

## CURRICULUM VITA

### 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

- 2003 – present 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*.

### PROGRAM EVALUATION EXPERIENCE

- 2008 – 2010 Evaluation Consultant, *Partnership for Cognitively Guided Instruction to Improve Teaching and Learning in Elementary Mathematics*.  
2008 – 2009 Evaluation Consultant, *Student On-line Achievement Resources (SOAR)*.  
2002 – 2003 Evaluation Consultant, *Inclusive Science Education*.  
1999 – 2002 Lead Evaluator, *Every Student Counts*.  
1997 Lead Evaluator, *CDCC programs for at-risk 4-year olds*.

## GRANTS

### *Externally Funded Grants*

- 2005 – 2006 Principal Investigator for *Helping teachers use content knowledge strategically: Year 2 of an approach to improving student mathematics achievement in “high-need” elementary schools*. Funded by the Iowa Board of Regents and Iowa Department of Education. Amount: \$100,000.
- 2004 –2005 Principal Investigator for *Helping teachers use instructional time strategically: An approach to improving student mathematics achievement in “high-need” elementary schools*. Funded by the Iowa Board of Regents. Amount: \$88,000.
- 1997 Principal Investigator and Project Manager for *Augmenting the curriculum with a reform-oriented approach to learning basic number facts*. Funded by the Iowa Space Grant Consortium. Amount: \$11,900.
- 1996 - 1997 Principal Investigator for *Learning from skilled peers: Goal orientation as a factor mediating patterns of participation of low achieving students* (Grant no.0039). Funded by the FINE (First in the Nation in Education) Foundation. Amount: \$11,599.
- 1993 –1995 Co-principal Investigator (with Dr. James W. Stigler) for *Reflective practice and the comprehension of mathematics lessons* (Grant no. 93-8). Funded by the James S. McDonnell Foundation, Program in Cognitive Studies for Educational Practice. Amount: \$60,000.

### *Internally Funded Grants*

- 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.
- 2000 *Do reading incentives have an impact on motivation to read?* Project Grant funded by the Graduate College of University of Northern Iowa. Amount: \$1,000.
- 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.
- 1998 *Teachers' representations of their lessons.* Project Grant funded by the Graduate College of University of Northern Iowa. Amount: \$180.
- 1998 *Parents' views of classroom assessment practices.* Project Grant funded by the Graduate College of University of Northern Iowa. Amount: \$250.

## **PUBLICATIONS**

### ***Refereed Publications***

- 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.
- 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.

### ***Books, Chapters, Reviews and Technical Reports***

Rathmell, E. C. & Gabriele, A.J. (in press). Number and operations: Organizing your curriculum to develop computational fluency. To appear in F. Fennell (Ed.), *Special Education and Mathematics: Helping Children with Learning Difficulties Achieve Mathematical Proficiency*. Reston, VA: National Council of Teachers of Mathematics.

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,

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>)

Gabriele, A. J. (2002). *Evaluation Report for Every Student Counts: 2001-2002*. Technical report submitted to the Iowa Department of Education, May, 2002.

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, 2001.

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, 2000.

### **PRESENTATIONS**

#### ***National and International Presentations***

Heston, M., East, K., Fitzgerald, L. M., & Gabriele, A. J. (2008). *Learning from the best: A preliminary self-study of changing classroom practices*. Paper presented at the American Educational Research Association annual conference, New York City, NY.

Rathmell, E., 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 12<sup>th</sup> 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 12<sup>th</sup> 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.

Peeverly, 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.

Gabriele, A. J. (2007, March). *Do our students really not know that they don't know?* Invited speaker at the University of Northern Iowa's Teacher-Learning Consortium Brown Bag series. Cedar Falls, IA.

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.

- Joram, E., Gabriele, A.J., Henning, J. E., Hawbaker, B., & Carlson, N. (2005, December). *Preservice and practicing teachers' beliefs about assessment*. 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. (2001, October). *The effect of achievement goals on the constructive activity of low achievers during collaborative problem solving*. Presented at the Educational Psychology & Foundations Colloquium Series, University of Northern Iowa, Cedar Falls, IA.
- Gabriele, A. J. (2000, November). *Traveling along the path of mathematics reform: Changes in teachers' sources of efficacy*. Presented at the Educational Psychology & Foundations Colloquium Series, University of Northern Iowa, Cedar Falls, 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.
- Gabriele, A. J. (1997, Sept.). *Evaluation of state-funded childcare programs for at-risk four year-olds in Iowa*. Presented at the Child Development Coordinating Council meeting, Des Moines, IA.

## **PROFESSIONAL SERVICE**

### ***American Educational Research Association (AERA)***

- Member, Division C Nominating Committee, 2002 – 2004
- Reviewer of conference proposals for Division K, Section 5
- Reviewer of conference proposals for Division C, Section 5
- Reviewer of conference proposals for Division C, Section 3
- Reviewer of conference proposals for Motivation in Education SIG
- Reviewer of conference proposals for Research in Mathematics Education SIG

### ***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)***

- President, 2005
- Chair, Conference planning committee, 2004
- Councilor, Executive Council, 2000-2004
- Reviewer of conference proposals

### ***Editorial Duties and Textbook Reviews***

- Member of Editorial Board, *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice* 2001-2004
- Guest Reviewer for the journal *International Review of Social Psychology*,
- Guest Reviewer for the journal *Cognition and Instruction*
- Reviewed J. Arter & K. Busik, *Practice with Student-Involved Classroom Assessment* (3<sup>rd</sup> Edition) for Merrill Education/Prentice Hall
- Reviewed D. Payne, *Applied Educational Assessment* (2<sup>nd</sup> Edition) for Wadsworth/Thomson Learning
- Reviewed D. Kauchak & P. Eggen, *Educational Psychology: Windows on Classrooms* (4<sup>th</sup> Edition) for Merrill Education/Prentice Hall,
- Reviewed *Documented Examples of Technology Use in Higher Education*, web-based materials for the North Central Regional Educational Laboratory

### **HONORS & AWARDS**

- Among select group of educational researchers invited 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.
- Elected president of the Iowa Educational Research and Evaluation Association, 2005
- Awarded a James S. McDonnell Postdoctoral Fellowship in Cognitive Studies for Educational Practice, 1993-1995

### **PROFESSIONAL AFFILIATIONS**

- American Educational Research Association (Divisions C, H; SIGS Research in Math Education, Teaching of Educational Psychology)
- European Association for Research on Learning and Instruction
- Iowa Educational Research and Evaluation Association