

Cathery Yeh, Ph.D.

Assistant Professor of Mathematics Education
University of Texas at Austin
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EDUCATION

Ph.D., in Learning, Cognition, and Development, University of California, Irvine, May 2016.

- Specialization in Mathematics Teacher Education
- Graduate Emphasis: Chicano/Latino Studies
- Thesis Title: “*Mathematics, language, and learning: A longitudinal study of elementary bilingual teachers and their mathematics teaching practices*”

○ Committee: Rossella Santagata (chair), Tesha Segupta-Irving, and Raul Fernandez

M.A. in Learning, Cognition, and Development, University of California, Irvine, May 2012.

Ed.M. in Urban Education, University of California, Los Angeles, June 2002.

Bachelor of Arts in Psychology, University of California, Los Angeles, March 2000.

- Diversified Liberal Arts Certification

CERTIFICATES

California Teaching Credential, University of California, Los Angeles, May 2001.

- Multiple Subject Teaching Credential (Grades K-8)
- Culture Language Acquisition Development (CLAD) Emphasis
- Level B Spanish Fluency (Los Angeles Unified School District), May 2005.

CURRENT ACADEMIC APPOINTMENT

Assistant Professor of STEM Education, The University of Texas at Austin, College of Education, Department of Curriculum and Instruction, 2022-Present.

PROFESSIONAL EXPERIENCE

Assistant Professor of Mathematics Education and Founding Co-Director of Ethnic Studies Program, Chapman University, College of Educational Studies, 2016-Present.

Program Coordinator, Foundational Level Mathematics Teacher Credential Program, California State University, Fullerton, College of Education, Department of Secondary Education, 2015-2016.

Adjunct Professor of Mathematics Education, California State University, Fullerton, College of Education, Department of Secondary Education, 2015 – 2016.

K-8 Public School Classroom Teacher. A.E. Arnold Elementary School, Cypress School District, Cypress, CA. 2007-2010.

K-8 Public School Classroom Teacher. Hillside Elementary School, Los Angeles Unified School District, Los Angeles, CA. 2001-2007.

AREAS OF SPECIALIZATION

Mathematics Education; Ethnic Studies, Critical Education and Social Justice; Educational Technology; Disability Studies

RESEARCH GRANTS & FELLOWSHIPS

Funded:

Collaborative Research: Developing and Researching K-12 Teacher Leaders Enacting Anti-Bias Mathematics Education

Sponsor: National Science Foundation

Program: Discovery Research PreK-12 Program

Amount: \$2,300,000 (\$654,011 to UT Austin) **Period of Performance:** 08/1/2021-5/31/2025

PIs: Eva Thanheiser (Portland State), Cathery Yeh (Chapman University), Rebekah Elliott (Oregon State University) Ruth Heaton (Teachers Development Group)

Asian American Studies Minor Program and Ethnic Studies General Education at Chapman University

Sponsor: National Endowment for the Humanities

Program: Discovery Research PreK-12 Program

Amount: \$149,918 **Period of Performance:** 02/1/2022-1/31/2024

PI: Stephanie Takaragawa (Chapman University)

Co-PI: Cathery Yeh, Jan Osborn (Chapman University), and Angelica Allen (Chapman University)

Anti-Bias Developing and Researching STEM Education

Sponsor: Chapman University

Program: Innovation, Diversity, and Inclusion Grant

Amount: \$14,676 **Period of Performance:** 01/1/2021-04

Lead PI: Cathery Yeh

Co-PIs: Dan Reinholz (San Diego State University), Meghan Cosier (Chapman University), Audri Gomez (Chapman University)

Planning Together, Learning Together, and Smarter Together

Sponsor: National Council of Teachers of Mathematics

Program: Mathematics Education Trust Fund

Amount: \$5,000 **Period of Performance:** 09/1/2019-6/30/2021

Lead PI: Cathery Yeh (Chapman University)

Co-PIs: Emilia Frias (Magnolia School District)

Teaching Equitably and Access to Meaningful Mathematics

Sponsor: Chapman University

Program: Faculty Opportunity Grant

Amount: \$13,278 **Period of Performance:** 08/1/2018-5/30/2019

Lead PI: Cathery Yeh (Chapman University)

