SAMANTHA A. MARSHALL, Ph.D.

Assistant Professor
North Carolina State University
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EDUCATION

Ph.D.	**Vanderbilt University** Learning, Teaching, and Diversity Dissertation: *Responsive, locally-relevant coaching: Supporting STEM teachers' learning of justice-oriented pedagogies.* https://ir.vanderbilt.edu/handle/1803/16399	2020
M.A.	**Columbia University** Secondary Education *Concentration*: Mathematics	2014
B.S.E.	**Oklahoma Christian University** Mathematics	2008

ACADEMIC APPOINTMENTS

2021-present **Assistant Professor** (tenure-track position)
Department of Teacher Education and Learning Sciences
North Carolina State University

PUBLICATIONS

Peer-Reviewed Journal Articles

Marshall, S. A. & Buenrostro, P. M. (2021). What makes mathematics teacher coaching effective? A call for a justice-oriented perspective. *Journal of Teacher Education*, *72*(5), 594-606. https://doi.org/10.1177/00224871211019024

Chen, G. A., **Marshall, S. A.,** & Horn, I. S., (2021). 'How do I choose?': Mathematics teachers' sensemaking about pedagogical responsibility. *Pedagogy, Culture, & Society, 29*(3), 379-396. https://doi.org/10.1080/14681366.2020.1735497

Miles, M. L., Buenrostro, P. M., **Marshall, S. A.,** McGee, E. O., & Adams, M. (2019). Cultivating racial solidarity among mathematics education scholars of color to resist White supremacy. *The International Journal of Critical Pedagogy, 10*(2), 97-126.

Brady, C. B., Blough, R., Hollister, K., Jordan, P., **Marshall, S. A.**, Nichols, I., Vogelstein, L. E, & Wisittanawat, P. (2019). Clockface polygons and the collective joy of making mathematics together. *Mathematics Enthusiast, 16*(1), 75-106.

Marshall, S. A. (2018). To sustain tribal nations: Striving for Indigenous sovereignty in mathematics education. *The Journal of Educational Foundations, 31*(1 & 2), 9-37.

Marshall, S. A. (2017). A sense of possibility: Cultivating perseverance in an urban mathematics classroom. *Journal of Teacher Action Research, 3*(3), 1-23.

Book Chapters

Horn, I. S., **Marshall, S. A.**, Chen, G. A., Ehrenfeld, N., Garner, B., Jasien, L., Metts, E., & Schneeberger McGugan, K. (under review). Chapter 70: Transformative teacher professional development. To

appear in L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.) *Handbook of Education Policy Research* (pp. TBD). American Educational Research Association.

Horn, I. S., Garner, B., Buenrostro, P., & **Marshall, S.** (2022). Learning about teaching through moments of insight. In I. S. Horn & B. Garner, *Teacher learning of ambitious and equitable mathematics instruction: A sociocultural approach* (pp. 153-182). Routledge.

Horn, I. S., Garner, B., Buenrostro, P., & **Marshall, S.** (2022). Putting formative feedback into practice. In I. S. Horn & B. Garner, *Teacher learning of ambitious and equitable mathematics instruction: A sociocultural approach* (pp. 98-122). Routledge.

Peer-Reviewed Conference Proceedings[1]

Marshall, S. A. (accepted). Using problem (re)framing and teachers' pedagogical responsibility to facilitate teacher learning opportunities. *International Conference of the Learning Sciences.* International Society of the Learning Sciences.

Ehrenfeld, N. Schneeberger McGugan, K., **Marshall, S. A.,** & Garner, B. (2020). Reconciling contexts and external conceptual resources in mathematics teachers' collaborative sensemaking. In A. I. Sacristán, J. C. Cortés-Zavala, & P. M. Ruiz-Arias (Eds.). *Proceedings of the 42nd meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1800-1808). Cinvestav / AMIUTEM / PME-NA. https:/doi.org/10.51272/pmena.42.2020-295

Keifert, D., Hall, R., Enyedy, N., Vogelstein, L., Pierson, A. Ehrenfeld, N., **Marshall, S.,** Schneeberger McGugan, K., Marin, A. Faulstich, E. N. O., Bordeaux, C., Clark, H., Gravell, J., Lindberg, L., Morales, D., Rodriguez, L. White Eyes, R., Flood, V. J., Sharma, G., … Clark, D. (2020). Analytical designs: Goodwin's substrates as a tool for studying learning. In M. Gresalfi & I. S. Horn (Eds.) *14th International Conference of the Learning Sciences* (pp. 1471-1478). International Society of the Learning Sciences. https://repository.isls.org//handle/1/6352

Chen, G. A., & **Marshall, S. A.** (2019). Conversational patterns and opportunities for teacher learning in collaborative planning conversations. In S. Otten, A. G., Candela, Z. de Araujo, C. Haines, & C. Munter (Eds.) *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 574-578). University of Missouri. http://www.pmena.org/pmenaproceedings/PMENA%2041%202019%20Proceedings.pdf

Ehrenfeld, N., & **Marshall, S. A.** (2019). Conceptual resources in teacher professional conversation. In *Contexts, complexity, and communities: Reflecting on and reshaping research on learning* (pp. 58-59). Learning Sciences Graduate Student Conference.

