

**Rossella Santagata**

School of Education  
University of California, Irvine  
3200 Education Building  
Irvine, CA 92697  
Phone: 949-824-0434  
Email: [r.santagata@uci.edu](mailto:r.santagata@uci.edu)  
[https://www.faculty.uci.edu/profile.cfm?faculty\\_id=5610](https://www.faculty.uci.edu/profile.cfm?faculty_id=5610)

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**CURRENT APPOINTMENT**

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- 2019 – present    Professor, School of Education, University of California, Irvine.
- 2019 – present    Director, Education Center for Research on Teacher Development and Professional Practice (<https://faculty.sites.uci.edu/teacherresearchcenter/>), UC Irvine.

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**PAST APPOINTMENTS**

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- 2020 – 2022      DECADE (Diversity Educational Community and Doctoral Experience)  
Faculty Mentor, UC Irvine.
- 2017 – 2018      Faculty Director, Teacher Education, University of California, Irvine.
- 2014 – 2017      Equity Advisor, School of Education, University of California, Irvine.
- 2014 – 2017      Founding Faculty and Director, Education Center for Research on Teacher Development and Professional Practice.
- 2012 – 2019      Associate Professor, School of Education, University of California, Irvine.
- 2012 – 2013      DECADE (Diverse Educational Community and Doctoral Experience)  
Faculty Mentor, University of California, Irvine (Faculty mentors foster inclusive excellence at the graduate level. They work with students, faculty and administrators to improve climate, inclusion and access within their academic programs).
- 2006 – 2012      Assistant Professor, Department of Education, University of California, Irvine.
- 2006 – 2008      Research Scientist, LessonLab Research Institute, Santa Monica, CA.

- 2002 – 2006 Director, LessonLab Research Institute, Santa Monica, CA.
- 2004 – 2006 Adjunct Assistant Professor, Department of Psychology, UCLA.
- 2000 – 2007 Adjunct Professor, School for Specialization in Secondary Teaching, Università del Lazio, Rome, Italy.

#### EDUCATION

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- 2002 Ph.D., Developmental Psychology, minor in Discourse Analysis, University of California, Los Angeles. Dissertation project: *When Students Make Mistakes: Socialization Practices in Italy and the United States*. Chair: James W. Stigler.
- 1998 M.A., Developmental Psychology, 1998, UCLA.
- 1994 – 1995 Education Abroad Program, Department of Psychology, UCLA.
- 1994 Erasmus Intensive Program on Teaching Strategies for Children with Pervasive Developmental Disorder, University of Leiden, Netherlands.
- 1993 – 1994 Graduate Specialization Program on Learning Psychopathology, Department of Psychology, University of Padua, Italy.
- 1993 *Laurea*, Developmental and Educational Psychology (equivalent to a U.S. Masters Degree), University of Padua, Italy. Highest possible grade: 110 out of 110. MA thesis on learning disabilities. Chair: Cesare Cornoldi.

#### FUNDED PROJECTS

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- 2023 – 2026 Principal Investigator (Co-PIs: Hosun Kang, Jennifer Long, Sara Ludovise; Co-Is: Symone Gyles, Brett Sanders), *Fostering Systems Thinking in High School Environmental Engineering through Engagement of Coastal Communities*. National Science Foundation, DRK12 program, \$1.6 million.
- 2023 – 2026 Principal Investigator (Co-PIs: Sara Ludovise and Ha Nguyen), *Equity-Centered Design of Conversational Agents for Inclusive Science Communication Education in High Schools*. National Science Foundation, ITEST program, \$500K.
- 2022 – 2025 Principal Investigator (Co-PI: Adriana Villavicencio), *Reducing Inequalities in Opportunities to Learn Mathematics through Adaptive Teacher Professional Development*. WT Grant Foundation, \$600K.

2022 – 2023 Principal Investigator, ***Theater of Resilience ("TOR"), Part ii: Bringing Together Undergrads and Minoritized High-School Interns for Collaborative Writing and Performance on the UCI Campus.*** UCI Office of Inclusive Excellence. \$25K

2021 – 2024 Principal Investigator (Co-PIs: Alessandra Pantano and Roberto Pelayo), ***Noticing in Mathematics for Student Success (NIMS<sup>2</sup>): A Video-Annotation Curriculum to Enhance Instructors' Understanding of Student Thinking in Proof-Transition Courses.*** National Science Foundation, IUSE program, \$300K.

2021 – 2022 Co-Investigator (PI: Brandy Gatlin; Co-PI: Elizabeth van Es) ***Interrogating Recruitment Practices of Black Candidates into Teacher Preparation.*** Spencer Foundation, Racial Equity Program; \$75K

2021 – 2022 Principal Investigator, ***Theater of Resilience: Engaging UCI and Local Communities in Collaborative Writing and Performance.*** UCI Office of Inclusive Excellence, \$10K.

2021 – 2022 Principal Investigator, ***School-wide Improvement in Mathematics (SWIM): Principal Instructional Leadership Support.*** Newport Mesa Unified School District, \$146,177.

2020 – 2025 Co-Principal Investigator (PI: Jessica Pratt, UCI School of Biological Sciences; Co-PI: Philip Collins, UCI School of Physical Sciences) ***Transfer to Teaching: Accelerated STEM Teacher Preparation from Community College to Credentialing.*** National Science Foundation, Robert Noyce Teacher Scholarship Program, award # DUE-1950008; \$1,195,722.

2020 – 2021 Co-Principal Investigator (PI: June Ahn; Co-PI: Adriana Villavicencio) ***Reimagining Educational Equity and Opportunity (REEO) during the COVID 19 Pandemic.*** UCI Office of Inclusive Excellence; \$25,000.

2019 - 2021 Principal Investigator, ***School-wide Improvement in Mathematics (SWIM): a Research-Practice Partnership.*** UCI OCEAN Initiative; \$110,000.

2017 Principal Investigator (co-PI: Hosun Kang, UCI School of Education and Jennifer Long, UCI Center for Environmental Biology) ***"Where Does the Water Go?" Scaling up and Building Sustainability to Bring Authentic Science Learning Experiences to Underserved Learners.*** Nicholas Endowment; \$75,000.

2016 Principal Investigator (co-PI: Travis Huxman, UCI School of Bio Sciences) ***"Where Does the Water Go?" Developing Life-Long Science Learners through a University-State Park Partnership.*** Nicholas Endowment; \$50,000.

2013 – 2014 Co-Researcher (PI: Tesha Sengupta-Irving), ***The Engineering & Education Collaborative: Teacher Professional Development.*** Nicholas Endowment; \$50,000.

2010 – 2015 (no-cost extension 2016) Principal Investigator, ***CAREER: Learning to Learn from Mathematics Teaching.*** National Science Foundation, REESE program; \$621,685.

2009 – 2011 Principal Investigator, *Mistakes as Tools for Learning in U.S. Mathematics Teaching: Studying a Video-Enhanced Researcher-Teacher Collaboration to Facilitate the Integration of Research into Practice*. Spencer Foundation, Small Grant program; \$40,000.

2006 – 2010 Co-Principal Investigator (PI: Nicole Kersting, LessonLab Research Institute; Co-PI: Karen Givvin, LessonLab Research Institute), *Using Video Clips of Classroom Instruction as Item Prompts to Measure Teacher Knowledge of Teaching Mathematics: Instrument Development and Validation (“Capturing Teacher Knowledge”)*. Institute of Education Sciences, Teacher Quality grant program, \$1.5 million.

2004 – 2009 Co-Principal Investigator (Kathy Roth, PI, LessonLab Research Institute), *Building Analysis of Practice into Pre-Service Teacher Education: Making Use of New Technologies to Study Science Teaching (Video for Science Teaching Analysis: “ViSTA”)*. National Science Foundation, \$2.5 million.

2003 – 2008 Co-Principal Investigator (PI: James Stigler, LessonLab Research Institute), *Improving Achievement by Maintaining the Learning Potential of Rich Mathematics Problems: An Experimental Study of a Video- and Internet-Based Professional Development Program (“Algebra Learning For All”)*. Institute of Education Sciences, Teacher Quality grant program, \$1.6 million.

#### FUNDED DIVERSITY AND EQUITY INITIATIVES

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2015 Principal Investigator, *Summer Education Research Internship*, (<https://sites.google.com/a/uci.edu/uciseri/home>) UC-HBCU Initiative for improving the representation of students from Historically Black Colleges and Universities in UC graduate programs, University of California Office of the President (\$58,753).

2013 DECADE (Diverse Educational Community and Doctoral Experience) Faculty Mentor Graduate Diversity Award, *Examining the First Year Experience for Women of Color Doctoral Students in Education, Social and Behavioral Sciences*, University of California, Irvine (\$30,000).

#### FELLOWSHIPS AND SMALL GRANTS

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2019 Dean’s Research Funds, School of Education, University of California, Irvine (\$2,000).

2015 Bridge Funding Award in support of graduate student researchers, Graduate Division, University of California, Irvine (\$30,000 + \$30,000 School of Education matching).

- 2008 Single Investigator Innovation Grant, Committee on Research, Computing, and Library Resources (CORCLR), University of California, Irvine (\$1,592).
- 2001 Research Grant, Department of Psychology & Graduate Division, UCLA, in support of dissertation research.
- 1999 – 2000 Urban Education Studies Center (UESC) Fellowship, Graduate School of Education and Information Studies, UCLA: one academic year observing first-grade classroom and conducting research on teacher’s strategies for responding to students’ mistakes and on students’ perception of themselves as learners.
- 2000 Travel Grant, Department of Psychology & Graduate Division, UCLA.
- 1999 Travel Grant, Department of Psychology & Graduate Division, UCLA.
- 1997 – 2002 Non-Resident Tuition Grant, Department of Psychology, UCLA.
- 1997 – 1998 University Fellowship, UCLA.
- 1996 – 1997 Post-Lauream Foreign Research Fellowship, University of Padua, Italy.
- 1994 – 1995 Education Abroad Program Fellowship, University of California Study Center, Padua, Italy.
- 1994 Fulbright Travel Grant, Cultural Exchange Association, Roma, Italy.
- 1991 – 1992 Scholarship for Academic Achievement. Fondo Mario Negri, Italy.

#### HONORS AND AWARDS

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- 2020-21 Chancellor’s Award for Excellence in Research in recognition for commitment to mentoring undergraduate researchers. UC Irvine, Undergraduate Research Opportunities Program, Division of Undergraduate Education.
- 2020 Faculty Mentorship Award for Inclusive Excellence. School of Education, UC Irvine.
- 2018 Nominated for Outstanding Engaged Research Faculty Award, UC Irvine.
- 2017 UCI School of Education Dean’s Award for Excellence in Undergraduate Education ([http://education.uci.edu/ucisoe\\_news/associate-professor-rossella-santagata-excellence-in-undergraduate-education](http://education.uci.edu/ucisoe_news/associate-professor-rossella-santagata-excellence-in-undergraduate-education)).
- 2017 Nominated for Friedrich Wilhelm Bessel Research Award, Humboldt Foundation, Germany.

