

Aaron Samuel Zimmerman

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EDUCATION

May 2016	MICHIGAN STATE UNIVERSITY <i>Ph.D. in Curriculum, Instruction, and Teacher Education</i> Dissertation: "Beginning Teachers and the Experience of Doubt: A Phenomenological and Existential Inquiry"	East Lansing, MI
August 2010	NATIONAL-LOUIS UNIVERSITY <i>M. A. in Psychology</i> Thesis: "Investigating the Association Between Working Models of Attachment, Attributional Style, and the Regulation of Conflict in the Classroom"	Chicago, IL
August 2007	NATIONAL-LOUIS UNIVERSITY <i>M.A. in Teaching</i>	Chicago, IL
January 2005	HARVARD UNIVERSITY <i>B.A. in Statistics</i>	Cambridge, MA

PROFESSIONAL EXPERIENCE

2016 –	ASSISTANT PROFESSOR OF CURRICULUM AND INSTRUCTION <i>Texas Tech University</i>	Lubbock, TX
2011 – 2016	GRADUATE RESEARCH ASSISTANT AND GRADUATE TEACHING ASSISTANT <i>Michigan State University</i>	East Lansing, MI

RESEARCH INTERESTS

Beginning teacher development; classroom thinking and decision-making; phenomenological research methods; artistic representations of knowledge and experience; case-based approaches to teacher education and faculty development; existential dimensions of becoming in teaching and teacher education

PEER-REVIEWED PUBLICATIONS

Accepted

- Zimmerman, A. S. (in press). Cultivating virtue in teaching: The role of the personal, the professional, and the situational. *The Educational Forum*.
- Zimmerman, A. S. & Kim, J. H. (in press). Excavating and (re)presenting stories: Narrative inquiry as an emergent methodology in the field of adult vocational education and technology. *International Journal of Adult Vocational Education and Technology*.
- Kim, J. H. & Zimmerman, A. S. (in press). *Bildung, Bildungsroman*, and the cultivation of dispositions in teacher education. *The Teacher Educator*.
- Zimmerman, A. S. (2017). Core reflection as self-fulfilling prophecy: Implications for teacher education. *Midwestern Educational Researcher*, 29(1), 69-75.

- Zimmerman, A. S. (2017). The role of organic intellectuals in the era of Trump. *Berkeley Review of Education, Call for Conversations: Education in the Era of Trump*.
- Zimmerman, A. S. (2017). Examining the construct of vision in real time: Implications for teacher education. *Critical Issues in Teacher Education, 24*, 33-41.
- Zimmerman, A. S. (2016). Developing confidence in STEAM: Exploring the challenges that novice elementary teachers face. *The STEAM Journal, 2*(2). DOI: 10.5642/steam.20160202.15
- Zimmerman, A. S. (2015). The simultaneity of beginning teachers' practical intentions. *Midwestern Educational Researcher, 27*(2), 100-116.
- Zimmerman, A. S. (2013). Interpersonal theory and classroom teaching. *SITAR Newsletter*.

Manuscripts under review

- Zimmerman, A. S. The cultivation of mindfulness in teacher education: Issues of awareness and acceptance. Under first review at *Issues in Teacher Education*. Submitted October 2016.
- Zimmerman, A. S. Exploring the existential dimensions in teacher education. Under first review at *Professing Education*. Submitted November 2016
- Zimmerman, A. S. What is the aim of the University of Everywhere? Review of *The end of college: Creating the future of learning and the University of Everywhere*, by Carey, K. (2015). Under first review at *Midwestern Educational Researcher*. Submitted November 2016.
- Zimmerman, A. S. The prominence of beginning teachers' practical intention to maintain lesson momentum. Under first review at *Curriculum & Teaching Dialogue*. Submitted November 2016.

PEER-REVIEWED PRESENTATIONS

* Denotes graduate student

Zimmerman, A. S. (2017, April). *Preserving the Profession by Cultivating Our Empathy for Early-Career Teachers*. Paper to be presented at the annual meeting of the Society of Professors of Education, San Antonio, TX.

Zeng X.* & Zimmerman A. S. (2017, April). *Methods of Teaching Statistics: A Systematic Review*. Paper to be presented at the annual meeting of the Chinese American Educational Research and Development Association, San Antonio, TX.

