

Curriculum Vitae

Robert C. Schoen, Ph. D.

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General Information

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<https://www.teachingisproblemsolving.org>

Professional Preparation

2010 Doctor of Philosophy, Florida State University; Tallahassee, Florida. Major: Mathematics Education. Supervisor: Ken Shaw.

2006 Master's Degree, Florida State University; Tallahassee, Florida. Major: Mathematics Education.

2003 Bachelor of Arts, University of North Carolina at Asheville; Asheville, North Carolina. Major: Mathematics.

2003 Bachelor of Science, University of North Carolina at Asheville; Asheville, North Carolina. Major: Atmospheric Science.

Professional Experience

2019–present Associate Professor, School of Teacher Education, Florida State University. 75% Research, 25% Teaching and Service.

2013–2019 Senior Research Associate/Research Faculty III, Associate Director, Florida Center for Research in Science, Technology, Engineering, and Mathematics, Learning Systems Institute, Florida State University; Tallahassee, Florida.

2009–2013 Associate In Research, Associate Director, Florida Center for Research in Science, Technology, Engineering, and Mathematics, Learning Systems Institute, Florida State University; Tallahassee, Florida.

- 2008–2009 Assistant in Research, Florida Center for Research in Science, Technology, Engineering, and Mathematics, Learning Systems Institute, Florida State University; Tallahassee, Florida.
- 2007–2008 Mathematics Specialist, Office of Math and Science, Florida Department of Education. State Supervisor of Mathematics.
- 2006–2007 Graduate Teaching Assistant, Middle and Secondary Education, Florida State University.
- 2006–2007 Instructor, Mathematics Education, Florida State University.
- 2006–2007 Teacher, Mathematics, Trinity School. Course: Algebra I.
- 2005–2006 Graduate Research Assistant, Mathematics, Florida State University. Research Assistant: Advancing Students Transitioning Toward Algebra.
- 2004–2005 Graduate Research Assistant, Mathematics, Florida State University. Research Assistant: Students Transitioning Toward Algebra.
- 2003–2004 Graduate Teaching Assistant, Mathematics, Florida State University. Business Calculus, College Algebra, Liberal Arts Math.

Honors, Awards, and Prizes

- Robert M. Gagné Prize for Outstanding Faculty Research, FSU College of Education, Health, and Human Sciences (2024).
- Outstanding Reviewer, Journal for Research in Mathematics Education (2023).
- Kenneth Kidd Mathematics Educator of the Year, Florida Council of Teachers of Mathematics (2022).
- Florida Mathematics Teacher Educator of the Year, Florida Association of Mathematics Teacher Educators (FAMTE) (2019).

Current Membership in Professional Organizations

- American Statistical Association
 Association of Mathematics Teacher Educators
 Florida Council of Teachers of Mathematics
 International Association for Statistical Education
 National Council of Teachers of Mathematics
 Society for Research in Educational Effectiveness

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

My work is driven by a single question: What can we do to improve the teaching and learning of mathematics and statistics for all students? In pursuit of answers to that question, I have identified promising ideas such as formative assessment, lesson study, statistics education, and Cognitively Guided Instruction. Most of these efforts focus on the role of the teacher in the improvement of teaching and learning. I design and implement scientifically rigorous research to evaluate the causal impact of promising educational interventions—usually in the area of teacher education. To support this work, I have developed many instruments for educational and psychological measurement. I practice open science as a means of increasing the methodological rigor of education research and disseminating information to maximize the positive impact of my work on research, policy, and practice.

Publications

Refereed Journal Articles

Schoen, R. C., LaVenía, M., Tazaz, A. M., Gersten, R., & Smolkowski, K. (in press). Effects of the First Year of a Three-Year CGI Teacher Professional Development Program on Grades 3–5 Student Achievement: A Multisite Cluster-Randomized Trial. *The Elementary School Journal*.

Schoen, R. C., Riddell, C. M., Bray, W. S., Buntin, C. K., Iuhasz-Velez, N., Secada, W. G., & Li, E. Y. (2024). Looking inside the black box: Measuring implementation and detecting group-level impact of Cognitively Guided Instruction. *Journal for Research in Mathematics Education*, 55(4), 163–181. doi:10.5951/jresematheduc-2022-0130

Schoen, R. C., Lewis, C. C., Rhoads, C. H., Lai, K., & Riddell, C. M. (2024). Impact of lesson study and fractions resources on third- and fourth-grade classroom instruction and student learning in fractions. *Journal of Experimental Education*, 92(2), 225–246. doi:10.1080/00220973.2023.2183374

Tazaz, A. M., & Schoen, R. C. (2023). An implementation analysis of a Cognitively Guided Instruction (CGI) teacher professional development program. *Frontiers in Education*, 8. doi:10.3389/feduc.2023.1150229

Barroso, C., Ganley, C., Schoen, R. C., & Schatschneider, C. (2023). Investigating the conceptualization of children's intelligence mindset: A closer look in the domain of mathematics. *Contemporary Educational Psychology*, 73, 1–15. Retrieved from <https://doi.org/10.1016/j.cedpsych.2023.102179> doi:10.1016/j.cedpsych.2023.102179

Schoen, R. C., Whitacre, I., & Champagne, Z. M. (2023). Word problem performance of U.S. first graders in the 20th century and Common Core era. *Journal for Research in*

Mathematics Education, 54(1), 24–42. doi:10.5951/jresmetheduc-2020-0201

- Schoen, R. C., Champagne, Z. M., Whitacre, I., & McCrackin, S. L. (2021). Comparing the frequency and variation of additive word problems in first-grade United States first-grade textbooks in the 1980s and the Common Core era. *School Science and Mathematics*, 121(2), 110–121. doi:10.1111/ssm.12447
- Farfan, G., & Schoen, R. C. (2021). Elementary students' understanding of the equals symbol: Do Florida students outperform their peers? *Dimensions in Mathematics*, 41(1), 27–38. Retrieved from <https://fctm.net/wp-content/uploads/2021/05/Spring-2021-final-draft.pdf>
- Sahin, N., Dixon, J. K., & Schoen, R. C. (2020). Investigating the association between children's strategy use and mathematics achievement. *School Science and Mathematics*, 120(6), 325–332. doi:10.1111/ssm.12424
- Ganley, C. M., Schoen, R. C., LaVenía, M., & Tazaz, A. M. (2019). Construct validation of the Math Anxiety Scale for Teachers. *AERA Open*, 5(1), 1–16. doi:10.1177/2332858419839702
- Schoen, R. C., LaVenía, M., Chicken, E., Razzouk, R., & Kisa, Z. (2019). Increasing secondary-level teachers' knowledge in statistics and probability: Results from a randomized controlled trial of a professional development program. *Cogent Education OA*, 6(1). doi:10.1080/2331186x.2019.1613799
- Schoen, R. C., & LaVenía, M. (2019). Teacher beliefs about mathematics teaching and learning: Identifying and clarifying three constructs. *Cogent Education OA*, 6(1). doi:10.1080/2331186x.2019.1599488
- Bray, W., Johnson, J., Rivera, N., Fink, L-A., Bauduin, C., & Schoen, R. C. (2019). Unlocking Mathematical Understanding Together Through FACT Meetings. *Teaching Children Mathematics*, 25(6), 370–377.
- Boggs, G. L., Whitacre, I., Schellinger, J., Champagne, Z., & Schoen, R. C. (2018). Contextual meanings of the equals sign as conceptual blends. *For the Learning of Mathematics*, 38(2), 34–39. doi:<https://www.jstor.org/stable/26548498>
- Schoen, R. C., Bray, W., Wolfe, C., Nielsen, L., & Tazaz, A. M. (2017). Developing an assessment instrument to measure early elementary teachers' mathematical knowledge for teaching. *The Elementary School Journal*, 118(1), 55–81. doi:10.1086/692912
- Whitacre, I., Schoen, R. C., Champagne, Z. M., & Goddard, A. (2016). Relational thinking: What's the difference? *Teaching Children Mathematics*, 23(5), 303–308. doi:10.5951/teacchilmath.23.5.0302
- Champagne, Z., Schoen, R. C., & Riddell, C. (2014). Variations in Both Addends Unknown problems. *Teaching Children Mathematics*, 21(2), 114–121.

doi:h10.5951/teacchilmath.21.2.0114

- Schoen, R. C., Erbilgin, E., & Haciomeroglu, E. S. (2011). Analyzing the Next Generation Sunshine State Standards for mathematics: Is the state curriculum still a mile wide and an inch deep? *Dimensions in Mathematics*, 31(1), 30–39.
- Haciomeroglu, E. S., Bu, L., Schoen, R. C., & Hohenwarter, M. (2011). Prospective teachers' experiences in developing lessons with dynamic mathematics software. *International Journal for Technology in Mathematics Education*, 18(2), 71–82.
- Haciomeroglu, E. S., Bu, L., Schoen, R. C., & Hohenwarter, M. (2009). Learning to develop mathematics lessons with GeoGebra. *MSOR Connections*, 9(2), 26–28.
- Haciomeroglu, E. S., & Schoen, R. C. (2009). What does it mean to teach mathematics "in depth"? *Dimensions in Mathematics*, 29(2), 20–24.
- Haciomeroglu, E. S., & Schoen, R. C. (2008). Mathematical continuity: Identifying, exposing, and closing the gaps of understanding. *Dimensions in Mathematics*, 28(1), 9–12.
- Fernandez, M. L., & Schoen, R. C. (2008). Teaching and learning mathematics through hurricane tracking. *Mathematics Teaching in the Middle School*, 13(9), 500–512.
- Clark, J. T., & Schoen, R. C. (2007). Florida's answer to "A Mile Wide and an Inch Deep:" Mathematics content standards that allow time for in-depth teaching and learning. *Dimensions in Mathematics*, 27(2), 6–12.