- 2017 Invited participant at New Directions in Mathematics Education Symposium, Joan Herman & Richard Rasiej Mathematics Initiative, University of Southern California, Los Angeles (invitational symposium that brought together 40 of the foremost teacher educators, scholars of mathematics education, and mathematicians to assess the state of the field, develop a focused research agenda for the next three to five years, and establish collaborations for future interventions and research - <https://www.hrmathinitiative.org/symposium>).
- 2015 Nominated for AERA Div. K – Teaching and Teacher Education Mid-Career Award.
- 2014 Nominated for Annaliese Maier Research Award, Humboldt Foundation, Germany.
- 2013 Contributing author, M. Sherin, V. Jacobs, & R. Philipp (Eds.), Mathematics Teacher Noticing, AERA Division K Award for Exemplary Research in Teaching and Teacher Education.
- 2010 CAREER Award, National Science Foundation.
- 2009 Nominated for Distinguished Research in Teacher Education Award by the Association of Teacher Educators (for article published in JTE in 2009).
- 2009 Faculty Career Development Award, University of California, Irvine (\$5,500 for course release).
- 2008 Semi-finalist, National Academy of Education/Spencer Postdoctoral Fellowship, National Academy of Education, Washington, DC.
- 2008 AERA Early Career Division K Professional Development Seminar on Improving Research in Teacher Education (organized by Rosa Hernandez Sheets and Linda Darling Hammond), selected participant, AERA Annual Meeting, New York.
- 2006 – 2019 Committee on Research, Computing, and Library Resources (CORCLR) Award, University of California, Irvine [awards between \$500 - \$3,200 received through School of Education internal competitions].
- 2002 – 2004 Faculty Fellow Award, 2-year appointment, Human Development Program, University of California at San Diego (declined in order to accept directorship of LessonLab Research Institute).
- 2001 Spencer Foundation Dissertation Fellowship, semi-finalist.
- 1998 John D. Fels and Sherri Abend Fels Research Award, UCLA.

1994 Award for Laurea Research Project, Italian Diagnostic Center, Milan, Italy.

#### INTERNATIONAL APPOINTMENTS/COLLABORATIONS

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- 2022 Co-organizer, “Summer School for Academics: Innovating instructional practices in higher education through video analysis.” July 13-15, 2022 University of Bologna, Italy (<https://site.unibo.it/vahe/en/dissemination-and-events/summer-school-2022>)
- 2022 Advisory board member, “Enablers of Critical Mathematical Thinking’ project funded by Australian Research Council. PI Vincent Geiger, Institute for Learning Sciences and Teacher Education, Australian Catholic University.
- 2019-present Member, Academic Board (Collegio di Dottorato), Università di Bologna, Italy.
- 2019 Visiting Fellow, Institute for Advanced Studies (<http://www.isa.unibo.it/en>), Università di Bologna, Italy (January)
- 2018-19 Visiting Scholar, Department of Educational Psychology, Technische Universität, Berlin, Germany.
- 2017 – “Reflection, Analysis, and Professionalism” (RAP), a collaborative project on lesson analysis and teacher induction with University of Cagliari, University of Macerata, and INDIRE researchers (Italy). (<http://www.indire.it/2017/11/24/docenti-in-formazione-nasce-laccordo-di-collaborazione-scientifica-rap/> )
- 2017 Dissertation Committee Member for Ilaria Buonomo, Department of Developmental and Social Psychology, Sapienza University, Rome, Italy.
- 2016 – Member of Scientific Committee, “Video 4 Teachers” International Research Collaborative, Università di Cagliari, Italy.
- 2016 Instructor, workshop for early-career researchers on Noticing, Perception/Interpretation/Decision Making and New Approaches, Teacher Training Quality Initiative funded by German Federal Ministry of Education and Research. University of Hamburg ([www.profale.uni-hamburg.de](http://www.profale.uni-hamburg.de)) (September 14).
- 2016 Visiting Scientist (competitive appointment), Education Sciences Department, Università di Cagliari, Italy (June 12-August 11) (<http://sites.unica.it/video4teachers/iniziativa/visiting/>).
- 2015 Dissertation Committee Member for Simon Flandin, École Normale Supérieure de Lyon, France.

- 2015 Visiting Professor (competitive appointment), UNESCO Initiative “Preparing Teachers for the 21<sup>st</sup> Century,” Institut Français de l'Éducation, École Normale Supérieure de Lyon, France (March 16-April 12) (<http://chaire-unesco-formation.ens-lyon.fr/+-Rossella-SANTAGATA-+>).
- 2014 Dissertation Committee Member for Cyrille Gaudin, ÉSPÉ de l'académie de Toulouse, Université Toulouse II, France.
- 2014 – 2018 Habilitation Committee Member (for appointment as Professor) for Kathleen Stürmer, Technische Universität München, Germany.

#### PUBLICATIONS

Graduate students co-authors are underlined; junior faculty co-authors are noted by \*

#### *Peer-Reviewed Journal Articles*

- J46.** Weyers, J., König, J., Scheiner, T., **Santagata, R.**, & Kaiser, G. (2023). Teacher Noticing in Mathematics Education: A Review of Recent Developments. *ZDM – Mathematics Education*. <https://doi.org/10.1007/s11858-023-01527-x>
- J45.** **Santagata, R.**, Villavicencio, A. \*, Cawelti, L., Wegemer, C., & Gatlin, B. (2023) “I Have Been Pushed Outside of My Comfort Zone and Have Grown as a Result”: Teacher Professional Learning and Innovation during the Pandemic. *Journal of Educational Change*, 1-28. <https://doi.org/10.1007/s10833-023-09491-9>
- J44.** **Santagata, R.**, Lee, J., Guarino, J., & Drake, J. (2023). Centering teacher voices in school-wide improvement: Possibilities and challenges of introducing change in complex systems. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2023.2229344>
- J43.** Zaragoza, A., Seidel, T., & **Santagata, R.** (2023). Lesson analysis and plan template: Scaffolding preservice teachers’ application of professional knowledge to lesson planning. *Journal of Curriculum Studies*. Published online first, Feb 28 <https://www.tandfonline.com/doi/full/10.1080/00220272.2023.2182650>
- J42.** Weyers, J., König, J., **Santagata, R.**, Scheiner, T. & Kaiser, G. (2023). Teacher noticing: A systematic literature review on standardized instruments. *Teaching and Teacher Education*, 122, 103970. <https://doi.org/10.1016/j.tate.2022.103970>
- J41.** König, J., **Santagata, R.**, Scheiner T., Adleff, A.K., Yang, X., & Kaiser, G. (2022). Teacher noticing: A systematic literature review of conceptualizations, research designs, and findings on learning to notice, *Educational Research Review*, Vol 36, 100453, <https://doi.org/10.1016/j.edurev.2022.100453>.



- J40.** Ciani, A., Rosa, A., **Santagata, R.** (2021). Video analysis as a learning tool to promote the quality of teaching: from school teachers' education to university teachers' professional development. *Italian Journal of Educational Research*, 27, 40-51.
- J39.** **Santagata, R.**, König, J., Scheiner, T., Nguyen, H., Adleff, A.K., Yang, X., & Kaiser, G. (2021). Mathematics Teacher Learning to Notice: a Systematic Review of Studies of Video-Based Programs. *ZDM - Mathematics Education*. <https://doi.org/10.1007/s11858-020-01216-z>
- J38.** **Santagata, R.**, & Lee, J. (2021). Mathematical knowledge for teaching and the mathematical quality of instruction: A study of novice elementary-school teachers. *Journal of Mathematics Teacher Education*, 24, 33-60. <https://doi.org/10.1007/s10857-019-09447-y>
- J37.** Nguyen, H., & **Santagata, R.** (2021). Impact of Computer Modeling on Learning and Teaching Systems Thinking. *Journal of Research on Science Teaching*. 58(5), 661-688 . <https://doi.org/10.1002/tea.21674>
- J36.** Bonaiuti, G., **Santagata, R.**, & Vivanet, G. (2020). Using video to examine teacher noticing and the role of teaching experience. *Italian Journal of Educational Technology*, 28(2), 152-167. DOI: <https://doi.org/10.17471/2499-4324/1163>
- J35.** Sandoval Jr, C., van Es, E. A., Campbell, S. L.\* , & **Santagata, R.** (2020). Creating Coherence in Teacher Preparation: Examining Teacher Candidates' Conceptualizations and Practices for Equity. *Teacher Education Quarterly*, 47(4), 8-32. <http://www.educationagrowthcollaborative.org/uploads/1/2/5/0/125051649/teqfall2020.pdf#page=10>
- J34.** Lee, J., & **Santagata, R.** (2020). A longitudinal study of novice primary school teachers' knowledge and quality of mathematics instruction. *ZDM, the International Journal of Mathematics Education*, 52(2), 295-309. <https://doi.org/10.1007/s11858-019-01123-y>
- J33.** Kimball, S., Long, J.J., Ludovise, S., Ta, P., Schmidt, K., Halsch, C., Magliano, K., Kang, H., **Santagata R.** & Huxman, T. (2019). Impacts of Competition and Herbivory in a Community-Engaged, Adaptive Management Restoration Experiment. *Conservation Science and Practice*, 1:e122. <https://doi.org/10.1111/csp2.122>.
- J32.** **Santagata, R.**, Yeh, C., & Mercado, J. (2018). Preparing Elementary School Teachers to Learn from Teaching: A Comparison of Two Approaches to Mathematics Methods Instruction. *Journal of the Learning Sciences*, 27(3), 474-516. <https://doi.org/10.1080/10508406.2018.1441030>
- J31.** **Santagata, R.** & Taylor, K. (2018). Novice Teachers' Use of Student Thinking and Learning as Evidence of Teaching Effectiveness: A Longitudinal Study of Video-Enhanced Teacher Preparation. *Contemporary Issues in Technology and Teacher Education*, 18(1).

- J30. Santagata, R., & Sandholtz, J. H.** (2019). Preservice teachers' mathematics teaching competence: Comparing performance on two measures. *Journal of Teacher Education*, 70(5), 472-484. <https://doi.org/10.1177/0022487117753575>
- J29. Bonaiuti, G., Santagata, R., Vivianet, G.** (2017). Come rilevare la visione professionale degli insegnanti. Uno schema di codifica. [How to capture teacher professional vision. A coding scheme]. In "Didattica e saperi disciplinari" [Didactics and disciplinary knowledge] monograph of the *Italian Journal of Educational Research* (ISSN: 2038-9744: <http://ojs.pensamultimedia.it/index.php/sird/article/view/2512>).
- J28. van Es, E. A. and Santagata, R.** (2017). Using video to work with teachers on noticing and responding to student thinking. *Travail et Apprentissage*, 17, p. 188-208.
- J27. Santagata, R. & Yeh, C.** (2016). The Role of Perception, Interpretation, and Decision Making in the Development of Beginning Teachers' Competence. *ZDM, the International Journal of Mathematics Education*, 48,1, 153-165.
- J26. Santagata, R. & Bray, W.\*** (2015). Exploring student mistakes as a focus for mathematics teacher professional development. *Professional Development in Education*, 42(4), 547-568.
- J25. Mohr, S.\* & Santagata, R.** (2015). Changes in Beliefs about Teaching and Learning during Teacher Preparation: The Impact of a Video-Enhanced Math Methods Course. *Orbis Scholae*, 9(2), 103-117.
- J24. Yeh, C. & Santagata, R.** (2015). Pre-Service Teachers' Learning to Generate Evidence-Based Hypotheses about the Impact of Mathematics Teaching on Learning. *Journal of Teacher Education*, 66(1), 21-34.
- J23. Santagata, R.** (2014). Towards ambitious teaching: Using video to support future teachers' reasoning about evidence of student learning. *Recherche et Formation*, 75, 95-110. [Research and Professional Development - Category A journal in teacher education in France].
- J22. Santagata, R.** (2014). Video and Teacher Learning: Key Questions, Tools, and Assessments Guiding Research and Practice. *Beitraege zur Lehrerbildung*, 32 (2), 196-209. [Contributions to Teacher Education. Swiss German journal read by German speaking scholars].
- J21. Santagata, R. & Yeh, C.** (2014). Learning to teach mathematics and to analyze teaching effectiveness: Evidence from a video- and practice-based approach. *Journal of Mathematics Teacher Education*, 17, 491-514.
- J20. Guarino, J.\*, Sykes, M.\*, & Santagata, R.** (2013). Student and Teacher Learning from Why. *Networks: an Online Journal for Teacher Research, University of Wisconsin*, 15,2. Published online at: <http://journals.library.wisc.edu/index.php/networks>.

