

CURRICULUM VITAE

Christie Martin
University of South Carolina, Columbia
Wardlaw 107 Columbia, SC 29208

EDUCATION AND PROFESSIONAL CREDENTIALS

<u>Degrees</u>	<u>Date</u>	<u>College/University Major</u>
Ph.D.	2013	University of North Carolina at Charlotte, Curriculum and Instruction
M.Ed.	2005	Hunter College NY, Elementary Education
B.S.	2000	Albany State University Accounting

Licenses

North Carolina Teaching License, K-6, Advanced "M" License

PROFESSIONAL HISTORY

University of South Carolina, Columbia

Professor, Department of Teacher Education 2024-present
Associate professor, Department of Instruction and Teacher Education, 2019-2023
Assistant professor, Department of Instruction and Teacher Education, 2013-2019

University of North Carolina, Charlotte

Research Assistant, Math and Science Partnership Grant, 2010-2013

Additional Professional Experiences

Co-Executive Director for the School Science and Mathematics Associations SSMA
2024-2029

Co-editor *School Science and Mathematics* 2021-2026

University of SC International Accelerator Program: Faculty Advisor 2021-2023

Mathematics Teacher, 1 course a semester, Grade 5 and 6, St. Joseph School, Columbia, SC 2017-2020

English Teacher, Grade 6, Holy Trinity Middle School, Charlotte, NC, 2008-2010

Elementary Teacher, Grade 5, St. Patrick School, Charlotte, NC. 2005-2008

Elementary Teacher, Grade 4, Our Lady of Pompeii School, New York, NY, 2002-2005

Accountant, JP Morgan, New York, NY, 2001-2002

Accountant – Arthur Anderson, New York, NY 2000-2001

Awards, Grants, and Honors

Leonard F. Maiden Spirit of Service Award 2023

Fulbright Scholar- Norway 2018-2018 Research proposal: Examining the use of observation tools to construct and define effective mathematics instruction: What is gained and lost in translation across school settings?

2018 RCML Memorial Scholarship for non-tenured faculty

*South Carolina Department of Education. Mathematics and Science Partnership Grant (MSP). **Bridget Miller (PI)**, Jochen Lauterbach, College of Engineering and Computer Science (Co-Pi), Christie Martin (Co-Pi), Kelley Buchheister (Co-Pi). Standards Based Integrated Instruction: The Next Step (SBII). (\$164,000 per year for three years)-**Funded***

UNC Charlotte Graduate Assistant Support Program funding (2009 – 2013)

PUBLICATIONS

Books

Polly, D., **Martin, C. S.** & Garin, E., (press). Cases from Mathematics Educators about Clinical Practice. Charlotte, NC: IAP Publishing Inc.

Martin, C., Polly, D. Miller, B. (2023) *Technology Integration and Transformation in STEM Classrooms*. Hershey, PA: IGI Global

Martin, C., Polly, D, & Lambert, R. (Eds.) (2020) *Handbook of Research of Formative Assessment in Pre-K Through Elementary Education*. Hershey, PA: IGI Global.

Polly, D., **Martin, C.** & K. Dikilitas (Eds.) (2019) *Handbook of Research on Educator Preparation and Professional Learning*. Hershey, PA: IGI Global

Martin C. & Polly. D. (Eds.) (2016). *Handbook for Research on Teacher Education and Professional Development*. Hershey, PA: IGI Global

Wang, C. Wen, M. & **Martin C.** (Eds.) (2015). *Chinese Education from the Perspectives of American Educators*. Charlotte, NC: IAP Publishing Inc.

