

KARA JONES JACKSON

EDUCATION

- Aug 2007 University of Pennsylvania Graduate School of Education, Philadelphia, PA
Ph.D. in Education, Culture, and Society with an emphasis in Mathematics Education
- Dec 2005 University of Pennsylvania Graduate School of Education, Philadelphia, PA
M.A. in Education
- May 1997 Bates College, Lewiston, Maine
B.A. in Mathematics; Secondary Concentration in Education
Senior Honors Thesis in Mathematics
Maine State Secondary Certification in Mathematics (grades 7-12)

SELECTIVE PROFESSIONAL EXPERIENCE

- Sept 2016 - Associate Professor
University of Washington, Seattle, WA
- Sept 2013- Assistant Professor
Sept 2016 University of Washington, Seattle, WA
- Sept 2010- Assistant Professor, Mathematics Education
Sept 2013 McGill University, Faculty of Education, Department of Integrated Studies in Education, Montréal, Canada
- Sept 2007- Post-Doctoral Research Fellow
Aug 2010 Vanderbilt University, Department of Teaching and Learning, Nashville, TN,
with Paul Cobb and Thomas Smith
- Sept 2001- Research Assistant
Aug 2007 University of Pennsylvania Graduate School of Education, Philadelphia, PA,
with Stanton Wortham and Janine Remillard
- Summer Mathematics Curriculum Designer and Supervisor
2006, 2007 Philadelphia Freedom Schools, Communities In Schools of Philadelphia.
Created a mathematics curriculum for preK-grade 8 ("Pathways to Numeracy") and supervised the implementation in 6 Freedom Schools.
- June 2003- Mathematics Specialist (K-12 and adult education)
Aug 2007 Say Yes to Education Foundation, Philadelphia, PA
- June 2003- Mathematics Education Professional Development Provider

- Aug 2007 Philadelphia Freedom Schools; Communities In Schools of Philadelphia; Congreso de Latinos Unidos; the African American Freedom and Reconstruction League (AAFRL). Philadelphia, PA
- Dec 1997- U.S. Peace Corps Volunteer / Grades 8-12 Mathematics Teacher
Jan 2001 Head of Math Department 1998-1999; awarded Teacher of the Year 2000. Vanuatu, South Pacific

HONORS

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

GRANT AWARDS

- Principal Investigator. Improving the Implementation of Rigorous Instructional Materials in Middle-Grades Mathematics: Developing a System of Practical Measures and Routines (with P. Cobb, M. Ing, T. Smith, & J. Ahn). National Science Foundation, 2016-2021. \$2,055,216.
- Co-Principal Investigator. Conceptualizing and Using Teaching Mentoring Routines to Advance Pre-service Teacher Education (with S. Kavanagh & E. Kazemi). Spencer Foundation, 2016. \$49,753.

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

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

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

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

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

PUBLICATIONS—BOOKS

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

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

PUBLICATIONS—JOURNAL ARTICLES (* = PEER REVIEWED)

*Wilson, J., Nazemi, M., & Jackson, K. (in press). Investigating teaching practice in conceptually-oriented mathematics classrooms characterized by African American student success. *Journal for Research in Mathematics Education*.

*Nieman, H., Kochmanksi, N., Jackson, K., Cobb, P., & Henrick, E. (in press). Using student surveys to inform and improve classroom discussion practices. *Mathematics Teaching in the Middle School*.

Philip, T., Bang, M., & Jackson, K. (2018). Editorial: Articulating the “how,” the “for what,” and the “for whom” in concert: A call to broaden the benchmarks of our scholarship. *Cognition & Instruction*, DOI: 10.1080/07370008.2018.1413530.

