YASEMIN COPUR-GENCTURK

Rossier School of Education
University of Southern California
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PROFESSIONAL APPOINTMENTS

Assistant Professor, University of Southern California	2018 -
Research Professor, University of Southern California	2016 -2018
Assistant Professor, University of Houston	2013 - 2016
Postdoctoral Research Associate, Rice University	2012 - 2013

EDUCATION

Ph.D. in Mathematics Education 2012
University of Illinois at Urbana-Champaign

M.S. in Statistics 2010
University of Illinois at Urbana-Champaign

Ed.M. in Secondary and Continuing Education 2007
University of Illinois at Urbana-Champaign

B.S. (summa cum laude) in Mathematics 2003
Hacettepe University, Ankara, Turkey

TEACHING EXPERIENCE

Teaching Mathematics and Science
University of Southern California

Teaching Geometry and Algebra Concepts
University of Houston

Developing Proportional Reasoning
University of Houston

Teaching Mathematics in Grades 4-8
University of Houston

Developing Algebraic Thinking
University of Houston

High School Mathematics Teacher
Nene Hatun School, Ankara, Turkey

PEER-REVIEWED JOURNAL ARTICLES

1. **Copur-Gencturk, Y.** & Costello. B. (*accepted with major revisions*). Beginning Math Teachers' PD Needs. *Journal of Mathematics Teacher Education.*
2. **Copur-Gencturk, Y.,** Doleck, T. (*accepted with major revisions*). Elementary School Teachers' Problem-solving Strategies. *Educational Studies in Mathematics.*

3. **Copur-Gencturk, Y.,** & Thacker, I. & Quinn, D. (*forthcoming*). K-8 Teachers' Overall and Gender-Specific Beliefs About Mathematical Aptitude. *International Journal of Science and Mathematics Education.*
4. **Copur-Gencturk, Y.**, Jacobson, D. E., & Rasiej, R. (*accepted with major revisions).* On the Alignment of Teachers' Mathematical Content Knowledge Assessments with the Common Core Standards. *Journal of Mathematics Teacher Education.*
5. **Copur-Gencturk, Y**., Cimpian J., Lubienski S., & Thacker, I (*2019*). Teachers' Bias Against the Mathematical Ability of Female, Black and Hispanic Students. *Educational Researcher.* ***https://doi.org/10.3102/0013189X19890577***
6. **Copur-Gencturk, Y.,** Thacker, I. (*2020*). A Comparison of Perceived and Observed Learning From Professional Development: Relationships Among Self-Reports, Direct Assessments, and Teacher Characteristics. *Journal of Teacher Education. https://doi.org/10.1177/0022487119899101*
7. Orrill, C.H., **Copur-Gencturk, Y.,** Cohen, A.**,** & Templin, J. (*2020*). Revisiting Purpose and Conceptualization in the Design of Assessments for Teachers of Mathematics. *Research in Mathematics Education. 10.1080/14794802.2019.1702893*
8. **Copur-Gencturk, Y.,** & Plowman, D., & Bai, H. (*2019*). Mathematics Teachers' Learning: Identifying Key Learning Opportunities Linked to Teachers' Knowledge Growth. *American Educational Research Journal.*
9. **Copur-Gencturk, Y.,** Tolar T., Jacobson. E., & Fan. W. (2019). An Empirical Study of the Dimensionality of the Mathematical Knowledge for Teaching Construct. *Journal of Teacher Education*.
10. **Copur-Gencturk, Y**., & Papakonstantinou, A. (2016). Sustainable changes in teacher practices: a longitudinal analysis of the classroom practices of high school mathematics teachers. *Journal of Mathematics Teacher Education*, *19*(6), 575-594.
11. **Copur-Gencturk, Y.** (2015). The Effects of Changes in Mathematical Knowledge on Teaching: A Longitudinal Study of Teachers' Mathematical Knowledge and Instruction. *Journal for Research in Mathematics Education, 46(3), 280-330.*
12. Lubienski, S. T., Hug, B., & **Copur-Gencturk**, Y. (2014). Lessons from a Math-Science Partnership. *Teacher Education and Practice*, 27, 316-330.
13. **Copur-Gencturk, Y.,** Hug, B., & Lubienski, S.T. (2014). The Effects of a Master's Program on Teachers' Science Instruction: Comparing Classroom Observations, Teacher Reports, and Student Surveys. *Journal for Research in Science Teaching, 51(2),* 219-249.

