



**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>

<sup>1</sup>**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. <https://doi.org/10.1080/09518398.2023.2178683>

<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. (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.

<sup>1</sup>**Marshall, S. A.,** MacKenzie, D. Fayyaz, H., & Yong, D., (2025). "I think those are mathematical": Mathematics teachers' learning about culturally sustaining pedagogies. In K. Terrell & D. Silva Pimentel (Eds.) *Culturally sustaining pedagogies in mathematics and technology education: Research, practices, and critical reflections* (pp. 201-238). IGI Global. <https://www.igi-global.com/chapter/i-think-those-are-mathematical/387950>

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<sup>1</sup> This publication was co-authored with student(s).

### ***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.

### ***Editorials***

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- Chen, G. A., Vedder-Weiss, D., & **Marshall, S.** (2026). Introduction: The role of affect in STEM teacher learning. *Instructional Science*, 54, 1-9. <https://doi.org/10.1007/s11251-026-09777-4>

### ***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*.
- 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/pmna.42.2020-295>

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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.

- 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.
- 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/#.X3SEsv72Q.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>

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

## REFEREED PROFESSIONAL PRESENTATIONS

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- <sup>1</sup>Silva Pimentel, D., ... **Marshall, S. A.**, MacKenzie, D., Fayyaz, H., & Yong, D. (2026, April). *Culturally sustaining pedagogies in mathematics education: Constructing a new vision for research and classroom practices*. [Conference presentation]. American Educational Research Association annual meeting, Los Angeles, CA, United States.
- <sup>1</sup>MacKenzie, D., **Marshall, S. A.**, Byun, S., & Peaden, K. (2026, April). *Mathematics teachers' sensemaking of teaching multilingual students*. [Conference presentation]. American Educational Research Association annual meeting, Los Angeles, CA, United States.
- Byun, S. & **Marshall, S. A.** (2026, February). *Coaching secondary mathematics teachers for teaching multilingual students: Initial insights*. Thirtieth Annual Conference of the Association of Mathematics Teacher Educators, Portland, OR, United States
- <sup>1</sup>Fayyaz, H. & **Marshall, S. A.** (2026, February). *What if the teacher doesn't speak my language? Reimagining language, power, and participation through translanguaging*. 55<sup>th</sup> Annual International Bilingual Education Conference, Chicago, IL, United States
- <sup>1</sup>**Marshall, S. A.**, & Fayyaz, H. (2025, December). *"There's just this weird divide": Mathematics teachers learning to disrupt language stigma*. 75<sup>th</sup> Annual Conference of the Literacy Research Association, Las Vegas, NV, United States.
- <sup>1</sup>MacKenzie, 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.
- <sup>1</sup>Ambrosio, 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.
- <sup>1</sup>Horn, 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.
- <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 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.

- <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 **S. Marshall** (Chair), *Teachers' sensemaking about Black language and linguistic justice pedagogy* [Symposium]. American Educational Research Association annual meeting, Chicago, IL, United States.
- <sup>1</sup>**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**

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<sup>1</sup>MacKenzie, 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.

<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.** (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.

**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, 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 8<sup>th</sup> 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 7<sup>th</sup> International Conference on Education and Social Justice, Honolulu, Hawai'i.

## **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 USD)
2023-2026	<b>Principal Investigator</b> (with Co-PI: Sunghwan Byun, NC State) National Science Foundation, DRK-12 (DRL-2247128)	(\$459,848 USD)

*A Window Into Students' Experiences (AWISE): Developing Mathematics Teachers' Responsive Pedagogies for Linguistically Marginalized Students*

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

**SELECTED HONORS, FELLOWSHIPS, & AWARDS**

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2024-2025	<b>Goodnight Early Career Innovator</b> North Carolina State University	(\$66,000 USD)
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 USD)
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 USD)

- 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

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- 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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ED 730 Introduction to Qualitative Research in Education  
ECI 730 Critical Theory and Public Engagement  
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 Analysis<sup>4</sup>  
ED 508 Exploring Diversity in Classroom and Community  
ED 569 Teaching Internship: MAT

### *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*

#### **Panelist**

*National Science Foundation*

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

*Review of Educational Research*  
*American Educational Research Journal*  
*Cognition & Instruction*  
*Journal of the Learning Sciences*  
*Teaching and Teacher Education*  
*Journal for Research in Mathematics Education*  
*Teachers College Record*  
*International Journal of Qualitative Studies in Education*  
*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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2025-2026 **Goodnight Early Career Innovator Selection Committee**, NC State College of Education  
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*

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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**

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### ***Advisor to Doctoral Students -- Completed***

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2023-2025 Devan MacKenzie, Educational Equity, NC State  
2025-2026 Heysha Carillo, Educational Equity, NC State

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

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2025-present Angela Morse, Educational Equity, NC State  
2024-present Hajra Fayyaz, Learning Design & Technology, NC State  
2022-present Madeleine Niang, Educational Equity, NC State

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

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2023-2025 Teresa Merchan, Counseling and Counselor Education, NC State  
2022-2025 Corina de la Torre, Educational Psychology, NC State  
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

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

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2025-present Tiffany Long,  
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  
2023-present Jonathan McGovern, Social Studies Education, NC State  
2023-present Adama Washington, Educational Equity, 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)