

THEODORE P. CHAO

CURRICULUM VITAE

Assistant Professor, The Ohio State University
283A Arps Hall, 1945 N. High Street, Columbus, OH 43210
(m) 323-868-6442, (w) 614-688-1671
chao.160@osu.edu [@professorteds](#) theodorechao.com

PROFESSIONAL APPOINTMENTS

2014 to Current, ASSISTANT PROFESSOR, Department of Teaching and Learning, College of Education and Human Ecology, The Ohio State University

2012 to 2014, POSTDOCTORAL RESEARCH FELLOW, Graduate School of Education, Harvard University; Advisor: Jon R. Star

EDUCATION

PH.D. MATHEMATICS EDUCATION, The University of Texas at Austin, 2012

Dissertation: *Framing Mathematics Teacher Identity using Photo-Elicitation Interviews*;

Advisor: Susan B. Empson

M.S. EDUCATION, St. John's University, 2004

B.S. COMPUTER SCIENCE ENGINEERING, Johns Hopkins University, 2000

Concentration: Mathematics (25 Credit Hours)

B.A. FILM & MEDIA STUDIES, Johns Hopkins University, 2000

RESEARCH FOCUS

CRITICAL AND URBAN MATHEMATICS TEACHING AND TEACHER EDUCATION

Mathematics Teacher of Color & Teacher Identity

Critical Early Childhood and Elementary Mathematics

Technology as a Tool for Decolonization and Access

PUBLICATIONS

★ indicates manuscripts written with doctoral students

PEER-REVIEWED JOURNAL ARTICLES

PUBLISHED:

Chao, T., & Marlowe, M. (2019). Elementary Mathematics and #BlackLivesMatter. *Bank Street Occasional Paper Series*. <https://educate.bankstreet.edu/occasional-paper-series/vol2019/iss41/1>

- Smith, M. & **Chao, T.** (2018). Critical Science and Mathematics Early Childhood Education: Theorizing Reggio, Play, and Critical Pedagogy into an Actionable Cycle. *Education Sciences*, 8(4), 162-178. doi.org/10.3390/educsci8040162
- ★Ahmed, I., & **Chao, T.** (2018). Assistive learning technologies for students with visual impairments: A critical rehumanizing review. *Investigations in Mathematics Learning*, 10(3), 173–185. doi.org/10.1080/19477503.2018.1463005
- Murray, E., Durkin, K., **Chao, T.**, Vig, R., Star, J.R. (2018). Exploring Connections Between Content Knowledge, Pedagogical Content Knowledge, and the Opportunities to Learn Mathematics: Findings from the TEDS-M Dataset. *Mathematics Teacher Education and Development*, 20(1), 4-22. <https://mtd.merga.net.au/index.php/mtd/article/view/310>
- Chao, T.** (2017). Fair Snack Sharing. *Teaching Children Mathematics*, 23(6).
- Farland-Smith, D. & **Chao, T.** (2017). What are my children watching? Analyzing the scientific & mathematical questions of preschool television shows using process skills. *Creative Education*, 8(6), 847-857. doi.org/10.4236/ce.2017.86061
- Chao, T.**, Chen, J. A., Star, J. R., & Dede, Chris. (2016). Using digital resources for motivation and engagement in learning mathematics: Reflections from teachers and students. *Digital Experiences in Mathematics Education*, 2(3), 253-277. <https://link.springer.com/article/10.1007/s40751-016-0024-6>
- Chao, T.**, Jones, D. (2016) That's Not Fair and Why: Developing Social Justice Mathematics Activists in Pre-K. *Teaching for Excellence and Equity in Mathematics*, 7(1), 15-21. https://www.todos-math.org/assets/documents/TEEM/teem7_final1.pdf
- Chao, T.** (2016). That's My Number. *Teaching Children Mathematics*, 22(9).
- Chao, T.**, Murray, E., Star, J. R. (2016). Helping Mathematics Teachers Develop Noticing Skills: Utilizing Smartphone Technology for One-on-One Teacher/Student Interviews. *Contemporary Issues in Technology and Teacher Education*, 16(1), 22-37. <https://www.citejournal.org/volume-16/issue-1-16/mathematics/helping-mathematics-teachers-develop-noticing-skills-utilizing-smartphone-technology-for-one-on-one-teacherstudent-interviews>
- Star, J. R., Chen, J. A., Taylor, M. W., Durkin, K., Dede, C., & **Chao, T.** (2014). Studying technology-based strategies for enhancing motivation in mathematics. *International Journal of STEM Education*, 1(7), 1-19. doi.org/10.1186/2196-7822-1-7

IN PREPARATION:

- Kokka, K. & **Chao, T.** (under review). ‘How I show up for Brown and Black students’: Investigating Asian American Male Mathematics Teacher Identity. *Race, Ethnicity, and Education*.
- Khalil, D. & **Chao, T.** (under review). I’m not going to teach there: A Critical Race Quantitative Analysis of Prospective STEM Teachers’ Dispositions towards Urban Schools. *Urban Education*.
- Chao, T.** (under review). Cognitive Demand, Orchestrating Discussion, and Critical Mathematics Teacher Noticing: Analyzing the Professional Development of Pattern Exploration Tasks. *Journal of Mathematics Teacher Education*.
- Chao, T.** (in preparation). Male, Latinx Mathematics Teacher Identity Through Time: A Photovoice Narrative Journey. Manuscript in preparation for *Cognition and Instruction*.
- ★**Chao, T.**, Adams Corral, M., & Deiri, Y. (in preparation). Critical Mathematics Teacher Noticing: Identifying and Confronting Racial Narratives through Online Video Technology. Manuscript in preparation for *Journal of Research in Mathematics Education*.
- ★**Bolognese, C. & Chao, T.** (in preparation). Mathematics Teachers’ Circles: Advancing Professional Development Through a Community of Practice. Manuscript in preparation for *Mathematics Teacher Educator*.
- ★**Chao, T.**, Goins, M., & Wilcox, S. (in preparation). An Oral History of the Free Minds Free People Conference. Manuscript in preparation for *Equity and Excellence in Education*.
- Maldonado, L., Jessup, N., **Chao, T.**, Myers, M., & Louie, N. (in preparation). CGI and equity: Beyond the blue book. Manuscript in preparation for *Mathematics Teacher Educator*.

