

JAIME J. PARK
Curriculum Vitae

University of California, Los Angeles
School of Education and Information Studies
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Los Angeles, CA 90095-1521
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EDUCATION

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| 2008 | Ph.D., <i>Preparing Secondary Mathematics Teachers in Urban Schools: Using Video to Develop Understanding of Equity-Based Discourse and Classroom Norms</i> , University of California at Los Angeles |
| 2001 | M.Ed., Teaching, Urban Schools, and Social Justice, University of California at Los Angeles |
| 2000 | Credential, Secondary Mathematics, Cross-cultural Language and Academic Development (CLAD) specialization, University of California at Los Angeles |
| 2000 | B.S., Mathematics, University of California at Los Angeles |

PROFESSIONAL EXPERIENCE

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| 2008 – Present | Faculty, Teacher Education Program, University of California at Los Angeles |
| 2010-2014 | Faculty, UCLA IMPACT: Urban Teacher Residency Program |
| 2004-2008 | University Field Supervisor, Teacher Education Program, University at Los Angeles |
| 2004-2008 | Diversity in Mathematics Education Fellow
National Science Foundation Funded Center for Learning and Teaching |
| 2005-2008 | Research Assistant
LessonLab Research Institute
Santa Monica, California |
| 2001-2004 | Secondary Mathematics Teacher
Leuzinger High School, Lawndale, California |

PAPER PRESENTATIONS TO ORGANIZATIONS AND CONFERENCES

Park, J. (July 16, 2024). *PRAXIS: Designing and Planning Fieldwork that Aligns with Theory and Research*. Presentation at the NOYCE Summit, Washington, D.C.

Park, J. (2024). *Understanding How Pre-Service Teachers Learn Project-Based Learning for Social Justice* [Poster presentation]. NOYCE Summit, Washington, D.C.

Park, J., & Cue, Z. (February 18, 2024). *Making Science Relatable through Culturally Sustaining Practices*. Presentation at the NOYCE Summit Conference.

Park, J., Perez, B. & Shin, K. (2023). *Project-Based Learning in Math Classrooms*. With Difference Eyes Conference, Los Angeles, California.

Park, J. (2023). *Centering Student Voice through Project Based Learning in Secondary Math and Science Classrooms*. NSF Western Regional NOYCE Conference, Sacramento, California.

Kim, J., Nava, I. & Park, J. (2023) *Computational Thinking for Critical Learning and Enactment by Secondary Math and Science Teachers*. Presented at the Annual AACTE Conference. Indianapolis, Indiana.

Park, J. & Nava, I. (2022) *Project Based Learning and Equity*. Presented at the Annual CMC California Mathematics Council South. Palm Spring, California.

Park, J. (2022) *Framing and Capturing Pre-Service Teacher Learning*. Presented at the Noyce Summit Conference. Washington D.C., District of Columbia.

Park, J. (2022) *Using UCLA TEP Classroom Observation Rubric to Reflect on Theory and Give Feedback on Practice*. Presented at the Western Regional Noyce Conference. San Diego, California.

Park, J. (2022) *Finding the Volume of a Lemon without Using Calculus!* Presented at the Western Regional Noyce Conference. San Diego, California.

Nava, I. & Park, J. (2022) *Project-Based Learning as a Vehicle for Humanizing Pedagogy in Secondary Urban Math and Science Classrooms*. Paper accepted to be presented at the 74th annual meeting of the American Association of Colleges for Teacher Education, New Orleans, Louisiana.

Nava, I., Park, J., & Kim, J. (2021). *Bridging Critical Thinking to Computational Thinking Through Equity-Focused CT-STEM-PBL*. Poster presentation at the Research, Practice, and Policy Sessions at the Fall 2021 Conference of the California Council on Teacher Education.

