

Samantha A. Marshall Pham, Ph.D.

ACADEMIC APPOINTMENTS

2026-present	Associate Professor (with tenure) Department of Teacher Education and Learning Sciences <i>North Carolina State University</i>
2021-2026	Assistant Professor (tenure-track) Department of Teacher Education and Learning Sciences <i>North Carolina State University</i>
2016-2020	Research Assistant Department of Teaching and Learning <i>Vanderbilt University</i> , 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 Committee: 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

- ¹Chen, G. A., Metts, E., **Marshall, S. A.**, Schneeberger McGugan, K., & Horn, I. S. (2026). Using concept constellations to illuminate collective teacher learning. *Learning in Context* 3(2026), 100021. <https://doi.org/10.1016/j.lecon.2026.100021>
- Marshall, S. A.**, & Horn, I. S. (2025). Teachers as agentic synthesizers: Recontextualizing personally meaningful practices from professional development. *Journal of the Learning Sciences*, 34(3), 246-284. <https://doi.org/10.1080/10508406.2025.2468230> Impact factor: 3.0; 5-year impact factor: 5.6
- Marshall, S. A.**, & Chen, G. A. (2025). Deficit narratives as teacher foils: How face threats and emotional regimes shape teacher discourse. *Instructional Science*, 1-18. <https://doi.org/10.1007/s11251-025-09740-9> Impact factor: 2.6; 5-year impact factor: 3.2
- ¹Rivera, A. Q., & **Marshall, S. A.** (2025). “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*, 28(6), 1423-1440.
<https://doi.org/10.1007/s10857-024-09664-0> Impact factor: 2.1; 5-year impact factor: 2.4
- 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> Impact factor: 1.26
- 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> Impact factor: 1.3
- 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> Impact factor: 1.656
- 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*. <https://doi.org/10.1016/j.tate.2022.103934> Impact factor: 3.9
- 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> Impact factor: 4.130
- 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> Impact factor: 1.87
- 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.
<http://libjournal.uncg.edu/ijcp/article/view/1901>
- 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. <https://doi.org/10.54870/1551-3440.1451>
- Marshall, S. A.** (2018). To sustain tribal nations: Striving for Indigenous sovereignty in mathematics education. *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 70: 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 This publication was co-authored with student(s).

- ¹**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>

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.

Editorials

- 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 Proceedings²

- ¹Fayyaz, H. & **Marshall, S. A.**, (2026). *Leveraging language for mathematical meaning-making: A qualitative study of teacher sensemaking and enactment of translanguaging in middle school mathematics*. Commission for the Study and Improvement of Mathematics Teaching 77 Meeting, Barcelona, Spain.
- Chen, G. A., & **Marshall, S. A.** (2025). “Am I being too unhelpful?” Mathematics teacher decision-making & responsibility. In O. N. Kwon & B. Kaur (Eds) *Proceedings of the 9th ICMI-East Asia Regional Conference on Mathematics Education* (pp. 545-550). Seoul National University.
- Marshall, S. A.** & Yong, D. (2024). Accomplished mathematics teachers’ sensemaking around culturally sustaining pedagogies and mathematics instruction. In (Eds) *Proceedings of the 15th International Congress of Mathematics Education* (pp. TBD).
- Marshall, S. A.** (2024). “I don’t think she listened”: Teacher learning to disrupt racialized patterns of exclusion in mathematics. In (Eds) *Proceedings of the 15th International Congress of Mathematics Education* (pp. TBD).
- 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 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>

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

- 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/ws5sdcfi72aykj1/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.) *Proceedings of the 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.
- 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)

- Marshall Pham, S. A.** (2023, November). A window into students' experiences (AWISE): Developing mathematics teachers' responsive pedagogies for linguistically marginalized students. NSF CADRE Featured Projects. <https://cadrek12.org/spotlight/learning-progressions-trajectories>

³ These authors contributed equally to this publication.

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>

MANUSCRIPTS UNDER REVIEW AND IN PREPARATION

¹Walter, A., Trager, B., Graham, B., **Marshall, S. A.**, & Hunt, J. (under review). Designing with, not for: Justice-oriented data science learning for neurodivergent middle grades students. Manuscript submitted for publication. *Research in Middle Level Education Online*.

Marshall, S. A. (revising to resubmit). “I don’t think she listened”: Teacher learning to disrupt racialized patterns of exclusion in mathematics. Manuscript submitted for publication. *Journal for Research in Mathematics Education*.

