

KARA JONES JACKSON

EDUCATION

- Aug 2007 University of Pennsylvania Graduate School of Education, Philadelphia, PA
Ph.D. in Education, Culture, and Society with an emphasis in Mathematics Education
Dissertation Title: Under construction: Learning mathematics across space and over time
Dissertation Committee: Janine Remillard (Chair), Stanton Wortham, Danny Martin (University of Illinois at Chicago), and Brian Street (King's College, London)
- Dec 2005 University of Pennsylvania Graduate School of Education, Philadelphia, PA
M.A. of Education
- May 1997 Bates College, Lewiston, Maine
B.A. in Mathematics; Secondary Concentration in Education
Senior Honors Thesis in Mathematics
Maine State Secondary Certification in Mathematics (grades 7-12)

SELECT PROFESSIONAL EXPERIENCE

- 2016 - Associate Professor, Mathematics Education
University of Washington, Seattle, WA
- 2013-2016 Assistant Professor, Mathematics Education
University of Washington, Seattle, WA
- 2010-2013 Assistant Professor, Mathematics Education
McGill University, Faculty of Education, Department of Integrated Studies in Education, Montréal, Canada
- 2007-2010 Post-Doctoral Research Fellow
Vanderbilt University, Department of Teaching and Learning, Nashville, TN, with Paul Cobb and Thomas Smith
- 2001-2007 Research Assistant
University of Pennsylvania Graduate School of Education, Philadelphia, PA, with Stanton Wortham and Janine Remillard
- Summer 2006, 2007 Mathematics Curriculum Designer and Supervisor
Philadelphia Freedom Schools, Communities in Schools of Philadelphia.
Created a mathematics curriculum for preK-grade 8 ("Pathways to Numeracy") and supervised the implementation in 6 Freedom Schools.

- 2003-2007 Mathematics Specialist (K-12 and adult education)
Say Yes to Education Foundation, Philadelphia, PA
- 2003-2007 Mathematics Education Professional Development Provider
Philadelphia Freedom Schools; Communities in Schools of Philadelphia;
Congreso de Latinos Unidos; African American Freedom and
Reconstruction League (AAFRL). Philadelphia, PA
- 1997-2001 U.S. Peace Corps Volunteer / Grades 8-12 Mathematics Teacher
Head of Math Department 1998-1999; awarded Teacher of the Year 2000.
Vanuatu, South Pacific

HONORS

- 2015 The Penn GSE Alumni *Recent Alumni/Early Career Award of Merit*
- 2013 National Council of Teachers of Mathematics Research Committee's
Linking Research and Practice Outstanding Publication Award—
Mathematics Teaching in the Middle School
- 2012 McGill University Faculty of Education Heather Reisman and Gerald
Schwartz Award for Excellence in Teaching
- 2010-2012 National Academy of Education/Spencer Foundation Postdoctoral Fellow
- 2007 Written dissertation and oral defense of dissertation awarded distinction,
University of Pennsylvania Graduate School of Education, Philadelphia, PA
- 2004-2007 MetroMath Center for Learning and Teaching Doctoral Fellow, University
of Pennsylvania Graduate School of Education, Philadelphia, PA
- 2001-2003 Dean's Fellowship, University of Pennsylvania Graduate School of
Education, Philadelphia, PA
- 1997 Magna Cum Laude, Phi Beta Kappa, Sigma Xi Award for Scientific
Research, Bates College Key Award; Bates College, Lewiston, Maine
- 1996 Rawlings Fund for Thesis Research in Mathematics, Bates College,
Lewiston, Maine
- 1994-1996 Beacon College Teaching Grant, Bates College, Lewiston, Maine

GRANT AWARDS

Senior Personnel. *Co-Learning Math Teaching Project: Collaborative Structures to Support Learning to Teach Across the Professional Teaching Continuum* (PI Ruth Heaton; co-PI Torrey Kulow). National Science Foundation, 2020 – 2025. \$480,929 to University of

Washington (\$2.7 million total).

Principal Investigator. *Practical Measurement Tools and Routines*. Carnegie Foundation for the Advancement of Teaching, 2022 – 2023. \$98,250.

Principal Investigator. *Improving the Implementation of Rigorous Instructional Materials in Middle-Grades Mathematics: Developing a System of Practical Measures and Routines* (with P. Cobb, M. Ing, T. Smith, & J. Ahn). National Science Foundation, 2016 – 2023. \$2,055,216 to University of Washington (\$5 million total). (Received two, 12-month no-cost extensions.)

Co-Principal Investigator. *Conceptualizing and Using Teaching Mentoring Routines to Advance Pre-service Teacher Education* (with S. Kavanagh & E. Kazemi). Spencer Foundation, 2016. \$49,753.

Principal Investigator. *Development of Practical Measures for Improving the Quality of Mathematics Classroom Practice* (with P. Cobb, E. Henrick, & M. Muñoz). Spencer Foundation Research-Practice Partnership Grant, 2015 – 2017. \$400,000.

Co-Principal Investigator. *Collaborating for Success: Practice-based Learning Communities for Improvement in Secondary Mathematics* (with M. Kobiela, T. Lin, F. Redivo, P. Clark, & A. Savard). Ministre de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie, Chantier 7, 2013 – 2016. \$100,000.

Co-Principal Investigator. *Investigating and Supporting the Development of Ambitious and Equitable Mathematics Instruction at Scale* (with P. Cobb, T. Smith, I. Horn, K. Frank, & E. Henrick). National Science Foundation, 2011 – 2016. \$293,027 sub-contract to McGill University; \$192,474 sub-contract to University of Washington (\$3,744,184 total).

Principal Investigator. *Understanding How Urban Districts and Schools Can Support Middle-Grades Mathematics Teachers' Development of Ambitious and Equitable Instructional Practices*. National Academy of Education/Spencer Postdoctoral Fellowship, 2011 – 2013. \$55,000. (Received a nine-month no-cost extension.)

Principal Investigator. *Equity and Access to High-Quality Instruction in Middle School Mathematics* (with P. Cobb, R. Jiménez, & H. Richard Milner IV). National Science Foundation, 2008 – 2011. \$199,000. (Received a one-year no-cost extension.)

PUBLICATIONS—BOOKS

Cobb, P., Jackson, K., Henrick, E., Smith, T.M., & the MIST team. (2018). *Systems for instructional improvement: Creating coherence from the classroom to the district office*. Harvard Education Press.

Yasukawa, K., Rogers, A., Jackson, K., & Street, B.V. (Eds.). (2018). *Numeracy as social practice: Global and local perspectives*. Routledge.

