

# PAUL N. REIMER

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## RESEARCH INTERESTS

Educational Psychology

Learning Sciences

Embodied Cognition

Mathematics Teaching and Learning

Play as Pedagogy

Professional Learning for Teachers

## EDUCATION

**Ph.D., Educational Psychology and Educational Technology**

*In Progress*

Michigan State University, East Lansing, MI

**M.A., Mathematics Education**

*2006-08*

Fresno Pacific University, Fresno, CA

**B.A., International Studies**

*1992-96*

George Fox University, Newberg, OR

## PUBLICATIONS

### Journal Articles

Staudt Willet, K. B., & Reimer, P. N. (in preparation). Meaningfulness, belonging, and action: The teacher journey from isolation to community on Twitter.

### Peer-Reviewed Conference Proceedings

Reimer, P. N., & Putnam, R. T. (under review). Head start preschool educators' conceptions of mathematics learning and teaching. Paper submitted to the 40<sup>th</sup> annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education.

Reimer, P. N. (2017). Videos of preschool mathematical thinking for teacher learning. In E. Galindo & J. Newton, (Eds.), *Proceedings of the 39th annual meeting of the North*

*American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 315-318). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.

## PRESENTATIONS

### National

Williams-Pierce, C., Plaxco, D., **Reimer, P. N.**, Ellis, A.B., & Dogan, M.F. (under review). *Mathematical play: Across age, context, and content*. Working group proposal submitted to the 40<sup>th</sup> annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education.

Staudt Willet, K. B., & **Reimer, P. N.** (2018, March). *The career you save may be your own: Exploring the mathtwitterblogosphere as a community of practice*. Paper presented at the Society for Information Technology and Teacher Education Annual Conference 2018, Washington, DC.

### Local

**Reimer, P. N.** (2017, August). *Teaching is listening: Attending to young children's mathematics*. Keynote speaker at the Fresno Economic Opportunities Commission Head Start Preschool Preservice Day, Fresno, CA.

**Reimer, P. N.** (2013, July). *Mathematics education: Opportunities for change*. Invited speaker at the AIMS Education Foundation, Fresno, CA.

## RESEARCH EXPERIENCE

### Project Head Start

2016-2018

AIMS Center for Math and Science Education

Project Manager

The purpose of this research and development project is to deepen Head Start teachers' knowledge about children's mathematics, reflect on teachers' conceptions and practices, and explore ways to develop environments and activities that support children's mathematical development. Our professional development model includes whole-group learning sessions, video club discussion, collaborative activity design, and classroom coaching.

### Creating Algebraic Thinkers (CAT)

2008-2012

California Mathematics and Science Partnership (CaMSP) Grant

Facilitator/Instructor/Coach

PI: *Dave Youngs, Fresno Pacific University*

Awarded: \$3,000,000

This project examined the effects of professional development activities and associated classroom coaching in increasing teacher content knowledge and pedagogical knowledge as measured by the Learning Mathematics for Teaching (LMT) measures and in improving the level of student proficiencies on local and statewide assessments.

## RELATED EXPERIENCE

### Senior Researcher

*2016-present*

AIMS Center for Math and Science Education

Currently facilitating a research and development project in local Head Start preschools focused on early childhood mathematics teaching and learning.

### Mathematics Instructional Coach

*2003–2016*

Selma Unified School District

Assisted in transition to Common Core standards and practices; reviewed achievement data and student work to draw conclusions about student performance both in and across grade levels at school sites; developed district assessment programs aligned to content standards with routine collaborative analysis of assessment results; provided classroom support and worked collaboratively with teachers to improve mathematics instruction.

### Consultant

*2011–2014*

AIMS Education Foundation

Provided support for lesson design and development.

### Senior Mathematics Consultant

*2004-2011*

Gail Robinette and Associates

Provided intensive content area training workshops for K-12 teachers, administrators, and content area coaches; observed mathematics lessons to assist teachers in the development of high-leverage instructional strategies and techniques; assisted with data analysis to set instructional priorities and guide the development of goals for mathematics learning.

## TEACHING

### Graduate Teaching Assistant

#### CEP 805 Learning Mathematics with Technology

Department of Counseling, Educational Psychology, & Special Education *Spring, 2018*  
Michigan State University, College of Education - East Lansing, MI

### Online Instructor

*2008–present*

Center for Professional Development, Fresno Pacific University

EDU-921	Writing in the Math Classroom
MAT-922	Patterns and Relationships K-2
MAT-923	Assessing Students' Mathematics Learning
MAT-924	Virtual Manipulatives
MAT-925	Patterns and Relationships 3-5
MAT-926	Developing Algebraic Thinking
MAT-927	Teaching Math to English Language Learners
MAT-928	Technology-Enhanced Mathematics Learning
MAT-929	Fostering Mathematics Discussions
MAT-930	Common Core Mathematical Practices
MAT-931	Mathematics for Social Justice
MAT-932	Using Rich Math Tasks in the Classroom
MAT-933	Improve Fluency: Number Talks
STEM-900	Inspiring STEM Learning
STEM-901	Coding in the Classroom
STEM-902	Maker Movement: Tech and Tinkering

**Graduate Instructor**

*2010–2013*

Graduate School of Education, Fresno Pacific University

- Patterns and Functions for Elementary Teachers

**K-12 TEACHING EXPERIENCE**

**Elementary Teacher**

*1996–2003*

Indianola Elementary School, Selma Unified School District

- 6th Grade. Emphasis on math and science teaching.

**PROFESSIONAL AND SERVICE ACTIVITIES**

**Conference Proposal Reviewer**

- Psychology of Mathematics Education North American Chapter (PME-NA)

**Speaking**

- ZPC Podcast guest *March 27, 2017*  
Discussed pedagogical content knowledge and the role of teachers' beliefs in mathematics teaching. Available online:  
<https://www.aimsedu.org/2017/03/23/episode-28-pedagogical-content-knowledge-its-role-in-teaching/>

## **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association (AERA) Division C, Division K  
North American Chapter of the International Group for the Psychology of Mathematics  
Education (PME-NA)  
National Council of Teachers of Mathematics (NCTM)  
California Mathematics Council (CMC)