Response to commentaries on Robinson et al. (2014):

14. Robinson-Cimpian, J. P., Lubienski, S. T., Ganley, C. M., & **Copur-Gencturk, Y**. (2014). Are schools shortchanging boys or girls? The answer rests on methods and assumptions: Reply to Card (2014) and Penner (2014). Developmental Psychology, 50(6), 1840-1844.
15. Robinson-Cimpian, J. P., Lubienski, S. T., Ganley, C. M, **Copur-Gencturk, Y.** (2014). Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement. *Developmental Psychology, 50(4),* 1262-1281.
16. **Copur-Gencturk, Y.**, & Lubienski, S. T. (2013). Measuring Mathematical Knowledge for Teaching: A Longitudinal Study Using Two Measures. *Journal of Mathematics Teacher Education*, 1-26.

OTHER PUBLICATIONS

Miller, E., Makowski, M., **Copur-Gencturk, Y.**, & Lubienski, S. (2017). Large-Scale Data, Larger Possibilities: A Review of *Large-Scale Studies in Mathematics Education. Journal for Research in Mathematics Education, 48*(2), 224-228.

UNDER REVIEW PAPERS

1. **Copur-Gencturk, Y.** (*under review*). Teachers' Conceptual Understanding of Fraction Operations: Results from a National Sample of Elementary School Teachers.
2. **Copur-Gencturk, Y.,** Olmez, I.B. (*under review*). Teachers' Proficiency in Norming and Flexibility with Referent Units.
3. **Copur-Gencturk, Y.** (*under review*). Teachers' Knowledge of Fraction Magnitude.
4. **Copur-Gencturk, Y.** & Rodrigues. J. (*under review*). Learning from Teaching: A New Model of Teacher Learning.
5. **Copur-Gencturk, Y.,** & Du, H. (*under review*). Differences in Mathematical Ability Beliefs Between Teachers and Mathematicians in Higher Education
6. **Copur-Gencturk, Y.** & Rodrigues. J, & Campbell S. (*under review).* A Large-Scale Comprehensive Analysis of Teacher Noticing.
7. **Copur-Gencturk, Y.** & Choi. H & Cohen A. (*under review).* Investigating Teachers' Understanding Through Statistical Topic Modeling: A New Approach to Studying Teachers' Content Knowledge.

GRANTS

Usable Measures of Teacher Understanding: Exploring Diagnostic Models and Topic Analysis as Tools for Assessing Proportional Reasoning for Teaching, 2018-2022
National Science Foundation
Role: Principal Investigator
Co-PIs. Chandra Orrill, Al Cohen, and Jonathan Templin
$ 2,168,584

CAREER: Development of Pedagogical Content Knowledge in Mathematics Among Beginning Teachers, 2018-2023
National Science Foundation
Role: Principal Investigator
$630,000

Advancing Middle School Teachers' Understanding of Proportional Reasoning, 2018-2022
Institute of Education Sciences
Role: Principal Investigator
Co-PIs. Ben Nye, Chandra Orrill, and Al Cohen
$ 1,399,980

Immersive Virtual Learning for Worker-Robot Teamwork on Construction Sites, 2018-2021
National Science Foundation
Role: Co-Principal Investigator
PI: Burcin Becerik-Gerber, Co-PIs: Lucio Soibelman, Gale Lucas
$750,000

