

Samantha A. Marshall, Ph.D.

ACADEMIC APPOINTMENTS

- 2021-present **Assistant Professor** (tenure-track)
Department of Teacher Education and Learning Sciences
North Carolina State University
- 2016-2020 **Research Assistant**
Department of Teaching and Learning
Vanderbilt University, with Ilana S. Horn (PI)

EDUCATION

- | | | |
|--------|--|------|
| Ph.D. | Vanderbilt University
Learning, Teaching, and Diversity
Concentration: Mathematics & Science Education
Dissertation: <i>Responsive, locally-relevant coaching: Supporting STEM teachers' learning of justice-oriented pedagogies.</i> https://ir.vanderbilt.edu/handle/1803/16399
Ilana S. Horn (chair), Nicole M. Joseph, Kari Kokka, Elizabeth Self | 2020 |
| M.A. | Columbia University
Secondary Education
Concentration: Mathematics | 2014 |
| B.S.E. | Oklahoma Christian University
Mathematics | 2008 |

PUBLICATIONS

Peer-Reviewed Journal Articles

Marshall, S. A., & Horn, I. S. (2025). Teachers as agentic synthesizers: Recontextualizing personally meaningful practices from professional development. *Journal of the Learning Sciences*, 1-30.
<https://doi.org/10.1080/10508406.2025.2468230>

Marshall, S. A., & Chen, G. A. (accepted). Deficit narratives as teacher foils: How vulnerability and emotional regimes shape teacher discourse. *Instructional Science*.

¹Rivera, A. Q., & **Marshall, S. A.** (2024). “So I don’t have to switch up who I am”: Experiences and perspectives of Black Language speaking mathematics teachers on teaching that supports Black linguistic justice. *Journal of Mathematics Teacher Education*. <https://doi.org/10.1007/s10857-024-09664-0>

Marshall, S. A. (2023). But what does it look like in maths?: A framework for culturally sustaining pedagogy in mathematics. *International Journal of Multicultural Education*, 25(1), 1-29.
<https://doi.org/10.18251/ijme.v25i1.3251>

- ¹**Marshall, S. A.,** & Rivera, A. Q. (2023). More than multilingual: Investigating teachers' learning to support multilingual students through an intersectional lens. *The Educational Forum*, 87(4), 362-376. <https://doi.org/10.1080/00131725.2023.2180123>
- Marshall, S. A.,** McClain, J. B., & McBride, A. (2023). Reframing translanguaging practices to shift mathematics teachers' language ideologies. *International Journal of Qualitative Studies in Education*, 1-14. <http://dx.doi.org/10.1080/09518398.2023.2178683>
- ¹Schneeberger 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

- ¹Horn, I. S., **Marshall, S. A.,** Chen, G. A., Ehrenfeld, N., Garner, B., Jasien, L., Metts, E., & Schneeberger McGugan, K. (2025). Chapter 64: Meaningful teacher professional development: A learning sciences perspective. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.) *Handbook of education policy research* (pp. 1391-1410). American Educational Research Association.
- ¹**Marshall, S. A.,** MacKenzie, D. Fayyaz, H., & Yong, D., (in press). "I think those are mathematical": Mathematics teachers' learning about culturally sustaining pedagogies. In K. Terrell & D. Silva Pimentel (Eds.) *STEM education and culturally sustaining pedagogies: Research, practices, and critical reflections* (pp. TBD). IGI Publishing.

¹ This publication was co-authored with student(s).

Edited Book Chapters

- 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 Proceedings²

- Marshall, S. A.** & Yong, D. (2024). Accomplished mathematics teachers' sensemaking around culturally sustaining pedagogies and mathematics instruction. In *Proceedings of the 15th International Congress of Mathematics Education*.
- Marshall, S. A.** (2024). "I don't think she listened": Teacher learning to disrupt racialized patterns of exclusion in mathematics. In *Proceedings of the 15th International Congress of Mathematics Education*.
- ¹Aggul, 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 17th 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 16th 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.) *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*

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

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.

³Chen, 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 deeply about the relationship between theory and design* (pp. 197-198). Learning Sciences Graduate Student Conference.

Other Research Reports (Non-Refereed)

^{1,3}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>

³Chen, 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

¹MacKenzie, D., & **Marshall, S. A.** (2025, April). *Mathematics teachers' learning and sensemaking of culturally sustaining pedagogy amongst political strife* [Conference presentation]. American Educational Research Association annual meeting, Denver, CO, United States.

¹Ambrosio, P., **Marshall, S. A.**, Byun, S., & Rivera, A. Q. (2025, April). *Decolonizing mathematics classrooms: Insights of immigrant bilingual teachers of color on teaching multilingual students* [Conference presentation]. American Educational Research Association annual meeting, Denver, CO, United States.

³ These authors contributed equally to this publication.