- *Kobiela, M., Jackson, K., Shahan, E., & Savard, A. (2018). Sorting to develop definitional reasoning. *Teaching Children Mathematics*, 24(4), 250-257.
- *Jackson, K., Gibbons, L., & Sharpe, C. (2017). Teachers' views of students' mathematical capabilities: Challenges and possibilities for ambitious reform. *Teachers College Record*, 119(7), p. - . <http://www.tcrecord.org> ID Number: 21791, Date Accessed: 3/5/2017 5:10:35 PM
- *Wilhelm, A.G., Munter, C., & Jackson, K. (2017). Examining relations between teachers' diagnoses of sources of students' difficulty in mathematics and students' opportunities to learn. *Elementary School Journal*, 117(3), 345-370.
- Dunlap, C., Webster, M., Jackson, K., & Cobb, P. (2015). Schooling leaders on the Common Core. *Phi Delta Kappan Common Core Writing Project*. Available at <http://www.kappancommoncore.org/schooling-leaders-on-the-common-core/>
- * Cobb, P., & Jackson, K. (2015). Supporting teachers' use of research-based instructional sequences. *ZDM Mathematics Education*, 47(6), 1027-1038. doi:10.1007/s11858-015-0692-5
- *Jackson, K., Cobb, P., Wilson, J., Webster, M., Dunlap, C., & Appelgate, M. (2015). Investigating the development of mathematics leaders' capacity to support teachers' learning on a large scale. *ZDM Mathematics Education*, 47(1), 93-104.
- *Jackson, K., Garrison, A., Wilson, J., Gibbons, L., & Shahan, E. (2013). Exploring relationships between setting up complex tasks and opportunities to learn in concluding whole-class discussions in middle-grades mathematics instruction. *Journal for Research in Mathematics Education*, 44(4), 646-682.
- *Cobb, P., & Jackson, K. (2013). Lessons for mathematics education from the practices of African American mathematics teachers. *Teachers College Record*, 115(2), p. -
- *Jackson, K., Shahan, E., Gibbons, L., & Cobb, P. (2012). Launching complex tasks. *Mathematics Teaching in the Middle School*, 18(1), 24-29.
Received the National Council of Teachers of Mathematics Research Committee's Linking Research and Practice Outstanding Publication Award—Mathematics Teaching in the Middle School
- *Jackson, K., & Wilson, J. (2012). Supporting African American students' learning of mathematics: A problem of practice. *Urban Education*, 47(2), 354-398.
Article chosen to be included in the Editor's Choice Collection,
<http://uex.sagepub.com/cgi/collection>.
- *Cobb, P., & Jackson, K. (2012). Analyzing educational policies: A learning design perspective. *The Journal of the Learning Sciences*, 21(4), 487-521.
- *Wortham, S., & Jackson, K. (2012). Relational education: Applying Gergen's work to educational research and practice. *Psychological Studies*, 57(2), 164-171.

- *Jackson, K. (2011). Approaching participation in school-based mathematics as a cross-setting phenomenon. *The Journal of the Learning Sciences*, 20(1), 111-150.
- *Cobb, P., & Jackson, K. (2011). Assessing the quality of the *Common Core State Standards for Mathematics*. *Educational Researcher*, 40(4), 183-185.
- *Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. *Mathematics Teacher Education and Development*, 13(1), 6-33.
- *Cobb, P. & Jackson, K. (2008). The consequences of experimentalism in formulating recommendations for policy and practice in mathematics education. *Educational Researcher*, 37(9), 573-581.
- *Jackson, K., & Ginsburg, L. (2008). Algebra for all? The meanings that mothers assign to participation in an algebra class. *Adults Learning Mathematics*, 3(2a), 10-28.
- *Remillard, J.T. & Jackson, K. (2006). Old math, new math: Parents' experiences with Standards-based reform. *Mathematical Thinking and Learning*, 8(3), 231-259.
- Jackson, K. & Baker, D. (2006). Report on the Uppingham Seminar 2005: Numeracy and development. *Research and Practice in Adult Literacy*, 59, 38-9.
- *Jackson, K. & Remillard, J.T. (2005). Rethinking parent involvement: African American mothers construct their roles in the mathematics education of their children. *The School Community Journal*, 15(1), 51-73.

PUBLICATIONS—BOOK CHAPTERS (* = PEER REVIEWED)

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- *Jackson, K. (2018). Storytelling in a fifth grade mathematics classroom: Matters of content and personhood. In C. Knipping, H. Straehler-Pohl, & U. Gellert (Eds.), *Inside the mathematics class: Sociological perspectives on participation, inclusion, and enhancement* (pp. 191-207). Cham, Switzerland: Springer.
- Jackson, K., Rogers, A., & Yasukawa, K. (2018). Expanding and deepening the terrain: Numeracy as social practice. In K. Yasukawa, A. Rogers, K. Jackson, & B. V. Street (Eds.), *Numeracy as social practice: Global and local perspectives*. Oxon, UK: Routledge.
- Yasukawa, K., Jackson, K., Kane, P., & Coben, D. (2018). Mapping the terrain of social practice perspectives of numeracy. In K. Yasukawa, A. Rogers, K. Jackson, & B. V. Street (Eds.), *Numeracy as social practice: Global and local perspectives*. Oxon, UK: Routledge.
- Cobb, P., Jackson, K., Henrick, E., & Smith, T. M. (2018). Chapter fifteen: Putting the pieces together. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 221-240). Cambridge, MA: Harvard Education Press.

