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EDUCATIONAL BACKGROUND

- 2012 Ph.D., Teaching and Teacher Education (emphasis in Mathematics Education)
Teaching and Teacher Education
University of Arizona, Tucson, Arizona
- 2006 M.S., Mathematics with an emphasis in Teaching
Texas A&M University, College Station, Texas
- 2001 B.S., Mathematics
University of Houston, Houston, Texas

PROFESSIONAL EMPLOYMENT HISTORY

- 2019 – Present **University of Texas at San Antonio, San Antonio, Texas**
Associate Professor
College of Education and Human Development
- 2013 – 2019 **University of Texas at San Antonio, San Antonio, Texas**
Assistant Professor
College of Education and Human Development
- 2012 – 2013 **University of Arizona, Tucson, Arizona**
Post-Doctoral Researcher, Assessing Instructional Quality in
Mathematics (AIQM) Project
College of Education
- 2012 – 2013 **University of Arizona, Tucson, Arizona**
Instructor: Mathematics Educator, Intel Mathematics
Department of Mathematics and College of Education

- 2008 – 2012 **University of Arizona, Tucson, Arizona**
Graduate Research Assistant, Assessing Instructional Quality in Mathematics (AIQM) Project
College of Education
- 2012 **University of Arizona, Tucson, Arizona**
Graduate Instructor
Department of Teaching and Teacher Education
- 2010 – 2012 **University of Arizona, Tucson, Arizona**
Graduate Research Assistant, TEACH Math Project
Department of Teaching and Teacher Education
- 2004 – 2009 **Pima Community College, Tucson, Arizona**
Mathematics Instructor
Department of Mathematics
- 2009 **University of Arizona, Tucson, Arizona**
Graduate Research Assistant, Rational Numbers Project
Department of Educational Psychology
- 2008 – 2009 **University of Arizona, Tucson, Arizona**
College Algebra instructor
Department of Mathematics
- 2007 – 2009 **University of Arizona, Tucson, Arizona**
Mathematics Curriculum Specialist, Tucson GEAR UP Project
Office of Educational Outreach
- 2002 **Wayne Community College, Goldsboro North Carolina**
Elementary Mathematics Instructor
Department of Mathematics
- 1999 – 2001 **University of Houston, Houston, Texas**
Linear Algebra Teaching Assistant
Department of Mathematics

K-12 ACADEMIC POSITIONS

- 2007 – 2008 **Vail Independent School District, Tucson, Arizona**
High school mathematics and science teacher
Pantano High School
- 2005 – 2007 **Department of Defense Educational Agency, Bitburg Germany**
7th grade, 8th grade, Algebra, AVID Teacher

	Bitburg Middle School
2004 – 2005	Department of Defense Educational Agency, Bitburg Germany AVID Tutor Bitburg Middle School
2003 – 2004	Amerischools College Preparatory, INC., Tucson, Arizona Geometry, Algebra, Psychology teacher Amerischools Preparatory Academy
2002 – 2003	Amory Independent School District, Amory, Mississippi Calculus and Geometry teacher Amory High School
2001 – 2002	Wayne County Independent School District, Goldsboro, North Carolina 7th grade mathematics and science teacher Norwayne Middle School

AWARDS, FELLOWSHIPS, AND HONORS

- UTSA Presidential Teaching Award, Nominee, 2022
- Center for Inequity and Equity in Mathematics Fellowship, 2019
- University of Texas at San Antonio, University Excellence in Teaching, Nominee, 2020, 2017
- Lynton Award for Community-Based Research, Nominee, 2016
- University of Texas Regents Outstanding Teaching Award, University of Texas at San Antonio, Nominee (2016) and System Finalist, 2017
- Service, Teaching, and Research (STaR) in Mathematics Education Fellow, Sponsored by Association of Mathematics Teacher Educators (AMTE), 2014¹
- University of Arizona College of Education Convocation Speaker, 2012
- Erasmus Circle Scholar, University of Arizona College of Education, 2011
- Amory High School STAR Teacher of the Year Award, Mississippi Economic Council², 2002

PUBLICATIONS

Books

- [BK1] Berry T. R. **Kalinec-Craig C. A.** & Rodríguez Mariela. (2019). *Latinx curriculum theorizing*. Lexington Books an imprint of The Rowman & Littlefield Publishing Group.

¹ Only 30 mathematics teacher educators selected per year in the United States.

² The STAR student is a high school senior who earned the highest ACT test score in the school and is asked to select one teacher for this honor. The STAR teacher is identified to be the most influential in the student's academic career.

Peer-Reviewed Journal Articles (*denotes graduate student)

- [JA25] **Kalinec-Craig, C.A., & Rios, A.** (2024). An exploratory mixed methods study about teacher candidates' descriptions of children's confusion, productive struggle, and mistakes in an elementary mathematics methods course. *The Journal of Mathematical Behavior*, 73, 101103.
<https://doi.org/https://doi.org/10.1016/j.jmathb.2023.101103>
Impact Index: 1.461
- [JA24] Neihaus, A., **Kalinec-Craig, C.A.**, Prasad, P. V., & Wood, M. B. (2023). My Problematic Fave. *Mathematics Teacher: Learning and Teaching PK-12*, 116(9), 650-658.
- [JA23] Jansen, A. and (2023). Entangling and Disentangling Inquiry and Equity: Voices of Mathematics Education Professors and Mathematics Professors. *Journal of Urban Mathematics Education*, 16(1), 10-39.
Impact Index: 2
- [JA22] Shah N., Cosby M. D.*, Goffney I. M., **Kalinec-Craig C.A.**, Wood M. B., Hand V., & Crespo S. (2021). "Bossy," "boy," and "urban": Troubling coded language in mathematics education research. In J. Langer-Osuna & N. Shah (Eds.) *Conceptualizing identity in mathematics education research: Journal for Research in Mathematics Education*. National Council of Teachers of Mathematics.
Impact Index: 2.278
- [JA21] **Kalinec-Craig, C.A.**, Bonner, E. P., & Kelley, T.* (2021). Support and enrichment experiences in mathematics (SEE Math): Using case studies to improve mathematics teacher education. *Mathematics Teacher Educator*, 10(1), 68-83.
Citations: 3
- [JA20] Prasad, P. & **Kalinec-Craig, C.A.**, (2021). Creating a Democratic Mathematics Classroom: The Interplay of the Rights and Responsibilities of the Learner. *Democracy and Education*. 29, (1), Article 2.
Citations: 10
- [JA19] Jessup, N. A., Wolfe, J. A., Udiani, O., & **Kalinec-Craig, C.A.**, (2020). Pandemics and issues of equity. *Mathematics Teacher: Learning and Teaching PK-12*, 113(10), 58-59.
Citations: 3
- [JA18] Crespo, S., Bowen, D.*, Buli, T.*, Bannister, N., & **Kalinec-Craig, C.A.**, (2021). Supporting prospective teachers to notice and name student language resources as mathematical strengths. *ZDM—Mathematics Education*, 53, 461-473.
Impact Index: 3 Citations: 8