Co-PIs: Trisha Sugita (Chapman University)

Design and Implementation of Community Based Mathematics in Mathematics Methods

Sponsor: Chapman University

Program: Faculty Opportunity Grant

Amount: \$4,250 **Period of Performance:** 08/1/2017-5/30/2018

Lead PI: Cathery Yeh (Chapman University)

PUBLICATIONS (* denotes student and teacher co-author)

Peer-Reviewed Books:

1. Bartell, T., **Yeh, C.**, Felton-Koestler, M., & Berry, R. (2022). *Upper Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice*. Thousand Oaks, CA: Corwin.
2. Huinker, D., Marshall, AM., Rigelman, N., & **Yeh, C.** (2020). *Catalyzing Change in Early Childhood and Elementary Schools*. Reston, VA: NCTM. (currently listed on NCTM's annual list of top ten best seller)
3. **Yeh, C.**, Ellis, M. W., Hurtado, C. (2017). *Reimagining the Mathematics Classroom: Creating and Sustaining Classroom Environments for Productive Learning*. Reston, VA: NCTM.

Refereed Articles:

1. **Yeh, C.** Agarwal-Rangnath, R, Hsieh, B., & Yu, J. (in press). The wisdom in our stories: Asian American MotherScholar Voices. *International Journal of Qualitative Studies in Education*.
2. **Yeh, C.** (2022). Learning in community: Feature article from 2022 AMTE Early Award recipient. Connections. <https://www.amte.net/connections/2022/05/feature-article-2022-amte-early-career-award-recipient>
3. Jett, C., **Yeh, C.**, & Zavala, M. (2022). From argumentation to truth-telling: Critical race theory in mathematics teacher education. *Mathematics Teacher Educator*. 10:3, 223-230. <https://doi.org/10.5951/MTE.2022.0007>
4. Hsieh, B., Yu, J., **Yeh, C.**, & Agarwal-Rangnath, R. (2022). Love on the front lines: Asian American MotherScholars resisting dehumanizing contexts through humanizing collectivity. *Peabody Journal of Education*. 97:2. 165-178. DOI: [10.1080/0161956X.2022.2055885](https://doi.org/10.1080/0161956X.2022.2055885)
5. **Yeh, C.**, Tan, P., & Reinholz, D. (2021). Rightful presence in times of crisis and uprising: A call for disobedience. *Equity & Excellence in Education*. 54:2, 196-209, DOI: [10.1080/10665684.2021.1951631](https://doi.org/10.1080/10665684.2021.1951631)
6. **Yeh, C.**, Martinez, R., Revzi, S.* & Shirude, S.*(2021). Radical love as praxis: Ethnic studies and teaching mathematics for collective liberation. *Journal of Urban Mathematics Education*. 14:1. 71-95. <https://journals.tdl.org/jume/index.php/JUME/article/view/418> DOI: <https://doi.org/10.21423/jume-v14i1>
7. **Yeh, C.**, Ellis, M., Mahmood, D.* (2020). From the margin to the center: A framework for rehumanizing mathematics education for students with dis/abilities. *Journal of Mathematical Behavior*. 58, 100758. DOT: <https://doi.org/10.1016/j.jmathb.2020.100758>
8. **Yeh, C.**, & Ellis, M. (2021). Creating culturally responsive mathematics classrooms. *ComMuniCator*, 45(4), 18-20.
9. **Yeh, C.**, (2021). Responsive and relevant to whom? *Mathematics Teachers: Learning and Teaching Mathematics*, 114(1), 83-84. DOI: <https://doi.org/10.5951/MTLT.2020.0083>
10. **Yeh, C.**, Sugita, T., & Tan, P. (2020). Reimagining inclusive spaces for learning. *Mathematics Teachers: Learning and Teaching Mathematics*. 113(9). 708-714. DOI: <https://doi.org/10.5951/MTLT.2019.0101>
11. Lambert, R., Sugita, T., **Yeh, C.**, Hunt, J. & Brophy, S.* (2020). Documenting increased participation of a student with autism in the Standards for Mathematical Practice. *Journal of Educational Psychology*. 112(3). 494-513. DOI: <https://doi.org/10.1037/edu0000425>
12. **Yeh, C.** & Chao, T. (2019). Celebrating the mathematical brilliance in all children. *Teaching Children Mathematics*, 25(7). 448. DOI: <https://doi.org/10.5951/teacchilmath.25.7.0448>

