My DIP application outlined three areas of activity that I intended to pursue during my DIP leave: *completing a book manuscript, synthesis and document results of two major grants* I was working on that concluded in 2013, and *collaborate with scholars* in my field who work at other institutions.

Of these three endeavors, I was most productive in synthesizing and documenting the Project Lead grant (on which I was co-PI) and California Common Core Powered by Student Success grant (on which I was PI).

During the Spring semester, I wrote two articles for the National Council of Supervisors of Mathematics’ quarterly newsletter. One was published in their Summer 2014 edition and the other will be coming out shortly in their Fall 2014 issue.


I also submitted presentation proposals to two national and one state-wide conferences, each of which is the result of the grant work. Thus far, the proposal for the California Math Council has been accepted and I will be presenting this coming December.


Connected to my goals for collaboration is an unanticipated project that grew directly out of the grant work was that Ben Ford (who had been PI and Co-PI respectively on the aforementioned grants) and I collaborated extensively to leverage our experiences, learning, and momentum from our two successful grants to submit a 5-year, multimillion dollar NSF grant proposal project, entitled **DELTA-M: Developing Educational Leadership for Teachers and Administrators in Mathematics.** The focus of this grant was to build on the successes of our previous to state grants to cultivate a regional network of math teacher leaders. Our research foci included a issues of implementation in rural areas and the investigation of aspect of teacher learning called
“noticing.” The project is particularly exciting because, while the SSU Math Education team has had a number of substantial grants through the past decade, they have focused almost exclusively on providing high quality teacher professional development locally/regionally. None have had a substantial research component. For the NSF grants, the research aspects of the grant are as central as the professional develop.

Through the grant proposal process, I was able to reestablish connections with the following scholars, all of whom agreed to serve in an advisory capacity to our project:

• Dr. Margaret S. Smith, University of Pittsburg
• Dr. Edward A. Silver, University of Michigan
• Ms. Nanette Seago, WestEd
• Ms. Valerie Mills, President – National Council of Teachers of Mathematics
• Ms. Cathy Carroll, WestEd

While we recently received notice that our project will not be funded in this cycle, our work preparing the proposal will not be wasted. We are excited about the proposal and will continue to look for funding opportunities that would fit with this project’s objectives. Furthermore, having reconnected with these colleagues, Ms. Mills and I are working on co-writing an article on an instructional practice called “Re-Engagement.”

Finally, while my manuscript received less attention than I had hoped due to the time-certain deadlines of our NSF grant proposal, I have continued to make progress on my manuscript. While I am not entirely satisfied with how much I got written, I am pleased with what I have written thus far. I intend to keep working on this project.