

F. Paul Wonsavage, Ph.D.

Postdoctoral Research Associate
Lastinger Center for Learning
College of Education
University of Florida

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EDUCATION

Ph.D. in Educational Studies	2021
University of North Carolina at Greensboro Concentration: <i>Mathematics Education</i>	
Master of Education	2017
University of North Carolina at Greensboro Concentration: <i>Mathematics Education</i>	
Bachelor of Science, Mathematics Education, Magna Cum Laude	2009
North Carolina State University	

PROFESSIONAL LICENSES AND CERTIFICATES

North Carolina	2010 – 2018, 2021 - Present
Secondary Mathematics (9-12)	
University of Florida	2023
THRIVE at UF Certification	

PROFESSIONAL EXPERIENCES

Lastinger Center for Learning, University of Florida	2022-Present
Postdoctoral Research Associate <i>Z. de Araujo (PI), Samuel Otten (Co-PI), Amber Candela (Co-PI)</i>	

- NSF Grant # 2206774, Practice-Driven PD, a 4-year grant focused on developing and implementing incremental professional development with Algebra I teachers.
- Collaboration between the University of Florida, University of Missouri, and the University of Missouri at St. Louis
- PDPD involves working with ~60 teachers to identify *instructional nudges* (i.e., small instructional suggestions) that have a high rate of uptake across many teachers and help to improve student engagement and conceptual understanding in algebra.
- NSF Grant responsibilities include: (a) mentoring graduate students, (b) administrative duties (e.g., writing project IRB, contacting participants, data management), (c) designing PD materials, (d) data analysis, (e) dissemination via publication and presentation.
- Lastinger Center responsibilities include: (a) create, revise, and curate Math Matrix content, (b) write and collaborate on grant proposals, (c) work alongside LC product management team to help manage existing mathematics products, and (d) curate the mathematics product roadmap.

North Carolina Collaborative for Mathematics Learning **2016 – 2021**
Research Assistant

P. Holt Wilson (PI), Katie Mawhinney (Co-PI), Allison McCulloch (Co-PI), Michelle Stephan (Co-PI), Katie Schwartz (Co-PI)

- Multi-year, statewide collaborative research-practice partnership focused on supporting the implementation of newly revised mathematics standards through the development of resources and professional development offerings.
- Collaboration between the University of North Carolina at Greensboro, the University of North Carolina at Charlotte, Appalachian State University, North Carolina State University, East Carolina University, NC A&T State University, NC school districts, and the NC Department of Instruction
- Responsibilities include: (a) resource development (e.g., online PD modules, videos, research briefs); (b) facilitating professional development; (c) data collection through focus groups, interviews, data mining, and survey; (d) data analysis with Atlas.ti; (e) communication of findings orally and in writing; (f) developing relationships with partnering school districts.

Davie County Schools **2019**
Mathematics Instructional Coach (contracted)

- Lead professional development sessions focused on implementing mathematical tasks
- Lead Math 1 PLC meetings
- Co-plan, co-teach, observe, and support eight Math 1 teachers

Winston-Salem/Forsyth County Schools **2010 – 2016, 2021**
Secondary Mathematics Teacher

- Taught Algebra II, Math II, Math III, Advanced Functions and Modeling, & Discrete Mathematics

Mathematics Department Chair (School Level) **2011 – 2016**

- Make course decisions and support other mathematics teachers in the department
- Mentor novice mathematics teachers
- Attend quarterly district meetings
- Lead afterschool and workday professional development for the district
- Host student teachers

PUBLICATIONS AND PRESENTATIONS

Publications

Wilson, P.H., McCulloch, A.W., Hare, E.B., **Wonsavage, F.P.**, & Baucom, L.N. (In Review). Secondary mathematics teachers' anticipations of student responses to cognitively demanding tasks. *Investigations in Mathematics Learning*.

Wonsavage, F.P. (In Review). Making informed decisions is hard: A tool for engaging with research. *International Journal of Education Policy and Leadership*.

Otten, S., de Araujo, Z., Candela, A.G., & **Wonsavage, F.P.** (In Review). Taking up incremental change in professional development. *Journal of Mathematics Teacher Education*.