Zimmerman, A. S. (2017, April). *The Role of Teachers' Social Networks in the Development of Ambitious Mathematics Instruction*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Zimmerman, A. S. (2017, April). *Beginning Teachers and the Experience of Shattered Hopes: Mozart as Representation*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Creps, K. B. & Zimmerman, A. S. (2017, April). *Becoming an Educational Researcher: A Poetic Inquiry*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

- Zimmerman, A. S., Bowles, E.*, Carter, C.*, Eko, S.*, Guo, L.*, Liu, Y.*, Nguyen, N.*, Sneed, S.*, Wu, N.*, Zeng, X.*, & Zhang, S*. (2017, March). *Graduate Students Learning Statistics: A Presentation of Challenges and Curricular Interventions*. Poster presented at the annual Advancing Teaching and Learning Conference, Texas Tech University, Lubbock TX.
- Zimmerman, A. S. (2017, February). *Lived Body, Physical Exhaustion, and the Experience of Becoming a Teacher*. Paper presented at the annual meeting of the Southwest American Research Association, San Antonio, TX.
- Zimmerman, A. S., Styles-Foster, S.*, & Ladick, M.* (2017, February). *The Development of Early-Career Educational Researcher Identity*. Paper presented at the annual meeting of the Southwest American Research Association, San Antonio, TX.
- Zimmerman, A. S. (2017, February). *Exploring the Paradoxes of Being a Beginning Teacher*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.
- Hodges, K. & Zimmerman, A. S. (2017, February). *Using the InTASC Standards as a Curriculum Tool in Teacher Education*. Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL.
- Zimmerman, A. S. (2016, April). *Mozart and the Creation of Mind in a Teacher Educator*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Zimmerman, A. S. (2016, April). *Novice Teacher Educators' Lived Experience and the Illumination of Professional and Personal Vulnerability*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Zimmerman, A. S. (2016, February). *Exploring the Problem of Enactment: Implications for the Cultivation of Dispositions in Teacher Education*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.
- Zimmerman, A. S. (2015, October). *Do Novice Teachers Make Decisions in the Classroom?* Paper presented at the annual meeting of the Midwestern Educational Research Association, Evanston, IL.
- Zimmerman, A. S. (2015, October). *Imagining Jacques Rancière's Ethic of Emancipation Within the Context of Teacher Education*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Zimmerman, A. S. (2015, August). *The Disposition of Open-mindedness and Novice Teachers' Classroom Decision-Making*. Paper presented at the annual summer meeting of the Association of Teacher Educators, Minneapolis, MN.
- Zimmerman, A. S. (2015, April). *Novice Teachers' Simultaneous Practical Intentions: Implications for Practice-based Teacher Education*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Zimmerman, A. S. (2015, April). *Novice Teachers' Conflicting Intentions and Their Perception of the Problem of Enactment Within Moments of Classroom Decision*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Zimmerman, A. S. (2015, April). *Distinguished Paper Session: The Simultaneity of Beginning Teachers' Practical Intentions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Zimmerman, A. S. (2015, February). *Novice Teachers' Vision in Action: Aligning the Ideal and the Practical*. Paper presented at the annual meeting of the Association of Teacher Educators, Phoenix, AZ.

Zimmerman, A. S. (2014, November). *The Simultaneity of Beginning Teachers' Practical Intentions*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Evanston, IL.

INVITED PRESENTATIONS

Zimmerman, A. S. (2015, January). *The Relationship Between Teacher Evaluation and the Common Core Standards*. Paper presented at meeting of TeachPlus Chicago, Chicago, IL.

AWARDS AND HONORS

- 2015-2016 **MICHIGAN STATE UNIVERSITY, MARIANNE AMAREL FELLOWSHIP FOR THE SCHOLARSHIP OF TEACHING**
- Project: Action Research in Exercising the Case Method in Teacher Education
- 2015 **RECOGNITION AS AN EMERGING SCHOLAR BY THE ASSOCIATION OF TEACHER EDUCATION**
- 2015 **DISTINGUISHED PAPER OF THE MIDWESTERN EDUCATIONAL RESEARCH ASSOCIATION**
- "The Simultaneity of Beginning Teachers' Practical Intentions"
- 2015 **AERA DIVISION K GRADUATE STUDENT SEMINAR, AERA ANNUAL MEETING, CHICAGO, IL**
- 2014-2015 **MICHIGAN STATE UNIVERSITY, MARIANNE AMAREL FELLOWSHIP FOR THE SCHOLARSHIP OF TEACHING**
- Project: Exploring the Phenomena of Becoming a Teacher and Being a Teacher Educator
- 2013-14 **MICHIGAN STATE UNIVERSITY, SUMMER RESEARCH RENEWABLE FELLOWSHIP**
- Project: The Development of Teachers' Interpersonal Classroom Style
- 2013 **MICHIGAN STATE UNIVERSITY, RESEARCH DEVELOPMENT FELLOWSHIP**
- Project: Beginning Teachers' Instructional Visions in Action
- 2012 **MICHIGAN STATE UNIVERSITY, SUMMER RESEARCH DEVELOPMENT FELLOWSHIP**
- Project: Investigating the Nature of Teachers' Spontaneous Decision-Making

