

CURRICULUM VITAE

ANTHONY J. GABRIELE

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EDUCATION

- 1993 Ph.D. Educational Psychology, *University of Pittsburgh*, Pittsburgh, Pennsylvania
1983 B.A. Psychology, *Clark University*, Worcester, Massachusetts

ACADEMIC EMPLOYMENT

- 2017 – present Professor, Department of Educational Psychology, Foundations, and Leadership Studies. *University of Northern Iowa*
2003 – 2017 Associate Professor, Department of Educational Psychology and Foundations. *University of Northern Iowa*
1997 – 2003 Assistant Professor, Department of Educational Psychology and Foundations. *University of Northern Iowa*
1996 – 1997 Adjunct Instructor and Research Associate, Department of Educational Psychology and Foundations. *University of Northern Iowa*
1994 Adjunct Instructor, Department of Psychology. *University of California, Los Angeles*
1993 – 1995 Postdoctoral Fellow, Department of Psychology. *University of California, Los Angeles*

PK-12 TEACHING EXPERIENCE

- 1983 – 1985 Math Instructor, Upward Bound Program. *New York University*
1983 – 1985 Chemistry Instructor, Upward Bound Program. *New York University*

HONORS & AWARDS

- Awarded the UNI College of Education Faculty Award for Outstanding Scholarship, 2017
- Among a select group of educational leaders, researchers and entrepreneurs invited to attend an education summit on expanding research use in education, hosted by Digital Promise. Sponsored by Carnegie Corporation of New York, 2016
- Awarded the UNI College of Education Faculty Award for Outstanding Service, 2015
- Awarded the UNI Department of Educational Psychology and Foundation's Vesta Award, for focused and sustained service to the Department and the University, 2015
- Among a select group of national and international educational researchers invited to attend a provocation on teacher beliefs about teaching, learning, and assessment. Sponsored by the American Psychological Association – Division 15, 2013
- Nominated for a Thomas N. Urban Research Award, 2009

- Among a national group of educational researchers selected to attend advanced training in quasi-experimental design and analysis. Sponsored by the Spencer Foundation, 2008
- Awarded a Carver Fellowship, University of Northern Iowa, 2008
- Nominated for a Veridian Community Engagement Award, 2007
- Awarded a Professional Development Assignment, University of Northern Iowa, 2006
- Awarded a James S. McDonnell Postdoctoral Fellowship in Cognitive Studies for Educational Practice, 1993-1995

PUBLICATIONS

- Krejci, B., Joram, E. & Gabriele, A. J. (2022). Shifting preservice teachers' sources of mathematics teaching efficacy through scaffolded reflection: Fostering commitment to reform-based mathematics. In O. Kartal, G. Popovic, & S. Morrissey (Eds.) *Global Perspectives and Practices for Reform-Based Mathematics Teaching*. IGI Global.
- Joram, E., Gabriele, A. J., & Walton, K. (2020). What influences teachers' "buy-in" of research? Teachers' beliefs about the applicability of research to their practice. *Teaching & Teacher Education*, 88, 1-12.
- Gabriele, A. J., Joram, E., & Park, K. (2016). Elementary mathematics teachers' judgment accuracy and calibration accuracy: Do they predict students' mathematics achievement outcomes? *Learning and Instruction*, 45, 49-60.
- Joram, E. & Gabriele, A. J. (2015). Measurement estimation as a vehicle for making sense of measurement. In P. A. Kenney & E. A. Silver (Eds.) *More Lessons Learned from Research, Vol. 1: Useful and Useable Research Related to Core Mathematical Practices*. Reston, VA: National Council of Teachers of Mathematics.
- Knesting-Lund, K., O'Rourke, B., & Gabriele, A.J. (2015). Teachers' efficacy for supporting at-risk students and their perceived role in dropout prevention. *Journal of Studies in Education*, 5, (2), 158-168.
- Joram, E. & Gabriele, A. J. (2012). How mathematics teachers can help curb childhood obesity. *Journal of the Iowa Council of Teachers of Mathematics*, 39, 3-7.
- Rathmell, E. C. & Gabriele, A. J. (2011). Number and operations: Organizing your curriculum to develop computational fluency. In F. Fennell (Ed.), *Achieving Fluency: Special Education and Mathematics*. Reston, VA: National Council of Teachers of Mathematics.
- Gabriele, A. J. (2007). The influence of achievement goals on the constructive activity of low achievers during collaborative problem solving. *British Journal of Educational Psychology*, 77, 121-141.
- Gabriele, A. J. & Joram, E. (2007). Teachers' reflection on their own reform-based teaching in mathematics: Implications for the development of teacher self-efficacy. *Action in Teacher Education*, 29, 3, 60-74.
- Haselhun, C., Al-Mabuk, R., Gabriele, A. J., Groen, M., & Galloway, S. (2007). Promoting positive motivation in the middle school: A look at teachers' motivational knowledge, beliefs, and teaching practices. *Research in Middle Level Education-Online*, 30, (9), 1-20.
- Gabriele, A. J. (2006). A review of "Minilessons for Math Practice: Grades K-2". *Education Review: A Journal of Book Reviews* (Available at <http://edrev.asu.edu/brief/dec06.html#4>)
- Joram, E., Gabriele, A. J., Bertheau, M., Gelman, R., & Subrahmanyam, K. (2005). Children's use of the reference point strategy for measurement estimation. *Journal for Research in Mathematics Education*, 36, 1, 4-23.
- Stefanich, G., Gabriele, A. J., Rogers, B. G., & Erpelding, C. (2005). Improving educator attitudes about inclusive science through dissemination workshops. *Journal of Science Education for Students with Disabilities*. 2, 6-24.

