Featured Speakers

January 25, 2023 version

Name	Title and Description	Speaker Bio
Melissa Adams-Corral University of Texas Rio Grande Valley 	**Choosing Asset-Based Recognition with Multilingual Children and Immigrant Families**	Melissa Adams Corral is an assistant professor of Mathematics Education at the University of Texas, Río Grande Valley. Before receiving her PhD, she spent seven years as a bilingual elementary teacher in central Texas. Her research deploys theories and methods from community organizing in classroom-based practice and explores topics shaping the intersection of race, language, and mathematics education.
Julia Aguirre University of Washington-Tacoma 	**Meeting Students Needs or Not: Examining Dilemmas with Tracking in PK-12 Math Education**	Dr. Julia Maria Aguirre is a Professor of Education at the University of Washington Tacoma. Her research interests include equity studies in mathematics education, teacher education, and culturally responsive mathematics pedagogy. She has taught mathematics in formal and informal classroom settings. A primary goal of her work is preparing new generations of teachers to make mathematics education accessible, meaningful and relevant to today's youth. She is co-author of the book, *The Impact of Identity in K-8 Mathematics: Rethinking Equity-based Practices*. Dr. Aguirre welcomes all to join her in making mathematics more humanizing, just, and equitable for our nation's young people.

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Maddy Ahearn Lane Education Service District, Oregon 	**Navigating the Complexities of Detracking when Engineering Equitable Systems in Math** (with Mark Freed, Cathy Martin, & Kathy Pfaendler)	Maddy Ahearn is the K-12 math specialist at the Lane Education Service District and a PhD candidate in Critical and Sociocultural Studies in Education at the University of Oregon. As a math specialist, Maddy supports educators across the county as they interrupt practices that maintain inequities and work towards cultivating the brilliance of the students in our care. As a researcher, Maddy studies how whiteness functions to reinscribe inequities in systems at times of reform.
Harold Asturias Lawrence Hall of Science 	**Seeing and Empowering All Students**	Harold Asturias has worked for over 17 years at The Lawrence Hall of Science, the science center at the University of California, Berkeley. His work has focused on equity in mathematics education, helping preK-12 teachers and their leaders to create powerful, equitable, and coherent learning experiences for their student by connecting mathematics understanding and language development. His work supports the development of students' positive mathematical identity while addressing the racial and social injustices pervasive in our educational systems. Harold is a member of TDG's Board of Directors.

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Gabrielle Bernal University of Michigan 	**Culturally Sustaining Mathematics for Making Sense and Persevering in Solving Problems through Real World Problems**	Gabrielle (Gaby) Bernal is a former special education teacher in the California Bay Area and a current doctoral candidate in Educational Studies at the University of Michigan. She was born and raised in Watsonville, California. Gaby is a Chancellor's Doctoral Incentive Program Fellow at San José State in the Special Education Department. Gaby's interdisciplinary research is rooted in culturally sustaining mathematics education in formal and informal spaces centering Indigenous and Latine communities, homes, and schools within the US and Mexico.
Teresa Dunleavy Seattle, WA 	**Using Complex Instruction to Dismantle White Supremacy Culture**	I am an educator. I am a learner. I am a mathematician. I am a white woman. These identities influence how I approach working with students, teachers, and teacher candidates in university and PK-12 classrooms. I started as a high school mathematics teacher. My work has progressed over the last 20 years to center students' humanity through practices that dismantle white supremacy and to support the development of antiracist, justice-oriented, discourse-based teaching and learning communities.

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Mark Freed Oregon Department of Ed. 	**Navigating the Complexities of Detracking when Engineering Equitable Systems in Math** (with Maddy Ahern, Cathy Martin, & Kathy Pfaendler)	Dr. Mark Freed is a mathematics education specialist at the Oregon Department of Education whose responsibilities include content standards support and instructional materials review. Mark is passionate about re-imaging math systems through the revision of the state math standards, which includes equitable student access to high school math pathways. His current work now includes supporting Oregon districts adopt revised curricular materials, and connect math pathways conversations in Oregon with similar work happening across the country.
Allison Hintz University of Washington 	**Mathematizing Children's Literature: Listening to Family Knowledge and Cultural Ways of Being within Stories**	Allison Hintz is an Associate Professor of Mathematics Education at the University of Washington, Bothell. She studies teaching and learning alongside educators to create experiences where children are heard, understood, and inspired as mathematical sense-makers. She is the co-author of *Intentional Talk: How to Structure and Lead Productive Mathematical Discussions* and *Mathematizing Children's Literature: Sparking Connections, Joy, and Wonder Through Read-Alouds and Discussion.*