Edited Books

- Bu, L., & Schoen, R. C. (Eds.). (2011). *Model-centered learning: Pathways to mathematical understanding using GeoGebra*. Rotterdam: Sense Publishers.

Refereed Proceedings

- Schoen, R. C., Rhoads, C., Tazaz, A. M., Secada, W. G., & Stone, A. (2021). Impact of Cognitively Guided Instruction on elementary school math achievement: Five years after the initial opportunity. In *conference proceedings for the annual conference of the Society for Research in Educational Effectiveness*. [Conference held virtually].
- Schoen, R. C., Li, L., Yang, X., Guven, A., & Riddell, C. M. (2021). Using a many-facet Rasch model to gain insight into measurement of instructional practice in mathematics. In *conference proceedings for the annual conference of the Society for Research in Educational Effectiveness*. [Conference held virtually].
- Barroso, C., Ganley, C., Schoen, R. C., & Schatschneider, C. (2021). Construct validity of a

- math intelligence mindset scale for third grade students. In *conference proceedings of the annual meeting of the American Educational Research Association*. [Conference held virtually].
- Li, L., Schoen, R. C., & Paek, I. (2021). Examining rater effects using the many-facet Rasch model in mathematics teacher classroom performance assessment. In *conference proceedings of the annual meeting of the American Educational Research Association*. [Conference held virtually].
- Solmaz, G., Atabas, S., Riddell, C. M., & Schoen, R. C. (2021). Perceived changes in teaching practices and views, with insights in the process of teacher learning. In *conference proceedings of the annual meeting of the American Educational Research Association*. [Conference held virtually].
- Hurioglu, L., Riddell, C. M., & Schoen, R. C. (2021). What is Happening in Early Elementary School Math Classrooms? A Case Study on CGI Trained Teachers Instructional Decisions. In *conference proceedings of the annual meeting of the Eastern Educational Research Association*. [Conference held virtually].
- Schoen, R. C., Li, L., Guven, A., Yang, X., & Paek, I. (2020). Association (or not) among teachers' growth mindset, subject-matter knowledge, and their students' learning in mathematics. In *conference proceedings of the annual meeting of the American Educational Research Association*. [In-person presentation not given due to meeting cancellation.].
- Ganley, C., Garcia, C. B., Geer, E., Conlon, R., Schoen, R. C., & Schatschneider, C. (2020). Teacher math knowledge, anxiety, and mindsets as predictors of instructional practices and student math learning. In *conference proceedings of the annual meeting of the American Educational Research Association*. [In-person presentation not given due to meeting cancellation.].
- Schoen, R. C., LaVenia, M., & Tazaz, A. M. (2019). Effects of a CGI program on grades 3–5 students: A multisite cluster-randomized trial. In *conference proceedings for the annual meeting of the American Educational Research Association*. Toronto, Ontario.
- Schoen, R. C., Kisa, Z., & Tazaz, A. M. (2019). Beyond the horizon: Examining the associations among professional development, teachers' subject-matter knowledge, and student achievement. In *conference proceedings for the spring conference of the Society for Research in Educational Effectiveness*. Washington, DC.
- Li, Y., Rhoads, C., & Schoen, R. C. (2019). Understanding the within school selection process for the purpose of generalizing from RCTs—a case study. In *conference proceedings for the spring conference of the Society for Research in Educational Effectiveness*. Washington, DC.
- Ganley, C. M., Schoen, R. C., LaVenia, M., & Tazaz, A. M. (2018). The development and

- validation of the Math Anxiety Scale for Teachers. In *conference proceedings for the annual meeting of the American Educational Research Association, New York, NY*. New York, NY.
- Schoen, R. C., LaVenia, M., & Tazaz, A. M. (2017). Effects of a two-year Cognitively Guided Instruction professional-development program on first- and second-grade student achievement in mathematics. In *conference proceedings for the spring conference of the Society for Research in Educational Effectiveness, Washington, DC*. Washington, DC.
- Ganley, C. M., Schoen, R. C., LaVenia, M., Tazaz, A. M., & Razzouk, R. (2016). Exploring relations between teacher math anxiety and other teacher characteristics. In *conference proceedings for the annual conference of the American Educational Research Association, Washington, DC*. Washington, DC.
- Bray, W. S., & Schoen, R. C. (2016). Measuring primary grades teachers' mathematical knowledge for teaching. In *conference proceedings for the annual research conference of the National Council of Teachers of Mathematics, San Francisco, CA*. San Francisco, CA.
- Lang, L. B., Schoen, R., LaVenia, M., & Oberlin, M. (2014). Mathematics Formative Assessment System—Common Core State Standards: A randomized field trial in Kindergarten and First Grade. In *conference proceedings for the annual spring conference of the Society for Research in Educational Effectiveness, Washington, DC*. Washington, DC.
- Lang, L. B., Schoen, R. C., LaVenia, M., Oberlin, M., & Robinson, M. (2013). K–3 mathematics formative assessment: Effects on teaching, learning, and the gender gap. In *conference proceedings for the annual meeting of the American Educational Research Association, San Francisco, CA*. San Francisco, CA.
- Lang, L. H., Hawthorne, H., Sakon, F., Reta, A., & Schoen, R. C. (2011). Examining the effects of a K–3 mathematics formative assessment system. In J Novotna, & H Moraova (Eds.), *International Symposium on Elementary Maths Teaching: The Mathematical Knowledge Needed for Teaching in Elementary Schools* (pp. 214–221). Prague: Charles University, Faculty of Education.

Refereed Reports

- Schoen, R. C., & Koon, S. (2021). *Effects of an inquiry-oriented curriculum and professional development program on grade 7 students' understanding of statistics and on statistics instruction* ((REL 2021–055)). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2021055>

Nonrefereed Reports

- Schoen, R. C., Solmaz-Ratzlaff, G., Guven, A., & Buntin, C. K. (2023). *Psychometric report for the spring 2021 administration of the Mathematics Anxiety and Attitude Scale for Students (MAASS)* (Research Report No. 2023-01). Florida State University. Retrieved from https://doi.org/10.33009/FSU_9b86d671-6f1d-4262-8954-bad61501f70a
- Schoen, R. C., Bray, W. S., Tazaz, A. M., & Buntin, C. K. (2022). *A description of the Cognitively Guided Instruction professional development program in Florida: 2013–2020* (Research Report No. 2022-01). Florida State University. Retrieved from <https://doi.org/10.33009/fsu.1643828800>
- Schoen, R. C., Rhoads, C., Perez, A. L., Tazaz, A. M., & Secada, W. G. (2022). *Impact of Cognitively Guided Instruction on Elementary School Mathematics Achievement: Five Years after the Initial Opportunity* (Working paper). Florida State University. Retrieved from <https://doi.org/10.33009/fsu.1653430141>
- Schoen, R. C., Buntin, C. K., Guven, A., & Yang, X. (2021). *Elementary mathematics student assessment: Measuring the performance of grade K, 1, 2, and 3 students in number (whole numbers and fractions), operations, and algebraic thinking in spring 2019* (Research Report No. 2021-03). Florida State University. Retrieved from <https://doi.org/10.33009/fsu-1622059548>
- Schoen, R. C., Yang, X., & Solmaz, G. (2021). *Psychometric Report for the 2019 Knowledge for Teaching Early Elementary Mathematics (K-TEEM) Test* (Research Report No. 2021-04). Florida State University. Retrieved from <https://doi.org/10.33009/lsi.1620243057>
- Schoen, R. C., LaVenía, M., Tazaz, A., Farina, K., Dixon, J. K., & Secada, W. G. (2020). *Replicating the CGI experiment in diverse environments: Effects on grade 1 and 2 student mathematics achievement in the first program year* (Research Report No. 2020-02). Florida State University. Retrieved from <https://doi.org/10.33009/fsu.1601237075>
- Schoen, R. C., Yang, X., Tazaz, A. M., Bray, W., & Farina, K. (2019). *Development and initial field test of the 2016 K-TEEM (Knowledge for Teaching Early Elementary Mathematics) Test* (Research Report No. 2019-01). Florida State University. Retrieved from <https://doi.org/10.33009/fsu.1581610055>
- Schoen, R. C., LaVenía, M., & Tazaz, A. M. (2018). *Effects of the first year of a three-year CGI teacher professional development program on grades 3–5 student achievement: A multisite cluster-randomized trial* (Research Report No. 2018-25). Florida State University. Retrieved from <http://doi.org/10.33009/fsu.1562595733>
- Schoen, R. C., Yang, X., & Paek, I. (2018). *Psychometric report on the Knowledge for Teaching*

