

**RAJEEV K. VIRMANI**  
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## EDUCATION

- Doctor of Education, Learning and Instruction, University of San Francisco December 2014  
Dissertation: Rehearsal and practice for teaching in urban school settings: A qualitative study investigating the connections between a math methods course and fieldwork.  
Mentors: Dr. Peter Williamson, Dr. Hilda Borko, and Dr. Mathew Mitchell
- Masters of Education, University of California, Davis 2006  
Thesis: Talking about journal writing: A research study exploring the effects of journaling on students' conceptual knowledge in a math classroom.  
Mentors: Dr. Allan Bellman and Dr. Shannon Guerrero
- Single Subject Clear Credential, Mathematics, University of California, Davis 2005
- Bachelor of Arts in Mathematics, University of California, Davis 1999  
Bachelor of Arts in Psychology, University of California, Davis 1999

## ACADEMIC POSITIONS

- Assistant Professor, Curriculum Studies and Secondary Education, Sonoma State University 2017 -  
Assistant Professor, Mathematics Education, University of Saint Joseph 2015 - 2017  
Adjunct Professor, Teacher Education/Learning and Instruction, University of San Francisco 2013 - 2015

## PUBLICATIONS

- Virmani, R.**, Taylor, M., & Rumsey, C. (2017). Bringing methods into schools. In., Kastberg, S., Tyminski, A., Lischka, A., & Sanchez, W. (Eds) *Building Support for Scholarly Practices in Mathematics Methods*. Association of Mathematics Teacher Educators Professional Book Series, Volume 3. Charlotte: IAP.
- Baldinger, E., Selling, S.K., & **Virmani, R.** (2016). Supporting novice teachers to lead discussions that reach a mathematical point. *Mathematics Teacher Educator*, 5(1), 8-28.
- Virmani, R.** & Williamson, P. (2016). Lessons for teacher educators about learning to teach with technology. In Kosnik, C., White, S., Beck, C., Marshall, B., Goodwin, A.L., & Murray, J. (Eds.) *Building Bridges: Rethinking Literacy Teacher Education in a Digital Era*. Rotterdam: Sense Publishers.
- Virmani, R.** (2016). [Review of the book *Moving teacher education into urban schools and communities: prioritizing community strengths*, by J. Noel] *Urban Education*, 51(10), 1259-1265.
- Borko, H., **Virmani, R.**, Khachatryan, E., & Mangram, C. (2014). Video as a tool for the preparation of professional development leaders. In Calandra, B. & Rich P.J. (Eds.) *Digital Video for Teacher Education and Practice*. New York: Routledge.

**Virmani, R.** (submitted to *Handbook of Research on Field-Based Teacher Education*). Rehearsal and enactment: Investigating how practice and teacher educator feedback influences preservice teacher learning.

**Virmani, R.**, Koloda, P. (submitted to *Teaching Children Mathematics*). Number talks to develop discourse practices.

**Virmani, R.**, Khachatryan, E., & Borko, H. (in preparation, aim to submit in 2018 to *Mathematics Teacher Educator*). The arc of facilitation for leading productive discussions in mathematics professional development.

## PRESENTATIONS

**Virmani, R.** (2018, February). Implementing a Site-Based Course: Integrating Rehearsals and Enactments with Student Thinking and Funds of Knowledge. Poster Presentation at the Association of Mathematics Teacher Educators, Houston, TX.

Knapp, M., Rumsey, C., **Virmani, R.**, Schwartz, C., Swartz, B., Woods, D., Lynch, S. (2018, February). The Power of Debriefs in Practice-based Mathematics Education Courses Presentation at the Association of Mathematics Teacher Educators, Houston, TX.

Rumsey, C., **Virmani, R.**, Knapp, M., Schwartz, C., Swartz, B., & Woods, D. (2017, January). Embedding Mathematics Teacher Preparation Courses in the PK-12 Setting. Symposium at the Association of Mathematics Teacher Educators, Orlando, FL.

Campbell, M., Selling, S.K. et al., (2016, November). Designing and researching pedagogies of investigation and enactment for secondary mathematics teacher development. Working group at the North American chapter of the International Group for the Psychology of Mathematics Education, Tucson, AZ.

**Virmani, R.** (2016, January). Rehearsal and enactment: Investigating how practice and teacher educator feedback influences preservice teacher learning. Individual session presented at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Borko, H., **Virmani, R.**, Mangram, C., Khachatryan, E., (2015, August). Effective facilitation of video-based discussions in the Problem-Solving Cycle professional development model. Presented at the European Association for Research on Learning and Instruction, Munich, Germany.

Baldinger, E., Selling, S.K., **Virmani, R.** (2015, February). Supporting novice teachers to lead discussions that reach a mathematical point. Individual session presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

**Virmani, R.**, (2014, April). Rehearsal and practice for urban school settings: A qualitative study investigating the connections between a math methods course and fieldwork. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia.

Borko, H., Koellner, K., Jacobs, J., Khachatryan, E., Mangram, C., & **Virmani, R.** (2014, April). Practices for facilitating video-based discussions in mathematics professional development. In M.E. Webster (Chair), *Facilitating Teachers' Learning: Practices That Support Math Teachers in Developing Ambitious Practice*.

Symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia, CA.

Borko, H., Mangram, C., Khachatryan, E., & **Virmani, R.** (2013, August). Professional development facilitation practices that foster teachers' ability to build on student thinking. Presented at the European Association for Research on Learning and Instruction, Munich, Germany.

**Virmani, R.**, Mangram, C., Khachatryan, E., & Borko, H. (2013, April). Facilitation practices for rich mathematical and pedagogical video based discussions. In H. Borko (Chair), *The Problem-Solving Cycle: Multiple studies of a mathematics professional development program*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco, CA.

**Virmani, R.**, Pineda, B., Williamson, P., Apedoe, X., & Thomas, C., (2013, February). Examining the relationship between the residents and demonstration teachers within the San Francisco Teacher Residency Program. In P. Williamson (Chair), *University engagements with schools and communities through teacher and doctoral candidate preparation*. Individual session conducted at the annual Research and Pedagogy Symposium, San Francisco, CA.

**Virmani, R.**, Mangram, C., Khachatryan, E., & Borko, H. (2013, January). Preparing teacher leaders in facilitating the Problem Solving Cycle: A mathematics professional development model. Brief Report presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

## STUDENT PRESENTATIONS

Koloda, P. (2017, April). Supporting culturally diverse students to talk about math: Examining the use of number talks in a second-grade classroom. Poster presentation presented at University of Saint Joseph Symposium Day.

## TEACHING

Middle School Math Teacher, Everett Middle School, San Francisco Unified	2014 – 2015
High School Math Teacher, Gunn High School, Palo Alto Unified School District	2005 – 2014
High School Math Teacher, St. Francis High School, Sacramento Diocese	2002 – 2005
Community Service Director, St. Francis High School, Sacramento Diocese	2003 – 2004
Teacher/Mentor, Manav Sadhna, Gandhi Ashram, Gujarat, India	2001 – 2002

## AWARDS

Nominated for University of Saint Joseph's Father Stack Teaching Excellence Award, 2016-2017.  
STaR Fellow, Association of Mathematics Teacher Educators (AMTE), 2016 Cohort.  
School of Education (SOE) Student Scholarship, University of San Francisco, Awarded 8/2014.  
UC Davis School of Education Alumni Rising Star Award, Awarded 5/2010.

## PROFESSIONAL AFFILIATIONS

American of Educational Research Association (AERA); Association of Mathematics Teacher Educators (AMTE); National Council of Teachers in Mathematics Conference (NCTM).