



TEXAS A&M UNIVERSITY

COMMERCE

**Curriculum Vita
September 2024**

Instructor: Julie J. (Williams) Mills, PhD
Academic Department: Curriculum and Instruction
University Address: Sowers Education South
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EDUCATION

Doctor of Philosophy, Curriculum & Instruction
University of North Texas, 2015

Master of Education, Secondary Education
Texas A&M University – Commerce, 2008

Bachelor of Science, Sociology
Texas A&M University – Commerce, 2004

CERTIFICATIONS

Standard Texas Educator Certificate, Expires 2029

- Mathematics (4-8)
- Family & Consumer Sciences (6-12)

TEACHING EXPERIENCE

UNIVERSITY TEACHING

2022 – Present	Assistant Professor, Curriculum & Instruction Texas A&M University – Commerce
2021 – 2022	Associate Professor, Curriculum & Instruction
2016 – 2021	Assistant Professor, Curriculum & Instruction Henderson State University
2015 -2016	Assistant Professor, Secondary Education Utah Valley University
2011 – 2015	Teaching Fellow, Teacher Education & Administration University of North Texas

K-12 TEACHING

2008 – 2011	Mathematics and Family & Consumer Sciences Teacher North Hopkins High School, North Hopkins ISD
2006 – 2008	Mathematics Teacher Wolfe City Middle School, Wolfe City ISD
2005 – 2006	Mathematics Teacher Fannindel High School, Fannindel ISD
2004 – 2005	Mathematics Teacher Berry Middle School, Mesquite Independent School District

PUBLICATIONS

Williams Mills, J. (2024). Using models of instructions in synchronous online mathematics lessons: Reflections of pre-service teachers. *Action in Arkansas Teacher Education - The Journal of the Arkansas Association of Teacher Education*, 14 (1), 60 - 68. <https://www.arkansasate.org/documents/Vol%2014%20No%201%20rev2.pdf>

Fields, M. & **Williams Mills, J.** (2023). Year-long teaching residency for STEM teacher candidates: Program planning and implementation in R. Hammock & B. Cory (Eds.), *Proceedings of the 122nd annual convention of the school science and mathematics association* (Vol. 10). SSMA.

Williams Mills, J., Isbell, L., & Fields, M. (2023). Pre-service teachers' reflections of their implementation of mathematical teaching practices. *The Texas Forum of Teacher Education*, 14, 3-12. <https://txate.org/resources/Documents/Forum%202023-%20Mills%20et%20al.pdf>

Fields, M., **Williams Mills, J.**, & Quast, J. (2023). Parents support of mathematics learning during a pandemic: A follow-up study. *The Texas Forum of Teacher Education*, 13, 66-77. <https://txate.org/resources/Documents/Forum%202023%20Special%20Issue-%20Final.pdf>

Williams Mills, J., Quast, J., Fields, M. & (2021). COVID-19 virtual dilemma: Parents' perspectives on math learning at home. In P. Keough (Ed.), *Educational recovery for PK-12 education during and after a pandemic* (25-44). IGI Global.

Quast, J. & **Williams Mills, J.** (2020). Preservice teachers' expectations of faculty. *SRATE Journal*, 29 (2). <https://files.eric.ed.gov/fulltext/EJ1268637.pdf>

Williams, J., Tunks, J., Gonzalez-Carriedo, R., Faulkenberry, E., & Middlemiss, W. (2020). Supporting mathematics understanding through funds of knowledge. *Urban Education*, 55 (3), 476-502. Advance online publication (2016). <https://doi.org/10.1177/0042085916654523>

Williams Mills, J., Quast, J., & Fields M. (2019). Mathematics teaching: Constructivist and non-constructivist beliefs of preservice teachers. *Arkansas Association of Teacher Educators (ArATE) Electronic Journal*, 9 (1), 64-72. <http://www.arkansasate.org/documents/Volume%209%20No%201.pdf>

Fields, M., **Williams, J.**, & Isbell, L. (2017). Changes in preservice teachers' beliefs as indicators of learning. *The Texas Forum of Teacher Education*, 7.

Tunks, J. & **Williams, J.** (2014). Supporting mathematics learning in a PDS network: The parents' perspective. In Ferrara, Nath, & Guadarrama (Eds.), *Creating visions for university/school partnerships: A volume in professional development research* (pp.195-215). Charlotte, NC: Information Age Publishing.

EXTERNAL GRANTS	
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2023, unfunded	Response to Intervention & Research: An Action Research project on RTI for Rural Pre-service STEM Teachers Spencer Foundation, Requested \$358,297.74 Co-Principal Investigator
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