- Elementary Fractions Test administered to elementary educators in six states in fall 2016* (Research Report No. 2018-12). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1531453537>
- Schoen, R. C., Yang, X., & Paek, I. (2018). *Psychometric report on the Knowledge for Teaching Elementary Fractions Test administered to elementary educators in six states in spring 2017* (Research Report No. 2018-13). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1537295574>
- Bray, W. S., Champagne, Z. M., Blais, T. V., & Schoen, R. C. (2017). *Assessing early elementary students' place-value understanding: A set of interview tasks* (Research Report No. 2017-28). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1510066800>
- Schoen, R. C., Anderson, D., Champagne, Z. M., & Bauduin, C. (2017). *Elementary mathematics student assessment: Measuring the performance of grade K, 1, and 2 students in counting, word problems, and computation in fall 2015* (Research Report No. 2017-20). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1522170756>
- Schoen, R. C., Anderson, D., & Bauduin, C. (2017). *Elementary mathematics student assessment: Measuring the performance of grade K, 1, and 2 students in number, operations, and equality in spring 2016* (Research Report No. 2017-22). Florida State University. Retrieved from <http://doi.org/10.17125/fsu.1534964774>
- Bauduin, C., Schoen, R. C., Bray, W., Champagne, Z., Iuhasz-Velez, N., & Tazaz, A. M. (2017). *Formative Assessment Collaborative Team (FACT) meetings facilitator's guide* (Research Report No. 2016-05). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1493410046>
- Schoen, R. C., & Iuhasz-Velez, N. (2017). *Measuring teacher ability to predict student success in solving specific mathematics problems: Procedures and initial findings of accuracy, overprediction, and underprediction* (Research Report No. 2017-03). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1507903318>
- Schoen, R. C., Yang, X., Liu, S., & Paek, I. (2017). *Psychometric report for the Early Fractions Test (Version 2.2) administered with third- and fourth-grade students in spring 2017* (Research Report No. 2017-11). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1522698235>
- Schoen, R. C., Liu, S., Yang, X., & Paek, I. (2017). *Psychometric report for the Early Fractions Test administered with third- and fourth-grade students in fall 2016* (Research Report No. 2017-10). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1512509662>
- Schoen, R. C., LaVenía, M., Bauduin, C., & Farina, K. (2016). *Elementary mathematics student*

assessment: Measuring the performance of grade 1 and 2 students in counting, word problems, and computation in fall 2013 (Research Report No. 2016-03). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1508170543>

Schoen, R. C., LaVenia, M., Bauduin, C., & Farina, K. (2016). *Elementary mathematics student assessment: Measuring the performance of grade 1 and 2 students in counting, word problems, and computation in fall 2014* (Research Report No. 2016-04). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1508174887>

Schoen, R. C., LaVenia, M., Champagne, Z., & Farina, K. (2016). *Mathematics Performance and Cognition (MPAC) Interview: Measuring first- and second-grade student achievement in number, operations, and equality in spring 2014* (Research Report No. 2016-01). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1493238156>

Schoen, R. C., LaVenia, M., Champagne, Z. M., Farina, K., & Tazaz, A. (2016). *Mathematics Performance and Cognition (MPAC) interview: Measuring first- and second-grade student achievement in number, operations, and equality in spring 2015* (Research Report No. 2016-02). Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1493238666>

Tazaz, A., King, L., Dyehouse, M., Schoen, R. C., Wilson, R., Blumsack, S., & Green, C. (2013). *Planning for a rainy day: A lesson study model eliciting activity toolkit*. Florida State University. Retrieved from <https://doi.org/10.17125/fsu.1517867082>

Presentations

Invited Papers at Conferences

Lang, L. B., Schoen, R. C., Champagne, Z. C., & Robinson, M. (presented 2012, June). *What's the difference? Two important ways to think about subtraction*. Paper presented at Annual Conference, National Council of Teachers of Mathematics (NCTM), San Francisco, CA. (National)

Invited Papers at Symposia

Li, L., & Schoen, R. C. (presented 2020, October). Using a many-facet Rasch model to gain insight into measurement of mathematics instructional practice. In *Observing and Measuring How Teachers Implement CGI in Their Classrooms*. Symposium conducted at the meeting of Cognitively Guided Instruction Research Group, [Symposium held virtually]. (National)

Schoen, R. C. (presented 2020, September). Introducing the Mathematics–Cognition, Language, Interaction, and Problem Solving (M-CLIPS) classroom observation measure. In

Observing and Measuring How Teachers Implement CGI in Their Classrooms.
Symposium conducted at the meeting of Cognitively Guided Instruction Research Group,
[Symposium held virtually]. (National)

Refereed Papers at Conferences

Schoen, R. C. (presented 2024, July). *Does it work, and for whom? Impact of inquiry-oriented Lessons on Teaching and Learning of Seventh-grade Statistics.* Paper presented at Annual Meeting of the International Association of Statistics Educators, International Association for Statistical Education, Auckland, NZ. (International)

Solmaz-Ratzlaff, G., & Schoen, R. C. (presented 2024, July). *Exploring the psychometric properties and structural validity of the Mathematics Attitude and Anxiety Scales for Students.* Paper presented at The 15th International Congress on Mathematical Education, International Congress on Mathematical Education, Sydney, Australia. (International)

Guyen, A., Solmaz, G., & Schoen, R. C. (presented 2022, November). *Structural validity of 2021 Knowledge for Teaching Early Elementary Mathematics (K-TEEM): A psychometric study.* Paper presented at Paper presented at the North American Chapter of the International Group for the Psychology of Mathematics Education 44th Annual Meeting, North American Chapter of the International Group for the Psychology of Mathematics Education, Nashville, TN. (International) Retrieved from <http://www.pmena.org/pmenaproceedings/PMENA%2044%202022%20Proceedings.pdf>

Ran, H., Secada, W. G., Rhoads, C. H., Schoen, R. C., & Tazaz, A. M. (presented 2022, April). *The long-term effects of Cognitively Guided Instruction on elementary students' mathematics achievement.* Paper presented at Annual Meeting of the American Educational Research Association, American Educational Research Association, San Diego, CA. (International)

Ganley, C. M., Schoen, R. C., LaVenja, M., & Tazaz, A. M. (presented 2018, April). *The development and validation of the Math Anxiety Scale for Teachers.* Paper presented at annual meeting, American Educational Research Association, New York, NY. (International)

Riddell, C., & Schoen, R. C. (presented 2017, October). *Making it count: Exploring the research on counting and related resources.* Paper presented at Annual Regional Conference, National Council of Teachers of Mathematics, Orlando, FL. (Regional)

Bauduin, C., Schoen, R. C., & Bray, W. (presented 2017, October). *Supporting teacher learning and collaboration through a weekly math meeting model.* Paper presented at Annual Regional Conference, National Council of Teachers of Mathematics, Orlando, FL. (Regional)

Bray, W., Blais, T. V., & Schoen, R. C. (presented 2017, October). *Unpacking place value: What*

are children thinking? Paper presented at Annual Regional Conference, National Council of Teachers of Mathematics, Orlando, FL. (Regional)

Bauduin, C., Schoen, R. C., Tazaz, A. M., Bray, W., & Sadler, C. (presented 2017, June). *Forging connections together: A weekly math meeting model to support teacher learning.* Paper presented at Biennial Conference, Cognitively Guided Instruction National Conference, Seattle, WA. (National)

Schoen, R. C., LaVenía, M., & Tazaz, A. M. (presented 2017, March). *Effects of a two-year cognitively guided instruction professional development program on first- and second-grade student achievement in mathematics.* Paper presented at Expanding the Toolkit: Maximizing Relevance, Effectiveness & Rigor in Education Research, Society for Research in Educational Effectiveness, Washington, DC. (International)

Ganley, C. M., Schoen, R. C., LaVenía, M., Tazaz, A., & Razzouk, R. (presented 2016, April). *Exploring relations between teacher math anxiety and other teacher characteristics.* Paper presented at annual conference, American Educational Research Association, Washington, DC. (International)

Bray, W. S., & Schoen, R. C. (presented 2016, April). *Measuring primary grades teachers' mathematical knowledge for teaching.* Paper presented at Annual Research Conference, National Council of Teachers of Mathematics, San Francisco, CA. (National)

Champagne, Z. M., Schoen, R. C., & Tazaz, A. M. (presented 2016, April). *What's the difference? Two important ways to think about subtraction.* Paper presented at Annual Conference, National Council of Teachers of Mathematics (NCTM), San Francisco. (National)

Champagne, Z. M., Schoen, R. C., & Riddell, C. (presented 2015, October). *Counting, cardinality, and conservation: Exploring student thinking and classroom applications.* Paper presented at Annual Conference, Florida Council of Teachers of Mathematics, Orlando, FL. (State)

Schoen, R. C. (presented 2015, October). *Mathematical equality in the Florida Standards.* Paper presented at Annual Meeting, Florida Association of Mathematics Supervisors, Orlando, FL. (State)

Bauduin, C., Schoen, R. C., & Tazaz, A. M. (presented 2015, October). *Students' interpretations of the equal sign.* Paper presented at Annual Conference, Florida Council of Teachers of Mathematics, Orlando, FL. (State)

Bray, W., Schoen, R. C., Nielsen, L., Wolfe, C. B., & Tazaz, A. M. (presented 2015, February). *Developing a measure of mathematical knowledge for teaching for primary grades teachers.* Paper presented at Annual Conference, Association of Mathematics Teacher Educators, Orlando, FL. (National)

