

Jen Munson

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APPOINTMENT

Associate Professor, Learning Sciences	2025 – present
Assistant Professor, Learning Sciences	2018 – 2025
Northwestern University, School of Education and Social Policy	

EDUCATION

Ph.D. Teacher Education 2018

Stanford University, Stanford, CA

Doctoral Advisors: Jo Boaler and Jennifer M. Langer-Osuna

Dissertation: “Responding to Student Thinking in the Moment: Examining Conferring Practices and Teacher Learning in the Elementary Mathematics Classroom”

Committee: Jo Boaler, Jennifer M. Langer-Osuna, Maren Aukerman, Ramón Martínez

B.S. Elementary Education, Magna cum Laude 2000

University of Maine, Orono, ME

PUBLICATIONS

Journal Articles

- Dobie, T., Dyer, E., Sherin, M., & **Munson, J.** (2025). The intersection of teacher noticing and the language of practice. *ZDM Mathematics Education*. <https://doi.org/10.1007/s11858-025-01732-w>
- **Munson, J.** (2025). Growing practice in place: Evidence of teacher learning from side-by-side coaching. *Journal of Mathematics Teacher Education*. <https://doi.org/10.1007/s10857-025-09708-z>
- Saclarides, E. S. & **Munson, J.** (2024). The constant work of access: How coaches use strategies to respond to the micropolitical forces that shape their classroom access. *Elementary School Journal*, 125(1), 28-51. <https://doi.org/10.1086/731078>
- Saclarides, E. S. & **Munson, J.** (2024). On-ramps and cul-de-sacs: How school leaders and structures shape coaches’ classroom access. *The Learning Professional*, 45(4), 68-71.
- **Munson, J.**, Baldinger, E. E., Altshuler, M., & Lee, H. S. (2024). Side-by-side coaching: Decomposing a practice-based teacher learning opportunity. *Learning, Culture, and Social Interaction*, 45, 100807. <https://doi.org/10.1016/j.lcsi.2024.100807>
- **Munson, J.** & Saclarides, E. S. (2024). Conflict and cooperation: Micropolitical forces impacting coaches’ access. *Elementary School Journal*, 123(3). <https://doi.org/10.1086/728423>
- Osuna, J., & **Munson, J.** (2024). Exploring what teachers notice about students' interactional dynamics during collaborative mathematics problem-solving and their connections to instructional practice. *Teaching and Teacher Education*, 137, 104380. <https://doi.org/10.1016/j.tate.2023.104380>
- **Munson, J.** (2023). Enacted identity: Broadening conceptions of teacher learning. *Mind, Culture, and Activity*, 30(3-4), 279-297. <https://doi.org/10.1080/10749039.2023.2296448>

- **Munson, J. & Baldinger, E. E. (2023).** What pedagogy feels like: Teachers' development of pedagogical empathy in rehearsal debriefs. *Journal of the Learning Sciences*, 32(4-5), 622-662. <https://doi.org/10.1080/10508406.2023.2269547>
- **Munson, J. & Saclarides, E. S. (2023).** How coaches get in. *Phi Delta Kappan*, 105(2), 32-36. <https://doi.org/10.1177/00317217231205939>
- Garner, B., **Munson, J.**, Krause, G., Bertolone-Smith, C., Saclarides, S., Vo, A., & Lee, H. S. (2023). The landscape of US elementary mathematics teacher education: Course requirements for mathematics content and methods. *Journal of Mathematics Teacher Education*. <https://doi.org/10.1007/s10857-023-09593-4>
- **Munson, J. & Dyer, E. B. (2023).** Pedagogical Sensemaking during side-by-side coaching: Examining the in-the-moment discursive reasoning of a teacher and coach. *Journal of the Learning Sciences*, 32(2), 171-210. <https://doi.org/10.1080/10508406.2022.2132863>
- **Munson, J.**, Lakshminarayanan, G., & Rodney, T. J. (2022). Cultural responsiveness and mathematical practices. *Mathematics Teacher: Learning and Teaching Pre-K-12*, 115(10), 698-706. <https://doi.org/10.5951/MTLT.2021.0262>
- Saclarides, E. S., Garner, B., Krause, G. H., Bertolone-Smith, C. M., & **Munson, J. (2022).** Design principles that support course design innovation for elementary mathematics methods courses. *Mathematics Teacher Educator*, 11(1), 9-25. <https://doi.org/10.5951/MTE.2020.0081>
- **Munson, J. & Saclarides, E. S. (2022).** Getting a foot in the door: Examining content-focused coaches' strategies for gaining access to classrooms. *Elementary School Journal*, 123(1), 128-154. <https://doi.org/10.1086/720626>
- Saclarides, E. S. & **Munson, J. (2022)** An exploration of coaches' coordination of strategies to gain access to teachers' classrooms. *Elementary School Journal*, 123(1), 155-175. <https://doi.org/10.1086/720809>
- **Munson, J. (2021).** Negotiating identity and agency amidst pedagogical change: The case of student push back. *Journal of the Learning Sciences*, 30(4-5), 646-675. <https://doi.org/10.1080/10508406.2021.1954522>
- Saclarides, E. S. & **Munson, J. (2021).** Exploring the foci and depth of coach-teacher interactions during modeled lessons. *Teaching and Teacher Education*, 105, 103418. <https://doi.org/10.1016/j.tate.2021.103418>
- **Munson, J.**, Baldinger, E. E., & Larison, S. (2021). What if...? Exploring thought experiments and non-rehearsing teachers' development of adaptive expertise in rehearsal debriefs. *Teaching and Teacher Education*, 97, 103222. <https://doi.org/10.1016/j.tate.2020.103222>
- Langer-Osuna, J. M., **Munson, J.**, Gargroetzi, E., Williams, I., & Chavez, R. (2020). "So what are we working on?" Examining student authority relations during collaborative mathematics activity. *Educational Studies in Mathematics*, 104, 333-349. <https://doi.org/10.1007/s10649-020-09962-3>
- Baldinger, E. E. & **Munson, J. (2020).** Developing adaptive expertise in the wake of rehearsals: An emergent model of the debrief discussions of non-rehearsing teachers. *Teaching and Teacher Education*, 95, 103125. <https://doi.org/10.1016/j.tate.2020.103125>
- **Munson, J. (2020).** Noticing aloud: Uncovering mathematics teacher noticing in the moment. *Mathematics Teacher Educator*, 8(2), 25-36. <https://doi.org/10.5951/MTE-2019-0006>