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Kristine Ho UCLA Mathematics Project 	**Exploring Students' Lived Experiences and How Mathematics Can Be Used as a Tool for Change** (with Cristina Navarro-Aguirre)	Dr. Kristine Ho serves as Director of Math Programs at UCLA, Center X since June of 2017. UCLA Mathematics Project (UCLAMP) is part of a statewide program that strives to positively impact TK-12 educators, students, communities and school districts in the Los Angeles basin. We partner with these entities to provide rich and transformative Mathematical experiences in urban schools. UCLAMP has developed programs that help prepare equity-focused, reflective, and responsive leaders in Mathematics.
Mandy Jansen University of Delaware 	**Mathematics Teachers' Entry Points into Ambitious Mathematics Instruction: The Case of Rough Draft Math**	Amanda (Mandy) Jansen is a Professor in the School of Education at the University of Delaware. Prior to her current position, she was a middle school mathematics teacher in Arizona. She earned her Ph.D. in educational psychology at Michigan State University. Her book, *Rough Draft Math*, was published by Stenhouse. Mandy strives to address equity in mathematics teaching and learning through supporting teachers to recognize strengths in every student's thinking, at every stage of their thinking.

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Queshonda Kudaisi University of North Texas 	**Engaging with Social Justice Tasks in the Mathematics classroom**	Dr. Queshonda Kudaisi is an assistant professor of mathematics education at the University of North Texas in the Department of Teacher Education and Administration. She has almost a decade of experience in mathematics education which includes her work in both private and public schools, work as a mathematics teacher, teacher educator, instructional coach, researcher, curriculum developer, non-profit STEAM executive director, and consultant. Her teaching, research, and service center social justice in mathematics education.
Brian Lawler Kennesaw State University 	**Structuring a System to Drive Improvement in High School Mathematics** (with Abi Leaf)	Brian Lawler's scholarship focuses on equity issues in mathematics education; in particular, the personal epistemologies of adolescent mathematicians: Do young people see themselves as mathematical authors? During his 30-year career as a mathematics educator, he has supported teachers, schools, and districts to detrack mathematics programs and transform teaching. His current research projects (district change and community organizing) focus upon how schools and districts transform their mathematics instruction to foreground student mathematical inventions against the backdrop of high-stakes education.

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Abi Leaf Escondido Union High School District 	**Structuring a System to Drive Improvement in High School Mathematics** (with Brian Lawler)	Abi Leaf is a long-term mathematics educator in the Escondido Union High School District in Escondido, CA. Until recently she led a multi-year equity-based change effort at the district level focused on transforming the instructional and professional experiences for all students and teachers of mathematics, including detracking offered math pathways. Her current position as a school-based administrator is serving to broaden her understanding of the systemic change and support necessary to sustain productive change in mathematics instruction and outcomes.
Cathy Martin Denver, CO 	**Navigating the Complexities of Detracking when Engineering Equitable Systems in Math** (with Maddy Ahern, Mark Freed, & Kathy Pfaendler)	Cathy Martin served as the Associate Chief of Academics for Denver Public Schools and led the development of academic supports and equity-based practices. Prior to this, Cathy served as the K-12 Director of Mathematics in Denver for 12 years where she led standards implementation in mathematics and coordinated the design and delivery of professional learning for teachers, teacher leaders, and school leaders. Most recently, Cathy collaborated with TDG in the design of professional development for teachers, coaches, and school leaders in support of ambitious mathematics instruction. Cathy is a member of TDG's Board of Directors.

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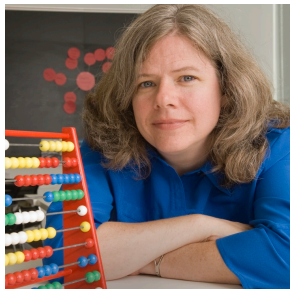
Jennifer McCray Erikson Institute 	Title Coming Soon	Jennifer McCray is an Associate Research Professor and the Principal Investigator of the Early Math Collaborative at the Erikson Institute. With Dr. Danny Martin of the University of Illinois Chicago, she leads the Racial Justice in Early Math (RJEM) project. This year, RJEM will offer a Teaching Fellowship for six kindergarten teachers from across the United States, providing mentorship and documenting the experience of the fellows to provide resources for other teachers.
Marrielle Myers Kennesaw State University 	**There is Promise in Our Journeys: How Choosing to Pause, Ponder, and Pursue Grants us the Power to Seek Equity and Justice for Historically Excluded Students**	Dr. Marrielle Myers (she/her) is an Associate Professor of elementary mathematics education and serves as the Director of Diversity, Equity, and Inclusion for the Bagwell College of Education at Kennesaw State University. Her research lies at the intersection of teaching mathematics for social justice and supporting teachers to develop the political knowledge needed to dismantle systemic racism and oppression in mathematics. Prior to her career in higher education, Dr. Myers taught high school mathematics in Title I schools.