- [JA17] **Kalinec-Craig, C.A.,** Diamond, J. M., & Shih, J. (2020). A playlist as a metaphor for engaging in a collaborative self-study of mathematics teacher educator practices. *Studying Teacher Education*, 16(3), 345-363.
Impact Index: 1.67 Citations: 5
- [JA16] **Kalinec-Craig, C.A.,** Bannister, N., Bowen, D.*, Jacques, L. A.*, & Crespo, S. (2021). “It was smart when:” Supporting prospective teachers’ noticing of students’ mathematical strengths. *Journal of Mathematics Teacher Education*, 24, 375-398.
Impact Index: 2.1 Citations: 13
- [JA15] **Kalinec-Craig, C.A.,** & Robles, R. A. (2020). Classroom rules reimaged as the rights of the learner. *Mathematics Teacher: Learning and Teaching PK-12*, 113(6), 468-473.
Citations: 8
- [JA14] Bonner, E. P., Hinojosa, D. M., & **Kalinec-Craig, C.A.,** (2020). Community mathematics project: Partnering universities, prospective teachers, and community centers to facilitate mathematics tutoring for parents. *Journal of Mathematics Teacher Education Texas*, 10(2), 6-7.
- [JA13] **Kalinec-Craig, C.A.,** (2019). Using video clips to identify and promote children's rights as mathematics learners. *Colorado Mathematics Teacher*, 52(1), 4.
Citations: 2
- [JA12] **Kalinec-Craig, C.A.,** Prasad, P. V., Mira, R. V., & Walls, C.* (2019). Unpacking the Algorithm: Rethinking Elementary Pre-Service Teachers' Strategies for Solving Multi-Digit Addition Problems. *Issues in the Undergraduate Mathematics Preparation of School Teachers*, 1.
- [JA11] **Kalinec-Craig, C.A.,** Prasad, P. V., & Luna, C. (2019). Geometric transformations and Talavera tiles: a culturally responsive approach to teacher professional development and mathematics teaching. *Journal of Mathematics and the Arts*, 13(1-2), 72-90.
Impact Index: 10 Citations: 11
- [JA10] Diamond, J., **Kalinec-Craig, C. A.,** & Shih, J. (2018). The problem of Sunny’s pennies: A multi-institutional study about elementary preservice teachers’ knowledge of content and students. *Mathematics Teacher Education and Development*. 20 (2), 114-132.
Impact Index: 3 Citations: 17
- [JA9] Bannister, N., **Kalinec-Craig, C.,** Bowen, D.* & Crespo, S. (2018). Learning to Notice and Name Students’ Mathematical Strengths: A Digital Experience. *Journal of Technology and Teacher Education*, 26(1), 13-31.
Impact Index: 29 Citations: 20
- [JA8] **Kalinec-Craig, C.A.** (2017). The Rights of the Learner: A sociocultural

framework for promoting equity through formative assessment in mathematics classrooms. *Democracy and Education Journal*. 25(2), Article 5.

Citations: 68

- [JA7] **Kalinec-Craig, C.A.** (2017). #OscarsSoWhite and Not So Right. *Mathematics Teaching in the Middle School*. 23(1), 64.
- [JA6] **Kalinec-Craig, C. A.** (2015). Uncovering the complexities and opportunities for teaching equivalent fractions through mariachi music. *Journal of Mathematics Education*. 8(2), 4-21.
Citations: 9
- [JA5] Kersting, N., Sutton, T., **Kalinec-Craig, C. A.**, Stoehr, K., Heshmati, S., Lozano, G., & Stigler, J. (2015). Usable knowledge for teaching mathematics: Further exploration of the Classroom Video Analysis (CVA) Instrument. *ZDM: International Journal of Mathematics Education*. 48(1-2), 97-109. Springer.
Impact Index: 3 Citations: 60
- [JA4] **Kalinec-Craig, C. A.** (2014). Examining my window and mirror: A pedagogical reflection from a white mathematics teacher educator about her experiences with immigrant Latina pre-service teachers. *Association of Mexican American Educators Journal*, 8(2), 45-54.
Citations: 5
- [JA3] Aguirre, J. M., Turner, E. E., Bartell, T. G., **Kalinec-Craig, C.A.**, Foote, M. Q., McDuffie, A. R., & Drake, C. (2013). Making connections in practice: How prospective elementary teachers connect to children's mathematical thinking and community funds of knowledge in mathematics instruction. *Journal of Teacher Education*, 64 (2), 178-192.
Impact Index: 3.9 Citations: 193
- [JA2] Good, T., Wood, M., Sabers, D., Olson, A., Lavigne, A., Sun, H., & **Kalinec-Craig, C. A.** (2013). Strengthening grade 3-5 students' foundational knowledge of rational numbers. *Teachers College Record*, 115(7), 1-45.
Impact Index: 1.0 Citations: 13
- [JA1] Wood, M. B., & **Kalinec, C. A.** (2012). Student talk and opportunities for mathematical learning in small group interactions. *International Journal of Educational Research*, 51, 109-127.
Impact Index: 1.976 Citations: 71

Peer-Reviewed Book Chapters

- [BC11] Koestler, C. Thanheiser, E. Yeh, C., Jessup, N. **Kalinec-Craig, C.A.**, & Wager, A. (in press). Justice-oriented mathematics education: A conversation among early childhood and elementary mathematics teacher educators. In B. Benken (Ed.), *Reflection on Past, Present and Future: Paving the Way for the Future of*

Mathematics Teacher Education Volume 5 (pp. 29 – 43). Association of Mathematics Teacher Educators.