[2]Chen, G. A., & **Marshall, S. A.** (2018). Mathematics teachers' learning to enact change in oppressive systems. In S. Richardson, A. Davis, & C. W. Lewis (Eds.) *Proceedings of the International Conference on Urban Education* (pp. 52-64). Urban Education Collaborative. https://1e1dd9d7-3209-48d8-90a2-7a4cef33595c.filesusr.com/ugd/a4a250_e4a5a6994b914a68975203db95e688ae.pdf

Marshall, S. A., & Buenrostro, P. M. (2018). "When am I going to use this in the real world?": Supporting teachers in their quest for authentic mathematical learning experiences. In A. Pierson, & L. Vogelstein (Eds.), *Designing the learning sciences: Thinking deeply about the relationship between theory and design* (pp. 114-115). Learning Sciences Graduate Student Conference.

Vogelstein, L. E., Jackson, A., & **Marshall, S. A.** (2018). Ambassadors and advocacy: A workshop on positionality. In A. Pierson, & L. Vogelstein (Eds.), *Designing the learning sciences: Thinking*

[1] These conference proceeding publications were also peer-reviewed presentations. To avoid redundancy, I do not include them in that section.

[2] These authors contributed equally to this publication.

deeply about the relationship between theory and design (pp. 197-198). Learning Sciences Graduate Student Conference.

Other Research Reports (Non-Refereed)

[3]Chen, G. A. & **Marshall, S. A.** (2020, September). *How do teachers learn to work against oppressive systems?* [Invited blog post]. American Association for the Advancement of Science (AAAS) Advancing Research & Innovation in the STEM Education of Preservice Teachers in High-Need School Districts (ARISE) blog. Retrieved from https://aaas-arise.org/2020/09/29/how-do-teachers-learn-to-work-against-oppressive-systems/#.X3SEsvep72Q.twitter

Chen, G. A., **Marshall, S. A.,** & Horn, I. S. (2020, July). *How do I choose? Teachers making sense of pedagogical responsibility.* Retrieved from https://researchoutreach.org/wp-content/uploads/2020/07/Grace-A-Chen.pdf

REFEREED PROFESSIONAL PRESENTATIONS

Marshall, S. A. (2022, April). *"I don't think she listened or heard": Teachers' learning to disrupt racialized patterns of exclusion through video-based coaching* [Conference presentation]. American Educational Research Association annual meeting, San Diego, CA, United States.

Buenrostro, P. M., & **Marshall, S. A.** (2022, February). *Supporting mathematics teachers' learning through co-inquiry around problems of practice* [Conference presentation]. Twenty-Sixth Annual Conference of the Association of Mathematics Teacher Educators, Las Vegas, NV, United States.

Marshall, S. A. (2020, December). *Supporting anti-racism in STEM education: Affordances of video-based formative feedback.* Paper presented at the 10th International Conference on Education and Social Justice.

Buenrostro, P. M., **Marshall, S. A.,** & Horn, I. S., (2020, April). *Coaching through co-inquiry: Augmenting teachers' pedagogical judgment through video*. Paper presented at American Educational Research Association annual meeting, San Francisco, CA, United States. (Conference canceled)

Marshall, S. A. (2019, December). *The construction of a "good" teacher with foils: Deficit discourse in feedback conversations* [Paper session canceled]. 9th International Conference on Education and Social Justice, Honolulu, Hawai'i.

Marshall, S. A., Buenrostro, P. M., & Horn, I. S. (2019, April). *Using teachers' and students' sensemaking in coaching: Supporting development of real-world mathematical connections.* Paper presented at American Educational Research Association annual meeting, Toronto, Canada.

Marshall, S. A., Buenrostro, P. M., Chen, G. A., Garner, B., Ehrenfeld, N., & Horn, I. S. (2019, February). *Adding value in coaching by centering the mathematics.* Paper presented at the Twenty-Third Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL, United States.