PUBLICATIONS—JOURNAL ARTICLES (PEER OR EDITORIAL REVIEWED)

*= GRADUATE STUDENT OR POSTDOCTORAL FELLOW AT TIME OF WRITING

- Campos, F.*, Nguyen, H., Ahn, J., & Jackson, K. (2023). Leveraging cultural forms in human-centered learning analytics design. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13384>
- Nieman, H.*, Jackson, K., Jarry-Shore, M., Borko, H., Kazemi, E., Chinen, S.*, Lenges, A., Yilmaz, Z., & Haines, C.* (2023). Using a practical measure to support inquiry into professional development facilitation. *Mathematics Teacher Educator*, 12(1), 70-83. <https://doi.org/10.5951/MTE.2022.0038>
- Cobb, P., & Jackson, K. (2021). An empirically grounded system of supports for improving the quality of mathematics teaching on a large scale. *Implementation and Replication Studies in Mathematics Education*, 1, 1-34. <https://doi.org/10.1163/26670127-01010004>
- Ing, M., Chinen, S.*, Jackson, K., & Smith, T. M. (2021). When should I use a measure to support instructional improvement at scale? The importance of considering both intended and actual use in validity arguments. *Educational Measurement: Issues and Practice*, 40(1), 92-100. <https://doi.org/10.1111/emip.12393>
- Nieman, H.*, Kochmanski, N.*, Jackson, K., Cobb, P., & Henrick, E. (2020). Student surveys inform and improve classroom discussion practices. *Mathematics Teacher: Learning and Teaching PK – 12*, 113(12), 91-99. <https://doi.org/10.5951/MTLT.2019.0141>
- Wilson, J.*, Nazemi, M.*, Jackson, K., & Wilhelm, A. (2019). Investigating teaching practice in conceptually oriented mathematics classrooms characterized by African American student success. *Journal for Research in Mathematics Education*, 50(4), 362-400. <https://pubs.nctm.org/view/journals/jrme/50/4/article-p362.xml>
- Philip, T., Bang, M., & Jackson, K. (2018). Editorial: Articulating the “how,” the “for what,” the “for whom,” and the “with whom” in concert: A call to broaden the benchmarks of our scholarship. *Cognition and Instruction*, 36(2), 83-88. <https://doi.org/10.1080/07370008.2018.1413530>
- Kobiela, M., Jackson, K., Shahan, E., & Savard, A. (2018). Sorting to develop definitional reasoning. *Teaching Children Mathematics*, 24(4), 250-257. <https://doi.org/10.5951/teacchilmath.24.4.0250>
- Jackson, K., Gibbons, L.*, & Sharpe, C.* (2017). Teachers’ views of students’ mathematical capabilities: Challenges and possibilities for ambitious reform. *Teachers College Record*, 119(7), 1-43. <https://doi.org/10.1177/016146811711900708>
- Wilhelm, A.G., Munter, C., & Jackson, K. (2017). Examining relations between teachers’ diagnoses of sources of students’ difficulty in mathematics and students’ opportunities to learn. *Elementary School Journal*, 117(3), 345-370. <https://doi.org/10.1086/690113>

- Cobb, P., & Jackson, K. (2015). Supporting teachers' use of research-based instructional sequences. *ZDM Mathematics Education*, 47(6), 1027-1038.
<https://doi.org/10.1007/s11858-015-0692-5>
- Jackson, K., Cobb, P., Wilson, J.*, Webster, M.*, Dunlap, C.*, & Appelgate, M.* (2015). Investigating the development of mathematics leaders' capacity to support teachers' learning on a large scale. *ZDM Mathematics Education*, 47(1), 93-104.
<https://doi.org/10.1007/s11858-014-0652-5>
- Jackson, K., Garrison, A.*, Wilson, J.*, Gibbons, L.*, & Shahan, E. (2013). Exploring relationships between setting up complex tasks and opportunities to learn in concluding whole-class discussions in middle-grades mathematics instruction. *Journal for Research in Mathematics Education*, 44(4), 646-682.
<https://doi.org/10.5951/jresmetheduc.44.4.0646>
- Cobb, P., & Jackson, K. (2013). Lessons for mathematics education from the practices of African American mathematics teachers. Invited Commentary for a Special Issue on African American mathematics teachers in urban contexts (D. Chazan & L. Clark, editors). *Teachers College Record*, 115(2), 1-14.
<https://doi.org/10.1177/016146811311500204>
- Jackson, K., Shahan, E., Gibbons, L.*, & Cobb, P. (2012). Launching complex tasks. *Mathematics Teaching in the Middle School*, 18(1), 24-29.
<https://doi.org/10.5951/mathteachmidscho.18.1.0024>
Received the National Council of Teachers of Mathematics Research Committee's Linking Research and Practice Outstanding Publication Award—Mathematics Teaching in the Middle School
- Jackson, K., & Wilson, J.* (2012). Supporting African American students' learning of mathematics. *Urban Education*, 47(2), 354-398.
<https://doi.org/10.1177/0042085911429083>
Article included in the Editor's Choice Collection (H. Richard Milner IV, Editor)
- Cobb, P., & Jackson, K. (2012). Analyzing educational policies: A learning design perspective. *The Journal of the Learning Sciences*, 21(4), 487-521.
<https://doi.org/10.1080/10508406.2011.630849>
- Wortham, S., & Jackson, K. (2012). Relational education: Applying Gergen's work to educational research and practice. *Psychological Studies*, 57(2), 164-171.
<https://doi.org/10.1007/s12646-011-0120-z>
- Jackson, K. (2011). Approaching participation in school-based mathematics as a cross-setting phenomenon. *The Journal of the Learning Sciences*, 20(1), 111-150.
<https://doi.org/10.1080/10508406.2011.528319>
- Cobb, P., & Jackson, K. (2011). Assessing the quality of the *Common Core State Standards for Mathematics*. *Educational Researcher*, 40(4), 183-185.
<https://doi.org/10.3102/0013189X1140>

- Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. *Mathematics Teacher Education and Development*, 13(1), 6-33.
- Cobb, P. & Jackson, K. (2008). The consequences of experimentalism in formulating recommendations for policy and practice in mathematics education. *Educational Researcher*, 37(9), 573-581. <https://doi.org/10.3102/0013189X08327826>
- Jackson, K., & Ginsburg, L. (2008). Algebra for all? The meanings that mothers assign to participation in an algebra class. *Adults Learning Mathematics*, 3(2a), 10-28.
- Remillard, J.T. & Jackson, K. (2006). Old math, new math: Parents' experiences with Standards-based reform. *Mathematical Thinking and Learning*, 8(3), 231-259. https://doi.org/10.1207/s15327833mtl0803_3
- Jackson, K. & Remillard, J.T. (2005). Rethinking parent involvement: African American mothers construct their roles in the mathematics education of their children. *The School Community Journal*, 15(1), 51-73.

PUBLICATIONS—BOOK CHAPTERS

*= GRADUATE STUDENT OR POSTDOCTORAL FELLOW AT TIME OF WRITING

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- Jackson, K., Cobb, P., Ing, M., Ahn, J., Smith, T., Kochmanski, N.*, Chinen, S.*, & Nieman, H.* (in press). Developing and using practical measures to inform instructional improvement in mathematics at scale. In P. LeMahieu & P. Cobb (Eds.), *Practical measurement for improvement*. Cambridge, MA: Harvard Education Press.
- Kulow, T., Goffney, I. M., Stafford, T.*, Carlson, M. A., Heaton, R., Jackson, K., Knapp, M., & Fink, H.* (in press). Opportunities for co-learning equity-oriented mathematics instruction in the field experience. In B. Benken (Ed.), *Reflection on past, present and future: paving the way for the future of mathematics (Association of Mathematics Teacher Educators Professional Book Series)* (Vol. 5). Information Age Publishing.
- Prediger, S., Jackson, K., & Koichu, B. (in press). When theory should guide action, what kind of theorizing do we need? In M. A. K. Clements, B. Kaur, T. Lowrie, V. Mesa, & J. Prytz (Eds.), *Fourth international handbook of mathematics education*. Springer.
- Brodie, K., & Jackson, K. (in press). Resources for and from collaboration: A conceptual framework. In H. Borko & D. Potari (Eds.), *Proceedings of the 25th Study Conference of the International Commission on Mathematics Instruction: Teachers of Mathematics Working and Learning in Collaborative Groups*.
- Takahashi, S., Jackson, K., Norman, J., Ing, M., & Krumm, A. (2022). Measurement for improvement. In D. Peurach, J. Russell, L. Cohen-Vogel, & W. R. Penuel (Eds.), *The foundational handbook on improvement research in education* (pp. 423 - 442). Rowman & Littlefield.