BOOK CHAPTERS

- Chao, T.**, Maldonado, L., Kalinec-Craig, C., & Celedón-Pattichis, S. (in press). Preparing Prospective Elementary Mathematics Teachers to Critically Engage in Elementary Mathematics Methods. In T. G. Bartell, C. Drake, A. Roth McDuffie, J. M. Aguirre, E. E. Turner, & M. Q. Foote (Eds.), *Transforming Mathematics Teacher Education: An Equity-Based Approach*. Switzerland: Springer.
- Kalinec-Craig, C., **Chao, T.**, Maldonado, L., & Celedón-Pattichis, S. (in press). Reflecting back to move forward: Using the mathematics autobiography to open humanizing learning spaces for prospective mathematics teachers. In T. G. Bartell, C. Drake, A. Roth McDuffie, J. M. Aguirre, E. E. Turner, & M. Q. Foote (Eds.), *Transforming Mathematics Teacher Education: An Equity-Based Approach*. Switzerland: Springer.

- Chao, T., & Jones, D.** (2017). "What Color Are Our Feet?": Empowering Prekindergarteners' Statistical Reasoning through Opportunities to Create, Discuss, and Own Visual Representations. In S. Celedón-Pattichis, D. Y. White, & M. Civil (Eds.), *Access and Equity: Promoting high quality mathematics in grades K-2*. Reston, VA: National Council of Teachers of Mathematics.
- Chao, T., Hale, J. J., & Cross, S. B.** (2017). Experiences using clinical interviews in mathematics methods courses to empower pre-service teachers: A conversation among three critical mathematics educators. In S. Kastberg, A. M. Tyminski, A. Lischka, & W. Sanchez (Eds.), *Building Support for Scholarly Practices in Mathematics Methods*. Charlotte, NC: Information Age Publishing.
- Marshall, A. M., & **Chao, T.** (2017). Using Mathematics Autobiography Stories to Support Emerging Elementary Mathematics Teacher Sociopolitical Consciousness and Identity. In S. Kastberg, A. M. Tyminski, A. Lischka, & W. Sanchez (Eds.), *Building Support for Scholarly Practices in Mathematics Methods*. Charlotte, NC: Information Age Publishing.
- McCloskey, A., Lawler, B., & **Chao, T.** (2017). The "Mirror Test:" A tool for reflection on our sociopolitical identities as mathematics teacher educators. In S. Kastberg, A. M. Tyminski, A. Lischka, & W. Sanchez (Eds.), *Building Support for Scholarly Practices in Mathematics Methods*. Charlotte, NC: Information Age Publishing.
- Star, J. R., Chen, J. A., Taylor, M. W., Durkin, K., Dede, C., & **Chao, T.** (2015). Evaluating Game-Based Learning Environments for Enhancing Motivation in Mathematics. In J. Torbeys, E. Lehtinen, & J. Elen (Eds.), *Describing and Studying Domain-Specific Serious Games*. New York, NY: Springer.
- Chao, T.** (2014). Photo-Elicitation/Photovoice interviews to study mathematics teacher identity. In J. J. Lo, K. Leatham, & L. Van Zoest (Eds.), *Research Trends in Mathematics Teacher Education*. Switzerland: Springer International Publishing.
- Chao, T.** (2013) Tips for Critical Math Teaching, In A. Miglietta, L. Smith, & D. Stovall (Eds.), *Chicago Grassroots Curriculum Taskforce Toolkit*. Chicago, IL: Chicago Grassroots Curriculum Taskforce.
- Chao, T., Empson, S. B., & Shechtman, N.** (2010). A principal components model of SimCalc Mathworlds. In R. Lesh, P. L. Galbraith, C. R. Haines, & A. Hurford (Eds.), *Modeling Students' Mathematical Modeling Competencies* (pp. 555-560). New York, NY: Springer.

Chao, T., Murray, E. C., & Gutiérrez, R. (2014). *NCTM Equity Pedagogy Research Brief: What Are Classroom Practices That Support Equity-Based Mathematics Teaching?* Reston, VA: National Council of Teachers of Mathematics.

Brown, L., Hull, S., & **Chao, T.** (2010). *NCSM Position Paper: Improving student achievement in mathematics by promoting positive self-beliefs*. Aurora, CO: National Council of Supervisors of Mathematics.

CONFERENCES

PEER-REVIEWED CONFERENCE PROCEEDINGS

★Adams Corral, M., Jones, D., & **Chao, T.** (2019). Critical Early Childhood Mathematics For Children of Color. In J. Subramanian (Ed.), *Proceedings of the Tenth International Mathematics Education and Society Conference*. Hyderabad, India: MES10.

The MathEdCollective. (2019). The MathEdCollective: Collaborative Action in an Era of Cyberbullying and Hate. In J. Subramanian (Ed.), *Proceedings of the Tenth International Mathematics Education and Society Conference*. Hyderabad, India: MES10.

★**Chao, T.**, & Adams Corral, M. (2018). Critical Mathematics Teacher Noticing: Using Online Technology to Explore How Pre-service Teachers of Color Confront their Peers' Racial Positionings of Children. In T. Hodges, G. Roy, & A. Tyminski (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC: Clemson University and University of South Carolina.

★Dennett, E. & **Chao, T.** (2018). Using tablet technology to promote parent/child mathematical dialogue. In T. Hodges, G. Roy, & A. Tyminski (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC: Clemson University and University of South Carolina.

★Lin, Hochieh, **Chao, T.**, Auble, D., & Tan, Chengzhi. (2018). Seeking mathematics help in physical and virtual spaces. In T. Hodges, G. Roy, & A. Tyminski (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Greenville, SC: Clemson University and University of South Carolina.

★Lewis, S.T., **Chao, T.**, & Battista, M. (2017). MathVision: A mobile video application for math teacher noticing of learning progressions. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the*

International Group for the Psychology of Mathematics Education. Indianapolis, IN: Indiana University.