- Jackson, K., Cobb, P., Rigby, J. G., & Smith, T. M. (2018). Chapter thirteen: District instructional leadership. In P. Cobb, K. Jackson, E. Henrick, & T. M. Smith, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 193-208). Cambridge, MA: Harvard Education Press.
- Jackson, K., Webster, M., & Wilson, J. (2018). Chapter five: Pull-out professional development for teachers. In P. Cobb, K. Jackson, E. Henrick, & T. M. Smith, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 77-92). Cambridge, MA: Harvard Education Press.
- Jackson, K., Horn, I. S., & Cobb, P. (2018). Chapter four: Overview of the teacher learning subsystem. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 65-75). Cambridge, MA: Harvard Education Press.
- Jackson, K., Wilhelm, A. G., & Munter, C. (2018). Chapter three: Specifying goals for students' mathematics learning and the development of teachers' knowledge, perspectives, and practice. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 43-64). Cambridge, MA: Harvard Education Press.
- Cobb, P., Henrick, E., Jackson, K., & Smith, T. M. (2018). Chapter two: Investigating instructional improvement in partnership with districts. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 15-42). Cambridge, MA: Harvard Education Press.
- Cobb, P., Jackson, K., Henrick, E., & Smith, T. M. (2018). Chapter one: Investigating and supporting instructional improvement. In P. Cobb, K. Jackson, E. Henrick, T. M. Smith, & MIST team, *Systems for instructional improvement: Creating coherence from the classroom to the district office* (pp. 1-14). Cambridge, MA: Harvard Education Press.
- *Cobb, P., Jackson, K., & Dunlap, C. (2017). Conducting design studies to investigate and support mathematics students' and teachers' learning. In J. Cai (Ed.), *Compendium for research in mathematics education* (pp. 208-236). Reston, VA: National Council of Teachers of Mathematics.
- *Jackson, K., & Nieman, H. (2017). Discursive perspectives on mathematics education. In S. E. F. Wortham, D. Kim, & S. May (Eds.), *Encyclopedia of language and education: Discourse and education* (3rd ed., Vol. 3, pp. 1-12). Springer.
- Cobb, P., Jackson, K., Henrick, E., & Smith, T. (2017). Supporting improvements in the quality of mathematics teaching on a large scale. In S. Doff & R. Komoss (Eds.), *Making change happen* (pp. 203-221). New York: Springer.
- *Cobb, P., Jackson, K., & Dunlap, C. (2016). Design research: An analysis and critique. In L. English & D. Kirshner (Eds.), *Handbook of international research in mathematics education* (3rd ed., pp. 481-503). New York: Routledge.

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

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

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), *Design based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook* (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

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

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

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

WHITE PAPERS

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

CONFERENCE PRESENTATIONS (* = PEER REVIEWED)

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

*Jackson, K., Nieman, H., & Kochmanksi, N. (2019, April). Making sense of teachers' varied responses to representations of practice. Paper presented at the *National Council of Teachers of Mathematics Research Conference*, San Diego, CA.

- *Jackson, K., Cobb, P., Smith, T., Ahn, J., Ing, M., Nieman, H., Kochmanski, N., Campos, F., Chinen, S., DiGiacomo, D., & Hays, M. (2019, April). Developing a system of practical measures, routines and representations to inform and enhance instructional improvement initiatives. Poster presented at the *Annual Meeting of the American Educational Research Association*, Toronto, Ontario, Canada.
- * Ing, M., Chinen, S., Jackson, K., & Smith, T. (2019, April). Highlighting actual interpretations and uses in validity evidence. Paper presented at the *Annual Meeting of the National Council on Measurement in Education*, Toronto, Ontario, Canada.
- *Cobb, P., Jackson, K., & Ing, M. (2019, April). Developing practical measures to inform instructional improvement initiatives in mathematics. Paper presented at the *Annual Meeting of the National Council on Measurement in Education*, Toronto, Ontario, Canada.
- Henrick, E., Ing, M., & Jackson, K. (2018, June). Conceptualizing rigor in the design and use of practical measures for instructional improvement. *National Science Foundation DR-K12 Principal Investigator Conference*, Washington, D.C.
- *Ing, M., Jackson, K., Cobb, P., Henrick, E., Kochmanski, N., Nieman, H., Smith, T., . . . Campos, F. (2018, April). Exploring measurement issues in the context of practical measures: The case of a practical measure of the quality of discussion in mathematics classrooms. Paper presented at the *Annual Meeting of the American Educational Research Association*, New York, NY.
- *Wieman, R., Kelemanik, G., Land, T., Tyminski, A., & Jackson, K. (2018, February). Learning to launch, launching to learn: Shared images of effective launches. Session presented at the *Annual Conference of the Association of Mathematics Teacher Educators*, Houston, TX.
- *Kochmanski, N., Nieman, H., Jarry-Shore, M., Treviño, E., Jackson, K., Borko, H., Cobb, P., & Henrick, E. (2018, February). Practical measures of instruction: Improving mathematics teaching with quick, actionable feedback. Session presented at the *Annual Conference of the Association of Mathematics Teacher Educators*, Houston, TX.
- *Jackson, K., Wilson, J., Nazemi, M., Wilhelm, A., Munter, C., & Sharpe, C. (2017, April). Working towards ambitious and equitable mathematics instruction at scale. Symposium presented at the *National Council of Teachers of Mathematics Research Conference*, San Antonio, TX.
- *Lin, T., Kobiela, M., & Jackson, K. (2017, April). Trajectories of developing facilitation practices for leading mathematics teacher learning communities. Paper presented at the *National Council of Teachers of Mathematics Research Conference*, San Antonio, TX.
- *Jackson, K., Asturias, H., Harris, A., Nieman, H., Kochmanski, N., Slayton, J., & Treviño, E. (2017, April). District leaders', coaches' and teachers' use of practical measures to improve the quality of mathematics teaching. Session presented at the *49th National Council of Supervisors of Mathematics Annual Conference*, San Antonio, TX.