¹MacKenzie, D. & **Marshall, S. A.** (under review). “This is information our students need to know”: Mathematics teachers’ learning about social justice mathematics amid political strife. Manuscript submitted for publication. *Workplace: A Journal for Academic Labor*.

REFEREED PROFESSIONAL PRESENTATIONS

¹**Marshall, S. A.**, MacKenzie, D., Fayyaz, H., & Yong, D. (2026, April). “I think those are mathematical”: STEM teachers’ learning about culturally sustaining pedagogies. In D. H. Silva Pimentel (Chair), *Culturally sustaining pedagogies in mathematics education: Constructing a new vision for research and classroom practices* [Symposium]. American Educational Research Association annual meeting, Los Angeles, CA, United States.

¹MacKenzie, D., **Marshall, S. A.**, Byun, S., & Peadar, 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*. [Conference presentation]. Thirtieth Annual Conference of the Association of Mathematics Teacher Educators, Portland, OR, United States

¹Fayyaz, H. & **Marshall, S. A.** (2026, February). *What if the teacher doesn’t speak my language? Reimagining language, power, and participation through translanguaging*. [Poster presentation]. 55th Annual International Bilingual Education Conference, Chicago, IL, United States

¹**Marshall, S. A.**, & Fayyaz, H. (2025, December). “There’s just this weird divide”: Mathematics teachers learning to disrupt language stigma. [Conference presentation]. 75th Annual Conference of the Literacy Research Association, Las Vegas, NV, United States.

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.
- 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)
2024	Principal Investigator (with co-PI: Sunghwan Byun) TELS Summer I Support, North Carolina State University <i>Professional Development Partnership-Building in NC Public Schools</i>	(\$6,045)
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)
2019-2020	NSF INTERN Supplement National Science Foundation (DRL-1620920) <i>Internship with Math for America Los Angeles</i>	(\$47,474)
2018-2019	NSF INTERN Supplement 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)
2017-2020	Principal Investigator National Science Foundation Graduate Research Fellowship Program (GRFP; DGE-1445197) <i>Supporting Secondary Mathematics Teachers’ Development of Ambitious Pedagogies Through Content-Specific Coaching</i>	(\$138,000)

SELECTED HONORS AND 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)
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 Scholar Columbia University	
2007-2008	Kappa Mu Epsilon Math Honor Society Oklahoma Christian University	

TEACHING EXPERIENCE

Instructor of Record – NC State University

ED 730	Introduction to Qualitative Research in Education
ECI 735	Seminar in Teacher Education
ED 795	Interviewing in Qualitative Research
ED 755	Scholar Leader: Diversity and Equity in Schools and Communities
ECI 830	Independent Study: Curriculum and Instruction
ECI 850	Internship in Curriculum and Instruction
ED 795	Critical Discourse Analysis ⁴
ED 508	Exploring Diversity in Classroom and Community
ED 569	Teaching Internship: MAT

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

Graduate Student Committees -- Current

Doctoral Committee Chair

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

Doctoral Committee Member

2025-present Tiffany Long, Educational Leadership, Policy, and Human Development, NC State
2025-present Aaron Ideus, STEM Education
2024-present Bruce Graham, STEM Education
2024-present Andy DeRoin, Higher Education Opportunity, Equity, and Justice
2024-present Yan Smith-Thomas, Elementary Education in Mathematics and Science
2024-present Jessica Brinker, Adult and Lifelong Education
2023-present Jonathan McGovern, Social Studies Education
2023-present Adama Washington, Educational Equity

Graduate Student Committees -- Completed

Doctoral Committee Chair

2025-2026 Heysha Carillo, Educational Equity
2022-2025 Devan MacKenzie, Educational Equity

Doctoral Committee Member

2023-2025 Teresa Merchan, Counseling and Counselor Education
2023-2025 Kelsie Yohe, Educational Leadership, Policy, and Human Development, NC State
2022-2025 Corina de la Torre, Educational Psychology, NC State
2022-2024 Mia Kennedy, Counseling and Counselor Education, NC State
2022-2024 Luke Carman, STEM Education, NC State

Other

Fall 2019 University Mentor, *Vanderbilt University*

Teaching Assistant – Vanderbilt University

Fall 2018 Humanizing Pedagogies

Guest Lecturer

Spring 2020 Scientific Writing, *Vanderbilt University*

OUTREACH AND EXTENSION

Media Appearances and Mentions

Ralph, M. & Woodruff, L. (2025, May 12). Synthesis of PD & Classroom Technology [Audio podcast episode]. In *Two Pint PLC – Personal & Professional Education Podcast*.
<https://twopintplc.com/podcast-episode/099-synthesis-of-pd-classroom-technology/>