Chen, G. A., Joseph, N. M., Leyva, L. A., Dunleavy, T., Wager, A., Ehrenfeld, N., & **Marshall, S. A.** (2019, February). *Moving toward emancipatory pedagogies in the research, teaching, and learning of P-20 mathematics.* Workshop presented at the Twenty-Third Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Marshall, S. A., & Chen, G. A. (2018, October). *Divining affordances: How do teachers find and capitalize on opportunities to disrupt oppressive schooling?* Paper presented at the 8th International Conference on Education and Social Justice, Honolulu, HI.

[3] these authors contributed equally to this publication

Chen, G. A., & **Marshall, S. A.** (2018, September). *"That makes me a really great teacher": Logics of White Christian womanhood in teaching.* Paper presented at the Race & Pedagogy National Conference, Tacoma, WA, United States.

Marshall, S. A., & Chen, G. A. (2018, May*). Finding our role in the system: The co-construction of a mathematics teacher axiology*. Invited paper presentation at the Working Conference on Discourse Analysis in Educational Research, Columbus, OH, United States.

Marshall, S. A., & Horn, I. S. (2018, April). *Teachers' recontextualization of practices learned in professional development: The importance of professional learning goals in context*. Paper presented at American Educational Research Association annual meeting, New York, NY, United States.

Marshall, S. A. (2018, April). *Adaptations and innovations: Teachers' agency and goals in learning from professional development*. Poster presented at American Educational Research Association annual meeting, New York, NY, United States.

Davison, C. H., Joseph, N. M., Allen, E. V., Patton, D. L., Stewart, S. N., **Marshall, S. A.** & Chen, G. A. (2018, April). *I AM: Intersectionality as methodology and Black women as possibility models for educational research.* Paper presented at American Educational Research Association annual meeting, New York, NY, United States.

Garner, B., Horn, I. S., Chen, G. A., & **Marshall, S. A.** (2018, February). *Video-based formative feedback: Supporting in-service teachers' learning.* Paper presented at the Twenty-Second Annual Conference of the Association of Mathematics Teacher Educators, Houston, TX, United States.

Marshall, S. A. (2017, December). *"My proudest legacy": Toward sovereignty in mathematics education for First Nations.* Paper presented at the 7th International Conference on Education and Social Justice, Honolulu, Hawai'i.

Marshall, S. A. (2014, May). *A sense of possibility: Cultivating perseverance in an urban mathematics classroom.* Paper presented at the Diversity in Research and Practice Conference, New York, NY, United States.

SELECTED HONORS, FELLOWSHIPS, & AWARDS

2018-2020	**Peabody Dean's Fellowship** Peabody College, Vanderbilt University	($5,000)
2017-2021	**Sigma Xi** Associate Member	
2018-2019	**Jasmine Ma Award** Vanderbilt University Department of Teaching & Learning	
2016-2020	**Graduate Honor Scholarship** Vanderbilt University	($50,000)
2016-2017	**Distinguished Alumnus** Oklahoma Christian University College of Education	
2013-2014	**Marilyn R. Sporty Scholarship** Columbia University	
2007-2008	**Kappa Mu Epsilon Math Honor Society** Oklahoma Christian University	

RESEARCH FUNDING

2021-2022	**Faculty Research & Professional Development Grant** North Carolina State University	($7,906)

Principal Investigator: *Investigating Mathematics Teachers' Learning to Support Multilingual Students.*

2021-2022 **CED Spring & Summer Support** ($9,610)
North Carolina State University
Co-Principal Investigator with Drs. Lam Pham & Robin Anderson: *Context Matters: A Mixed-Methods Examination of Teachers' Professional Development Needs in Low-performing Schools.*

2017-2020 **NSF Graduate Research Fellowship Program (GRFP) Fellowship** ($138,000)
National Science Foundation

2019-2020 **NSF INTERN Award** ($47,474)
National Science Foundation
Internship with Math for America Los Angeles

2018-2019 **NSF INTERN Award** ($46,605)
National Science Foundation
Internship with Math for America Los Angeles

2018-2019 **Research & Travel Grant** ($2,210)
Russell G. Hamilton Award

TEACHING EXPERIENCE

Instructor of Record – NC State University

Fall 2022 ED 755 Scholar Leader: Diversity and Equity in Schools and Communities
Fall 2022 ED 569 Critical Discourse Analysis[4]
Spring 2022 ED 508 Exploring Diversity in Classroom and Community
Spring 2021 ED 569 Teaching Internship: MAT

Other

Fall 2019 University Mentor
Vanderbilt University

Guest Lecturer – Vanderbilt University

Fall 2021 Planning and Assessment
Fall 2021 Teacher Learning
Spring 2020 Scientific Writing