- ★Lin, H., & Chao, T. (2017). Can I measure that with my phone?: Mobile measurement apps for long lengths. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Indianapolis, IN: Indiana University.
- Chao, T., & Murray, E. C. (2015). Empowering Pre-Service Teachers to Enact Equity Pedagogy. In T. G. Bartell, K. N. Bieda, R.T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. East Lansing, MI: Michigan State University.
- Chao, T., & Murray, E. C. (2015). Mathematics Teaching as Lean Thinking: A Software Development Metaphor Where Teachers Listen and Notice. In T. G. Bartell, K. N. Bieda, R.T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. East Lansing, MI: Michigan State University.
- ★Lewis, S. T., Winer, M. L., Kellert, H., & Chao, T. (2015). Elementary Students' Spatial Reasoning in a Minecraft Environment. In T. G. Bartell, K. N. Bieda, R.T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. East Lansing, MI: Michigan State University.
- Chao, T., & Murray, E. C. (2013). Teacher asynchronous noticing to foster students' mathematical thinking. In A. C. Superfine, M. Martinez, G. Larnell, T. Stoelinga, & D. B. Martin (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago: University of Illinois at Chicago.
- Chao, T., & Schiller, L. (2013). Teacher tension: When sharing student strategies conflicts with the learning trajectory. In A. C. Superfine, M. Martinez, G. Larnell, T. Stoelinga, & D. B. Martin (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Chicago: University of Illinois at Chicago.
- Chao, T. (2012). Photo-Elicitation/Photovoice Interviews to Study Mathematics Teacher Identity. In L. R. Van Zoest, J. J. Lo, & J. L. Kratky (Eds.), *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kalamazoo, MI: Western Michigan University.
- Chao, T., & Empson, S. (2011). Unveiling mathematics teachers' professional and personal identities using photo-elicitation interviews. In L. Wiest & T. Lamberg (Eds.),

Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 1269-1277). Reno, NV: University of Nevada, Reno.

Chao, T., & Petrick, C. (2010). Measuring beliefs about conceptual progression among pre-service special education teachers. In P. Brosnan, D. B. Erchick, & L. Flevares (Eds.), *Proceedings of the 32nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 926-933). Columbus, OH: The Ohio State University.

Chao, T., Empson, S. B., & Shechtman, N. (2007). A principal components analysis of rate and proportionality using SimCalc MathWorlds. In T. Lamberg & L. Wiest (Eds.), *Proceedings of the 29th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 145-147). Stateline (Lake Tahoe), NV: University of Nevada, Reno.

CONFERENCE PRESENTATIONS

Yeh, C., Louie, N. L., Kokka, K., Jong, C., Eli, J. A., **Chao, T.**, & Adiredja, A. P. (2019). *Growing Against the Grain: Counterstories of Asian American Mathematics Education Scholars*. Roundtable Session presented at the American Educational Research Association annual meeting, Toronto, Canada.

Chao, T., Vakil, J., Dennett, E., Lin, Hochieh, & Ozturk, A. (2019) *Mathematics Teacher Education in the Age of Twitter: A Critical Tool in Elementary Math Methods*. Paper session presented at the Association of Mathematics Teacher Educators annual meeting, Orlando, FL.

Marshall, A. M., McCloskey, A., Lawler, B., & **Chao, T.** (2019) “*Math is racist now? You don’t believe that, do you?*”: *Supporting Courageous Conversations*. Paper session presented at the Association of Mathematics Teacher Educators annual meeting, Orlando, FL.

Chao, T., Eli, J. A., Kokka, K., & Yeh, C. (2018). *Critical Issues in Working with Asian American Students*. Panel session presented at the National Council of Supervisors of Mathematics Annual Conference, Washington, DC.

Berry III, R. Q., **Chao, T.**, Gholson, M., Goffney, I. M., Hoover, M., Khalil, D., & Willis, A. (2018). *Exploring Equity in the Context of Mathematics Teacher Education Practice*. Research Symposium presented at the National Council of Teachers of Mathematics Research Conference, Washington, DC.

Crespo, S., **Chao, T.**, & Yow, J. (2018). *Could I publish this in MTE? Advice from published manuscripts in the Mathematics Teacher Educator journal*. Invited Session presented at the National Council of Teachers of Mathematics Research Conference, Washington, DC.

- Chao, T.** (2018). *“Not that different from where I’m from”*: Community mathematics explorations in a low-income, white community. Paper presented at the annual meeting of AERA as part of the symposium, “Community Mathematics Explorations 2.0: Expanding on the Work of TEACH Math,” New York, NY.
- Berry III, R. Q., **Chao, T.**, Gholson, M., Goffney, I. M., Hoover, M., Khalil, D., & Willis, A. (2018). *Exploring Equity in the Context of Mathematics Teacher Education Practice: A Town Hall Discussion*. Symposium presented at the American Educational Research Association annual meeting, New York, NY.
- Kokka, K., & **Chao, T.** (2018). *Asian American Male Math Teachers, the Model Minority Myth, and Internalized Racism*. Invited Speaker Session presented at the American Educational Research Association annual meeting, New York, NY.
- ★Yeh, C., Stoehr, K. J., **Chao, T.**, Ozturk, A., & Lin, H. (2018). *Attending to the social, historical, and institutional contexts of education in mathematics methods courses*. Extended session presented at the Association of Mathematics Teacher Educators annual meeting, Houston, TX.
- Chao, T.** (2017). *Instructional Practices*. Presented at the Innov8 Bar at the NCTM Innov8 Conference, Las Vegas, NV.
- Chao, T.** (2017). *Twitter/Blog Talk*. Presented at the Innov8 Bar at the NCTM Innov8 Conference, Las Vegas, NV.
- Chao, T.** (2017). *Article Talk: “That’s Not Fair and Why: Developing Social Justice Mathematics Activists in Pre-K”*. Presented at the Innovation Lounge at the NCTM Innov8 Conference, Las Vegas, NV.
- ★**Chao, T.** & Lewis, S.T. (2017). *The MathVision App: Helping Teachers Listen and Reflect Together*. Presented at the Cognitively Guided Instruction 9th Biennial Conference, Seattle, WA.
- Chao, T.** & Kokka, K. (2017). *Asian American Pacific Islander Male Mathematics Teacher Identity and the Myth of the Model Minority*. Paper presented at the annual meeting of AERA as part of the symposium, “Beyond Black, Brown, and White: A Critical Symposium of Asian American Teacher Identity”, San Antonio, TX.
- ★**Chao, T.** & Lewis, S.T., (2017) *So That’s What a Math Discussion Feels Like: Piloting Technology for Orchestrating Mathematics Discussions*. Paper session presented at the Association of Mathematics Teacher Educators annual meeting, Orlando, FL.