Nava, I. & Park, J. (2021). *Pre-Service STEM Teachers and their Enactment of Community Centered-STEM-Project Based Learning C-STEM-PBL*. A paper presented at the annual meeting of the American Educational Research Association (online due to the COVID-19 pandemic)

Park, J., Nava, I., & Kawasaki, J. (2020). *Supporting Pre-service Teachers Actualize Theories of Student-Centered Disciplinary Discourse Practices Using Video*

Instructional Rounds Paper. A paper accepted to be presented at the annual meeting of the American Educational Research Association, San Francisco, California (online due to the COVID-19 pandemic)

Nava, I. & Park, J. (2020). *Supporting STEM Pre-Service Community Teachers: STEM-PBL and Intersections with Community and Deep Learning*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, California (online due to the COVID-19 pandemic)

Park, J. (2020). *Using ICOR Classroom Observation Rubric and Classroom Videos for Feedback and Reflection with Pre-service Teachers*. Presented at the 2020 Western Regional Noyce Alliance Conference, Portland, Oregon.

Park, J. (2019). *Math Observation Framework and Classroom Videos* Presented at the 2019 Annual CMC South Annual Math Conference, Palm Spring, California.

Park, J. (2019). *Using ICOR Mathematics Rubric and Classroom Videos in Instructional Rounds*. Presented at the 2019 Annual NCTM National Council of Teachers of Mathematics Regional Conference, Boston, California.

Park, J., Nava, I., & Arias Melissa (2019). *Assessing Teacher Learning: IMPACT Classroom Observation Framework & Rubric (I-COR)*. Presented at the 2019 SoCal Residency Action Network Convening, Los Angeles, California.

Park, J. (2019). *What to expect in mathematics classroom after CCSS, Common Core State Standards*. Presented at the 2019 UCLA CALTEACH Summer Internship Orientation, Los Angeles, California.

Park, J., Nava, I., & Kawasaki, J. (2018) *Project-Based Learning as a Vehicle for Humanizing Pedagogy in Secondary Urban Math and Science Classrooms*. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

Kawasaki, J., Park, J., & Nava, I. (2018). *Examining the instructional norms that support productive disciplinary discourse in whole class discussions*
Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

Park, J. & Kushon, S. (2016). *Smarter Balance Tasks in Mathematics: Teaching Strategies and Resources* [PowerPoint slides]. Presented at the annual With Different Eyes Conference, Los Angeles, California.

Nava, I., Park, J., & Kawasaki, J. (2016) *Experience the Arts and Create STEAM: Developing STEAM Pre-Service Teachers for Equity and Access*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Park, J. (2015). *Impact of Urban Teacher Residency Program at UCLA*. Presentation at the annual 100Kin10 Summit Session, Chicago, Illinois. May 14, 2015.

Park, J., Nava, I., Martinez, F., Dockterman, D., Quartz, K., & Kawasaki, J.

(2015). *Reliability of Teacher Ratings Under the UCLA IMPACT Observation Framework: Conceptual Foundation and Generalizability Studies*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Nava, I. & Park, J. (2015) *Equity though Discourse: Supporting Math and Science Discourse in Urban Secondary Classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Nava, I., Park, J. & Kawasaki, J. (2015). *Developing Professional Learning Communities Around Equity Focused Practice-Based Learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Park, J. & Nava, I. (2015). *Reliability of Teacher Ratings Under the UCLA IMPACT Observation Framework: Conceptual Foundation and Generalizability Studies*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Nava, I. & Park, J. (2015). *Equity though Discourse: Supporting Math and Science Discourse in Urban Secondary Classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois. 2015.

Park, J. (2015). *Supporting Pre-service Teachers Engage Students in Mathematical Discourse*. Presented at the annual UCLA Mathematics Department Curtis Center Mathematics and Teaching Conference, Los Angeles, California. March 7, 2015.

Park, J., & Nava, I. (2014). *A Classroom Observation Framework for Videos, Instructional Rounds, and Peer Feedback*. Presented at the 2014 edTPA National Implementation Conference, Los Angeles, California. 2014.

