory chapter with M. Civil, and served as a reviewer and editors on all other chapters. In some cases, the editing process involved numerous rounds of revisions and writing support with chapter authors. TESOL Press. (Series Editor: Luciana Oliverira)

Tan, E., Calabrese Barton, A., Turner, E. & Varley Gutiérrez, M. (2012). *Empowering Science and Math in Urban Schools*. Chicago, IL: University of Chicago Press. This is an eight-chapter book that examines questions related to empowering science and math learning spaces by and for urban youth. I am the sole author on one chapter, and a contributing author on two additional chapters.

Chapters in Scholarly Books or Monographs (Refereed)

Civil, M. & **Turner, E. E**. (20150 Introduction. In M. Civil & E. Turner (Eds). *The Common Core State Standards in Mathematics for English Language Learners: Grades K-8 (pp. 1-5). TESOL Press*.

Turner, E., Aguirre, J., Bartell, T., Drake, C., Foote, M. Q., Roth McDuffie, A. (2014). Making meaningful connections with mathematics and the community: Lessons from prospective teachers. In T. G. Bartell and A. Flores (Eds). *TODOS Research Monograph 3: Embracing resources of children, families, communities and cultures in mathematics learning* (pp. 30-49).

Turner, E., Varley, M., & Gutiérrez, R. (2013). This project opened my eyes: Preservice teachers learning to connect school, community and mathematics.

In L. Jacobsen, J. Mistele, & B. Sriraman (Eds.) *Mathematics Teacher Education in the Public Interest: Equity and Social Justice (pp. 185-214)*. Charlotte, NC: Information Age Publishers. (International Perspectives on Mathematics Education: Cognition, Equity and Society Series).

Bartell, T. G., Foote, M. Q., Drake, C., Roth McDuffie, A., Turner, E., & Aguirre, J. M. (2013). Developing highly qualified teachers of Black children: (Re)orienting thinking in an elementary mathematics methods course. In J. Leonard & D. B. Martin (Eds.), *Beyond the numbers and toward new discourse: The brilliance of Black children in mathematics*. Charlotte, NC: Information Age Publishers.

Turner, E. (2012). Critical Mathematical Agency in the Overcrowding at Francis Middle School Project. In Tan, E., Calabrese Barton, A., Turner, E. & Varley Gutiérrez, M. *Empowering Science and Mathematics Education in Urban Communities (pp. 51-76)*. Chicago, IL: University of Chicago Press.

Aguirre, J., Turner, E., Bartell, T. G., Drake, C., Foote, M. Q., & Roth McDuffie, A. (2012). Analyzing effective mathematics lessons for English learners: A multiple mathematical lens approach. In S. Celedón-Pattichis & N. Ramirez (Eds.), *Beyond good teaching: Advancing Mathematics Education for ELLs (pp. 207-222).* Reston, VA: National Council of Teachers of Mathematics.

Celedon-Pattichis, S., & Turner, E. (2012). Case 1: Using storytelling to pose word problems in kindergarten ESL and bilingual classrooms. In S. Celedón-Pattichis & N. Ramirez (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs (pp. 56-62)*. Reston, VA: National Council of Teachers of Mathematics.

Turner, E., Varley Gutiérrez, M. & Díez-Palomar, J. (2011). *Latino/a Bilingual Elementary Students Pose/Investigate Problems Grounded in Relevant Community Contexts.* In K. Tellez, J. Moschkovich & M. Civil (Eds.) *Latinos and Mathematics: Research on Learning and Teaching in Classrooms and Communities (pp. 149-174)*. Information Age Publishers.

Turner, E., Celedon-Pattichis, S., Marshall, M. & Tennison, A. (2009). "Fíjense amorcitos, les voy a contar una historia": The Power of *Story* to Support Solving and Discussing Mathematical Problems among Latino/a Kindergarten Students. In D. White & J. Spitzer (Eds). *Mathematics for Every Student: Responding to Diversity, Grades PreK-5 (pp. 23-43).* Reston, VA: National Council of Teachers of Mathematics.

Maldonado, L., Turner, E., Dominguez, H. & Empson, S. (2009). English Language Learners Learning From and Contributing To Mathematical Discussion. In D. White & J. Spitzer (Eds). *Mathematics for Every Student: Responding to Diversity, Grades PreK-5 (pp. 7-22).* Reston, VA: National Council of Teachers of Mathematics.

Turner, E., Celedon-Pattichis, S., & Marshall, M. A. (2008). *Opportunities to Learn*

Problem Solving and Mathematics Discourse among Latino/a Kindergarten Students. In R. Kitchen & E. Silver (Eds.), *Promoting high participation and success in mathematics by Hispanic students: Examining opportunities and probing promising practices* [A Research Monograph of TODOS: Mathematics for ALL], *1,* 19-42. Washington, D. C.: National Education Association Press. [Note: This is a peer-reviewed research monograph]

Turner, E. & Strawhun, B. (2005). "With math, it's like you have more defense": Supporting students' agency in the math classroom In E. Gutstein & B. Peterson (Eds.), *Rethinking Mathematics (pp. 81-87).* Milwaukee, WI: Rethinking Schools Press.