- ★**Chao, T.** & Lewis, S.T., (2016) *Developing Mobile/Tablet Technology For Teachers To Orchestrate Mathematical Discussion*. Oral presentation session at the 13th International Congress on Mathematical Education, Hamburg, Germany.
- Soto, M., **Chao, T.**, Yeh, C., Henry, V., Guarino, J. (2016) *Technology-based ways to Develop Pre-Service Teacher Noticing in Three Elementary Methods' Courses*. Paper session presented at the Association of Mathematics Teacher Educators annual meeting, Irvine, CA.
- Chao, T.**, Jones, D., Marlowe M., Jaede, M. (2016) *That's Not Fair and Why: Activist Mathematical Activities for Children*. Presented at the Creating Balance in an Unjust World conference, San Francisco, CA.
- Chao, T.** (2015). *Resources for Equity and Social Justice*. Presented at the Ohio Council of Teachers of Mathematics Conference, Cincinnati.
- Murray, E., **Chao, T.**, & Star, J. R. (2015). *Exploring Connections Between Content Knowledge, Pedagogical Content Knowledge, and Mathematics*. Paper presented at the European Association for Research in Learning and Instruction biennial conference as part of the symposium, "Transition from initial teacher education into teaching profession", Limassol, Cyprus
- Chao, T.** (2015). *Teacher professional development and higher education*. Symposium chaired at the European Association for Research in Learning and Instruction biennial conference, Limassol, Cyprus
- Chao, T.**, Jones, D., Marlowe, Smith, M., Jaede, M. (2015). *That's Not Fair and Why: Activist Mathematical Activities for Children*. Presented at the Free Minds, Free People, Oakland, CA.
- Chao, T.** & Murray, E.C. (2015). *Using your phone to facilitate problem solving interviews*. Presented at the Cognitively Guided Instruction 8th Biennial Conference, Los Angeles, CA.
- Chao, T.** & Murray, E. C. (2015). *An Asynchronous Noticing App to Build Preservice Teachers' Noticing: Technology in the Mathematics Methods Course*. Paper session presented at the Association of Mathematics Teacher Educators annual meeting, Orlando, FL.
- Chao, T.** & Kokka, K. (2014). *It ends with me: A profile of Asian American mathematics teachers combating the myth of the model minority*. Roundtable session presented at the American Educational Research Association annual meeting, Philadelphia, PA.
- Chao, T.** & Murray, E. C. (2014). *Teacher asynchronous noticing to foster students' mathematical thinking*. Paper session presented at the American Educational Research Association annual meeting, Philadelphia, PA.

- Chao, T.** & Murray, E. C. (2014). *Fostering mathematics teacher asynchronous noticing through mobile video*. Individual session at the Association of Mathematics Teacher Educators annual meeting, Irvine, CA.
- Chao, T.** (2013). *Mathematics teacher anxiety: Creating and sharing personal visual narratives with students*. Roundtable session at the European Association for Research in Learning and Instruction biennial conference, Munich, Germany.
- Chen, J., Durkin, K., Star, J., **Chao, T.**, & Dede, C. (2013). *Comparing the effects of technology activities on mathematics achievement and motivation*. Paper session at the European Association for Research in Learning and Instruction biennial conference, Munich, Germany.
- Chen, J., Dede, C., Star, J., **Chao, T.**, Durkin, K., & Taylor, M. (2013). *Profiles of engagement among students participating in technology-based activities*. Poster session at American Psychological Association annual convention, Honolulu, HI.
- Chao, T.**, Hunt, J. & Schiller, L. (2013). *Special education: Mathematics, social justice, and students with special needs*. Presented at the Creating Balance in an Unjust World conference, San Francisco, CA.
- Chao, T.** (2012). *Using photo-elicitation interviews to study mathematics teacher identity*. Presented at the Research Pre-Session of the National Council of Teachers of Mathematics annual meeting, Philadelphia, PA.
- Chao, T.** (2012). *Exploring secondary mathematics teachers' identities with photo-elicitation interviews*. Roundtable session presented at the American Educational Research Association annual meeting, Vancouver, British Columbia, Canada.
- Chao, T.** & Moreland, A. (2012). *Exploring identities of mid-career math and science teachers through creative and visual interviews*. Paper session presented at the American Educational Research Association annual meeting, Vancouver, British Columbia, Canada.
- Chao, T.** (2011). *Windows into teachers' worlds: Exploring mathematics teacher identity with photo-elicitation interviews*. Roundtable session presented at the American Educational Research Association annual meeting, New Orleans, LA.
- Bush-Richards, A., Schneider, C. L., Leach, L. F., Harvey, K., Fong, C. J., & **Chao, T.** (2011). *Intelligence, persistence, and problem solving: Assessing change in student beliefs over an academic youth development program*. Paper session presented at the American Educational Research Association annual meeting, New Orleans, LA.

- Chao, T.** (2011). *Framing mathematics teachers' identities with photo-elicitation interview*. Roundtable session presented at the Consortium for Research on Teacher Education 4th Annual Teacher Education Symposium, Austin, TX.
- Chao, T.** (2011). *Framing mathematics teacher identity using photo-elicitation interviews: Research in Progress*. Presented at the 34th annual conference of the Southwest Educational Research Association, San Antonio, TX.
- Chao, T.** (2010). *Getting Deep: Using photo-elicitation to uncover how cultural, ethnic, and professional identities empower math teaching*. Presented at the Creating Balance in an Unjust World Conference, Brooklyn, NY.
- Chao, T.** (2010). *Growing wrinkles in the brain: Belief change in the AYD transition to Algebra I*. Poster session presented at the American Educational Research Association annual meeting, Denver, CO.
- Schneider, C. L., **Chao, T.**, Leach, L. F., & Fong, C. J. (2010). *Effect of the Academic Youth Development Program on student beliefs*. Paper session presented at the The 33th annual conference of the Southwest Educational Research Association, New Orleans, LA.
- Chao, T.**, & Walkington, C. (2008). *Mathematics education for social justice: A brief review of the research and its relation to the Algebra Project*. Presented at the Algebra Project 25th Anniversary National Conference, "Raising the Floor: Quality Education as a Constitutional Right," Jackson, MS.
- Chao, T.**, Empson, S. B., Greenstein, S., & Maldonado, L. (2008). *Introducing content maps as a tool to analyze connections made within a mathematics classroom: What does learning look like?* Presented at the Algebra Project 25th Anniversary National Conference, "Raising the Floor: Quality Education as a Constitutional Right," Jackson, MS.
- Empson, S. B., Greenstein, S., Maldonado, L., & **Chao, T.** (2008). *A discourse-analytic perspective on relationships between students' opportunities to engage with mathematics and achievement gains*. Paper presented at the annual meeting of AERA as part of the symposium, "Enhancing Mathematics Learning with Technology: Civic, Teacher, Student, and Content Perspectives on Scaling Up SimCalc", New York, NY.
- Chao, T.**, Soto, S., & Stroup, W. (2007). *A multicultural implementation of Schelling's segregation model*. Presented at the 13th International Conference on the Teaching of Mathematical Modeling and Applications, Bloomington, IN.