- [BC10] **Kalinec-Craig, C.A.**, Hulme, K.*, Morton, K., Eddy, C., Mahdi, F.*, Gupta, D., & Montgomery, M. S. (2023). Promoting Torres' Rights of the Learner with elementary preservice teachers through lesson study. In S. Dotger, G. Matney, J. Heckathorn, K. Chandler-Olcott, & M. Fox (Eds.), *Lesson Study with Mathematics and Science Preservice Teachers* (pp. 124-134). Routledge.
- [BC9] Gupta, D., Montgomery, M. S., Eddy, C. M., **Kalinec-Craig, C.A.**, Morton, K., Hulme, K.*, & Mahdi, F.* (2021). Developing and supporting mathematics teacher educators through virtual collaborations. In C. M. Crawford (Ed.), *Shifting to Online Learning Through Faculty Collaborative Support* (pp. 279-293). IGI Global.
- [BC8] Jessup, N.A., Wolfe, J.A., **Kalinec-Craig, C.A.**, (2021). Rehumanizing mathematics education and building community for online learning. In: Hollebrands, K., Anderson, R., & Oliver, K. (Eds.), *Online Learning in Mathematics Education: Research in Mathematics Education* (pp. 95 – 113). Springer, Cham. https://doi.org/10.1007/978-3-030-80230-1_5
Citations: 7
- [BC7] **Kalinec-Craig, C. A.**, Prasad, P. V., & Vallines Mira, R. (2020). Supporting Elementary Mathematics Teacher Candidates' Use of Divergent Formative Assessment, In. C. Martin, D. Polly, & R. Lambert (Eds.), *Handbook of Research on Formative Assessment in Pre-K Through Elementary Classrooms* (pp. 226-253). IGI Global.
Citations: 4
- [BC6] **Kalinec-Craig, C.A.**, del Rosario Zavala, M. (2019). Crafting entry points for learning about children's funds of knowledge: Scaffolding the community mathematics exploration module for pre-service teachers. In Bartell, T., Drake, C., McDuffie, A., Aguirre, J., Turner, E., & Foote, M. (Eds.), *Transforming Mathematics Teacher Education* (pp. 43-56). Springer, Cham.
https://doi.org/10.1007/978-3-030-21017-5_4
- [BC5] **Kalinec-Craig, C.A.**, Chao, T., Maldonado, L.A., Celedón-Pattichis, S. (2019). Reflecting back to move forward: Using a mathematics autobiography to open humanizing learning spaces for pre-service mathematics teachers. In Bartell, T., Drake, C., McDuffie, A., Aguirre, J., Turner, E., Foote, M. (Eds.), *Transforming Mathematics Teacher Education* (pp. 135 – 146). Springer, Cham.
https://doi.org/10.1007/978-3-030-21017-5_10
Citations: 1
- [BC4] Chao, T., Maldonado, L.A., **Kalinec-Craig, C.A.**, Celedón-Pattichis, S. (2019). Preparing pre-service elementary mathematics teachers to critically engage in elementary mathematics methods. In: T. Bartell, C. Drake, A. McDuffie, J.

Aguirre, E. T. Turner, M. Foote, M. (eds) *Transforming Mathematics Teacher Education* (pp. 147 – 160). Springer, Cham. https://doi.org/10.1007/978-3-030-21017-5_11

Citations: 1

- [BC3] **Kalinec-Craig, C.A.**, (2017). “Everything Matters”: Mexican-American prospective elementary teachers noticing issues of status and participation while learning to teach mathematics. In: Schack, E., Fisher, M., Wilhelm, J. (eds) *Teacher Noticing: Bridging and Broadening Perspectives, Contexts, and Frameworks. Research in Mathematics Education* (pp. 215 – 229). Springer, Cham. https://doi.org/10.1007/978-3-319-46753-5_13
Citations: 17
- [BC2] **Kalinec-Craig, C. A.** (2016). Preparing new teachers (and ourselves) to “hear mathematical competence.” In D. White, S. Crespo & M. Civil (Eds.), *Cases for Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms* (pp. 177-182). AMTE Professional Book Series Volume 4. IAP. (Invited Chapter)
Citations: 1
- [BC1] **Kalinec-Craig, C. & Bonner, E. P.** (2015). Seeing the World with a New Set of Eyes: (Re)Examining Our Identities as White Mathematics Education Researchers of Equity and Social Justice. In N. M. Russell, C. Haynes, & F. Cobb (Eds.), *Interrogating whiteness and relinquishing power: White faculty’s commitment to racial consciousness in STEM classrooms* (pp. 91-112). Peter Lang Publishing.
Citations: 4

Peer-Reviewed Conference Proceedings

- [CP7] Zawatski, M. J.*, Prasad, P., **Kalinec-Craig, C.A.**, Fernandez, A. S., Bonner, E. P., Arreguin, M. G., Wilde, J.*, Wilde, D.*, & Yuen, T. T. (2023). *Creating CS Advocates with In-Service High School Teachers* Proceedings of the 54th ACM Technical Symposium on Computer Science Education V. 2, Toronto ON, Canada. <https://doi.org/10.1145/3545947.3576259>
- [CP6] Kalinec-Craig, C.A. (2021). Pandemics, scholarship, and rethinking what counts. Plenary, Proceedings of the 43rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 4 – 5). Philadelphia, PA.
- [CP5] Arreguín, M. G., Prasad, P. V., Zawatski, M. J.,* Wilde, J.*, Wilde, D.,* Fernandez, A., **Kalinec-Craig, C.A.**,... Yuen, T. (2022). Lessons learned from successful online computer science PD completers in the midst of a pandemic. In *Conference on Research in Equitable and Sustained Participation in Engineering, Computing, and Technology (RESPECT)* (pp. 60-64). IEEE.
- [CP4] Hinojosa, D. M., Bonner, E. P., & **Kalinec-Craig, C.** (2020). Community Mathematics Project: tutoring low-income parents to make sense of mathematics.

In A. I. Sacristan & J. C. Cortes (Eds.). Proceedings of the 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 557 – 562). Mazatlan, Mexico.

- [CP3] **Kalinec-Craig, C.A.,** & Bonner, E. P. (2020). SEE Math: Support and Enrichment Experiences in Mathematics. In A. I. Sacristan & J. C. Cortes (Eds.). Proceedings of the 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 1720 – 1721). Mazatlan, Mexico.
- [CP2] Prasad, P. V. & **Kalinec-Craig, C.A.** (2019). An exploratory case study of positioning and whiteness in a secondary mathematics teacher professional development. Proceedings of the 41st annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pg. 552-557). St. Louis, MO. <https://www.pmena.org/pmenaproceedings>
- [CP1] **Kalinec-Craig, C. A.** (2015). Elementary teachers' perspectives about the tensions of teaching mathematics through art and music. 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* (pp. 908-911). East Lansing, MI.