- Pardue, T. (2025, February 4). *Grant Funding Enables NC State to Reach More Rural Communities*. NCSU News. <https://news.giving.ncsu.edu/2025/02/grant-funding-enables-nc-state-to-reach-more-rural-communities/>
- Bowen, J. (2024, December 5). *Assistant Professors of Mathematics Education Sunghwan Byun and Samantha Marshall Receive Goodnight Early Career Innovators Award*. NCSU College of Education News. <https://ced.ncsu.edu/news/2024/12/05/assistant-professors-of-mathematics-education-sunghwan-byun-and-samantha-marshall-receive-goodnight-early-career-innovators-award/>
- Bowen, J. (2024, September 11). *College of Education Scholars Set Record for Research Expenditures, Receive Multiple NSF CAREER Grants During 2023-2024 Fiscal Year*. NCSU College of Education News. <https://ced.ncsu.edu/news/2024/09/11/college-of-education-scholars-set-record-for-research-expenditures-receive-multiple-nsf-career-grants-during-2023-2024-fiscal-year/>
- Wolfe, J., & Amidon, J. (Hosts). (2024, May 22). Hyejin Park, Travis Weiland, **Samantha Marshall**, & Eunhye Flavin: Supporting the good work of early career faculty [Audio podcast episode]. In *Teaching Math Teaching Podcast*. Association of Mathematics Teacher Educators. <https://www.teachingmathteachingpodcast.com/94>
- Bowen, J. (2024, April 10). *Assistant Professor of Mathematics Education Samantha Marshall to Partner with Teachers to Improve Translanguaging Pedagogy through NSF CAREER Grant*. NCSU College of Education News. <https://ced.ncsu.edu/news/2024/04/10/assistant-professor-of-mathematics-education-samantha-marshall-to-partner-with-teachers-to-improve-translanguaging-pedagogy-through-nsf-career-grant/>
- Bowen, J. (2023, June 1). *Assistant Professors Samantha Marshall and Sunghwan Byun Aim to Improve Mathematics for Multilingual Learners through Grant-funded Project*. NCSU College of Education News. <https://ced.ncsu.edu/news/2023/06/01/assistant-professors-samantha-marshall-and-sunghwan-byun-aim-to-improve-mathematics-learning-for-multilingual-learners-through-grant-funded-project/>
- Bowen, J. (2020, August 11). *Meet Samantha Marshall: 'I Hope My Students Will Learn to Become Justice-oriented, critical and skillful educators.'* NCSU College of Education News. <https://ced.ncsu.edu/news/2020/08/11/meet-samantha-marshall-i-hope-my-students-will-learn-to-become-justice-oriented-critical-and-skillful-educators/>

Practitioner Workshops

- Marshall, S. A., & Byun, S.** (2024, October). *Developing responsive pedagogies*. [Roundtable presentation]. North Carolina Department of Public Instruction AIM Conference, Raleigh, NC, United States.
- Marshall, S. A.** (2024, July). *Supporting multilingual learners in mathematics*. Workshop presented to NC mathematics teachers, virtual.
- Marshall, S. A.** (2024, March). *Supporting multilingual learners in mathematics*. Workshop presented to NC mathematics teachers, Harnett County.
- Marshall, S. A.** (2023, March). *Culturally sustaining mathematics teaching: Community cultural wealth*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2023, February). *Culturally sustaining mathematics teaching: Leveraging strengths in classroom environment*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2022, December). *Culturally sustaining mathematics teaching: Strengths-based approaches*. Workshop presented at Math for America, Los Angeles, CA.

- Marshall, A. A.** (2022, November). *Culturally sustaining teaching: Foregrounding students' strengths in different domains of practice*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2022, October). *Culturally sustaining teaching: Identifying typically-overlooked strengths*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2022, September). *Culturally sustaining mathematics teaching*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2022, June). *Culturally sustaining teaching: Four dimensions*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2022, May). *Culturally sustaining teaching: Lessons learned*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2022, April). *Culturally sustaining teaching: Teaching math for social justice, lesson debrief*. Workshop presented at Math for America, Los Angeles, CA.
- 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, October). *Culturally sustaining teaching: Responding to bigotry in the classroom*. 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, 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, April). *Culturally sustaining teaching: Caring for students in uncertain times*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2020, March). *Culturally sustaining teaching: Affirming identities*. Workshop presented at Math for America, Los Angeles, CA.