CREATIVE WORKS

Wong, K., Joffe, J., Wang, A. M., & **Chao, T.** (2018). *Radical Cram School*. Produced and created online web series for children, parents, and educators for engaging in conversations around misogyny, racism, and oppression for Asian Pacific Islander Desi American (APIDA) children. Featured my work using equal sharing to represent (dis)proportionality in women's wages by race and ethnicity.

<https://radicalcramschool.com>

Chao, T., Lewis, S., Battista, M., Hecht, J., Pan, W. & Chaudry, A. (2017). *MathVision*. Developed a prototype website application for elementary mathematics teachers to upload, comment, and reflect on video from their classrooms. Designed to be used in elementary grade-team meetings for professional development situated around children's mathematical thinking. Funded through an OSU EHE SEED grant with Michael Battista. <https://mathvision.org> (website currently deactivated)

Chao, T. (2015). *Pre-K Mathematics Teaching and Learning – iTunes/Coursera Online Course*. Built an online, a 13-week self-directed course specifically for teachers to learn about research-based practices for PreK through 3rd grade mathematics utilizing only free and openly available resources. Course has been taken 310 students.

<https://itunesu.itunes.apple.com/audit/COHGSYEAPUKPIT2G>.

INVITED TALKS

Equity, Diversity, and Inclusion in Mathematics: Supportive Practices. (2018). Keynote Presentation at the Appalachian Ohio Mathematics and Science Teaching Research Symposium: Ninth Annual Meeting, Ohio University, Athens, Ohio.

Diversity and Inclusion in Mathematics: Classroom Practices that Support Equity. (2018). Invited Talk to the Mathematics Department, Ohio State University, Columbus, Ohio.

Teaching in the Age of Twitter: Utilizing Social Media Technology as a Tool for Democratizing Mathematics Teacher Education. (2018). Invited Talk presented at the Maseeh Series, Portland State University, Portland, Oregon.

Teaching Mathematics for Equity, Agency, and Empowerment. (2017). Invited Talk at the Bowling Green Council of Teachers of Mathematics (BGCTM), Bowling Green State University, Bowling Green, Ohio.

A Lens on the World: Science and Math in the Reggio Inspired Classroom. (2017). Keynote Presentation with Mandy Smith at the Ohio Voices for Learning, Inspired Teachers Institute, The Works, Newark, Ohio.

Teaching mathematics so all students love it: Using equity, listening, and creative insubordination in your classroom. (2017). Invited for the Mathematics Education Research and Doctoral Studies (MERDS) Early Career Lecture, University of Missouri, Columbia, Missouri.

Connecting Early Childhood Math with Fairness and Social Justice Using Video Apps. (2017). Invited Talk at the Lunch and Learn Colloquia, Crane Center for Early Childhood Research and Policy, The Ohio State University, Columbus, Ohio

That's not Fair: Here's Why: Using Mathematics in the Classroom to Recognize and Confront Injustice. (2016). Invited Talk for the Office of Diversity and Inclusion, The Ohio State University, Columbus, Ohio.

Your slice is bigger than mine: A Pi Day dialogue on teaching mathematics through social justice. (2015). Invited Talk at The STEAM Factory, The Ohio State University, Columbus, Ohio.

MEDIA APPEARANCES

Guest. *Social Justice Cram School for Kids – Kristina Wong & Teddy Chao.* In *Parenting Forward with Cindy Wang Brandt*. Retrieved from <https://cindywangbrandt.com/podcast/episode-38-social-justice-cram-school-for-kids-kristina-wong-teddy-chao>

Guest. *Coding in Classrooms* [Radio]. (2017, December 22). In *All Sides with Ann Fisher*. Retrieved from <https://radio.wosu.org/post/coding-classrooms>

Guest. *44 Pages And 71 Years Of Highlights Magazine* [Radio]. (2017, August 29). In *All Sides with Ann Fisher*. Retrieved from <https://radio.wosu.org/post/44-pages-and-71-years-highlights-magazine>

GRANT RESEARCH FUNDING

ACQUIRED

2016 to 2017, PRINCIPAL INVESTIGATOR, The Ohio State University, Funded: Zirkle Innovation Grant, **\$14,268.75**

Establishing Innovation in Pre-K - 3rd-Grade Teacher Preparation Using Mobile Technology

Collaboration with Tami Augustine and Cory Tressler to develop and research the use of iPads in EDUTL 5108 Teaching and Learning Mathematics in Grades Pre-K – 3, developing an internal iTunes U course for pre-service teachers to engage in learning to teach mathematics.

2016 to 2017, PRINCIPAL INVESTIGATOR, The Ohio State University, Funded: OSU College of Education and Human Ecology Office of Research SEED Grant. **\$47,809**

Developing and pilot testing of an electronic environment for helping elementary teachers attend to and understand their students' mathematical thinking

Collaboration with Michael Battista to develop and research technology for teachers to virtually assess, interpret, and instructionally guide the development of their students' mathematical reasoning using Cognition Based Assessment Learning Progressions.

2015 to 2017, PRINCIPAL INVESTIGATOR, Sokikom / The Ohio State University, Funded: Institute of Education Sciences SBIR. **\$150,000**

Fourth-grade teachers using student data to orchestrate mathematics discussion

Developed and piloted tablet/Chromebook technology that allows an elementary teacher to instantly view the individual strategies each student uses as well as the varying levels of sophistication for each strategy during a mathematics problem solving discussion.

2014 to 2016, PRINCIPAL INVESTIGATOR, Sokikom / The Ohio State University, Funded: Institute of Education Sciences SBIR. **\$1,050,000**

S3, a game-based mathematics 3rd-grade mathematics curriculum

Designed and implemented 2-year evaluation study of teacher-centered mathematics curriculum focusing on orchestrating discussion and listening to student mathematical thinking

PENDING

2020-2025, PRINCIPAL INVESTIGATOR, National Science Foundation.