- *Jackson, K. (2016, November). Leading with content vs. personhood: Storytelling in the mathematics classroom. Paper presented at the *Annual Meeting of the American Educational Studies Association*, Seattle, WA.
- *Jackson, K., Cobb, P., Henrick, E., & Smith, T. (2016, July). Investigating and supporting instructional improvement at scale. Paper presented at the *13th International Congress on Mathematical Education*, Hamburg, Germany.
- *Lin, T., Jackson, K., Kobiela, M., & Parker, Z. (2016, July). Developing facilitation practices to support secondary mathematics teacher learning. Paper presented at the *13th International Congress on Mathematical Education*, Hamburg, Germany.
- Thompson, J., & Jackson, K. (2016, June). On the design and implementation of practical measures to support instructional improvement at scale. *National Science Foundation DR-K12 Principal Investigator Conference*, Washington, D.C.
- *Lin, T., Jackson, K., Kobiela, M., & Parker, Z. (2016, April). Developing facilitation practices in a secondary math teacher learning community. Brief research report presented at the *National Council of Teachers of Mathematics Research Conference*, San Francisco, CA.
- *Munter, C., Wilhelm, A., & Jackson, K. (2016, April). Examining relations between middle school teachers' explanations of sources of students' difficulty in mathematics and students' opportunities to learn. Paper presented at the *National Council of Teachers of Mathematics Research Conference*, San Francisco, CA.
- *Jackson, K., Cobb, P., Wilson, J., & Nazemi, M. (2016, April). Specifying how to work toward equity in middle-grades mathematics instructional improvement efforts. Poster presented at the *Annual Meeting of the American Educational Research Association*, Washington, D.C.
- *Wilhelm, A.G., Munter, C., & Jackson, K. (2015, June). Examining relations between teachers' diagnoses of sources of students' difficulty in mathematics and students' opportunities to learn. Paper presented at the *8th Mathematics Education and Society Conference*, Portland, OR.
- *Yasukawa, K., Jackson, K., Street, B., & Rogers, A. (2015, June). Numeracy as social practice. Symposium presented at the *8th Mathematics Education and Society Conference*, Portland, OR.
- *Jackson, K., Cobb, P., Wilson, J., Webster, M., & Dunlap, C. (2015, April). Towards a design for supporting professional development leader learning. Paper/poster presented at *Annual Meeting of the American Educational Research Association*, Chicago, IL.
- *Jackson, K., Cobb, P., Rigby, J. G., Webster, M., & Dunlap, C. (2014, November). Instructional improvement and instructional management: District leaders' orientations towards improving mathematics teaching and learning. Paper presented at the *University Council for Educational Administration*, Washington, D.C.

- *Jackson, K., & Gibbons, L. (2014, April). Accounting for how practitioners frame a common problem of practice – students’ struggle in mathematics. Paper presented at the *National Council of Teachers of Mathematics Research Conference*, New Orleans, LA.
- *Wilhelm, A.G., Munter, C., & Jackson, K. (2014, April). Examining relationships between teachers’ explanations of students’ struggle and success in mathematics and their instructional practices. Paper presented at the *National Council of Teachers of Mathematics Research Conference*, New Orleans, LA.
- *Jackson, K. (2013, August). Supporting instructional improvement on a large scale: Coordinating professional development across contexts and role groups. Paper presented at the *15th Biennial European Association for Research on Learning and Instruction Conference*, Munich, Germany.
- *Jackson, K., & Gibbons, L. (2013, May). Accounting for practitioners’ views of students’ mathematical capabilities. Paper presented at the *Annual Meeting of the American Educational Research Association*, San Francisco, CA.
- *Jackson, K., & Cobb, P. (2013, April). Investigating and supporting the development of district capacity in the context of ambitious middle-grades mathematics reform. Paper presented at the *Annual Meeting of the American Educational Research Association*, San Francisco, CA.
- *Jackson, K., & Shahan, E. (2013, April). Specifying equity-in-practice: Setting up complex tasks in secondary mathematics teaching. Poster presented at the *Annual Meeting of the American Educational Research Association*, San Francisco, CA.
- *Wilson, J., Nazemi, M., & Jackson, K. (2013, April). Investigating mathematics teaching practice in classrooms that support African American students. Paper presented at the *Annual Meeting of the American Educational Research Association*, San Francisco, CA.
- *Jackson, K. (2012, November). The role of ethnographic sensibilities and qualitative methodologies in improving the quality of instruction at scale. Paper presented at the *Annual Meeting of the American Anthropological Association*, San Francisco, CA.
- Jackson, K., & Lin, T. (2012, June). Mathematics: The power of collaboration. *The Leadership Committee for English Education in Québec S.T.E.M. Symposium*, Laval, QC, Canada.
- Jackson, K. (2012, June). Specifying equity in practice: Setting up complex tasks. *National Science Foundation DR-K12 Principal Investigator Conference*, Washington, D.C.
- *Wilson, J., & Jackson, K. (2012, April). Supporting African American students’ learning of mathematics: A problem of practice. Paper presented at the *National Council of Teachers of Mathematics Research Presession*, Philadelphia, PA.
- *Jackson, K. (2012, April). Elaborating the “how” of ambitious mathematics teaching: Introducing cognitively demanding tasks. Poster presented as part of the Invited Session