- Henning, J., Debruin, A., Hawbaker, B., Neilson, C., Joram, E., & Gabriele, A. J. (2005). The teacher work sample: A tool for scaffolding and assessing preservice teachers' early field experiences. *The Teacher Educator*, 40, 188-207.
- Gabriele A. J. & Montecinos, C. (2001). Collaborating with a skilled peer: The influence of achievement goals and perceptions of partners' competence on the participation and learning of low achieving students. *Journal of Experimental Education*, 69, 152-178.
- Montecinos, C., Solís Zañartu, M. C., & Gabriele, A. J. (2001). Aprendiendo a enseñar a través de la investigación acción (Learning to teach through action research). *Paidea*, 30-31, 37-50.
- Joram, E. & Gabriele, A. J. (1998). Preservice teachers' prior beliefs: Transforming obstacles into opportunities. *Teaching and Teacher Education*, 14(2), 175-191.
- Joram, E., Resnick, L. B., & Gabriele, A. J. (1995). Numeracy as cultural practice: An examination of numbers in magazines for children, teenagers and adults. *Journal for Research in Mathematics Education*, 25(4), 346-361.
- Silver, E. A., Mukhopadhyay, S., & Gabriele, A. J. (1992). Referential mappings and the solution of division story problems involving remainders. *Focus on Learning Problems in Mathematics*, 14(3), 29-39.

MANUSCRIPTS IN PREPARATION

- Gabriele, A. J. & Joram, E. (n.d.) Preservice teachers' beliefs about sources of teaching knowledge predict anticipated use of research findings. *Manuscript in preparation*.
- Joram, E., Rinehart, R. W., Gabriele, A. J. Ryshavy, B. & Riniker, A. (n.d.). Teachers' epistemic beliefs and dispositions towards use of research for their practice. *Manuscript in preparation*.

CURRICULUM MATERIALS

- Gabriele, A. J. & Dore, E. (2007). Instructor's Manual and Test Bank for R. Slavin's *Educational Research in an Age of Accountability*. Boston: Pearson
- Rathmell, E. C. & Gabriele, A.J. (2007). *The Computational Fluency Curriculum: Grade 1*.
- Rathmell, E. C. & Gabriele, A.J. (2007). *The Computational Fluency Curriculum: Grade 2*.

TECHNICAL REPORTS

- Gabriele, A. J. (2009). *Formative Evaluation of University of Northern Iowa's Problem Solved! Making Sense of Mathematics*. Technical report submitted to Project SOAR, Department of Mathematics, University of Northern Iowa, August.
- Gabriele, A. J. (2002). *Evaluation Report for Every Student Counts: 2001-2002*. Technical report submitted to the Iowa Department of Education, May.
- Gabriele, A. J. & Boody, R. M. (2001). *Evaluation Report for Every Student Counts: 2000-2001*. Technical report submitted to the Iowa Department of Education, August.
- Gabriele, A. J. & Boody, R. M. (2000). *Evaluation Report for Every Student Counts: 1999-2000*. Technical report submitted to the Iowa Department of Education, August.

PRESENTATIONS

National and International Presentations

- Gabriele, A. J. & Joram, E. (2018, April). *Preservice teachers' beliefs about sources of knowledge about teaching predict anticipated use of research findings*. Paper presented at the American Educational Research Association annual conference, New York, NY.