- Langer-Osuna, J. M., Gargroetzi, E., **Munson, J.**, & Chavez, R. (2020). Exploring the role of off-task activity on students' collaborative dynamics. *Journal of Educational Psychology*, 112(3), 514-532. <https://doi.org/10.1037/edu0000464>
- **Munson, J.** (2019). After eliciting: Variation in elementary mathematics teachers' discursive pathways during collaborative problem solving. *Journal of Mathematical Behavior*, 56, 100736. <https://doi.org/10.1016/j.jmathb.2019.100736>
- Gargroetzi, E., Chavez, R., **Munson, J.**, Langer-Osuna, J., & Lange, K. (2019). Can off-task be on-track? *Phi Delta Kappan*, 100(8), 62-66. <https://doi-org/10.1177/0031721719846892>
- **Munson, J.** (2018). Two instructional moves to promote student competence. *Teaching Children Mathematics*, 24(4), 244-249. <https://doi.org/10.5951/teacchilmath.24.4.0244>
- **Munson, J.** (2016). Improving the productivity of teacher-student interactions: A consideration of student pushback and ways to respond. *New England Mathematics Journal*, 49(2), 16-25.
- **Munson, J.** & Morant, T. S. (2011). A vehicle for instructional transformation. *Teaching Children Mathematics*, 18(3), 170–181.

Journal Articles Under Review

- **Munson, J.**, Baldinger, E. E., & Altshuler, M. Patterns of participation in side-by-side coaching. *Learning, Culture, and Social Interaction*.
- Osuna, J. M., **Munson, J.**, Leshin, M., & Kwon, F. Exploring teacher curiosity as a learnable stance toward student thinking, instructional practice, and teacher affect. *Teaching and Teacher Education*.
- **Munson, J.** & Hoffmann, A. Revealing and refining teachers' instructional vision: Noticing strengths in video records of practice. (*Revise & resubmit*). *Journal of Mathematics Teacher Education*.
- Baldinger, E. E., **Munson, J.**, Topham, T., Larison, S., & Kasahara, S. Hidden obligations: Sharing authority with teachers in video-based professional development. *Journal of Teacher Education*.

Books

- **Munson, J.**, Langer-Osuna, J. M., Kwon, F., & Trinkle, M. (2023). *The Collaborative Mathematics Classroom: Launching a Student-Centered Mathematical Community*. Heinemann.
- **Munson, J.** (2018). *In the Moment: Conferring in the Elementary Mathematics Classroom*. Heinemann. Audiobook edition (2020).
- Boaler, J., **Munson, J.**, & Williams, C. (2021). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 2*. Wiley.
- Boaler, J., **Munson, J.**, & Williams, C. (2021). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 1*. Wiley.
- *Boaler, J., **Munson, J.**, & Williams, C. (2020). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Kindergarten*. Wiley.
- Boaler, J., **Munson, J.**, & Williams, C. (2020). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 8*. Wiley.

