



<sup>1</sup>Schneeberger McGugan, K., Horn, I. S., Garner, B., & **Marshall, S. A.** (2023). “Even when it was hard, you pushed us to improve”: Emotions and teacher learning in coaching conversations. *Teaching and Teacher Education*, 121. <https://doi.org/10.1016/j.tate.2022.103934>

**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.

### **Peer-Reviewed Book Chapters**

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<sup>1</sup>Horn, I. S., **Marshall, S. A.**, Chen, G. A., Ehrenfeld, N., Garner, B., Jasien, L., Metts, E., & Schneeberger McGugan, K. (in press). Chapter 70: Meaningful teacher professional development: A learning sciences perspective. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.) *Handbook of education policy research* (pp. TBD). American Educational Research Association.

### **Edited Book Chapters**

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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<sup>2</sup>**

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**Marshall, S. A.** & Yong, D. (2024). Accomplished mathematics teachers’ sensemaking around culturally sustaining pedagogies and mathematics instruction. In *Proceedings of the 15<sup>th</sup> International Congress of Mathematics Education*.

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<sup>2</sup> These conference proceeding publications were also peer-reviewed presentations. To avoid redundancy, I do not include them in that section.

10. **Marshall, S. A.** (2024). “I don’t think she listened”: Teacher learning to disrupt racialized patterns of exclusion in mathematics. In *Proceedings of the 15<sup>th</sup> International Congress of Mathematics Education*.

<sup>1</sup>Aggul, Y. G., Horn, I., Calabrese Barton, A., Rajala, A., Garner, B., Hood, C., Tan, E., **Marshall, S. A.**, Schneeberger McGugan, K., Smith, J. L., & Underwood, K. (2023). Teachers as transformative actors to create meaningful learning: Agency in practice. In P. Blikstein, J. V. Aalst, R. Kizito, & K. Brennan (Eds.). *Proceedings of the 17<sup>th</sup> International Conference of the Learning Sciences -ICLS 2023* (pp. 1603-1612). International Society of the Learning Sciences.  
<https://doi.org/10.22318/icls2023.864100>

**Marshall, S. A.** (2022). Using problem (re)framing and teachers’ pedagogical responsibility to facilitate teacher learning opportunities. In C. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.) *Proceedings of the 16<sup>th</sup> International Conference of the Learning Sciences -ICLS 2022* (pp. 409-416). International Society of the Learning Sciences.  
<https://www.dropbox.com/s/ws5sdcf72aykj1/ICLS2022%20Proceedings.pdf?dl=0>

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.) *14<sup>th</sup> 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.

<sup>3</sup>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](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.

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<sup>3</sup> These authors contributed equally to this publication.

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

### ***Other Research Reports (Non-Refereed)***

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<sup>1,3</sup>Rivera, A. Q., & **Marshall, S. A.** (2024, March). In pursuit of equity for multilingual students in mathematics: What do teachers need support in? *KDP Blog*. Retrieved from <https://www.kdp.org/blogs/michelle-melani/2024/03/27/in-pursuit-of-equity-for-multilingual-students-in?CommunityKey=5d907360-4053-4b24-bd82-ec7380722067>

<sup>3</sup>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>

### **SCHOLARLY CONFERENCE PRESENTATIONS**

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<sup>1</sup>Rivera, A. Q., Ambrosio, P., **Marshall, S.**, & Byun, S. (2024, April). *Inside secondary mathematics teachers' sensemaking about linguistically marginalized students*. Paper presentation at the #TeachingInColor Summit Research Symposium, Charlotte, NC, United States.

<sup>1</sup>Rivera, A. Q., & **Marshall, S. A.** (2024, April). “*So I don’t have to switch up who I am*”: *Black mathematics teachers’ flexible language use to support culturally sustaining pedagogy and linguistic justice*. Paper presentation at the #TeachingInColor Summit Research Symposium, Charlotte, NC, United States.

<sup>1</sup>Rivera, A. Q., & **Marshall, S. A.** (2024, February). “*So I don’t have to switch up who I am*”: *Black mathematics teachers’ flexible language use to support culturally sustaining pedagogy and linguistic justice* [Poster presentation]. American Association of Colleges for Teacher Education Annual Meeting, Denver, CO, United States.

<sup>1</sup>De La Torre, C., Carillo, H., **Marshall, S.**, & Chen Lee, C. (2023, June). “*I gave myself an actual voice*”: *A critical discourse analysis on Latinx youth activists* [Conference presentation]. 33<sup>rd</sup> Annual Meeting of the Society for Text and Discourse, Oslo, Norway.