- Marshall, S. A.** (2020, February). *Culturally sustaining teaching: Anti-racist pedagogies*. 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, December). *Culturally sustaining teaching: Strengths-based teaching*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2019, October). *Culturally sustaining teaching: Translanguaging pedagogies*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A.** (2019, September). *Culturally sustaining teaching: Four dimensions*. Workshop presented at Math for America, Los Angeles, CA.
- Marshall, S. A., & Yong, D.** (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)

- ¹Rivera, 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>
- 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]

INVITED TALKS

- Marshall, S. A.** (2025, May). *Mathematics teacher learning: Toward translanguaging & culturally sustaining pedagogies*. Invited speaker at Adelaide University, School of Education.
- Marshall, S. A.** (2025, January). *Toward justice-oriented mathematics pedagogies for multilingual students: Leveraging teacher learning*. Invited speaker at University of California, Riverside, School of Education.

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.

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*
- 2023-2024 *International Society of the Learning Sciences (ISLS) Program Committee*
- 2022-2023 *International Society of the Learning Sciences (ISLS) Program Committee*

Panelist (Grant Reviewer)

- 2024 *National Science Foundation*
- 2024 *Swiss National Science Foundation*
- 2022 *National Science Foundation*

Journal Reviewer

- 2026 *Cognition & Instruction*
- 2026 *Journal of the Learning Sciences*
- 2026 *Teaching and Teacher Education*
- 2026 *Journal of Mathematics Teacher Education*
- 2026 *International Journal of Qualitative Studies in Education*
- 2026 *Teaching for Equity & Excellence in Mathematics*
- 2026 *Mathematics Teacher Educator*
- 2025 *Journal for Research in Mathematics Education*
- 2025 *Journal of the Learning Sciences*
- 2025 *Cognition & Instruction*
- 2025 *Review of Educational Research*
- 2025 *International Journal of Multicultural Education*
- 2025 *Mathematics Teacher Educator*
- 2025 *Journal of Mathematics Education Leadership*
- 2024 *American Educational Research Journal*
- 2024 *Journal of the Learning Sciences*
- 2024 *Teaching and Teacher Education*
- 2024 *Teachers College Record*
- 2024 *Cognition & Instruction*
- 2024 *Journal of Mathematics Teacher Education*
- 2024 *Social Sciences & Humanities Open*
- 2024 *Mathematics Teacher Educator*

2023	<i>International Journal of Multicultural Education</i>
2023	<i>Journal of the Learning Sciences</i>
2023	<i>Teaching and Teacher Education</i>
2023	<i>Science Education</i>
2023	<i>Teachers College Record</i>
2023	<i>Journal of Mathematics Education Leadership</i>
2023	<i>International Journal of Educational Research Open</i>
2023	<i>Multicultural Perspectives</i>
2022	<i>American Educational Research Journal</i>
2022	<i>Cognition & Instruction</i>
2022	<i>Teaching and Teacher Education</i>
2022	<i>International Journal of Multicultural Education</i>
2021	<i>Professing Education</i>
2021	<i>Journal of the Learning Sciences</i>
2021	<i>Teaching and Teacher Education</i>
2020	<i>Pedagogy, Culture and Society</i>
2020	<i>Journal for Research in Mathematics Education</i>
2020	<i>Journal of Teacher Action Research</i>
2019	<i>Journal of Teacher Action Research</i>
2018	<i>Journal of Teacher Action Research</i>
2017	<i>Journal of Teacher Action Research</i>
2017	<i>Teachers College Record</i>
2016	<i>Journal of Teacher Action Research</i>

Conference Reviewer

2026	<i>European Society for Research in Mathematics Education Topic Conference - Communication and Diversity in Mathematics Education: Exploring Language, Meaning Making and Methodologies</i>
2025	<i>Association of Mathematics Teacher Educators</i>
2025	<i>American Educational Research Association Annual Meeting</i>
2024	<i>International Congress on Mathematics Education</i>
2024	<i>American Educational Research Association Annual Meeting</i>
2023	<i>American Educational Research Association Annual Meeting</i>
2022	<i>International Conference of the Learning Sciences</i>
2019	<i>Psychology of Mathematics Education – North America</i>
2018	<i>Annual Conference of the Association of Mathematics Teacher Educators</i>
2018	<i>American Educational Research Association Annual Meeting</i>
2018	<i>Learning Sciences Graduate Student Conference</i>
2018	<i>American Education Research Association Annual Meeting</i>
2017	<i>International Conference of the Learning Sciences</i>