- Jackson, K. (2021). Tenets of ethnographic accounts of cross-setting learning in relation to interpretive accounts of transfer. In C. Hohensee & J. Lobato (Eds.), *Transfer of learning: Progressive perspectives for mathematics education and related fields* (pp. 279-296). Springer. https://doi.org/10.1007/978-3-030-65632-4_12
- Nieman, H.*, Jackson, K., & Lenges, A. (2020). Facilitators' and school leaders' role in establishing an inquiry-oriented professional community of mathematics teachers. In Borko, H. and Potari, D. (Eds.), *Proceedings of the 25th Study Conference of the International Commission on Mathematics Instruction: Teachers of Mathematics Working and Learning in Collaborative Groups* (pp. 500 - 507).
- Takahashi, S., Norman, J., Jackson, K., Ing, M., & Chinen, S.* (2020). Measurement for improvement in education. In Peurach, D., & Russell, J. (Eds.), *Oxford bibliographies in education: Scholarship on improvement*. Oxford University Press. <https://doi.org/10.1093/OBO/9780199756810-0247>
- Jackson, K. (2018). Storytelling in a fifth-grade mathematics classroom: Matters of content and personhood. In C. Knipping, H. Straehler-Pohl, & U. Gellert (Eds.), *Inside the mathematics class: Sociological perspectives on participation, inclusion, and enhancement* (pp. 191-207). Springer.
- Jackson, K., Rogers, A., & Yasukawa, K. (2018). Expanding and deepening the terrain: Numeracy as social practice. In K. Yasukawa, A. Rogers, K. Jackson, & B. V. Street (Eds.), *Numeracy as social practice: Global and local perspectives*. Routledge.
- Yasukawa, K., Jackson, K., Kane, P., & Coben, D. (2018). Mapping the terrain of social practice perspectives of numeracy. In K. Yasukawa, A. Rogers, K. Jackson, & B. V. Street (Eds.), *Numeracy as social practice: Global and local perspectives*. Routledge.
- Cobb, P., Jackson, K., Henrick, E., & Smith, T. M. (2018). Chapter fifteen: Putting the pieces together. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 221-240). Harvard Education Press.
- Jackson, K., Cobb, P., Rigby, J. G., & Smith, T. M. (2018). Chapter thirteen: District instructional leadership. In P. Cobb, K. Jackson, E. Henrick, & T. M. Smith, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 193-208). Harvard Education Press.
- Jackson, K., Webster, M.*, & Wilson, J.* (2018). Chapter five: Pull-out professional development for teachers. In P. Cobb, K. Jackson, E. Henrick, & T. M. Smith, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 77-92). Harvard Education Press.
- Jackson, K., Horn, I. S., & Cobb, P. (2018). Chapter four: Overview of the teacher learning subsystem. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 65-75). Harvard Education Press.

Jackson, K., Wilhelm, A. G., & Munter, C. (2018). Chapter three: Specifying goals for students' mathematics learning and the development of teachers' knowledge, perspectives, and practice. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 43-64). Harvard Education Press.

Cobb, P., Henrick, E., Jackson, K., & Smith, T. M. (2018). Chapter two: Investigating instructional improvement in partnership with districts. In P. Cobb, K. Jackson, E. Henrick, T. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 15-42). Harvard Education Press.

Cobb, P., Jackson, K., Henrick, E., & Smith, T. M. (2018). Chapter one: Investigating and supporting instructional improvement. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 1-14). Harvard Education Press.

Cobb, P., Jackson, K., & Dunlap, C.* (2017). Conducting design studies to investigate and support mathematics students' and teachers' learning. In J. Cai (Ed.), *Compendium for research in mathematics education* (pp. 208-236). National Council of Teachers of Mathematics.

Jackson, K., & Nieman, H.* (2017). Discursive perspectives on mathematics education. In S.E.F. Wortham, D. Kim, & S. May (Eds.), *Encyclopedia of language and education: Discourse and education* (3rd ed., Vol. 3, pp. 1-12). Springer.

Cobb, P., Jackson, K., Smith, T., & Henrick, E. (2017). Supporting improvements in the quality of mathematics teaching on a large scale. In S. Doff & R. Komoss (Eds.), *Making change happen* (pp. 203-221). Springer.

Cobb, P., Jackson, K., & Dunlap, C.* (2016). Design research: An analysis and critique. In L. English & D. Kirshner (Eds.), *Handbook of international research in mathematics education* (3rd ed., pp. 481-503). Routledge.

Henrick, E., Cobb, P., & Jackson, K. (2015). Educational design research to support system-wide instructional improvement. In A. Bikner-Ahsbahs, C. Knipping & N. C. Presmeg (Eds.), *Approaches to qualitative research in mathematics education: Examples of methodology and methods* (pp. 497-530). Springer.

Russell, J., Jackson, K., Krumm, A., & Frank, K. (2013). Theories and research methodologies for design-based implementation research: Examples from four cases. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), *Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook* (Vol. 112, Issue 2, pp. 157-191). Teachers College.
Russell and Jackson contributed equally to writing of the chapter.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with

educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), *Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook* (Vol. 112, Issue 2, pp. 320-349). Teachers College.

Jackson, K., & Cobb, P. (2013). Coordinating professional development across contexts and role groups. In M. Evans (Ed.), *Teacher education and pedagogy: Theory, policy and practice* (pp. 80-99). Cambridge University Press.

Jackson, K. (2009). The social construction of youth and mathematics: The case of a fifth-grade classroom. In D.B. Martin (Ed.), *Mathematics teaching, learning, and liberation in the lives of Black children* (pp. 175-199). Routledge.

Wortham, S. & Jackson, K. (2008). Educational constructionisms. In J. A. Holstein & J. F. Gubrium (Eds.), *Handbook of constructionist research* (pp. 107-127). The Guilford Press.

REPORTS & WHITE PAPERS

*= GRADUATE STUDENT OR POSTDOCTORAL FELLOW AT TIME OF WRITING

Mintrop, R., Zumpe, E.*, Jackson, K., Nucci, D.*, & Norman, J. (2022). *Designing for deeper learning in schools and school districts serving communities disadvantaged by the educational system*. Carnegie Foundation for the Advancement of Teaching. <https://www.carnegiefoundation.org/resources/publications/designing-for-deeper-learning/>

National Academies of Sciences, Engineering, and Medicine. (2020). *Changing expectations for the K-12 teacher workforce: Policies, preservice education, professional development, and the workplace*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25603>

Henrick, E.C., Cobb, P., Penuel, W.R., Jackson, K., & Clark, T. (2017). *Assessing research-practice partnerships: Five dimensions of effectiveness*. William T. Grant Foundation. <http://wtgrantfoundation.org/new-report-assessing-research-practice-partnerships-five-dimensions-effectiveness>

INVITED PRESENTATIONS

*= GRADUATE STUDENT OR POSTDOCTORAL FELLOW AT TIME OF PRESENTATION

Jackson, K. (2023, October). *Equity-focused practical measurement* [invited workshop]. AERA SIG Improvement Science in Education - Teaching and Learning Improvement Research in Education Working Group (virtual).

Jackson, K. (2023, September). *Practical measures of the mathematics classroom learning environment* [Invited presentation]. National Science Foundation CADRE Learning Series: Instructional Observations in Educational Research (virtual).