Journal Articles

- Polly, D. & **Martin**, C. S. (2024). Examining the enactment of learning technologies to support learners' access, power, and achievement in elementary school mathematics. *Journal Korean Soc. Math. Education*, 27(3), 317–334.
- Polly, D. & **Martin**, C. (2024) Considering the Design and Use of Differentiated Activities and Fluency Games to Advance Equity-Based Mathematics Practices. *Educational Designers*.
- Miller, B. & **Martin**, C. (2024) Tug of war: Exploring balanced and unbalanced forces through mathematics. *Science and Children*.
- Martin**, C.S., Mraz, M. E. & Polly, D. (2022). Examining elementary school teachers' perceptions of and use of formative assessment in mathematics. *International Electronic Journal of Elementary Education*. 14(3), 417-425.
- Martin**, C.S., Harbour, K. & Polly, D. (2022). Examining how emergency remote teaching influenced mathematics teaching. *TechTrends* <https://doi.org/10.1007/s11528-022-00711-2>
- Roy, G. Harbour, K.E., **Martin**, C, & Cunningham, M. (2022) Number Talks When Comparing Fractions Connect Student Reasoning. *Mathematics Teacher: Learning and Teaching PK-12*
- Miller, B., **Martin**, C., & Ford, D. (2021). Developing scientific literacy through the exploration of shadows. *Science and Children*
- Gezer, T., Wang, C., Polly, D., **Martin**, C. S., Pugalee, D. K., & Lambert, R. G. (2021). The relationship between formative assessment and summative assessment in Primary grade mathematics classrooms. *International Electronic Journal of Elementary Education*.
- Miller, B., **Martin**, C., & Ford, D. (2020). Look, it's changing! *Science and Children*, 57(9).
- Martin**, C. and Myers, M. (2019) Connecting culturally sustaining pedagogy and intentional internship placements in PDS and partnership schools. *PDS Partners 14(2) 1-2.*, 1-13.
- Martin**, C., & Polly, D. (2019). Examining the use of multiple writing and discourse tasks in 5th grade mathematics. *The Journal of Educational Research*.
- Martin**, C.S., Polly, D., Mraz, M. & Algozzine, R. (2019) Examining focus, duration, and classroom impact of literacy and mathematics professional development. *Teacher Development*.

- Martin, C.S. & Kissel, B., & Polly (2018)** Writers' Workshop in Mathematics: How to implement writing in mathematics for elementary and middle school students. *Talking Points*.
- Martin, C.S., Polly, D., Mraz, M.& Algozzine, R. (2018).** Teacher perspectives on literacy and mathematics professional development. *Issues in Teacher Education*, 27(1),94-105.
- Polly, D., Wang, C., **Martin, C. L., Lambert, R. G., & Pugalee, D. K. (2017).** The influence of internet-based formative assessment in primary grades on students' number sense achievement. *School Science and Mathematics Journal*. 117(3/4), 127-136.
doi:10.1111/ssm.12214.
- Polly, D., Wang, C., **Martin, C., Lambert, R., Pugalee, D., & Middleton, K. (2017).** The influence of mathematics professional development, school-level, and teacher-level variables on primary students' mathematics achievement. *Early Childhood Education Journal*, 1-15.
- Martin, C.S., Lambert, R.G., Polly, D., Wang, C. (2016).** The measurement properties of the assessing math concepts' assessments of primary students' number sense skills. *Journal of Applied Measurement*, 17 (3), 354-364.
- Martin, C.S, Polly, D. & Kissel, B. (2016).** Exploring the impact of written reflections on learning in the elementary mathematics classroom. *The Journal of Educational Research* 1-16 DOI 10.1080/00220671.2016.1149793.
- Martin C.S. & Polly, D. (2016).** Examining the impact of writing and literacy connections on mathematics learning. *Investigations in Mathematics* 8(3), 59-74.
- Martin, C. S., Polly, D., Wang, C., & Lambert, R. G., & Pugalee D. (2016).** Perspectives and practices of elementary teachers using an internet-based formative assessment tool: The case of *Assessing Mathematics Concepts*. *International Journal of Technology in Mathematics Education*, 23 (1) 3-11.
- Polly, D., Wang, C., Mcgee, J., Lambert, R., **Martin, C.S., Pugalee, D. (2016).** Designing curriculum-based mathematics professional development for kindergarten teachers: Framework, findings, and implications. *Early Childhood Education Journal*, 45(5) 659-669. 10.1007/s10643-016-0810-1
- Miller, B. and **Martin, C. (2016).** Digital science notebooks in the early childhood classroom: Supporting science and engineering design practices through digital literacy. *Science and Children* 4-9.
- Martin, C. L. (2015).** Writing as a tool to demonstrate mathematical understanding. *School Science and Mathematics*, 115(6), 302-313.

