

**Adrian Foster Cunard**  
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University of Washington, College of Education

## EDUCATION

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- 2014 Ph.D. University of Washington, Seattle, WA  
*Curriculum & Instruction (Teacher Education)*  
Dissertation: "Detailing the work of leading a productive mathematics discussion: A study of a practice-based pedagogy of elementary teacher education"
- 1993 MA Bank Street College, New York, NY  
*Early Childhood Education*
- 1988 BA Vassar College, Poughkeepsie, NY  
*Medieval & Renaissance Studies*

## PROFESSIONAL EXPERIENCE

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- 2014-Present Teaching Associate, University of Washington, Seattle
- 2009-Present Professional Development Facilitator, Mathematics Education Project, University of Washington, Seattle
- 2009-2014 Teaching Assistant, Research Assistant, University of Washington, Seattle
- 2003-2008 Instructional Coach, Bellevue School District, Bellevue, WA
- 1988-2002 Elementary School Teacher, various locations

## RESEARCH

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- 2010-2013 Research Assistant, University of Washington, Seattle, *Learning Teaching, in, from, and for practice*, PI: Magdalene Lampert

## PUBLICATIONS

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- Kazemi, E. & Cunard, A. (2017). Orienting students to one another and to the mathematics during discussions. In S. Marx (Ed.), *Qualitative research in STEM education: Studies of equity, access and innovation*. New York: Routledge
- Kazemi, E., Ghouseini, H., Cunard, A., Turrou, A. C. (2016). Getting inside rehearsals: Insights from teacher educators to support work on complex practice. *Journal of Teacher Education* 67(1), 18-31.
- Lampert, M., Franke, M., Kazemi, E., Ghouseini, H., Turrou, A., Beasley, H., Cunard, A., & Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education*, 64(3). 226-243.