- Boaler, J., **Munson, J.**, & Williams, C. (2019). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 7*. Wiley.
 - Boaler, J., **Munson, J.**, & Williams, C. (2019). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 6*. Wiley.
 - Boaler, J., **Munson, J.**, & Williams, C. (2018). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 3*. Wiley.
 - *Boaler, J., **Munson, J.**, & Williams, C. (2018). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 5*. Wiley.
 - *Boaler, J., **Munson, J.**, & Williams, C. (2017). *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 4*. Wiley.
- *Translated into Portuguese.

Peer-reviewed Conference Proceedings

- Hoffmann, A. & **Munson, J.** (2024). *Co-constructing an image of valued mathematics teaching: Noticing and naming strengths in video records of practice*. Psychology of Mathematics Education. In Evans, T., Marmur, O., Hunter, J., Leach, G., & Jhagroo, J. *Proceedings of the 47th conference of the International Group of the Psychology of Mathematics Education, Volume 3* (p. 50-57). PME.
- Hoffmann, A. & **Munson, J.** (2024). *Negotiating mathematics teachers' professional vision: Noticing and naming strengths in video records of practice*. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suarez, E. (Eds.). *Proceedings of the 18th International Conference of the Learning Sciences*. (pp. 1143-1146). International Society of the Learning Sciences.
- **Munson, J.** & Baldinger, E. E. (2024). *Developing adaptive expertise in the wake of rehearsals*. In S. Yoon (Chair), *Developing teachers' adaptive expertise for ambitious instruction and disciplinary learning*. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suarez, E. (Eds.). *Proceedings of the 18th International Conference of the Learning Sciences*. (pp. 1871-1878). International Society of the Learning Sciences.
- **Munson, J.**, Baldinger, E. E., & Armstrong, A. (2023). *The Relationship Between Approximation and Guided Participation During Teacher Professional Learning*. In Blikstein, P., Van Aaslt J., Kizito, R., & Brennan, K. (Eds.). *Proceedings of the 17th International Conference of the Learning Sciences – ICLS 2023* (pp. 854-857). International Society of the Learning Sciences.
- Baldinger, E. E. & **Munson, J.** (2022). *Bridging Professional Development and Math Teachers' Contexts*. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. Lovett, J. Strayer, & S. Drown (Eds.). *Proceedings of the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1523). Middle Tennessee State University.
- Saclarides, E. S., & **Munson, J.** (2021). *An Exploration of Coach-Teacher Interactions During Modeling*. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.). *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 688-692).
- **Munson, J.**, Altshuler, M., Baldinger, E. E., Lee, H. S., & Kadiyali, V. (2021). *Integrating Three Planes of Teacher Learning: The Case of Side-by-side Coaching*. In D. Olanoff, K. Johnson, & S.

Spitzer (Eds.). *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1849-1853).

- Larison, S. & **Munson, J.** (2021). *Learning to Ask Questions about Instruction from Video*. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.). *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. (p. 1103-1104).
- **Munson, J.** & Baldinger, E. E. (2021). *What pedagogy feels like: Using rehearsal debriefs to develop pedagogical empathy*. In E. de Vries, Y. Hod, & J. Ahn, (Eds.). *The Interdisciplinarity of the Learning Sciences, 15th International Conference of the Learning Sciences (ICLS) 2021* (pp. 513-516). International Society of the Learning Sciences.
- **Munson, J.**, Baldinger, E., E., & Larison, S. (2020). *Position and Sensemaking in Rehearsal Debrief Discussions*. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 1902-1906). Cinvestav / AMIUTEM / PME-NA. <https://doi.org/10.51272/pmena.42.2020>
- Saclarides, E. S. & **Munson, J.** (2020). *Getting a Foot in the Door: Examining Mathematics Coaches' Strategies for Gaining Access to Classrooms*. In A.I. Sacristán, J.C. Cortés-Zavala & P.M. Ruiz-Arias, (Eds.). *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 1957-1958). Cinvestav / AMIUTEM / PME-NA.
- Larison, S., **Munson, J.**, & Richards, J. (2020). So What? Now What? Two Tools for Supporting Teachers' Thought Experiments. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4* (pp. 2387-2388). International Society of the Learning Sciences.
- **Munson, J.** & Dyer, E. (2020). Collaborative sensemaking through side-by-side coaching: Examining in-the-moment discursive reasoning opportunities for teachers and coaches. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 4* (pp. 1831-1838). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2020.1831>
***Nominated for Best Paper at ICLS 2020**
- **Munson, J.** & Baldinger, E. (2019). Public Sensemaking of Non-Rehearsing Teachers During Debriefs of Rehearsals. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.), *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 520-524). University of Missouri.
- **Munson, J.** & Baldinger, E. (2019). Using Rehearsal Debriefs to Develop Emotional Understanding of Pedagogy. In Graven, M., Venkat, H., Essien, A., & Vale, P. (Eds.). *Proceedings of the 43rd conference of the International Group of the Psychology of Mathematics Education, Volume 4* (p. 76). PME.
- Baldinger, E. & **Munson, J.** (2019). Sensemaking of Non-rehearsing Teachers in Rehearsal Debriefs. In Graven, M., Venkat, H., Essien, A., & Vale, P. (Eds.). *Proceedings of the 43rd conference of the International Group of the Psychology of Mathematics Education, Volume 4* (p. 8). PME.