- Nieman, H. & Jackson, K. (2023, September). *Using practical measurement to improve professional learning* [Invited presentation]. U.S. Department of Education's Office of Elementary & Secondary Education EIR (Education, Innovation, and Research) grantees / Teacher Professional Development Community of Practice (virtual).
- Jackson, K. (2023, May). *Improving (mathematics) teaching and learning in partnership with educators* [Invited presentation]. Columbia University Teachers College Formation/Fundação Itaú Social, São Paulo, Brazil (virtual).
- Jackson, K. (2022, June). *Using a system of practical measures, routines, and representations to support instructional improvement at scale* [Invited presentation]. Australian Education Research Organisation (virtual).
- Jackson, K. (2022, March). *Conducting educational design research to investigate and support instructional improvement at scale* [Invited presentation]. Educational Design Research in Mathematics international course, University of North Carolina - Charlotte (virtual).
- Jackson, K. (2021, November). *Improving mathematics teaching and learning in partnership with teachers: The critical role of systemic support* [Keynote address]. Inaugural Conference of the National Center for Udvikling af Matematikundervisning Conference, Aarhus, Denmark.
- Nieman, H.*, Jackson, K., Lenges, A., Borko, H., Jarry-Shore, M.*, & Yilmaz, Z. (2021, March). *Using practical measures of teachers' experiences to reflect on and improve professional learning* [Invited presentation]. Teachers Development Group Leadership Seminar (virtual).
- Jackson, K., Borko, H., Lenges, A., & Jarry-Shore, M.* (2020, March). *Using data from "practical measures" to reflect on and improve classroom practice and professional learning* [Invited presentation]. Teachers Development Group Leadership Seminar, Portland, OR.
- Jackson, K. (2020, February). *Reaction to Karin Brodie's Resources for and from collaboration: A conceptual framework* [Invited reactor to plenary session]. International Commission on Mathematical Instruction (ICMI) Study 25: Teachers of Mathematics Working and Learning in Collaborative Groups, Lisbon, Portugal.
- Jackson, K. (2020, January). *Improving mathematics teaching at scale: Centering equity-specific learning demands* [Invited lecture]. Interdisciplinary Hugo Rossi Lecture Series, Center for Science and Mathematics Education, University of Utah, Salt Lake City, UT.
- Jackson, K. (2019, October). *Specifying and centering equity in the improvement of mathematics teaching at scale* [Keynote address]. 3rd International Conference on Approaches to Scaling Up Professional Development in Maths and Science Education, International Centre for STEM Education, University of Freiburg Education School, Freiburg, Germany.

- Jackson, K., & Cobb, P. (2019, May). *Using practical measures to support secondary mathematics instruction* [Invited presentation]. Carnegie Foundation for the Advancement of Teaching, Palo Alto, CA.
- Jackson, K. (2018, October). *Evaluating your research-practice-partnership* [Invited presentation]. National Science Foundation Computer Science for All Research Practice Partnerships Development Workshop, Seattle, WA.
- Jackson, K. (2018, July). *Assessing research-practice partnerships: Five dimensions of effectiveness* [Invited presentation]. Spencer Foundation Grantees Forum on Research-Practice Partnerships, Chicago, IL.
- Cobb, P., Jackson, K., Henrick, E., & Smith, T. (2018, June). *Systems for instructional improvement: Creating coherence from the classroom to the district office* [Invited presentation]. California Common Core State Standards Implementation Consortium (virtual).
- Takahashi, S., & Jackson, K. (2018, June). *Testing changes and building evidence* [Invited webinar]. Council of Chief State School Officers (CCSSO) Early Learning Networked Improvement Community (virtual).
- Jackson, K., & Henrick, E. (2018, June). *To scale or not to scale?* [Invited panel presentation]. National Science Foundation DR-K12 Principal Investigator Conference, Washington, D.C.
- Cobb, P. & Jackson, K. (2018, May). *Designing systems for instructional improvement* [Keynote address]. Udvilning Af Matematikundervisning – Hvad skal der til? (Mathematical Education Development: What should it include?), Aarhus University, Copenhagen, Denmark.
- Jackson, K. (2018, April). *Conducting educational design research to investigate and support instructional improvement at scale* [Invited presentation]. Western Norway University of Applied Sciences, Bergen, Norway.
- Jackson, K. (2017, July). *Supporting English Learners (in mathematics): On the need to attend to teachers' views of their students' capabilities in professional learning* [Invited presentation]. National Academies Board on Science Education Supporting English Learners in STEM Subjects meeting, Washington, D.C.
- Jackson, K. (2017, May). *Design-based implementation research: MIST as a case to think with* [Invited presentation]. Spencer Foundation meeting on Continuous Improvement Research Models, Boulder, CO.
- Jackson, K., Murata, A., Plowman, D., Hendrickson, K., Burrill, G., & Bass, H. (2016, July). [*Challenges and promising practices for practicing teacher development \(U.S.\)*](#) [Invited workshop]. Supporting Mathematics Teachers and Teaching in the United States and Finland, National Academies of Sciences, Engineering and Medicine Board on International Scientific Organization Policy and Global Affairs, Helsinki, Finland.

- Henrick, E., Jackson, K., Ryan, J., & Takahashi, S. (2016, March). *You cannot improve at scale what you measure: The technical side of practical measurement* [Invited presentation]. Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.
- Jackson, K. (2016, March). [Sustaining partnerships](#) [Webinar panelist]. *Research + Practice Collaboratory: The Research-Practice Partnerships Forum*.
- Jackson, K. (2016, February). *Specifying equity-in-practice* [Invited lecture]. Michigan State University Program in Mathematics Education Colloquium, East Lansing, MI.
- Cunard, A., & Jackson, K. (2015, October). *Practice exchange: Working on pedagogical content knowledge through the Learning Cycle* [Invited presentation]. Learning to Teach Community of Practice, Seattle, WA.
- Jackson, K. (2015, February). *Specifying equity-in-practice* [Invited lecture]. University of Maryland Center for Mathematics Education, College Park, MD.
- Cobb, P., Jackson, K., & Sorum, M. (2014, June). *Partnering with schools and districts to support all students' learning* [Keynote address]. 11th International Conference of the Learning Sciences, Boulder, CO.
- Jackson, K. (2014, May). *Introducing complex tasks to support all students' learning* [Invited presentation]. Puget Sound Council of Teachers of Mathematics, Seattle, WA.
- Jackson, K. (2014, April). *Mentoring and training young researchers* [Invited presentation]. W.T. Grant Foundation Researcher-Practitioner Partnerships Meeting, Chicago, IL.
- Jackson, K., & Gibbons, L.* (2014, April). *Perspectives on linking research and practice: Thoughts from the field* [Invited presentation]. National Council of Teachers of Mathematics Research Conference, New Orleans, LA.
- Jackson, K., & Wilhelm, A. G. (2014, April). *Enacting cognitively demanding tasks in middle-grades classrooms* [Invited presentation]. National Council of Teachers of Mathematics Research Conference, New Orleans, LA.
- Jackson, K. (2013, September; 2014, February). *Analyzing student work to improve instruction* [Keynote address]. National Council of Teachers of Mathematics Extended Online Professional Development for Grades 6-8 (Algebra Readiness for Every Student).
- Jackson, K. (2012, April). *Elaborating the "how" of ambitious mathematics teaching: Introducing cognitively demanding tasks* [Poster Presentation, Invited Session "Excellence in Education Research: Early Career Scholars and Their Work"]. Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

