

John Andrew Bragelman, PhD



Relevant Academic Experience

2020 – current **Assistant Professor**, Department of Mathematics, University of North Georgia

- Designed, implemented, and evaluated a three-course curriculum for preservice teachers' development of teacher noticing and culturally responsive teaching. The curriculum is module based and is designed to be implemented in both synchronous and asynchronous environments. Data from the first year of implementation is supporting NSF IUSE proposals in 2023
- Served as learning support liaison, collaborating with administration and faculty as a co-manager of the mathematics learning support courses, including curriculum design, implementation, and review as well as assessment benchmarking
- Served on the secondary mathematics education committee including collaboration on curriculum redesigns for accreditation, developing a systematic evaluation of trajectories of development for prospective teachers, and developing relationships with K12 partners
- Taught multiple courses in various modalities, including in-person, synchronous online, asynchronous online, and hybrid forms
- Principle investigator on an NSF Robert Noyce Scholarship proposal in 2021, coordinating proposal support and development between the College of Science & Mathematics, the College of Education, and multiple local education agencies

2018 - 2020 Postdoctoral Fellow, Department of Undergraduate Education, San José State University

- Collaborated with faculty on curriculum development and student support development to improve first year students' success and completion rates
- Designed and conducted research on first year students' experiences in general education mathematics courses, through the lenses of student beliefs and identity, to evaluate the effects of a curricular redesign for the math department
- Rewarded internal funding to lead a professional development for first year teaching assistants' pedagogical development in the math department and transition the professional development to a digital learning environment for future development

2015 - 2019 **Professor**, Department of Mathematics and Computer Science, Harold Washington College, Chicago, IL

- Worked on a collaborative team with faculty across the seven City Colleges to design and create CCC Launch, a semester long, intensive course for students who place into level 1 developmental courses
- Conducted research on the impact of developmental courses on post-traditional learners through the lenses of mathematics self-efficacy and identity
- Taught level 2 and level 3 courses in the developmental mathematics sequence, Beginning Algebra and Intermediate Algebra, General Education Math as a dual-credit course, and College Success

2014 – 2015

Director, Developmental Education, Harold Washington College, Chicago, IL

- Utilized data driven decision making to inform best practices and interventions. For example, pinpointed need in our remedial math course sequence, built a supplemental support course that focused on supporting students' mathematics understanding, and followed the course through its first phase of implementation as a pilot^[AA1]. The supplemental course increased pass rates by 15% overall and by 30% for students who had previously failed the math class
- Designed, implemented, and managed interventions in developmental education such as advanced learning placement (ALP) courses and co-requisite courses for English, English as a Second Language, and mathematics departments
- Coordinated pre-enrollment interventions such as STEM-CCR, a grant-based intervention targeting high school students that transitioned into ^[AA2]credit-level mathematics courses by their senior year of high school, and Level Up, a summer bridge program targeting students who place into developmental courses
- Sponsored a faculty-led professional development series that was scaled into a long-term professional development agenda in developmental education, including workshop series, seminars, presentations at national conferences, and a research program
- Served as Principal Investigator on a Student Support Services grant proposal (TRIO), including drafting the proposal and compiling supporting evidence
- Led the Developmental Education Council, a group of faculty who teach in developmental education, as they worked towards improving best practices in their departments
- Supported faculty in curriculum development and implementation, particularly in mathematics, such as movements to increase rigor in developmental courses, projects aligning high school courses to our mathematics sequence for improved placement, redesigning placement tools using in-house, faculty graded assessments, and more
- Sponsored and supported collaborative research projects with researchers at UIC, including research to support preservice

teachers' mathematics noticing with the Office of Mathematics Education and ReMath, New Explorations of the Math Learning Experiences of Black Students in non-credit bearing courses with the College of Education

2012 - 2018

Graduate Research Assistant, Elementary Teacher Preparation Program, Department of Mathematics, Statistics, and Computer Science, University of Illinois at Chicago

- Served as project coordinator for a team of programmers in the design and development of online support tools for teacher training for multiple online synchronous and asynchronous environments to support in-service teachers
- Constructed & maintained database systems, performed data management & analysis for several projects:
 - The Intensified Algebra Project - assessing student performance and understanding as measured by multiple choice and open-ended response assessments and evaluating these assessments
 - The Learning Mathematics for Teaching project, focusing on preservice teacher change in mathematics knowledge over time
 - The Videocases for Preservice Elementary Mathematics project, focusing on preservice teachers' development of mathematics noticing over time
 - The Improving Formative Assessment to Support Teaching in Algebra project, focusing on support teachers' professional development
 - Aided in the design and served as lead in the construction of hypermedia active learning platforms for pre-service teacher development
- Co-author on multiple research papers, grant proposals, and research reports

2008 – 2010

High School Teacher, Tech High School, Atlanta, GA

2007 - 2008

High School Teacher, Early College at Carver, Atlanta, GA

Selected Awards

2022	Presidential Incentive Award for Innovation for the development of a 3-course digital curriculum to support preservice teachers' development of professional noticing, University of North Georgia
2021	AMTE Service, Teaching and Research Fellow
2019	Internal funding award for the development of a digital learning environment for the support of teaching assistants of general education mathematics courses, San José State University

Selected Publications & Presentations

- Bragelman, J., Rupe, K. M., & Borowski, R. (2022). Culturally relevant for whom? Reflecting on culture and tasks with preservice teachers. *Proceeds of the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Nashville, Tennessee.
- Lee, A. & Bragelman, J. (2022). Analyzing curriculum for learning to professionally notice: A variation theory of learning approach. *Proceeds of the 45th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Nashville, Tennessee.
- Bragelman, J., Amador, J., & Castro Superfine, A. (2021). Micro-noticing: A lens on prospective teachers' trajectories of learning to notice. *ZDM Mathematics Education*.
- Castro Superfine, A., Amador, J., & Bragelman, J. (2019). Facilitating video-based discussions to support prospective teacher noticing. *Journal of Mathematical Behavior*, 54(100681).
- Castro Superfine, A. & Bragelman, J. (2018). Analyzing the impact of video representation complexity on preservice teacher noticing of children's thinking. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(4), 1-18.
- Bragelman, J., Stoelinga, T., & Castro Superfine, A. (2017). *Iterative (re)visioning: An improvement science approach to online professional development design and implementation*. *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1379). Indianapolis, IN.
- Larnell, G., Blackmond Larnell, T., & Bragelman, J. (2016). Toward reframing the open door: Policy, pedagogy, and developmental education in the urban community college. White paper for University of Illinois at Chicago's Urban Forum, 2016.
- Larnell, G., Boston, D., & Bragelman, J. (2014). The stuff of stereotypes: Toward unpacking identity threats amid African American students' learning experiences. *Journal of Education*, 194(1), 49-57.

Education

Ph.D.	University of Illinois at Chicago Major: Curriculum and Instruction – emphasis Mathematics Education
M.Ed.	Georgia State University Major: Mathematics Education
B.S.	Georgia Institute of Technology Major: Applied Psychology