13. **Yeh, C. & Wong, A.*** (2019). Co-Construction of competence: An activity system perspective for leveraging and strengthening students' language and mathematics competences. *Teaching for Excellence and Equity in Mathematics*. 10(1). 17-25.
14. **Yeh, C., & Otis, B.*** (2019) *Mathematics for whom: Reframing and humanizing mathematics*. 41. Bank Street College of Education.
<https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1276&context=occasional-pa-per-series>.
15. **Yeh, C.** (2018). Democratic accountability in the neoliberal era: The politics of teaching and teacher education in mathematics classrooms. *Policy Futures in Education*, 16(6), 764-780. DOI: <https://doi.org/10.1177/1478210318776470>
16. Santagata, R., **Yeh, C.**, & Mercado, J. (2018). Preparing elementary school teachers to learn from teaching: A comparison of two approaches to mathematics methods instruction. *Journal of the Learning Sciences*, 27(3), 474-516. DOI: <https://doi.org/10.1080/10508406.2018.1441030>
17. **Yeh, C.** (2017). Math is more than numbers: The interplay of language and mathematics in bilingual classrooms. *Journal of Urban Mathematics Education*. 10(2), 106-139.
18. Santagata, R. & **Yeh, C.** (2016). The role of perception, interpretation, and decision making in the development of beginning teachers' competence. *ZDM Mathematics Education*, 48(1-2), 153-165.
19. **Yeh, C. & Santagata, R.** (2015). Pre-service teachers learning to generate evidence-based hypotheses on the effects of teaching on student learning. *Journal of Teacher Education*. 66(1) 21-34.
20. Santagata, R. & **Yeh, C.** (2014). Learning to teach and to analyze teaching effectiveness: Evidence from a video- and practice-based pre-service course. *Journal of Mathematics Teacher Education*. 17, 491-514.

Invited Articles for Disciplinary Magazines:

- Dingle, M. * & **Yeh, C.** (2021, February). Mathematics in context: The pedagogy of liberation. *Teaching Tolerance*. 66, 32-36.
<https://www.learningforjustice.org/magazine/spring-2021/mathematics-in-context-the-pedagogy-of-liberation>

Book Chapters:

1. Koestler, K., Kalinec-Craig, C., Thanheiser, E., **Yeh, C.** Jessup, N., & Wager, N. (in press). Justice-oriented mathematics teacher education: A conversation among early childhood and elementary mathematics teacher educators. *AMTE's Professional Book Series*, Volume 5
2. Agarwal-Rangnath, R., **Yeh, C.**, & Hsieh, B. (2022). We need to see each other as human: Transformative ethnic studies in schools. In T.K. Chapman, & N. Hobbell (Eds), *Social Justice Pedagogy Across the Curriculum: The Practice of Freedom*. (pp. 217-229). Routledge.
3. **Gallardo, G *** & Yeh, C., (2022). Tú lucha, es mi lucha”. Mathematics for movement building. In Bartell, T., Yeh, C., Felton-Koestler, M., & Berry, R. (Eds), *Mathematics lesson to explore, understand, and respond to social injustice in upper elementary classrooms*. Corwin.

4. **Yeh, C.** (2021). Freire, ethics, and revolutionary love. In C. Achieng-Evensen, & K. Stockbridge (Eds.), *Freirean Echoes: Multigenerational dialogues in contemporary times*. (pp. 151-158). Gorham, ME: Meyers Press.
5. **Yeh, C.** & Rubel, L. (2020). Queering mathematics: Disrupting binary oppositions in mathematics education. In N. Radakovic, & L. Jao (Eds.), *Borders in Mathematics Pre-Service Teacher Education* (pp. 227-243). New York, New York: Springer.
6. **Yeh, C.** (2018). Gender representations in a mathematics teacher education class. In S. Chappell, K. Ketchum, & L. Richardson (Eds.), *Gender Diversity and LGBTQ Inclusion in Schools: Stories from School and Community Contexts*. Routledge.
7. Santagata, R. Jovel, J., * & **Yeh, C.** (2016). Learning to unpack standards-based mathematics teaching through video-based group conversations. In P.G.Rossi & L.Fedeli (Eds.). *Integrating Video into Pre-service and In-service Teacher Training. Advances in Higher Education and Professional Development Book Series*. Hershey, PA: IGI Global.
8. Sengupta-Irving, T. & **Yeh, C.** (2015). Critical pedagogy. In Thompson (Ed.), *Encyclopedia of Diversity and Social Justice*. Richmond: Kentucky: Rowman & Littlefield Publishing Group.