Refereed Conference Proceedings

Aguirre, J., Foote, M. **Turner, E.,** Bartell, T., Drake, C. & Roth McDuffie, A. (2015). Supporting New K-8 Teachers of Mathematics to be culturally responsive using a lesson analysis tool. In Bartell, T. G., Bieda, K. N., Putnam, R. T., Bradfield, K. & Domginuez, H. (Eds). *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 868-871).* East Lansing, MI: Michigan State University.

Stoehr, K., **Turner, E.,** & Sugimoto, A. (2015). One teacher's understandings and practices for making real-world connections in mathematics. In Bartell, T. G., Bieda, K. N., Putnam, R. T., Bradfield, K. & Domginuez, H. (Eds). *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 1150-1153).* East Lansing, MI: Michigan State University.

Drake, C., Land, T., Bartell, T. G., Roth McDuffie, A., Turner, E., Aguirre, J., & Foote, M. Q. (2013, November). Identifying curriculum spaces for connecting to children's multiple mathematical knowledge bases in elementary mathematics. In M. Martinez & A. Castro Superfine (Eds.) Proceedings of the 35th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 761-764), Chicago, IL: University of Illinois at Chicago.

Foote, M. Q., Roth McDuffie, A., **Turner, E. E.,** Aguirre, J. M., Bartell, T. G., Drake, C. (2012). Prospective teachers' perceptions, beliefs, and dispositions toward students' family, community, and culture. In L. R. Van Zoest, J.-J. Lo, & J. L. Kratky (Eds.) Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 605-612). Kalamazoo, MI: Western Michigan University.

Bartell, T. G., Foote, M. Q., Aguirre, J. M., Roth McDuffie, A., Drake, C., Turner, E. (2010, October) Preparing preK-8 teachers to connect children's mathematical thinking and community based funds of knowledge. In P. Brosnan, D. B. Erchick, & L. Flevares (Eds.). *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1183-1191). Columbus, OH: The Ohio State University.

Flores, A. & Turner, E. (2000). Learning to teach division of fractions meaningfully. In M. L. Fernández (Ed.) *Proceedings of the Twenty-Second Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, vol. 2*, p. 391-392. Columbus, OH: ERIC Clearinghouse for Science, Mathematics and Environmental Education.

Other Publications: (Electronic Publications, Invited Publications, Course Materials)

Turner, E. (2007, summer). Problem solving among Latino/a kindergarten students. *Intersection: Mathematics Educators Sharing Common Ground*, 1-2, 10.

Empson, S., Junk, D. & Turner, E. (2006). *Formative Mathematics Assessment for Use in Grades K-3*. Professional development materials.

Turner, E., Dominguez, H., Maldonado, L. & Empson, S. (2006). *Facilitating English Learner Participation*. Podcast of paper prepared for AERA conference. http://www.scoe.org/pub/htdocs/raafa-grant.html

Turner, E. & Calabrese Barton, A. (2001). Rethinking Urban Schools through the Logic of the Niche, a review of Renewing Hope Within Neighborhoods of Despair: The Community-Based Development Model. *Educational Studies,* 32, 3, 368-374.

SCHOLARLY PRESENTATIONS

National and International Conference Presentations (Refereed)

Foote, M. Q., Drake, C., Roth McDuffie, A., **Turner, E. E**., Aguirre, J. M., & Bartell, T. G., (2015, June). Teachers empowered to advance change in mathematics (TEACH MATH). In S. Mukhopadhyay & B. Greer (Eds.) *Proceedings of the 8th International Mathematics Education and Society Conference* (pp. 112-116), Portland, OR: Portland State University.

Roth McDuffie, A., **Turner, E. E.,** Stoehr, K., Sugimoto, A. & Witters, A. (2015, April). Leveraging multiple mathematical knowledge bases in the first and second years of full time teaching. In J. M. Aguirre (Chair), *Supports, challenges, and practices of early career k-8 mathematics teachers to enact equitable mathematics teaching.* Presentation as part of a symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

Aguirre, J. M., Drake, C., Foote, M. Q., Roth McDuffie, A., **Turner, E. E**., & Bartell, T. G. (2015, April). Preparing culturally responsive mathematics teachers. In I. Goffney (Chair), *Preparing preservice teachers to enact equitable instruction in mathematics.* Presentation as part of a symposium at the annual research conference of the National Council of Teachers of Mathematics, Boston, MA.

Kinser-Traut, J. & **Turner, E. E**. (2015). Authorizing and empowering students' mathematical learning: One teacher's journey. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Roth McDuffie, A., Foote, M. Q., Drake, C., Turner, E. E., Aguirre, J. M., & Bartell, T. G. (2014). *Enacting video analysis to develop PSTs' noticing and focus on equity: MTE decisions and moves*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Foote, M. Q., Turner, E. E., Stoehr, K., Bartell, T. G., Drake, C., Roth McDuffie, A., Aguirre, J. M. (2014). Early career teachers elicit and build on children's multiple mathematical knowledge bases in instruction. In A. Wager (Chair), *Centering instruction on students: Mathematics teacher education for equity.* Symposium proposed for the annual research conference of the National Council of Teachers of Mathematics, New Orleans, LA.

