

# Publications

## *Journal Articles and Book Chapters*

- Grant, T. J. (w/ Cengiz, N. & Kline, K.) (forthcoming) *Extending students' mathematical thinking during whole group discussions*. Journal of Mathematics Teacher Education. Accepted for publication, August 2010.
- Grant, T. J. (w/ Kline, K.) (2010) *The Impact of Video-Based Lesson Analysis on Teachers' Thinking and Practice*. Teacher Development, 14(1), 69 – 83.
- Grant T. J. (w/ Lo, J.) (2009) *Reflecting on the process of task adaptation and extension: The case of computational starters*. B. Clarke, R. Millman & B. Grevholm (eds.) Effective Tasks in Primary Mathematics Teacher Education, 23–34. Springer.
- Grant, T. J. (w/ Cengiz, N.) (2009) *Encouraging Children to Generate Their Own Representations of Data*. Teaching Children Mathematics, 15 (7) 438 – 444.
- Grant, T. J. (w/ Kline, K., Crumbaugh, C., Kim, O., & Cengiz, N.) (2009) *How can curriculum materials support teachers in pursuing student thinking during whole-group discussions?* In J. Remillard, B. Herbel-Eisenman, & G. Lloyd (eds.) Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction, 103-117. Routledge.
- Grant, T. J. (w/ Lo, J. & Flowers, J.) (2008). *Challenges in Deepening Prospective Teachers' Understanding of Multiplication Through Developing and Justifying Reasoning Strategies*. Journal of Mathematics Teacher Education, 11(1), 5 – 22.
- Grant, T. J. (w/ Lo, J. & Flowers, J.) (2007). *Shaping Prospective Teachers' Justifications for Computation: Challenges and Opportunities*. Teaching Children Mathematics, 14 (2) 112 – 116.
- Grant, T. J. (w/ Kline, K. and Archer, M.D.) (2006) *Using your own teaching as a site for research into practice*. In S. Z. Smith & M. E. Smith (eds.) Teachers Engaged in Research: Inquiry into mathematics classrooms, grades pre-K–2, pp. 15-34. Greenwich, CT: Information Age Publishing.
- Grant, T. J. (w/ Kline, K.) (2004) *Embracing the Complexity of Practice as a Site for Inquiry*. In R. N. Rubenstein & G. W. Bright (eds.) National Council of Teachers of Mathematics 2004 Yearbook: Perspectives on the Teaching of Mathematics, pp. 195-206 Reston, VA: National Council of Teachers of Mathematics.
- Grant, T. J. (w/ Kline, K.) (2003). *Developing the Building Blocks of Measurement with Young Children*. In D. H. Clements & G. Bright (eds.) National Council of Teachers of Mathematics 2003 Yearbook: Learning and Teaching Measurement, pp. 46-56. Reston, VA: National Council of Teachers of Mathematics.

Grant, T. J. (w/ Kline, K.) (2002). *Developing Teachers' Knowledge of Content and Pedagogy Through Implementation of a Standards-Based Mathematics Curriculum*. In E. M. Guyton & J. Rainer (Eds), Teacher Education Yearbook X: Meeting and Using Standards in the Preparation of Teachers, p.67-80.

Grant, T. J. (w/ Kline, K. & Van Zoest, L.) (2001). *Supporting teacher change: Professional development that promotes thoughtful and deliberate reflection on teaching*. The NCSM Journal of Mathematics Education Leadership 5(1), 29-37.

Grant, T. J. (w/ Archbald, D. A.) (1999-2000). *What's on the test? An analytical framework and findings from an examination of teachers' math tests*. Educational Assessment 6(4) 221-256.

Grant, T. J. (w/ Hiebert, J. & Wearne, D.) (1998). *Observing and teaching reform-minded lessons: What do teachers see?* The Journal of Mathematics Teacher Education 1(2), 217-236.

### ***Referred Conference Proceedings***

Grant, T. J. (w/ Crumbaugh, C., Kim, O., Kline, K., & Cengiz, N.) (2005) *Exploring Elementary Teachers' Use of a New Mathematics Curriculum*. In G.M. Lloyd, M. Wilson, J. L. Wilkins & S. L. Behm (Eds), Proceedings of the twenty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education,. Columbus, OH: ERIC Clearinghouse on Science, Mathematics, and Environmental Education.

Grant, T. J. (w/ Crumbaugh, C., Kim, O., Kline, K., & Cengiz, N.) (2005) *Issues in Collecting and Analyzing Student Representations of Data*. In G.M. Lloyd, M. Wilson, J. L. Wilkins & S. L. Behm (Eds), Proceedings of the twenty-seventh annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education,. Columbus, OH: ERIC Clearinghouse on Science, Mathematics, and Environmental Education.

Grant, T. J. (w/ Lo, J & Flowers, J.) (2004) *Developing Mathematical Justification: The Case of Prospective Elementary School Teachers*. Proceedings of the twenty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Vol. III (1159 – 1166). Columbus, OH: ERIC Clearinghouse on Science, Mathematics, and Environmental Education.

Grant, T. J., Kline, K., & Weinhold, M. (2002). *What do elementary teachers learn from reform mathematics textbooks?* In D. S. Mewborn, P. Sztajn, D. Y. White, H. G. Wiegel, R. L. Bryant, & K. Nooney (Eds.), Proceedings of the twenty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 3 (pp. 1505-1513). Columbus, OH: ERIC Clearinghouse on Science, Mathematics, and Environmental Education.

Grant, T. J. (w/ Kline, K.) (2001) *What Impacts Teachers as They Implement a Reform Curriculum?: The Case of One Fifth Grade Teacher*. In R. Speiser, C. A. Maher, & C. N. Walter (Eds.) Proceedings of the twenty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, North America, Volume 2, p. 691-698. Columbus, OH: ERIC Clearinghouse on Science, Mathematics, and Environmental Education.

Grant, T. J. (1999) *Teaching without a net: The case of a novice teacher using an NSF-funded reform curriculum without training*. In F. Hitt & M. Santos (Eds.) Proceedings of the twenty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, North America, Volume 2, p. 730-736. Columbus, OH: ERIC Clearinghouse on Science, Mathematics, and Environmental Education.