Other Publications

- [OP8] Koestler, C. & Thanheiser, E. (in press). *Building Community to Center Equity and Justice in Mathematics Teacher Education*, Association of Mathematics Teacher Educators. IAP. (**served as section editor**)
- [OP8] **Kalinec-Craig, C.A.** & Prasad, P. V. (2022). Torres's rights and associated responsibilities of the learner. *EBSCO Information Services*.
- [OP7] **Kalinec-Craig, C. A.,** Bonner E., & Kelley, T.* (2021). SEE Math: Using case studies to improve mathematics teacher education coursework and field experiences. In O. Chavez & B. Benken (Eds.) *Supplemental Materials to Support the Implementation of AMTE's Standards for Preparing Teachers of Mathematics*. (online). Association of Mathematics Teacher Educators. <https://amte.net/sptm/supp>
- [OP6] **Kalinec-Craig, C.A.** & Bonner, E. (2021). SEE MATH: Support and Enrichment Experiences in Mathematics. Proceedings of the 42nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 1720-1721). Mazatlan, Mexico. <https://www.pmena.org/proceedings/>
- [OP5] Bannister, N., **Kalinec-Craig, C.A.,** Crespo, S. Bowen, D.*, & Jacques, L.* (2018). Learning to notice and name strengths with LessonSketch. In Hodges, T.E., Roy, G. J., & Tyminski, A. M. (Eds.), Proceedings of the 40th annual

meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 1279), Greenville, SC: University of South Carolina & Clemson University. <https://www.pmena.org/proceedings/>

- [OP4] **Kalinec-Craig, C.A., & Jansen, A.** (November 2018). Rights of the learner and rough draft thinking: Two commitments for humanizing mathematics teacher education. In T.E. Hodges, G. J. Roy, & A. M. Tyminski, (Eds.), Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 828). Greenville, SC: University of South Carolina & Clemson University. <https://www.pmena.org/proceedings/>
- [OP3] **Kalinec-Craig, C. A.** (2016). The Rights of the Learner: A sociocultural framework for promoting equity through formative assessment in mathematics classrooms. In M.B. Wood, E. T. Turner, M. Civil, & J. A. Eli (Eds.), Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 1412). Tucson, Arizona: University of Arizona. <https://www.pmena.org/proceedings/>
- [OP2] **Kalinec-Craig, C. A.** (2011). Pre-service teachers' of color experiences in utilizing a child's home and community knowledge. In L.R. Wiest, T. d. Lamberg (Eds.), Proceedings of the 33rd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (p. 1915-1916). Reno, NV: University of Reno. <https://www.pmena.org/proceedings/>
- [OP1] **Kalinec-Craig, C. A.** (2011). A case study on pre-service Latina/o elementary teachers experiences to learn to teach mathematics for understanding and with relevance. American Educational Research Association Division K Graduate Dissertation Seminar, New Orleans, LA.

Works in Review

- [IR1] **Kalinec-Craig, C.A.** Building and maintaining community with and for teacher candidates. In C. Koestler & E. Thanheiser (Eds.), *Building Community to Center Equity and Justice in Mathematics Teacher Education*, Association of Mathematics Teacher Educators. IAP.

Works in Progress

- [WP3] **Kalinec-Craig, C. A., Tekin, S., Rios, A., & Yuen, T.** Ethics of using AI to design lessons for diverse classrooms. T. Wang & T. Keane (Eds.) *Artificial Intelligence and the Futures of Learning: Practices towards Quality and Inclusion*. Springer, Cham.
- [WP2] **Kalinec-Craig, C.A., Prasad, P. V., & Torres, O. G.** (Special Issue Eds.) Rehumanizing teaching and learning across the disciplines with the Torres' Rights of the Learner. *Theory Into Practice*.

[WP1] **Kalinec-Craig, C.A., Prasad, P. V., & Torres, O. G.** Rehumanizing Torres' RotL within ourselves as teachers and teacher educators. *Theory into Practice*.

INVITED PRESENTATIONS

Neihaus, A., **Kalinec-Craig, C. A., Prasad, P. V., & Wood, M. B.** (2024). My Problematic Fave: A guide for revising tasks with harmful contexts. Association of Mathematics. National Council of Teachers of Mathematics. Virtual Conference.

Kalinec-Craig, C.A. (2022). Incorporating the Rights of the Learner in College Algebra. Guest Speaker for College Algebra Instructor Retreat. University of Texas at San Antonio, San Antonio, TX.

Kalinec-Craig, C.A. (2022). Incorporating the Torres' Rights of the Learner in Mathematics Education. Guest Speaker for Elementary Mathematics Methods Course. Michigan State University, East Lansing, MI. (virtual).

Kalinec-Craig, C.A. (2021). "Groupworthy Problem Solving Tasks, Algebraic, Thinking, and Torres' Rights of the Learner." Guest speaker for University of Maryland College Park Mathematics Education Colloquia, MD. (virtual).

Kalinec-Craig, C.A. (2021) "Discussion: If teachers matter most, what about teachers matters?" Panelist for Massachusetts Institute for Technology Conference: "The Future of Math Teacher Professional Learning Panel 3. Massachusetts Institute for Technology (MIT), MA.

Kalinec-Craig, C.A. (2019). Reimagining Classroom rules and Rights of the Learner. Keynote for Sam Houston State Conference, Huntsville, TX.

Kalinec-Craig, C.A. (2018). Using Videoclips to Emphasize Children's Rights of the Learner in Elementary Mathematics Methods Courses. Guest speaker for Mathematics Education Student Association at the University of Georgia, Athens, GA.

Kalinec-Craig, C. A. (2018). "Measuring Rice and Making Fractions!" UTSA SEE Math and Institute for P-20 Initiatives Parent Meeting, San Antonio, TX.

Kalinec-Craig, C. A. (2018). "The Rights of the Learner: Reimagining Equity and Rehumanizing Mathematics Classrooms." Guest speaker for UTSA Department of Mathematics, Mathematics Education Research Seminar, San Antonio, TX.

Kalinec-Craig, C. A. (2017). "The Rights of the Learner: and problem-solving tasks." Guest speaker for Teacher Quality Grant Professional Development Workshop Presentation, San Antonio, TX.

Kalinec-Craig, C. A. (2017) Meet the Author of "Uncovering the complexities and opportunities for teaching equivalent fractions through mariachi music." National Council of

Teachers of Mathematics Innov8 Conference, Las Vegas, Nevada.

Civil, M., & **Kalinec-Craig, C. A.** (2017). "A conversation about mathematics with Latin@ Parents." Guest moderator for National Council of Teachers of Mathematics, San Antonio, TX.

Kalinec-Craig, C. A. (2016). Conversation about "Examining my window and mirror: A pedagogical reflection from a white mathematics teacher educator about her experiences with immigrant Latina pre-service teachers." Mathematics Education Seminar, Virtual Meeting at the University of Virginia, VA. (virtual).