Wonsavage, F. P. (2023). Designing for sensemaking of research: The Mathematics District Leader Research Group. *Mathematics Teacher Educator*. 12(1), 24-48.

<https://doi.org/10.5951/MTE.2022-0040>

- Candela, A. G., **Wonsavage, F. P.**, de Araujo, Z., & Otten, S. (2022). Rethinking classroom data collection. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1896–1897). Middle Tennessee State University.
- de Araujo, Z., Wambua, M. M., **Wonsavage, F. P.**, Otten, S., & Candela, A. G. (2022). Conceptualizing high uptake practices. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1507–1508). Middle Tennessee State University.
- Wonsavage, F. P.** (2022). Making connections between representations. *Mathematics Teacher: Learning and Teaching PK-12*, 115(5), 364-371.
<https://doi.org/10.5951/MTLT.2021.0244>
- McCulloch, A., Mawhinney, K., Holl-Cross, C., Wilson, P.H., & **Wonsavage, F.P.** (2022). Professional learning at scale: Designing a boundary object. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 979–987). Middle Tennessee State University.
- Otten, S., de Araujo, Z., Candela, A. G., Vahle, C., Stewart, M. E. N., **Wonsavage, F. P.**, & Baah, F. (2022). Incremental change as an alternative to ambitious professional development. In A. E. Lischka, E. B. Dyer, R. S. Jones, J. N. Lovett, J. Strayer, & S. Drown (Eds.), *Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1445–1450). Middle Tennessee State University.
- Wonsavage, F. P.** (2021). *The mathematics district leader research group: Building the capacity of mathematics district leaders to engage with educational research* (Doctoral dissertation, The University of North Carolina at Greensboro).
- Wilson, P.H., Baucom, L., Hare, E., **Wonsavage, F. P.**, Duggan, A., Webb, J., McCulloch, A., Stephan, M., Mawhinney, K., Schwartz, C. (2021). Developing a statewide teacher learning community. In Faircloth, Gonzales, & Ramos (Eds), *Belonging: Conceptual critique, critical applications* (p.105-120). Lanham, MD: Lexington Books.
- Wonsavage, F. P.**, McCulloch, A., & Wilson, P. H. (2019). Designing for organizational sensemaking of mathematics standards at scale. *Proceedings of the 46th Annual Meeting of the Research Council on Mathematics Learning 2019* (p. 181-184). Charlotte, NC. The University of North Carolina at Greensboro.
- Wonsavage, F.P.**, McCulloch, A., Reaper, J., (2018). Designing Online Professional Development Modules Through the Lens of Organizational Sensemaking. In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 457). Greenville, SC. University of South Carolina & Clemson University.
- McCulloch, A., **Wonsavage, F.P.**, Webb, J., Curtis, J., & Wilson, P.H. (2017). Creating spaces for statewide teacher collaboration: emerging practices in virtual sessions designed to support teachers in the implementation of new standards. *Proceedings of the 39th annual*

meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 463-466). Indianapolis, IN. Purdue University.