Peer-Reviewed Practitioner-Oriented Publications:

1. **Yeh, C.** (2015). A picture is worth more than a thousand words. *Teaching Children Mathematics*, 21(8), 512.
2. **Yeh, C.** (2014). Number sleuth. *Teaching Children Mathematics*, 21(3), 92.
3. **Yeh, C.** (2014). Pattern block puzzlers. *Teaching Children Mathematics*, 20(8), 528.
4. Ellis, M, & **Yeh, C.** (2009). Problem solvers: Solutions to walk for the paws. *Teaching Children Mathematics*, 516-524.
5. Ellis, M, & **Yeh, C.** (2009). Problem solvers: Solutions to coloring maps: How many colors are necessary? *Teaching Children Mathematics*, 452-450.
6. Ellis, M, & **Yeh, C.** (2009). Problem solvers: Solutions to using your sense of balance. *Teaching Children Mathematics*, 387-398.
7. Ellis, M, & **Yeh, C.** (2009). Problem solvers: Solutions to exploring alternative methods. *Teaching Children Mathematics*, 328-340.
8. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Solutions to rock-paper-scissors. *Teaching Children Mathematics*, 309-321.
9. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Solutions to how many triangles?. *Teaching Children Mathematics*, 218-217.
10. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Solutions to height in coins. *Teaching Children Mathematics*, 178-189.
11. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Solutions to stained glass window designs problem. *Teaching Children Mathematics*, 98-106.
12. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Solutions to from leaks to liters: Estimating loss problem. *Teaching Children Mathematics*, 26-34.
13. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Walk for the paws. *Teaching Children Mathematics*, 541-548.
14. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Coloring maps: How many colors are necessary?. *Teaching Children Mathematics*, 485-493.
15. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Using your sense of balance. *Teaching Children Mathematics*, 418-425.
16. Ellis, M, & **Yeh, C.** (2008). Problem solvers: Exploring alternative methods. *Teaching Children Mathematics*, 367-343.

17. Ellis, M, & **Yeh, C.** (2007). Problem solvers: Rock-paper-scissors. *Teaching Children Mathematics*, 309-315.
18. Ellis, M, & **Yeh, C.** (2007). Problem solvers: How many triangles?. *Teaching Children Mathematics*, 214-219.
19. Ellis, M, & **Yeh, C.** (2007). Problem solvers: Height in coins. *Teaching Children Mathematics*, 170-178.
20. Ellis, M, & **Yeh, C.** (2007). Problem solvers: Stained glass window designs problem. *Teaching Children Mathematics*, 99-106.
21. Ellis, M, & **Yeh, C.** (2007). Problem solvers: From leaks to liters: Estimating loss problem. *Teaching Children Mathematics*, 45-51.
22. **Yeh, C.** (2015). Is it fair?: Student exploration of rational numbers. *Teaching Children Mathematics*. 22(3), 490.

Public Scholarship:

1. **Yeh, C.** (2021). Toolkit for Mathematics for context: The pedagogy of liberation. Toolkit used to help educators apply the Learning for Justice's Social Justice Standards in the context of mathematics education: <https://tinyurl.com/ftfvkfha>
2. Ellis, M. & **Yeh, C.** (2020). The need to disrupt normalcy in mathematics education. Blog post featured in the National Science Foundation Advancing Research & Innovation in the STEM Education of Preservice Teachers in High-Need School Districts. Retrieved from: <https://tinyurl.com/4mfyj92c>
3. **Yeh, C.** (2017,). Sex, lies, and word problems. Blog post featured in the National Council of Teachers of Mathematics Teaching Children Mathematics Blog: <https://tinyurl.com/atfnv28n>
4. **Yeh, C.**, Neumann, M., & Drake, C. (2017, May 22). Analyzing and designing story problems that matter. Blog post featured in the National Council of Teachers of Mathematics Teaching Children Mathematics Blog: <https://tinyurl.com/atfnv28n>