Aguirre, J. M., Foote, M. Q., Turner, E. E., Bartell, T. G., Drake, C., Roth McDuffie, A. (2014). Preparing K-8 mathematics teachers to support English language learners: Utilizing mathematics learning case studies. In K. Gomez (Chair), *Creating contexts of pedagogical and curricular support for non-English background students in mathematics and science.* Symposium accepted for the annual meeting of the American Educational Research Association, Philadelphia, PA.

Turner, E. E. & Blackburn, C. (2013, April). *Preservice and Mentor Teachers Perspectives on Joint Learning Spaces.* In H. Feathersone (Chair), Realizing Third Spaces in Teacher Education. Symposium accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Bartell, T. G., Foote, M. Q., Roth McDuffie, A., Turner, E. E., & Aguirre, J. M., & Drake, C. (April, 2013). Developing teachers of Black children: (Re)orienting thinking in an elementary mathematics methods course. In D. Stinson (Chair), *Moving beyond the numbers of aggregated "achievement gap" data and toward new discourse about Black children and mathematics*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.

Foote, M. Q., Roth McDuffie, A., Aguirre, J. M., Bartell, T. G., Drake, C., & Turner, E. E. (April, 2013). Prospective elementary and middle school mathematics teachers' perceptions and beliefs about students' family and community. Poster presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Roth McDuffie, A., Foote, M. Q., Bolson, C., Drake, C. Turner, E. E., & Aguirre, J. M., & Bartell, T. G. (April, 2013). Prospective K-8 teachers' noticing of students' mathematical knowledge bases using video case analysis. In A. Wager (Chair), *Teacher noticing of equity in mathematics.* Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.

Turner, E. E., Foote, M. Q., Stoehr, K., Roth McDuffie, A., & Aguirre, J. M., Bartell, T. G., & Drake, C. (April, 2013). Preservice teachers leveraging children's multiple mathematical knowledge bases. Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.

Drake, C., Aguirre, J. M., Bartell, T. G., Foote, M. Q., Roth McDuffie, A., & Turner, E. E. (November. 2012). *Promoting equity in preK-8 mathematics teacher preparation.* On-line Webinar of the Association of Mathematics Teacher Educators.

Turner, E., Aguirre, J., Bartell, T. G., Drake, C., Foote, M. Q., & Roth McDuffie, A. (2012, April). *Learning to design high cognitive demand mathematics lessons that connect to community-based resources*. In J. Aguirre (Chair), *Developing ambitious mathematics teaching with an equity stance: Re-thinking routine practice.* Paper presented at the Annual meeting of the American Educational Research Association, Vancouver, BC.

Bartell, T. G., Foote, M. Q., Drake, C., Roth McDuffie, A., Turner, E., & Aguirre, J. (2012, April). *(Re)orienting thinking about Black children in a mathematics methods course.* Paper presented at the research pre-session of the annual meeting of the National Council of Teachers of Mathematics, Philadelphia.

Roth McDuffie, A., Bartell, T. G., Drake, C., Aguirre, J., Foote, M. Q., & Turner, E. (2012, February). *PreK-8 Preservice Teachers analyzing teaching, learning, and equity through multiple mathematical lenses*. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Fort Worth, TX.

Wood, M., Turner, E., Koestler, C., Civil, M. (2012, February). *Experiences, Explanations, and Third Spaces: A New Model for Pre-Service Elementary Mathematics Teacher Education.* Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Fort Worth, TX.

Gunckel, K., Wood, M. & Turner, E. (2011, April). *Secondary teachers' beliefs about experiences connecting the school mathematics and science curriculum to the "real world."* Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans.

Aguirre, J. M., Bartell, T. G., Drake, C., Foote, M. Q., Roth McDuffie, A., Turner, E. E. (2011, January). Connecting mathematics, children's mathematical thinking, and community knowledge through community math explorations. Presentation at the annual meeting of the Association of Mathematics Teacher Educators. Irvine, CA.

Drake, C. & Turner, E. (2010, December). *Teachers empowered to advance change in mathematics (TEACH MATH): Preparing preK-8 teachers to connect children's multiple mathematical funds of knowledge*. Poster presented at the annual National Science Foundation DR-K12 PI Meeting. Washington, D.C.

Bartell, T. G., Foote, M. Q., Aguirre, J. M., Roth McDuffie, A., Drake, C., Turner, E. E. (2010, October). *Preparing preK-8 teachers to connect children's mathematical thinking and community based funds of knowledge*. Paper presented at the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Columbus, OH.

Turner, E. & Celedón-Pattichis, S. (2010, September). *Mathematical problem solving among Latino/a Kindergarten students: An analysis of opportunities to learn.* Paper presented at the annual conference of SACNAS ("Advancing Hispanics/Chicanos and Native Americans in Science"), Irvine, CA.

Turner, E. (2010, September). *Latino/a bilingual elementary students pose and investigate problems grounded in relevant community contexts.* Presentation at the annual conference of SACNAS ("Advancing Hispanics/Chicanos and Native Americans in Science"), Irvine, CA.