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Cristina Navarro-Aguirre UCLA Mathematics Project 	**Exploring Students' Lived Experiences and How Mathematics Can Be Used as a Tool for Change** (with Kristine Ho)	Cristina Navarro-Aguirre is the Associate Director of elementary mathematics at the UCLA Mathematics Project with a background in teaching Bilingual and Dual Language interdisciplinary education. Her professional experience includes coaching and facilitation in literacy, mathematics, and science. Her post - graduate work at UCLA and USC were centered on mathematics and language development. Collaborating with culturally and linguistically diverse communities has led her to continue to reflect and study the intersection of mathematics and language development.
Kathy Pfaendler Teachers Development Group 	**Navigating the Complexities of Detracking when Engineering Equitable Systems in Math** (with Maddy Ahern, Mark Freed, & Cathy Martin)	As a founding member of Teachers Development Group and a TDG Board Member, Kathy also serves the organization as a professional development specialist and coach. Her current work is coordinating the development of modules and facilitating professional learning for teachers, coaches, and school leaders to support their work in delivering ambitious and equitable mathematics instruction. The Ambitious Teaching Modules contribute to implementation of heterogeneous groups in the "2+1" model for all Oregon students in their first years of high school mathematics.

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Kristen Reed Education Development Center 	**Adding Family Math into the Equation: Supporting Learning Opportunities at Home and at School** (with Shekesha Thompson)	Kristen Reed, Managing Project Director at the Education Development Center, works closely with teachers and families to design learning experiences for children that explore the richness and beauty of mathematics. Her work leverages school-home partnerships to expand access to mathematics learning opportunities for children from communities traditionally under-represented in STEM fields. She leads studies that iteratively design and test innovative, evidence-based resources for teachers, families, and children with a particular focus on puzzles and game-based materials that support student agency and voice.
Paulo Tan John Hopkins University 	**Humanizing Disabilities in Mathematics Education: Going Beyond Inclusion**	Paulo Tan is an Assistant Professor of STEM Education in the Department of Educator Preparation & Leadership at the University of Missouri, St. Louis. His research focuses on advancing intersectional justice in and through mathematics education centering disabilities. This includes analyzing the experiences of multi-marginalized knowers and doers of mathematics along their intersectional identities and oppressive forces. He served as a public school middle-secondary mathematics teacher for ten years in culturally and linguistically diverse settings in Kansas and Indiana.

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Shakesha Thompson Education Development Center 	**Adding Family Math into the Equation: Supporting Learning Opportunities at Home and at School** (with Kristen Reed)	Shakesha Thompson is a Curriculum and Instruction Associate at the Education Development Center. She has over 15 years of experience in early childhood education (ECE), program management, coaching, and training. She is passionate about the power of early education to open doors to opportunities. In her work, she prioritizes the learning needs of students of color, linguistically minoritized students, students in poverty and students who experience trauma. Thompson is fluent in Portuguese and English and holds a BA in Early Education and an MEd in Educational Leadership and Management.
Richard Velasco The University of Oklahoma 	**Mapping Our Practice Towards Rehumanizing Mathematics**	Richard Velasco is an assistant professor of mathematics education at the University of Oklahoma. He earned his Ph.D. in Curriculum Instruction from Texas Tech University in Lubbock, Texas. Prior to his career in higher education, Richard was a secondary math teacher for twelve years in Guåhan—where he was born and raised—and Washington state. His current research focus seeks to redress sociopolitical issues in mathematics education, particularly for historically and systemically marginalized student populations.

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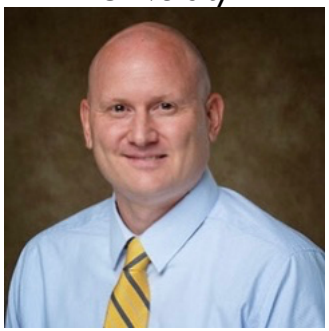
Jared Webb North Carolina A & T University 	**Reconstructing Mathematics Education to Promote Liberation, Flourishing, and Brilliance**	Dr. Jared Webb is an assistant professor of mathematics education at North Carolina A&T State University, our nation's largest Historically Black College and University (HBCU). His research and practice focus on bringing together investigations of traditional notions of mathematics teacher learning research with considerations of the ways math education might be reconceptualized so that Black learners to flourish in their humanity and brilliance (Martin, 2018).