Report

1. Birnie, R.D., Beltramini, J., Gray, K. Guarino, J. Menkis, Nakamaye, M., Whitesides, E., & **Yeh, C.** (2015). Adapting mathematics instructional materials to align with college- and career-ready standards. Student Achievement Partners and Illustrative Mathematics. <http://achievethecore.org/aligned/category/case-studies/>

PRESENTATIONS

Invited Talks:

1. **Yeh, C.**, Berry, R., Zavala, M, Jett, C. (2022). *Critical race theory and mathematics education*. Invited plenary at the 2021 North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) Annual Conference.
2. **Yeh, C.** (2021). *Hidden figures in mathematics education*. Invited opening session keynote panel at the National Council Teachers of Mathematics Virtual Conference.
3. **Yeh, C.** (2020). *Panel on the future of equity and social justice in teacher education*. Invited panel talk at the Equity and Social Justice Special Interest Group of California Council on Teacher Education Virtual Fall Conference.

4. **Yeh, C.**, Mahmood, D*. & Frias, E.* (2020). *Pursuing equity: Systemic approaches to advancing mathematics inclusive excellence*. Invited research talk at the first virtual conference of the Council of Chief State School Officers.
5. **Yeh, C.** (2020). *Disrupting normalcy in mathematics education*. Invited research talk for the University of California, Irvine School of Education at Irvine, CA.
6. **Yeh, C.** (2020). *Re-envisioning Re(search). Toward humanizing practices in education research*. Paper presented at the 2018 International Critical Pedagogy Conference, ChangChen, China.
7. **Yeh, C.** (2019). *Countering deficits myths of students with dis/abilities and conceptualizing possibilities: A culturally responsive and relational approach to mathematics education*. Invited webinar for TODOS: Mathematics for All
8. **Yeh, C.** (2019). *Foregrounding dis/ability in mathematics education: A call for culturally responsive and relational inclusion*. Invited research talk at the Center for Research in Science and Mathematics Education at San Diego, CA.
9. **Yeh, C.** (2019). *Challenging deficit myths about students with dis/abilities: Developing curriculum that builds on students' potential*. Invited keynote delivered at the California Teachers Summit at Anaheim, CA.
10. **Yeh, C.** (2018) Reimagining the mathematics classroom: Developing math communities for sense making, agency, and play. Invited speaker for the National Council of Teachers of Mathematics Regional Conference at Hartford, CT.
11. **Yeh, C.** (2018). *Culturally responsive and relational inclusion*. Invited speaker for the California Regional V Conference at Santa Clara County Office of Education, San Jose, CA.
12. **Yeh, C.** (2018). *Reimagining the Mathematics Classroom*. Invited lecture delivered at Critical Pedagogy Conference, Chungchen, China
13. **Yeh, C.** (2018). *Photovoice as a Tool to Place Student Center*. Invited lecture delivered at Northeast Normal University, Chungchen, China
14. **Yeh, C.** (2017). *Mathematical tasks that leverage students' funds of knowledge*. Invited panelist lecture delivered at the virtual Build Math Minds Conference (2000+ attendees)

Refereed Conferences Presentations:

1. Hsieh, B., **Yeh, C.**, Agarwal-Rangnath, R., & Yu, J. (2021). *Love on the front lines: Asian American MotherScholars resisting dehumanizing contexts through humanizing collectivity*. Paper presented at the 2021 American Educational Research Association Virtual Conference.
2. **Yeh, C.**, (2021) *Conceptualizing critical dis/ability noticing: Contextualizing beginning teacher noticing to challenge ableism in mathematics education*. Paper presented at the 2021 American Educational Research Association Virtual Conference.
3. **Yeh, C.**, Paredas, L.* Gallardo, G.* (2021). *Mathematics in language, histories, and community: Developing critical and community knowledge with bilingual teacher candidates*. Presentation at 2021 National TODOS Mathematics for All Virtual Conference.
4. **Yeh, C.**, Gallardo, G.*, Meindl, N.* (2021). *Seeds of resistance: Ethnic Studies pedagogy in elementary classrooms*. Presentation at 2021 California Chapter of the National Association for Multicultural Virtual Conference.