Turner, E., Gutiérrez, R., Sutton, T. (2010, April). *Middle School Students Investigate School and Community Safety.* Paper be presented as part of a research symposium on critical mathematics education at the Research Pre-session of the annual meeting of the National Council of Teachers of Mathematics. San Diego, CA.

Turner, E., Drake, C., Aguirre, J., Bartell, T., Foote, M., & Roth McDuffie, A. (2010, April*). Preparing PreK-8 Math Teachers to Connect Multiple Funds of Knowledge in Instruction*. Research symposium to be presented at the Research Pre-session of the annual meeting of the National Council of Teachers of Mathematics. San Diego, CA.

Turner, E. & Gutierrez, R. (2009, April). *Analysis of shifts in student participation in an after school mathematics club: Implications for learning and identity*. Paper to be presented at the annual American Educational Research Association Conference San Diego, CA, April 2009.

Drake, C. & Turner, E. (2009, February). *Connecting Children's Mathematical Thinking to Funds of Knowledge in Elementary Methods Courses.* Symposium presented at the 13th Annual Mathematics Teacher Education National Conference (AMTE) in Orlando, FL.

Turner, E. (2009, February). *Exploring Issues of Diversity, Equity, and Social Justice in Mathematics Teacher Education Courses*. Symposium presented at the 13th Annual American Mathematics Teacher Education National Conference (AMTE) in Orlando, FL.

Madden, D., McCallum, W., & Turner, E. (2009, January). *Highlighting content and pedagogy in the Arizona Teacher Institute's middle school mathematics master's program*. Presentation at the National Science Foundation's Annual Math Science Partnership (MSP) principal investigators meeting. Washington, D.C.

Turner, E. & Varley, M. (2008, March). *Fostering Critical Mathematics Agency Among Upper Elementary Latino/a Youth.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Turner, E., Varley, M. & Diez-Palomar, J. (2008, March). *Latino/a Bilingual Elementary Students Pose/Investigate Problems Grounded in Relevant Community Contexts.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Turner, E., Celedon-Pattichis, S. & Marshall, M. (2007, April). *Understanding teachers' use of cultural/linguistic resources to promote mathematical concept development in Latino/a kindergarteners*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Varley, M., Turner, E., Simic, K., & Diez-Palomar, J. (2007, April). *Teaching Mathematics for Social Justice with Elementary Latino/a students in an After School Setting*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Turner, E., Dominguez, H., Maldonado, L., & Empson, S. (2007, April). *Instructional Practices that Facilitate English Language Learners' Participation in Mathematical Discussions where "Ideas Travel."* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Celedón-Pattichis, S., Marshall, M., & Turner, E. (2007, April). *Communicating mathematical thinking: Latino/a kindergarteners' use of language to solve word problems*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Turner, E., Celedon-Pattichis, S., Tennsion, A. & Marshall, M. (2007, March). *The power of story to support problem solving among Latino kindergarteners*. Paper presented at the Research Pre-session of the National Council of Teachers of Mathematics, Atlanta, GA.

Diaz-Palomar, J., Turner, E., Varley, M., & Simic, K. (2007, March). Teacher Mathematics for Social Justice with Elementary School Students. Paper presented at the Research Pre-session of the National Council of Teachers of Mathematics, Atlanta, GA.

Turner, E. (2007, March). *Teaching Mathematics for Social Justice: Where is the Mathematics?* Discussant for symposium session at the Research Pre-session of the National Council of Teachers of Mathematics, Atlanta, GA.

Groves, Y. & Turner, E. (2007, March). *"What's your problem? Authentic problem posing*

in a diverse 3rd grade class." Paper to be presented at the annual meeting of the National Council of Teachers of Mathematics, Atlanta, GA. TODOS sponsored session.

Turner, E., Dominguez, H., Maldonado, L., Empson, S. (2006, April) *Facilitating English Language Learners Participation in Mathematical Discourse.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Maldonado, L., Turner, E., Dominguez, H., (2006, April) *Can he understand me if I speak in English?* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, St. Louis, MO. TODOS sponsored session.

Quintos, B., Marshall, M., Acosta, J., & Turner, E. (2006, April). *"Conversations around Mathematics Education with Latino Parents in two borderland communities: Spaces for Transformation."* Paper to be presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Empson, S., Maldonado, L. & Turner, E. (2005, April). *Supporting struggling students participation in mathematical discussions.* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Anaheim, CA.

Empson, S. B., Junk, D. L., Dominguez, H., & Turner, E. (2004, July). *Fractions as the Coordination of Multiplicatively Related Quantities: A Cross-Sectional Analysis of Children's Mathematics*. Paper presented at the Tenth International Conference in Mathematics Education, Copenhagen, Denmark.

Empson, S. & Turner, E. (2004, April*) Children's Multiplicative Partitions of Area in Equal Folding Tasks.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Turner, E. & Font, B. (2003, April). *Critical Mathematical Agency: Improvisation and resistance within an urban middle school mathematics classroom*. Paper presented at the annual meeting of the American Educational Studies Association, Mexico City, Mexico.