**Marshall, S. A.**, & Chen, G. A. (2023, April). Face threats and emotional regimes in teacher learning. In I. S. Horn (Chair), *Affect and sensemaking in STEM teacher learning: Toward ecologically-valid theories of teacher learning* [Symposium]. American Educational Research Association annual meeting, Chicago, IL, United States.

<sup>1</sup>Rivera, A. Q., Hicks-Harris, V., & **Marshall, S. A.** (2023, April). Black mathematics teachers’ flexible language use and culturally sustaining pedagogy. In A. Rivera & **S. Marshall** (Chairs), *Teachers’ sensemaking about Black language and linguistic justice pedagogy* [Symposium]. American Educational Research Association annual meeting, Chicago, IL, United States.

- <sup>1</sup>Rivera, A. Q., & **Marshall, S. A.** (2022, October). Access leading to awareness: Black language and linguistic justice. In **S. Marshall** (Chair), *The significance of language and literacy* [Conference session]. 12<sup>th</sup> International Conference on Education and Justice, virtual.
- <sup>1</sup>**Marshall, S. A.**, & Rivera, A. (2022, June). *Investigating teachers' learning to support multilingual students through an intersectional lens* [Poster presentation]. International Conference of the Learning Sciences, Hiroshima, Japan.
- 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 10<sup>th</sup> 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]. 9<sup>th</sup> 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 8<sup>th</sup> International Conference on Education and Social Justice, Honolulu, HI.
- 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 7<sup>th</sup> 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.

## RESEARCH FUNDING

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2024-2029	<b>Principal Investigator</b> National Science Foundation (DRL-2337457) <i>CAREER: Supporting Teachers to Leverage Students' Languages in Mathematics</i>	(\$926,102)
2023-2026	<b>Principal Investigator</b> (with Co-PI: Sunghwan Byun, NC State) National Science Foundation, DRK-12 (DRL-2247128) <i>A Window Into Students' Experiences (AWISE): Developing Mathematics Teachers' Responsive Pedagogies for Linguistically Marginalized Students</i>	(\$459,848)
2021-2022	<b>Principal Investigator</b> Faculty Research & Professional Development Grant, North Carolina State University <i>Investigating Mathematics Teachers' Learning to Support Multilingual Students</i>	(\$7,906)
2021-2022	<b>Co-Principal Investigator</b> (with PI: Lam Pham & co-PI: Robin Anderson) CED Spring & Summer Support, North Carolina State University <i>Context Matters: A Mixed-Methods Examination of Teachers' Professional Development Needs in Low-performing Schools</i>	(\$9,610)
2017-2020	<b>Principal Investigator</b> National Science Foundation, NSF Graduate Research Fellowship Program (GRFP) Fellowship (DGE-1445197) <i>Supporting Secondary Mathematics Teachers' Development of Ambitious Pedagogies Through Content-Specific Coaching</i>	(\$138,000)

2019-2020	<b>NSF INTERN Award</b> National Science Foundation (DRL-1620920) <i>Internship with Math for America Los Angeles</i>	(\$47,474)
2018-2019	<b>NSF INTERN Award</b> National Science Foundation (DRL-1620920) <i>Internship with Math for America Los Angeles</i>	(\$46,605)
2018-2019	<b>Research &amp; Travel Grant</b> Russell G. Hamilton Award, Vanderbilt University	(\$2,210)

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#### SELECTED HONORS, FELLOWSHIPS, & AWARDS

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2024	<b>Outstanding Reviewer</b> Division K, American Educational Research Association	
2023	<b>Outstanding Reviewer</b> Division K, American Educational Research Association	
2018-2020	<b>Peabody Dean's Fellowship</b> Peabody College, Vanderbilt University	(\$5,000)
2017-2021	<b>Sigma Xi</b> Associate Member	
2018-2019	<b>Jasmine Ma Award</b> Vanderbilt University Department of Teaching & Learning	
2016-2020	<b>Graduate Honor Scholarship</b> Vanderbilt University	(\$50,000)
2016-2017	<b>Distinguished Alumnus</b> Oklahoma Christian University College of Education	
2013-2014	<b>Marilyn R. Sporty Scholarship</b> Columbia University	
2007-2008	<b>Kappa Mu Epsilon Math Honor Society</b> Oklahoma Christian University	

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#### INVITED TALKS

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- Marshall, S. A.** (2023, December). *Mathematics teacher learning: Toward translanguaging & culturally sustaining pedagogies*. Invited Speaker at San Diego State University, School of Teacher Education.
- Marshall, S. A.** (2023, February). Shifting language ideologies: Mathematics teachers' learning about translanguaging pedagogy. Invited Speaker at *Teaching & Learning Matters Lecture Series, New York University*, Steinhardt School of Culture, Education, and Human Development.
- Marshall, S. A.** (2022, June). *Coaching for what? Toward justice-oriented math teacher learning*. Invited Speaker at Advancing Teachers of Mathematics to Advance Learning for All (ATMALA) Summer Institute.