RESEARCH EXPERIENCE

- 2014 – **STUDY OF AMBITIOUS MATHEMATICS INSTRUCTION, MICHIGAN STATE UNIVERSITY**
- Primary Investigators: Peter Youngs (University of Virginia), Ken Frank (Michigan State University), and Kristen Bieda (Michigan State University)
 - Responsibilities include conducting classroom observations and interviews with early-career teachers; developing observation and interview protocols; leading training for members of the research team for application of observation and interview protocols; managing the inter-rater reliability process for the coding of observational data

GRANTS SUBMITTED

Schovanec, Lawrence (Principal), Tapp, Suzanne (Co-Principal), Griffith, Kenneth (Co-Principal), Casadonte, Dom (Co-Principal), Dwyer, Jeremiah (Co-Principal), Zimmerman, Aaron (Supporting), "Better Teachers, Better Students: Institutional Transformation through the STEM Teaching, Engagement & Pedagogy (TTU STEP) Program," Sponsored by National Science Foundation, Federal, \$2,800,000.00. (January 11, 2017).

Zimmerman, Aaron (Principal), Elko, Stacy (Co-Principal), Kim, Jeong-Hee (Co-Principal), "When Novice Teachers Become Artists: Cultivating Teacher Reflection through the Making of Visual Art," Sponsored by Texas Tech University, \$85,000.00. (December 22, 2016).

TEACHING EXPERIENCE

2016-	TEXAS TECH UNIVERSITY <ul style="list-style-type: none">• EDCI 5306, Fundamentals of Education Research (Quantitative Methods I)• EDCI 5306, Quantitative Research in Curriculum and Instruction II• EDCI 6306, Inquiry into Teacher Education	Lubbock, TX
2011-2015	MICHIGAN STATE UNIVERSITY <ul style="list-style-type: none">• TE 801/803, Professional Roles in Secondary Teaching<ul style="list-style-type: none">○ Topics: classroom management, differentiated instruction, and reflective practice○ Semesters taught: Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014○ Co-instructor / researcher: Fall 2015, Spring 2016• TE 801, Professional Roles and Teaching Practice<ul style="list-style-type: none">○ Topic: Elementary math methods○ Semesters: Fall 2011, Fall 2012• TE 406, Crafting Teaching Practice<ul style="list-style-type: none">○ Topic: Elementary math methods○ Semesters: Spring 2012, Spring 2013, Spring 2014	East Lansing, MI
2011	WAUBONSEE COMMUNITY COLLEGE <ul style="list-style-type: none">• Instructor: Psych 100, Introduction to Psychology	Sugar Grove, IL
2008-2011	REVOLUTION PREP <i>SAT/ACT Prep and Private Tutoring Service</i> <ul style="list-style-type: none">• Instructor: 6-week ACT preparation courses• Made presentations to teachers, parents, and students.• Observed and conducted evaluations of Revolution Prep instructors.• Contributed to the test bank and curriculum design of PSAT, SAT, ACT, and GMAT courses.	Chicago, IL
2006-2008	HINSDALE CENTRAL HIGH SCHOOL <ul style="list-style-type: none">• Instructor: Algebra I, Algebra II, and Geometry• Math Team Coach• Member of Character Counts Curriculum Committee• Winner of the "Make a Difference" Award from Hinsdale Central PTO (March, 2008)	Hinsdale, IL

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)

- Division K
- Lives of Teachers SIG
- Elliot Eisner SIG

Association of Teacher Educators (ATE)

Midwestern Educational Research Association (MWERA)

Southwest Educational Research Association (SERA)

Society of Professors of Education (SPE)

SERVICE

Reviewer

- Manuscript Reviewer
 - *Midwestern Educational Researcher*
 - *Issues in Teacher Education*
- Proposal Reviewer
 - AERA: Division K
 - AERA: Lives of Teachers SIG
 - AERA: Elliot Eisner SIG
 - Society of Professors of Education
 - Midwestern Educational Research Association
 - Southwestern Educational Research Association

Social Media Chair – AERA: Lives of Teachers SIG

2017 Program Committee – Society of Professors of Education

REFERENCES

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