Turner, E. (2003, April). *Teaching Mathematics for Social Justice.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Turner, E. (2002, April). *Pre-service teachers learning to teach math and science for social justice with bilingual students in poor, urban schools.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Empson, S., Junk, D., & Turner, E. (2001, April*). Patterns of Teacher-Student Interactions*

in the Domain of Fractions. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Turner, E., Wilhelm, J. & Confrey, J. (2000, April). *Exploring Rate of Change Through Technology with Elementary Students.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

State and Local Conference Presentations (Refereed)

Turner, E. (2008, January). *Teaching Mathematics for Social Justice in Middle/High school Mathematics Classroom.* Invited Seminar for attendees of the Mathematics Educator Appreciation Day Conference (MEAD) held in Tucson, Arizona.

Turner, E., St. Louis, K., Perez, G. (2001, December). *Identifying Structures: Analyzing Complexities in Urban Science and Math Education Through Multiple Lenses*. Paper presented at the Urban Issues Symposium, Austin, TX.

GRANTS AND CONTRACTS AWARDED

Federal

2010-2015 **Co-Principal Investigator.** TEACHMATH: Teachers empowered to advance change in mathematics. Grant awarded by National Science Foundation (DR K-12 grants program). (Total amount: $3.49 million over 5 years, PI: Corey Drake. UA subcontract amount: $574,859 over 5 years, UA PI: Erin Turner). The central aim of TEACH MATH is to transform preK-8 mathematics teacher preparation so that new generations of teachers will have powerful tools to increase student learning and achievement in mathematics in our nation's increasingly diverse public schools. We accomplish this through studying a) the iterative refinement of instructional modules for preK-8 mathematics methods courses that explicitly develop teacher competencies related to mathematics, children's mathematical thinking and community/cultural funds of knowledge, b) the development of an innovative model of structured support and mentoring for new teachers in the initial years of full-time teaching and c) the creation of on-line networks to facilitate ongoing teacher and teacher educator collaboration.

2010-2014 **Senior personnel.** *Beyond Bridging: Co-education of pre-service and in-service elementary teachers in science and mathematics.* Grant awarded by National Science Foundation (DR K-12 grants program, Amount awarded: $2,223,107 over 4 years, PI: Bruce Johnson). The goal of the *Beyond Bridging* project is to advance the fields of science and mathematics education by developing a co-education model that incorporates mentoring, inquiry science and problem solving-based mathematics instruction, and mathematics and science research experiences to create a new collaborative learning space for both preservice (PS) and inservice (IS) teachers as well as

teacher educators, mathematicians, and scientists.

2010-2015 **Co-Principal Investigator**. *Arizona Master Teachers of Mathematics* (AZ-MTM), Grant awarded by the National Science Foundation, (NOYCE grants program, Amount awarded: $1,802,755 over five years, PI: Matt Felton-Koestler).

2006-2011 **Co-Principal Investigator**. *Arizona Teacher Institute (ATI).* Grant awarded by the National Science Foundation (NSF). (Mathematics and Science Partnership (MSP) grants program, Amount awarded: $4,869,518 over five years, PI: Dan Madden). ATI focuses on the preparation and development of middle school mathematics teacher leaders in the Tucson Unified School District. My responsibilities include program development, course design and implementation, and supervision of master's theses.

2007-2008 **Co-Principal Investigator.** *Connecting Children's Mathematical Thinking to Community and Family Funds of Knowledge in Elementary Mathematics Methods Course*. Grant awarded by the National Science Foundation (NSF) DR-K12 Applied Research Program. (Amount awarded: $99,673). Grant focused on organizing a national conference aimed at considering, from both research and teaching perspectives, what it means for teacher educators to support pre-service teachers in connecting children's family and community funds of knowledge in the context of elementary mathematics methods courses. The conference was held in Tucson, AZ on May 28-30, 2008. Almost 40 scholars from across the country participated. See: http://mathconnect.hs.iastate.edu/

State

2015-2017 **Principal Investigator.** Leadership in Mathematics for Elementary Schools (LIMES). Grant awarded by the Arizona Board of Regents, under the Improving Teacher Quality (ITQ) Grants Program. (Total amount: $355,834 over 24 months). Grant partners include: Tucson Unified School district, and Nogales Unified School district.

The LIMES (Leadership Institute for Mathematics in Elementary Schools) project partners the University of Arizona and two high-need LEAs, Tucson Unified School District and Nogales Unified School District. The project builds on prior successful collaborations, and seeks to deepen elementary teachers' and school leaders' understandings and practices for teaching mathematics in alignment with the AZCCRS. The project also builds leadership by supporting teachers and school leaders in attaining the *Arizona Mathematics Endorsement K-8*.

During the school year and summer, site-based teacher/school leader teams (55 participants) will participate in mathematics-focused coursework and professional development addressing the AZCCRS-M and leading towards the *Arizona Mathematics Endorsement*. Program activities will complete two

cycles, one with each LEA, to facilitate testing and refining components of the model. Systemic impact includes development of a model for face-to-face mathematics-focused professional development that can be implemented in remote school districts across Southern Arizona.