- Cobb, P., & Jackson, K. (2012, March). *Towards an empirically grounded theory of action for improving the quality of teaching at scale* [Plenary address]. National Association for Research in Science Teaching Plenary Address, Indianapolis, IN.
- Jackson, K. (2012, February). *Supportive infrastructure for STEM learning: Designing learning organizations for instructional improvement in mathematics*. [Invited presentation]. STEM Smart: Lessons Learned from Successful Schools, National Science Foundation, Seattle, WA.
- Cobb, P., Jackson, K., Smith, T., & Sorum, M. (2011, June). *Middle school mathematics and the institutional setting of teaching* [Invited presentation]. Design-based Implementation Research Workshop, San Francisco, CA.
- Cobb, P., & Jackson, K. (2011, April). *Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale* [Plenary address]. National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.
- Jackson, K. (2011, April). *Exploring relationships between mathematics teachers' views of students' mathematical capabilities, visions of Instruction, and instructional practices* [Poster Presentation, Invited Session "Excellence in Education Research: Early Career Scholars and Their Work"]. Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Cobb, P., & Jackson, K. (2011, April). *Reconceptualizing policies as designs for supporting learning* [Invited paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Cobb, P., & Jackson, K. (2011, March). *Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale* [Invited presentation]. Cambridge Symposium on Pedagogy and Teacher Education: Formulating a Research Agenda for the Future, Cambridge, England.
- Cobb, P., & Jackson, K. (2010, February). *The challenges of scale: Designing learning organizations for instructional improvement in mathematics* [Invited presentation]. Symposium on Improving Mathematics Teaching and Learning at Scale, University of Haifa, Israel.
- Jackson, K., & Cobb, P. (2009, November). *Supporting all students' participation in academically rigorous mathematics* [Invited presentation]. The Center for Research in Education, Learning, and Didactics, Rennes, France.
- Cobb, P., & Jackson, K. (2009, November). *Reconceptualizing policies as designs for supporting learning* [Invited presentation]. The Center for Research in Education, Learning, and Didactics, Rennes, France.
- Cobb, P., & Jackson, K. (2009, April). *The consequences of experimentalism for policy and practice* [Invited presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA.

Jackson, K. (2008, October). *Learning mathematics within and across home and school contexts* [Invited lecture]. Science and Math Education Colloquium Series, University of Illinois at Chicago, Chicago, IL.

Ginsburg, L., & Jackson, K. (2007, January). *Partnering with parents to promote community literacy in mathematics* [Invited presentation]. Closing Educational Achievement Gaps Conference, Millersville, PA.

Jackson, K., Remillard, J.T., & Ginsburg, L. (2004, October). *Parent-child numeracy connections* [Invited presentation]. A National Initiative on Family and Community Involvement in Mathematics Education, Tucson, AZ.

CONFERENCE PRESENTATIONS

*= GRADUATE STUDENT OR POSTDOCTORAL FELLOW AT TIME OF PRESENTATION

Jackson, K. & Nieman, H.* (2023, April). *Affordances of and challenges in using practical measures to advance equity and justice in mathematics teaching and learning* [Conference presentation]. Carnegie Foundation Summit on Improvement in Education, San Diego, CA.

Ing, M., Jackson, K., Cobb, P., & Smith, T. (2023, April). *Investigating the use of measures for mathematics instructional improvement* [Paper presentation]. Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Heaton, R., Jackson, K., Stafford, T.*, Kulow, T., Carlson, M. A., Goffney, I. M., & Knapp, M. (2022, November). *(Re)Designing a tool to support mentor-novice co-learning equity-oriented teaching* [Paper presentation]. Annual Conference of the International Group for the Psychology of Mathematics Education - North American chapter, Nashville, TN.

Jackson, K., Lenges, A., & Nieman, H.* (2022, October). *Eliciting students' insights for instructional improvement* [Conference presentation]. Northwest Mathematics Conference, Tacoma, WA.

Nieman, H.*, Sime, V., Lenges, A., & Jackson, K. (2022, October). *Eliciting teachers' insights into professional learning experiences to inform facilitators' inquiry* [Conference presentation]. Northwest Mathematics Conference, Tacoma, WA.

Jackson, K., Nieman, H.*, DiGiacomo, D., Campos, F.*, & Kochmanski, N.* (2022, June). *Mathematics teachers' interpretations of students' perceptions of the classroom learning environment: Opportunities for inquiry and insight into pedagogical commitments* [Paper presentation]. In C. Chinn, E. Tan, & Y. Kali (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences* (pp. 1277-1280).

Jackson, K., Nieman, H.*, Jarry-Shore, M.*, Kochmanski, N.*, Nguyen, H.*, & Ing, M. (2022, April). *Using a system of practical measures, routines, and representations to*

support instructional improvement at scale [Symposium]. Annual Meeting of the American Educational Research Association, San Diego, CA.

Nieman, H.*, Jackson, K., Jarry-Shore, M.*, Borko, H., Kazemi, E., Chinen, S.*, Lenges, A., Yilmaz, Z., & Haines, C.* (2022, February). *Using a tool that assesses teachers' experiences of collaborative professional development to inform and improve facilitation* [Paper presentation]. 12th Congress of the European Society for Research in Mathematics Education, Bozen-Bolsano, Italy (virtual).

Jackson, K., Cobb, P., Ing, M., Nieman, H.*, Haines, C.*, & Jarry-Shore, M.* (2021, June). *Developing a system of practical measures, routines, and representations to inform and enhance instructional improvement efforts* [Poster presentation]. National Science Foundation DR-K12 Principal Investigator Conference (virtual).

Nieman, H.*, Jackson, K., & Lenges, A. (2020, February). *Facilitators' and school leaders' role in establishing an inquiry-oriented community of mathematics teachers* [Paper presentation]. ICMI Study 25: Teachers of Mathematics Working and Learning in Collaborative Groups, Lisbon, Portugal.

Ahn, J., Chinen, S.*, Cobb, P., Jackson, K., Kochmanski, N.*, Slayton, J., & Tarnowiecky, K. (2019, April). *Using practical measures to support secondary math instruction* [Conference presentation]. Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.

Jackson, K., Nieman, H.*, Kochmanski, N.*, & DiGiacomo, D.* (2019, April). *Making sense of teachers' varied responses to representations of practice* [Paper presentation]. National Council of Teachers of Mathematics Research Conference, San Diego, CA.

Jackson, K., Cobb, P., Smith, T., Ahn, J., Ing, M., Nieman, H.*, Kochmanski, N.*, Campos, F.*, Chinen, S.*, DiGiacomo, D.*, & Hays, M.* (2019, April). *Developing a system of practical measures, routines, and representations to inform and enhance instructional improvement initiatives* [Poster presentation]. Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.

Ing, M., Chinen, S.*, Jackson, K., & Smith, T. (2019, April). Highlighting actual interpretations and uses in validity evidence. Paper presented at the *Annual Meeting of the National Council on Measurement in Education*, Toronto, Ontario, Canada.

Cobb, P., Jackson, K., & Ing, M. (2019, April). *Developing practical measures to inform instructional improvement initiatives in mathematics* [Paper presentation]. Annual Meeting of the National Council on Measurement in Education, Toronto, Ontario, Canada.

Henrick, E., Ing, M., & Jackson, K. (2018, June). *Conceptualizing rigor in the design and use of practical measures for instructional improvement* [Conference presentation]. National Science Foundation DR-K12 Principal Investigator Conference, Washington, D.C.