5. **Yeh, C.**, Ellis, M., Mahmood, D.* (2020). From the margin to the center: A framework for rehumanizing mathematics education for students with dis/abilities. Paper accepted at the 2020 American Educational Research Association, Vancouver.
6. **Yeh, C.**, Santagata, R. & Guarino, J.* (2019). *Developing responsive and relational mathematics pedagogies: A model that situates professional learning in video and community*. Paper presented at the 2019 American Educational Research Association, Vancouver.
7. **Yeh, C.**, Louie, N.L. Kokka, K., Jong, C., Eli, J. Chao, T., Adiredja, A. (2019). *Growing against the grain: Counterstories of Asian American mathematic education scholars*. Paper presented at the 2019 American Educational Research Association, Vancouver.
8. **Yeh, C.**, & Rubel, L. (2019). *Queering mathematics: Disrupting binary oppositions in mathematics education*. Paper presented at the 2019 American Educational Research Association, Vancouver.
9. **Yeh, C.** (2019). *Doing Counterwork in mathematics education in the age of Trump*. Paper presented at the 2019 American Educational Research Association, Vancouver.
10. Rangnath, R., **Yeh, C.**, Hsieh, B., & Wu, J. (2018). *Speaking back from the margins: Counting the experiences and beliefs of Asian American females striving to teach for social justice in teacher education*. Paper presented at the 2018 American Educational Research Association, Vancouver.
11. Santagata, R., **Yeh, C.**, Lin, J.* (2018). *Examining the relationship between teacher knowledge and mathematics classroom practices in novice elementary-school teachers*. Paper presented at the 2018 American Educational Research Association, New York, NY.
12. **Yeh, C.**, Ellis, M., Koehn-Hurtado, C (2018). *Mathematics discourse for all*. Presentation held at the National Council of Teachers of Mathematics. D.C.
13. **Yeh, C.**, Stoehr, K., Chao, T. Ozturk, A.,* Lin, H*. (2018). *Attending to the social, historical, and institutional contexts in mathematics methods courses*. Paper presented at the Association of Mathematics Teacher Educators, Houston, TX.
14. **Yeh, C.**, Otis, B.*, Kalin, K.* (2018) Identity and belonging: Creating culturally responsive and inclusive mathematics curriculum. Paper presented at the 2018 Creating Balance in an Unjust World Conference, San Francisco, CA.
15. **Yeh, C.** (2017). *Language, learning and identity: Bilingual/bicultural novice teachers and their teaching practices*. Paper presented at the 2017 American Educational Research Association, San Antonio, TX.
16. **Yeh, C.** (2017). *Math is more than numbers: Novice bilingual teachers and their mathematics teaching practices*. Paper presented at the 2017 American Educational Research Association, San Antonio, TX.
17. **Yeh, C.** (2017). *Novice bilingual teachers' practices and spaces for learning*. Paper presented at the 2017 National Council of Teachers of Mathematics, San Antonio, TX.
18. **Yeh, C.**, Ellis, M., Koehn-Hurtado, C. (2017). *Tasks to nourish students' mathematical reasoning*. Session presented at the 2017 National Council of Teachers of Mathematics, San Antonio, TX.
19. Ellis, M., **Yeh, C.**, Koehn-Hurtado, C. (2017). *Promoting productive discourse: Deeper mathematics learning*. Session presented at the 2017 National Council of Teachers of Mathematics, San Antonio, TX.
20. **Yeh, C.**, Ellis, M., Morton, C., Yow, J. (2017). *Strategies for preparing teachers who understand and address issues of equity and access*. Paper presented at the Annual Meetings of the Association of Mathematics Teacher Educators, Orlando, FL.