2015-2016 **Co-Principal Investigator.** Mathematical Modeling in the Middle Grades (MMM). Grant awarded by the Arizona Board of Regents, under the Improving Teacher Quality (ITQ) Grants Program. (Total amount: $111,840 over 15 months). Grant partners include: Santa Cruz Valley Unified School district, Nogales Unified School district, Patagonia School District, and several private and charter schools in the Nogales, AZ area.

2012-2013 **Principal Investigator**. Southern Arizona Mathematics Institute (SAZMI). Grant awarded by the Arizona Board of Regents, under the Improving Teacher Quality (ITQ) Grants Program. (Total amount: $584,414 over 18 months). SAZMI, which brings together mathematicians and mathematics educators from the College of Education and the Department of Mathematics, is a professional development grant to offer 104 hours of mathematics content and pedagogy focused professional development to 140 elementary and middle school teachers in high-need hard to reach schools in the Southern Arizona Region. Grant partners include: Sunnyside Unified School district, Sahuarita Unified School district, Santa Cruz Valley Unified School district, Nogales Unified School district, Wildcat Charter School, Tucson Country Day Charter, and San Xavier Mission School.

2008-2011 **Co-Principal Investigator.** *Southern Arizona Center for the Development Review and Retention of Math and Science Teachers*. Grant awarded by Science Foundation Arizona (SFAZ) (Amount awarded: $1.5 million over 3 years, PI: Bruce Johnson).

University

2015 **Principal Investigator.** Ipad technology in Hybrid Learning Classes. Grant funded under the Innovative Learning Project, Catalyst Grant. (Amount awarded: $5000).

2010-2011 **Co-Principal Investigator**. *Secondary teachers understanding and emerging practices related to relevant, authentic, and "real-world" science and mathematics*. Grant awarded by the Smith Junior Faculty Research Fund. (Amount awarded: $5,000 over one year). The MASTER-IP program is a TTE master's level graduate program for secondary mathematics and science teachers designed to help teachers connect classroom learning to the work place and to students' lives outside of school. This research examines how teachers think about bringing out-of-school and workplace experiences into the classroom.

SERVICE AND OUTREACH

Local and State Outreach

2013-2015 **Content-based Professional Development**, **Teacher Improvement through Mathematics and INTEL Math.** I have provided content-based professional development for K-8 teachers from Sunnyside Unified School District (SUSD), from the Isaac School District in Phoenix, and from Gila Country (Globe/Miami). Sessions have focused on increasing teachers' content knowledge in various domains, such as number, ratio and proportion, and algebraic reasoning. Participating in these professional development initiatives have not only created valuable opportunities for me to collaborate with members of the UA mathematics department, but it has allowed me to build relationships with **hundreds of teachers and administrators across Southern and Central Arizona**. Additionally in 2012-2014, I was able to draw on my experience with the INTEL MATH initiative to write a grant to fund additional professional development for almost **200 teachers from eight different school districts** in Southern Arizona (See discussion of the SAZMI project in the section on grants).

2014-2015 **ADE (Arizona Department of Education) Educator Preparation Program (EPP) Review Committee, Member (Appointed).** I served as a member of the EPP subcommittee focused on Content Knowledge and the AZCCSS standards. Collectively, the EPP subcommittees focus on refining and reviewing how educator preparation programs are approved by the State Board of Education (SBE) along with how the preparation program institutions prepare our future educators. The subcommittee includes multiple stakeholders, including ADE staff, IHE faculty, district leadership, and teachers.

2010-2011 **Problem Solving-based Mathematics Professional Development** (TUSD). In collaboration with Marcy Wood and Courtney Koestler, I planned and implemented a series of professional development sessions for mentor teachers and other staff members at two TUSD schools that are partners in our Beyond Bridging research initiative. Sessions have focused on principles of Cognitively Guided Instruction, Complex Instruction, and strategies for problem-solving base mathematics instruction. (2010-present)

2009-2010 **Cognitively Guided Instruction (CGI) Summer Professional Development**, Tucson Unified School District (TUSD). I designed and implemented a 24-hour summer professional development workshop on Cognitively Guided Instruction (CGI) in Summer 2009, and a follow-up 30-hour summer professional development workshop on extending CGI into additional content domains, in Summer 2010. Approximately 30 TUSD teachers attended each workshop. During the 2009-2010 academic year, I also designed and implemented a series of six follow-up professional development sessions on CGI to deepen teacher's understanding.

2007-2013 **Content-based Professional Development**, **Teacher Improvement through Mathematics and INTEL Math.** I have provided content-based professional development for K-3 and 4-8 teachers from TUSD and most recently, from Gila County, as part of various professional development initiatives based in the UA Department of Mathematics, including TIME (Teacher Improvement through Mathematics Education) and INTEL MATH. Sessions have focused on increasing teachers' content knowledge in various domains, such as number, ratio and proportion, and algebraic reasoning. Participating in these professional development initiatives have created valuable opportunities for me to collaborate with members of the UA mathematics department, and to build relationships with dozens of local teachers and administrators.