- Martin**, C., Polly, D., McGee, J., Wang, C., Lambert, R., & Pugalee, D. (2015). Exploring the relationship between questioning, enacted mathematical tasks, and mathematical discourse in elementary school mathematics. *The Mathematics Educator*, 24 (2), 3-27.
- Polly, D., Mraz, M., **Martin**, C.S., Algozzine, B. (2015). Perceptions of the roles and responsibilities of elementary school mathematics coaches. *International Journal of Mentoring and Coaching in Education*. 4 (2), 126-141.
- Polly, McGee, Wang, **Martin**, Lambert, & Pugalee (2015). Linking professional development, teacher outcomes, and student achievement: The case of a learner-centered mathematics program for elementary school teachers. *International Journal of Educational Research*, 72, 26-37.
- Polly, D., **Martin**, C. Wang, C. Lambert, R. & Pugalee, D. (2015). Primary grades teachers' instructional decisions during online mathematics professional development activities. *Early Childhood Education Journal*, 1-13.
- Hathaway, J., **Martin**, C.S., Mraz, M. (2015). Roles of literacy coaches: Does reality match research? *Reading Psychology*. 37, (2), 230-256.
- Polly, D., Wang, C., McGee, J.R., Lambert, R.G., **Martin**, C.S., Pugalee, D.K. (2014). Examining the influence of a curriculum-based elementary mathematics professional development program. *Journal of Research in Childhood Education*, 28, (3), 327-343.
- Wang, C., Polly, D., Lehew, A., Pugalee, D., Lambert, R., & **Martin**, C. S. (2013). Supporting teachers' enactment of elementary school student-centered mathematics pedagogies: The evaluation of a curriculum-focused professional development program. *New Waves-Educational Research & Development*, 16, 76-91.
- Polly, D., Wang, C., Lambert, R., **Martin**, C., McGee, J. R., Pugalee, D., & Lehew, A. (2013). Supporting kindergarten teachers' mathematics instruction and student achievement through a curriculum-based professional development program. *Early Childhood Education Journal*, 1-11.

Chapters:

- Wang, C., Wen, M., **Martin**, C. (2015). Chinese and American education: History and current challenges. In Wang, C., Wen, M., Martin, C. *Chinese Education from the Perspectives of American Educators*. Charlotte, NC: IAP Publishing Inc.
- Martin**, C., Wang, C., & Wen, M. (2015). Implications for Chinese and American Educational Thinking and Practices. In Wang, C., Wen, M., Martin, C. *Chinese Education from the Perspectives of American Educators*. Charlotte, NC: IAP Publishing Inc.

Chapters (Selected for Reprint)**

- Martin, C. S., & Polly, D.** (2023). Supporting Equity Through Mathematical Writing. In *Illuminating and Advancing the Path for Mathematical Writing Research* (pp. 174-192). IGI Global.
- Martin, C. S., White, B. L., Burkett, C., & Curcio, R.** (2022). Development and evolution of teacher dispositions framework and assessment. In S. von Hohenberg (Ed.), *Dispositional Development and Assessment in Teacher Preparation Programs* (pp. 245-261). IGI Global. <https://doi.org/10.4018/978-1-6684-4089-6.ch013>
- Martin, C. S.** (2022). Mathematical Literacy Writing and Equity in the Mathematics Classroom. In T. Hodges (Eds.), *Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching* (pp. 272-290). IGI Global. <https://doi.org/10.4018/978-1-6684-3745-2.ch014>
- Martin, C. L., Harbour, K. E., & Polly, D.** (2021). Transitioning the Elementary Mathematics Classroom to Virtual Learning: Exploring the Perspectives and Experiences of Teachers. In A. Slapac, P. Balcerzak, & K. O'Brien (Ed.), *Handbook of Research on the Global Empowerment of Educators and Student Learning Through Action Research* (pp. 343-365). IGI Global. <http://doi:10.4018/978-1-7998-6922-1.ch015>
- Braden, E. **Martin, C.**, Meyer, M, White, B, & Mills, H (2021) Building a culture of literacy in a community and school by uplifting student voice. *Current Perspectives on School/University/Community Research series*. Charlotte, NC: IAP Publishing Inc
- Miller, B. & **Martin. C.** & Spence,L. (2020) Utilizing Project-Based Learning to Enhance scientific literacy. In Eds *Defining Scientific Literacy in the 21st Century*.
- Polly, D. & **Martin, C.** (2020). Design case for asynchronous online professional development in primary grades mathematics. In M.J. Bishop, E. Boling, J. Elen, & V. Svihla (Eds.), *Handbook of Research on Educational Communications and Technology*. New York: Springer.
- Martin, C.** & Polly, D. (2020) Embedding formative assessment in the mathematics classroom through writing, discourse, and the use of digital tools: Embedding formative assessment in the mathematics classroom. In Martin, C., Polly, D, & Lambert, R. (Eds.), *Handbook of Research of Formative Assessment in Pre-K Through Elementary Education*. Hershey, PA: IGI Global.
- Martin, C.,** Polly, D. Wang, C., Lambert, R., and Pugalee D. (2019) What do primary teachers take away from mathematics professional development? In Polly, D., Martin, C.& K. Dikilitas (2019) *Handbook of Research on Educator Preparation and Professional Learning*. Hershey, PA: IGI Global.
- Polly, D. **Martin C.,** Wang, C., Lambert, R., and Pugalee,D. (2019) Supporting teachers' Use of standards-based mathematics pedagogies: Leveraging learner centered professional development efforts. In Polly, D., Martin, C.& K. Dikilitas (2019) *Handbook of Research on Educator Preparation and Professional Learning*. Hershey, PA: IGI Global.