National Presentations

- de Araujo, Z. De Leon Alejandro, J. D., **Wonsavage F. P.**, Candela, A. G. Stewart, M. N. (2023, February). Rethinking professional development to align with teachers' realities during (and after) the COVID-19 pandemic. *Presented at the Association of Mathematics Teachers Annual Meeting in New Orleans, LA.*
- Candela, A. G., de Araujo, Z., **Wonsavage F. P.**, & Wambua, M. M. (2023, February) High Uptake Practices: What are they and how might they change the professional development landscape? *Presented at the Association of Mathematics Teachers Annual Meeting in New Orleans, LA.*
- Candela, A. G., **Wonsavage, F. P.**, de Araujo, Z., & Otten, S. (2022, November). Rethinking classroom data collection: Video vs Live Data Collection. Presented at the *44th Annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*
- de Araujo, Z., Wambua, M. M., **Wonsavage, F. P.**, Otten, S., & Candela, A. G. (November, 2022). Conceptualizing high uptake practices. Presented at the *44th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*
- McCulloch, A., Mawhinney, K., Holl-Cross, C., Wilson, P.H., & **Wonsavage, F.P.** (November, 2022). Professional learning at scale: Designing a boundary object. Presented at the *44th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*
- Otten, S., de Araujo, Z., Candela, A. G., Vahle, C., Stewart, M. E. N., **Wonsavage, F. P.**, & Baah, F. (2022). Incremental change as an alternative to ambitious professional development. Presented at the *44th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*
- Wilson, P.H. , **Wonsavage, F.P.**, & McCulloch, A. (2020, February). Investigating teachers' practice of anticipating. *Presentation at the annual meeting of the Association of Mathematics Teacher Educators.*
- Wonsavage, F. P.**, McCulloch, A., & Wilson, P. H. (2019, March). Designing for organizational sensemaking of mathematics standards at scale. *Presentation at the 46th Annual Meeting of the Research Council on Mathematics Learning 2019.* The University of North Carolina at Greensboro.
- Wonsavage, F.P.**, McCulloch, A., Reaper, J., (2018). Designing online professional development modules through the lens of organizational sensemaking. *Presentation at the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 457). University of South Carolina & Clemson University.
- McCulloch, A., **Wonsavage, F.P.**, Webb, J., Curtis, J., & Wilson, P.H. (2017, October). Creating spaces for statewide teacher collaboration: emerging practices in virtual sessions designed to support teachers in the implementation of new standards. *Presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education.* Purdue University

Regional Presentations

- Wonsavage, F.P.** (2023, November). Searching for hidden gems. *Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics*, Winston-Salem, NC.
- Wonsavage, F.P.** (2019, November). Doughnut task. *Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics*, Greensboro, NC.
- Wonsavage, F.P.** (2019, November). Research in education: Fact or fiction?. *Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics*, Greensboro, NC.
- Woodring, T. & **Wonsavage, F.P.** (2019, November). Learning together: Teacher and math coach partners. *Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics*, Greensboro, NC.
- McCoy, C., **Wonsavage, F.P.**, Hare, E., Baucom, L., & Wilson, P.H. (2019, November). Anticipating students' responses to instructional tasks. *Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics*, Greensboro, NC.
- Bryant, E., Duggan, A., Webb, J., Wilson, P.H., **Wonsavage, F. P.** (2018, November). Fostering a statewide collaborative community: K-12 updates and looking forward. *Presentation at the North Carolina Council for Teachers of Mathematics (NCCTM)*. Greensboro, NC.
- Wonsavage, F.P.** (2018, November). Kids' thinking about circles, squares, rectangles, and triangles. *Presentation at the annual meeting of the North Carolina Council of Teachers of Mathematics (NCCTM)*. Greensboro, NC.
- Wonsavage, F.P.** (2018, February). Kids' thinking about circles, squares, rectangles, and triangles. *Presentation at the Central Regional Conference of the North Carolina Council of Teachers of Mathematics (NCCTM)*. Greensboro, NC.
- Bryant, E., & **Wonsavage, F.P.** (2017, March). The NC Collaborative for Mathematics Learning: What should we work on together?. *Presentation at the Central Regional Conference of the North Carolina Council of Teachers of Mathematics (NCCTM)*. Greensboro, NC.
- Bryant, E., & **Wonsavage, F.P.** (2017, March). The NC Collaborative for Mathematics Learning: What should we work on together?. *Presentation at the Eastern Regional Conference of the North Carolina Council of Teachers of Mathematics (NCCTM)*. Wilmington, NC.