2008-2009 **Consultant, Middle School Mathematics Adoption Committee**. (TUSD). Prepared a summary of research on implementation and effectiveness of various mathematics curricula in elementary and middle school classrooms.

2008 **Consultant, WildCat Middle School**. Attended a series of meetings with teachers and administrators from the WildCat School to make curricular and pedagogical recommendations about the school's "Second Dose" Mathematics Class.

2007-2009 **Steering Committee Member, Mathematics Educator Appreciation Day Conference**. Served on the steering committee for the Annual Mathematics Education Appreciation Day Conference (MEAD) held each January. Several hundred middle and high school teachers from across Southern Arizona participate in the conference.

National and International Outreach

2014-2017 **PME-NA National Steering Committee, Member.** Responsible for contributing to quarterly steering committee meetings, and for providing guidance and feedback on prior and upcoming annual conferences. As part of my PME steering committee work, I am the chair of the Scholarship Subcommittee, which is responsible for initiating a new scholarship fund to support graduate student, early career faculty, and international scholar travel to the 2016 PMENA conference (and beyond). I have led this committee in initiating a process for instituting the scholarship, and soliciting funds. We aim to award up to $5000 in scholarships in this inaugural year.

2014-2017 **Co-Chair of Local Organizing Committee for 2016 PME-NA Conference,** I serve as one of three co-chairs (with Marcy Wood as the lead co-chair and Marta Civil as the third co-chair) of the 2016 PME (Psychology in Mathematics Education) Annual Conference Local Organizing Committee. The conference will be held in Tucson, AZ, in November 2016, at the JW

Marriot Star Pass. The annual conference draws up to 500 attendees. As a conference co-chair I am responsible for various aspects of conference organization, including determining a theme and keynote speakers, creating and distributing marketing materials for the conference, coordinating the conference program, working with other local organizing committee members to facilitate planning tasks, etc.. In 2015, we began regular meetings with the three conference co-chairs (Wood, Turner, Civil) and formed a set of subcommittees to begin active work on the 2016 conference. We meet regularly with the entire LOC (which includes over 20 members, from UA and approximately 8 other institutions)

2013-2015 Communications Board Officer, AERA SIG/RME (Research in Mathematics Education SIG)
SIGRME has almost 500 members, making it one of the largest SIGs in AERA. As the Communications Board Officer, I am responsible for membership communication, including a quarterly electronic newsletter send to all members. I also participate in board meetings and help to coordinate the SIG annual meeting.

2014 Professional Development Seminar, Colegio Madrid, Mexico City, Mexico. As part of my sabbatical stay in Mexico City during March/April of 2014, I was able to connect with teachers and administrators at several Mexico City schools. I was invited by the instructional leader at one prek-8 school to provide a professional development workshop focused on young children's reasoning about shape and number for all teachers in the preschool and early elementary program. The workshop was delivered in Spanish, and attracted over 20 teachers from the school. .

2012 Reviewer for Mathematics Professional Development Materials produced by the Understanding Language project at Stanford University. Selected as one of several national reviewers to examine and provide feedback on professional development materials designed to support teachers in teaching Common Core mathematics standards with English Learners.

• **Reviewer for the following Mathematics Education and Teacher Education Journ**als
Educational Studies in Mathematics
American Educational Research Journal
Elementary School Journal
Bilingual Research Journal
Journal of Literacy Research (2013)
Cognition and Instruction
Journal of Teacher Education
Teaching Children Mathematics
Journal of Mathematics Teacher Education
Journal of Mathematical Behavior
Journal for Research in Mathematics Education
Mathematical Thinking and Learning

Journal of Mathematics and Culture

• **Reviewer for Handbook Chapters** for the forthcoming Handbook of Research on Mathematics Teaching and Learning. (2015)

• **Proposal Review for the following national conferences**
American Educational Research Association (Division K, Division C, SIG-RME)
National Council of Teachers of Mathematics, Research Conference

• **Editorial Board Member for the following Mathematics Education Journals**
Journal of Mathematics and Culture, A Peer-Reviewed Journal sponsored by the North American Study Group on Ethnomathematics (2008)

• **National Conference Planning Team Membe**r, Conference on Leadership for Equity and Diversity in Mathematics and Science Education (2006-2007)
Core member of a team of mathematics and science educators responsible for planning a 3-day national conference on issue and practices related to supporting diversity and equity in math and science education.