Elementary School Teachers' Mathematical Proficiency, 2016-2021
USC Herman & Rasiej Math Initiative
Role: Principal Investigator
$112,695

Identifying the Key Features of Professional Development That Increase Teachers' Mathematical Knowledge, 2013-2014
University of Houston
Role: Principal Investigator
$6,000

CONFERENCE PROCEEDINGS & PRESENTATIONS

Copur-Gencturk, Y., Jacobson E. & Rasiej, R. (2019). On the Alignment of Teachers' Mathematical Content Knowledge Assessments with the Common Core Standards. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Copur-Gencturk, Y., Thacker, I., Quinn, D., & Ebby, C.B. (2019). K-8 Mathematics Teachers' Overall and Gender-Specific Beliefs About Mathematical Aptitude. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Copur-Gencturk, Y., Cimpian, J.P., Lubienski, S.T., & Thacker, I., & Plowman, D. (2019). What's in a name? A study of mathematics teachers' implicit bias. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Copur-Gencturk, Y., Thacker, I., & Lubienski T. (2019). What's in a Name? A Study of Mathematics Teachers' Implicit Bias. Paper presented the Research Conference of the National Council of Teachers of Mathematics, California.

Copur-Gencturk, Y., & Thacker, I (2019). K-8 Mathematics Teachers' Beliefs About Mathematical Aptitude. Paper presented the Research Conference of the National Council of Teachers of Mathematics, California.

Copur-Gencturk, Y., Jacobson E. & Rasiej, R. (2019). Content Alignment of Teacher Knowledge Assessments with the Common Core Standards in Mathematics. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Orlando.

Copur-Gencturk, Y., Thacker, I., & Junk. D. (2019). Mathematics Teachers' Implicit Biases Toward Female Students and Students of Color. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Orlando.

Copur-Gencturk, Y., Thacker, I., & Plowman, D**.** (2018). Do Teachers Accurately Report Their Learning? A Comparison of Teacher Reports to Validated Measures. Paper presented at the American Educational Research Association (AERA) Annual Meeting, New York.

Copur-Gencturk, Y. & Rasiej R. (2018). Do Assessments of Teacher Knowledge Align with Expectations for Students? Paper presented at the Research Conference of the National Council of Teachers of Mathematics, Washington D.C.

Copur-Gencturk, Y., & Thacker, I. (2018). A Comparison of Self-Reported Teacher Learning to Validated Measures. Paper presented at the Research Conference of the National Council of Teachers of Mathematics, Washington D.C.

Copur-Gencturk, Y. (2017). The Role of Teachers' Content and Pedagogical Content Knowledge in Students' Mathematics Achievement. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Antonio.

Copur-Gencturk, Y. (2017). Effects of Teachers' Mathematical Knowledge on Student Achievement. Paper presented at the Research Conference of the National Council of Teachers of Mathematics, San Antonio.

Copur-Gencturk, Y. & Junk D. (2016). The Role of Different Learning Opportunities in Teachers' Knowledge Growth. Paper presented at the Research Conference of the National Council of Teachers of Mathematics, San Francisco.

Copur-Gencturk, Y. & Fan, W. (2016). Relationships Among the Categories of Mathematical Knowledge for Teaching. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington D.C.

Junk, D. & **Copur-Gencturk, Y.** (2016). It's complicated: An Examination of High and Low Performing Projects' Professional Development Programming Features. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Washington D.C.

Copur-Gencturk, Y. & Junk, D. (2015). What Works: Features of Professional Development Activities Associated with Teachers' Mathematical Knowledge Growth. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago.

Copur-Gencturk, Y. & Junk, D. (2015). What Works: Features of Professional Development Linked to Improvement in Teachers' Mathematical Knowledge. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Orlando.

Sun, L. **& Copur-Gencturk, Y.** (2015). The Role of Different Aspects of Mathematical Knowledge in Elementary School Teachers' Instructional Practices. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Orlando.