- Langer-Osuna, J. M., Gargroetzi, E., Chavez, R., & **Munson, J.** (2018). Rethinking loafers: Understanding the productive functions of off-task talk during collaborative mathematics problem-solving. In Kay, J. and Luckin, R. (Eds.). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 2* (pp. 745-751). International Society of the Learning Sciences.
- **Munson, J.** (2017). Examining the Efficacy of Side-by-side Coaching for Growing Responsive Teacher-Student Interactions in Elementary Classrooms. In Galindo, E., & Newton, J., (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 471-474). Hoosier Association of Mathematics Teacher Educators.
- **Munson, J.** (2016). Making Responsiveness Explicit: Conferring in the Elementary Mathematics Classroom. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings for the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1357–1360). University of Arizona.
- Langer-Osuna, J. M., **Munson, J.**, & Groetzinger, E. (2016). Productivity and the Distribution of Authority During Collaboration Mathematics Problem Solving. In M. B. Wood, M. Civil, & J. A. Eli (Eds.), *Proceedings for the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 680–683). University of Arizona.

PRESENTATIONS

Upcoming

- Kling, G., **Munson, J.**, & Larison, S. *The “How Many” Routine: A Catalyst for Computational Fluency and Broadening Student Participation*. Association of Mathematics Teacher Educators Conference, 2026.
- **Munson, J.** *Broadening Preservice Teachers’ Conceptions of Mathematics Through Image Activities*. American Association of Colleges for Teacher Education Annual Meeting, 2026.
- **Munson, J.** & Baldinger, E. E. *Responding to emergent problems of practice in side-by-side coaching*. In McKie, K. (chair), Reimagining professional learning structures: Supporting facilitators, coaches, and teacher educators for ambitious and equitable mathematics teaching. Symposium at the American Educational Research Association Annual Meeting, 2025.
- Osuna, J. M., Kwon, F., Leshin, M., & **Munson, J.** *Cultivating mathematics teacher curiosity*. American Educational Research Association Annual Meeting, 2025.

Previous

- **Munson, J.**, Altshuler, M., & Baldinger, E. E. *Responding to problems of practice in side-by-side coaching*. 14th Congress of the European Society for Research in Mathematics Education, 2025.
- Baldinger, E. E., **Munson, J.**, Larison, S., Hoffmann, A., Topham, T., & Kasahara, S. *Using discussion protocols to enhance pedagogically productive talk about classroom video*. Association of Mathematics Teacher Educators Annual Conference, 2025.