- J19. Santagata, R.** (2012). Un modello per l'utilizzo del video nella formazione professionale degli insegnanti [A framework for the use of video in teacher professional development]. *Form@re: Open Journal per la Formazione in Rete*, n.79, May-September. Trento, Italy: Edizioni Erickson. Published online at: <http://formare.erickson.it/wordpress/it/2012/un-modello-per-l%e2%80%99utilizzo-del-video-nella-formazione-professionale-degli-insegnanti/>.
- J18. Kersting, N.\***, Givvin, K.\* , Thompson, B.\* , **Santagata, R.**, & Stigler, J. (2012). Measuring usable knowledge: Teachers' analyses of mathematics classroom videos predict teaching quality and student learning. *American Education Research Journal*, 49(3), 568-589.
- J17. Santagata R.**, & Guarino, J.\*. (2012). Preparing future teachers to collaborate. *Issues in Teacher Education*, 21(1), 59-69.
- J16. Santagata, R.**, & Guarino, J.\* (2011). Using Video to Teach Future Teachers to Learn from Teaching. *ZDM The International Journal of Mathematics Education*, 43, 1, 133-145.
- J15. Santagata, R.** Kersting, N.\* , Givvin, K.\* , & Stigler, J.W. (2011). Problem Implementation as a lever for change: An experimental study of the effects of a professional development program on students' mathematics learning. *Journal of Research on Educational Effectiveness*, 4, 1-30.
- J14. Givvin, K.\***, & **Santagata, R.** (2011). Toward a common language for discussing the features of effective professional development: The case of a U.S. mathematics program. *Professional Development in Education*, 37, 3, 439-451.
- J13. Santagata, R.**, & Angelici, G. (2010). Studying the impact of the *Lesson Analysis Framework* on pre-service teachers' ability to reflect on videos of classroom teaching. *Journal of Teacher Education*, 61(4), 339-349. **Ranked #12 as most cited JTE articles in 2010-11.**
- J12. Santagata, R.** (2009). Designing video-based professional development for mathematics teachers in low-performing schools. *Journal of Teacher Education*, 60(1), 38-51.
- J11. Santagata, R.**, Zannoni, C. & Stigler. (2007). The Role of Lesson Analysis in Pre-Service Teacher Education: An Empirical Investigation of Teacher Learning from a Virtual Video-Based Field Experience. *Journal of Mathematics Teacher Education*, 10,(2), 123-140.
- J10. Christensen, A.**, Eldridge, K.\* , Catta-Preta, A.B.\* , Lim, V.R.\* , & **Santagata, R.** (2006). Cross-Cultural Consistency of the Demand/Withdraw Interaction Pattern in Couples. *Journal of Marriage and Family*, 68, (4), 1029-1044. NOTE: I collected data for this project and contributed to the data analyses when I was a graduate student at UCLA.
- J9. Givvin K.\***, **Santagata, R.**, & Gallimore, R. (2006). Using research to create and evaluate a professional development program: The case of BreakThrough Mathematics. *Ohio Journal of School Mathematics*, 53, 21-25.

- J8. Santagata, R. & Barbieri, A.** (2005) Mathematics Teaching in Italy: A Cross-Cultural Video Analysis. *Mathematical Thinking and Learning*, 7(4), 291-312.
- J7. Santagata, R.** (2005) Practices and Beliefs in Mistake-Handling Activities: A Video Study of Italian and U.S. Mathematics Lessons. *Teaching and Teacher Education*, 21, 491-508.
- J6. Santagata, R.** (2004) "Are you Joking or Are You Sleeping?" Cultural Beliefs and Practices in Italian and U.S. Teachers' Mistake-Handling Strategies. *Linguistics and Education*, 15(1-2), 141-164.
- J5. Santagata, R. & Zannoni, C.** (2003). Multimedia and Pre-Service Teacher Education: An experience with LessonLab Software (Multimedialità e formazione dei futuri insegnanti: resoconto di un'esperienza con il software LessonLab). *Università e Scuola*, vol. 1/R.
- J4. Santagata, R.** (2003) Lesson Analysis and Pre-Service Teacher Education (L'analisi di lezioni nella formazione iniziale dei docenti). *Tecnologie Didattiche*, 29, 32-29.
- J3. Santagata, R. & Sterponi, L.\*** (2001). Cultural Aspects of Classroom Discourse: A study of Educational Practices in Italian and U.S. Classrooms and Families (Aspetti culturali del discorso a scuola: uno studio delle pratiche educative in classi e famiglie italiane e statunitensi). *Rassegna di Psicologia* (recognized by APA), 3, (XVIII), 41-54.
- J2. Sterponi, L.\* & Santagata, R.** (2001). Mistakes at School and at the Dinner Table: A Comparison between Socialization Practices in Italy and in the United States. *Crossroads of Language, Interaction and Culture*, 3, 57-72.
- J1. Santagata, R. & Stigler, J. W.** (2000). Teaching Mathematics: Italian Lessons from a Cross-Cultural Perspective. *Mathematical Thinking and Learning*, 2(3), 191-208.

### ***Peer-Reviewed Conference Proceedings***

- CP1. Nguyen H., Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H.E., Prado, Y., Santagata, R., & Villavicencio, A\*.** (2021) Establishing Trustworthiness Through Algorithmic Approaches to Qualitative Research. In: Ruis A.R., Lee S.B. (eds) *Advances in Quantitative Ethnography*. ICQE 2021. Communications in Computer and Information Science, vol 1312. Springer, Cham. [https://doi.org/10.1007/978-3-030-67788-6\\_4](https://doi.org/10.1007/978-3-030-67788-6_4)

### ***Peer-Reviewed Book Chapters***

- BC17. Santagata, R., Liu, J., Scheiner, T., König, J., & Kaiser, G.** (under review). Longitudinal Studies on Video-Based Interventions for Mathematics Teacher Noticing: A Review and Future Directions. In I. Jensen Staal & M. Blikstad-Balas (Eds.). *Improving teaching practices: How can we use videos to foster professional learning and classroom change?* Routledge.

- BC16. Santagata, R.** (in press). Avenues for Future Research on Teacher Noticing and Professional Vision. In R. Stahnke & A. Gegenfurtner (Eds.). *Teacher professional vision: Empirical perspectives*. Routledge.
- BC15. Pineda, G. C., Santagata, R., & Jenkins, J.** (2022). “Writing What Matters to Me”: Voicing Latinx Youth Concerns through Theatre Scriptwriting. In (Eds.) K. Freebody, C.D. J. Rajendran, & S. Busby. *Routledge Companion to Theater and Young People*. New York, NY: Routledge.
- BC14. Santagata, R., Lee, J., & Sandoval, C.** (2019). Research Practice Partnerships in Mathematics Teacher Education. *International Handbook of Mathematics Teacher Education*. In G. M. Lloyd, & O. Chapman (Eds.), *International Handbook of Mathematics Teacher Education: Vol 3: Participants in mathematics teacher education* (pp. 183-210). Leiden, The Netherlands: Koninklijke Brill NV.
- BC13. Santagata, R., Jovel J., & Yeh, C.** (2016). Learning to Analyze Teaching: A Study of Pre-Service Teachers’ Group Conversations around Videos of Mathematics Teaching. In P.G. Rossi & L. Fedeli (Eds.). *Integrating Video into Pre-service and In-service Teacher Training*. Advances in Higher Education and Professional Development Book Series. Hershey, PA: IGI Global, Ch.6, Pp.114-126.
- BC12. Micheletta, S. & Santagata, R.** (2015). Tutor Functions in Guiding Teachers’ Use of Modeling Video. In S. Ulivieri & R. Biagioli (Eds.). *The Tutor in Educational and Institutional Contexts*. Pp. 57-74. Pisa, Italy: ETS Publishers.
- BC11. Matteucci, M.C., Corazza, M., & Santagata, R.** (2015). Learning from Errors, or Not. An Analysis of Teachers’ Beliefs about Errors and Error-Handling Strategies through Questionnaire and Video. In R. V. Nata (Ed.). *Progress in Education, Volume 37, ch.3*. Hauppauge, NY: Nova Science Publishers.
- BC10. Santagata, R.** (2015). La Vidéo et l'Apprentissage des Enseignants: Questions, Outils, Evaluations clés Orientant la Recherche et la Pratique. Translation into French of “Video and Teacher Learning: Key Questions, Tools, and Assessments Guiding Research and Practice” (J22 above) In Ria, L (Ed.). *Former les enseignants au XXI siècle. Établissement formateur et videoformation*. Lyon, France: De Boeck Supérieur Publisher. Ch. 11 pp. 113-122.
- BC9. Bray, W\*. & Santagata, R.** (2014). Making Mathematical Errors “Springboards for Learning.” *Annual Perspectives in Mathematics Education (APME) 2014: Using Research to Improve Instruction*. National Council of Teachers of Mathematics, ch.23, pp.239-248.

- BC8. Santagata, R., & van Es, E.\*** (2010). Disciplined Analysis of Mathematics Teaching as a Routine of Practice. In Luebeck J. & Lott J.W. (Eds.). *Mathematics teaching: Putting research into practice at all levels*. Association of Mathematics Teacher Educators, pp.109-123.
- BC7. Santagata, R.** (2010). From Teacher Noticing to a Framework for Analyzing and Improving Classroom Lessons. In M. Sherin, R. Phillip, and V. Jacobs (Eds.). *Mathematics teacher noticing: Seeing through teachers' eyes*. New York: Routledge, pp.152-168. **Book received AERA Division K Award for Exemplary Research in Teaching and Teacher Education.**
- BC6.** Spencer, J.\*, Park, J.\*, & **Santagata, R.** (2010). Keeping the mathematics on the table in urban, mathematics professional development: A model that integrates dispositions toward students. In M.Q. Foote (Ed.). *Mathematics Teaching & Learning in K-12: Equity and Professional Development*. New York: Palgrave/Macmillan. Ch.12, pp.199-218.
- BC5.** Givvin, K. \*, **Santagata, R.,** & Gallimore, R. (2007). The Roles of Pedagogical Skill and Teacher Content Knowledge in the American Vision of Teaching Effectiveness. In S. Mathison, E.W. Ross (Eds.). *Battleground Schools: An Encyclopedia of Conflict and Controversy*. Vol. 1. Westport, CT: Greenwood Press.
- BC4.** Cestari, M.L., **Santagata, R.,** Hood, G. (2006). Lärare lär från video. In J. Boesen, G. Emanuelsson, A. Wallby, K., & Wallby (Eds.). *Lära Och Undervisa Matematik – Internationella Perspektiv*. Göteborg: National Center for Mathematics Education [Translation into Norwegian of Cestari, M.L., Santagata, R., Hood, G. (2004): Teachers Learning from Videos. Listed below].
- BC3.** Gallimore, R. & **Santagata, R.** (2005). Researching teaching: The problem of studying a system resistant to change. In R R. Bootzin & P. E. McKnight (Eds.). *Strengthening Research Methodology: Psychological Measurement and Evaluation: Festschrift in Honor of Lee Sechrest*. Washington, D.C.: APA Books. R. R. Bootzin & P. E. McKnight (Eds.) *Measurement, Methodology, and Evaluation: Festschrift in Honor of Lee Sechrest*. Washington, D.C.: APA Books.
- BC2.** **Santagata, R.,** Gallimore, R., & Stigler, J. W. (2005). The Use of Videos for Teacher Education and Professional Development: Past Experiences and Future Directions. In C. Vrasidas & G.V.Glass (Eds.) *Current Perspectives on Applied Information Technologies (Volume 2): Preparing Teachers to Teach with Technology*. Ch. 9, pp. 151-167. Greenwich, CT: Information Age Publishing.
- BC1.** Cestari, M.L., **Santagata, R.,** Hood, G. (2004). Teachers Learning from Videos. In B. Clarke, D.M. Clarke, G. Emanuelsson, B. Johansson, D.V. Lambdin, F.K.Lester, A. Wallby, K. & Wallby (Eds.) (2004). *International Perspectives on Learning and Teaching Mathematics*. Göteborg: National Center for Mathematics Education.