- Joram, E., Gabriele, A. J., & Watson, K. M. (2018 April) *Teachers' beliefs and attitudes about using educational research in their practice: A tool for teacher empowerment?* Roundtable session presented at the American Educational Research Association annual conference, New York, NY.
- Gabriele, A. J. & Joram, E. (2012, May). *Teachers' metacognitive monitoring of their judgment accuracy predicts classroom-level mathematics performance.* Poster presented at the Association of Psychological Science annual convention, Chicago, IL.
- Heston, M., East, K., Fitzgerald, L. M., & Gabriele, A. J. (2008, March). *Learning from the best: A preliminary self-study of changing classroom practices.* Paper presented at the American Educational Research Association annual conference, New York, NY.
- Rathmell, E. C., Townsend, B., Gabriele, A. J., & Leutzinger, L. (2008, January). *A teacher knowledge test for primary grade teachers.* Paper presented at the Association of Mathematics Teacher Educators 12th annual conference, Tulsa, OK.
- Gabriele, A. J., Knesting, K., & Feldman, S. (2007, August). *Teachers' judgments of students' computational strategies and skill: How accurate, how well calibrated, and how important are they in determining instructional effectiveness?* Paper presented at the European Association for Research on Learning and Instruction 12th biennial conference, Budapest, Hungary.
- Gabriele, A. J. (2007, May) *Reducing achievement gaps in mathematics by accelerating the development of computational fluency with basic facts.* Paper presented at the Second Annual Closing the Achievement Gap Conference, University of Connecticut, Storrs, CT.
- Rathmell, E. A. & Gabriele, A. J. (2006, April). *Starting with the basics to bring reform to the elementary math classroom.* Paper presented at the National Council for Teachers of Mathematics Research Pre-session, St. Louis, MO.
- Joram, E., Gabriele, A. J., Henning, J. E., & Hawbaker, B. (2006, April). *Preservice and practicing teachers' beliefs about assessment.* Paper presented at the American Educational Research Association annual conference, San Francisco, CA.
- Gabriele, A. J., Joram, E., & Morris, K. (2003, April). *The effects of a reading incentive program on the amount of time students read for pleasure.* Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Joram, E., Gabriele, A. J., & Bertheau, M. (2003, April). *Students' use of the reference point strategy for measurement estimation.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Gabriele, A. J., Boboc, M., & Boody, R. (2001, April). *The effect of achievement goals on the constructive activity of low achievers during collaborative problem solving.* Poster presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Gabriele, A. J., & Montecinos, C. (2000, April). *The effect of achievement goals on the participation and learning of low achievers during collaborative problem solving.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- DeBruin-Parecki, A., Sperry, T., & Gabriele, A. J. (1999, October). *Beyond the borders of a classroom evaluation course: Future teachers discover parents' views on assessment.* Paper presented at the Sixth Annual AATC Conference, Orlando, FL.
- Gabriele, A. J., Joram, E., Trafton, P., Thiessen, D., Rathmell, E., & Leutzinger, L. (1999, April). *Traveling along the path of mathematics reform: Changes in teachers' sources of efficacy.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Gabriele, A. J., Fitzgerald, L., Zan, B., & DeVries, R. (1998, April). *Is parental involvement related to child stress behaviors in developmentally appropriate programs for at-risk 4yr-olds?* Roundtable discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Joram, E. & Gabriele, A. J., (1997, March). *Preservice teachers' prior beliefs: Transforming obstacles into opportunities.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Joram, E., Gabriele, A. J., Gelman, R., & Subrahmanyam, K. (1996, April). *Building meaning for units of measurement: A personal anchors approach*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Gabriele, A. J., Nguyen, K., Fernandez, C., & Stigler, J. W. (1995, April). *Students' use of time to reflect during a mathematics lesson: Effects on high and low knowledge students' lesson comprehension and learning*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nguyen, K., Gabriele, A. J., Fernandez, C., & Stigler, J. W. (1995, March). *Effects of prior knowledge on students' comprehension of a mathematics lesson*. Paper presented at the annual meeting of the Society for Research on Child Development, Indianapolis, IN.
- Gabriele, A. J. (1994, June). *The influence of partner achievement status on children's collaborative solutions to mathematical word problems*. Paper presented at the annual meeting of the Jean Piaget Society, Chicago, IL.
- Gabriele, A. J., Joram, E., Resnick, L. B., Kassabian, A., & Trattner, T. (1994, April). *Children's understanding of principles underlying mental computation strategies*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Gabriele, A. J., Lesgold, S., & Resnick, L. B. (1992, April). *Children's use of standard and non-standard written numerical representations in solving addition and subtraction word problems*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Gabriele, A. J., & Silver, E. A. (1990, February). *Looking for sense-making in all the wrong places: The case of textbook presentation of division with remainders*. Paper presented at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
- Gabriele, A. J., & Resnick, L. B. (1989, April). *Children's collaborative solutions to arithmetic story problems*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Silver, E. A., Mukhopadhyay, S., & Gabriele, A. J. (1989, April). *Referential mappings and the solution of division story problems involving remainders*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Peverly, S. T., Wang, M. C., & Gabriele, A. J. (1987, March). *The study of metacognition and school learning: Review of research methodology*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Regional and Local Presentations