Martin, C. & Myers, M. (2019) Examining culturally relevant pedagogy through intentional internship placements within partnership and PDS schools. In P. Robinson, A. Allen-Handy, A. Bryant and C. Lewis, *Global Perspectives on Issues and Solutions in Urban Education* Charlotte, NC: IAP Publishing Inc.

Polly, D., **Martin**, C.S., Wang, C., Lambert, R., Pugalee, D., & Middleton, K.(2016). The influence of formative assessment professional development on primary grades teachers' TPACK. In M., Neiss, S. Driskell, & Hollebrands, K., *The Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age* Hershey, PA: IGI Global.

Polly, D. **Martin**, C.S., Wang, C., Lambert, R. & Pugalee, D. (2015). Supporting the enactment of standards-based mathematics pedagogies: The cases of the the CoDE-I and APLUS Projects. In J. Keengwe *Innovative Professional Development Methods and Strategies for Stem Education*. Hershey, PA: IGI Global.

Polly, D., **Martin, C. S., Wang, C., Lambert, R. G., & Pugalee, D. K. (2016). Supporting the enactment of standards-based mathematics pedagogies: The cases of the the CoDE-I and APLUS Projects. In K. Dikilitaş (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 139-151). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-9471-2.ch009. Reprinted in *Information Resources Management Association (Eds.), Teacher Education: Concepts, Methodologies, Tools, and Applications* (pp. 529-540). Doi: 10.4018/978-1-5225-0164-0.ch026.

Martin, C.S., Polly, D., Wang, C., Lambert, R., & Pugalee, D. (2015). Primary grades teacher' fidelity of teaching practices during mathematics professional development. In J. Keengwe *Innovative Professional Development Methods and Strategies for Stem Education*. Hershey, PA: IGI Global.

****Martin**, C. S., Polly, D., Wang, C., Lambert, R. G., & Pugalee, D. K. (2016). Primary grades' teachers fidelity of implementation during mathematics professional development. In K. Dikatas (Ed.), *Innovative Professional Development Methods and Strategies for STEM Education* (pp. 33-52). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-9471-2.ch003. Reprinted in *Information Resources Management Association (Eds.), Teacher Education: Concepts, Methodologies, Tools, and Applications* (pp. 1311-1330). doi: 10.4018/978-1-5225-0164.0.ch063.

Martin, C.S. & Polly, D. (2015). Using the AMC Anywhere web-based assessment system to examine primary students' understanding of number sense. In D. Polly (Ed.), *Cases on Technology Integration in Mathematics Education* (pp. 366-377). Hershey: PA: IGI Global.

Martin, C. S. & Polly, D. (2013). Supporting the Common Core State Standards in mathematics through mathematics journals. In D. Polly (Ed.), *Common Core Mathematics Standards and Implementing Digital Technologies*. Hershey, PA: IGI Global

Martin, C. S. & Polly, D. (2013). Employing digital tools to support writing in mathematics and the implementation of the common core standards. In B. Anderson & C. Mims (Ed.), *Digital Tools for Writing Instruction in K-12 Settings: Student Perception and Experience*. Hershey, PA: IGI Global.

Refereed Articles in Conference Proceedings

Miller, B. & **Martin, C. (2017)** Supporting STEAM practices with digital notebooking. Proceedings of the Annual Conference for School Science and Mathematics, Lexington Kentucky.

Martin, C.S., Lambert, R.G., Wang, C., & Polly, D. (2017) Supporting mathematics learning through project-based learning: A fifth grade case study. Proceedings of the International Symposium Elementary Mathematics Teaching, Prague, Czech Republic.

Lambert, R.G., Baddouh, P., Merrill, E., Ferrara, A. Wang, C **Martin, C.S., (2017)** The implementation of a statewide kindergarten entry assessment of object counting. Proceedings of the International Symposium Elementary Mathematics Teaching, Prague, Czech Republic.

Martin, C.S., Polly, D, Wang, C., Lambert, R.G., Pugalee, D. (2015). Supporting learning mathematics through writing: Formative assessment and instructional tool. Proceedings of the International Symposium Elementary Mathematics Teaching, Prague, Czech Republic.