Park, J. (2014). *Secondary Mathematics Classroom Observation Framework for Supporting Teacher Development*. Presented at the annual UCLA Mathematics Department Curtis Center Mathematics and Teaching Conference, Los Angeles, California. 2014.

Kushon, S. & Park, J. (2014). *Supporting Mathematical Reasoning and Literacy Using Graph Stories*. Presented at the annual Creating Balance in an Unjust World Conference on Mathematics Education and Social Justice, Los Angeles, California. 2014.

Park, J. & Kushon, S. (2013). *Supporting Mathematical Reasoning through Story Graphs*. Presentation at the annual With Different Eyes: A Conference for Teachers of English Learners Across the Disciplines, Los Angeles, California. 2013.

Appelgate, M. & Park, J. (2013). *Creating, Implementing and Researching a Practice-Based Math Methods Course: An Iterative Process of Learning*. Paper presented at the annual conference of National Council of Teachers of Mathematics, Denver, Colorado. 2013.

Park, J., Nava, I. & Usui Johnson, C. (2011). *Classroom Observation Rubrics for Equitable Learning and Social Justice*. Paper presented at the New Teacher Center's

15th National Symposium on Teacher Induction, *Avenues to New Teacher Excellence*, San Jose, California. 2011.

Park, J. (2012). *Preparing Teachers and Engaging Students in Mathematical Discourse*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada. 2012.

Park, J., & Nava, I. (2011). *Embedding Performance Assessment: Building On and Drawing from Existing Assessment Practices*. Presented at the 2011 PACT Implementation Conference, San Diego, California. 2011.

Spencer, J., Santagata, R. & Park, J. (2011). *Research on the Use of Video in the Professional Development of Mathematics and Science Teachers*. Paper presented at the annual symposium international Symposium CADIVAM (hed: haute ecole pedagogique vaud): *Research on the use of Video in professional development of mathematics and science teachers*, Lausanne, Switzerland. June, 2011.

Park, J., & Nava, I. (2011). *A Model for Mentor Teacher Network in an Urban Teacher Residency Program*. Paper presented at the annual national summit Great Teachers for Our City Schools, Denver, Colorado. 2011.

Park, J., Nava, I. & Davis, H. (2011). *Classroom Observation Rubrics for Secondary Mathematics, Secondary Science and Early Child Education*. Paper presented at the annual national summit Great Teachers for Our City Schools, Denver, Colorado.

Nava, I. and Park, J. (2011). *Learning to Teach in Urban Schools through Exploring Community, Family and School Connections*. Paper presented at the annual national summit Great Teachers for Our City Schools, Denver, Colorado.

Park, J., Nava, I. & Davis, H. (2011) *Classroom Observation Rubrics for Secondary Mathematics, Secondary Science and Early Child Education*. Paper presented at the annual national summit Great Teachers for Our City Schools, Denver, Colorado.

Freking, F., Park, J., & Francois, A. (2011). *Integrating Academic Language into Content Methodology: Supporting Math and Science Teacher Candidates to Meet Students' Language Needs*. Paper presented at the annual meeting of the America Association of Colleges for Teacher Education, San Diego, California. 2011.

Park, J. (2010). *Challenging Preservice Teachers about Mathematics Learning and Teaching by Doing Mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado. 2010.

Park, J. & Metcalfe, E. (2010). *Embedding PACT and Maintaining Program Mission*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado. 2010.

Park, J., Santagata, R. & Spencer, J. (2010). *Knowledge, Skills and Dispositions Toward Students: Supporting Mathematics for Understanding in Urban Settings* at the annual Curtis Center Mathematics and Teaching Conference, Los Angeles, California. 2010.

Koestler, C., Aguirre, J., Celedon-Pattichis, S., Chan, A., Park, J., & Turner, E., (2009). *Exploring Issues of Diversity, Equity, and Social Justice in Mathematics Teacher Education Courses*. Presented at the annual conference of the Association of Mathematics Teacher Educators, Orlando, Florida. 2009.