***Invited Journal Articles or Book Chapters***

- I3.** Guarino J., **Santagata, R.**, Lee, J., Cox, D., & Drake J. (2020). Learning together when you're apart. *The Learning Professional*, 41, 3, 42-45.  
<https://learningforward.org/journal/what-now/learning-together-when-youre-apart/>
- I2.** **Santagata, R.** (2010). Learning from Teaching: Why Analysis Abilities Are an Important Component of Teacher Knowledge. In *What Do Teachers Need to Know and Be Able to Do in Tomorrow's Schools?* Pearson Evaluation Systems, Pp. 73-80.
- I1.** **Santagata, R.** (2010). La formazione degli insegnanti attraverso l'analisi sistematica di lezioni videoregistrate [Systematic analysis of videotaped lessons for teacher preparation]. *Psicologia e Scuola*, vol.12 (Nov-Dec), 11-16.

### ***Editor of Special Issues***

- 2014 (November)      **SI1.** Guest editor with Kathleen Sturmer, Form@re- Open Journal per la Formazione in Rete, vol.14, n.2, special issue on “Video-enhanced teacher learning: New scenarios for teacher development.” University of Firenze Press. <http://www.fupress.net/index.php/formare/issue/view/1070>
- 2015 (May)            **SI2.** Guest editor with Giovanni Bonaiuti, Journal of e-Learning and Knowledge Society, vol. 11, n.2., special issue on “Learning through Enhanced Video.” Italian e-Learning Association.  
[http://www.je-lks.org/ojs/index.php/Je-LKS\\_EN/issue/view/78](http://www.je-lks.org/ojs/index.php/Je-LKS_EN/issue/view/78)

### ***Other Scholarly Products***

- Fuentes Acevedo, P.C., Kimmerling, C. & Santagata, R. (2021). *Maintaining the cognitive demand of mathematical tasks and making use of multiple representations. A case study from Mexico.* OECD Publishing, Paris. [a [video case](#) for the OECD Observation Masterclasses, [www.globalteachinginsights.org](http://www.globalteachinginsights.org).]

### ***Unpublished Project Reports***

- Santagata, R.** (2008, December). Improving Achievement by Maintaining the Learning Potential of Rich Mathematics Problems: An Experimental Study of a Video- and Internet-Based Professional Development Program. Project Final Report submitted to the Institute of Education Sciences, Teacher Quality Program.
- Santagata, R.** (2016, October). CAREER: Learning to Learn from Mathematics Teaching. Project Final Report submitted to the National Science Foundation.

### ***Manuscripts under Review or in Preparation***



**Santagata, R.**, Kimmerling, C., Fuentes Acevedo, P., & Liu, J. (under review). Conducting Research on Teacher Professional Development in Partnership with Educators: Promises, Tensions and Opportunities. *Journal of Curriculum Studies*.

**Santagata, R.** Learning to learn from mathematics teaching and teacher knowledge improvement overtime.

Long, J.J.\*, Ludovise, S., Kang, H.\*, Kimball, S., Lee, J., & **Santagata, R.** The development of systems thinking through participation in community science.

Long, J.J.\*, Kimball, S., Huxman, T., Lulow, M., Burger, J., Nguyen, L., Ludovise, S., Mitrovich, M., Yurko, M., Principe, Z., & **Santagata, R.** Using Logic Models to Build Knowledge Networks: Conducting Research that Informs Management.

#### PROFESSIONAL PRESENTATIONS

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##### *Invited Presentations – International*

**ISI40. Keynote Speaker**, “Centering teacher voices and research-practice partnerships to support teaching improvement.” Quality in Nordic Teaching Summer Institute. Helsinki, Finland (May 30, 2023).

**ISI39.** Santagata, R., Fuentes Acevedo, P., & Kimmerling C. “Using video to take a close look at teaching: some theory and lots of practice.” Workshop in Summer School for Academics: Innovating instructional practices in higher education through video analysis. University of Bologna, Italy (July 13-15, 2022).

**ISI38. Keynote Speaker**, “Zooming in and Zooming out: Using video to develop a new vision for university teaching.” Summer School for Academics: Innovating instructional practices in higher education through video analysis. University of Bologna, Italy (July 13, 2022).

**ISI37. Keynote Speaker**, “Video analisi and sviluppo professionale dei docenti: evidenze e prospettive dalla ricerca internazionale.” [Video analysis and faculty professional development: Evidence and perspectives from international research]. Summer School for Academics: Innovating instructional practices in higher education through video analysis. University of Bologna, Italy (July 15, 2022).

**ISI36. Invited Speaker**, “Recognizing and building on children’s brilliance in mathematics classrooms: Towards a vision for teaching that promotes equity” Education., Migration, and Agency International Seminar, European CHILD UP project <https://www.child-up.eu/> (May 27, 2022).

**ISI35. Invited speaker**, “Developing noticing skills in pre-service mathematics teacher formation.” Seminario: trabajo colaborativo en la resolución de problemas matemáticos para la



formación inicial docente de profesores y profesoras de e. básica. Centro de Investigación Avanzada in Educación (CIAE), Universidad de Chile (May 17, 2022).

**ISI34.** Invited speaker, “Developing noticing skills in pre-service mathematics teacher formation.” Professional Competence of Teachers, Noticing and Pre-service Teachers. Universidad de Chile (November 11, 2021).

**ISI33.** Keynote Speaker, “Equity and Schooling in the United States.” University of Macerata, Italy (April 28, 2021).

**ISI32.** Keynote Speaker, “Teacher Noticing and Video: Literature Review and directions for University Teaching.” University of Bologna, Italy (April 29, 2021).

**ISI31.** Keynote Speaker, “The Use of Technology to Support Inclusive Teaching.” AIRIPA (Associazione Italiana per la Ricerca e l'Intervento nella Psicopatologia dell'Apprendimento) Web Conference, Italy (February 12, 2021).

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**ISI30.** Discussant, Italian Educational Research: National and International Projects in Debate. International Seminar of SIPED (Italian Society of Pedagogy) (December 4, 2020).

**ISI29.** Keynote Speaker, “Preparing Teachers for Everyday Learning: The Promise of Video-Supported Analysis of Practice.” University of Essen, Germany (June 6, 2019).

**ISI28.** Keynote Speaker, “Preparing Teachers for Everyday Learning: The Promise of Video-Supported Analysis of Practice.” Pädagogische Hochschule [University of Teacher Education], Luzern, Switzerland (May 8, 2019).

**ISI27.** Keynote Speaker, “The Use of Video to Develop Future Teachers’ Teaching and Reflection Competencies.” Scuola Universitaria Professionale della Svizzera Italiana (SUPSI), Dipartimento Formazione e Apprendimento [University of Teacher Education], Locarno, Switzerland (May 6, 2019).

**ISI26.** Keynote Speaker, “Preparing Teachers for Everyday Learning: The Promise of Video-Supported Analysis of Practice.” Skyline Lecture, School of Education, Technical University, Munich, Germany (March 19, 2019).

**ISI25.** Invited Speaker, “Issues and Perspectives in Didactics in the U.S. and Italy.” Institute of Advanced Studies Seminar, University of Bologna, Italy (January 30, 2019).

**ISI24.** Keynote Speaker, “Introduction to Noticing and its Role in Teacher Competence.” University of Rancagua, Chile (January 17, 2019).

**ISI23.** Keynote Speaker, “Introduction to Noticing, its Development and Measurement.” University of Santiago, Chile (January 16, 2019).

**ISI22. Keynote Speaker**, “Sbagliando s’Impara: The Power of Errors for Learning and Teaching.” Institute of Advanced Studies, Fellows Lecture Series, University of Bologna, Italy (January 8, 2019).

**ISI21. Invited Speaker**, “Learning to Learn from Mathematics Teaching and Teacher Knowledge Improvement over Time.” School of Education, University of Hamburg, Germany (November 26, 2018).

**ISI20. Keynote Speaker**, “Studying teaching and teacher learning through multiple disciplinary lenses: Many affordances and a few challenges” 4<sup>th</sup> annual conference of the Berlin Interdisciplinary Education Research Network (BIEN), Deutsches Institut für Wirtschaftsforschung (DIW), Berlin, Germany (November 28<sup>th</sup>, 2017).

**ISI19. Keynote Speaker** “Putting Learning in the Hands of Teachers: A Longitudinal Study of Teacher Preparation.” Biannual Meeting of the Korea Society of Educational Studies in Mathematics (KSESM), Korea National University of Education (May 27, 2017).

**ISI18. Invited Speaker** “Lesson Analysis and the Development of Teacher Competence.” Summer School for Faculty and Doctoral Students. University of Hamburg, Germany (September 15, 2016).

**ISI17. Keynote Speaker** “Il Pensiero dell’Alunno come Fulcro per il Cambiamento ed il Ruolo del Video” [Student Thinking as a Fulcrum for Change and the Role of Video]. International Conference on Digital Video and Teaching Strategies. University of Cagliari (July 1, 2016).

**ISI16. Invited Speaker** “Video Educazione: Nuovi Scenari per lo Sviluppo Professionale degli Insegnanti” [Video Education: New Perspectives for Teacher Professional Development]. Università di Macerata, Italy (March 16, 2016).

**ISI15. Keynote Speaker** “Video Educazione: Nuovi Scenari per lo Sviluppo Professionale degli Insegnanti” [Video Education: New Perspectives for Teacher Professional Development]. Istituto Nazionale Documentazione, Innovazione, Ricerca Educativa [National Institute for Documentation, Innovation, Educational Research], Firenze, Italy (March 15, 2016).

**ISI14. Invited Speaker** “Teacher Learning from Video.” Frei Universitat, Berlin, Germany (March 13, 2016).

**ISI13. Keynote Speaker** “Video and Teacher Preparation: U.S. Experiences.” EM&MI Italia 2015. Conference on E-learning, Media Education, and Moddlemoot, University of Genoa, Genoa, Italy (September 11, 2015).