Copur-Gencturk, Y. (2014). A Longitudinal Analysis of the Role of Different Aspects of Teacher Knowledge in Instruction. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia.

Copur-Gencturk, Y., Tang Wee, T., Lubienski, S. T., & Hug, B. (2014). Relationships Among Teachers' Instructional Practices Within Mathematics and Science: An Investigation of Subject-Specific Differences. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia.

Copur-Gencturk, Y. (2014). How Various Aspects of Teachers' Mathematical Knowledge Affect Instruction. Paper presented at the Research Conference of the National Council of Teachers of Mathematics, New Orleans.

Copur-Gencturk, Y., & Papakonstantinou, A. (2014). Assessing the Long-Term Impact of Professional Development on Classroom Practices of High School Math Teachers. Paper presented at the Association of Mathematics Teacher Educators (AMTE) Annual Meeting, Irvine.

Copur-Gencturk, Y., Papakonstantinou, A., & Parr, L. R. (2013). The Impact of Content-Focused and Sustained Professional Development on Standards-Based High School Mathematics Instruction. Paper presented at the American Educational Research Association (AERA) Annual Meeting, San Francisco.

Copur-Gencturk, Y., & Papakonstantinou, A. (2013). Classroom Practices of High School Math Teachers: A Longitudinal Analysis. Paper presented at the Research Presession of the National Council of Teachers of Mathematics, Denver.

Copur-Gencturk, Y. (2013). How Do K-8 Teachers Change Their Practices After Learning More Mathematics? Paper presented at the Research Presession of the National Council of Teachers of Mathematics, Denver.

Copur-Gencturk, Y. & Lubienski, S. T. (2012). How do Gains in Teachers' Knowledge Relate to Changes in Instruction? A Three-year Study of Mathematics Knowledge, Beliefs, and Teaching. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Vancouver, British Columbia, Canada.

Copur-Gencturk, Y. & Lubienski, S. T. (2012). What Different Teacher Knowledge Measures Tell Us About Teachers' Mathematical Knowledge for Teaching. Poster presented at the American Educational Research Association (AERA) Annual Meeting. Vancouver, British Columbia, Canada.

Robinson, J. P., Lubienski, S. T., & **Copur-Gencturk**, Y. (2012). Gender Biased Perceptions Fuel Early Mathematics Gender Gap. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Vancouver, British Columbia, Canada.

Copur-Gencturk, Y. & Hug, B. (2012). Change in Teachers' Instructional Practices Over Time: The effects of Master's Program on Science Instruction. Paper presented the National Association for Research In Science Teaching (NARST) 2012 Annual International Conference, Indianapolis.

Copur-Gencturk, Y. & Hug, B. (2012). Investigating the Effects of a Master's Program on Teachers' Instruction: Perspectives of External Observers, Teachers, and Students**.** Paper presented at the Association for Science Teacher Education Conference (ASTE) 2012 International Conference, Florida.

Lubienski, S. T., & **Copur- Gencturk, Y.**(2012). A Longitudinal Comparison of Teacher Gains on Two Mathematics Content Knowledge Measures: LMT and DTAMS. Paper presented at the 16th Annual Association of Mathematics Teacher Educators (AMTE) Conference, Fort Worth.

Copur-Gencturk, Y., Hug, B., & Lubienski, S. (2012). Examining Changes in Teachers' Practices in Science. Presentation at the U.S. Department of Education Mathematics and Science Partnerships Program Regional Conference, New Orleans.

Robinson, J. P., Lubienski, S. T., & **Copur-Gencturk**, Y. (2011). The effects of teachers' gender-stereotypical expectations on the development of the math gender gap. Presentation at the Society for Research on Educational Effectiveness, Washington, DC.

Copur-Gencturk, Y., & Lubienski, S. T. (2011). Assessing Teachers' Mathematical Knowledge. Paper presented at the Research Presession of the National Council of Teachers of Mathematics, Indianapolis.