Martin, C.S., Polly, D., Wang, C., & Lambert, R.G. (2014). Teacher instruction informed by students' mathematical writing. Proceedings of the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.

Lambert, R.G., Wang, C., **Martin, C.S., Pugalee, D. (2014).** The measurement properties of the APLUS assessment of kindergarten mathematics skills. Proceedings of the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.

Wang, C., **Martin, C.S., Lambert, R.G., Pugalee, D. (2014).** Teacher use of formative assessment and its relationship to primary students' mathematical skills. Proceedings of the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.

Seifert, A. Pugalee, D., Wang, C., Lambert, R. G., **Martin, C.S. (2014).** Formative mathematics assessment: supporting learning and understanding for teachers and

students. Proceedings of at the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.

Wang, C., Cifarelli, V., Stephan, M., **Martin, C.S.**, Pugalee, D., Lambert, R. G. (2013). Assessment practices to support mathematics learning and understanding for students. Proceedings of the International Symposium Elementary Mathematics Teaching, Prague the Czech Republic.

National Contributed (Refereed) Conference Presentations

Martin, C. & Polly, D. (2024, March) Implementing differentiated activities and fluency games to advance equity. Presented at Research Council of Mathematics Learning (RCML), Columbia, South Carolina.

Martin, C., Miller, B A. Meador, Sun, L., & Jeffrey, T. **(2023, October)**. An Exploration of Equity Practice in STEM Education: Colleges of Education. Presented at School Science and Mathematics Conference (SSMA), Colorado Springs, Colorado.

Miller, B. & **Martin C. (2023, October)**. Developing relational concepts through the exploration of balanced and unbalanced. Presented at School Science and Mathematics Conference (SSMA), Colorado Springs, Colorado.

Casa T., **Martin, C.**, Colonnese, M., & Firmender J. **(2023, October)**. Expanding Reasoning-Based Discourse to Elementary Mathematical Writing. Presented at NCTM Annual Meeting, Washington, DC.

Martin, C. & Miller, B. (2023, October). Tug of War: Developing relational understanding using balanced and unbalanced forces. Poster at NCTM Annual Meeting, Washington, DC.

Roy, G. Harbour, K. Cunningham, M, **Martin, C. (2023, October)** Reasoning Matters Comparing fractions: Number Talks Matter. Presented at NCTM Annual Meeting, NCTM Annual Meeting, Washington, DC.

Martin, C., Burkett, C, & Curcio, R. **(2023, April)** Development and evolution of teacher dispositions framework and assessment. *AERA Annual Meeting* Chicago, Illinois

Miller, B. & **Martin C. (2023, March)**. SEAMless Integration: Meaningful integration across content areas. *National Science Teachers Association*, Atlanta GA.

Martin, C (2022, October) Using writing to promote equity in the mathematics classroom. Presented at School Science and Mathematics Conference (SSMA), Missoula MT.

Martin, C., Mitchell, T., Meador, A. Jeffrey, T., Marsteller, R. Sun, L. Miller, B. (2022, October) *An exploration of equity practices in STEM education*. Presented at School Science and Mathematics Conference (SSMA), Missoula MT.

Miller B. **Martin, C.** (2022, October) Publishing in school science and mathematics (2022). Presented at School Science and Mathematics Conference (SSMA), Missoula MT.

Roy, G. Harbour, K. Cunningham, M, **Martin, C.** (2022, October) Reasoning when comparing fractions: Number Talks Matter. Presented at NCTM Annual Meeting, Los Angeles, CA.

Martin, C. and Miller, B. (2021, October) *The language of science: Developing scientific literacy through the exploration of shadows*. Presented at School Science and Mathematics Conference (SSMA), virtual.

Martin, C. L., Radišić, J., Stovner, R. B., Klette, K. & Blikstad-Balas, M. (2020, April) *Exploring the Use of Mathematics Observation Tools Across the Contexts of the United States, Norway, and Finland* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/v9v8b9j> (Conference Canceled)

Martin, C. L. & Blikstad-Balas, M. (2020, April) *Reading, Writing, and Discourse: How Are These Practices Represented and Defined in Mathematics Observation Instruments?* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/qmecufv> (Conference Canceled)

Gezer, T. Wang, C., Pugalee, D. Lambert R., Polly, D. and **Martin, C.** (2019, April) Examining the relationship between online formative assessment applications and classroom assessment. Presented at the Annual Conference of American Educational Research Association (AERA), Toronto, Canada.

Miller, B. and **Martin, C.** (2019, October) Look It's Changing! Engaging in Engineering Design to Explore Energy. Presented at School Science and Mathematics Conference (SSMA), Salt Lake City, Utah.