Service to University

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

Service to College

2025-2026	Goodnight Early Career Innovators Selection Committee , NC State College of Education
2022-2026	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
2023-2026	Committee Member , TELS Well-Being Committee
2023-2024	Member , Ad-Hoc Committee on Admissions Policies Revision in Educational Equity Concentration
2022-2023	Member , Ad-Hoc Committee to develop proposal to move CDS program to DE
2021-2022	Professional Track RPT Standards Committee Chair , TELS, NC State
2021	Review Committee Member , TELS Dissertation Award, NC State

PRIOR INSTITUTIONAL SERVICE

2017-2020	Undergraduate Research Assistant Mentor , Teacher Learning Laboratory at Vanderbilt
2020	Faculty Representative , Department of Teaching & Learning Doctoral Student Association
2016-2020	Member , Vanderbilt Graduate Student Council
2017-2020	Member , Peabody Graduate Council for Equity, Diversity, and Inclusion
2016-2020	Member , Peabody Graduate Student Association
2018	Chair , Department of Teaching & Learning Doctoral Student Association
2018	NSF Graduate Research Fellowship Program Student Panel , Vanderbilt University
2017-2018	Humbert H. Humphrey Fellowship AmbassaDore , Vanderbilt 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)

GRANTS SUBMITTED (NOT FUNDED)

2024	Pedagogical Responsibilities and Teacher Decision-Making (co-PI; \$50,000) Russell Sage Foundation
2023	Designing for Linguistically Spacious Classrooms: (PI; \$111,724) Supporting Mathematics Teachers' Learning of Translanguaging Pedagogies National Academy of Education/Spencer Foundation <i>Equity in Math Education Research Grants (EMERG) Program</i> Semifinalist
2022	Division K Anti-Racist Teaching and Teacher Education Seed Grants (PI; \$15,000) American Educational Research Association <i>A Window Into Student Experiences: Exploring Video-based Coaching to Support Teachers' Learning of Anti-Racist Pedagogies</i>

K-12 TEACHING AND PROFESSIONAL DEVELOPMENT EXPERIENCE

Oct. 2015-	Director of UMS Mathematics	Tennessee and Mississippi
------------	------------------------------------	---------------------------

Aug. 2016	RePublic Schools Coached network middle and high school math teachers; crafted curricula and assessments for network schools; designed and led ongoing professional development	
Jul. 2015- Oct. 2015	Director of Lower School RePublic Schools – Liberty Collegiate Academy Managed operations, curriculum, and instruction in the lower grades of the middle school; coached 16 teachers (all contents) to develop effective instructional practices, create quality curricula, and design equitable learning environments; designed and led weekly professional development	Nashville, TN
Jul. 2014- Jun. 2015	Mathematics Teacher Uncommon Charter High School Taught honors pre-calculus, pre-calculus, and computer science; developed assessments for pre-calculus used by all Uncommon high schools in New York; coached robotics club	Brooklyn, NY
Feb. 2014- Aug. 2014	Curriculum Associate The Parris Foundation Wrote curricula and taught science, engineering, robotics, programming, and mathematics; designed interactive mathematics, science, and robotics curricula for 6 th , 7 th , and 8 th grade summer camp to mitigate summer learning loss and stimulate interest in STEM; coordinated volunteers and programming for STEMulating Minds extended learning opportunities; provided tutoring support for middle school students in math and science	New York, NY
Oct. 2013- Jun. 2014	Peer Tutoring Supervisor Teachers College Office of School & Community Partnerships Managed peer tutoring programs at public middle/high schools in Harlem to support students' learning; recruited, wrote training curriculum, trained, and managed student tutors	New York, NY
Jan. 2012- May 2013	Mathematics Department Chair U.S. Grant High School Led team of 18 math teachers during school turnaround; interviewed teacher candidates, led lesson studies, and coached new teachers; presented data reviews to the Oklahoma State Department of Education to report quarterly progress; oversaw development and implementation of curriculum and assessments	Oklahoma City, OK
Aug. 2012- May 2013	PD Facilitator Oklahoma City Public Schools Designed and presented to other departments and schools a process for disaggregating data from formative assessments; co-designed and presented writing in the content area PD; led team data analysis meetings that the Oklahoma State Department of Education videotaped as a model for all other priority schools in the state	Oklahoma City, OK
Jan. 2011- May 2013	Mathematics Teacher U.S. Grant High School Taught Algebra 1, Geometry, and Math Enhancement; led freshman academy team in sheltered instruction.	Oklahoma City, OK