Digital Mathematics Storytelling: Engaging Elementary Children of Color's Family & Community Knowledge through Real World Fraction Narratives.

An NSF CAREER proposal to understand how to document, share, and connect mathematics narratives involving fractions and other rational numbers told in communities of color to formal school mathematics. Research focuses on creating and evaluating a technology-based, storytelling mechanism for 3rd-5th grade children of color. Will submit in July 2019.

UNFUNDED

2018, NSF CAREER Proposal. *Digital Mathematics Storytelling: Sharing Elementary Children of Color's Family & Community Fraction Stories*

2017, NSF DRK-12 Proposal. *Mathematics Teachers' Circles: Statewide Teacher-Led Mathematics Professional Development*

2017, Spencer Small Grant. *Mathematics Teachers' Circles: Exploring Grassroots Mathematics Professional Development*

2017, NSF CAREER Proposal. *Mobile Technology for Elementary Children of Color, Families, and Teachers to Connect Out-of-School Math with School Math.*

GRADUATE AND POSTDOCTORATE RESEARCH EXPERIENCE

2012 to 2014, POSTDOCTORAL RESEARCH FELLOW, Graduate School of Education, Harvard University; Advisor: Jon R. Star

Using Contrasting Examples to Support Procedural Flexibility and Conceptual Understanding in Mathematics

Analyzed video from 3-year mixed-method NSF and IES study with 77 teachers and 1,662 students using grounded theory to explore teacher use of comparing strategies

Studying Technology-based Strategies for Enhancing Student Interest in STEM Careers through Algebra Curricula in Grades 5-9

Analyzed video, survey, and interview data for mixed-method NSF study with 476 teachers and 18,628 students; Led five researchers in grounded theory analysis of 80 hours of classroom media; Built custom database to organize five-timepoint survey data

2008 to 2010, CO-PRINCIPAL INVESTIGATOR/GRADUATE RESEARCH ASSISTANT, Charles A. Dana Center at The University of Texas at Austin; Advisor: Cynthia L. Schneider

Research and Evaluation of Academic Youth Development on Teaching and Learning

Collected video, survey, and interview data for 2-year mixed-method project with 120 teachers and 1,800 students; Ran professional development, intervention, and student follow-up meetings; Wrote case-study of three-week Algebra I summer bridge course

Algebra Intensification Double Period: Analyzing a Comprehensive Program for Struggling Algebra I Students

Collected video data of 9th-grade double-period Algebra I classrooms twice a week over 2-years; Interviewed teachers and students each lesson; Ran professional development

2008 to 2009, STATISTICAL RESEARCHER, Institute for Community, University, and School Partnerships; Advisor: Kevin M. Foster

Analyzed district achievement scores to highlight the push-out of African-American students; Collated media to show Civil Rights violations with Fire Department's use of entrance exam

2005 to 2008, GRADUATE RESEARCH ASSISTANT, The University of Texas at Austin; Advisor: Susan B. Empson

Working with Teachers and Leveraging Technology to Scale Opportunities to Learn More Complex and Conceptually Difficult Middle School Mathematics

Collected video observations and interviews of 7th/8th-grade teachers and students using two-week SimCalc Mathworlds curriculum; Piloted 7th/8th-grade sample lessons

COURSE & CURRICULUM DEVELOPMENT

Learning and Mobile Technology in STEM Education.

Doctoral course in which students explore historical issues and theoretical frameworks in research in STEM Education learning technology, then develop and research their own mobile learning technologies app in partnership with a student developer. The course ends with a pitch of the app to local STEM Education and Technology leaders, developed for The Ohio State University.

A Critical History of STEM Curriculum.

Doctoral course exploring and critiquing the unique histories of Mathematics, Science, Technology (Industrial), Engineering, and Computer Science Education from Pre-colonization to Post-Common Core Eras in the United States, developed for The Ohio State University.

Teaching and Learning Mathematics for Pre-K to 3rd-grade Teachers.

Elementary Mathematics Methods course developed for the Pre-K to 3rd-grade Early Childhood and Elementary Teacher Education program at The Ohio State University.

TEACHING EXPERIENCE

UNIVERSITY TEACHING

Autumn 2018, INSTRUCTOR, **EDUTL 8711 Current Issues and Trends in STEM Education**, The Ohio State University

5.0/5.0 Overall Rating, Introductory seminar for new Doctoral and Master of Arts Students in STEM Education to become becoming familiar with the research, policy trends, and ongoing issues and discussion within STEM education subfields.

Autumn 2017, INSTRUCTOR, **EDUTL 7194 Learning and Mobile Technology in STEM Education**, The Ohio State University

5.0/5.0 Overall Rating, A hands-on course in which students learn the history of STEM learning technology and design-based research, then build their own mobile STEM Education app with a partner from the Department of Engineering, Doctoral Seminar.

Spring 2017, INSTRUCTOR, **EDUTL 8741/8742/8743 History of Curriculum in STEM Education**, The Ohio State University

4.8/5.0 Overall Rating, A critical analysis of the histories of Mathematics, Science, Technology, and Computer Science Education in the United States from Pre-colonization to Post-Common Core Eras, Doctoral Seminar.

Spring 2016, INSTRUCTOR, **EDUTL 5005 Equity and Diversity in Teacher Education**, The Ohio State University

4.2/5.0 Overall Rating, An introductory capstone course for all K-8 pre-service teachers, focus on issues of equity and diversity in education. Using a Critical Race Theory/Intersectionality lens to address how oppression permeates all aspects of education, specifically STEM teaching.

Fall 2014 to Current, INSTRUCTOR, **EDUTL 5108 Teaching and Learning Mathematics for Grades Pre-K to 3rd**, The Ohio State University

4.8/5.0 Overall Rating, Taught Early Childhood Master's and Undergraduate Methods course, emphasis on culturally relevant pedagogy and using technology for orchestrating mathematical discussion.

Fall 2009 to Spring 2012, ASSISTANT INSTRUCTOR, **Elementary Mathematical Methods for Teaching**, The University of Texas at Austin, Instructor of Record

4.7/5.0 Instructor Rating. Instructed 8 times; special education cohort 3 times.