- Gabriele, A. J., & Rogers, B. (2007, November). *Teachers' confidence in the accuracy of their judgments of students' performance*. Poster presented at the Iowa Educational Research and Evaluation Association, Iowa City, IA.
- Gabriele, A. J. (2007, October). *The computational fluency curriculum: An approach to reducing achievement gaps by accelerating the development of basic facts*. Invited paper presentation at the NCTM 2007 Regional Conference and Exposition, Kansas City, MO.
- Lo, M., Gabriele, A. J., Nelson, G., & Leutzinger, L. (2005, December). *Exploring the relationship between mathematics content knowledge and pedagogical content knowledge among pre-service teachers*. Poster presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.
- Gabriele, A. J. (2005, February). *Narrowing the achievement gap by being more strategic with the time we have: An approach to math reform*. Invited presentation at annual meeting of the Iowa Council of Teachers of Mathematics, Des Moines, IA.

- Joram, E., Gabriele, A.J., & Henning, J. E. (2004, December). *Preservice teachers' beliefs about assessment*. Poster presented at the Iowa Educational Research and Evaluation Association, Waterloo, IA.
- Morris, K., Gabriele, A. J. & Carmer, A. (2001, December). *The effect of a reading incentive program on high and low intrinsically motivated readers*. Paper presented at the Iowa Educational Research and Evaluation Association, Ames, IA.
- Gabriele, A. J. (1998, September). *Using cases to augment field experience*. Workshop presented at the Institute on the Infusion of Field Experiences in Preservice Teacher Education Preparation, University of Northern Iowa, Cedar Falls, IA.
- Gabriele, A. J., & Montecinos, C. (1997, December). *Learning from skilled peers: The effects of motivational goal-orientation on low achievers' collaborative problem solving*. Paper presented at the Iowa Educational Research and Evaluation Association, Cedar Rapids, IA.
- Leutzinger, L., Gabriele, A. J., & Rathmell, E. (1997, October). *Augmenting the curriculum with a reform-oriented approach to learning basic number facts*. Paper presented at the Iowa Science Teachers Section Fall conference, Des Moines, IA.

EXTERNALLY FUNDED GRANTS AND CONTRACTS

- 2019-2020 *Deepening capacity for cultivating intellectual and moral virtues in pre-service teachers at the University of Northern Iowa*. Funded by Kern Family Foundation, Amount: \$149,964.
- 2008 – 2009 *Des Moines Public Schools Partnership for Cognitively Guided Instruction* (Program Evaluation Consultant). Funded by the Iowa Department of Education. Amount: \$5,000.
- 2005 – 2006 *Helping teachers use content knowledge strategically: Year 2 of an approach to improving student mathematics achievement in “high-need” elementary schools* (Principal Investigator). Funded by the Iowa Board of Regents and Iowa Department of Education. Amount: \$100,000.
- 2004 –2005 *Helping teachers use instructional time strategically: An approach to improving student mathematics achievement in “high-need” elementary schools* (Principal Investigator). Funded by the Iowa Board of Regents. Amount: \$88,000.
- 1999-2002 *Iowa Department of Education’s Staff Development Initiative: Every Student Counts* (Lead Program Evaluator). Funded by the Iowa Department of Education. Amount: \$60,000.
- 1997 *Augmenting the curriculum with a reform-oriented approach to learning basic number facts* (Principal Investigator). Funded by the Iowa Space Grant Consortium. Amount: \$11,900.
- 1996 - 1997 *Learning from skilled peers: Goal orientation as a factor mediating patterns of participation of low achieving students* (Principal Investigator). Funded by the FINE (First in the Nation in Education) Foundation. Amount: \$11,599.
- 1993 –1995 *Reflective practice and the comprehension of mathematics lessons* (Co-Principal Investigator with Dr. James W. Stigler). Funded by the James S. McDonnell Foundation, Program in Cognitive Studies for Educational Practice. Amount: \$60,000.