“Excellence in Education Research: Early Career Scholars and Their Work,” *Annual Meeting of the American Educational Research Association*, Vancouver, BC, Canada.

- *Jackson, K. (2011, November). In response to NCLB: The emergence of “bubble kids.” Paper presented at the *Annual Meeting of the American Anthropological Association*, Montréal, QC, Canada.
- *Jackson, K., Gibbons, L., Wilson, J., & Garrison, A. (2011, April). Conceptualizing how launching cognitively demanding tasks impacts equity in opportunities to learn. Paper presented at the *National Council of Teachers of Mathematics Research Pre-session*, Indianapolis, IN.
- *Garrison, A., Wilson, J., & Jackson, K. (2011, April). Exploring relationships between launching tasks in middle-grades mathematics classrooms and measures of opportunities to learn. Paper presented at the *National Council of Teachers of Mathematics Research Pre-session*, Indianapolis, IN.
- *Boston, M., Shahan, E., Gibbons, L., & Jackson, K. (2011, January). Using classroom observation tools to promote high-quality mathematics instruction. *Annual Conference of the Association of Mathematics Teacher Educators*, Irvine, CA.
- Jackson, K. (2010, December). Equity and access to high-quality instruction in middle school mathematics. *National Science Foundation DR-K12 Principal Investigator Conference*, Washington, D.C.
- *Jackson, K., & Gibbons, L. (2010, April). Investigating supports for middle-grades mathematics teachers’ development of ambitious and equitable instructional practices. *National Council of Teachers of Mathematics Research Pre-Session*, San Diego, CA & *Annual Meeting of the American Educational Research Association*, Denver, CO.
- *Jackson, K., & Cobb, P. (2010, April). Refining a vision of high quality mathematics instruction to address issues of equity. *National Council of Teachers of Mathematics Research Pre-Session*, San Diego, CA & *Annual Meeting of the American Educational Research Association*, Denver, CO.
- *Colby, G., Jackson, K., & Cobb, P. (2010, April). How districts and schools can support mathematics teachers’ development of instructional practices that are both ambitious and equitable. *National Council of Teachers of Mathematics Research Pre-Session*, San Diego, CA & *Annual Meeting of the American Educational Research Association*, Denver, CO.
- Jackson, K. (2009, November). Equity and access to high-quality instruction in middle school mathematics. *National Science Foundation DR-K12 Principal Investigator Conference*. Washington, D.C.
- *Colby, G., & Jackson, K. (2009, October). How districts and schools can support teachers’ development of instructional practices likely to provide English Language Learner (ELL) students access to academically rigorous mathematics instruction. *First Triennial*

Conference on Latino Education and Immigrant Integration, Athens, GA.

- *Jackson, K., & Cobb, P. (2009, April). High quality instruction for whom? *National Council of Teachers of Mathematics Research Pre-Session*, Washington, D.C.
- *Jackson, K. (2008, February & April). From home to school: Lost mathematical innovation. *Ethnography Forum*, Philadelphia, PA (Feb 2008) & *Annual Meeting of the American Educational Research Association*, New York, NY (April 2008).
- *Jackson, K., & Ginsburg, L. (2008, April). Algebra for all? The meanings that mothers assign to participation in an algebra class. *Annual Meeting of the American Educational Research Association*, New York, NY.
- *Jackson, K. (2007, February). "Basic skills": Power, pedagogy, and mathematics. *Ethnography Forum*, Philadelphia, PA.
- *Jackson, K., & Epstein, Y. (2006, November). How parents are framed in reform-oriented elementary mathematics curricular materials: Assumptions and implications. *Psychology of Mathematics Education North American Chapter (PME-NA)*, Mérida, México.
- *Epstein, Y., Jackson, K., & Rashid, H. (2006, April). An analysis of parent components of reform-oriented elementary mathematics curricula. *National Council of Teachers of Mathematics Research Pre-Session*, St. Louis, MO.
- *Jackson, K., & English-Clarke, T. (2006, February). Learning for our children, learning for ourselves: African American mothers' experiences in parent math classes. *Ethnography Forum*, Philadelphia, PA.
- *Jackson, K., Remillard, J., & Ginsburg, L. (2005, April). Intergenerational mathematics learning. *Annual Meeting of the American Educational Research Association*, Montréal, QC, Canada.
- *Remillard, J.T., & Jackson, K. (2004, February & April). How parents construct their roles in the mathematics education of their children. *Ethnography Forum*, Philadelphia, PA (Feb 2004) & *National Council of Teachers of Mathematics Research Pre-Session*, Philadelphia, PA (April 2004).
- *Gwak, S., Jackson, K., Lesnick, J., Olitsky, S., & Riggan, J. (2003, November). Meta-travel: A critical reflection on an American graduate school of education's study tour to China. *Annual Meeting of the American Educational Studies Association*, México City, México.
- *Klein, V., & Jackson, K. (2003, April). The relationships between a novice teacher's participation in a teacher study group and her beliefs and practices. *National Council of Teachers of Mathematics Research Pre-Session*, San Antonio, TX.
- *Jackson, K. (2003, February). Philadelphia school reform: Accounting for and understanding change in a district office. *Eastern Sociological Society*, Philadelphia, PA.