- Ing, M., Jackson, K., Cobb, P., Henrick, E., Kochmanski, N.*, Nieman, H.*, Smith, T., . . . Campos, F.* (2018, April). *Exploring measurement issues in the context of practical measures: The case of a practical measure of the quality of discussion in mathematics classrooms* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York, NY.
- Wieman, R., Kelemanik, G., Land, T., Tyminski, A., & Jackson, K. (2018, February). *Learning to launch, launching to learn: Shared images of effective launches* [Conference presentation]. Annual Conference of the Association of Mathematics Teacher Educators, Houston, TX.
- Kochmanski, N. *, Nieman, H. *, Jarry-Shore, M. *, Treviño, E., Jackson, K., Borko, H., Cobb, P., & Henrick, E. (2018, February). *Practical measures of instruction: Improving mathematics teaching with quick, actionable feedback* [Conference presentation]. Annual Conference of the Association of Mathematics Teacher Educators, Houston, TX.
- Jackson, K., Wilson, J.*, Nazemi, M.*, Wilhelm, A., Munter, C., & Sharpe, C.* (2017, April). *Working towards ambitious and equitable mathematics instruction at scale* [Symposium]. National Council of Teachers of Mathematics Research Conference, San Antonio, TX.
- Lin, T. *, Kobiela, M., & Jackson, K. (2017, April). *Trajectories of developing facilitation practices for leading mathematics teacher learning communities* [Paper presentation]. National Council of Teachers of Mathematics Research Conference, San Antonio, TX.
- Jackson, K., Asturias, H., Harris, A., Nieman, H.*, Kochmanski, N.*, Slayton, J., & Treviño, E. (2017, April). *District leaders', coaches', and teachers' use of practical measures to improve the quality of mathematics teaching* [Conference presentation]. 49th National Council of Supervisors of Mathematics Annual Conference, San Antonio, TX.
- Jackson, K. (2016, November). *Leading with content vs. personhood: Storytelling in the mathematics classroom* [Paper presentation]. Annual Meeting of the American Educational Studies Association, Seattle, WA.
- Jackson, K., Cobb, P., Henrick, E., & Smith, T. (2016, July). *Investigating and supporting instructional improvement at scale* [Paper presentation]. 13th International Congress on Mathematical Education, Hamburg, Germany.
- Lin, T. *, Jackson, K., Kobiela, M., & Parker, Z.* (2016, July). *Developing facilitation practices to support secondary mathematics teacher learning* [Paper presentation]. 13th International Congress on Mathematical Education, Hamburg, Germany.
- Thompson, J., & Jackson, K. (2016, June). *On the design and implementation of practical measures to support instructional improvement at scale* [Conference presentation]. National Science Foundation DR-K12 Principal Investigator Conference, Washington, D.C.

- Lin, T.*, Jackson, K., Kobiela, M., & Parker, Z.* (2016, April). *Developing facilitation practices in a secondary math teacher learning community* [Paper presentation]. National Council of Teachers of Mathematics Research Conference, San Francisco, CA.
- Munter, C., Wilhelm, A., & Jackson, K. (2016, April). *Examining relations between middle school teachers' explanations of sources of students' difficulty in mathematics and students' opportunities to learn* [Paper presentation]. National Council of Teachers of Mathematics Research Conference, San Francisco, CA.
- Jackson, K., Cobb, P., Wilson, J.*, & Nazemi, M.* (2016, April). *Specifying how to work toward equity in middle-grades mathematics instructional improvement efforts* [Paper presentation]. Annual Meeting of the American Educational Research Association, Washington, D.C.
- Wilhelm, A.G., Munter, C., & Jackson, K. (2015, June). *Examining relations between teachers' diagnoses of sources of students' difficulty in mathematics and students' opportunities to learn* [Paper presentation]. 8th Mathematics Education and Society Conference, Portland, OR.
- Yasukawa, K., Jackson, K., Street, B., & Rogers, A. (2015, June). *Numeracy as social practice* [Symposium]. 8th Mathematics Education and Society Conference, Portland, OR.
- Jackson, K., Cobb, P., Wilson, J.*, Webster, M.*, & Dunlap, C.* (2015, April). *Towards a design for supporting professional development leader learning* [Paper/poster presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Jackson, K., Cobb, P., Rigby, J. G., Webster, M.*, & Dunlap, C.* (2014, November). *Instructional improvement and instructional management: District leaders' orientations towards improving mathematics teaching and learning* [Paper presentation]. University Council for Educational Administration, Washington, D.C.
- Jackson, K., & Gibbons, L.* (2014, April). *Accounting for how practitioners frame a common problem of practice – students' struggle in mathematics* [Paper presentation]. National Council of Teachers of Mathematics Research Conference, New Orleans, LA.
- Wilhelm, A.G., Munter, C., & Jackson, K. (2014, April). *Examining relationships between teachers' explanations of students' struggle and success in mathematics and their instructional practices* [Paper presentation]. National Council of Teachers of Mathematics Research Conference, New Orleans, LA.
- Jackson, K. (2013, August). *Supporting instructional improvement on a large scale: Coordinating professional development across contexts and role groups* [Paper presentation]. 15th Biennial European Association for Research on Learning and Instruction Conference, Munich, Germany.
- Jackson, K., & Gibbons, L.* (2013, May). *Accounting for practitioners' views of students'*

- mathematical capabilities* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Jackson, K., & Cobb, P. (2013, April). *Investigating and supporting the development of district capacity in the context of ambitious middle-grades mathematics reform* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Jackson, K., & Shahan, E. (2013, April). *Specifying equity-in-practice: Setting up complex tasks in secondary mathematics teaching* [Poster presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Wilson, J.*, Nazemi, M.*, & Jackson, K. (2013, April). *Investigating mathematics teaching practice in classrooms that support African American students* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Jackson, K. (2012, November). *The role of ethnographic sensibilities and qualitative methodologies in improving the quality of instruction at scale* [Paper presentation]. Annual Meeting of the American Anthropological Association, San Francisco, CA.
- Jackson, K., & Lin, T. (2012, June). *Mathematics: The power of collaboration* [Conference presentation]. The Leadership Committee for English Education in Québec S.T.E.M. Symposium, Laval, QC, Canada.
- Jackson, K. (2012, June). *Specifying equity in practice: Setting up complex tasks* [Conference presentation]. National Science Foundation DR-K12 Principal Investigator Conference, Washington, D.C.
- Wilson, J.*, & Jackson, K. (2012, April). *Supporting African American students' learning of mathematics* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-session, Philadelphia, PA.
- Jackson, K. (2011, November). *In response to NCLB: The emergence of "bubble kids"* [Paper presentation]. Annual Meeting of the American Anthropological Association, Montréal, QC, Canada.
- Jackson, K., Gibbons, L.*, Wilson, J.*, & Garrison, A. (2011, April). *Conceptualizing how launching cognitively demanding tasks impacts equity in opportunities to learn* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.
- Garrison, A., Wilson, J.*, & Jackson, K. (2011, April). *Exploring relationships between launching tasks in middle-grades mathematics classrooms and measures of opportunities to learn* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN.
- Boston, M., Shahan, E., Gibbons, L., & Jackson, K. (2011, January). *Using classroom observation tools to promote high-quality mathematics instruction* [Conference

- presentation]. Annual Conference of the Association of Mathematics Teacher Educators, Irvine, CA.
- Jackson, K. (2010, December). *Equity and access to high-quality instruction in middle school mathematics* [Conference presentation]. National Science Foundation DR-K12 Principal Investigator Conference, Washington, D.C.
- Jackson, K., & Gibbons, L.* (2010, April). *Investigating supports for middle-grades mathematics teachers' development of ambitious and equitable instructional practices* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-Session, San Diego, CA & Annual Meeting of the American Educational Research Association, Denver, CO.
- Jackson, K., & Cobb, P. (2010, April). *Refining a vision of high-quality mathematics instruction to address issues of equity* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-Session, San Diego, CA & Annual Meeting of the American Educational Research Association, Denver, CO.
- Colby, G.*, Jackson, K., & Cobb, P. (2010, April). *How districts and schools can support mathematics teachers' development of instructional practices that are both ambitious and equitable* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-Session, San Diego, CA & Annual Meeting of the American Educational Research Association, Denver, CO.
- Jackson, K. (2009, November). *Equity and access to high-quality instruction in middle school mathematics* [Conference presentation]. National Science Foundation DR-K12 Principal Investigator Conference, Washington, D.C.
- Colby, G.*, & Jackson, K. (2009, October). *How districts and schools can support teachers' development of instructional practices likely to provide English Language Learner (ELL) students access to academically rigorous mathematics instruction* [Conference presentation]. First Triennial Conference on Latino Education and Immigrant Integration, Athens, GA.
- Jackson, K., & Cobb, P. (2009, April). *High quality instruction for whom?* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-Session, Washington, D.C.
- Jackson, K. (2008, February & April). *From home to school: Lost mathematical innovation* [Paper presentation]. Ethnography Forum, Philadelphia, PA (February) & Annual Meeting of the American Educational Research Association, New York, NY (April).
- Jackson, K., & Ginsburg, L. (2008, April). *Algebra for all? The meanings that mothers assign to participation in an algebra class* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York, NY.
- Jackson, K. (2007, February). *"Basic skills": Power, pedagogy, and mathematics* [Conference presentation]. Ethnography Forum, Philadelphia, PA.