Kalinec-Craig, C. A. (2016). "Full Steam Ahead: Preparing Teachers to Integrate STEM and The Arts." Panelist for Texas Public Radio "Think Science!" Program, San Antonio TX.

Kalinec-Craig, C. A. (2015). "Meet Dr. Craig." Guest speaker for CI 5003 for Dr. Theodora Berry, University of Texas at San Antonio, TX.

Kalinec-Craig, C. A. (2014) "Math Through Mariachi and Teaching Mathematics." Guest speaker for Teach for America Teachers at Guadalupe Cultural Art Center, San Antonio, TX.

Kalinec-Craig, C. A. (2014). "Math Through Mariachi: Teaching Patterns and Algebraic Thinking to Young Children." Speaker for 4th Annual UTSA Early Childhood Institute Teaching with the Spirit in Mind: Learning through the Arts, San Antonio, TX.

PROFESSIONAL MEETING PRESENTATIONS (PEER-REVIEWED)

International

Thansheiser, E., Harper, F. K., Jackson, C., Jessup, N., **Kalinec-Craig, C.A.**, Yeh, C., & Sugimoto, A. (2021). Working Group: teaching mathematics for social justice in the context of university Mathematics content and methods courses. Working group presented at Psychology and Mathematics Education North American Chapter, Mazatlán, Mexico (virtual).

Kalinec-Craig, C.A., (2015). A Phenomenological study about teachers' experiences creating lessons in the Te' ALaMo Project (Teachers, Art in Latin@ cultures, and Mathematical Modeling, the Annual conference for the Psychology and Mathematics Education North America Chapter, Psychology and Mathematics Education North America Chapter, Lansing, MI.

National

Ryan, A., Farias- Sokolowski, T., & Kalinec-Craig, C.A. (2024). "I still wanna teach?: Teacher Candidates Reluctant Departures from the Profession." Critical Issues in Education Conference, New Orleans, LA.

Neihaus, A., **Kalinec-Craig, C. A.**, Prasad, P. V., & Wood, M.B. (2023). Rehabilitating

Mathematical Tasks with Problematic Contexts: Teaching and Research. Association of Mathematics Teacher Educators, New Orleans, LA.

Kalinec-Craig, C.A. (2023) Fostering Democratic Classrooms with the Torres' Rights and Responsibilities. Family Consumer and Science Teachers Association of Texas MidWinter meeting, San Antonio, TX.

Kalinec-Craig, C. A. & Torres, O. G. (2023). *Torres's Rights of the Learner: A Framework for Empowering All Students in Mathematics*. National Council of Teachers of Mathematics, Washington D.C.

AMTE Equity Committee (2022). Troubling the Equity Waters: Continued discussions with the AMTE Equity Committee. Association of Mathematics Teacher Educators, Las Vegas, NV.

Kalinec-Craig, C. A., Prasad, P. V., Jansen, A., Tyson, K., English, A., Hintz, A., Boaler, J., Keturah Anderson, R., & Kazemi, E. (2022) Problematizing the Notion of Rights and Responsibilities in Mathematics Teacher Education, Association of Mathematics Teacher Educators, Las Vegas, NV.

Montgomery, M., Eddy, C., **Kalinec-Craig, C.A.**, Gupta, D., & Hulme, K.* (2022) Modeling Equity: Mathematics Teacher Educators Use of Torres' Rights of the Learner in Methods Courses. Association of Mathematics Teacher Educators, Las Vegas, NV.

Kalinec-Craig, C. A., Diamond, J., & Shih, J., (2022). Using CGI Videos to Collaboratively Reflect on Practice. CGI conference, Orlando, FL.

Kalinec-Craig, C.A. (2021). "My Cat Likes To Hide In Boxes": A Groupworthy Task About Noticing Patterns" Mathematics Educator Appreciation Day (MEAD) at the University of Arizona, Tucson, AZ.

Kalinec-Craig, C.A., Simic-Muller, K., Zavala, M. (2021). Virtual Community Math Walks: Investigating Resources and Incorporating Technology. TODOS Math for All, Phoenix, AZ. (Virtual).

Eddy, C., Montgomery, M., **Kalinec-Craig, C.A.**, Mahdi, F.,* Hulme, K.*, Gupta, D., & Morton, K. (2021). Modeling Equitable Practices: Math Teacher Educators' Reflection & Practice. Research Council on Mathematics Learning, Denton, TX. (Virtual).

Eddy, C., Hulme, K. *, Mahdi, F. *, Gupta, D., Montgomery, M., Morton, K., & **Kalinec-Craig, C.A.** (2021). The Use of Torres' Rights of the Learner to Promote Equitable Math Teaching Among Elementary Preservice Teachers. Lesson Study in Mathematics and Science Education Conference, Chicago, Illinois (virtual).

Bonner, E.P., **Kalinec-Craig, C. A., & Hinojosa, D. M.** (2020). Community Math Project:

Partnering with universities, prospective teachers, and community centers to facilitate mathematics tutoring for parents. Association of Mathematics Teacher Educators, Phoenix, AZ.

Louie, N., Zavala, M., Dunleavy, T., **Kalinec-Craig, C. A.**, & Bannister N. (2020). A Critical Perspective on Equity Pedagogies and Race in Mathematics Education. Association of Mathematics Teacher Educators, Phoenix, AZ.

Kalinec-Craig, C. A., Diamond, J. M. & Shih, J. S. (2019). Designing a Video-Clip Playlist for Mathematics Methods Courses. Supporting PTs Learning to Draw on Students' Mathematical Strengths. Annual conference for the Association of Mathematics Teacher Educators, Orlando, FL.

Bonner, E., Kelley, T.,* & **Kalinec-Craig, C.A.** (2019). Pre-service Teachers Communicating Children's Mathematical Strengths in the Form of Family Newsletters. Annual conference for the Association of Mathematics Teacher Educators, Orlando, FL

Bannister, N., **Kalinec-Craig, C. A.**, & Bowen, D. (2019). Supporting PTs Learning to Draw on Students' Mathematical Strengths. Annual conference for the Association of Mathematics Teacher Educators, Orlando, FL

Goffney, I. & **Kalinec-Craig, C. A.** (2019). Advocacy and Action for Equitable Mathematics Teaching Practices in Teacher Education. Annual conference for the Association of Mathematics Teacher Educators, Orlando, FL

Simic-Muller, K. & **Kalinec-Craig, C.A.** (2018). Toward an anti-racist mathematics classroom. Discussion session to be held at TODOS: Mathematics for All conference, Phoenix, AZ.

Kalinec-Craig, C.A., Khalil, D., Goffney, I. M., McGraw, R., & Sorto, A. (2018). Advocacy and Action in Mathematics Teacher Education. Discussion session held at Annual conference for National Council of Teachers of Mathematics, Washington, D.C.