Spring 2010 to Fall 2010, TEACHING ASSISTANT, **Project Based Instruction**, UTeach/The University of Texas at Austin, Instructor: Anthony J. Petrsoino

4.8/5.0 TA rating. Assisted UTeach STEM teacher preparation course 3 times.

K-12 TEACHING

2002 to June, MATHEMATICS TEACHER, Intermediate School 318

7th and 8th-grade math teacher in low-income, multi-ethnic Brooklyn middle school; 100% passing rate for 9th-grade Algebra I exam; Forged community partnerships for annual Pi Day celebration; Mentored new teachers through department induction program

2005, TEACHER, Japan Fulbright Memorial Fund Program

Three-week exchange program to collaborate with mathematics teachers in Japan

2003, RESEARCH EXPERIENCE FOR TEACHERS, Cornell University

Material science research professional development; 1 of 5 NY teachers selected

2005, PERMANENT CERTIFICATE TO TEACH MATHEMATICS FOR GRADES 7-12, New York State Public Schools

ADVISING

DOCTORAL STUDENTS

CHAIR

Melissa Adams Corral (Started Autumn 2017)

Ho-Chieh “Jack” Lin (Started Autumn 2016)

Ishtiaq Ahmed (Started Autumn 2014)

Christopher Bolognese (Withdrew Autumn 2017)

CO-CHAIR

Stephen Lewis (Co-Chair with Azita Manouchehri, Graduated Summer 2018)

COMMITTEE

Sarah Gilchrist (Candidacy Committee)

Jaime Kautz (Dissertation Committee)

Marla Goins (Candidacy Committee, Started Autumn 2014)

Julie Maynard (Candidacy Committee, Started Autumn 2015)

Marguerethe Jaede (Candidacy Committee, Started 2013)

Jane Mburu (Dissertation Committee, Graduated Autumn 2018)

Kimberly Groshong (Dissertation Committee, Graduated Autumn 2018)

Leah Frazee (Candidacy/Dissertation Committee, Graduated Summer 2018)

Heather Kellert (Candidacy/Dissertation Committee, Graduated Summer 2018)

Dinglei Huang (Dissertation Committee, Graduated Summer 2017)

Candace Joswick (Dissertation Committee, Graduated Summer 2017)

Michael Winer (Candidacy/Dissertation Committee, Graduated Summer 2017)

Christopher Landauer (Dissertation Committee, Graduated Spring 2019)

MASTER’S STUDENTS

Jennifer Gill, 2014-15
Rogers, Tyler, 2014-15
Roberts, Daniel, 2014-15
Haywood, Adam, 2014-15
Green, Rachel, 2014-15
Dean, Paul, 2014-15
Bishop, Erin, 2014-15
Thomas Dutton, 2015-16
Kelsey Marlow, Thesis, 2015-17
Alexander While, 2015-17
Alayna Stastny, 2016-18
Lauren Rossi, 2016-18
Destiny Wentworth, 2018-20

POSTDOCTORAL FELLOWS

Youmna Deiri, 2018-2020

VISITING SCHOLARS

Yuxin Yin, East China Normal University, 2016-17
Jie Ma, East China Normal University, 2017

INDEPENDENT STUDIES

Stephen Lewis, Fall 2016
Marla Goins, Spring 2017, Spring 2018
Hochieh “Jack” Lin, Summer 2018
Joanne Vakil, Summer 2018
Ishtiaq Ahmed, Spring 2017, Autumn 2017, Summer 2018, Autumn 2018

RELATED PROFESSIONAL EXPERIENCE

PROFESSIONAL DEVELOPMENT

2018 TO CURRENT, ELEMENTARY COGNITIVELY GUIDED INSTRUCTION CONVERSATIONS FOCUSED ON CHILDREN’S MATHEMATICAL THINKING, COLUMBUS CITY SCHOOLS

Monthly professional development for PreK-5 teachers on utilizing the Cognitively Guided Instruction framework in their mathematics teaching.

2015 TO 2016, DIGITAL PORTFOLIO, COLUMBUS CITY SCHOOLS

Provided monthly professional development for K-12 teachers on how to use iPads to create digital portfolios of their student’s mathematical thinking

2015 TO 2017, APPRENTICESHIP FOR LEARNING PROFESSIONAL DEVELOPMENT, WEINLAND PARK ELEMENTARY SCHOOL, COLUMBUS CITY SCHOOLS

Collaborated with teachers through monthly professional development for K-5 teachers on using technology, mathematics education research, co-planning/co-teaching in their instruction, and connecting to issues of social justice.

CONSULTATION

2018 TO CURRENT. MATHEMATICS LEARNING TECHNOLOGY CONSULTANT, ACT Recommends, ACT.

Mathematics learning technology consultant, helped develop a rubric for ACT Recommends, a curated web collection of learning technology that connects to research-based practices.

2017 TO CURRENT. MATHEMATICS CONSULTANT, *The Cat in The Hat Knows a Lot About That!*TM Book Series, Penguin-Random House.

Early Childhood mathematics consultant on mathematics titles in *The Cat in The Hat Knows a Lot About That!*TM Book Series, such as the forthcoming *Happy Pi Day to You*.

2013 TO 2018, MATH CONTENT AND PEDAGOGY EXPERT, Sokikom

Designed elementary-level mathematics games based on mathematics education research; Created tutorial animations; Aligned curriculum to Common Core Standards

2010, TEST WRITER, Educational Testing Service

Wrote multiple-choice mathematics questions for TExES 111, a generalist 4th-8th grade teacher-licensing exam for the state of Texas

2006 to 2008, EDUCATIONAL CONSULTANT, SureScore

Advised on middle-school curricula for use in high-immigrant student schools; Served on task force for curricula alignment with Texas college-readiness standards

ENTERPRISE BUILDING

2012 to 2014, FOUNDER, Thought Bubble

Non-profit venture supported by Harvard's Innovation Lab; Mobile app allowing any child to connect with an experienced math teacher using videos of own mathematical thinking; Finalists in Mass Challenge, HBS New Venture, HGSE BRIDGE, and Rock Center for Entrepreneurship competitions

SOFTWARE DEVELOPMENT

2000 to 2001, SOFTWARE ENGINEER, Alltrue, Inc.