Martin, C. (2019, October) Examining the Use of Multiple Writing and Discourse Tasks in 5th grade Mathematics. Presented at School Science and Mathematics Conference (SSMA), Salt Lake City, Utah.

Martin C. (2018, April) A social constructivist examination of the use of writing in mathematics: A 5th grade case study. Presented at the Annual Conference of American Educational Research Association (AERA), New York, New York.

Martin C. (2018, April) Examining students' perspectives in context of enterprise learning: What do students perceptions reveal about their learning environment? Presented at the Annual Conference of American Educational Research Association (AERA), New York, New York.

- Polly, D. & **Martin C.** (2018, **March**) Design case for asynchronous online professional development in primary grades mathematics. Paper presentation at the Annual Conference of Research Council on Mathematics Learning (RCML), Baton Rouge, Louisiana.
- Miller, B. & **Martin, C.** (2017 **October**) Supporting STEAM practices with digital notebooking. Presented at the Annual Conference for School Science and Mathematics, Lexington Kentucky.
- Martin, C.S.**, Wang, C., D., Polly, D., Lambert, R. G., Pugalee (2017, **April**) Formative assessment associated with students' mathematical skills. Paper presentation at the Annual Conference of American Educational Research Association (AERA), San Antonio, Texas.
- Martin, C.**, Polly, D., Algozzine, B, & Mraz, M. (2017, **March**) Examining teachers participation and perspectives of mathematics PD. Paper presentation at the Annual Conference of Research Council on Mathematics Learning (RCML), Fort Worth, Texas.
- Moon, A. & **Martin, C.** (2016,) Examining the impact of project summer stride on summer reading loss for kindergarten through second grade students from poverty. Poster presentation at the 9th annual summer institute to Prepare Teachers of children of Poverty at Francis Marion University Center of Excellence, Florence, SC.
- Moon, A. & **Martin, C.** (2016) Supporting parental participation, interaction, and awareness of child development: The Case of Here Comes Kindergarten. Poster presentation at the 9th annual summer institute to Prepare Teachers of children of Poverty at Francis Marion University Center of Excellence, Florence, SC.
- Wang, C., Polly, D., **Martin, C. L.**, Lambert, R. G., & Pugalee, D. (2015). Formative assessment associated with students' mathematical skills. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Chicago, IL.
- Wang, C., Polly, D., **Martin, C. L.**, Lambert, R. G., & Pugalee, D. (2014). The influence of professional development related to a web-based formative assessment system on primary students' counting skills. Paper presentation at the Annual Conference of American Educational Research Association (AERA), Philadelphia, PA.
- Martin, C.S.** (2013) Examining the adaptation of writers' workshop in mathematics instruction for fourth grade. Paper presentation at the Annual Conference of Association for the Advancement of Educational Research (AAER), Hutchinson Island, Florida.
- Wang, C., Polly, D., Pugalee, D., Lambert, R. G., McGee, J. R., Zuo, H., & **Martin, C. L.** (2013). Impact of a professional development program on kindergarten teachers' beliefs, practices, and students' mathematics skills. Paper presentation at the Annual Conference of American Educational Research Association (AERA), San Francisco, LA.

Martin, C.S., Wang, C. Lambert, R. G., Pugalee, D., Polly, D. (2013). K-2 Teachers' perceptions of intensive professional development centered in increasing student number sense. Paper presented at the annual meeting of the North Carolina Association for Research in Education (NCARE), Wilmington, NC.

Polly, D., Wang, C., & Pugalee, D. K., **Martin, C. S. (2012).** Evaluation of a curriculum-focused professional development program in elementary school mathematics. Presentation at the 2012 Annual Meeting of the American Educational Research Association. Vancouver, Canada.

Wang, C.W., Lambert, R.G., **Martin, C.S., Zuo, H., & Baddouh, P. (2012).** Evaluation of the content development for investigations (CoDe-I) Mathematics science partnership grant project. Presentation at the 2012 Annual Meeting of the Chinese American Education Research and Development Association. Vancouver, Canada.

Donovan, E., Heintschel, K., **Martin, C.S., Sykes, M. (2012)** The journey to journaling. Presentation at North Carolina State Reading Conference. Raleigh, North Carolina

Hathaway, J., Stover, K., **Martin, C., & Mraz, M. (2012).** Roles of elementary literacy coaches: Expectations, challenges, and visions for future directions. Chicago, IL: International Reading Association Convention.