**ISI12. Keynote Speaker** “Video Analysis and Professional Vision.” International Seminar on “Professional Vision in Teacher Video-enhanced Education: Aims, Means, and Issues.” Consortiums of Institutions for Development and Research in Education in Europe (CIDREE), French Institute of Education, Ecole Normale Supérieure, Lyon, France (March 16-18, 2015).

**ISI11. Keynote Speaker** “Teacher Learning and Video: From Research to Practice.” Conference on “The Classroom as a Setting for Investigating the Learning and the Teaching of Languages” University of Mondragon, Spain (January 22-23, 2015).

**ISI10. Keynote Speaker** “From learning to teaching to teacher learning: Journeys through cultures and disciplines.” European Association for Research on Learning and Instruction, Teaching and Teacher Education SIG meeting, Frauenchiemsee, Germany (June 17, 2014).

**ISI9. Keynote Speaker** “The use of video in teacher preparation.” University of Padua, Italy (June 6, 2014).

**ISI8. Invited Speaker** “Student learning as a focus in video-enhanced teacher professional development.” University of Florence, Italy (March 1, 2014).

**ISI7. Keynote Speaker** “Video and teacher learning: Important questions and research contribution.” UNESCO conference on Video Professional Development in all its Forms: What Theoretical Options? What Scenarios? For What Effects? Ecole Normale Supérieure, Lyon, France (January 23, 2014).

**ISI6. Keynote Speaker** “A conceptual framework for designing video-enhanced learning experiences for teachers.” International Seminar on Teacher Video Training, Institut Française de l’Éducation, Ecole Normale Supérieure, Lyon, France (January 22, 2014).

**ISI5. Keynote Speaker** “The use of video for teacher professional development: International experiences.” University of Florence, Italy (November 29, 2013).

**ISI4. Invited Speaker** “Learning to learn from teaching during teacher preparation.” Technological University, Department of Educational Psychology, Berlin, Germany (August 21, 2013).

**ISI3. Keynote speaker** on “Video and Teacher Learning: A Multi-Dimensional Framework for Using and Studying Video as a Tool for Teacher Learning,” Fonds National Suisse de la Recherche Scientifique, Lausanne, Switzerland (June 23, 2011).

**ISI2. Keynote Speaker** on “Teacher preparation and the systematic analysis of videotaped lessons” Conference on the *Contribution of Psychology to the Understanding of School Teaching and Learning*, Giunti Publishing, Firenze, Italy (February 5, 2011).

**ISI1. Keynote Speaker**, *Mathematics and School* Conference, Regional Institute for Educational Research, Milan, Italy (October 13, 2004).

### ***Invited Presentations – National***

**ISN21. Invited Speaker** “Preparing Teachers for Career-Long Learning: Findings from the Learning to Learn from Teaching Project.” UC Riverside, Graduate School of Education (May 2018).

**ISN20. Invited Speaker** “Maximizing the Benefits of Supervision through the Use of Video.” California State University Fullerton, College of Education (March 2018).

**ISN19. Invited Speaker** “Preparing Teachers for Career-Long Learning: Findings from the Learning to Learn from Teaching Project.” Stanford University, Graduate School of Education (January 2018).

**ISN18. Invited Speaker** “Preparing Teachers for Diverse Public Schools.” Stanford University, STEP Program, Graduate School of Education (January 2018).

**ISN17. Invited Speaker** “Learning to Learn from Mathematics Teaching: A Longitudinal Study of Teacher Preparation.” Loyola Marymount University, Los Angeles (April 2016).

**ISN16. Invited Speaker** “Using video to facilitate teacher learning from the analysis of teaching” Presented at Temple University, College of Education (February 2011).

**ISN15. Invited Speaker** “The Role of Mistakes in Mathematics Teaching” Presentation to NSF GK-12 fellows in biological sciences, School of Biological Sciences, University of California, Irvine (November 2010).

**ISN14. Invited Speaker** “Using video to facilitate teacher learning from the analysis of teaching” Presented at the Rossier School of Education, University of Southern California (January 2010).

**ISN13. Invited Speaker** “Developing a Framework for Guiding Teachers’ Video-Based Analysis of Practice: Lessons Learned from a Two-Year Professional Development Study.” Presented at the School of Education, University of Michigan, Ann Arbor, MI (March 16, 2009).

**ISN12. Invited Speaker** “Developing a Framework for Guiding Teachers’ Video-Based Analysis of Practice: Lessons Learned from a Two-Year Professional Development Study.” Presented at the School of Education, University of Miami, Miami, FL (March 19, 2009).

**ISN11. Invited Speaker** “Learning to Learn from Teaching: Promises and Challenges of a Teacher Preparation Course Targeting Analysis of Practice Skills.” Presented at the School of Education, University of Michigan, Ann Arbor, MI (March 17, 2009).

**ISN10. Invited Speaker** “Learning from Teaching: Using Video to Facilitate Mathematics Teachers’ Analysis of Practice.” Presented at the James Kaput Center for Research in Mathematics Education, University of Massachusetts, Dartmouth (February 2009).

**ISN9. Invited Speaker** “The Use of Video for Teacher Professional Development.” Presented at School of Education and Social Policy, Northwestern University (March, 5, 2009).

**ISN8. Invited Speaker** “Observing and Coding Classroom Behavior.” Presented at School of Education and Social Policy, Northwestern University (March 5, 2009).

**ISN7. Invited Speaker** “Video-Based Analysis of Mathematics Teaching: A Tool for Teacher Learning and for Capturing Teacher Knowledge.” Presented at Michigan State University (February 17, 2008) and SUNY Buffalo (February 28, 2008).

**ISN6. Invited Speaker** “Using Video for Teacher Learning.” The Mathematics Colloquium. California State University, Long Beach, CA (February, 15, 2008).

**ISN5. Invited Speaker** “What Constitutes Effective Noticing?” Teacher Noticing Conference, Northwestern University (January, 17, 2008).

**ISN4. Invited Panelist**, “Studying Teacher Professional Development: Challenges and Possible Solutions.” *Mathematics and Science Partnerships Program Regional Conference*, U.S. Department of Education, Washington, DC (November 12, 2006).

**ISN3. Invited Panelist**, Symposium on *Culture and Achievement*, Head Start Conference, Washington DC (June 27- July 1, 2004).

**ISN2. Invited Panelist**, Expert Forum, Educational Technology Plan, U.S. Department of Education, Evanston, IL (30-31 October 2003).

**ISN1. Invited Speaker**, Graduate seminar in Language Socialization taught by Dr. Ochs, Department of Anthropology, UCLA (Winter 2003).

### ***Public Engagement***

**Invited Speaker**, Panel on Innovations in STEM Education and Public Engagement. Science Policy Group, University of California Irvine (January 18 2018).

### ***Peer-Reviewed Conference Presentations***

**P99.** Fuentes Acevedo, P., Kimmerling, C., & **Santagata, R.** *What does high-quality math instruction look like? Elementary school principals’ noticing and their mathematics instructional vision.* International Society of the Learning Sciences, June 2023, Montreal, Canada.

**P.98.** Kimmerling, C., Fuentes Acevedo, P., **Santagata, R.**, Guarino, J., & Drake, J. *Co-constructing a vision of high-quality mathematics instruction with school leaders through a classroom-based immersive learning experience.* International Society of the Learning Sciences, June 2023, Montreal, Canada.

**P.97. Santagata, R.**, Kimmerling, C., & Fuentes Acevedo, P. *Developing a Video-Based Noticing Curriculum for Mathematics Instructional Teams at the College Level.* AERA. April 2023, Chicago, IL.

- P.96. Santagata, R.**, Kimmerling, C., Fuentes Acevedo, P., Pantano, A., & Pelayo, R. *Designing for teacher noticing in college mathematics*. International Society of the Learning Sciences, June 2023, Montreal, Canada.
- P95.** O’Keeffe L., Albrecht, A., White, B., Cutting, C., Vannini, I., & **Santagata R.** *Enhancing teacher reflection through video analysis*. Australia Association for Research in Education annual meeting, November 2022, University of South Australia, Adelaide.
- P94.** Kimmerling, C., Fuentes, A.P., & **Santagata, R.** *Developing a shared vision of high-quality mathematics instruction among school leaders*. Annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), November 2022, Nashville, TN.
- P93.** Fuentes, A.P., Kimmerling, C., & **Santagata, R.** *Developing elementary school principals’ noticing towards a shared vision of high-quality mathematics instruction*. Annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), November 2022, Nashville, TN.
- P92.** Fuentes, A.P., Kimmerling, C., & **Santagata, R.** *Vision of High-Quality Mathematics Instruction: What Should Elementary School Principals Notice?* International Group for the Psychology of Mathematics Education (PME), July 2022, Alicante, Spain.
- P91.** Villavicencio, A., **Santagata, R.**, Cawelti, L., Wegemer, C., & Gatlin, B. *Teacher professional growth and innovation during Covid 19*. AERA annual meeting, April 2022, San Diego, CA.
- P90.** **Santagata, R.**, Fenger A.L., Ocampo, C.C., & Torokian, R.C. *Making learning equitable: A focus on pre-service teachers and their visions of high-quality teaching*. 3<sup>rd</sup> Cultural Diversity, Migration, and Education Conference, August 2021.
- P89.** **Santagata, R.** & Lee., J. *School-Wide Improvement in Mathematics: Unpacking Key Levers for Building Trust and Supporting the Practice Organization*. Presentation at the Carnegie Foundation Summit on Improvement in Education, April 2021.
- P88.** Lee, J., **Santagata, R.**, & Guarino, J. *Confronting Oneself to Notice for Equity in Mathematics Classroom*, Structured Poster Session, American Educational Research Association, April 2021.
- P87.** **Santagata, R.**, Lee, J., Nguyen, H., Powell, K., & von Aspen, M. *Student-Centered, Interactive, and Equitable Pedagogies for Remote/Hybrid Learning*, Symposium, American Educational Research Association, April 2021.
- P86.** Nguyen, H., Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H.E., Prado, Y., **Santagata, R.**, & Villavicencio, A. (2021). Establishing Trustworthiness through Algorithmic Approaches to Qualitative Research. In *The Second International Conference on Quantitative Ethnography*. Springer.