- Jackson, K., & Epstein, Y. (2006, November). *How parents are framed in reform-oriented elementary mathematics curricular materials: Assumptions and implications* [Paper presentation]. Psychology of Mathematics Education North American Chapter (PME-NA), Mérida, México.
- Epstein, Y., Jackson, K., & Rashid, H. (2006, April). *An analysis of parent components of reform-oriented elementary mathematics curricula* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-Session, St. Louis, MO.
- Jackson, K., & English-Clarke, T. (2006, February). *Learning for our children, learning for ourselves: African American mothers' experiences in parent math classes* [Conference presentation]. Ethnography Forum, Philadelphia, PA.
- Jackson, K., Remillard, J., & Ginsburg, L. (2005, April). *Intergenerational mathematics learning* [Paper presentation]. Annual Meeting of the American Educational Research Association, Montréal, QC, Canada.
- Remillard, J.T., & Jackson, K. (2004, February & April). *How parents construct their roles in the mathematics education of their children* [Paper presentation]. Ethnography Forum, Philadelphia, PA (February) & National Council of Teachers of Mathematics Research Pre-Session, Philadelphia, PA (April).
- Gwak, S., Jackson, K., Lesnick, J., Olitsky, S., & Riggan, J. (2003, November). *Meta-travel: A critical reflection on an American graduate school of education's study tour to China* [Paper presentation]. Annual Meeting of the American Educational Studies Association, México City, México.
- Klein, V., & Jackson, K. (2003, April). *The relationships between a novice teacher's participation in a teacher study group and her beliefs and practices* [Paper presentation]. National Council of Teachers of Mathematics Research Pre-Session, San Antonio, TX.
- Jackson, K. (2003, February). *Philadelphia school reform: Accounting for and understanding change in a district office* [Paper presentation]. Eastern Sociological Society, Philadelphia, PA.
- Jackson, K. (2002, October). *Developing mathematical identity: A look at a twelfth-grade mathematics classroom as a community of practice* [Paper presentation]. Psychology of Mathematics Education North American Chapter (PME-NA), Athens, GA.

PODCAST APPEARANCES

- Jackson, K. (2013, October). Interviewed for a mathematics education podcast regarding 2013 *Journal for Research in Mathematics Education* publication on setting up complex tasks. Episode 1317. <http://mathed.podomatic.com/>

Jackson, K. (2012, February). Interviewed for a podcast on the state of mathematics education for the journal, *Urban Education*.

UNIVERSITY TEACHING EXPERIENCE (UNIVERSITY OF WASHINGTON 2013 -)

Graduate Education

Current Issues in Mathematics Education. (EDC&I 577; Doctoral seminar). Spring 2014; Winter 2015; Spring 2016; Fall 2018; Spring 2021; Fall 2021; Fall 2022; Winter 2023; Fall 2023.

Foundations of Curriculum and Instruction. (EDC&I 503; Masters course). Winter 2020.

Pedagogies of Professional Education in UW Programs. (EDC&I 495; Doctoral seminar). Spring 2014.

Qualitative Methods of Educational Research I. (EDPSY 586; Doctoral level course). Fall 2016.

Qualitative Methods of Educational Research III. (EDPSY 587; Doctoral level course). Spring 2014; Spring 2015; Spring 2016; Spring 2019; Spring 2020.

Qualitative Methods Mentor. (EDPSY 581; Doctoral students). 2013-2014; 2014-2015; 2015-2016; 2016-2017; 2018-2019; 2019-2020; Fall 2021; Spring 2023.

Teacher Education

Topics and Issues in Numeracy I. (EDTEP 521; Elementary Teacher Education Program). Fall 2015; Fall 2016; Fall 2018; Fall 2019; Fall 2020; Fall 2021; Fall 2022; Fall 2023.

Topics and Issues in Numeracy II. (EDTEP 522; Elementary Teacher Education Program). Winter 2021; Winter 2022; Winter 2023.

Undergraduate Teaching

Mathematics for Elementary School Teachers. (EDUC 170). Winter 2014.

NATIONAL / INTERNATIONAL PROFESSIONAL SERVICE

Appointment / Invited Participant

Appointment to the National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education Board on Science Education (BOSE) Committee on *PreK-12 STEM Education Innovations* (2023 - 2025)

Appointment to the National Academies of Sciences, Engineering and Medicine, Division of Behavioral and Social Sciences and Education Board on Science Education (BOSE) Committee on [*Understanding the Changing Structure of the K-12 Teacher Workforce*](#) (2018-2020)

Critical Friend for the National Academies of Sciences, Engineering and Medicine Board on Science Education and Achieve Panel *Realizing the Vision: NGSS District Implementation* (2019)

Appointment to the National Academies of Sciences, Engineering and Medicine Board on International Scientific Organization Policy and Global Affairs, U.S. National Commission on Mathematics Instruction Workshop: [Supporting Mathematics Teachers and Teaching in the United States and Finland: A Workshop](#) (2016)

Editorial Board

Journal of Urban Mathematics Education (2019 -)
Cognition and Instruction (2020 -)
Executive Editor, *Cognition and Instruction* (2015-2020)

Conference Leadership

Program Co-Chair for the 2020 International Conference of the Learning Sciences (ICLS), Strand: Scale (2018-2020)

Senior Reviewer for *International Conference of the Learning Sciences* (2014)

Advisory Board Member

National Academy of Education's *Equity in Math Education Research Grants (EMERG) Program* (2023-)

Project AIM-NEXT: All Included in Mathematics New Extension, funded by the National Science Foundation to Dr. Paola Sztajn and colleagues (2022-)

Developing Equitable Discussion Practices, funded by the National Science Foundation to Dr. Megan Shaughnessy and colleagues (2022-)

Developing and Sustaining an Online Reflection and Community-based Instructional Development System, funded by the National Science Foundation to Dr. Jason Silverman and colleagues (2021-)

Creating a Model for Sustainable Ambitious Mathematics Programs in High Needs Settings: A Researcher-Practitioner Collaboration, funded by the National Science Foundation to Dr. Jeffrey Chopin and colleagues (2020-)

Supporting Teachers to Teach Mathematics Through Problem Posing: An Early Stage Longitudinal Study, funded by the National Science Foundation to Dr. Jinfa Cai and colleagues (2020-)

Investigating Individual and Collaborative Mathematics Learning in a Digital Environment Over Time: Using Problem-Based Learning Analytics, funded by the National Science Foundation to Dr. Betty Phillips and colleagues (2020-)

Enhancing the Teacher-Curriculum Relationship in Problem-Based Classrooms by Connecting Teacher and Student Digital Collaborative Environments, funded by the National Science Foundation to Dr. Betty Phillips and colleagues (2020-)

