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Ph.D. 2008
Educational Policy and Leadership
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Marquette University College of Education
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van den Kieboom, L. A. & McNew-Birren, J. (2022). Using an integrated STEM methods course to prepare pre-service teachers to implement ambitious instruction. *Connections,* 31(4). https://amte.net/connections/summer-2022-0.

van den Kieboom, L. A. & Groleau, S. V. (2022). Planning for differentiation of instruction in mathematics classrooms. *Educational Studies in Mathematics, 111*(2), 225-252. DOI 10.1007/s10649-022-10149-1.

Magiera, M. T. & van den Kieboom, L.

Scaffolding Student Success in Marquette University Coursework (2022)
Marquette University Way Klingler Teaching Enhancement Award
Role: Project Coordinator (with C. Brenner, J. Burns, N. Gordon, M. Magiera, & C. Stocker)
Amount funded: $20,000

Elementary Pre-service Teachers' Understanding of Children's Mathematical Thinking (2010)
Marquette University Office of Research and Sponsored Programs Summer Faculty Fellowship
Role: Faculty Participant/Researcher
Amount funded: $5,500.00.

Research Development Program (2009)
Marquette University Office of Research and Sponsored Programs
Amount funded: $1,100.00.

Who Counts?: Math Across The Curriculum for Global Learning (2009)
Marquette University
Curriculum Development Grant Awarded by Marquette University
Amount funded: $3,500.00.

A

van den Kieboom, L. A., Magiera, M. T.,

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Examining How Pre-service Teachers' Identify, Analyze, and Interpret Students' Relational Thinking.* Association of Mathematics Teacher Educators (AMTE) Sixteenth Annual Conference. Fort Worth, Texas. February 2012.

Magiera, M. T., & van den Kieboom, L. A. *Raising Achievement in Mathematics through Fostering Algebraic Thinking.* Wisconsin Department of Education MSP Conference. Wisconsin Dells, WI. November 2011.

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Pre-service K-8 Teachers' Algebraic Thinking and their Questioning Ability*. Paper presented at the 35th Conference of the International

van den Kieboom, L. A., Magiera, M. T., & Moyer, J. C. *Using Algebraic Interviews as a Performance Assessment to Evaluate Teacher Candidates' Effectiveness in Analyzing Students' Algebraic Thinking.* Paper presented at the American Association of Colleges for Teacher Education (AACTE) 62nd Annual Conference. Atlanta, GA. February 2010.

Magiera, M. T., van den Kieboom, L. A., & Moyer, J. C. *Advancing Pre-service Teachers' Competences in Algebra and Algebraic thinking.* Association of Mathematics Teacher Educators (AMTE) Fourteenth Annual Conference, Irvine, CA. January 2010.

van den Kieboom, L. A., *Using Reflective Journal Writing to Define Mathematical Knowledge for Teaching for Pre-service teachers*. Paper presented at the American Educational Research Association (AERA) Annual Conference. San Diego, CA. April 2009.

van den Kieboom, L. A., & Magiera, M. T. *Rethinking Worthwhile Tasks: Using Mathematical Knowledge for Teaching to Inform Problem Selection for Pre-service Teachers and their Feld Students*. Association of Mathematics Educators (AMTE) Thirteenth Annual Conference. Orlando, FL. January 2009.

Magiera, M. T., & van den Kieboom, L. A. *Metacognition in Solving Complex Problems: Situations and Circumstances that Prompt Metacognitive-type Behaviors.* National Council of Teachers of Mathematics (NCTM) Annual Meeting and Research Pre-Session. Washington, D.C. April 2009.

van den Kieboom, L. A. *Developing Mathematical Knowledge for Teaching Fractions: An Integrated Approach for Pre-service Teachers.* Association of Mathematics Educators (AMTE) Twelfth Annual Conference, Tulsa, Oklahoma. January 2008.

van den Kieboom, L. A. *Developing and Using Mathematical Knowledge for Teaching: Guiding Pre-service Teachers Through the Integration of Learning in Methods Coursework and Field Experiences.* Paper presented at the American Educational Research Association (AERA) Annual Meeting. New York, NY. March 2008.

C

EDUC 4367 Integrated STEM Methods (co-taught with McNew-Birren)
Prepares pre-service teachers to enact core teaching practices supporting ambitious STEM instruction in grades 4-9 classrooms. Topics include core teaching practices include identifying a "Big Idea"; selecting worthwhile STEM tasks; using representations to model STEM concepts; eliciting and building on student thinking; facilitating whole class discussion. Provides students multiple opportunities to integrate theory with practice through analysis and reflection on their own teaching in STEM classrooms.

EDUC 4307 Early Childhood Development: Numeracy (co-taught with Walker-Dalhouse)
The purpose of this course is to understand young children's characteristics and needs and the multiple influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children and addresses systems of inequality and racism that permeate the early childhood ecosystem.

EDUC 6972 Integrated STEM Methods for NSF (co-taught with Dr. Jill McNew-Birren
Provides NSF-NOYCE scholars with theoretical opportunities to reflect on the goals and objectives of STEM education and to encourage scholars to critically consider the responsibilities and priorities of STEM teaching and what it means to be mathematically

B

College of Education Leadership Team (2020 present)
Collaborate with Dean, Associate Dean, and Department Chairs in overseeing programs across the college.

College of Education Evaluative Committee (2019-2020)
University-