

Meg (Schleppenbach) Bates

Appointments

- 2009-present Research & Evaluation Associate, Curriculum Developer, School Support Services Associate
Center for Elementary Mathematics and Science Education (CEMSE)
University of Chicago
- 2008 Adjunct Instructor, Millikin University

Education

- 2009 Ph.D. Educational Psychology
University of Illinois at Urbana-Champaign
Thesis: How do students from different socioeconomic backgrounds respond to mathematics instruction? An exploration from diverse school settings.
Advisor: Michelle Perry
- 2004 A.M. Educational Psychology
University of Illinois at Urbana-Champaign
Thesis: The answer is not the end: Extended discourse in Chinese and U.S. mathematics classrooms.
Advisor: Michelle Perry
- 2003 B.A., summa cum laude, English Secondary Education
Millikin University, Decatur, Illinois
Received teaching certificate in English Education

Grants and Fellowships

- Virtual Learning Communities: An Online Professional Development Resource for STEM Teachers.* National Science Foundation, \$680,531. 2010-2014. (Principal Investigator)
- Spencer Dissertation Fellowship.* Spencer Foundation. 2007-2008. One of 30 awards given internationally in the field of education at the stage of the dissertation
- Illinois Distinguished Fellowship.* University of Illinois at Urbana-Champaign. 2003-2006. Three-year graduate fellowship including full tuition waiver and living stipend

Publications (as Meg Schleppenbach)

- Schleppenbach, M. (2010). How can teachers and schools use data effectively? *National Council of Teachers of Mathematics (NCTM) Research Briefs*. Retrieved from <http://www.nctm.org/news/content.aspx?id=27192>

Sims, L., with Perry, M., Schleppenbach, M., McConney, M., Wilson, T., & Miller, K. (2008). Look who's talking: Differences in math talk in U.S. and Chinese classrooms. *Teaching Children Mathematics*, 15(2), 120-124.

Schleppenbach, M., Flevares, L. M., Sims, L. M., & Perry, M. (2007). Teacher responses to student mistakes in Chinese and U.S. classrooms. *Elementary School Journal*, 108(2), 131-147.

Schleppenbach, M., Perry, M., Miller, K. F., Sims, L., & Fang, G. (2007). The answer is only the beginning: Extended discourse in Chinese and U.S. mathematics classrooms. *Journal of Educational Psychology*, 99, 380-396.

Conference Presentations

Mingle, L., Schleppenbach, M., & Perry, M. (2013, April). *Being Good at Math and Showing it: Relations among Peer Academic Reputation, Gender, & Success in High-Achieving Middle-Schoolers*. Paper presented at the Society for Research in Child Development biennial meeting, Seattle, Washington.

Schleppenbach, M. & Beer, D. (2012, April). *Designing a Virtual Learning Community for Elementary Mathematics Teachers*. Paper presented at the American Educational Research Association annual meeting, Vancouver, British Columbia.

Mingle, L. A., Schleppenbach, M., & Perry, M. (2012, April). *When Perception Is More Important Than Reality: Gender Differences in Goal-Related Behavior on Perceptions of Mathematical Ability*. Paper presented at the American Educational Research Association annual meeting, Vancouver, British Columbia.

Schleppenbach, M. (2011, September). *Everyday Mathematics Virtual Learning Community*. Session presented at the International Society for Design and Development in Education (ISDDE) annual conference, Boston, MA.

Beer, D., Schleppenbach, M., & Kim, D. (2011, April). *Using curriculum research to tailor professional development*. Paper presented at the American Educational Research Association annual meeting, New Orleans, Louisiana.

Perry, M., Schleppenbach, M., McConney, M., & Sims, L. (2008, July). *Opportunities to learn in Chinese and U.S. math classes*. In K. Miller (Chair), *Lessons learned: Cross-cultural perspectives on education and development at the meeting of the International Congress of Psychology*, Berlin.

Schleppenbach, M., & Perry, M. (2008, March). *Opportunity to learn mathematics in diverse school settings*. Paper presented in paper discussion session at the American Educational Research Association annual meeting, New York.

Schleppenbach, M., Perry, M., Sims, L., & Fang, G. (2007). *Discourse in Chinese reading lessons in the context of Chinese mathematics instruction*. Paper presented at the American Educational Research Association annual meeting, Chicago, Illinois.

Flevaris, L. M., Schleppenbach, M., Perry, M., & Sims, L. (2007). *The mathematical content of and discourse surrounding students' errors in U.S. and Chinese elementary instruction*. Paper presented in paper discussion session at the American Educational Research Association annual meeting, Chicago, Illinois.

Schleppenbach, M., Flevaris, L. M., Sims, L. M., & Perry, M. (2006). *Teacher responses to student mistakes in U.S. and Chinese mathematics classrooms*. Paper presented at the American Educational Research Association annual meeting, San Francisco, California.

Schleppenbach, M. (2005). *The answer is only the beginning: Extended discourse in Chinese and U.S. mathematics classrooms*. Paper presented at the American Educational Research Association annual meeting, Montreal, Quebec, Canada.

Professional Activities

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| 2010-present | Editorial Board
<i>American Educational Research Journal (AERJ)</i>
Section on Teaching, Learning, and Human Development
Named Outstanding Reviewer for 2011 and 2012 |
| 2013 | Reviewer
<i>Educational Researcher</i> |
| 2011 | Reviewer
<i>2012 American Educational Research Association Annual Meeting</i>
Division K |
| 2011 | Reviewer
<i>Journal of Curriculum Studies</i> |
| 2007 | Panel Member
<i>2007 Biennial Meeting of the Society for Research in Child Development</i>
Reviewed symposium and poster submissions |
| 2006 | UIUC Graduate Fellowship Board Executive Committee Member |

Honors and Awards

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| 2013 | Outstanding Reviewer for 2012
<i>American Educational Research Journal:</i>
<i>Teaching, Learning, and Human Development</i> |
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- 2012 Outstanding Reviewer for 2011
*American Educational Research Journal:
Teaching, Learning, and Human Development*
- 2009 NCID Exemplary Diversity Scholars Citation
National Center for Institutional Diversity, University of Michigan
- 2006 Excellent Doctoral Work scores on Qualifying Exams
- 2005 Named to “Incomplete List of Teachers Ranked as Excellent”
List of instructors at University of Illinois receiving superior ratings from their students
- 2003 Major Thomas G. Storey Citizenship Award
Millikin University’s award for outstanding campus and community citizenship
- 2002 Scovill Prize
Millikin University’s highest award for students
- 2002 Conant Award
Millikin University’s award for the junior English major with the highest GPA
- 2001 Phi Delta Kappa Prospective Teacher Award
- 1999 – 2003 Presidential Scholar, Millikin University
Four-year, full-tuition honors scholarship

Professional Affiliations

American Educational Researchers Association (Member)

International Society for Design and Development in Education (Fellow)