Teaching Assistant – Vanderbilt University

Fall 2018 Humanizing Pedagogies

[4] I developed this as a new course for the college of education

OUTREACH AND EXTENSION

Practitioner Workshops

Marshall, S. A. (2022, March). *Culturally sustaining teaching: Teaching math for social justice.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2022, February). *Culturally sustaining teaching: Finding joy and meaning in CSPs.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2021, October). *Culturally sustaining teaching: Power and justice.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2021, September). *Culturally sustaining teaching: Four dimensions.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2021, March). *Culturally sustaining teaching: Rehumanizing mathematics.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2021, February). *Culturally sustaining teaching: Responding to students in grief during a pandemic.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2020, September). *Culturally sustaining teaching: Four dimensions.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2020, January). *Teacher coaching in support of social justice STEM.* Workshop presented at the Creating Balance in an Unjust World conference, Honolulu, HI.

Marshall, S. A. (2020, June). *Culturally sustaining teaching: Four dimensions.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2020, May). *Culturally sustaining teaching.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2020, January). *Teacher coaching in support of social justice STEM.* Workshop presented at the Creating Balance in an Unjust World conference, Honolulu, HI.

Marshall, S. A. (2019, May). *Culturally responsive teaching.* Workshop presented at Math for America, Los Angeles, CA.

Marshall, S. A. (2019, February). *Wonder-worthy mathematics.* Workshop presented at Math for America, New York, NY.

Chen, G. A., Garner, B., & **Marshall, S. A.** (2017, July). *What is the relationship between the Standards for Mathematical Practice & equity?* Workshop presented at Twitter Math Camp Conference, Atlanta, GA.

Practitioner Publications (Non-Refereed)

Marshall, S. A., Yong, D., & Goza, N. (2021, October). Culturally sustaining teaching – A working group, a community. *Global Math Department Newsletter.* Retrieved from https://globalmathdepartment.org/2021/10/newsletter-october-19-2021/ [1,600 subscribers; 5,933 followers on twitter]

Marshall, S. A. (2021, January). A few lessons from recent research on social justice mathematics. *Global Math Department Newsletter.* Retrieved from https://globalmathdepartment.org/2021/01/this-week-at-global-math-1-26-21/ [1,600 subscribers; 5,529 followers on twitter]

Marshall, S. A., (2020, September). Bidirectional grace. *Global Math Department Newsletter.* Retrieved from http://globalmathdepartment.org/2020/09/this-week-at-global-math-9-1-20/ [1,600 subscribers; 5,384 followers on twitter]

SERVICE

Service to Profession

Ad Hoc Journal Reviewer

2022 *Teaching and Teacher Education*
2021 *Professing Education*
2021 *Journal of the Learning Sciences*
2021 *Teaching and Teacher Education*
2020 *Pedagogy, Culture and Society*
2020 *Journal for Research in Mathematics Education*
2020 *Journal of Teacher Action Research*
2019 *Journal of Teacher Action Research*
2018 *Journal of Teacher Action Research*
2017 *Journal of Teacher Action Research*
2017 *Teachers College Record*
2016 *Journal of Teacher Action Research*

Conference Reviewer

2022 *International Conference of the Learning Sciences*
2019 *Psychology of Mathematics Education – North America*
2018 *Annual Conference of the Association of Mathematics Teacher Educators*
2018 *American Education Research Association Annual Meeting*
2018 *Learning Sciences Graduate Student Conference*
2018 *American Education Research Association Annual Meeting*
2017 *International Conference of the Learning Sciences*

Service to University

2021 **Graduate School Representative,** Elisabeth Congdon Ph.D. Exams, NC State

Service to College

2021-2022 **NSF GRFP Faculty Advisor,** NC State College of Education
2021-present **MAT Council Member,** NC State College of Education
2020-2021 **NSF GRFP Faculty Advisor,** NC State College of Education

Service to Department

2021-2022 **Professional Track RPT Standards Committee Member**, TELS, NC State
2021 **Review Committee Member**, TELS Dissertation Award, NC State

ADVISOR TO DOCTORAL STUDENTS

Amelia Rivera (doctoral student, department of Teacher Education and Learning Sciences, NC State University)

Madeleine Niang (doctoral student, department of Teacher Education and Learning Sciences, NC State University)

PROFESSIONAL MEMBERSHIPS

International Society of the Learning Sciences (ISLS)
TODOS: Mathematics for All
American Educational Research Association (AERA)

- Division K
- SIG – Research in Mathematics Education
- SIG – Critical Educators for Social Justice
- SIG – Socio-Political Issues in Mathematics and Science Education

International Group for the Psychology of Mathematics Education (PME)
National Council of Teachers of Mathematics (NCTM)
Association of Mathematics Teacher Educators (AMTE)