# Evaluating DMI Staff page

### Jim Hammerman

Jim Hammerman, Ed.D., is Principal Investigator for the *Evaluating DMI* Project, and Co-Director of the STEM Education Evaluation Center (SEEC) at TERC. Jim has been a mathematics educator, researcher and evaluator for over 25 years. He taught elementary school, contributed to several math curriculum development efforts, and helped to create and conduct mathematics professional development opportunities in the *SummerMath for Teachers*, *Math for Tomorrow*, and *VISOR* projects.

Jim's own research focuses on data and statistics learning, and on the impact of adult developmental differences on teachers' professional learning. He has also designed and led a number of formative and summative evaluations for math, science and technology projects, including the MIT Education Arcade/ Smithsonian online game for middle school students called *Vanished*, KCP Technology's *Data Games* project; EDC's *Transition to Algebra* double-period algebra curriculum project; Harvard's *Life on Earth* touch table for museums; the *Climate Literacy Partnership in the Southeast* (CLiPSE); and, of course, the *Evaluation of Developing Mathematical Ideas* (DMI), among others. He enjoys biking, cooking, sailing, making music and laughing with friends and family.

### Traci Higgins

Traci Higgins, Ph.D. is a Senior Research Associate on the *Evaluating DMI* project. Her work focuses on the development of measures of teaching and learning that can get beyond the surface level features of both. She has studied the impact of DMI on pedagogical content knowledge and mathematical knowledge for teaching in previous research and seeks to better understand how that knowledge translates into teaching practices that support learning for understanding. She was a member of the working group that produced "Using Statistics Effectively in Mathematics Education Research" and has co-authored book chapters, articles, and reports including a recent article in the Journal for Research in Mathematics Education describing research on the impact of DMI. Outside of work she can be found coaching youth sports, cooking, playing with her kids, and running her border collie-greyhound mix.

### Lindsay Demers

Lindsay Demers, Ph.D. is the Quantitative Analyst for the Evaluating DMI project. Her research interests are primarily methodological, with a specific focus on multivariate modeling and the application of hierarchical linear models to experimental data. Prior to working at TERC, Lindsay worked as a methodology consultant at the University of Massachusetts' Center for Research on Families. When she's not analyzing data, she enjoys cooking, reading, and knitting.

### Myriam Steinback

Myriam Steinback, Ph.D. is Senior Management Advisor on the *Evaluating DMI* project. She works with Jim on issues related to both the big picture of the project, and its individual parts. She has taught mathematics in high school, community college and college, and worked with teachers and prospective teachers on mathematics content and pedagogy. She directs the Investigations Workshops for Transforming Mathematics, a professional development project for K-5 teachers, leaders, math specialists, and administrators implementing the Investigations in Number, Data and Space curriculum developed at TERC. Her work with schools includes parents who want and need to know the math their children are learning so they can support them at home, and principals who as school leaders are critical to the successful implementation of any program. She was PI and co-director of the EMPower (Extending Mathematical Power) project, a curriculum development project for out-of-school youth and adult learners of math. She enjoys swimming and connecting with her family and friends in her native language, Spanish.

### Melissa Leung

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