Copur-Gencturk, Y., & Zengin, H., & Hug, B. (2011). Impact of a New Master's Program for K-8 Teachers on Their Knowledge and Practices. Paper presented at the National Association For Research In Science Teaching Annual International Conference, Orlando.

Copur-Gencturk, Y. (2011). The Relationships Among Teachers' Mathematical Knowledge, Teaching, and Student Learning. Poster presented at the Research Presession of the National Council of Teachers of Mathematics, Indianapolis.

Copur-Gencturk, Y. (2011). An Investigation of Teachers' Mathematical Knowledge Through Assessments. Paper presented at the College of Education Graduate Student Conference, Illinois.

Robinson, J. S., Lubienski, S.T., & **Copur-Gencturk, Y.** (2011). Teacher Expectations and the Early Development of Gender Gaps in Math. Paper presented at The Association for Education Finance and Policy, Seattle.

Copur-Gencturk, Y., Hug, B., & Lubienski, S. (2010). Sense-Making in Mathematics and Science: The design and impact of a new master's program for K-8 teachers. Presentation at the U.S. Department of Education Mathematics and Science Partnerships Program Regional Conference, New Orleans.

Lubienski, S. T., Hug, B., **Copur-Gencturk, Y.**, Lee, S. (2009). Sense Making in Mathematics and Science: A New Master's Program for K-8 Teachers. Presentation at the MSP Regional Meeting, Chicago.

Lubienski, S. T. & **Copur-Gencturk, Y.** (2009). Equity Research: A Decade in Review. Presentation at the Research Presession of the National Council of Teachers of Mathematics, Washington DC.

HONORS & AWARDS

AERA Open Outstanding Reviewer Award	2019
Early Career Publication Award, AERA's Special Interest Group for Research in Mathematics Education	2016
William Chandler Bagley Doctoral Scholarship	2011-2012
Hardie Conference Travel Award	2011
Conference Travel Grant, Department of Curriculum and Instruction, University of Illinois	2008
Turkish Education Ministry Scholarship for Master's Degree	2005-2007
Ranked in the top 500 students among over 135,000 bachelor and bachelor candidates on Graduate Education Examination, a nation-wide test in Turkey	2003
Graduated as ranked 3rd, Department of Mathematics, Hacettepe University	2003

PUBLIC ENGAGEMENT & SERVICE

Collaborator, Texas Regional Collaboratives	2014-2020
Collaborator, Alliance Schools Professional Development	2017
Consultant, Joint Educational Project	2017

PROFESSIONAL ACTIVITIES

Panelist, *National Science Foundation*	2014-2020

Manuscript Reviewer, *Educational Reviewer*	2018- present
Manuscript Reviewer, *American Educational Research Journal*	2018- present
Manuscript Reviewer, *Educational Evaluation and Policy Analysis*	2018
Manuscript Reviewer, *Review of Educational Research*	2018-2019
Manuscript Reviewer, *AERA Open*	2018-2019
Manuscript Reviewer, *International Journal of STEM Education*	2015
Manuscript Reviewer, *The Elementary School Journal*	2014
Manuscript Reviewer, *Educational Studies in Mathematics*	2015
Manuscript Reviewer, *Journal of Teacher Education*	2014-present
Manuscript Reviewer, *Journal of Mathematics Teacher Education*	2013-present
Manuscript Reviewer, *Journal for Research in Mathematics Education*	2010-present
Manuscript Reviewer, *Learning and Individual Differences*	2010-2016

OTHER SCHOLARLY ACTIVITIES

Measures of Effective Teaching Longitudinal Database Workshop	2014
NSF Conference: Assessment in K-12 Math	2011
High School Longitudinal Study of 2009 Database Training Seminar	2011
Hierarchical Data Analysis, SSI Scientific Software	2010
Learning Mathematics for Teaching 2010 Instrument Dissemination Workshop, University of Michigan	2010