Kalinec-Craig, C.A., Stoehr, K. J., & Turner, E. (2018). Prospective Teachers Incorporating Children's Home and Community Knowledge. Annual conference for National Council of Teachers of Mathematics, Washington, D.C.

Bonner, E., **Kalinec-Craig, C.A.**, Aguirre, J., & Roth Mc Duffie, A. (2018). Preparing Elementary Teachers to Engage Families in Mathematics: Essential Routine Practices. Annual conference for the Association of Mathematics Teacher Educators, Houston, TX.

Stoehr, K. & **Kalinec-Craig, C.A.** (2017). Making meaningful mathematics connections. National Council of Teachers of Mathematics Innov8 Conference, Las Vegas, NV.

Kalinec-Craig, C.A. (2017). My inner child finally could be told I had a right as a learner: An

analysis of elementary pre-service teachers' reflections about promoting equity in the mathematics classroom. American Association of Advancement of Curriculum Studies, San Antonio, TX.

Diamond, J., **Kalinec-Craig, C.A.**, & Shih, J. (2017). The impact of a multi-institutional study on the activities used in preservice elementary methods courses. Annual conference for the Association of Mathematics Teacher Educators, Orlando, FL

Kalinec-Craig, C.A. & Prasad, P. (2017). Refining the work of unpacking preservice teachers' algorithmic strategies for multi-digit addition problems, the Annual conference for the Association of Mathematics Teacher Educators, Orlando, FL.

Kalinec-Craig, C.A. (2016) Doing math and science at the DoSeum: Elementary teachers developing interdisciplinary tasks at an interactive children's museum, TODOS: Equity for All, Phoenix, AZ.

Crespo, S., Bannister, N., & **Kalinec-Craig, C.A.** (2016). Lesson Sketch: Learning to notice students' mathematical competence, Annual conference for the National Council of Teachers of Mathematics Research Pre-Session, San Francisco, CA.

Diamond, J., **Kalinec-Craig, C.A.**, & Shih, J. (2016). Elementary mathematics pre-service teachers' knowledge of content and students: A multi-institutional study, Annual conference for the Association of Mathematics Teacher Educators, Irvine, CA.

Walls, C.*, **Kalinec-Craig, C.A.**, Prasad, P., & Vallines-Mira, R. (2016). Rethinking elementary pre-service teachers' addition strategies, Annual conference for the National Council of Teachers of Mathematics Research Pre-Session, San Francisco, CA.

Kalinec-Craig, C.A., & Saldamando, D. (2015). "Hearing the "whole" song: bilingual third grade children learning about equivalent fractions through mariachi music," Annual conference for the Association of Mathematics Teacher Educators, Association of Mathematics Teacher Educators, Orlando, FL.

Kersting, N. B., Sutton, T., **Kalinec-Craig, C.A.**, Chen, M-K., Heshmati, S., Stoehr, K. J., Thomas, M., & Goswami, G. (2014). "Understanding the relationship between teacher value-added scores, instructional quality, and independent measures of student learning," Annual conference for the American Educational Research Association, Philadelphia, PA.

Kalinec-Craig, C.A. (2014). "Math Through Mariachi: A collaborative, culturally responsive approach to teaching fractions in a third-grade bilingual mathematics classroom," Oral presentation for American Association for the Advancement of Curriculum Studies, Philadelphia, PA.

Kalinec-Craig, C.A. (2013). "Latina/o pre-service teachers' (mis) conceptions of teaching mathematics for students from minoritized populations," Annual conference for the American Educational Research Association, San Francisco, CA.

Stoehr, K. J., **Kalinec-Craig, C.A.**, & Turner, E. E. (2013). "Pre-service teachers' beliefs about the role of children's home and community knowledge in teaching and learning mathematics," Annual conference for the American Educational Research Association, San Francisco, CA.

Sutton, T., Stoehr, K., & **Kalinec-Craig, C.A.** (2012). "Using video clips of classroom instruction to measure knowledge of teaching mathematics," Annual conference for the Association of Mathematics Teacher Educators, Fort Worth, TX.

Arnot-Hopffer, E., Mercado, V., **Kalinec-Craig, C.A.**, & Valenzuela, F. (2008). "Teaching math through mariachi music," Annual conference for the Preparate Conference on Education of Latinos, Chicago, IL.

State and Regional

Torres, O. & **Kalinec-Craig, C.A.** (2021) The Torres' Rights of the Learner: Framework for Teaching and Learning Mathematics. Mathematics Educator Appreciation Day, Tucson, AZ (Virtual).

Kalinec-Craig, C.A., & Stoehr, K. J. (2012). "Math in action! Connecting math to students' out-of-school experiences," Oral presentation for Mathematics Educator Appreciation Day Conference, Tucson, AZ.

Arnot-Hopffer, E., **Kalinec-Craig, C.A.**, & Mercado, V. (2008). "Math, music, and AP courses," Oral presentation for Arizona State University Advancing Arizona Education Conference, Tempe, AZ.

Arnot-Hopffer, E., Mercado, V., & **Kalinec-Craig, C.A.** (2008). "Presentation on family engagement for college preparation: Teaching math through mariachi music," Oral presentation for Arizona State University What Works in Educational Partnerships, Tempe, AZ.

Local

Kalinec-Craig, C.A., & Kelley, T. (graduate student). (2013). "Math Through Mariachi: A culturally responsive curriculum," Oral presentation for STEMsation, Academy of Teacher Excellence, San Antonio, TX.

Kalinec-Craig, C.A. (2010). "Math Through Mariachi," Oral presentation for University of Arizona Teaching, Learning, and Sociocultural Studies Graduate Student Colloquy Presenter, Tucson, AZ.