- Osuna, J. M., **Munson, J.**, Kwon, F., & Leshin, M. Cultivating mathematics teacher curiosity: An exploratory analysis. North American Chapter of the International Group for the Psychology of Mathematics Education, 2024.
- Baldinger, E. E., **Munson, J.**, Larison, S., Hoffmann, A., Topham, T., & Kasahara, S. *Pedagogically productive talk in professional development: Anatomy of a discussion*. North American Chapter of the International Group for the Psychology of Mathematics Education, 2024.
- **Munson, J.** & Larison, S. *Look-think-talk: A visual mathematics routine for eliciting a multiplicity of student thinking*. National Council of Teachers of Mathematics Annual Meeting, 2024.
- Hoffmann, A. & **Munson, J.** *Co-constructing an image of valued mathematics teaching: Noticing and naming strengths in video records of practice*. Psychology of Mathematics Education, 2024.
- **Munson, J.**, Baldinger, E. E., & Altshuler, M. *Side-by-side coaching: Embedding mathematics teacher learning in practice*. International Congress of Mathematics Education, 2024.
- Hoffmann, A. & **Munson, J.** *Negotiating mathematics teachers' professional vision: Noticing and naming strengths in video records of practice*. International Society of the Learning Sciences Annual Meeting, 2024.
- **Munson, J.** & Baldinger, E. E. *Developing adaptive expertise in the wake of rehearsals*. In S. Yoon (Chair), Developing teachers' adaptive expertise for ambitious instruction and disciplinary learning. Symposium at the International Society of the Learning Sciences Annual Meeting, 2024.
- **Munson, J.** & Saclarides, E. S. *The micropolitical forces that shape coach access to classrooms for coaching*. In Saclarides, E. S. (chair), Exploring the influence of organizational and leadership contexts on the work of coaching. Symposium at the American Educational Research Association Annual Meeting, 2024.
- Saclarides, E. S. & **Munson, J.** *How coaches use strategies to respond to district structures that shape their classroom access*. In Saclarides, E. S. (chair), Exploring the influence of organizational and leadership contexts on the work of coaching. Symposium at the American Educational Research Association Annual Meeting, 2024.
- Saclarides, E. S., Makowski, M., Harbour, K., & **Munson, J.** *School Characteristics and Coaching Access in US Schools*. American Educational Research Association Annual Meeting, 2024.
- **Munson, J.**, Osuna, J. M., Kwon, F., & Trinkle, M. *How to Launch a Collaborative Mathematics Classroom: Fostering Meaningful Interactions Every Day*. National Council of Teachers of Mathematics Annual Meeting, 2023.
- **Munson, J.**, Baldinger, E. E., & Armstrong, A. *The Relationship Between Approximation and Guided Participation During Teacher Professional Learning*. International Conference of the Learning Sciences, 2023.
- **Munson, J.**, Baldinger, E. E., Altshuler, M., Armstrong, A., & Kasahara, A. *The relationship between appropriation and guided participation in side-by-side coaching*. In E. S. Saclarides (Chair), Understanding the complexities of mathematics coaching: What multiple theoretical and analytical frameworks reveal. Symposium at the American Educational Research Association Annual Meeting, 2023.
- **Munson, J.** *Developing pedagogical empathy in rehearsal debriefs*. Invited talk, University of Texas, San Antonio, March 2023.

- Bertolone-Smith, C. M., **Munson, J.**, Garner, B., Krause, G., & Saclarides, E. S. *The landscape of US elementary mathematics teacher education: Course requirements for mathematics content and methods*. Association of Mathematics Teacher Educators Annual Conference, 2023.
- Baldinger, E. E. & **Munson, J.** *Developing pedagogical empathy in rehearsal debriefs*. Association of Mathematics Teacher Educators Annual Conference, 2023.
- Baldinger, E. E. & **Munson, J.** *Exploring the Specificity of Teachers' Questions about Classroom Video in Small Group Professional Development*. 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2022.
- **Munson, J.**, Altshuler, M., & Larison, S. *Look-Think-Talk: A Visual Mathematics Routine for Eliciting a Multiplicity of Student Thinking*. National Council of Teachers of Mathematics Annual Meeting, 2022.
- **Munson, J.** *Side-by-side coaching: Specifying the co-participation structures that support the learning of elementary mathematics teachers during instruction*. SyncOn Coaching Conference, 2022.
- Baldinger, E. E., **Munson, J.**, & Altshuler, M. *Side-by-side Coaching: Embedding Teacher Learning in Practice*. Association of Mathematics Teacher Educators Annual Conference, 2022.
- Saclarides, E. S., & **Munson, J.** *An Exploration of Coach-Teacher Interactions During Modeling*. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2021.
- **Munson, J.**, Altshuler, M., Baldinger, E. E., Lee, H. S., & Kadiyali, V. *Integrating Three Planes of Teacher Learning: The Case of Side-by-side Coaching*. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2021.
- Larison, S. & **Munson, J.** *Learning to Ask Questions about Instruction from Video*. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2021.
- **Munson, J.** & Saclarides, E. S. *How Coach-Teacher Talk During Modeled Lessons Can Support Teacher Learning*. National Council of Supervisors of Mathematics Annual Conference, 2021. (Conference Cancelled).
- Saclarides, E. S. & **Munson, J.** *Getting a Foot in the Door: Examining Mathematics Coaches' Strategies for Gaining Access to Classrooms*. National Council of Supervisors of Mathematics Annual Conference, 2021. (Conference Cancelled).
- Saclarides, E. S. & **Munson, J.** *Getting a Foot in the Door: Examining Mathematics Coaches' Strategies for Gaining Access to Classrooms*. 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2020/2021.
- **Munson, J.**, Baldinger, E., E., & Larison, S. *Position and Sensemaking in Rehearsal Debrief Discussions*. 42nd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2020/2021.
- **Munson, J.** & Baldinger, E. E. *What pedagogy feels like: Using rehearsal debriefs to develop pedagogical empathy*. Annual Meeting of the International Society of the Learning Sciences, 2021.