- ¹Horn, I. S., **Marshall, S. A.**, Chen, G. A., Ehrenfeld, N., Garner, B., Jasien, L., Metts, E., Schneeberger McGugan, K. (2025, April). *Meaningful teacher professional development: A learning sciences perspective*. [Conference presentation]. American Educational Research Association annual meeting, Denver, CO, United States.
- ¹Rivera, 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.
- ¹De 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]. 33rd 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 C. Hood (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.
- ¹Rivera, A. Q., Hicks-Harris, V., & **Marshall, S. A.** (2023, April). Black mathematics teachers’ flexible language use and culturally sustaining pedagogy. In **S. Marshall** (Chair), *Teachers’ sensemaking about Black language and linguistic justice pedagogy* [Symposium]. American Educational Research Association annual meeting, Chicago, IL, United States.
- ¹**Marshall, S. A.**, & Rivera, A. Q. (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. [DOI: 10.3102/IP.22.1885784](https://doi.org/10.3102/IP.22.1885784)
- 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.
- 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.**, 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.

- 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.,** & 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.** (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.

NON-REFEREED PROFESSIONAL PRESENTATIONS

- ¹MacKenzie, D. & **Marshall, S. A.** (2024, April). *“This is information our students need to know”: Mathematics teachers’ learning and sensemaking of culturally sustaining pedagogy amongst political strife*. [Poster presentation]. North Carolina State University Graduate Research Symposium, Raleigh, NC, United States.
- ¹Rivera, 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.
- ¹Rivera, 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.
- ¹Rivera, 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]. 12th International Conference on Education and Justice, virtual.
- 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, virtual.
- 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.

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. (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.

RESEARCH FUNDING

2024-2029	Principal Investigator National Science Foundation (DRL-2337457) <i>CAREER: Supporting Teachers to Leverage Students’ Languages in Mathematics</i>	(\$926,102)
2023-2026	Principal Investigator (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	Principal Investigator Faculty Research & Professional Development Grant, North Carolina State University <i>Investigating Mathematics Teachers’ Learning to Support Multilingual Students</i>	(\$7,906)
2021-2022	Co-Principal Investigator (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	Principal Investigator 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	NSF INTERN Award National Science Foundation (DRL-1620920) <i>Internship with Math for America Los Angeles</i>	(\$47,474)
2018-2019	NSF INTERN Award National Science Foundation (DRL-1620920) <i>Internship with Math for America Los Angeles</i>	(\$46,605)
2018-2019	Research & Travel Grant Russell G. Hamilton Award, Vanderbilt University	(\$2,210)

SELECTED HONORS, FELLOWSHIPS, & AWARDS

2024-2025	Goodnight Early Career Innovator North Carolina State University	(\$66,000)
2024	Outstanding Reviewer Division K, American Educational Research Association	

2023	Outstanding Reviewer Division K, American Educational Research Association	
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	

INVITED TALKS

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

Instructor of Record – NC State University

ED 795 Qualitative Interviewing
ED 755 Scholar Leader: Diversity and Equity in Schools and Communities
ECI 850 Internship in Curriculum and Instruction
ED 569 Critical Discourse Analysis⁴
ED 508 Exploring Diversity in Classroom and Community
ED 569 Teaching Internship: MAT

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

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

<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

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

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

Service to College

2022-present **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

2024-2026 **Program Coordinator**, Educational Equity Ph.D. Concentration
2023-present **TELS Well-Being Committee Member**
2021-2022 **Chair, Professional Track RPT Standards Ad-Hoc Committee**, TELS, NC State
2021 **Review Committee Member**, TELS Dissertation Award, NC State

DOCTORAL STUDENT COMMITTEES

Advisor to Doctoral Students -- Current

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

2025-present Jennifer Macko, Educational Equity, NC State
2025-present Aaron Ideus, STEM Education, NC State
2025-present Charlese Harris, STEM Education, NC State
2024-present Bruce Graham, STEM Education, NC State
2024-present Andy DeRoin, Higher Education Opportunity, Equity, and Justice; NC State
2024-present Yan Smith-Thomas, Elementary Education in Mathematics and Science, NC State
2024-present Jessica Brinker, Adult and Lifelong Education, NC State
2024-present Heysha Carrillo, Educational Equity, NC State
2023-present Jonathan McGovern, Social Studies Education, NC State
2023-present Teresa Merchan, Counseling and Counselor Education, NC State
2023-present Adama Washington, Educational Equity, NC State
2022-present Corina de la Torre, Educational Psychology, NC State

Graduate Student Committee Member -- Completed

2023-2025 Kelsie Yohe, Educational Leadership, Policy, and Human Development, NC State
2022-2024 Luke Carman, STEM Education, NC State
2022-2024 Mia Kennedy, Counseling and Counselor Education, NC State

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)