Park, J. and Priselac, J. (2009). *Preparing Mathematics Teachers in Urban Schools: Using Video to Help Develop Understanding around Mathematics Discourse and Sociomathematical Norms*. Presented at the annual Curtis Center Mathematics and Teaching Conference, Los Angeles, California. 2009.

Park, J. (2009). *Using Videos as Tools: How Secondary Mathematics Pre-service Teachers Develop Understanding of Discourse and Norms for Students in Urban Schools*. Paper accepted and submitted at the annual meeting of the American Educational Research Association, San Diego, California. 2009.

Santagata, R., Spencer, J., & Park, J. (2009). *Teaching Mathematics for Understanding in Urban Settings: A Model that Integrates Knowledge, Skills, and Dispositions Towards Students*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California. 2009.

Park, J. & Priselac, J. (2008). *Preparing Urban School Teachers of Mathematics: Using Video to Help Pre-service Teachers Understand Equitable Practices*. Paper presented at the annual meeting of the Summer Institute on Leadership for Educational Justice, Redlands, 2008.

Park, J. & Priselac, J. (2007). *Preparing Urban School Teachers of Mathematics*. Paper presented at the annual meeting of the California Mathematics Council – South, Palm Springs, California. 2007.

Park, J. & Priselac, J. (2007). *A Situative Perspective on Teaching a Secondary Mathematics Methods Course*. Paper presented at the annual meeting of the School Science and Mathematics Association, Indianapolis, Indiana. 2007.

Kersting, N., Park, G., Park, J. & Givven, K. (2007). *Noncompliance: A Threat to Validity of Experimental Designs in Education?* Poster presented at the annual meeting of the American Educational Research Association, New York, New York. 2007.

KEY NOTE AND SYMPOSIUM PRESENTATIONS

“Common Core: What to Expect in Math Classrooms”. Presenter at the 2016 UCLA NOYCE Scholarship Orientation, Los Angeles, California. September 12, 2016; September 13, 2017; September 14, 2018; September 15, 2019.

“Making Humanizing Pedagogy Visible”. Symposium Speaker. *IMPACT 5-Year Celebration and Symposium*. UCLA Carnesale Commons, University of California at Los Angeles, Los Angeles, California. May 31, 2014.

“Helping Beginning Teachers Understand the Intersection of Theory and Practice: Classroom Observation Framework”. **Keynote Address**. *Cal Teach Research*

Conference. UCLA Faculty Center, University of California at Los Angeles, Los Angeles, California. May 29, 2014.

PUBLICATIONS

XChange

Guest Editor, *XChange Journal*

Special Issue: Autoethnographic Reflections of First-Year Teachers

Target Publication Date: October 1, 2025

- Co-edited a peer-reviewed special issue highlighting autoethnography as a methodology for exploring first-year teachers' experiences, identity, and pedagogical growth.
- Coordinated with contributors and reviewers to ensure scholarly rigor and thematic coherence.
- Drafted editorial framing that contextualized contributors' reflections within broader educational theories and pedagogical practices.

Guest Editor, *XChange Journal*

Special Issue: Project-Based Learning and Equity in Education

Published February 14, 2023

- Co-edited a peer-reviewed issue focused on equity-centered Project-Based Learning (PBL), featuring contributions from UCLA TEP faculty, researchers, alumni, and students.
- Guided editorial framing to highlight culturally responsive, community-based projects that document and advance PBL practices.
- Collaborated on reviewing, editing, and curating articles to ensure scholarly rigor and thematic alignment.

Book Chapter

Park, J., Nava, I., & Arias, M. (September, 2021). Framing Pre-Service Teacher Learning and Accountability. In Annamarie Francois & Karen Hunter Quartz (Eds.) *Transforming public schools: How UCLA's Center X has become a pillar for social justice education in Los Angeles*. Cambridge, Massachusetts: Harvard Press.

Spencer, J., Park, J. & Santagata, R. (2010). Keeping the Mathematics on the Table in Urban, Mathematics Professional Development: A Model that Integrates Dispositions towards Students. In M.Q. Foote (Ed.) *Mathematics teaching and learning in k-12: Equity and professional development*. New York: Palgrave.