- P85.** Nguyen, H., Ludovise, S., Wang, J., Huse, J., & **Santagata, R.** (2021, April). Modeling Tools and Systems Thinking Patterns in Middle School. Paper presented at *AERA Annual Meeting 2021*.
- P84.** Nguyen, H., Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H.E., Prado, Y., **Santagata, R.**, & Villavicencio, A. (2021, April). Combining Algorithmic Approaches and Human Insights to Establish Trustworthiness in Qualitative Research. Paper presented at AERA Annual Meeting 2021.
- P83.** Nguyen, H., Schmidt, D., & **Santagata, R.**, (2020, November). Crystal Code: Examining the Impact of Computational Modeling on Scientific Systems Thinking. International Society for Technology in Education (ISTE) Conference, Anaheim, CA.  
[https://conference.iste.org/2020/live/program/details\\_poster.php?id=113599005](https://conference.iste.org/2020/live/program/details_poster.php?id=113599005)
- P82.** Nguyen, H., **Santagata, R.**, & Warschauer, M. (April 2020). Co-Design Dynamics in Community Science Education: Teachers, Researchers, and Community Partners [Roundtable Session]. AERA Annual Meeting San Francisco, CA  
<http://tinyurl.com/s83uq8f> (Conference Canceled)
- P81.** Yeh C., **Santagata, R.**, Guarino, J. (April 2019). Developing Responsive and Relational Mathematics Pedagogies: A Model that Situates Professional Learning in Video and Community. AERA Annual Conference, Toronto, Canada.
- P80.** Ravuri, M., D. Campos, N., Lee, J., **Santagata, R.**, Kang, H., Long, J.J., & Ludovise, S. (July 2018) Teachers' Instructional Practices and Young Female Students' Participation in Community Science. 4<sup>th</sup> Network Gender and STEM Conference, Portland, Oregon.
- P79.** **Santagata, R.** (April 2018). Learning to Learn from Teaching and Teacher Knowledge Improvement over Time. AERA Annual Conference, New York.
- P78.** **Santagata, R.** (April 2018). Examining the Relationship between Teacher Knowledge and Mathematics Classroom Practices in Novice Elementary-School Teachers. Symposium Chair. AERA Annual Meeting, New York.
- P77.** Bonaiuti, G., **Santagata, R.**, & Vivanet, G. (April 2018). Video osservazione di situazioni didattiche e sviluppo della professional vision negli insegnanti [Video observations of teaching episodes and the development of teacher professional vision]. SIREM (Italian Society of Research on Media Education) Conference, Bologna, Italy.
- P76.** Lee, J. & **Santagata, R.** (February 2018). Mathematical Knowledge for Teaching and Mathematical Quality of Instruction of Novice Elementary School Teachers. AMTE Conference, Houston, TX.
- P75.** Long, J. J., Kang, H., **Santagata, R.**, Ludovise, S., Stillwell, C., Kimball, S. (May 2017). Project CRYSTAL: How do we restore our State Park? Biennial meeting of the Citizen Science Association, Twin Cities, Minnesota.

- P74.** Long, J. J., Kimball, S., Ludovise, S., Nguyen, L., **Santagata, R.**, Kang, H. (May 2017). Restoration and Herbivore Exclusion 5th grade citizen science: Influence of nurse plants on native shrubs. Presented at the Biennial meeting of the Citizen Science Association, Twin Cities, Minnesota.
- P73.** **Santagata, R.**, Long, J., Ludovise, S., Kang, Kimball, S. H., Rasic, J., Nguyen, L. (May 2017). Creating Learning Ecosystems. Integrating Formal and Informal Spaces. STEM INCLUDES conference. Anaheim, CA.
- P72.** **Santagata, R.**, Long, J., Ludovise, S., Kang, Kimball, S. H., Stillwell, C., & Liu, D. (March 2017). Citizen Science Goes to School. Citizen Science for Conservation in Southern California Symposium. Aquarium of the Pacific, Long Beach, CA.
- P71.** Bonaiuti, G., **Santagata, R.**, & Vivanet, G. (December 2016). Uno schema per l'analisi della professional vision degli insegnanti orientato alla formazione basata sulla video-osservazione. [A framework for analyzing teacher professional vision of teachers participating in video-based professional development]. SIPED (Italian Society of Pedagogy) Annual Meeting, Milan, Italy.
- P70.** **Santagata, R.** (July 2016). Conceptualizing Teacher Competence in the "Learning to Learn from Mathematics Teaching" Project. International Conference of Mathematics Education (ICME), Hamburg, Germany.
- P69.** **Santagata, R.** & Sandholtz, J. (April 2016). Examining the Relationship of Preservice Teachers' Performance on Three Measures of Mathematics Teaching Competence. AERA Annual Meeting, Washington, DC.
- P68.** Ahn, C., Zaragoza, M., Taylor, K., **Santagata R.** (April 2016). Learning from Practice: the Role of Mathematics Methods Instruction. California Council for Teacher Education conference, San José, CA.
- P67.** Corazza M., Matteucci, M.C., & **Santagata, R.** (September 2015). Sbagliando s'impara ... o no? Un contributo di ricerca su credenze degli insegnanti e pratiche educative. [Do we learn from mistakes ... or not? A research contribution on teacher beliefs and educational practices]. XXVIII Congresso Nazionale, Sezione di Psicologia dello Sviluppo e dell'Educazione [National Italian Conference of Developmental and Educational Psychology], Parma, Italy.
- P66.** Corazza M., Matteucci, M.C., & **Santagata, R.** (July 2015). Learning from Mistakes, or Not. Teachers' Error Orientation and Mistake-handling Strategies. European Congress of Psychology, Milano, Italy.
- P65.** Tunney, J.W. & **Santagata, R.** (April 2015). The Cultural Nature of Mathematics Teacher Noticing: Comparing US Teachers to Teachers from Japan, Hong Kong, and the Netherlands. AERA Annual Meeting, Chicago.



- P64.** Corazza M., Matteucci, M.C., & **Santagata, R.** (March 2015) Mistake-handling Strategies in the Mathematics classroom: an Analysis through Video. International Technology, Education and Development Conference, Madrid, Spain.
- P63.** Pineda, C., Hinga, B., **Santagata, R.** & Jenkins, J. (November, 2014). Emo Kids & Metal Heads: Ethnic Identity Exploration through Drama and Performance among Latino Adolescents. Annual Conference of the Association for Moral Education. Pasadena, CA.
- P62.** Mohr, S. & **Santagata, R.** (June 2014). Changes in Beliefs about Teaching and Learning during Teacher Preparation: The Impact of a Video-Enhanced Math Methods Course. European Association for Research on Learning and Instruction, Teaching and Teacher Education SIG meeting, Frauenchiemsee, Germany.
- P61.** **Santagata, R.** (August 2013). Teacher Motivations in International Context. Symposium Chair, Biannual Meeting of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
- P60.** **Santagata, R.**, Mohr, S., & Mercado, J. (August 2013). Relationships between Knowledge and Beliefs and Self-efficacy, Career Satisfaction and Planned Persistence among U.S. Elementary Pre-service Teachers. Biannual Meeting of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
- P59.** **Santagata, R.**, & Yeh, C. (August 2013). Analysis Abilities Make their Way into the Classroom: A Study of Pre-service Teacher Learning to Teach Mathematics. Biannual Meeting of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
- P58.** Mercado, J., Mohr, S., & **Santagata, R.** (August 2013). Elementary Pre-Service Teachers' Knowledge and Beliefs about Mathematics Teaching. Biannual Meeting of the European Association for Research on Learning and Instruction (EARLI), Munich, Germany.
- P57.** Yeh, C. & **Santagata, R.** (April 2013). Preparing to Learn from Teaching: A Study of the Effects of Two Math methods Courses on Pre-Service Teachers' Analysis Skills. AERA Annual Meeting, San Francisco, CA.
- P56.** **Santagata R.** & van Es, E. (April 2013). The Development of Analysis Skills in Preservice Teachers: Components, Frameworks and Tools. Symposium chair, AERA Annual Meeting, San Francisco, CA.
- P55.** Mercado, J., Mohr, S., & **Santagata, R.** (April 2013). Mathematics Knowledge and Beliefs in Pre-service Teachers. NCTM Research Pre-session, Denver, CO.
- P54.** **Santagata, R.** & Stockero, S. (April 2013). Learning from Teaching in Teacher Preparation: Findings from two NSF Career Projects. NCTM Research Pre-session, Denver, Colorado.
- P53.** Bray, W., & **Santagata, R.** (April 2013). A Tool for Examining Teachers' Error-Handling

Practices in Mathematics Discussions. NCTM Research Pre-session, Denver, CO.

- P52.** Bray, W. & **Santagata, R.** (January 2013). Developing Teaching Capacity for Making Productive Use of Mathematical Errors. Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Florida.
- P51.** **Santagata, R.,** & Yeh, C. (January 2012). Studying the Effects of an Analysis-based and Video-Enhanced Pre-service Mathematics Intervention on Beginning Classroom Practices. Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Fort Worth, Texas.
- P50.** Yeh, C., & **Santagata, R.** (April 2012) From their Eyes: Examining Field Experience and the Learning to Teach Process. NCTM Research Pre-session, Philadelphia.
- P49.** Jovel, J., **Santagata, R.,** & Yeh, C. (April 2012). Pre-service Teacher Development in Learning to Learn from Mathematics Teaching. NCTM Research Pre-session, Philadelphia.
- P48.** **Santagata, R.,** & Yeh, C. (April 2012). Video and Practice-Based Teacher Preparation: Effects on Teaching and Self-Reflection Abilities. AERA Annual Meeting, Vancouver, Canada.
- P47.** Spencer, J., **Santagata, R.,** Park, J. (June 2011). Design Principles for using Video as a Tool for Engaging Teachers in Equity-Based Discussions about Mathematics Teaching and Learning. International Symposium on Video Research for Teacher Learning, Fonds National Suisse de la Recherche Scientifique, Lausanne, Switzerland.
- P46.** **Santagata R.,** & Bray, W.S. (June 2011). Integrating Cultural Awareness and Innovative Practices for Mathematics Teacher Professional Development: A Video-Based Project Focused on Student Mistakes. Jean Piaget Society Annual Meeting, Berkeley, California.
- P45.** **Santagata R.,** & Guarino J. (February 2011). Designing Settings and Tools for Learning to learn from Mathematics Teaching: The Use of Digital Video. Design Conference, Rome, Italy.
- P44.** **Santagata, R.** & van Es, E. (April 2010). Disciplined Analysis of Teaching for the Preparation of Mathematics Teachers. NCTM research pre-session, San Diego, California.
- P43.** Kersting, N., Givvin, K., Stigler, J., & **Santagata, R.** (March 2010). Using Video to Measure Teacher Knowledge: Exploring the Relationship between Teacher Knowledge, Teaching Practice and Student Learning. AERA annual meeting, Denver, Colorado.
- P42.** Park, J., **Santagata, R.,** & Spencer, J. (March 2010). Knowledge, Skills and Dispositions toward Students: Supporting Mathematics for Understanding in Urban Settings. P. Curtis Jr. Center for Mathematics and Teaching. University of California, Los Angeles.

- P41.** van Es, E., **Santagata, R.**, Conroy, J., & Hansen, L. (January 2010). Learning to Learn From Teaching: Using Video to Facilitate Pre-Service Teachers' Productive Reflection on Practice. AMTE annual conference, Irvine, California.
- P40.** Kersting, N., Givvin, K., **Santagata, R.**, Sotelo, F., & Stigler, J. (April 2009). Teachers' Analysis of Classroom Video as a Predictor of Students' Mathematics Learning: Further Explorations of a Novel Measure of Teacher Knowledge. American Education Research Association Conference, San Diego, CA.
- P39.** **Santagata, R.** (April 2009). Teacher Learning about Student Mathematical Thinking: A Discussion of Various PD Models and Research Methodologies. Chair of symposium, American Education Research Association Conference, San Diego, CA.
- P38.** **Santagata, R.**, Spencer J., & Park, J. (April 2009). Teaching Mathematics for Understanding in Urban Settings: A Model that Integrates Knowledge, Skills, and Dispositions toward Students. American Education Research Association Conference, San Diego, CA.
- P37.** **Santagata, R.** (April 2009). The Design and Study of a Framework for Learning from Teaching. Research Pre-Session, National Council of Teachers of Mathematics Conference, Washington, DC.
- P36.** **Santagata, R.** (February 2009). Facilitating Pre-Service Teachers' Analysis of Practice. In symposium organized by van Es, E., **Santagata, R.**, Philipp, R., Facilitating Video-Based Environments for Mathematics Teacher Learning. Association of Mathematics Teacher Educators (AMTE) 2009 Annual Conference, Orlando, FL.
- P35.** Kersting, N., Givvin, K., **Santagata, R.**, Soleto, F. (June 2008). Capturing Teacher Knowledge: Measuring What Matters. Institute of Education Sciences Conference, Washington DC.
- P34.** **Santagata, R.** (April 2008). Designing Content and Video-Based Professional Development for Mathematics Teachers in Low-Performing Schools. American Education Research Association Conference, New York.
- P33** **Santagata, R.**, Givvin, K., & Kersting, N. (June 2007). Designing Content and Video-Based Professional Development for Mathematics Teachers: What Challenges Teachers Encounter and How They Can Be Addressed. Institute of Education Sciences Conference, Washington DC.
- P32.** Kersting N., Givvin, K., **Santagata, R.** Park, G., & Park, J. (June 2007). Capturing Teacher Knowledge: Using Video Clips of Classroom Instruction as Prompts to Elicit Teacher Knowledge of Teaching Mathematics. Institute of Education Sciences Conference, Washington DC.