Martin, C.S. (2011). Teacher perceptions of standards-based professional development. Presentation at the 2011 Conference of the North Carolina Association of Research in Education. Charlotte, North Carolina.

Martin, C.S. (2011). A synthesis of the movement toward single-sex education in public schools. Presentation at the 2011 Graduate Research Fair University of North Carolina Charlotte, North Carolina

Mraz, M., **Martin, C.S. (2011).** Revisiting the Roles of Literacy Coaches: Does Reality Match Research? Presentation at the ALER Conference 2011. Richmond, Virginia.

Invited

Miller, B & Martin. (2021). How to Get your Research Published in Science Education Journals, NARST Virtual Conference- *Invited*

Martin, C. (2015) Invited discussant for Education Panel. Presented at the CAERDA conference, Chicago, IL.

International Conference Presentations

Martin,C., Harbour, K., Polly, D. (2021) Transitioning the elementary mathematics classroom to virtual learning. Presented at the International Online Conference on Mathematics Education, Istanbul, Turkey.

- Martin, C.**, Radisic, J., Stovner, R., Blikstad-Balas, M., and Klette, K. (2019) Exploring the use of mathematics observation tools across the contexts of the United States, Norway, and Finland: How do these tools shape our understanding of instructional quality when applied in different school settings? Presented at the Quint Conference, Oslo Norway.
- Martin C.**, Jackson, M., Braden, E. Myers, M. (2018) Building a community of inclusion: A case study of Pre-service teachers' perceptions of a student community forum. Presented at the Hawaii International Conference on Education
- Martin, C.S.**, Lambert, R.G., Wang, C., & Polly, D. (2017) Supporting mathematics learning through project-based learning: A fifth grade case study. Presented at the International Symposium Elementary Mathematics Teaching, Prague the Czech Republic.
- Lambert, R.G., Baddouh, P., Merrill, E., Ferrara, A. Wang, C, **Martin, C.S.**, (2017) The implementation of a statewide kindergarten entry assessment of object counting. Presented at the International Symposium Elementary Mathematics Teaching, Prague the Czech Republic.
- Martin, C.**, Myers, M., Jackson, M. & Chaplin, P. (2016) Exploring Culturally Sustaining Pedagogy through intentional internships Paper presented at the International Conference on Urban Education. Puerto Rico.
- Martin, C.S.**, Polly, D, Wang, C., Lambert, R.G., Pugalee, D. (2015) Supporting learning mathematics through writing: formative assessment and instructional tool. Presented at the International Symposium Elementary Mathematics Teaching, Prague the Czech Republic.
- Martin, C.S.**, Polly, P., Wang, C., & Lambert, R.G. (2014). Teacher instruction informed by students' mathematical writing. Paper presented at the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.
- Lambert, R.G., Wang, C., **Martin, C.S.**, Pugalee, D. (2014). The measurement properties of the APLUS assessment of kindergarten mathematics skills. Paper presented at the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.
- Wang, C., **Martin, C.S.**, Lambert, R.G., Pugalee, D. (2014). Teacher use of formative assessment and its relationship to primary students' mathematical skills. Paper presented at the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.
- Seifert, A. Pugalee, D., Wang, C., Lambert, R. G., **Martin, C.S.** (2014) Formative mathematics assessment: supporting learning and understanding for teachers and students. Paper presented at the International Conference Mathematics Education for the Future Project. Herceg Novi, Montenegro.
- Jackson, M., **Martin C.S.**, & Chaplin, P. (2014) The Road to PDS. Paper presented at the International Conference on Urban Education. Montego, Jamaica.

Wang, C., Cifarelli, V., Stephan, M., **Martin**, C.S., Pugalee, D., Lambert, R. G. (2013).
Assessment practices to support mathematics learning and understanding for students.
Paper presented at the International Symposium Elementary Mathematics Teaching,
Prague the Czech Republic.

Editor of Special Issues of Journals

- 2021-2022 *PDS Partners: Bridging Research to Practice*, Co-Editor of Special Issue on School-
University Partnerships to Promote Student Achievement and Teacher Inquiry
- 2019-2020 *School-University Partnerships*, 13(3), Co-editor of Special Issue on Equity in PDS
Partnerships

Un-refereed Journal Articles/Professional Publication

Martin, C.S. (2014) Going the extra mile for education. *IGI Global News*. <http://www.igi-global.com/newsroom/archive/going-extra-mile-education/2173/>

Technical Reports

End of year Report NSF HSBCU Grant 2020
End of year Report NSF HSBCU Grant 2019
End of Year Report MSP APLUS Grant 2015
End of Year Report MSP APLUS Grant 2014
Mid-Year Report MSP APLUS grant 2014
End of Year Report MSP APLUS Grant 2013
Mid-Year Report MSP APLUS grant 2012
End of Year Report MSP Math Investigations 2012
Mid-Year report MSP Math Investigations 2011
End of Year Report MSP Math Investigations 2011
Mid-Year report MSP Math Investigations 2010

Book Reviews

Martin, C. (2017) Book Review: Reasoning and Sense Making in the Mathematics Classroom,
Gr. 6-8. *National Council of Mathematics (NCTM) Journals*.