21. **Yeh, C.**, Chao, T. & Goffney, I. (2017). *Considering the role of mathematics education in our current political climate*. Session presented at the Annual Meetings of the Association of Mathematics Teacher Educators, Orlando, FL.
22. **Yeh, C.** & Koehn-Hurtado, C. (2017). *Identity and belonging: How to create culturally responsive and inclusive mathematics curriculum*. Presentation held at the Creating Balance in an Unjust World STEM Conference, San Francisco, CA.
23. **Yeh, C.** Chao, T., Soto, M., Henry, V.*, & Guarino, J.* (2016). *Technology-based ways to develop preservice teacher noticing in three elementary methods courses*; Paper presented at the Annual Meetings of the Association of Mathematics Teacher Educators, Irvine, CA.
24. Van Es, B. Santagata, R., **Yeh, C.**, Tunney, J., Sun, J. (2016). *Developing a professional vision of instruction by learning to learn from teaching*; Paper presented at the Annual Meetings of the Association of Mathematics Teacher Educators, Irvine, CA.
25. Henry, V. **Yeh, C.**, Guarino, J., & Sun, J. (2014). *Design, tools, and implications for developing pre-service teachers' noticing of student thinking*. Paper presented at the Annual Meetings of the Association of Mathematics Teacher Educators, Irvine, CA.
26. Santagata, R. & **Yeh, C.** (2013). *Analysis abilities make their way into the classroom: A study of pre-service teacher learning to teach*. Paper presented at the European Association for Research on Learning and Instruction, Munich, Germany.

TEACHING EXPERIENCE

At Chapman:

- EDUC 512 Fieldwork Practicum
- EDUC 562 Inclusive Pedagogy: Teaching Mathematics and Science
- EDUC 568 Critical Mathematics Pedagogy
- EDUC 541/541B Teaching and Learning in the Culturally Diverse Classroom II
- EDUC 541P Praxis: Teaching and Learning in the Culturally Diverse Classroom II
- EDUC 570: Voice, Diversity, Equity, and Social Justice
- MACI 311: Teaching and Learning Math Concepts, Skills and Critical Thinking
- EDUC 547: Teaching & Learning in Diverse Elementary Classrooms: Investigating and Designing Transformative Learning Environments
- EDUC 567: Teaching & Learning in Diverse Elementary Classrooms: Investigating and Designing Transformative Learning Environments

At Prior Institutions (CSUF and UCI):

- EDUC 449 Seminar in Secondary Teaching Foundational Level
- Education 122: K-8 Mathematics
- Education 124: Multicultural Education
- Education 50: Origins, Purposes, and Central Issues in K-12 Education
- Education 198: Educational Research (Co-instructor with Dr. Rossella Santagata)
- Education 324: Child Development and Educational Equity
- Education 207: Cognition and Pedagogy in Quantitative Literacy
- Education 206: Education Design of Learning Environments

ACADEMIC HONORS AND AWARDS

- 2022, **Early Career Award**, *Association of Mathematics Teacher Educators*
- 2021, **Valerie Scudder Faculty Excellence Award**, *Chapman University*

- 2021, **Attallah College of Educational Studies Unit Excellence Award**, *Chapman University*
- 2019, **Mathematics Education Trust Grant**, *National Council of Teachers of Mathematics*
- 2018, **Faculty Opportunity Research Grant**, *Chapman University*
- 2018, **Pedagogical Innovations Grant**, *Chapman University*
- 2017, **Mathematics Teacher Educator Star Fellow**, *Association of Mathematics Teacher Educators (30 Mathematics educators selected from U.S. institutions)*
- 2014-2016, **Teacher Education Research Quest Scholarship**, California Council of Teacher Education
- 2015, **Most Promising Future Faculty Award**, University of California, Irvine
- 2015, **Michael E. Martinez Prize for Outstanding Educational Research and Service**, School of Education, University of California, Irvine
- 2015, **President's Dissertation Fellowship**, University of California, Irvine
- 2015, **Tom Angell Mentoring Award**, University of California, Irvine
- 2014, **Patricia Cross Future Leaders Award**, Association of American Colleges and Universities (*8 doctoral candidates in the United States were selected from nearly 200 applicants*)
- 2014, **Outstanding Professional Youth Award**, Chinese Consolidated Benevolent Association
- 2014, **Susan Gay Award Graduate Student Award**, American Mathematics Teacher Education (*8 doctoral candidates selected from graduate programs across the United States*)
- 2009, **Teacher of the Year**, Cypress School District
- 2007, **Lurie Center Elementary Teaching Award**, California Mathematics Council
- 2002, **LAUSD Commitment to Equity Award**, Los Angeles Unified School District, CA