GRANTING ACTIVITIES

Proposal in Progress

Funded

[FG6] Co-PI with Jonathan Thomas, Molly Fisher, Cindy Jong (PIs) with Naomi Jessup (CO-PI): NSF Collaborative: Collaborative Research: Noticing, Operationalizing,

and Rehumanizing Mathematics (NORM), *National Science Foundation (NSF)*, 2023-2027, (\$345,353)

- [FG5] CO-PI with Tim Yuen (PI), Arreguin-Anderson, Fernandez, and Prasad (Co-PIs): *CH4SA-HS: Developing a Collaborative of Secondary Computer Science Teachers to Increase Latinx participation in CS*, *National Science Foundation (NSF)*, 2019-2022 (\$999,556).
- [FG4] Institutional CO-PI with Emily Bonner (PI), Heidi Hunt (Co-PI, NVC), and Anna Harwin (PI, NVC): *Community Math Project: Building Math Proficiency to Strengthen Teacher Education Through Collaborative Interventions*, *Title V – Developing Hispanic-Serving Institutions Program*, *Department of Education (DOE)*, 2018-2023 (\$3.7M; subaward \$1M).
- [FG3] Faculty Contributor with Belinda Flores (PI) and the Academy for Teacher Excellence: *San Antonio Independent School District: Douglass Elementary and Crockett Elementary Community Lab Schools*, *Title 1 Texas Improvement Priority Schools (TTIPS) Grants (TTIPS)*, 2013 -2017, (\$1.8 million)
- [FG2] Collaborating Researcher with Belinda Flores, Betty Travis, and Lorena Claeys (PIs): *I3 (Interdisciplinary, Ingenious, Innovative) Communities of Practice, Pathways to Hispanic Students’ Success in STEM*, *USDOE*, 2011-2016 (\$4.2 Million).
- [FG1] PI: *A Phenomenological Study About Te’ ALaMo: Teachers, Art from Latin@ cultures, and Mathematical Modeling*, *UTSA College of Education and Human Development Faculty Research Award*, 2013 – 2015, (\$5,000).

Not Funded

Co-PI with Jonathan Thomas, Molly Fisher, Cindy Jong (PIs) with Naomi Jessup (CO-PI): *Collaborative Research: Teaching Equitable Noticing in Mathematics (TEN-Maths)*, *National Science Foundation (NSF)*, 2022-2025, (\$341, 293).

PI with Samuel DeJulio (PI): *Project Notice+: Asset-Oriented Approaches to Teacher Noticing in Teacher Education: SEE Math and Roadrunner Readers*, 2021-2025, (\$807,953).

TEACHING ACTIVITIES

Undergraduate Courses Taught (** denotes course development or redesign):

CI 4403 Elementary Mathematics Methods**

CI 4403: Approaches to Teaching Mathematics in EC-6 Classrooms**

CI 4646: Clinical Teaching in Secondary Mathematics

CI 4443: Approaches to Teaching Mathematics in 4-8 Classrooms**

TTE 326: Teaching Elementary Mathematics in a Technological Age

MAT 112: College Algebra
MAT 086: Basic Mathematics
MAT 151: College Algebra
MAT 100: Basic Mathematics

Graduate Level Courses Taught:

ILT 7013: Overview of Research Design for Instructional Inquiry **
CI 6946: Clinical Internship
ILT 7891: Doctoral Seminar
CI 6963: Trends and Issues in STEM Ed
CI 6303: Advanced Methods in Mathematics
CI 6633: *Equity, Agency, and Participation in Interdisciplinary STEM Education*
ILR 7203: Applications of *Qualitative Interdisciplinary Research Methods: Phenomenological Methods*
C&I 6103: Research in Action
C&I 5003: Theory of Curriculum and Instruction
MAT 506: Equity in the Mathematics Classroom

DISSERTATION SERVICE AND STUDENT ADVISING

Dissertation Chair or Co-Chair:

Anh Pham
Alex Howell Arriaga (graduated, 2021)
Traci Kelley (co-advisor with Emily Bonner; graduated, 2022)
Martina McGhee (graduated, 2018)

Dissertation Committee Member:

Neethu Paul
Victoria Rivas
Saul Cepeda
Maggie Hilburn-Arnold (graduated, 2020)
Cinthia Rodriguez (graduated, 2020)
Stephanie Garcia (graduated, 2018)
Melissa Siller (graduated, 2018)
Ralph Gdovin (graduated, 2017)

Qualifying Exam Member

Carey Walls

Program Advisor

Aaron Patino
Orlando Graves Bolanos
Erica Harral
Emmanuel Watkins
Susan Diaz

Thesis Committees

Kimberly Olivarez (2023)
Victoria Barron (2022)
Nora Rodriguez (2022)
April Perrine (2019)
Jennifer Rodriguez (2017)

Graduate Advisor to 40 C&I (M.Ed.) students per year

SERVICE

Professional

Long Term Leadership:

Vice President for AMTE Advocacy, Equity and Research Division	2022 – Present
Publicity Committee Member, AMTE-TX 2022 Conference	2021 – 2022
Associate Vice President for AMTE Equity Committee	2020 – 2022
AMTE-TX Conference Committee Steering Member	2021
Steering Committee Member, Psychology and Mathematics Education North American Chapter (PMENA)	2016 – 2019

Member or Participant:

AMTE Opening Plenary Planning Committee	2021, 2022
TODOS: Math for All Volunteer for Conference on Advancing Mathematics Teaching booth	2021 - Present
AMTE Graduate Student Mentor and Manuscript Mentor Member	2021- Present
Panel Member, STARs Fellow Cohort Meeting at AMTE (Orlando, FL)	2019
Local organizing member, TODOS: Mathematics for All, Student Awards	2017
Collaborator, Psychology and Mathematics Education North American Chapter (PMENA) Conference, Tucson Arizona 2016	2015 – 2016
Guest Speaker, C&I 5003: Theory of Curriculum and Instruction	2015
Judge, Geometry Fair for MAT 3123: Fundamentals of Geometry course (Undergraduate)	2014 – Present
Participant, TEACH Math Dissemination Conference	2014
Panel Member, Military Workshop Panel	2014
Ethnomathematics, Faculty Team Member, Academy of Teacher Excellence	2014 – 2015
Participant, Campos Viviente Workshop	2013
Participant, LGBTQIA Advocacy Faculty and Student Organization and Orientation	2013

Editorial Board Member:

Editorial Board Member, Investigations in Mathematical Learning	2021 – Present
Co-Editor, Journal Editor, National Council of Teachers of Mathematics, “Ear to the Ground” Department	2020 – 2022
Editor, Journal Editor, National Council of Teachers of Mathematics, “Mathematics for Real” Section	2015 – 2019

Reviewer:

Routledge Book Publishers: Teacher Learning of Ambitious Mathematics Instruction	2021
Educational Mathematics Studies	2022
AMTE-TX and JMTET (Journal for Mathematics Teacher Educators of Texas)	2021 – Present
Journal, Mathematics Teacher Educator	2017 – Present
Journal, Teaching for Equity and Excellence in Mathematics	2015 – Present
Journal, Mathematics Teaching and Learning	2015 – Present
Journal, Journal of Mathematics Education	2015 – 2015
Journal, Journal of Latinos in Education	2013 – 2016
Journal, Mathematics Teaching in the Middle School	2013 – 2019
Journal, Teaching Children Mathematics	2013 – 2019
Urban Education	2017 – 2016
Journal, Journal of Technology and Teacher Education	2017 – 2018
Conference, National Council of Teachers of Mathematics	2011 – Present
Conference, American Educational Research Association	2011 – Present
Conference, North American Chapter of the International Group for the Psychology of Mathematics Education (PMENA)	2010 – Present
Conference, Association of Mathematics Teacher Educators	2010 – Present
Conference, SACNAS: Society for Advancement of Chicanos and Native American Scientists	2013 – 2017
National Science Foundation Panelist DRK12	2018, 2019, 2024