- Schoen, R. C., Dixon, J. K., Tazaz, A. M., & Childs, K. J. (presented 2015, February). *Investigating associations among professional development, mathematical knowledge for teaching, and pedagogical content beliefs*. Paper presented at Annual Conference, Association of Mathematics Teacher Educators, Orlando, FL. (National)
- Whitacre, I., Schoen, R. C., Champagne, Z. M., & Goddard, A. (presented 2014, October). *What's the difference? Exploring relational thinking about subtraction*. Paper presented at Annual Conference, Florida Council of Teachers of Mathematics, Palm Harbor, FL. (State)
- Riddell, C., Champagne, Z. M., & Schoen, R. C. (presented 2014, April). *Variations in Both Addends Unknown Problems*. Paper presented at Annual Meeting, National Council of Teachers of Mathematics, New Orleans, LA. (National)
- Lang, L. B., Schoen, R. C., LaVenia, M., & Oberlin, M. (presented 2014, March). *Mathematics Formative Assessment System—Common Core State Standards: A randomized field trial in Kindergarten and First Grade*. Paper presented at annual spring conference, Society for Research in Educational Effectiveness, Washington, DC. (National)
- Tazaz, A. M., Wilson, R. M., Schoen, R. C., Blumsack, S., King, L., & Dyehouse, M. (presented 2013, December). *Utilizing model-eliciting activities (MEA's) to engage middle school teachers and students in stormwater management practices to mitigate human impacts on land development*. Paper presented at Annual Fall Meeting, American Geophysical Union, San Francisco, CA. (National)
- Walker, L., Schoen, R. C., & Bauduin, C. (presented 2013, April). *A rainbow of problem solving strategies used by K–2 students*. Paper presented at Annual Meeting, National Council of Teachers of Mathematics, Denver, CO. (National)
- Walker, L., Schoen, R. C., & Bauduin, C. (presented 2013, April). *A rainbow of problem solving strategies used by K–2 students*. Paper presented at Annual Meeting, National Council of Teachers of Mathematics, Denver, CO. (National)
- Champagne, Z. M., Schoen, R. C., & Walker, L. (presented 2013, April). *Counting and cardinality: More than just 1, 2, 3*. Paper presented at Annual Meeting, National Council of Teachers of Mathematics, Denver, CO. (National)
- Schoen, R. C., Lang, L. B., LaVenia, M., & Oberlin, M. (presented 2013, April). *Developing a valid and reliable measure of classroom formative assessment*. Paper presented at Annual Meeting Research Presession, National Council of Teachers of Mathematics, Denver, CO. (National)
- Lang, L. B., Schoen, R. C., & Oberlin, M. (presented 2013, April). *Florida's K–3 Common Core mathematics formative assessment system*. Paper presented at Annual Meeting, National Council of Teachers of Mathematics, Denver, CO. (National)

- Lang, L. B., Schoen, R. C., LaVenita, M., Oberlin, M., & Robinson, M. (presented 2013, April). *K–3 mathematics formative assessment: Effects on teaching, learning, and the gender gap*. Paper presented at annual meeting, American Educational Research Association, San Francisco, CA. (International)
- Blumsack, S., & Schoen, R. C. (presented 2013, April). *Predator-prey models meet the Common Core Standards*. Paper presented at Annual Meeting, National Council of Teachers of Mathematics, Denver, CO. (National)
- Bauduin, C., Schoen, R. C., & Champagne, Z. M. (presented 2013, April). *The equals sign: It's a relation, not a command!* Paper presented at Annual Meeting, National Council of Teachers of Mathematics, Denver, CO. (National)
- Schoen, R. C., Wilson, R. M., Tazaz, A. M., Blumsack, S., & King, L. (presented 2012, December). *Integrating math and science through unit conversions*. Paper presented at Annual Conference, FCR-STEM, St. Petersburg, Florida. (State)
- Lang, L. B., Schoen, R. C., Hannet, B., Wolfertz, H., Beagan, J., Davenport, L., & Downes, S. (presented 2012, December). *Using lesson study to investigate a challenging topic: Fractions*. Paper presented at Annual Conference, FCR-STEM, St. Petersburg, Florida. (State)
- Martone, R., Hill-Russ, K., King, L., Tazaz, A. M., Dyehouse, M., & Schoen, R. C. (presented 2012, December). *Utilizing model-eliciting activities to merge science, engineering, mathematics, and English language arts*. Paper presented at Annual Conference, FCR-STEM, St. Petersburg, Florida. (State)
- Champagne, Z. M., Schoen, R. C., Bauduin, C., Walker, L., & Oberlin, M. (presented 2012, October). *Common Core State Standards: Where counting and cardinality meet*. Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, Orlando, FL. (National)
- Bauduin, C., Schoen, R. C., Champagne, Z. M., Walker, L., & Oberlin, M. (presented 2012, October). *Equality: Common misconceptions of elementary students*. Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, Orlando, FL. (National)
- Schoen, R. C., Hannett, B., Wolfertz, H., Davenport, L., Downes, S., Allan, T., & Gaskins, A. (presented 2012, October). *Increasing students' competence and confidence in fractions: A lesson study approach*. Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, Orlando, FL. (State)
- Walker, L., Schoen, R. C., & Champagne, Z. M. (presented 2012, October). *Problem solving strategies chosen by students in K–2*. Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, Orlando, FL. (National)
- Lang, L. B., Schoen, R. C., Champagne, Z. M., Bauduin, C., & Oberlin, M. (presented 2012,

- January). *Florida's K–3 Mathematics Formative Assessment System: Next Generation and Beyond*. Paper presented at Bi-Annual Meeting, Florida Association of Mathematics Supervisors, Orlando, FL. (State)
- Lang, L. B., Schoen, R. C., Bauduin, C., & Oberlin, M. (presented 2012). *Florida's K–3 Mathematics Formative Assessment System: Next Generation and Beyond*. Paper presented at Annual Conference, FCR-STEM. (State)
- LaVenía, M., Schoen, R. C., & Lang, L. B. (presented 2011, October). *Evaluating effects of professional development for school leaders on students' mathematics achievement: A quasi-experimental analysis*. Paper presented at Annual Workshop, Southeast Evaluation Association, Tallahassee, FL. (Regional)
- Lang, L. B., Schoen, R. C., Oberlin, M., & Champagne, Z. (presented 2011, October). *Using Florida's K–3 Mathematics Formative Assessment System: Next generation and beyond*. Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, Jacksonville, Florida. (State)
- Haciomeroglu, E. S., Chicken, E., & Schoen, R. C. (presented 2010, November). *Cognitive Preference Test in Calculus (CPTC)*. Paper presented at Annual Meeting, Florida Educational Research Association, Orlando, FL. (State)
- LaVenía, K. N., LaVenía, M., Lang, L. B., & Schoen, R. C. (presented 2010, November). *Outcomes from a randomized trial: Comparison of results when treating data as continuous, ordered categorical, and unordered categorical*. Paper presented at Annual Meeting, Florida Educational Research Association, Orlando, FL. (State)
- Lang, L. B., Schoen, R. C., Howell, L., & Davis, D. (presented 2010, October). *Math K–3 Formative Assessment System for Florida's NGSSS*. Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, Championsgate, FL. (State)
- Lang, L. B., Schoen, R. C., Moss, C., Hauptli, M., & Pineau, K. (presented 2010, April). *Leadership in Mathematics and Science Instruction: An Impact Study of Professional Development for Principals*. Paper presented at Annual Meeting, American Educational Research Association, Denver, CO. (National)
- Schoen, R. C. (presented 2009, January). *Building school leadership in mathematics and science*. Paper presented at Annual Meeting, Florida Association of Mathematics Supervisors, Orlando, FL. (State)
- Bu, L., Haciomeroglu, E. S., & Schoen, R. C. (presented 2009). *A model-centered approach to problem solving in GeoGebra*. Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, West Palm Beach, Florida. (State)
- Cross, N., Champagne, Z. M., & Schoen, R. C. (presented 2009). *How to apply for the Presidential Award for Excellence in Mathematics and Science Teaching*. Paper

presented at Annual Meeting, Florida Council of Teachers of Mathematics, West Palm Beach, Florida. (State)

Schoen, R. C. (presented 2008, October). *Developing a rubric for classroom observations, lesson study, and reflection on teaching*. Paper presented at Annual Meeting, Florida Association of Mathematics Supervisors, Jacksonville, Florida. (State)

Schoen, R. C. (presented 2008, October). *Do we really have fewer topics per grade level in the new mathematics standards?* Paper presented at Annual Meeting, Florida Council of Teachers of Mathematics, Jacksonville, Florida. (State)

Invited Keynote and Plenary Presentations at Conferences

Schoen, R. C. (presented 2024, June). *Scientific evidence of the effectiveness of CGI: Does it work, for whom, and under what conditions?* Keynote presentation at Biennial National Cognitively Guided Instruction Conference, Cognitively Guided Instruction, Springdale, AR. (National)

Schoen, R. C. (presented 2023, February). *Open Science: What, why, and how?* Keynote presentation at Annual Conference of the Florida Association of Mathematics Teacher Educators, Florida Association of Mathematics Teacher Educators, Virtual. (State)

Schoen, R. C. (presented 2021, October). *Evidence of effectiveness and key features of a teacher professional development program based on cognitively guided instruction*. Keynote presentation at annual meeting of the Florida Association of Mathematics Teacher Educators, Florida Association of Mathematics Teacher Educators, [Conference held virtually]. (State)