- Langer-Osuna, J. M. & **Munson, J.** *What teachers notice about students' interactional dynamics during collaborative mathematics and their connections to practice*. In M. Tekkumru-Kisa & E. van Es (Chairs), *Conceptualizing teacher noticing in research on teaching and teacher learning*. Structured poster session at the American Educational Research Association Annual Meeting, 2021.
- Saclarides, E. S. & **Munson, J.** *Getting in: How mathematics coaches negotiate gaining access to classrooms for coaching*. Associate of Mathematics Teacher Educators Annual Conference, 2021.
- Garner, B., Krause, G., **Munson, J.**, Saclarides, E. S., & Bertolone-Smith, C. *Too Much to Teach in Too Little Time: Sharing Strategies for Elementary Math Methods*. Associate of Mathematics Teacher Educators Annual Conference, 2021.
- **Munson, J.** and Dyer, E. *Collaborative Sensemaking through Side-by-side Coaching: Examining In-the-Moment Discursive Reasoning Opportunities for Teachers and Coaches*. International Conference of the Learning Sciences, 2020 (Conference cancelled).
- Larison, S., **Munson, J.**, and Richards, J. *So what? Now what? Two tools for supporting teachers' thought experiments* (poster). International Conference of the Learning Sciences, 2020. (Conference cancelled).
- **Munson, J.** (Chair). *Equity and Mathematics Coaching: Promoting Equitable Teaching and Learning through Embedded Professional Development*. Symposium at the American Educational Research Association Annual Meeting, 2020. (Conference cancelled).
- **Munson, J.** & Baldinger, E. *What if...?: Exploring Thought Experiments and the Development of Adaptive Expertise in Rehearsal Debriefs*. Associate of Mathematics Teacher Educators Annual Conference, 2020.
- **Munson, J.** & Baldinger, E. *Public Sensemaking of Non-Rehearsing Teachers During Debriefs of Rehearsals*. 41st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2019.
- **Munson, J.** & Baldinger, E. *Using Rehearsal Debriefs to Develop Emotional Understanding of Pedagogy*. 43rd Annual Meeting of the International Group for the Psychology of Mathematics Education, 2019.
- Baldinger, E. & **Munson, J.** *Sensemaking of Non-rehearsing Teachers in Rehearsal Debriefs*. 43rd Annual Meeting of the International Group for the Psychology of Mathematics Education, 2019.
- **Munson, J.** & Dyer E. *Collective Sensemaking Through Side-by-side Coaching: Examining In-the-moment Discursive Reasoning Opportunities for Teachers and Coaches*. In S. Saclarides (Chair), *Mathematics Coaching for Sensemaking: Shifting the Lens to Teachers in the Coaching Relationship*. Symposium at the American Educational Research Association Annual Meeting, 2019.
- **Munson, J.**, Trinkle, M., & Kwon, F. *Responding to Student Thinking in the Moment: Conferring in the Elementary Mathematics Classroom*. National Council of Teachers of Mathematics Annual Meeting, 2019.
- Langer-Osuna, J. M., **Munson, J.**, Chavez, R., & Gargroetzi, E. *Becoming Collaborative: Examining the Development of Early Collaborative Problem-Solving Capacities*. National Council of Teachers of Mathematics Annual Meeting, 2019.