## TEACHING EXPERIENCE

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### *Instructor of Record – NC State University*

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Summer 2024	ED 795 Qualitative Interviewing
Spring 2024	ED 755 Scholar Leader: Diversity and Equity in Schools and Communities
Fall 2023	ED 795 Critical Discourse Analysis
Fall 2023	ED 755 Scholar Leader: Diversity and Equity in Schools and Communities
Summer 2023	ED 795 Critical Discourse Analysis
Spring 2023	ED 755 Scholar Leader: Diversity and Equity in Schools and Communities
Spring 2023	ECI 850 Internship in Curriculum and Instruction
Fall 2022	ED 755 Scholar Leader: Diversity and Equity in Schools and Communities
Fall 2022	ED 569 Critical Discourse Analysis <sup>4</sup>
Spring 2022	ED 508 Exploring Diversity in Classroom and Community
Spring 2021	ED 569 Teaching Internship: MAT

### *Other*

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Fall 2019	University Mentor <i>Department of Teaching &amp; Learning, Vanderbilt University</i>
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### *Guest Lecturer – Vanderbilt University*

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

### *Teaching Assistant – Vanderbilt University*

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Fall 2018	Humanizing Pedagogies
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### *Practitioner Publications (Non-Refereed)*

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**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]

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<sup>4</sup> I developed this as a new course for the college of education



## SERVICE

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### *Service to Profession*

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#### **National Associations**

- 2023-2026 *Association of Mathematics Teacher Educators (AMTE) Research Committee*  
2023-2025 *Research in Mathematics Education (RME) Special Interest Group (SIG) Board*  
2022-2023 *International Society of the Learning Sciences (ISLS) Program Committee*

#### **Panelist**

*National Science Foundation*

#### **Ad Hoc Journal Reviewer**

*American Educational Research Journal*  
*Cognition & Instruction*  
*Journal of the Learning Sciences*  
*Teaching and Teacher Education*  
*Journal for Research in Mathematics Education*  
*Teachers College Record*  
*Professing Education*  
*Pedagogy, Culture and Society*  
*International Journal of Multicultural Education*  
*Journal of Teacher Action Research*  
*Multicultural Perspectives*  
*Science Education*  
*Journal of Mathematics Education Leadership*

#### **Conference Reviewer**

*International Conference of the Learning Sciences*  
*Psychology of Mathematics Education – North America*  
*Annual Conference of the Association of Mathematics Teacher Educators*  
*American Education Research Association Annual Meeting*

### *Service to University*

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2021-2022 **Graduate School Representative**, Elisabeth Congdon, Ph.D. Exams, NC State

### *Service to College*

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2022-2023 **Undergraduate Scholarships Committee**, NC State College of Education  
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*

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2024-2025 **Program Coordinator**, Educational Equity Ph.D. Concentration  
2023-2024 **TELS Well-Being Committee Member**  
2021-2022 **Professional Track RPT Standards Committee Member**, TELS, NC State  
2021 **Review Committee Member**, TELS Dissertation Award, NC State

## **DOCTORAL STUDENT COMMITTEES**

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### ***Advisor to Doctoral Students -- Current***

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2024-present Hajra Fayyaz, Teacher Education and Learning Sciences, NC State University  
2023-present Devan MacKenzie, Teacher Education and Learning Sciences, NC State University  
2022-present Madeleine Niang, Teacher Education and Learning Sciences, NC State University

### ***Graduate Student Committee Member -- Current***

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2024-present Heysha Carrillo, Educational Equity  
2023-present Jonathan McGovern, Social Studies Education  
2023-present Teresa Merchan, Counseling and Counselor Education, NC State  
2023-present Kelsie Yohe, Educational Leadership, Policy, and Human Development, NC State  
2023-present Adama Washington, Educational Equity, NC State  
2022-present Corina de la Torre, Educational Psychology, NC State  
2022-present Courtney Wade, Applied Social and Community Psychology, NC State

### ***Graduate Student Committee Member -- Completed***

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2022-2024 Luke Carman, STEM Education, NC State  
2022-2024 Mia Kennedy, Counseling and Counselor Education, NC State

### **PROFESSIONAL MEMBERSHIPS**

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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)