Schoen, R. C. (presented 2016, September). *If we could see the mind, we wouldn't teach fact fluency the way we do*. Keynote presentation at Annual Conference, Florida Association of Mathematics Teachers Educators. (State)

Invited Presentations at Conferences

Schoen, R. C. (presented 2023, September). *How to get involved in open science*. Presentation at Florida State University Open Scholars Project symposium, Florida State University Open Scholars Project symposium. (Local)

Schoen, R. C. (presented 2023, September). *Open Science: What, why, and how?* Presentation at Florida Virtual Campus fall 2023 webinar series, Florida Virtual Campus, Virtual. (State)

Schoen, R. C. (presented 2021, October). *Evidence of effectiveness and key features of a teacher professional development program based on cognitively guided instruction*. Presentation at annual conference of the Florida Association of Mathematics Teacher Educators,

Florida Association of Mathematics Teacher Educators, [Conference held virtually].
(State)

Schoen, R. C. (presented 2020, October). *Introducing the Mathematics–Cognition, Language, Interaction, and Problem Solving (M-CLIPS) classroom observation measure*. Presentation at First Annual Symposium on Observing and Measuring How Teachers Implement CGI in Their Classrooms, Florida State University, [Conference held virtually]. (National)

Li, L., & Schoen, R. C. (presented 2020, October). *Using a many-facet Rasch model to gain insight into measurement of mathematics instructional practice*. Presentation at First Annual Symposium on Observing and Measuring How Teachers Implement CGI in Their Classrooms, Florida State University. (National)

Schoen, R. C., & Tazaz, A. M. (presented 2019, June). *Impact of cognitively guided instruction on Florida teachers, students, and schools: 2013–present*. Presentation at Research Pre-session for the Cognitively Guided Instruction National Biennial Conference, Cognitively Guided Instruction, Minneapolis, MN. (National)

Schoen, R. C. (presented 2019, February). *A Web-based platform for measuring elementary teachers' mathematical knowledge for teaching*. Presentation at Presented at the annual conference of the Florida Distance Learning Association and the Florida Association of Mathematics Teacher Educators, Florida Association of Mathematics Teacher Educators, Orlando, FL. (State)

Schoen, R. C. (presented 2019, February). *From one to infinity: A framework for early counting and numeracy*. Presentation at Presented at the annual conference of the Florida Distance Learning Association and the Florida Association of Mathematics Teacher Educators, Florida Association of Mathematics Teacher Educators, Orlando, FL. (State)

Schoen, R. C. (presented 2019, January). *Learning from three randomized trials of Cognitively Guided Instruction in Florida*. Presentation at Presented at the annual IES principal investigators meeting, Institute of Education Sciences. (National)

Schoen, R. C. (presented 2017, October). *If we could see the mind, we wouldn't teach fact fluency the way we do*. Presentation at Annual Regional Conference, National Council of Teachers of Mathematics, Orlando, FL. (National)

Schoen, R. C., Tazaz, A. M., & Levi, L. (presented 2017, June). *Replicating the CGI Experiment: Description of a professional development model and results of recent randomized controlled trials*. Presentation at Presented at the biennial Cognitively Guided Instruction National Conference, Cognitively Guided Instruction. (National)

Schoen, R. C., Tazaz, A. M., & Levi, L. (presented 2017, June). *Replicating the CGI Experiment: Description of a professional development model and results of recent randomized controlled trials*. Presentation at Biennial National CGI Conference,

Cognitively Guided Instruction National Conference, Seattle, WA. (National)

Schoen, R. C. (presented 2016, September). *If we could see the mind, we wouldn't teach fact fluency the way we do*. Presentation at annual conference, Florida Association of Mathematics Teacher Educators, Orlando, FL. (State)

Schoen, R. C., Secada, W., & Tazaz, A. M. (presented 2015, June). *Results after the first year of a randomized controlled trial of CGI*. Presentation at Biennial conference, Cognitively Guided Instruction National Conference, Lawndale, CA. (National)

Schoen, R. C., Tazaz, A. M., & Secada, W. G. (presented 2015, June). *Results after the first year of a randomized controlled trial of CGI*. Presentation at Presented at the biennial CGI National Conference, Cognitively Guided Instruction, Lawndale, CA. (National)

Schoen, R. C., Secada, W., & Tazaz, A. (presented 2015, May). *Results after the first year of a randomized controlled trial of CGI*. Presentation at the meeting of Biennial Cognitively Guided Instruction National Conference, Lawndale, CA. (National)

Schoen, R. C. (presented 2014, May). *Does CGI Work? Evaluating the Efficacy of a Two-year Model of CGI Professional Development*. Presentation at Biennial Conference, Cognitively Guided Instruction National Conference, Des Moines, IA. (National)

Tazaz, A. M., Wilson, R. M., Schoen, R. C., Blumsack, S., King, L., & Dyehouse, M. (presented 2014, May). *Rain, Rain, Go Away! Stormwater MEA Toolkit*. Presentation at Annual Conference, FCR-STEM, Orlando, FL. (State)

Tazaz, A., Wilson, R. M., Schoen, R. C., Blumsack, S., King, L., & Dyehouse, M. (presented 2014, May). *Rain, Rain, Go Away! Stormwater MEA Toolkit*. Presentation at the meeting of FCR-STEM Annual Conference, Orlando, FL. (State)

Schoen, R. C. (presented 2013, June). *Does CGI Work? Evaluating the Efficacy of a Two-year Model of CGI Professional Development*. Presentation at Presented at the biennial CGI National Conference, Cognitively Guided Instruction, Des Moines, IA. (National)

Schoen, R. C. (presented 2012, October). *A Research-based Professional Vernacular for Mathematics Content and Student Thinking for the Common Core Standards*. Presentation at the meeting of Duval Elementary Mathematics Council, Jacksonville, FL. (Local)

Schoen, R. C., & Oberlin, M. (presented 2012, June). *Extending Florida's K-3 Mathematics Formative Assessment System to Secondary Mathematics*. Presentation at the meeting of 2012 Florida Common Core State Standards Summer Institutes, Palm Beach, Orlando, Ft. Lauderdale, and Panama City, FL. (State)

Schoen, R. C., & Oberlin, M. (presented 2012, June). *Extending Florida's K-3 Mathematics Formative Assessment System to Secondary Mathematics*. Presentation at the meeting of

Florida Common Core State Standards Summer Institutes, Palm Beach, Orlando, Ft. Lauderdale, and Panama City, FL. (State)

Lang, L. B., Schoen, R. C., Champagne, Z. C., & Robinson, M. (presented 2012, June). *Formative Assessment in K–3 Mathematics*. Presentation at the meeting of Florida Common Core State Standards Summer Institutes, Palm Beach, Orlando, Ft. Lauderdale, and Panama City, FL. (State)

Invited Presentations at Symposia

Schoen, R. C. (presented 2012, October). A Research-based Professional Vernacular for Mathematics Content and Student Thinking for the Common Core Standards. In *Duval Elementary Mathematics Council Monthly Gathering*. Presentation at the meeting of Duval Elementary Mathematics Council, Jacksonville, FL. (Local)

Refereed Presentations at Conferences

Solmaz-Ratzlaff, G., & Schoen, R. C. (presented 2024, March). *A Framework for Sharing Educational Data*. Presentation at Center for Open Science Year of Open Science Culminating Conference, Center for Open Science, [Conference held virtually]. (International)

Schoen, R. C., & Whitacre, I. (presented 2024, February). *Do well-known statements about relative difficulty of word problems withstand empirical inquiry?* Presentation at Annual conference of the Association of Mathematics Teacher Educators, Association of Mathematics Teacher Educators, Orlando, FL. (National)

Schoen, R. C. (presented 2024, February). *Increasing the capacity of middle-grades mathematics teachers to teach statistics*. Poster presentation at Annual conference of the Association of Mathematics Teacher Educators, Association of Mathematics Teacher Educators, Orlando, FL. (National)

Stratton, L., & Schoen, R. C. (presented 2023, November). *Elementary Teachers' Perceptions of Their Role as a Teacher of Mathematics*. Presentation at Annual conference of the Mid-South Educational Research Association, Mid-South Educational Research Association, Pensacola, FL. (Regional)

Solmaz-Ratzlaff, G., Buntin, C. K., & Schoen, R. C. (presented 2023, October). *Open Science Working Group: Data Management and Sharing*. Presentation at 45th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 45), Psychology of Mathematics Education-North America, Reno, NV. (International)

Schoen, R. C. (presented 2023, August). *Impact of the STEPSS Program on Teaching and*

Learning of Seventh-Grade Statistics. Presentation at Joint Statistical Meeting, American Statistical Association, Toronto, Ontario. (International)

Schoen, R. C., Solmaz-Ratzlaff, G., & Guven, A. (presented 2023, March). *Developing a working model for managing and sharing educational data*. Presentation at 2023 Unconference on Open Scholarship Practices in Education, Center for Open Science, [Conference held virtually]. (International)

Schoen, R. C., Riddell, C. M., Guven, A., Wang, Q., & Liu, L. (presented 2022, September). *Measuring instructional practice in mathematics through self-report: A construct validation study*. Poster presentation at Annual meeting of the Society for Research in Educational Effectiveness, Society for Research in Educational Effectiveness, Arlington, VA. (International)