INTERNALLY FUNDED RESEARCH GRANTS

- 2000 *Do reading incentives have an impact on motivation to read?* Research Project Grant funded by the Graduate College of University of Northern Iowa. Amount: \$1,000.

- 1998 *Teachers' representations of their lessons.* Research Project Grant funded by the Graduate College of University of Northern Iowa. Amount: \$180.
- 1998 *Parents' views of classroom assessment practices.* Research Project Grant funded by the Graduate College of University of Northern Iowa. Amount: \$250.

INTERNALLY FUNDED CURRICULAR PROJECTS

- 2010 *Studying the use of "clickers" in the UNI Teacher Education Program's Professional Education Sequence.* Funded by the University of Northern Iowa College of Education Student Computer Fee Expenditure Committee. Amount: \$1,514.
- 2007 *Mapping the UNI Teacher Education Program's Professional Education Sequence.* Funded by the University of Northern Iowa's Office of Academic Assessment. Amount: \$500.
- 1999 *EdPsych Connections: Using the Web to support coordination, communication and access for instruction.* Funded by University of Northern Iowa's Office of the Provost Mini-grant program: Achieving Educational Excellence. Amount: \$2,400.
- 1999 *Blurring the boundaries: Integrating the content of professional education and mathematics and science methods course work.* Funded by the QEP: Strengthening Undergraduate Education at UNI -Working together towards integrative learning. Amount: \$7,200.
- 1998 *Video-cases for preservice teacher education.* Funded by the Rosa Janssen and Henry R. and Nancy Meyer Fund. Amount: \$3,000.
- 1998 *Developing and using video cases to support preservice teacher learning.* Funded by University of Northern Iowa's Office of the Provost. Mini-grant program. Amount: \$3,600.

PROFESSIONAL SERVICE

American Educational Research Association (AERA)

- Member, Division C Nominating Committee, 2002
- Reviewer of conference proposals for Division K, Section 5
- Reviewer of conference proposals for Division C, Section 3 & 5
- Reviewer of conference proposals for Motivation in Education SIG
- Reviewer of conference proposals for Research in Mathematics Education SIG
- Reviewer of conference proposals for Research Use SIG

American Psychological Association (APA)

- Reviewer of conference proposals for Division 15

American Evaluation Association (AEA)

- Webmaster for Quantitative Methods TIG, 2009-2012
- Reviewer of conference proposals for Quantitative Methods TIG

National Council of Teachers of Mathematics (NCTM)

- Reviewer of conference proposals for the *NCTM Section: Connecting Research to Practice*

Iowa Educational Research and Evaluation Association (IEREA)

- Past-President, 2006

- President, 2005
- Chair, Conference Planning Committee, 2004
- Councilor, Executive Council, 2000-2004
- Reviewer of conference proposals

Editorial Duties

- Member of Editorial Board, *Journal of Educational and Developmental Psychology*, 2012-2015
- Member of Editorial Board, *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice*, 2001-2004
- Ad Hoc Reviewer, *American Journal of Evaluation*
- Ad Hoc Reviewer, *Cognition and Instruction*
- Ad Hoc Reviewer, *Educational Psychology*
- Ad Hoc Reviewer, *European Journal of Psychology of Education*
- Ad Hoc Reviewer, *International Review of Social Psychology*
- Ad Hoc Reviewer, *Journal for Research in Mathematics Education*
- Ad Hoc Reviewer, *Learning and Instruction*
- Ad Hoc Reviewer, *Religion and Education*

Textbook Reviews

- Reviewed A. S. Devlin, *The Research Experience: Planning, Conducting, and Reporting Research* (2nd Edition) for Sage Publishing
- Reviewed J. Arter & K. Busik, *Practice with Student-Involved Classroom Assessment* (3rd Edition) for Merrill Education/Prentice Hall
- Reviewed D. Payne, *Applied Educational Assessment* (2nd Edition) for Wadsworth/Thomson Learning
- Reviewed D. Kauchak & P. Eggen, *Educational Psychology: Windows on Classrooms* (4th Edition) for Merrill Education/Prentice Hall

PROFESSIONAL AFFILIATIONS

- Association for Psychological Science
- American Psychological Association, Div. 15 (Educational Psychology)