SERVICE TO CHAPMAN UNIVERSITY

- Member, Executive Board of the Diversity, Equity, and Inclusion Working Group, 2020-present
- Lead Faculty, Ethnic Studies Minor and Thematic Inquiry Proposal Writing Team, 2019-2021
- Member, Chapman Diversity Project Curriculum Task Force, 2019-present
- Member, Chapman Diversity Professional Development Task Force, 2019-present
- Member, ACES Faculty Technology Team, 2018-present
- Member, ACES Secondary Education Social Science/Literacy Faculty Search Committee, 2019
- Member, ACES Budget Committee, 2016-present
- Member, ACES MACI Redesign Team, 2018-present
- Member, ACES MAT Redesign Team, 2016-2018
- Member, ACES Teacher Education Committee, 2016-present
- Member, ACES Teacher Education Program Design Team, 2016-present
- Member, ACES Science Teacher Education Search Committee, 2017-2018
- Faculty Advisor, ACES Teacher Education graduate students (advisor for 20 CES graduate students), 2016-present
- Summit Organizer, Education & Ethnic Studies Summit Day 2 Co-Organizer (2017-present)

- Symposium Organizer, Chapman & Orange County Mathematics (October, 2016)
Council Symposium: Moving Beyond the Norms for Differentiation
- Delegate, Institutional delegate for the California Council on Teacher Education, 2016-present
- Invited Speaker, Thrive Women's Conference (March 31, 2017)

New courses authored:

- MACI 311, Teaching and Learning Math Concepts, Skills, and Critical Thinking
- MACI 493: Instructional Design and Educational Assessment
- EDUC 547, Teaching & Learning in Diverse Elementary Classrooms: Investigating and Designing Transformative Learning Environments
- EDUC 567, Teaching & Learning in Diverse Elementary Classrooms: Investigating and Designing Transformative Learning Environments
- EDUC 558, Critical Mathematics Teaching
- EDUC 446/546, Human Development
- EDUC 530A, Secondary Subject Matter Methods: Math and Science
- EDUC 530B, Secondary Subject Matter Methods: Math and Science
- EDUC 600X, Integrative STEAM Education

PROFESSIONAL SERVICE ACTIVITIES TO THE FIELD & COMMUNITY

National Service:

Member, National Council of Teachers of Mathematics Board of Directors, 2021-2024
Member, National Council of Teachers of Mathematics Publishing Committee, 2020-2024
Scholarship Chair, AERA SIG/RME Awards Board Position, 2020-2023

Editorial Leadership:

Editorial Board Member, *Teaching Children Mathematics*, 2015 – 2019
Department Editor, *Teaching Children Mathematics*, 2012 - 2015

Reviewer:

- Journal
 - *Mathematical Thinking and Learning*, 2017- present
 - *Educational Studies in Mathematics*, 2016-present
 - *Teaching and Teachers; Theory and Practice*, 2016 - Present
 - *Journal of Mathematics Teacher Education* 2015 - Present
 - *Journal of Teacher Education*. 2013 - Present
- Conference
 - Psychology of Mathematics Education – North American Chapter, 2016 – Present
 - American Educational Research Association Conference, 2016 – Present

National Conference Leadership:

- TODOS/ Program Committee for the 2018 National Conference
- NCTM/ Program Committee for the 2018 Inno8 Conference

State Conference Leadership:

- Chapman University Education & Ethnic Studies Summits
- Creating Balance in an Unjust World Mathematics and Social Justice Conference
- Orange County Mathematics Symposium

Selected Service Activities to the Community & Local K-12 Schools

- Ethnic Studies Curriculum Advisement at Magnolia, Garden Grove, and Los Alamitos School District (2019-present)

- Los Alamitos Human Relations Task Force (2018-present)
- OCMC/ Equity Committee Chair (2014- present)
- Math Field Day Proctor, Orange County Mathematics Council, 2010-present

Professional Memberships:

- American Educational Research Association (AERA)
- Paulo Freire Democratic Project
- National Association Multicultural Education
- TODOS: Mathematics for All Excellence and Equity in Mathematics
- National Council of Teachers of Mathematics
 - California Mathematics Council
 - Orange County Mathematics Council