Martin C.(2016) Book Review: Storying: A Path to Our Future: Artful, Thinking, Learning,
Teaching, and Research. *Teachers College*.

TEACHING/CURRICULUM DEVELOPMENT

Undergraduate:

EDEL 440 Elementary Mathematics Methods

EDTE 201 Issues and Trends in Teaching and Learning

EDTE-P 201 Issues and Trends in Teaching and Learning (on-line)

EDEL 491 Seminar in Teaching

EDEL 306 Integrated Curriculum for Elementary Classrooms/Culturally Relevant Pedagogy for the Elementary Classrooms

EDEL 470 Internship in Environment for Teaching and Learning

EDEL 471 Internship in Planning and Motivation

EDRD 431 Reading Assessments

EDEL 441 Internship

ELED 3111: Instructional Design and the Use of Technology with Elementary School Learners

Developer of online module: Interactive Whiteboards

ELED 2100: History of Education Instructor, final 8 weeks of course, 2 sections, Hybrid format

Graduate:

EDTE 710 Developing as a Professional Educator

EDTE 711 Ideas and Issues in Teaching

EDTE 712 Action Research in Teaching

EDTE 731 Integration of Technology and Instruction

EDTE 713 Action Research Capstone Seminar (on-line)

READ 6250: Emergent & Elementary Literacy Co-instructor

READ 8265: Multiliteracies in a Global World: Reading & Writing Texts in New Times

Developer of online modules, facilitation of online discussion boards

Professional Development Workshops

Summer 2018 Presentation to elementary reading teachers, Columbia SC

Fall, 2017 Presentation to elementary mathematics teachers, Columbia SC

Spring, 2011 Presentation to Literacy Facilitators, Charlotte-Mecklenburg Schools
Literacy Coaching in Grades K-3

Curriculum Development

July 2012 – October 2013 Sugar Creek Charter School, Co-developer, STEM curriculum

Professional Memberships

American Educational Research Association (2010-present)

Research Council of Mathematics Learning (2015- present)
School Science and Mathematics Association (2015- present)
Chinese American Educational Research and Development (2010-present)
Association of Literacy Educators and Researchers (2010-present)
School Science and Mathematics Association (2014-present)
National Council of Teachers of Mathematics (NCTM) (2013-present)

Selected Service

Profession

Co-Executive Director for the School Science and Mathematics Journal 2024-2029
Co-Editor and reviewer for the School Science and Mathematics Journal 2021-2026
Fulbright Reviewer 2020-2021
Reviewer of conference proposals for the American Educational Research Association for the 2013-present conferences. Reviewed for Division C & H along with SIG Writing and Literacy)
Reviewer for the British Journal of Educational Technology
Reviewer for Teaching Children Mathematics 2013-2018
Reviewer Investigations in Mathematics Learning

University

Chair Faculty Senate Budget Committee (2024-2025)
Faculty Senate (2020 -2023)
Search Committee for Palmetto College Vice Chancellor (2014-2015)

College

Faculty Chair (2022-2023)
Faculty Chair Elect (2021-2022)
Apple Core Initiative Faculty Representative (2019 – present)
Steering Committee (2017-present)
Basic Programs Curriculum Committee (2015-2017)

Department

Co-Chair Annual Performance Review Committee 2020-2021
MEd Teaching and Learning Program Coordinator 2019-present
Search Committee Co-Chair Assistant/Associate Elementary Mathematics
Co-Course Coordinator for EDEL 491 (2017- present)
Course Coordinator for EDTE 201 (2015-present)
T & P Revisions committee (2016-2017)
Search Committee Middle Level Clinical Position (2015)
Peer reviewer for 2 clinical instructors (2014)
Diversity Committee (2013-2014)

Elementary Program

Showcase Planner 2016-2018

Search Committee Tenure Track position (2017-2018)

Search Committee Clinical Position (2016-2017)

Representative for the National Center for Teacher Residency Institute (2017)

Search Committee Tenure Track Position (2015)