- P31.** Givvin, K., Lemmens, M., & **Santagata, R.** (April 2007). Assessing Learning in Preservice and Inservice Teacher Education: Preliminary Results of the ViSTA and STeLLA Programs. National Association for Research on Science Teaching.
- P30.** Kersting, N., Park, G., Park, J., Givvin, K., & **Santagata, R.** (April 2007). Non Compliance: A Threat to the Validity of Experimental Designs in Education? American Education Research Association Conference, Chicago.
- P29.** Givvin, K., **Santagata, R.**, & Kersting N. (April 2007). Using Video to Describe Teaching and Measure PD Effectiveness. American Education Research Association Conference, Chicago.
- P28.** **Santagata, R.**, Stigler, J., Givvin, K., & Kersting N. (June, 2006). Rich problems as a lever for change: An experimental study of the effects of a PD program on students' mathematics learning. Institute of Education Sciences Conference, Washington DC.
- P27.** **Santagata, R.**, & Angelici, G. (August 2005). Video-Based Lesson Analysis as a Vehicle for Improvement of Teacher Pedagogical Content Knowledge. Annual Meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- P26.** Givvin, K., **Santagata, R.**, Kersting, N. (August 2005). "Do they *really* get it? Using video to help teachers identify students' misunderstandings." Annual Meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- P25.** Roth K., Givvin, K., & **Santagata, R.** (May 2005). "Learning to teach through video-based modules" Teacher Education Conference of the Ontario Institute for Studies in Education (OISE), Toronto, Canada.
- P24.** **Santagata, R.**, Givvin, K., & De la Calle, M. (April 2005). The Role of Mistakes in Teaching Mathematics: A Video-Study of Two High-Achieving Countries. American Education Research Association Conference, Montreal.
- P23.** Givvin, K., & **Santagata, R.** (April 2005). Sharing the Vision: The Challenges of Encouraging U.S. Teachers to Teach Mathematics Conceptually. American Education Research Association Conference, Montreal.
- P22.** **Santagata, R.**, Angelici, G., & Passolunghi M.C. (October 2004). New Technologies and Teacher Education: A Comparison between two Lesson Analysis Models. XII AiRiPa National Conference, Urbino, Italy.
- P21.** De la Calle, M. & **Santagata, R.** (October 2004). Mistakes and Mathematics Learning: A Study in Five Countries. XII AiRiPa National Conference, Urbino, Italy.
- P20.** **Santagata, R.** (April 2004). Using Web-Based Technologies to Do Research on Professional Development. 82<sup>nd</sup> Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia.

- P19.Santagata, R.** (April 2004). Video-Based Analysis of Practice for Teacher Learning in Mathematics. Symposium chair and presenter, American Education Research Association Conference, San Diego.
- P18.Santagata, R.** (August, 2003). Video Analysis of Instructional Practices and Teacher Training in Italy. Annual Meeting of the European Association for Research on Learning and Instruction, Padova, Italy.
- P17.Kersting, N. & Santagata, R.** (August 2003). Using Video Clips of Classroom Teaching to Measure Mathematics Teachers' Practitioner Knowledge. Annual Meeting of the European Association for Research on Learning and Instruction, Padova, Italy.
- P16.Cestari, M.L., Santagata, R., & Hood, G.** (June 2003). Teachers Watching Videos of Mathematics Lessons and Reflecting on their own Practices: The Analytical Perspective. Midsummer World Mathematics Education Conference, Goteborg, Sweden.
- P15.Santagata, R.** (April, 2003). Learning Observed: Close Analyses of TIMSS Video Data. Symposium chair and presenter: "Who is Given the Task of Correcting Mistakes? Analyses of Teacher-Student Interactions in Italian and U.S. Mathematics Lessons." SRCD Biennial Meeting, Tampa, FL.
- P14.Zannoni, C. & Santagata, R.** (October 2002). The Use of Lessonlab Software for Teacher Professional Development. XII AiRiPa National Conference, Udine, Italy.
- P13.Santagata, R. & Sterponi, L.** (April 2001). Teaching is a Cultural Practice: Evidence from a Study of Socialization Within and Outside the Classroom. SRCD Biennial Meeting, Minneapolis, MN.
- P12.Santagata, R.** (October 2000). Teaching as a Cultural Activity: Reflections on the Relationship between Educational Research and School Practice. IX AIRIPA (Italian Association for Research and Intervention in Learning Psychopathology) National Conference, Parma, Italy.
- P11.Santagata, R., & Sterponi, L.** (September, 2000). Mistakes in the Classroom and at the Dinner Table: A Comparison between Italian and United States Socialization Practices. III National Congress of the Italian Society of Educational and Teacher Training Psychology (SIPEF), Napoli, Italy.
- P10.Santagata, R., Barbieri, A., & Stigler, J. W.** (June, 2000). Mathematical Concepts in German, Japanese, United States, and Italian Lessons: Four Different Ways to Do Mathematics. American Psychological Society Conference, Miami.
- P9.Barbieri, A., Santagata, R., & Stigler, J. W.** (June 2000). The Cultural Aspect of Teaching:

Results from a Cross-Cultural Analysis of Italian Mathematics Lessons. American Psychological Society Conference, Miami.

- P8.** Sterponi, L., & **Santagata, R.** (May, 2000). Mistakes in the Classroom and at the Dinner Table: A Comparison between Italian and North-American Socialization Practices. Center for Language, Interaction and Culture (CLIC) Conference, Los Angeles.
- P7.** **Santagata, R.** & Stigler, J. W. (June, 1999). Bringing Students to the Blackboard: The Role of Culture in Italian Mathematics Lessons. Jean Piaget Society Conference, Mexico City, Mexico.
- P6.** **Santagata, R.** & Stigler, J. W. (April, 1999). Teaching Mathematics: Italian Lessons from a Cross-Cultural Perspective. American Education Research Association Conference, Montreal, Canada.
- P5.** **Santagata, R.**, Zardini, G., Molteni, B., & Pirola, P. (April, 1996). Evaluation of Developmental Dyscalculia: A single case study. International Conference on Learning Problems, Republic of San Marino.
- P4.** **Santagata, R.**, Fernandez, C., & Stigler, J. W. (October, 1995). Mathematics Learning: Effect of Different Teaching Styles. IV AIRIPA National Conference, Trieste, Italy.
- P3.** **Santagata, R.** & Palladino, P. (April, 1994). Reading Comprehension Disabilities and Text Scanning: Case Studies. III AIRIPA National Conference, Ferrara, Italy.
- P2.** **Santagata, R.**, Palladino, P., Cornoldi, C., & De Beni, R. (April, 1993). Flexible Use of Strategies in Secondary School Students with Reading Comprehension Problems. II AIRIPA National Conference, San Donà di Piave, Italy.
- P1.** **Santagata, R.**, & Cornoldi, C. (May, 1992). How to Measure Metacognitive Knowledge on Reading. Workshop on Metacognition, Memory and Reading. Specialized Teachers National Center (CNIS). Bergamo, Italy.

UNIVERSITY TEACHING AND ADVISING EXPERIENCE

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***Lead Instructor***

**2006 – present**      **School of Education, University of California, Irvine**

*Undergraduate courses*

ED50 Issues in K-12 American Education

ED175 Foundations of American Education

*Teacher preparation program*

ED304 Observation and Participation in K-6 Classrooms

ED303 Learning to Learn from Teaching

ED55 Knowing and Learning in Mathematics and Science

ED347 Culture, Diversity and Educational Equity

*Graduate courses*

ED274 Professional and Staff Development

ED225 Learning, Development, and Culture

ED289 The Use of Video in Educational Research

ED238 Teaching and Learning Mathematics and Science

ED238 Research-Practice Partnerships

**2000 – 2007 School for Specialization in Secondary Teaching (SSIS), Università del Lazio, Rome, Italy (as Adjunct Faculty)**

*Teacher preparation program*

Course on Planning and Analyzing Teaching

Lectured supervising teachers and served as chair of the examination committee for the psycho-pedagogical area

**2004 – 2006 University of California, Los Angeles**

*Graduate course*

Teacher Professional Development, Diversity in Mathematics Education (DiME) Program, co-taught with Ronald Gallimore

*Undergraduate course*

Psychology and Education

**2002 Università di Pavia, Italy, Department of Psychology (as Assistant Visiting Professor)**

*Undergraduate course*

Educational Psychology

***Teaching Assistant***

*Psychology and Education* (Spring 2001, UCLA, Students' evaluations: 8.13 out of 9.00).

*Research in Developmental Psychology* (Summer, 1999, UCLA, Students' evaluations: 8.50 out of 9.00; and Spring 1999, UCLA, students' evaluations: 8.43 out of 9.00).

*Adolescent Development* (Fall 1998, UCLA, Students' evaluations: 7.27 out of 9.00).

*Experimental Pedagogy* (1995-96, Department of Education, Università del Sacro Cuore, Milan, Italy).

SERVICE TO THE PROFESSION

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***Mentor***

Mentor, W.T. Grant Research Networking-Mentoring Session, WT Grant Research on Race and Racism SIG, AERA Annual Meeting, Chicago (April, 2023).

***Membership to Scientific/Steering Committes and Advisory Boards***

Member, [SEISMIC](#)- Sloan Equity and Inclusion in STEM Introductory Courses, UCI workgroup centered on proof-transition course (Math13).

Advisory Board Member, *Enablers of Critical Mathematical Thinking*, Australian Research Council (ARC), P.I. Vincent Geiger, Institute for Learning Sciences and Teacher Education, Australian Catholic University (funded 2023).

Advisory Board Member, *Transforming STEM Undergraduate Education through Academic Literacy, Mentoring and Professional Development*, NSF HSI grant program, P.I. Heather Shipley, University of Texas, San Antonio (funded 2018).

Scientific Committee Member, Form@re, Open Journal per la Formazione in Rete (<http://www.fupress.net/index.php/formare/index>).

Steering Committee Member, California Teacher Education Research and Improvement Network (CTERIN), Educating Teacher Educators (ETE) project.

Advisory Board Member, *An exploration of critical knowledge used by expert active-learning instructors to facilitate engaged student learning*, NSF Improving Undergraduate STEM



Education program, P.I. Tessa Andrews, University of Georgia (funded 2014).