- Chavez, R., Langer-Osuna, J. M., Gargroetzi, E., & **Munson, J.** *Deciphering Off-Task Talk: When Off-Task Talk is Productive for Group Work*. National Council of Teachers of Mathematics Annual Meeting, 2019.
- **Munson, J.** *Examining Teacher Learning through Shifts in Teachers' Enacted Identity*. National Council of Teachers of Mathematics Research Conference, 2019.
- Langer-Osuna, J. M., Chavez, R., Gargroetzi, E., **Munson, J.**, & Williams, I. J. *Understanding Social and Intellectual Authority Relations During Collaborative Group Work*. National Council of Teachers of Mathematics Research Conference, 2019.
- **Munson, J.** *Side-by-Side Coaching: How to Grow Teaching, During Teaching*. 50th National Council of Supervisors of Mathematics Annual Conference, 2018.
- **Munson, J.**, Trinkle, M., Kwon, F., & Dellamano, R. *Side-by-side: What, How, & Why Coaches and Teachers Can Learn Together in the Moment of Instruction*. National Council of Teachers of Mathematics Annual Meeting, 2018.
- **Munson, J.** Learning Responsiveness: How Elementary Mathematics Teachers' Practice Changed Through Side-by-Side Coaching. In S. Lubienski (Chair), *The Promise and Pitfalls of Mathematics Coaching: New Evidence Regarding Coaching Practices and Their Impact*. Symposium at the American Educational Research Association Annual Meeting, 2018.
- Langer-Osuna, J. M., Gargroetzi, E., **Munson, J.**, & Chavez, R. The role of off-task interactions in supporting productive disciplinary engagement in elementary mathematics. In K. Kumpulainen (Chair), *Understanding the Transformative Power of Teacher and Student Agency in Changing Educational Contexts*. Symposium at the American Educational Research Association Annual Meeting, 2018.
- **Munson, J.** *What Does it Take to Be Responsive in the Moment?: Supporting Teacher Learning of Responsive Instructional Practices*. (Invited talk) Pondering Excellence in Teaching series, Center to Support Excellence in Teaching, Stanford University, Winter 2018.
- **Munson, J.** *Examining the Efficacy of Side-by-side Coaching for Growing Responsive Teacher-Student Interactions in Elementary Classrooms*. 39th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2017.
- Langer-Osuna, J. M., **Munson, J.**, & Gargroetzi, E. The Relationship Between Productive Disciplinary Engagement and the Construction of Student Authority During Collaborative Mathematics Problem Solving. In S. Nolan (Chair), *A Cross-Disciplinary Conversation About Productive Disciplinary Engagement*. Symposium conducted at the American Educational Research Association Annual Meeting, 2017.
- **Munson, J.** *Using Side-by-side Coaching to Uncover Teacher Noticing in the Moment*. National Council of Teachers of Mathematics Research Conference, 2017.
- **Munson, J.** & Trinkle, M. *The Problem with Word Problems: Supporting Student Access*. National Council of Teachers of Mathematics Annual Meeting, 2017.
- **Munson, J.** *How Much is a Billion? Engaging Novice Teachers in a First Experience of Open-Ended Mathematics*. Association of Mathematics Teacher Educators Annual Conference, 2017.
- **Munson, J.** *Making Responsiveness Explicit: Conferring in the Elementary Mathematics Classroom*. 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2016.

- Langer-Osuna, J. M., **Munson, J.**, & Groetzinger, E. *Productivity and the Distribution of Authority during Collaborative Mathematics Problem-Solving*. 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 2016.
- Langer-Osuna, J. M. & **Munson, J.** *Supporting Teachers' Capacity to Foster Equitable and Productive Mathematics Classrooms*. The 13th International Congress on Mathematics Education, 2016.
- **Munson, J.** *Conferring in the CGI Classroom: Nudging Thinking Forward while Maintaining Student Ownership*. (Invited talk). Cognitively Guided Instruction Regional Conference, 2016.
- **Munson, J.** *Conferring in the Elementary Mathematics Classroom*. National Council of Teachers of Mathematics Research Conference, 2016.
- **Munson, J.** *Conferring in the Elementary Mathematics Classroom: Making Interactions Powerful*. National Council of Teachers of Mathematics Annual Meeting, 2016.
- Crowder-Meier, M. B. & **Munson, J.** *A Gradual Release Coaching Model: Learning and Growing Together as Professionals*. Progressive Educators Network Annual Conference, 2011.
- **Munson, J.** *Looking at Student Work to Grow Teacher Content Knowledge*. International Literacy Coaching Summit, 2011
- Crowder-Meier, M. B. & **Munson, J.** *Coaching from Scratch: Gaining Entry and Getting Going*. International Literacy Coaching Summit, 2011
- **Munson, J.** *Coaching without Judgment*. International Literacy Coaching Summit, 2010.
- Crowder-Meier, M. B. & **Munson, J.** *Creating Effective Professional Development for Instructional Coaches*. International Literacy Coaching Summit, 2010.

FELLOWSHIPS AND FUNDING

NSF Faculty Early Career Development Program Grant (Award #2437207) <i>CAREER: Designing an elementary after-school mathematics program to expand conceptions of mathematics for teachers and students</i> Award: \$815,789	2025 – 2030
Northwestern COVID-19 Research Recovery Grant <i>Project: "Bridging teacher professional development and context: Examining the sociocultural and micropolitical negotiations of mathematics teacher learning"</i> Award: \$50,000	2022 – 2023
National Academy of Education/Spencer Postdoctoral Fellowship <i>Project: "Teacher and coach, side by side: Specifying the coaching structures and moves that support the learning of elementary teachers during instruction"</i> Award: \$70,000	2020 – 2022
Undergraduate Research Assistant Program Grant Northwestern University Office of Undergraduate Research Award: \$3,200 – 3,500	2020 – 2021, 2023 – 2024
Service, Teaching, and Research (STaR) Fellowship	2019 – 2020