University

Degree Mapping and Major Sequencing Workgroup	2020 – 2021
Member, Provost Taskforce Member for Mentoring Guidelines	2020 – 2021
Secretary, Faculty Senate	2018 – 2019
Chair, Nominations, Elections, and Procedures Committee for Faculty Senate (which means I also serve on the Executive Committee for Faculty Senate)	2018 – 2019
Member, UTSA Faculty Mentoring University Review Committee	2017 – 2019
Member, UTSA Faculty Senate Sexual Assault and Harassment Committee	2017 – 2019
Senator, Faculty Senator (Tenure/Tenure Track) for ILT Department	2016 – 2019

College

Educational Psychology faculty search committee	2021, 2022
Assistant Director, Child Adolescent Research Policy Institute (CAPRI)	2020 – 2023

Member, EDP External Faculty Search Committee	2020-2023
Teacher Education Advisory Council (TEAC) committee member	2018 – Present
COEHD Committee on the Conceptual Framework and Candidate Proficiencies Task Force	2017 – Present
Dean’s List Luncheon	2013 – Present
Presenter at <i>CRTL: Culturally Responsive Teaching and Learning</i> , Kappa Delta Pi Organization	2016
Community Lab School Collaborator, Crockett and Douglass Elementary (6 workshops and individualized work with teachers)	2015 – 2017
Collaborator, Northside Independent School District/UTSA Teacher Certification Pipeline	2017
Committee Chair, UTSA COEHD Scholarship Committee	2013 – 2015

Department

Member of EC6 Curriculum Development Committee	2019 – 2022
Member, F&A Committee	2020 – 2021
Coordinator, EC-6 Certification Program	2018 – 2022
Member, ILT Department Chair Search Committee	2018, 2019
Member, IDS/CI Faculty Search Committee	2017
La Plaza Director (formerly CITL)	2020 – Present
SEE Math (Support and Enrichment Experiences in Math), Co-Director	2017 – Present
Program Chair, Master of Arts in Curriculum and Instruction	2017 – 2020
Committee member, Ad Hoc Committee for Student Teaching Experiences	2016 – Present
UTeachSA and Dual Credit Committee	2016 – 2018
Program Co-Chair, Master of Arts in Curriculum and Instruction with Teaching Certification (MACIT) graduate degree program	2015 – Present
Committee member, Ad Hoc Committee for Curriculum & Instruction course alignment and recruitment strategy sub-committee	2015 – Present
ILT Doctoral Research Roundtables	2015
Lead faculty, Approaches to Teaching EC-6 Mathematics	2015 – Present
Coordinator, Block B coursework and fieldwork (C&I 4403, C&I 4352, LTED 3823, and ECE 4203)	2015 – Present
Lead Faculty, Approaches to Teaching Mathematics in Grades 4-8	2014 – Present
Lead Faculty, Approaches to Teaching Mathematics in Secondary Schools	2014 – Present
Committee member, STEM Education Committee	2014 – 2016
Committee chair, Ad Hoc Committee for Merit Rubric on Teaching	2014 – 2016
Committee member, EC-6 (Early childhood to grades 6) education committee	2013 – Present
Committee member, Grades 4-8 education committee	2013 – Present
Committee member, Secondary education committee	2013 – Present

Community Efforts and Consulting Work

J. McDowell Foundation Consultant for “Teachers as Learners” grant	2022 – Present
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Volunteer, San Antonio Feral Cat Coalition	2023 – Present
Volunteer, SA Rocks Dog Rescue Organization	2017 – Present
Volunteer, University Hospital, Paws Up Therapy	2015 – 2017
Participated in Women’s March	2017
Reviewed DaisyCares curriculum for responsible pet ownership and empathy towards animals	2016
Therapy Team Member, Therapy Animals of San Antonio	2013 – 2017
Member, Gabriel's Angels Animal Therapy Association	2011 – 2013
Officer, Treasurer, Southern Arizona Texas A&M Alumni Club	2007 – 2013
Collaborator, Math/science Family Night at Forrester Elementary	2014
Collaborator, Guadalupe Cultural Arts Center Evaluation Development	2014

PROFESSIONAL MEMBERSHIPS

Research Council on Mathematics Learning	2021 – Present
TODOS: Mathematics for ALL	2013 – Present
National Council of Teachers of Mathematics (NCTM)	2011 – Present
American Educational Research Association (AERA)	2010 – Present
Psychology of Mathematics Education- North America (PMENA)	2010 – Present
Association of Mathematics Teacher Educators (AMTE)	2010 – Present
Texas Educator License for Grades 6-12, Texas Educational Agency	2001

PROFESSIONAL DEVELOPMENT ATTENDED

NSF CADRE Professional Development Webinar	2023
Launch Years Conference	2021
Vanderbilt Conference: Racial Justice in Education and Society Virtual Conference	2021
Mathematical Knowledge for Equitable Teaching (MKET), Conference Attendee, Ann Arbor Michigan	2015 – 2019
Webinar, AMTE, Exploring the AMTE Standards: Social Contexts of Mathematics Teaching and Learning	2017
Webinar, AERA, Solving Teacher Inequities by Putting Knowledge into Action	2017
Webinar, TODOS Live!, Weaving Indigenous Perspectives & Mathematics: Landscape of Success for ALL Learners	2016
Writing Successful Grants (UTSA)	2016
Webinar, TODOS Live!, Equitable Practices in Mathematics Classrooms: Research-Based Recommendations Presented by Judit Moschkovich.	2015
Webinar, TODOS Live!, What is all this talk about identity? Why and how this matters in the math classroom: Presented by Marcy B. Wood.	2015
Workshop, UTSA Military Culture Workshop, Center for the Well-Being of Military Children and Families, San Antonio, Texas	2014
Seminar, Kappa Delta Pi Chapter Leadership Training: Chapter Member Engagement, Kappa Delta Pi, San Antonio, Texas	2014
Tutorial, Kappa Delta Pi New Counselor Orientation, Kappa Delta Pi, San	2014

Antonio, Texas
American Educational Research Association, Division K: Teacher
Education, New Faculty Workshop and Seminar

2014