*Jackson, K. (2002, October). Developing mathematical identity: A look at a twelfth grade mathematics classroom as a community of practice. *Psychology of Mathematics Education North American Chapter (PME-NA)*, Athens, GA.

INVITED PRESENTATIONS

Jackson, K. (2018, October). Evaluating your research-practice-partnership. Presentation at the *National Science Foundation's CS for All RPP Development Workshop*, Seattle, WA.

Jackson, K. (2018, July). Assessing research-practice partnerships: Five dimensions of effectiveness. Presentation at the *Spencer Foundation Grantees Forum on Research-Practice Partnerships*, Chicago, IL.

Cobb, P., Jackson, K., Henrick, E., & Smith, T. (2018, June). Systems for instructional improvement: Creating coherence from the classroom to the district office. Presentation for the *California Common Core State Standards Implementation Consortium*.

Takahashi, S., & Jackson, K. (2018, June). Testing changes and building evidence. Webinar for the *Council of Chief State School Officers (CCSSO) Early Learning Networked Improvement Community*.

Jackson, K., & Henrick, E. (2018, June). To scale or not to scale? *National Science Foundation DR-K12 Principal Investigator Conference*, Washington, D.C.

Cobb, P. & Jackson, K. (2018, May). Designing systems for instructional improvement. Keynote Address at the *Udviling Af Matematikundervisning – Hvad skal der til? (Mathematical Education Development: What should it include?) Conference*, Aarhus University, Copenhagen, Denmark.

Jackson, K. (2018, April). Conducting educational design research to investigate and support instructional improvement at scale. *Western Norway University of Applied Sciences*, Bergen, Norway.

Jackson, K. (2017, July). Supporting English Learners (in mathematics): On the need to attend to teachers' views of their students' capabilities in professional learning. *National Academies Board on Science Education Supporting English Learners in STEM Subjects meeting*, Washington, D.C.

Jackson, K. (2017, May). Design-based implementation research: MIST as a case to think with. Spencer Foundation sponsored meeting on *Continuous Improvement Research Models*, Boulder, CO.

Henrick, E., Jackson, K., Ryan, J., & Takahashi, S. (2016, March). You cannot improve at scale what you cannot measure: The technical side of practical measurement. *Carnegie Foundation Summit on Improvement in Education*, San Francisco, CA.

Jackson, K. (2016, March). Sustaining partnerships. Panelist for webinar sponsored by the

Research + Practice Collaboratory: The Research-Practice Partnerships Forum.
https://www.youtube.com/watch?v=Dj_RuipGJ4M&feature=youtu.be

- Jackson, K. (2016, February). Specifying equity-in-practice. *Michigan State University Program in Mathematics Education Colloquium*, East Lansing, MI.
- Cunard, A., & Jackson, K. (2015, October). Practice exchange: Working on pedagogical content knowledge through the Learning Cycle. *Learning to Teach Community of Practice*, Seattle, WA.
- Jackson, K. (2015, February). Specifying equity-in-practice. *University of Maryland Center for Mathematics Education*, College Park, MD.
- Cobb, P., Jackson, K., & Sorum, M. (2014, June). Partnering with schools and districts to support all students' learning. *11th International Conference of the Learning Sciences* Keynote Address, Boulder, CO.
- Jackson, K. (2014, May). Introducing complex tasks to support all students' learning. *Puget Sound Council of Teachers of Mathematics*, Seattle, WA.
- Jackson, K. (2014, April). Mentoring and training young researchers. *W.T. Grant Foundation Researcher-Practitioner Partnerships Meeting*, Chicago, IL.
- Jackson, K., & Gibbons, L. (2014, April). Perspectives on linking research and practice: Thoughts from the field. *National Council of Teachers of Mathematics Research Conference*, New Orleans, LA.
- Jackson, K., & Wilhelm, A. G. (2014, April). Enacting cognitively-demanding tasks in middle-grades classrooms. *National Council of Teachers of Mathematics Research Conference*, New Orleans, LA.
- Jackson, K. (2013, September; 2014, February). Analyzing student work to improve instruction. *National Council of Teachers of Mathematics Extended Online Professional Development for Grades 6-8 (Algebra Readiness for Every Student)* On-Line Keynote Address.
- Cobb, P., & Jackson, K. (2012, March). Towards an empirically grounded theory of action for improving the quality of teaching at scale. *National Association for Research in Science Teaching* Plenary Address, Indianapolis, IN.
- Jackson, K. (2012, February). Supportive infrastructure for STEM learning: Designing learning organizations for instructional improvement in mathematics. *STEM Smart: Lessons Learned from Successful Schools* (hosted by the National Science Foundation), Seattle, WA.
- Cobb, P., Jackson, K., Smith, T., & Sorum, M. (2011, June). Middle school mathematics and the institutional setting of teaching. *Design-based Implementation Research Workshop*, San Francisco, CA.