Journal

Park, J. & Nava, I. (2023). Project-Based Learning Centering Student Voice in STEM. *XChange: Publications and Resources for Public School Teachers*, Volume 12. <https://centerx.gseis.ucla.edu/xchange/>

Nava, I., & Park, J. (2021). Pre-Service STEM Teachers and Their Enactment of Community-STEM-Project Based Learning. *Journal of Higher Education Theory and Practice*, Volume 21(9).

Nava, I., Kawasaki, J., Nguyen, V., & Park, J. (2020). A teaching and learning framework for designing and enacting social justice in the science classroom. *The Teacher Science Journal*.

Park, J. & Nava, I. (2019). How Can Pre-service STEM Teachers Enact Project-Based Learning for Authentic Community Engagement? *ARISE: Advancing Research and Innovation in the STEM Education of Pre-service Teachers in High-Need School Districts*. <https://aaas-arise.org/>

Nava, I., Park, J., Dockterman, D., Kawasaki, J., Schweig, J., Hunter-Quartz, K., & Martinez, F. (2018). Measuring Teaching Quality of Secondary Mathematics and Science Residents: A Classroom Observation Framework and Pilot Generalizability Study. *Journal of Teacher Education*, 1-16.

Freking, F., Park, J., & Francois, A. (2015). Integrating Academic Language into Content Methodology: Supporting Math and Science Teacher Candidates to Meet Students' Language Needs. *New Educator Journal*, 11(1), 60-78.

Hunter Quartz, K. & the IMPACT Research Group. (2014). Learning in residence: Mixed-methods research on an urban teacher residency program. *UC Regents UCLA Graduate School of Education and Information Studies: The Center XChange*. Series Number: WP-1101-2014. Retrieved from <https://ucla.app.box.com/s/c3hfj46nnx7rybs6xkn>.

Nava, I., Park, J., Dockterman, D., Kawasaki, J., Schweig, J., Hunter Quartz, K., & Felipe Martinez, J. (2014). *Martinez Measuring Teaching Quality of Secondary Mathematics and Science Residents: A Classroom Observation Framework and Pilot Generalizability Study*. Retrieved from <https://ucla.app.box.com/s/ize0eqggamy1idfi2dly>.

Park, J., Nava, I., & Appelgate, M. (2014). Observation Rubric for Secondary Mathematics. *UC Regents UCLA Graduate School of Education and Information Studies: The Center XChange*. IPMS025-X047-2011. Retrieved from <https://cxarchive.gseis.ucla.edu/xchange/images-and-media/MathObservationRubric.pdf>

Park, J. (2012). Framework for secondary mathematics classroom and its potential implications for teacher retention. *The California Mathematics Project Monograph: Mathematics Teacher Retention*, Regents of University of California.

Park, J., Nava, I., & Appelgate, M. (2011). Observation Rubric for Secondary Mathematics. *UC Regents UCLA Graduate School of Education and Information Studies: The Center XChange*. IPMS025-X047-2011. Retrieved from <https://cxarchive.gseis.ucla.edu/xchange/images-and-media/MathObservationRubric.pdf>

Nava, I., Park, J., & Appelgate, M. (2011). Observation Rubric for Secondary Science. *UC Regents UCLA Graduate School of Education and Information Studies: The Center XChange*. IPMS024-X046-2011. Retrieved from <https://cxarchive.gseis.ucla.edu/xchange/images-and-media/MathObservationRubric.pdf>

RESEARCH

Lead Researcher, IRB-25-0851
Teacher Autoethnography (2025)

- Principal investigator overseeing the design, approval, and implementation of a study examining teachers' experiences through autoethnographic methods.
- Responsible for research design, IRB compliance, data collection, and analysis.
- Coordinated with participants and research team to ensure ethical standards and scholarly rigor.

UCLA-STEM + C3 Research Group: Research supported by Teacher Quality.
Department of Education (2020 – Present).