Math Practical Measures Project, WestEd, Dr. Sola Takahashi (2020-2022)

The Responsive Mathematics Teaching Project: Building Sustainable Networked Instructional Leadership in Elementary Mathematics, funded by the National Science Foundation to Dr. Caroline Brayer Ebby and colleagues (2019-)

Learning about Teaching Argumentation for Critical Mathematics Education, funded by the Norwegian Government to Dr. Tamsin Meany and colleagues, Western Norway University of Applied Sciences (2018-2022)

CS-EDU Visions: Building Multi-Level Alignment in Local CS4ALL Implementations for Sustainability, funded by the National Science Foundation to Dr. June Ahn and colleagues (2017-2018)

Technical Working Group

Regional Educational Laboratory (REL) at Education Northwest, Northwest Research Alliance (2013)

Journal Reviewer

American Educational Research Association Open (2020-)
American Educational Research Journal (2012-)
American Journal of Education (2011-)
Anthropology & Education Quarterly (2018 -)
Cognition and Instruction (2010-)
Educational Administration Quarterly (2013-)
Educational Evaluation & Policy Analysis (2009-)
Educational Researcher (2013-)
Educational Studies in Mathematics (2022 -)
Investigations in Mathematical Learning (2022-)
Journal for Research in Mathematics Education (2014-)
Journal of Educational Foundations (2010-)
Journal of the Learning Sciences (2015-)
Journal of Mathematical Behavior (2012-)
Journal of Mathematics Teacher Education (2013-)
Journal of Teacher Education (2016-)
Journal of Urban Mathematics Education (2020-)
Mathematical Thinking and Learning (2012-)
McGill Journal of Education (2011-)
Science Education (2011-)

Teachers College Record (2020-)
Teaching and Teacher Education (2015-)
Urban Education (2013-)
ZDM Mathematics Education (2014-)

**Book Proposal &
Report Reviewer**

Harvard Educational Press Book Proposal (2023)
National Academies of Sciences, Engineering and Medicine
Committee's Report on Virtual Workshop: COVID-19 and the K-
12 Teacher Workforce: Seizing the Moment to Reimagine
Education (2021)
Spencer Foundation White Paper (2020)
National Academies of Sciences, Engineering, and Medicine, Division
of Behavioral and Social Sciences and Education Board of
Science Education (BOSE): Supporting English Learners in STEM
Report (2018)

Grant Reviewer

Institute for Educational Sciences (IES) Mathematics and Science
Two Scientific Peer Review Panel (2018)
Lyle Spencer Research Award Review, Spencer Foundation (2019,
2020)
National Academy of Education / Spencer Foundation Dissertation
Fellowship Review (2018, 2019)
National Academy of Education / Spencer Foundation Post-Doctoral
Fellowship Review (2021)
National Science Foundation DRK12 (2021)
Spencer Foundation Conference Grants Review Committee (2016)
Spencer Foundation Small Grants Review Committee (2018)
W.T. Grant Foundation Research Use Proposal (2023)

**Conference Proposal
Reviewer**

American Anthropological Association, Council on Anthropology and
Education (CAE) (2012-)
AERA SIG-Research in Mathematics Education (2009-)
AERA Division G (Social Context of Education), Section 1 (Local
Contexts of Teaching and Learning) (2009)
AERA Division K (Teaching and Teacher Education), Section 2
(Emancipatory Movements and Transformative Interruptions in
Teaching and Teacher Education) (2023)
AERA Division L (Educational Policy and Politics), Section 3
(Curriculum, Testing, and Instructional Practice) (2009)
Carnegie Foundation Summit on Improvement (2023)
International Conference of the Learning Sciences (2014-)
International Congress on Mathematical Education (2015-)
National Council of Teachers of Mathematics Research Pre-Session
(2009-)
PME-NA Psychology of Mathematics Education North American

chapter (2008-)

Mentor

Mentor, AERA SIG-Research in Mathematics Education Mentor-Mentee Program (2023-2024)

Facilitator, Early Career Research Roundtable on Research Collaborations, National Science Foundation DR-K12 PI Meeting (2021)

AERA Division K Virtual Panel for Graduate Students: Transitioning from PhD to Professor, A Discussion of Challenges and Opportunities (Mentoring session for selected Division K graduate students) (2020)

Discussant

Expanding coaching and representations to support teacher sense-making toward disrupting inequitable mathematics teaching practices. Structured poster session presented at the *Annual Meeting of the American Educational Research Association*, Chicago, IL. April 2023.

Dealing with diverse discourses: Can we deal with each other's diverse discourses? Symposium presented at the *Annual Meeting of the American Educational Research Association*, New York, NY. April 2018.

Formative intervention research to enhance equitable mathematics teaching: Lesson learned from multiple data sources. Symposium presented at the *Annual Meeting of the American Educational Research Association*, Washington, D.C. April 2015.

Selected Consulting

Development of a Conceptual Framework to Support Implementation of Deeper Learning at Scale. Carnegie Foundation for the Advancement of Teaching (2019 -2021)

Assessing the Effectiveness of Research Practice Partnerships at the District Level (E. Henrick, PI, & P. Cobb, co-PI). The W.T. Grant Foundation (2015 – 2016)

Designing for Equity by Thinking in and about Mathematics, grant funded by the National Science Foundation. University of Pittsburgh & Duquesne University (July 2014)

Math for America. New York, NY (2012)

Kahnawake Education Center. Kahnawake, QC (2011)

National Centre for Excellence in the Teaching of Mathematics.
United Kingdom (2009)

Workshop for Vanuatu Ministry officials and University of the
South Pacific researchers in linguistics on inclusive ways to
account for varied literacies in Vanuatu, funded by UNESCO.
Vanuatu, South Pacific (2003)

UNIVERSITY AND COLLEGE OF EDUCATION SERVICE

University of Washington

Reviewer, Royalty Research Fund (April 2014, May 2016, Nov 2016, April 2023)

UW College of Education

Support for the Assistant Dean of Teacher Education (2022-2024)

Interim Convener of Teacher Education (2021-2022)

Director, Ackerley Network for the Advancement of Teacher Education (2015-2023)

Chair, Boeing Professor of Teacher Education Search Phase 2 (2022-2023)

Co-Chair, Boeing Professor of Teacher Education Search Phase I (2021-2022)

Co-Chair, Philosophy of Education, Equity, and Justice Search (2019-2020)

Member, Learning Sciences and Human Development Search Committee (2018-2019)

Member, Elementary Teacher Education Program Director Search Committee (2016)

Chair, Academic Programs and Initiatives Committee (2019-2020)

Member, Academic Programs and Initiatives Committee (2015; 2018-2022)

Chair, Faculty Development and Support Committee (2016-2017)

Vice-Chair, Faculty Development and Support Committee (2015-2016)

Member, Faculty Development and Support Committee (2013)

Member, STEM Residency Planning Team (2016)

Member, Teacher Education Council (2016-2018)

Member, Steering Committee of Unite:Ed (2018-2020)

Advisory Board Member, *Innovations in System-wide Professional Improvement and
Redesigns in Education* (INSPIRE; 2015-2019)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

AERA Division K Teaching and Teacher Education

AERA Special Interest Group: Research in Mathematics Education

AERA Special Interest Group: Socio-Political Issues in Mathematics and Science
Education

AERA Special Interest Group: Improvement Science in Education

Association of Mathematics Teacher Educators (AMTE)

International Society of the Learning Sciences (ISLS)
National Council of Teachers of Mathematics (NCTM)
Washington State Mathematics Council (WSMC)