Yang, X., Solmaz, G., & Schoen, R. C. (presented 2021, October). *Psychometric analysis of 2019 Knowledge for Teaching Early Elementary Mathematics (K-TEEM)*. Poster presentation at Poster session presented at the annual conference of the Psychology of Mathematics Education—North America, Psychology of Mathematics Education—North America, Philadelphia, PA. (International)

Schoen, R. C., & Buntin, C. K. (presented 2021, October). *Using field-test data to inform decisions about using constructed-response and selected-response items*. Poster presentation at Poster session presented at the annual conference of the Psychology of Mathematics Education—North America, Psychology of Mathematics Education—North, Philadelphia, PA. (International)

Riddell, C., Bray, W., & Schoen, R. C. (presented 2021, February). *What Does (and Doesn't) CGI Look Like in the Classroom?* Presentation at Annual Conference, Association of Mathematics Teacher Educators. (National)

Riddell, C. M., Bray, W. S., & Schoen, R. C. (presented 2021, February). *What Does (and Doesn't) CGI Look Like in the Classroom?* Presentation at annual conference of the Association of Mathematics Teacher Educators, Association of Mathematics Teacher Educators, [Conference held virtually]. (National)

Farfan, G., & Schoen, R. C. (presented 2020, October). *Rethinking the understanding of = among elementary children*. Presentation at Annual Conference, Florida Council of Teachers of Mathematics. (State)

Schoen, R. C., Li, L., Guven, A., & Yang, X. (presented 2020, March). *Teacher subject-matter knowledge and years of experience—not growth mindset about students—predict student learning in fractions*. Poster presentation at Annual Conference, Society for Research in Educational Effectiveness, Washington, DC. (National)

Ganley, C. M., Schoen, R. C., Barroso, C., & Schatschenider, C. (presented 2020, January). *Does teacher math anxiety predict student math learning?* Poster presentation at Annual IES

Principal Investigators Meeting, Institute of Education Sciences, Washington, DC.
(National)

Secada, W. G., Ran, H., & Schoen, R. C. (presented 2020, January). *The Effects of Cognitively Guided Instruction (CGI) Professional Development on First- and Second-Grade Classroom Instruction*. Poster presentation at Annual IES Principal Investigators Meeting, Institute of Education Sciences, Washington, DC. (National)

Yang, X., Paek, I., Schoen, R. C., & Guven, A. (presented 2019, November). *Utility of Cluster Analysis for Investigating Dimensionality and Comparison with Parallel Analysis*. Poster presentation at Annual Conference, Florida Educational Research Association, St. Petersburg, FL. (State)

Schoen, R. C. (presented 2019, October). *Cognitively Guided Instruction: A conversation amongst teachers*. Presentation at Annual Conference, Florida Council of Teachers of Mathematics, Jacksonville, FL. (State)

Schoen, R. C., & Tazaz, A. M. (presented 2019, June). *CGI in Florida: Results of three randomized-controlled trials (so far)*. Presentation at Biennial Conference, Cognitively Guided Instruction National Conference, Minneapolis, MN. (National)

McGraw, A., Ganley, C., Powell, S., Purpura, D., Schoen, R. C., & Schatschneider, C. (presented 2019, March). *An Investigation of Mathematical Language and Its Relation with Mathematics and Reading*. Poster presentation at biennial conference of the, Society for Research in Child Development, Baltimore, MD. (International)

Geer, E., Ganley, C., Barroso, C., Schoen, R. C., & Schatschneider, C. (presented 2019, March). *The relation between mathematics and spatial reasoning: Examining anxiety and performance in young children*. Poster presentation at Biennial Conference, Society for Research in Child Development, Baltimore, MD. (International)

Lewis, C., Fuson, K., Saxe, G., Takahashi, A., & Schoen, R. C. (presented 2018, April). *Models and learning paths to support all students to learn fractions*. Presentation at Annual Research Conference, National Council of Teachers of Mathematics, Washington, DC. (National)

Yang, X., Paek, I., Liu, S., & Schoen, R. C. (presented 2017, November). *An Empirical Investigation of the Effects of Testlets on Psychometric Properties in the Early Fractions Test*. Poster presentation at Annual Meeting, Florida Educational Research Association, Cocoa Beach, FL. (State)

Bauduin, C., Bray, W., & Schoen, R. C. (presented 2016, January). *Bridging professional development and practice through structured weekly math meetings*. Presentation at Annual conference, Association of Mathematics Teacher Educators, Irvine, CA. (National)

- Schoen, R. C., LaVenia, M., & Tazaz, A. M. (presented 2015, December). *Measuring early elementary teachers' knowledge and beliefs about mathematics teaching and learning*. Poster presentation at Annual IES Principal Investigators Meeting, Institute of Education Sciences, Washington, DC. (National)
- Schoen, R. C., Champagne, Z. M., & Whitacre, I. (presented 2015, November). *Re-examining the validity of word problem taxonomies in the Common Core era*. Poster presentation at Annual Conference, North American Chapter of the International Group for the Psychology of Mathematics Education, East Lansing, MI. (International)
- LaVenia, M., Lang, L. B., Schoen, R. C., & Moss, C. (presented 2010, June). *Professional development effects on school-level communities of instructional practice: Results from a randomized field trial*. Poster presentation at Annual Research Conference, Institute of Education Sciences, National Harbor, MD. (National)
- Hauptli, M. V., Pineau, K. N., Schoen, R. C., LaVenia, M., & Lang, L. B. (presented 2009, November). *The relation between principals' mathematics and science content knowledge and their attitudes toward the implementation of reform-oriented standards*. Poster presentation at Annual Convention, University Professional and Continuing Education Association, Anaheim, CA. (National)
- Lavenia, K., Hauptli, M. V., Lang, L. B., & Schoen, R. C. (presented 2009, June). *Professional development effects on elementary principals' stages of concern: Results from a randomized field trial*. Poster presentation at Annual Research Conference, Institute of Education Sciences. (National)
- Schoen, R. C. (presented 2008, October). *Dollars, (per)cents, and algebraic proof*. Presentation at Annual Meeting, Florida Council of Teachers of Mathematics, Jacksonville, Florida. (State)
- Schoen, R. C., Razzouk, R., & Hohenwarter, M. (presented 2008, October). *Florida standards database*. Presentation at Annual Meeting, Florida Council of Teachers of Mathematics, Jacksonville, Florida. (State)
- Fernández, M. L., & Schoen, R. C. (presented 2008, April). *Math and meteorology in middle school teaching*. Presentation at Annual Meeting and Exposition, National Council of Teachers of Mathematics, Salt Lake City, Utah. (National)
- Schoen, R. C. (presented 2008, April). *Recipe for a parabola: Combine water fountains, definitions, paper folding, problem solving, and technology*. Presentation at Annual Meeting and Exposition, National Council of Teachers of Mathematics, Salt Lake City, Utah. (National)
- Tappen, M. J., Clark, J. T., Schoen, R. C., & King, L. (presented 2007, October). *Florida's new office of mathematics and science (OMS) and Florida's center for research in science, technology, engineering, and mathematics (FCR-STEM)*. Presentation at K-12

Conference and Innovation Fair, Florida Department of Education, Orlando, FL. (State)

Schoen, R. C., Clark, J. T., & Tappen, M. J. (presented 2007, October). *The 2007 Sunshine State Standards for mathematics*. Presentation at Annual Conference, Florida Council of Teachers of Mathematics, Orlando, FL. (State)

Schoen, R. C., Dixon, J., & Clark, J. T. (presented 2007, July). *Getting to know the math standards, K-12*. Presentation at Back-To-School Professional Development Conference, Orange County Public Schools, Orlando, FL. (Local)

Digital Projects

Invited Digital Projects

Schoen, R. C., & Solmaz-Ratzlaff, G. (Author). (2023, November). *Concrete models for educational data sharing* [Guest blog post].

Nonrefereed Digital Projects

Schoen, R. C. (Producer and Director). (2022). *CGI changed my life* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=zqc9oSAMfoo>

Schoen, R. C. (Producer and Director). (2022). *CGI is doing math in a way that makes sense to you* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=HGY7HeCwlzo>

Schoen, R. C. (Producer and Director). (2022). *Everybody enters at their own level* [Digital Collection]. Retrieved from https://www.youtube.com/watch?v=0_2BtyMSgGk

Schoen, R. C. (Producer and Director). (2022). *I believe it saved my teaching career* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=ngM9Dx3jhr8>

Schoen, R. C. (Producer and Director). (2022). *I believe sustained PD works* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=8SMwxJR0Mi8>

Schoen, R. C. (Producer and Director). (2022). *I can figure this out* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=u-qu1ZuGT9A>

Schoen, R. C. (Producer and Director). (2022). *I feel like we give kids too many parameters, which limits what they can do* [Digital Collection]. Retrieved from https://www.youtube.com/watch?v=CgWLWe2_tMw

Schoen, R. C. (Producer and Director). (2022). *It spills over* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=ji48lq2bVF0>