UNIVERSITY TEACHING EXPERIENCE

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|---|--|
| Elementary Mathematics Methods Instructor | Fall 2019, Fall 2020, Spring 2021 |
| <ul style="list-style-type: none"> • Worked with another graduate student to co-design the course and syllabus, and taught all class sessions in-person (2019) and online (2020) | |
| Middle Grades Mathematics Methods Instructor | Fall 2018 |
| <ul style="list-style-type: none"> • Worked with another graduate student to co-design the course and syllabus, and co-taught all class sessions | |
| University Supervisor | Spring 2019 |
| <ul style="list-style-type: none"> • Supervised three student teachers during their student teaching internship • Completed university observations and required licensure evaluation forms • Provided targeted feedback to student-teacher candidates | |

Teaching Assistant (Masters Level)**Fall 2017**

- Course Name: Teaching and Learning Algebra and Functions in Secondary Mathematics Classrooms
- Attended all class meetings and worked with groups of masters students
- Co-taught lessons centered around mathematics tasks
- Facilitated online class discussions

PROFESSIONAL ACTIVITIES

*National Level***Manuscript Reviewer****2020-Present**

Mathematics Teacher: Learning and Teaching PreK-12

Manuscript Reviewer**2023**

Exceptionality

Proposal Reviewer**2019, 2022, 2023**

Association of Mathematics Teacher Educators (AMTE)

Proposal Reviewer**2017, 2018, 2022**

North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)

*State Level***Proposal Reviewer****2020**

Association of Mathematics Teacher Educators – North Carolina (AMTE-NC)

HONORS

North Carolina Council for Teachers of Mathematics**2018**

NCCTM Innovator Award (Group) – North Carolina Collaborative for Mathematics Learning

North Carolina Department of Public Instruction**2014**

Governor's Teacher Network Recipient

Winston-Salem/Forsyth County Schools**2014**

WS/FCS Outstanding Secondary Math Teacher of the Year

Boy Scouts of America, Troop 752**2006**

Eagle Scout

PROFESSIONAL ORGANIZATIONS

North Carolina Council of Teachers of Mathematics (NCCTM)

2016 – Present

Association of Mathematics Teacher Educators – North Carolina (AMTE-NC)

2018 – Present

- Executive Board Member (Graduate Student Representative)

2019-2020

PENDING SUPPORT

Meaningful Algebraic Experiences (MAX) Project

- The MAX research project will provide professional learning to math teachers via the Math Matrix, utilizing a mixed-methods, delayed waitlist, block RCT design (Kazdin, 2021) that meets the What Works Clearinghouse (WWC, 2022) research standards without reservation. MAX will determine the impact of the Math Matrix on educational outcomes related to students' social, emotional, and behavioral competencies AND academic achievement.
- Total Amount of Award: \$4,000,000
- Principal Investigators: Dr. Zandra de Araujo, Dr. Christopher Engledowl, Dr. Stephanie Snidarich
- Name and Address of Agency: IES, 4165 400 Maryland Avenue SW Washington, DC 20202
- Period of Performance: July 2024 – June 2029

Early Numeracy Educator Self-Assessment

- The Early Numeracy Educator Self-Assessment tool promotes math instructional quality in pre-k through second grade classrooms by collecting data on the educator's current capacity in incorporating evidence-based early numeracy practices within their learning environment.
- The tool provides educators and their coaches with concrete data and relevant recommendations that can be used to facilitate meaningful collaboration between educator and coach and produce actionable plans to increase the use of strategies and practices that result in improved early numeracy outcomes for learners.
- Total Amount of Award: \$50,000
- Principal Investigators: Dr. Zandra de Araujo,
- Instructional Coaching for Early Childhood Education Track
- Name and Address of Agency: Schmidt Futures - 23-24 Tools Competition, The Learning Agency, LLC, 700 12th St NW STE 700, Washington, DC 20005

REFERENCES

Dr. Zandra de Araujo

Chief Equity Officer and Mathematics Principal

Connection: Supervisor, Co-author, mentor, PI on Practice-Driven PD grant

Lastinger Center for Learning

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Dr. Amber G. Candela

Associate Professor of Mathematics Education

Connection: Co-PI on Practice-Driven PD grant, mentor, co-author

University of Missouri – St. Louis

Department of Educator Preparation and Leadership

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St. Louis, MO 63121

Email: candelaa@umsystem.edu

Dr. P. Holt Wilson

Associate Professor of Mathematics Education

Connection: Academic advisor, dissertation committee chair, course instructor, principal investigator of NC2ML research project

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