Built video codecs, back-end, and interface using C++, Java Servlets, and SQL for documentary-based streaming media start-up company

AWARDS AND HONORS

2017, THE MATHEMATICS EDUCATION RESEARCH AND DOCTORAL STUDIES (MERDS) EARLY CAREER LECTURE, University of Missouri

2015, SERVICE, TEACHING, AND RESEARCH IN MATHEMATICS EDUCATION (STAR) FELLOW, Association of Mathematics Teacher Educators

2011, GRADUATE CONTINUING FELLOWSHIP, The University of Texas at Austin, \$18,000

2011, JEWEL POPHAM RASCHKE PRESIDENTIAL SCHOLARSHIP, The University of Texas at Austin, \$6,500

2010, SCIENCE AND MATH EDUCATION GRADUATE SCHOLARSHIP, The University of Texas at Austin, \$5,500

2008, JEWEL POPHAM RASCHKE PRESIDENTIAL SCHOLARSHIP, The University of Texas at Austin, \$6,500

2008, CONTINUING BRUTON FELLOWSHIP, The University of Texas at Austin, \$1,000

2007, JEWEL POPHAM RASCHKE PRESIDENTIAL SCHOLARSHIP, The University of Texas at Austin, \$6,500

2005, PRE-EMPTIVE FELLOWSHIP, The University of Texas at Austin, \$13,000

SERVICE TO PROFESSION

JOURNAL EDITORSHIP/EDITORIAL BOARD

Editorial Board, Mathematics Teacher Educator, 2017-2019
Teaching Children Mathematics, Co-Editor, Postscripts Section, 2015-2018

CONFERENCE LEADERSHIP

Free Minds, Free People (FMFP) Workshops Committee Chair, 2016-2019

JOURNAL REVIEWER

Journal of Educational Measurement, 2018-Current
Creative Education, 2017-Current
Educational Studies, 2017-Current
Journal of Teacher Education, 2016-Current
School Science and Mathematics, 2016-Current
Journal of Research on Technology in Education, 2016-Current
Equity and Excellence in Education, 2016-Current
Journal of Research in Mathematics Education, 2013-Current
ZDM Mathematics Education, 2014-Current
Mathematics Teacher Educator, 2012-Current
Teaching Children Mathematics, 2012-2019

The Elementary School Journal, 2012-Current
Journal of Urban Mathematics Education, 2008-Current

CONFERENCE PROPOSAL REVIEWER

American Educational Research Association (AERA)
Psychology of Mathematics Education North America (PME-NA)
National Council of Teachers of Mathematics Research Conference (NCTM)
International Congress on Mathematics Education (ICME)

CONFERENCE PLANNING/ORGANIZATION

North American Chapter of the International Group for the Psychology of Mathematics
Education (PME-NA), Steering Committee, 2017-20
Free Minds, Free People (FMFP), 2008-Current
Ohio National Council of Mathematics Teachers, Programs Committee, 2016-17

GRANT REVIEWER

NSF EHR Core Research Review Panel, April 2019
NSF Discovery Research K-12 Review Panel, December 2014

AWARDS COMMITTEE

Lives of Teachers SIG, Huberman Lifetime Achievement Award Chair (AERA), 2016-17

SELECTED PARTICIPANT

Scholarship Inquiry and Practice (SIP) Conference, NSF, November 2015
iTunes U Teacher Education Colloquium, Apple, Cupertino, CA, April 2015
TEACH MATH Curriculum Dissemination Conference, NSF, November 2014

MATHEMATICS EDUCATION SERVICE

The MathEdCollective, Facilitator, 2017-Current
Ohio Mathematics Education Leadership Council (OMELC), Treasurer, 2016-19
Central Ohio Council of Mathematics Teachers (COCTM), Vice President, 2016-18
TODOS/NCSM Social Justice Task Force, 2016-17

SERVICE TO THE OHIO STATE UNIVERSITY

INSTITUTIONAL COMMITTEE SERVICE AT OSU

Search Committee for Early Childhood Education Faculty, 2018-19
Search Committee for College of Education and Human Ecology Dean, 2017-18
College of Education and Human Ecology Curriculum Committee, 2017-18

Department of Teaching & Learning Undergraduate Studies Committee, 2016-18
 Department of Teaching & Learning Diversity and Equity Committee, 2015-17, 2018-20 (Chair)
 Search Committee for Learning Technology Center Faculty/Chair, 2015-16
 Search Committee for Science Education Faculty, 2015-16
 EdTPA Committee for Early Childhood/Elementary Education, 2015-16
 STEM Education Curriculum Committee, 2015-16

STUDENT GROUP ADVISING

STEMERs, STEM Education focused graduate student group, 2015-Current
 DECo Students, social justice and critical education pre-service/in-service teacher education group, 2016-Current

GRADUATE FACULTY REPRESENTATIVE

Hoda Hatoum, Fluid Mechanics of Transcatheter Aortic Valve Replacement, Mechanical Engineering

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

EDUCATIONAL RESEARCH

American Educational Research Association (AERA), 2006-Current
 European Association for Research in Learning and Instruction (EARLI), 2012-2014
 Psychology of Mathematics Education North America (PME-NA), 2007-Current

MATHEMATICS EDUCATION: NATIONAL AND INTERNATIONAL

Association of Mathematics Teacher Educators (AMTE), 2013-Current
 National Council of Teachers of Mathematics (NCTM), 2002-Current
 National Council of Supervisors of Mathematics (NCSM), 2009-2011, 2017-18
 TODOS: Mathematics for All, 2017-Current
 Mathematics Education and Society (MES), 2018-Current

MATHEMATICS EDUCATION: LOCAL

Ohio Mathematics Education Leadership Council (OMELC), 2016-Current
 Ohio Council of Teachers of Mathematics (OCTM), 2015-Current
 Central Ohio Council of Teachers of Mathematics (COCTM), 2016-Current

SOCIAL JUSTICE EDUCATION

Education for Liberation (EdLib), 2009-Current
 The Chicago Grassroots Curriculum Taskforce (CGCT), 2013-2015

REFERENCES

SUSAN B. EMPSON
Dissertation Advisor
Richard Miller Chair of Mathematics Education
University of Missouri
empsons@missouri.edu
573-882-4406

JON R. STAR
Postdoctoral Research Fellow Advisor
Professor of Education
Harvard University
jon_star@harvard.edu
617-496-2511

DEBORAH L. BALL
William H. Payne Collegiate Professor; Arthur F. Thurnau Professor
University of Michigan
dball@umich.edu
734-764-9568