- Schoen, R. C. (Producer and Director). (2022). *The best part is, my kids love it* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=ZKcKYI0tg8U>
- Schoen, R. C. (Producer and Director). (2022). *We are not at liberty to close those doors for kids* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=yIn6uQfV1zk>
- Schoen, R. C. (Producer and Director). (2022). *You already got the seeds, you just gotta make the flower grow* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=ZAF9aGcJikM>
- Schoen, R. C. (Producer and Director). (2022). *You have to play the game to know how to play the game* [Digital Collection]. Retrieved from <https://www.youtube.com/watch?v=7mEKtn-wOwQ>
- Schoen, R. C. (2020, October). *Guidance for parents to help their children learn mathematics* [Blog post for Teaching is Problem Solving]. Retrieved from <https://teachingisproblemsolving.org/guidance-for-parents-to-help-their-children-learn-mathematics>
- Schoen, R. C. (2019, February). *Shut the Box: Kid tested, TiPS approved* [Blog post for Teaching is Problem Solving]. Retrieved from <https://teachingisproblemsolving.org/shut-the-box-kid-tested-tips-approved>
- Schoen, R. C. (2018, March). *It's that time of year again: Time to nominate a great math or science teacher for the Presidential Award!* [Blog post for Teaching is Problem Solving]. Retrieved from <https://teachingisproblemsolving.org/its-that-time-of-year-again-time-to-nominate-a-great-math-or-science-teacher-for-the-presidential-award>
- Schoen, R. C. (2018, February). *Some great ideas from Toni's classroom* [Blog post for Teaching is Problem Solving]. Retrieved from <https://teachingisproblemsolving.org/some-great-ideas-from-tonis-classroom>
- Schoen, R. C., & Champagne, Z. (Editors). (2017). *What's Next? Stories of teachers engaging in collaborative inquiry focused on using student thinking to inform instructional decisions* [Digital Collection]. Retrieved from <https://www.teachingisproblemsolving.org/whats-next-stories/>

Contracts and Grants

Contracts and Grants Funded

- Schoen, R. C., & Rhoads, C. (Jul 2023–Jun 2027). *Supporting Teacher Enactment of the Probability and Statistics Standards—Replication*. Funded by Institute of Education

- Sciences. (R305A240220). Total award \$4,000,000.
- Tazaz, A. M., & Schoen, R. C. (Mar 2023–Sep 2024). *Successful Start: Cognitively Guided Instruction*. Funded by Children's Board of Hillsborough County. Total award \$1,588,896.
- Schoen, R. C. (Jan 2023–Aug 2024). *Creating a Sustainable Mathematics Teacher Professional Development Program Based on Cognitively Guided Instruction (CGI)*. Funded by FSU Council for Research Creativity. Total award \$100,000.
- Razzouk, R., & Schoen, R. C. (Dec 2021–Sep 2023). *Coordinated Screening and Progress Monitoring—Pre-K through Grade 2 Mathematics Test Item Development*. Funded by Florida Department of Education. Total award \$1,300,000.
- Schoen, R. C. (Oct 2021–Sep 2022). *Foundations for Success: Developing Effective Mathematics Educators through Cognitively Guided Instruction*. Funded by Children's Board of Hillsborough County. Total award \$101,970.
- Schoen, R. C. (Jun 2021–Sep 2021). *Foundations for Success: Developing Effective Mathematics Educators through Cognitively Guided Instruction*. Funded by Children's Board of Hillsborough County. Total award \$26,565.
- Schoen, R.C. (PI), Levi, L. (Co-PI), Secada, W. G. (Co-PI), & Rhoads, C (Co-PI). (Oct 2018–Sep 2022). *Foundations for Success: Developing Effective Mathematics Educators Through Cognitively Guided Instruction*. Funded by United States Department of Education. (U423A180115). Total award \$9,733,865.
- Schoen, Robert C (PI), & Secada, Walter G. (Co-PI). (Jul 2018–Jun 2022). *Follow-up to the Replicating the CGI Experiment in Diverse Environments Study*. Funded by Institute of Education Sciences. (R305A180429). Total award \$1,100,000.
- Ganley, Colleen (PI), Schoen, Robert C (Co-PI), & Schatschneider, Chris W (Co-PI). (Jul 2017–Jun 2022). *Examining Teacher Math Anxiety As A Malleable Factor Related To Student Outcomes*. Funded by Institute of Education Sciences. (R305A170463). Total award \$1,400,000.
- Schoen, Robert C (PI), & Koon, Sharon (Co-PI). (Jan 2017–Jul 2020). *Supporting Teacher Enactment of the Probability and Statistics Standards (STEPSS)*. Funded by Institute of Education Sciences through the Regional Educational Laboratory—Southeast. Total award \$998,429.
- Schoen, Robert C (PI). (Jul 2016–Dec 2017). *FCR-STEMLearn - Foundations for Success in STEM*. Funded by Florida Department of Education. (371-2357B-7C004). Total award \$1,529,043.
- Schoen, Robert C (PI). (Sep 2015–Aug 2020). *Improvement of Elementary Fractions*

Instruction: RCT of Lesson Study with Fractions Resource Kit and Local Curriculum.
Funded by Mills College. (001). Total award \$718,100.

Schoen, Robert C (PI). (Jul 2015–Sep 2016). *Mathematics and Science Partnership Title II Part B*. Funded by Florida Department of Education. (371-2356B-6C001). Total award \$1,500,000.

Schoen, Robert C (PI), & Razzouk, Rabieh (Co-PI). (Oct 2014–Dec 2015). *Title II Part B Mathematics & Science Partnerships STEM 2014-2017 Year 1 of 3*. Funded by Florida Department of Education. (371-2355B-5C001). Total award \$1,500,000.

Oberlin, Maureen F (PI), Razzouk, Rabieh G (Co-PI), & Schoen, Robert C (Co-PI). (Jul 2013–Jun 2014). *Teacher Lesson Study Professional Development Tool Kits*. Funded by Florida Department of Education. (371-RA411-4C001). Total award \$40,000.

Oberlin, Maureen F (PI), Razzouk, Rabieh G (Co-PI), & Schoen, Robert C (Co-PI). (Jul 2013–Jun 2014). *Mathematics Formative Assessment Grades K-3*. Funded by Florida Department of Education. (371-RA211-4C001). Total award \$2,343,045.

Razzouk, Rabieh G (PI), & Schoen, Robert C (Co-PI). (May 2013–Jun 2014). *Mathematics & Science Partnership*. Funded by Florida Department of Education. (371-2353A-4CM01). Total award \$8,754,891.

Schoen, Robert C (PI). (Sep 2012–Aug 2014). *Replicating the CGI Experiment in Diverse Environments*. Funded by United States Department of Education. (R305A120781). Total award \$2,214,930.

Lang, Laura Blair (PI), Razzouk, Rabieh G (Co-PI), & Schoen, Robert C (Co-PI). (Jul 2012–Jun 2013). *Teacher Lesson Study Professional Development Tool Kits*. Funded by Florida Department of Education. (371-RA411-3C001). Total award \$783,950.

Lang, Laura Blair (PI), Razzouk, Rabieh G (Co-PI), & Schoen, Robert C (Co-PI). (Jul 2012–Jun 2013). *Mathematics Formative Assessment Grades K-3*. Funded by Florida Department of Education. (371-RA211-3C001). Total award \$871,741.

Lang, Laura Blair (PI), Razzouk, Rabieh G (Co-PI), & Schoen, Robert C (Co-PI). (Jul 2011–Jun 2012). *Mathematics Formative Assessment Grades K-3*. Funded by Florida Department of Education. (371-RA211-2C001). Total award \$924,150.

Lang, Laura Blair (PI), Razzouk, Rabieh G (Co-PI), & Schoen, Robert C (Co-PI). (Jul 2011–Jun 2012). *Teacher Lesson Study Professional Development Tool Kits*. Funded by Florida Department of Education. (371-RA411-2C001). Total award \$116,050.

Lang, Laura Blair (Co-PI), & Schoen, Robert C (Co-PI). (Jun 2011–Nov 2014). *Helios: Integrating STEM: Science, Mathematics, and Computing*. Funded by FSU Foundation. (F07515). Total award \$495,000.

Contracts and Grants Pending

Schoen, R. C., Hunt, J., Powell, S., & Secada, W. (Sep 2024). *Asset-Based Learning Environments for Students in Tiered Intervention Settings through Cognitively Guided Instruction (ABLE-CGI)*. Submitted to Institute of Education Sciences. Unspecified award amount.

Postdoctoral Supervision

Hurioglu, L. (Jan 2020–Sep 2021).

Additional Research or Original Creative Work Not Reported Elsewhere

Schoen, R. C. (2023). *Mathematics–Cognition, Language, Interaction, and Problem Solving (M-CLIPS)–observation instrument*. [Data set]. Open Science Framework.

Data Sets and Replication Code

Schoen, R. C., Rhoads, C., Perez, A. L., Tazaz, A. M., & Secada, W. G. (2023). *Impact of cognitively guided instruction on elementary school mathematics achievement: Five years after the initial opportunity*. [Data set]. Open Science Framework.

Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. M. (2022). *Beliefs about Mathematics Teaching and Learning (B-MTL): First administration by participant in 2019*. [Data set]. Open Science Framework.

Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. M. (2022). *Beliefs about Mathematics Teaching and Learning (B-MTL): Second administration by participant in 2019*. [Data set]. Open Science Framework.

Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. M. (2022). *Knowledge for Teaching Early Elementary Mathematics (K-TEEM): First administration by participants in 2019*. [Data set]. Open Science Framework.

Schoen, R. C., Guven, A., Solmaz, G., Wang, Q., & Tazaz, A. M. (2022). *Knowledge for Teaching Early Elementary Mathematics (K-TEEM): Second administration by participants in 2019*. [Data set]. Open Science Framework.

Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. M. (2022). *Psychometric report for the 2019 Grades 3–5 Mathematical Knowledge for Teaching (MKT) test*. [Data set]. Open Science Framework.

- Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. (2022). *Psychometric report for the 2020 Grades 3–5 Mathematical Knowledge for Teaching (MKT) test. [Data set]*. Open Science Framework.
- Schoen, R. C., Guven, A., Solmaz, G., Liu, L., & Tazaz, A. M. (2022). *Psychometric report for the 2020 Knowledge for Teaching Early Elementary Mathematics (K-TEEM) test. [Data set]*. Open Science Framework.
- Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. (2022). *Psychometric report for the 2021 Grades 3–5 Mathematical Knowledge for Teaching (MKT) test. [Data set]*. Open Science Framework.
- Schoen, R. C., Guven, A., Solmaz, G., Tazaz, A. M., & Iuhasz-Velez, N. (2022). *Psychometric report for the 2021 Knowledge for Teaching Early Elementary Mathematics (K-TEEM) test. [Data set]*. Open Science Framework.
- Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. (2022). *Psychometric report for the 2022 Grades 3–5 Mathematical Knowledge for Teaching (MKT) test. [Data set]*. Open Science Framework.
- Schoen, R. C., Guven, A., Solmaz, G., Liu, L., & Tazaz, A. M. (2022). *Psychometric report for the 2022 Knowledge for Teaching Early Elementary Mathematics (K-TEEM) test. [Data set]*. Open Science Framework.
- Schoen, R. C., Guven, A., Solmaz, G., Liu, L., & Tazaz, A. M. (2022). *Psychometric report for the Beliefs about Mathematics Teaching and Learning (B-MTL) assessment in 2020. [Data set]*. Open Science Framework.
- Schoen, R. C., Guven, A., Solmaz, G., & Tazaz, A. M. (2022). *Psychometric report for the Beliefs about Mathematics Teaching and Learning (B-MTL) assessment in 2021. [Data set]*. Open Science Framework.
- Schoen, R. C., & Lewis, C. (2021). *Improvement of elementary fractions instruction: Randomized controlled trial using lesson study with a fractions resource kit (ICPSR 38205; Version V1). [Data set]*. ICPSR.

Teaching

Courses Taught

Directed Individual Study (MAE5908)
Dissertation (MAE6980)
Dissertation (EEX6980)
Preliminary Doctoral Examination (MAE8964)

Current Trends and Issues in Teaching and Teacher Education (EDG6068)
Promoting Thinking in the Elementary School (EDE5324)
Curriculum in Mathematics Education (MAE6148)
Doctoral Seminar in Mathematics Education (MAE6938)
Doctoral Diagnostic Exam (EDG6964)
Learning Progressions in Elementary Mathematics (MAE4114)
Supervised Research (MAE5915)
Using Technology in the Teaching of Mathematics (MAE4657)

Doctoral Committee Chair

Grillot, L., graduate. (2024). *The Effects of Online Synchronous Versus Online Asynchronous Abacus Professional Development*.
McCrackin, S., doctoral candidate.
Skutt, D., doctoral candidate.
Buntin, C., doctoral candidate.
Solmaz, G., doctoral candidate.
Hickey, C., doctoral student.
Williams, D., doctoral student.

Doctoral Committee Member

Alketbi, L., graduate. (2023). *Kindergarten Teachers' Adoption and Experiences during COVID-19 Distance Learning in the UAE*.
Ran, H., graduate. (2022). *Making struggle productive: The effects of cognitively guided instruction (CGI) professional development on struggling students' problem solving*.
Yang, X., graduate. (2020). *Comparing Global Model-Data Fit Indices in Item Response Theory Applications*.
Medina, E., graduate. (2019). *The Effects of Cognitively Guided Instruction (CGI) on the Use of Representational Modeling by First and Second Grade English Language Learners (Ells) During Individualized Assessments of Arithmetic Word Problem Solving*.
Gadge, U., graduate. (2018). *Effects of Cognitively Guided Instruction on Teacher Created Opportunities to Engage Students in Problem-Solving*.
Iuhasz-Velez, N., graduate. (2018). *Effects of Cognitively Guided Instruction Professional Development on Teachers' Ability to Predict Student Success on Mathematical Tasks – Toward a Conceptual Framework on Teachers' Knowledge of Their Students*.
Juskiewicz, K., graduate. (2018). *Researcher & Evaluator Perceptions on the Adherence-Adaptation Debate in Fidelity of Implementation*.
Sahin, N., graduate. (2015). *The Effect of Cognitively Guided Instruction on Students' Problem Solving Strategies and the Effect of Students' Use of Strategies on Their Mathematics Achievement*.
Sorenson, J., doctoral candidate.
Caro-Rora, D., doctoral candidate.
de la Cruz Benito, Anairis, doctoral candidate. *Exploring the Relationship Between*

Undergraduates' Concept Images and Proof Construction in Mathematical Proofs.
Karcher, S., doctoral candidate.

Master's Committee Member

Maghami, Z., graduate. (2023). *The Potential Undoing Effects of Positive Math Attitudes on the Math Anxiety-Math Performance Relation.*

Burrell, N., graduate. (2022). *Examining How Grade Level and Teaching Experience are Related to Math Anxiety and Anxiety about Teaching Among Practicing Elementary School Teachers.*

Supervision of Student Research Not Related to Thesis or Dissertation

Buntin, C. K. (Aug 2021–present).

McCrackin, S. (Aug 2021–present).

Solmaz, G. (Aug 2019–present).

Riddell, C. (Jan 2020–Jan 2024).

de la Cruz Benito, Anairis (Jan 2021–Dec 2022).

Guven, A. (Aug 2019–Dec 2022).

Liu, L. (Jan 2021–Aug 2022).

Wang, Q. (Jan 2021–Aug 2022).

Farfan, G. (Aug 2019–Dec 2021).

Li, L. (Aug 2019–Dec 2021).

Atabas, S. (Jan 2020–Aug 2021).

Chery, C. (Dec 2019–Aug 2021).

Karcher, S. (Sep–Dec 2020).

Yang, X. (Aug 2019–Dec 2020).

Alexander, K. (Aug 2018–Aug 2020).

Guven, A. (Jan 2018–Jul 2019).

Yang, X. (May 2017–Jul 2019).

Liu, S. (May–Dec 2017).

McCrackin, S. (May 2014–Dec 2017).

Service

The Profession

Editorial Board Membership(s)

Journal of Inquiry Based Activities (2017–present).

Guest Reviewer for Refereed Journals

Journal of Psychoeducational Measurement (Apr 2024–present).

Mathematics Teacher Education and Development (Jan 2024–present).

Education Sciences (2023–present).

Mathematics (2023–present).

Mathematics Teacher: Learning and Teaching PreK–12 (2021–present).

Journal of Teacher Education (2019–present).

American Educational Research Journal (2015–present).

Mathematics Teacher Educator (2014–present).

Educational Researcher (2013–present).

Learning and Individual Differences (2013–present).

Journal for Research in Mathematics Education (2011–present).

Dimensions in Mathematics (2007–present).

Teaching Children Mathematics (2010–19).

Reviewer or Panelist for Grant Applications

Institute of Education Sciences (2023–2024).

National Science Foundation (2022–2024).

Institute of Education Sciences (2020–2021).

WT Grant Foundation (2020).

Institute of Education Sciences (2019–2020).

Service to Professional Associations

Board of Directors, Member, Florida Association of Mathematics Teacher Educators (2018–present).

Conference Chair, Served as chair of the 2022 Biennial National CGI Conference, Cognitively Guided Instruction Conference (2019–2022).

Judge, Moody's/SIAM Mathematical Modeling Challenge, Society for Industrial and Applied Mathematics (2010–2018).

Member, Board of Directors, Florida Council of Teachers of Mathematics (2007–2015).

Program Committee Member for Annual Conference, Florida Council of Teachers of Mathematics (2011).

The Community

Board of Directors, Member, Blind Can Film Festival (2023–present).

School Board Member, The Collegiate School (2023–present).

Coach, Coach for a grade 6–12 mountain bike team through the National Interscholastic Cycling Association (NICA), Tallahassee Thunder (2022–2024)

Mandolin Teacher, Spirit of the Suwannee Kids Music Camp (2013–present).

Content Expert, Florida Comprehensive Assessment Test, Algebra End-of-Course Exam, Florida Department of Education (2010–present).

Advisory Board Member, Advisory Board, Florida Department of Education, Office of STEM (2011–2015).

Member, Florida state finalist selection committee, Presidential Award for Excellence in Mathematics and Science Teaching (2009–2014).

Member, Florida K–6 Teacher Certification Exam Steering Committee, Steering Committee, Florida Department of Education (2012–2013).

Review Panelist for the Presidential Award for Excellence in Mathematics and Science Teaching, National Science Foundation (2011).

Member, Florida STEM Strategic Plan Task Force, Florida Department of Education (2010–2011).

Member, RtI State Transition Team, Florida Department of Education (2008–2011).

Member, Florida Review Committee for the Common Core State Standards, National Governors Association (2009–2010).

State Coordinator, Presidential Award for Excellence in Mathematics and Science Teaching (2007–2009).

Additional Service Not Reported Elsewhere

Schoen, R. C. (2021). *PAEMST Selection Committee Member*. National Science Foundation.