

Curriculum Vitae

Sarah J. Selmer

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EDUCATION

West Virginia University	Morgantown, WV	2008
Degree:	Doctorate in Curriculum and Instruction	
Dissertation:	The Human Experience: Changing Perspectives in Mathematics Education	
Oregon State University	Corvallis, OR	1997
Degree:	Master of Arts in Teaching	
	<ul style="list-style-type: none">• Mathematics• Computer Science, Business, and Technical Education	
University of Oregon	Eugene, OR	1994
Degree:	Bachelor of Science	
	<ul style="list-style-type: none">• Finance and Management	

PROFESSIONAL EXPERIENCE

University Experience

Mathematics Education Associate Professor

West Virginia University, Morgantown, WV
2015-present

Mathematics Education Assistant Professor

West Virginia University, Morgantown, WV
2009 – 2015

Clinical Assistant Professor/Instructor

West Virginia University, Morgantown, WV
2007 – 2009

Graduate Research Assistant,

West Virginia University, Morgantown, WV
2005 - 2007

Public School Experience

Mathematics and Computer Science Teacher,

West Salem High School, Salem, Oregon
2003 - 2005

Mathematics and Technology Teacher

McMinnville High School, McMinnville, Oregon
1998 - 2003

Other Experience

United States Peace Corps Volunteer, Mauritania, West Africa.
1994-1996

SCHOLARLY ACTIVITY

Select Peer Reviewed Publications

- Luna, M., & Selmer, S. (2021). Examining the responding component of teacher noticing: A case of one teacher's pedagogical responses to students' thinking in classroom artifacts. *Journal of Teacher Education*, 72(5), 579–593.
<https://doi.org/10.1177/00224871211015980>
- Selmer, S., Lampen, E., & Lindstrom, D. L. (2021). Pre-service teachers engaged in noticing aspects of learner written work. *South African Journal of Education*, 41(2), 1-9. https://hdl.handle.net/10520/ejc-educat_v41_n2_a13
- Luna, M. J., Selmer, S., & Rye, J. A. (2018). Teachers' noticing of students' thinking in science through classroom artifacts: In what ways are science and engineering practices evident? *Journal of Science Teacher Education*, 29(2), 148-172.
<https://doi.org/10.1080/1046560X.2018.1427418>
- Rummel, S., Rye, J. A., Selmer, S., & Luna, M. J. (2017). Action Research to Integrate Science with Mathematics through Garden-Based Learning at the Elementary School Level. *Journal of Advances in Educational Research*, 2(4), 199-211.
- Selmer, S., Valentine, K., Luna, M., Rummel, S., & Rye, J. (2016) How can we best use our school garden space? Exploring the concepts of area and perimeter in an authentic learning context. *Australian Primary Mathematics Classroom*, 21(4).
- Wall, J., Selmer, S., & Bingham Brown, A. (2016). Assessing elementary prospective teachers' mathematical explanations after engagement in online mentoring modules. *Contemporary Issues in Technology and Teacher Education*, 16(3).
<http://www.learntechlib.org/p/150646/>
- Selmer, S., Bernstein, M., & Bolyard, J. (2016). Multilayered knowledge: Understanding the structure and enactment of teacher educators' specialized knowledge base. *Teacher Development*, 20(4), 437-457. <https://doi.org/10.1080/13664530.2016.1173578>
- Selmer, S., Luna, M., & Rye, J. (2015). Insights into teachers' experiences implementing garden based learning: Characterizing the relationship between the teacher and the curriculum. *Teachers College Record*, 117. <https://www.tcrecord.org/content.asp?contentid=18048>

Select National Presentations

- Selmer, S. & Luna, M. J. (2018, April). *Examining teacher noticing of students' thinking in a formative assessment context focused on classroom artifacts*. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

Luna, M. J. (Author and Presenter), & Selmer, S. (Author) (2017, April). *Noticing students' thinking in classroom artifacts from an integrated math and science classroom experience*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Luna, M. J. (Author & Presenter), **Selmer, S. (Author)**, Rye, J. A. (Author & Presenter) (2016, April). *Teachers' noticing of students' thinking in science through classroom artifacts: In what ways are science and engineering practices evident?* Paper presented at the annual meeting of the American Educational Research Association, Washington DC.

Bolyard, J., Campbell, M., **Selmer, S.**, & Valentine, K. (2016, February). *Integrated STEM Initiatives: Issues, challenges, and opportunities for mathematics teacher education*. Presentation at the Association of Mathematics Teacher Educators Annual Conference, Irvine, CA.

TEACHING

Cumulative University Classroom Teaching Experience

Curriculum and Instruction 707: *Theories, Models, and Research of Teaching*

Education 430 and C&I 431: *Elementary Mathematics Methods*

Curriculum and Instruction 630: *Problem Solving for Elementary Teachers*

Curriculum and Instruction 337: *Mathematics Methods in the Middle School*

Curriculum and Instruction 631: *Elementary Mathematics Methods*

Curriculum and Instruction 631 (7D1): *Online Elementary Mathematics Methods*

Education 401: *Classroom Effectiveness*

Curriculum and Instruction 680: *Capstone Experience*

Curriculum and Instruction 688: *Classroom Management and Effectiveness*

Curriculum and Instruction 230: *Elementary Mathematics Content for Elementary Teachers1*

Curriculum and Instruction 231: *Elementary Mathematics Content for Elementary Teachers2*

SERVICE

National Service

- Fulbright Specialist