Association of Mathematics Teacher Educators

TEACHING & INSTRUCTIONAL LEADERSHIP

Courses Taught

Northwestern University

Mathematics for Elementary and Middle School Teachers (MSEd 414)	Summer 2020, 2022; Fall 2022, Spring 2024
Mathematics Methods for Elementary Teachers (MSEd 426)	Fall 2018, 2019, 2022, 2023
Independent Study (Middle School Mathematics Concepts)	Spring 2019

Stanford University

Quantitative Reasoning in Mathematics (Master's level 3-course series, EDU 263E-G)	2014 – 2018
Qualitative Analysis in Education (Ph.D. level, EDU 250C)	2016 – 2018
Introduction to Teaching and Learning (Undergraduate level, EDUC 101)	2017

Mentorship*Doctoral Students*

Sarah Larison (Co-advisor with Miriam Sherin)
 Taylor Topham (Advisor)
 Leslie Yuqui (Advisor)
 Mari Altshuler (Second Year Project, Guided Literature Review, Dissertation Committees)
 Garrett Hedman (Dissertation Prospectus Committee, Dissertation Committee)
 Shai Moore (Second Year Project Committee)
 Vien Nguyen (Guided Literature Review Committee, Dissertation Prospectus Committee)
 Charles Logan (Guided Literature Review Committee)
 Kasia Pomian (Guided Literature Review Committee)
 Wade Berger (Guided Literature Review Committee)
 Naomi Blauschild (Guided Literature Review Committee)
 Melanie West (First Year Advisor)

Undergraduate Students

Hannah Pease (Undergraduate Research Assistant, URAP)
 Anya Mateu-Asbury (Undergraduate Research Assistant, URAP)
 Han Lee (Undergraduate Research Assistant, URAP)
 Vaynu Kadiyali (Undergraduate Research Assistant, URAP)

AERA SIG-Research in Mathematics Education Mentor 2024 – present

Independent Educational Consulting 2006 – 2017

Served public, charter, and independent Pre-K – 8 schools as a mathematics professional developer and coach. *Selected consulting collaborations:*

Magnolia School District , Magnolia, TX	2010 – 2017
Capital City Public Charter School , Washington, D.C.	2006 – 2017
Charter School of Morgan Hill , Morgan Hill, CA	2016 – 2017
Department of Defense Education Activity , Dana Center, University of Texas, Austin	2015
Maret School , Washington, D.C.	2009 – 2013
DC Collaborative for Change , District of Columbia Public Schools, Washington, D.C.	2008 – 2012
Teacher's Institute , Washington, D.C.	2008 – 2009

Elementary and Middle School Teaching

Capital City Public Charter School, Washington, D.C., 5 th Grade	2005 – 2006
George B. Swift Specialty School, Chicago Public Schools, Chicago, Illinois, 3 rd Grade	2004 – 2005
Explorer Middle School, Mukilteo School District, Everett, Washington, 6 th – 8 th Grades	2000 – 2004

SERVICE

Northwestern University

<i>Chair</i> , Teacher Education Policy Committee	2025 – present
	<i>Member</i> , 2024 – 2025
<i>Member</i> , SESP Executive Committee	2024 – present
<i>Member</i> , Learning Sciences Student Support Committee	2024 – present
<i>Coordinator</i> , Junior Faculty Support, School of Education and Social Policy	2019 – 2025
<i>Member</i> , Undergraduate Program Committee, School of Education and Social Policy	2018 – 2024

Service to the Field

<i>Founder and Director</i> , Multiplicity Lab (multiplicitylab.northwestern.edu)	2021 – present
Website providing research-based mathematics instructional resources and routines to teachers worldwide, serving approximately 3,000 teachers weekly.	
<i>Associate Editor</i> , Cognition and Instruction	2025 – present
<i>Editorial Board Member</i> , Elementary School Journal	2024 – present
<i>Reviewer</i> , American Educational Research Journal	
Journal of the Learning Sciences	
Cognition and Instruction	
Review of Education Research	
Instructional Science	
Journal of Teacher Education	
Teaching and Teacher Education	
Journal of Mathematics Teacher Education	
Mathematical Thinking and Learning	
Educational Psychologist	

Mathematics Teacher Educator
Mathematics Teacher: Learning and Teaching PK-12
Journal of Mathematics Education Leadership

PROFESSIONAL MEMBERSHIPS

American Educational Research Association, *Division K & SIG-RME*
Association of Mathematics Teacher Educators
International Society of Learning Sciences
National Council of Supervisors of Mathematics
National Council of Teachers of Mathematics
International Group for the Psychology of Mathematics Education
Psychology of Mathematics Education, North American Chapter