• **National Science Foundation Panel Reviewer**, Washington D.C.
Served as a Panel Review member for the NSF-Funded Math Science Partnership (MSP) Program. (2006)

• **NAEP Implementation Study.**
Participated in a national study of the implementation of NAEP professional development materials. Study involved sharing materials with pre-service and in-service teachers and eliciting their feedback. (2006)

Department Committees and Service

Co-Chair, TLS Undergraduate Curriculum Committee/Elementary Program Revision Committee (2015-2016)

Member, TLS Faculty Search Committee, Bilingual learners, technology and STEM position. (2015-2016)

Member, TLS Annual Peer Review Committee (Spring 2015)

Member, TLS Personnel, Promotion and Tenure Committee (2014-2015)

Co-Chair, TLS Faculty Search Committee, Bilingual Education position (2013-2014)

Member, TLS Personnel, Promotion and Tenure Committee (2013-2014)

Member, TLS Site Coordinator Hiring Committee (2013)

Member, TLS Annual Peer Review Committee (Spring 2013)

Member, Mathematics Department Faculty Search Committee (2012-2013)

Member, TLS Teacher in Residence Search Committee (2012-2013)

TTE Graduate Curriculum Committee (2010-present)

Member, TTE Teacher Preparation Committee (2006-2010)

Member, TTE Human Subjects Review Committee (2007-2010)

Member, TTE Project Graduate Committee (2006-2009)

Member, Blenman/Wright Pilot Methods Site Planning Team (2009-present)

Coordinator, Mentoring program for Mathematics Education Graduate Students preparing to teach Elementary Math Methods Courses (2006-present)

Member, Mathematics Education Search Committee (2006-2008)

Co-coordinator, Bi-Monthly Doctoral Seminar for TTE Mathematics and Science Education Students (2007-2008)

College Committees and Service

Member, College of Education Academic Programs Committee (APC) (2015-2016)

Member, College of Education Bilingual Education Committee (COEBE) (2007-present)

Spanish welcome address at College of Education Convocation (Spring 2012)

Reader of names of students at College Graduation Ceremony (2008)

Member, Interview Committee for Incoming College of Education Students (2007, 2009)

Professional Development, Math Cats / Word Cats, Provided a training session for undergraduate student tutors in the College of Education Math Cats program. (2007)

Invited Lecturer, Presented a seminar on *Supporting English Language Learners in Mathematics* for Undergraduate Students in the College of Education. (2007)

University Committees and Service

Mentor/Advisor, McNair Scholars Program. Mentor undergraduate scholars of color during summer research program. Mentoring involved weekly meetings with undergraduate researchers, and supervision of thesis project. (2007)

Professional memberships

American Education Research Association (AERA)
National Council of Teachers of Mathematics (NCTM)
Association for Mathematics Teacher Educators (AMTE)
Psychology of Mathematics Education (PME-NA)
TODOS: Mathematics for ALL

Postdoctoral Students Supervised

Kathy Stoehr (2014-2015)

Doctoral Students Supervised: Advisor and Dissertation Director

Darla Aguilar	PhD	2008
David Muller	PhD	2008
Laura Kondek	PhD	2009
Maura Varley Gutiérrez	PhD	2009
Crystal Kalinec Craig	PhD	2012
Rodrigo Gutierrez	PhD	2013
Kathy Stoehr	PhD	2014
Gabriela Dumiastru	PhD	2015

Doctoral Students Supervised (2015): Advisor (Students in Progress)

Donna Rishor
Janet Liston
Amy McDonald
Jacob Tracy
Monica Granillo

Doctoral Students Committee Member (2015): (Students in Progress)

Phillip Stevens
Amanda Sugimoto
Jennifer Kinser-Traut
Arnulfo Velasquez

Students Supervised: Masters (Advisor and/or Thesis Director)

Victoria Bravo	MA (thesis)	2014
Andrea Villicana	MA (thesis)	2014
Elizabeth Glyn-Anderson	MA (thesis)	2014
Guadalupe Cantua	MA (thesis)	2013
Maria Vanegas	MA (thesis)	2013
Connie Langrehr	MA (thesis)	2013
Patricia Manciet	MA (thesis)	2013
Karen Maspero	MA (thesis)	2013
Eric Welch	MA (thesis)	2013
Amy McDonald	MA (thesis)	2013
Alice Catalano	MA (thesis)	2012

Corissa McClain	MA (thesis)	2012
Stephen Brown	MA (thesis)	2012
Nina Miller	MA (thesis)	2012
Beverly Cooper	MA (thesis)	2012
Charles Collingwood	MA	2012
Jessica Agnew-Weil	MA (thesis)	2011
Xavier Basurto	MA (thesis)	2011
Cynthia Dancil	MA (thesis)	2011
Patricia Hillman	MA (thesis)	2011
Blanca Mahoney	MA (thesis)	2011
Paul Seidler	MA (thesis)	2011
Kathyrn Seeley	MA	2011
Otilia Barbu	MA (thesis)	2010
Liliana Muñoz	MA (thesis)	2010
Samantha Klein	MA (thesis)	2010
Donna Rishor	MA (thesis)	2010
Melissa Papenfus	MA (thesis)	2010
Jill Bond	MA (thesis)	2010
Sarah Lesniak	MA	2010
Sonay Gonenli	MA	2009
Jennifer Wagner	MA	2009
Kimberly Gray	MA	2009
Ping-Chi Hsieh	MA	2008
Michelle Muldowny	MA	2008
Melissa Hall	MA	2007
Kevin Lavell	MA	2007
Wayne Thornes	MA	2007

This is a true statement of my activities and accomplishments. I understand that misrepresentation in securing promotion and tenure may lead to dismissal or suspension under ABOR Policy 6-201 J.1.b

Erin E. Turner