- Cobb, P., & Jackson, K. (2011, April). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. *National Council of Teachers of Mathematics Research Pre-session Plenary Address*, Indianapolis, IN.
- Jackson, K. (2011, April). Exploring relationships between mathematics teachers' views of students' mathematical capabilities, visions of instruction, and instructional practices. Poster presented as part of the Invited Session "Excellence in Education Research: Early Career Scholars and Their Work," *Annual Meeting of the American Educational Research Association*, New Orleans, LA.
- Cobb, P., & Jackson, K. (2011, April). Reconceptualizing policies as designs for supporting learning. Paper presented at the *Annual Meeting of the American Educational Research Association*, New Orleans, LA.
- Cobb, P., & Jackson, K. (2011, March). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. *Cambridge Symposium on Pedagogy and Teacher Education: Formulating a Research Agenda for the Future*, Cambridge, England.
- Cobb, P., & Jackson, K. (2010, February). The challenges of scale: Designing learning organizations for instructional improvement in mathematics. *Symposium on Improving Mathematics Teaching and Learning at Scale*, University of Haifa, Israel.
- Jackson, K., & Cobb, P. (2009, November). Supporting all students' participation in academically rigorous mathematics. *The Center for Research in Education, Learning, and Didactics*, Rennes, France.
- Cobb, P., & Jackson, K. (2009, November). Reconceptualizing policies as designs for supporting learning. *The Center for Research in Education, Learning, and Didactics*, Rennes, France.
- Cobb, P., & Jackson, K. (2009, April). The consequences of experimentalism for policy and practice. *Annual Meeting of the American Educational Research Association*, San Diego, CA.
- Jackson, K. (2008, October). Learning mathematics within and across home and school contexts. *Science and Math Education Colloquium Series*, University of Illinois at Chicago, Chicago, IL.
- Ginsburg, L., & Jackson, K. (2007, January). Partnering with parents to promote community literacy in mathematics. *Closing Educational Achievement Gaps Conference*, Millersville, PA.
- Jackson, K., Remillard, J.T., & Ginsburg, L. (2004, October). Working-group presentation entitled "Parent-Child Numeracy Connections." *A National Initiative on Family and Community Involvement in Mathematics Education*, Tucson, AZ.

MEDIA APPEARANCES

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

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

UNIVERSITY TEACHING EXPERIENCE

University of Washington, Seattle, WA

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

Topics and Issues in Numeracy. (EDTEP 521; Elementary Teacher Education Program). Fall 2015; Fall 2016; Fall 2018.

Current Issues in Mathematics Education. (EDC&I 577; MA and doctoral seminar). Spring 2014; Winter 2015; Spring 2016; Fall 2018.

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

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

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

Qualitative Methods Mentor. (EDPSY 581; Doctoral students). 2013-2014; 2014-2015; 2015-2016; 2016-2017; 2018-2019.

McGill University, Montréal, QC

Elementary School Mathematics 1. (Undergraduate course). Fall 2011; Fall 2012.

Teaching Elementary Mathematics 2. (Undergraduate course). Winter 2013.

SELECTED PROFESSIONAL SERVICE

University of Washington College of Education

- Director, Ackerley Partner School Network (September 2015 -)
- Member of the Teacher Education Council (November 2016 -)
- Steering Committee of Unite:Ed (Fall 2018 -)

Committee work:

- Chair, Faculty Development and Support Committee (Fall 2016 – Spring 2017)
- Vice-Chair, Faculty Development and Support Committee (Fall 2015 – Spring 2016)
- Member, Academic Programs and Initiatives Committee (Winter and Spring 2015; Fall 2018 -)
- Member, Faculty Development and Support Committee (Fall 2013)

Ad Hoc:

- Member of Learning Sciences and Human Development Search Committee (Spring 2018-Winter 2019)
- Panelist on Academic Job Search: Reflecting on the Interview Process for the Office of Student Services (May 2016)
- Member of STEM Residency Planning Team (Winter – Spring 2016)
- Member of ELTEP Director Search Committee (Winter – Spring 2016)
- Advisory Board *Innovations in System-wide Professional Improvement and Redesigns in Education* (INSPIRE; Spring 2015 -)
- Participate in the Elementary Teacher Education Program (ELTEP; Fall 2013 -)
 - Participate in ELTEP meetings; contributed to vision statement; admissions review

University of Washington (University Level)

- Reviewed a Royal Research Fund (RRF) proposal (May 2014)

National & International Service

2018 - 2020	Program Co-Chair for the International Conference of the Learning Sciences (ICLS), Teaching Area, to be held in June 2020
2018-2019	Appointment to the National Academies of Sciences, Engineering and Medicine Committee, <i>Understanding the Changing K-12 Teacher Workforce</i>
2015 - present	Executive Editor, <i>Cognition and Instruction</i>
2018	Spencer Foundation Small Grants Review Committee
2018	Institute for Educational Sciences (IES) Mathematics and Science Two scientific peer review panel
2018, 2019	National Academy of Education / Spencer Foundation Dissertation Fellowship Review
2016	Spencer Foundation Conference Grants Review Committee

Discussant

- Jackson, K. (2018, April). Dealing with diverse discourses: Can we deal with each other's diverse discourses? Symposium presented at the *Annual Meeting of the American Educational Research Association*, New York, NY.
- Jackson, K. (2015, April). Formative intervention research to enhance equitable mathematics teaching: Lesson learned from multiple data sources. Symposium presented at the *Annual Meeting of the American Educational Research Association*, Washington, D.C.

Ad-hoc Reviewer for Journal Manuscripts

- American Educational Research Journal* (2012-)
- American Journal of Education* (2011-)
- Anthropology & Education Quarterly* (2018-)
- Cognition and Instruction* (2010-)
- Educational Administration Quarterly* (2013-)
- Educational Evaluation and Policy Analysis* (2009-)
- Educational Researcher* (2013-)
- Journal for Research in Mathematics Education* (2014-)
- Journal of Educational Foundations* (2010-)
- Journal of the Learning Sciences* (2015-)

Journal of Mathematical Behavior (2012-)
Journal of Mathematics Teacher Education (2013-)
Journal of Teacher Education (2016-)
Mathematical Thinking and Learning (2012-)
McGill Journal of Education (2011-)
Science Education (2011-)
Teaching and Teacher Education (2015-)
Urban Education (2013-)
ZDM Mathematics Education (2014-)

Ad-hoc Reviewer for Conference Proposals

American Anthropological Association, Council on Anthropology and Education (CAE) (2012-)
AERA SIG-Research in Mathematics Education (2009-)
AERA Division G (Social Context of Education), Section 1 (Local Contexts of Teaching and Learning) (2009)
AERA Division L (Educational Policy and Politics), Section 3 (Curriculum, Testing, and Instructional Practice) (2009)
International Conference of the Learning Sciences (2014-)
International Congress on Mathematical Education (2015-)
National Council of Teachers of Mathematics Research Pre-Session (2009-)

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

PROFESSIONAL AFFILIATIONS

American Anthropological Association (AAA)
AAA Section Council on Anthropology and Education (CAE)
American Educational Research Association (AERA)
AERA Division G Social Context and Education
AERA Division K Teaching and Teacher Education
AERA Special Interest Group for Research in Mathematics Education (SIG-RME)
Association of Mathematics Teacher Educators (AMTE)
International Society of the Learning Sciences (ISLS)
National Council of Teachers of Mathematics (NCTM)

PROFESSIONAL CONSULTING

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

Contribute to White Paper aimed at providing guidelines for researchers and practitioners engaged in partnership work, and criteria for funders evaluating research-practice partnership proposals.

Designing for Equity by Thinking in and about Mathematics, University of Pittsburgh & Duquesne University, Pittsburgh, PA. (July 2014).

Provided research team training on using the Views of Students' Mathematical Capabilities instrument and rubrics for assessing the quality of the Launch phase of instruction.

Regional Educational Laboratory (REL) at Education Northwest, Northwest Research Alliance, Technical Working Group. (2013).

Reviewed reports produced by the Research Alliance.

Math for America, New York, NY. (December 2012).

Provided professional development for Math for America teachers on launching complex tasks to support all students' learning.

Kahnawake Education Center, Kahnawake, QC. (Fall 2011).

Assessment of secondary mathematics teaching at Kahnawake Survival School.

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

Reviewed documents and participated in the pilot process for the "Quality Mark for Improvement and Excellence in Mathematics," as designed by the National Centre for Excellence in the Teaching of Mathematics.

UNESCO, Vanuatu, South Pacific. (September 2003).

Provided a workshop to Vanuatu Ministry officials and University of the South Pacific researchers in linguistics on inclusive ways to account for varied literacies in Vanuatu as they developed the nation's first household literacy survey.