Principal Investigator for TEP Discourse Study IRB#17-000396 (PI Jarod Kawasaki 2017→ PI Jaime Park in 2020)

IMPACT Research Group: IMPACT Research Study IRB # 10-000699 PI Annamarie Francois (2010-) Research supported by Teacher Quality, Department of Education

Principal Investigator for Technology and Teaching in Secondary Math Classrooms IRB#16-001519 (September 2016-)

IMPACT Research Group: Multiple Measures of Quality Teaching at UCLA Urban Teacher Residency Program. Research supported by Teacher Quality. Department of Education. (UCLA)

Principal Investigation for PACT: Supporting Equitable Practices in Urban Schools. IRB approved. Using pre-existing data. January 2010. (UCLA)

Principal Investigator for Teacher Education Program Teacher Impact on Students' Mathematical Dispositions. IRB approved. LAUSD approved. Data Collection Phase. September 2009. (UCLA)

Research Assistant for ALFA: Algebra Learning for All. Research supported by the Institute of Education Sciences (IES: Teacher Quality). LessonLab Research Institute, Santa Monica (2005-2008)

SUPPORTING PROJECTS

Professional Learning Team, U.S. Department of Education, UCLA STEM+C3 Teacher Residency Program

Lead Faculty, Los Angeles Unified School District UCLA Teacher Residency Program

Lead Faculty, UCLA NOYCE Scholarship Program, NSF Funded Project

Lead Faculty, U.S. Department of Education, UCLA IMPACT Teacher Residency Program

Advisory Board Member and Consultant, Supporting Instruction and Student Learning in Disadvantaged Subpopulations Through Interactions Maps, NSF Funded Project

TEACHING

Teacher Education Program

Education 320A, 320B: Secondary Mathematics and Literacy Methods (2010-Present, UCLA)

Education 330A, 330B, and 330C: Observation, Participation & Student Teaching (2008-Present, UCLA)

Education 405A: Teaching in Urban Schools: Exploring Communities (2008 – Present, UCLA)

Education 405B: Teaching in Urban Schools: Exploring Identity (2008 – Present, UCLA)

Education 405C: Teaching in Urban Schools: Exploring Family School Connections (2009 – Present, UCLA)

Education 481: Knowledge and Inquiry in the Classroom (2014-UCLA)

Education 490A: Instructional Decision Making (2014-UCLA)

Education 491: Curricular Decision-Making (2012-UCLA)

Education 498 A/B/C: Directed Field Experience (2014-UCLA)

Education 320A, 320B, 320C: Secondary Mathematics and Literacy Methods (2007-2010, UCLA)

Courses for In-service Mathematics Teachers

Instructor for LUCI LAUSD/UCLA Collaborative Institute, K-2 Professional Development in Mathematics. A collaborative effort of UCLA Department of Mathematics, UCLA Grad School of Education & Information Studies, UCLA Mathematics Project, Los Angeles Unified School District, and University of

California Office of the President (2001-2003)

Instructor for the Mathematics Content Program for Teachers. (2001-2004, UCLA Department of Mathematics)

- Number Power 1
- Number Power 2
- Perspectives on Algebra
- Topics in Algebra and Geometry
- Dealing with Data

AWARDS & GSE&IS SERVICE

GSE&IS TEP ChalkandWire Online Technology Platform Support (2014-)

GSE&IS R&I Research and Inquiry Conference Co-Chair (2015-2016)

GSE&IS Faculty Executive Committee Professional Faculty Representative (2011-2013)

Recipient of UCLA Faculty Diversity & Development Non-Senate Faculty Professional Development Award (2011, 2012, 2013, 2014, 2015, 2018)

UCLA Lab School Principal Search Committee Member 2018

AREAS OF INTEREST

Mathematics Learning and Teaching, Equity in Mathematics, Critical Teacher Autoethnography, Urban Schooling, STEM Education, Humanizing Teaching, Project-Based Learning, Technology