Advisory Board Member, *Video Platform for Teacher Preparation* projet, P.I. Felicitas Thiel, the Freie Universität Berlin, Germany (funded 2015-2018)

***Invitations to Serve on Advisory Board and as External Evaluator***

- 2019 Advisory Board Member, *Video Analysis for the Quality of Teaching in Higher Education*, PI: Ira Vannini, Department of Education *G.M. Bertin*, University of Bologna, Italy.
- 2019 Advisory Board Member, *Learning to Enact Dialogic Practices in Mathematics through an Online Professional Community*, PIs: Janine Remillard and Caroline Ebby, University of Pennsylvania.
- 2019 Advisory Board Member, *Role-Play Simulation and Teacher Diagnostic Skills with Decimal Numbers*, PIs: Steffan Ufer, University of Munich, Germany and Kathleen Stürmer, University of Tübingen, Germany.
- 2019 Consultant, *Practical Teacher Learning through Collaborative Inquiry to Improve Equitable Teaching of Academic Discourse*, PIs: Louis Gomez, UCLA; Bryant Jensen, BYU; Emily Phillips Galloway, Vanderbilt University.
- 2015 Advisory Board Member, *Teachers' Responsibility for Teaching Improvements: A Video-Based Project to Foster the Delivery of High-Quality Teaching*, P.I. Maria Cristina Matteucci, University of Bologna, Italy.
- 2014 Advisory Board Member, *Scientific Library for Informed Decisions in Education (SLIDE)* project proposal, P.I. Giuliano Vivanet, Università di Cagliari, Italy
- 2012 Advisory Board Member, Identifying and Utilizing Powerful Video Vignettes of Elementary Mathematics Teaching, NSF DRK-12 program, P.I. Michelle Perry, University of Illinois Urbana-Champaign.
- 2012 Advisory Board Member, NSF grant proposal, P.I. Anna Bargagliotti, Loyola Marymount University
- 2011 Advisory Board Member, IES grant proposal, P.I. Morgan Polikoff, University of Southern California
- 2010 Advisory Board Member, REESE NSF grant proposal, P.I. Morgan Polikoff, University of Southern California
- 2010 External evaluator, DR-K12 NSF grant proposal, P.I. Miriam Sherin, Northwestern University

2010 External reviewer, DR-K12 NSF grant proposal, P.I. Michael Gottfried, RAND Corporation

2007 Advisory Board Member, IES Teacher Quality grant proposal, P.I. Hilda Borko, Stanford University

### ***Reviewer of Grant Proposals***

Spencer Foundation, Small Grants, 2020-03-01 – 2021-02-28

Israeli National Science Foundation, ad-hoc proposal reviewer, 2016.

Swiss National Science Foundation, ad-hoc proposal reviewer, 2016.

Hellman Foundation, 2016.

National Science Foundation, DRK-12 grant program, ad-hoc proposal reviewer, 2013.

### ***Tenure Promotion Reviewer***

Reviewed tenure and full professor promotion files and composed external letter at another institutions, including international, 2013, 2020, 2021, 2022.

### ***Journal Editorial Review Board Member***

*Journal of Teacher Education*, 2015 – current.

### ***Journal Ad-Hoc Reviewer***

*Teaching and Teacher Education*, *American Education Research Journal*, *Journal of Teacher Education*, *Elementary School Journal*, *Educational Research Review*, *Educational Evaluation and Policy Analysis*, *Journal of Mathematics Teacher Education*, *Mathematics Teacher Educator*, *Learning and Individual Differences*, *Cognition and Instruction*, *AERA Open*.

### ***Conference Proposal Reviewer***

*International Study Association on Teachers and Teaching*, *Society for Research on Educational Effectiveness*, *National Council of Teachers of Mathematics*, Research Pre-session, *AERA* annual conference.

### ***Award Reviewer***

*American Education Research Association (AERA)*, Division C Graduate Student Award, 2001.

### ***Discussant***

NCTM Research Pre-Session 2018, Symposium on “Time Matters. Developing Usable Knowledge for Teaching Mathematics.” Symposium organized by Dawn Berk, Joseph DiNapoli, Tony Mixell, Siobahn Suppa, & Laura Willoughby, University of Delaware.

UNIVERSITY SERVICE

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*School of Education*

- 2022 – 23 Search Committee Member, Endowed Chair in Science Education
- 2021 – 22 Search Committee Chair, Assistant Professor of Science Education
- 2020 – 22 Member, Teacher Preparation Steering Committee
- 2020 – 21 Co-chair, Climate Council
- 2019 – 23 Director, Center for Research on Teacher Development and Professional Practice, <http://faculty.sites.uci.edu/teacherresearchcenter/>
- 2019 – 21 Member, Faculty Executive Committee
- 2019 – 22 Member, PhD Program Steering Committee
- 2019 – 22 Member, PhD Admission Committee
- 2020 – 22 DECADE faculty mentor (in support of graduate student diversity)
- 2018 Chair, Personnel Committee, UCI School of Education (spring quarter)
- 2017 – 18 Chair, Faculty Search Committee, Associate Professor of Research-Practice Partnerships and Community Engagement
- 2017 – 18 Faculty Director, Teacher Education, University of California, Irvine
- 2016 – 17 Personnel Committee member, UCI School of Education
- 2016 Holistic Faculty Review, working group, School of Education
- 2015 – 17 Director, Center for Research on Teacher Development and Professional Practice, <http://faculty.sites.uci.edu/teacherresearchcenter/>
- 2015 – 16 Co-Director, Summer Education Research Internship program. UC-HBCU partnership funded by the UC Office of the President, <https://sites.google.com/a/uci.edu/uciseri/>

- 2014 – 17 Equity Advisor, School of Education, University of California, Irvine (in support of equity, diversity, and inclusiveness)
- 2012 – 13 DECADE faculty mentor for School of Education (in support of graduate student diversity)
- 2012 – 13 Chair, PhD Recruitment Committee (leading efforts to diversify pool of applicants to PhD program)
- 2012 – 13 Member, Committee for improving curriculum and assessment of ED50, Issues in K-12 Education
- 2012 – 13 Member, search committee, Assistant Professor position in Mathematics, Science, or Technology Teaching/Learning
- 2010 – 12 Member, Ph.D. program admission committee
- 2009 – 11 Member at-large, Faculty Executive Committee
- 2009 – 11 Member, Minor in Education Studies Advisory Committee
- 2010 – 11 Chair, search committee  
Assistant Professor position in Mathematics or Science Teaching/Learning
- 2008 – 09 Member, search committee  
Associate or Full Professor position in STEM
- 2007 – 08 Member, search committee, Associate or Full Professor position in STEM
- 2006 – 07 Member, search committee, Assistant Professor and Associate Professor positions in Learning, Cognition, and Development
- 2006 – 09 Member, ad-hoc committees for faculty merit review
- 2007 – 13 Member, MAT and Credential Programs Steering Committee

*UCI Campus*

- 2019 – 23 Member, UCI Nature advisory board
- 2019 – 20 Member, Subcommittee on International Education, University of California, Irvine
- 2017 – 18 Member, Academic Planning Group, Office of the Provost, University of California, Irvine

- 2017 – 18 Member, Subcommittee on International Education, University of California, Irvine
- 2016 – 17 Evaluator, Provost’s Leadership Academy, University of California, Irvine
- 2016 – Global Engagement Liaison (representing School of Education)
- 2015 – 18 Member, UCI Oceans, Ocean Research and Education Initiative
- 2014 – 16 Member, UCI Sustainability Task Force
- 2014 – 17 Member, Board of Undergraduate Scholarships, Honors, and Financial Aid, University of California, Irvine

***UC System***

- 2014 – 16 Member, Faculty Engagement Council for Education Partnership, University of California Office of the President (advising and serving as campus liaison for UCOP educational access and diversity initiatives).

TEACHER PROFESSIONAL DEVELOPMENT EXPERIENCE

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- *Learning from Teaching and Career Long Learning*, facilitated teacher group analysis of teaching and reflection on continuous improvement. Irvine Elementary Math Network (May 2016).
- *Mistakes as Tools for Learning*, facilitated teacher group using video to explore effective use of student errors in math instruction. Westminster School District (2009/10).
- *Developing Communities of Mathematical Inquiry*, partnership with Orange County school districts and four private schools, in collaboration with California State University, Fullerton (CSUF), and the Orange County Department of Education (OCDE), leading teacher professional development meetings (2007-2010).
- *Algebra Learning for All*, Los Angeles Unified Local District 7, directed teacher professional development program in pre-algebra (July 2004 to 2006).
- *CNIS Congress*, Milan, Italy: led teacher professional development course entitled “Teaching and Learning: A Cross-Cultural Perspective” (April 2000).
- *Urban Education Studies Center Fellow*, Seeds Elementary School, UCLA: Assisted teachers in planning and teaching elementary school students; collaborated in the development of a school-wide evaluation system of students’ mathematics performance (1999 – 2000).
- *Erba School District*, Como, Italy: Designed and taught, to 650 Italian public school teachers, teacher professional development course entitled “Learning Disabilities” (February 1996).

RESEARCH CONSULTING APPOINTMENTS

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- Consultant for evaluation of Citizen Science Education Programming, pro-bono, Crystal Cove Conservancy, California (2017).
- Reviewer of mathematics teacher professional development material for Dev-Te@M project, University of Michigan (2013).
- Consultant for "Developing Communities of Mathematical Inquiry" partnership with Orange County school districts and four private schools, in collaboration with California State University, Fullerton (CSUF), and the Orange County Department of Education (OCDE) (2007 – 2010).
- Consultant, LessonLab Research Institute, Santa Monica, CA. Performing a variety of research-related tasks for projects focused on teacher learning and teacher knowledge (2006 – 2009).
- Consultant, Dept. of Psychology, Università La Sapienza, Rome, Italy, National research project on *Discourse and Learning*, directed by professor Clotilde Pontecorvo: Assisted in the development of framework for the analysis of classroom interactions; responsible for organizing electronic management of video data transcription, coding, and analysis, and for designing digital presentations of the study's results to be used in teacher training programs (2001 – 2003).
- Consultant, Lesson Lab, Inc., Santa Monica, CA. Third International Mathematics and Science Video Studies (TIMSS): Assisted in code development for analysis of mathematics and science instruction and for teacher questionnaires; researched relevant literature; responsible for drafting periodic progress reports to the U.S. Government Department of Education (1997 – 2003).

#### CLINICAL EXPERIENCE

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- *Intern and Psychologist*, Division of Developmental Neurology, National Neurological Institute C.Besta, Milan, Italy: Performed psycho-diagnoses for children with language and learning disorders, and with neurological pathologies; conducted research on mathematics learning problems. 1993 – 94 and 1995 – 96, total of 19 months.
- *Intern and Psychologist*, Center for Clinical and Educational Psychology (COSPES), Milan, Italy: Diagnosed and treated learning problems; counseled teachers; gave vocational guidance. 1993 and 1994 – 96, total of 24 months.

#### MEMBERSHIPS

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- California Council on Teacher Education (CCTE), Institutional Delegate.
- Association of Mathematics Teacher Educators (AMTE), 2008 – present.
- American Educational Research Association, 1995 – present
- Society for Research in Child Development, 2001 – 2007.
- European Association for Research on Learning and Instruction, 2002 – 2009. 2013.
- Associazione Italiana per la Ricerca e l'Intervento nella Psicopatologia dell'Apprendimento (AIRIPA), 1993 – 2004.