

TERESA K. DUNLEAVY, Ph.D.

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EDUCATION

- Ph.D. **University of Washington**, Seattle, Washington, College of Education,
Curriculum and Instruction (2013)
 Dissertation: “*Ms. Martin is secretly teaching us!*” High school
 mathematics practices of a teacher striving toward equity
 Committee: Elham Kazemi (chair), Mark Windschitl, Filiberto Barajas-Lopez,
 Lisa Jilk, Gail Stygall
- M.A.T. **Duke University**, Durham, North Carolina, Physics and Mathematics (2002)
- B.A. **Lawrence University**, Appleton, Wisconsin, Physics major, Spanish minor,
Cum Laude (2000)

PROFESSIONAL EXPERIENCE

- Assistant Professor**, Mathematics Education (2015 to present)
Peabody College, Vanderbilt University, Nashville, TN.
- Faculty Associate**, Department of Mathematics & College of Education (2014 to 2015)
San Diego State University, San Diego, CA.
- Adjunct Assistant Professor**, Department of Mathematics & School of Leadership and
Education Sciences (2013 to 2014)
University of San Diego, San Diego, CA.
- Adjunct Faculty**, School of Education (2013 to 2014)
University of California, Irvine, CA.
- Teaching Associate**, College of Education (2010 to 2013)
University of Washington, Seattle, WA.
- Teaching Assistant**, College of Education (2008 to 2010)
University of Washington, Seattle, WA.
- Mathematics Teacher**, (2002 to 2008)
Lakeville and Apple Valley School Districts, MN.

Paraprofessional, Autism Department, (2000 to 2001)
Appleton Area School District, Appleton, WI.

HONORS

Mathematics Teacher Education Fellow, Center for Inquiry and Equity in Mathematics, funded by the National Science Foundation, 2019 to 2020.

Keynote, Problem-Based Learning Mathematics Teaching Summit (June 2018). *Using Status and Positioning Theory in the PBL Classroom*. New York, NY.

Junior Faculty Teaching Fellow, Center for Teaching, Vanderbilt University, 2017 to 2018.

Doi Doctoral Student Research Fund, College of Education, University of Washington, 2012.

You Rock! Educator Award, Lakeville North High School, MN, 2007.

Lakeville Inclusive Educators Award, Lakeville North High School, MN, 2007.

PUBLICATIONS

Articles (*denotes peer-reviewed publications)

***Dunleavy, T. K.** (2018). High school Algebra students busting the myth about mathematical Smartness: Counterstories to the dominant narrative “Get It Quick and Get It Right.” *Education Sciences*, 8(2), 1-13. <http://www.mdpi.com/2227-7102/8/2/58>.

***Dunleavy, T. K.**, Joseph, N., & Zavala, M. (2016). Black girls in high school mathematics: Crossing the borders of deficit discourses. In M. B. Wood, E. E. 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*, (pp. 1105-1108). Tucson, AZ: The University of Arizona. *Online*. 2016-11-9 from <http://www.pmena.org/pmenaproceedings/PMENA%2038%202016%20Proceedings.pdf>.

*Campbell, S. S. & **Dunleavy, T. K.** (2016). Connecting university coursework and practitioner knowledge through mediated field experiences. *Teacher Education Quarterly*, 43(3), 49-70.

***Dunleavy, T. K.** (2015). Delegating mathematical authority as a means to strive toward equity. *Journal of Urban Mathematics Education*, 8(1), 62-82. <http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/242>.

Book Chapters

Johnson, H. J., **Dunleavy, T. K.**, Joseph, N. (In press). Exploring factors that shape recruitment and retention of black Noyce scholars. In J. Leonard, J. Barnes-Johnson, & A. Burrows (Eds.) *Research on the recruitment, preparation, and retention of next generation STEM teachers*. Boston: Sense Publishers.

Hundley, M., Palmeri, A., Hostetler, A. L., Johnson, H. J., **Dunleavy, T. K.**, & Self, E. A. (2018). Developmental trajectories, disciplinary practices, and sites of practice in novice teacher learning: A thing to be learned. In Polly, M. Putman, T. M. Petty, & A. J. Good (Eds.), *Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs*, (pp. 153-180). Hershey, PA: IGI Global.

Book Reviews

Dunleavy, T. K. Review of *More Lessons Learned from Research, Vol. 2*. (2016). Editors Edward A. Silver and Patricia Ann Kenney, National Council of Teachers of Mathematics. *Invited Book Review*.

Manuscripts under review and in preparation

Dunleavy, T.K. (under review). Using Introductory Letters to Inform Knowing Students.

Dunleavy, T. K., Palmeri, A. B., & Peter, J. A. (under review). Building a Community of Professionals: Boundary-Spanning in Teacher Education. *Peabody Journal of Education*.

Dunleavy, T. K. & Joseph, N. (under review). Using Inclusive Pedagogies to Foster Black Girls' Transformative Experiences with Mathematics. [*National Refereed Journal*].

Dunleavy, T. K. (in preparation). Using Status Theory to Frame Equitable Teaching Pedagogies.

Dunleavy, T. K. & Zavala, M. (in preparation). Who's in Charge? How Teachers Cultivate Students' Mathematical Authority Through Talk Moves.

RESEARCH AND CONTRIBUTIONS ON GRANT EFFORTS

2019 Braitmayer K-12 Innovative Practices Grant. Mathematics Teachers' Circle of Middle Tennessee. **Under review.**

2019 **Co-Principal Investigator**, NSF, Noyce, Track 1, Capacity Building for undergraduate students across Fisk University and Vanderbilt University. PI, Dr. Qingxia Li, Fisk University, Co-PI, Dr. Heather J. Johnson, Vanderbilt University. **LOI Submitted.**

2019 **Co-Principal Investigator**, NSF, DRK-12, Conference Grant. Math Teacher Angle: Creating a CRT Video Repository. PI, Dr. Mary Raygoza, St. Mary's College. Co-PI, Dr. Cathery Yeh, Chapman University, Co-PI Dr. Naomi Jessup, Georgia State University, Co-PI, Dr. Maria Zavala, San Francisco State University, Co-PI, Dr. Gladys Krause, The College of William and Mary. **In preparation.**

2019 **Co-Principal Investigator**, NSF, Noyce, Track 1, Scholarships and Stipends. The Recruitment and Preparation of Next Generation STEM Teachers. **PI, Dr. Heather J. Johnson.** Co-PI, Isaac M. Thompson, Co-PI, Dr. David Weintraub. Co-PI, Dr. Marcelo Disconzi, **\$1,197,035.**

- 2017 to 2018 Math Teachers' Circle, Seed Grant. **\$3000.**
- 2017 to 2018 **Principal Investigator**, Office for Equity, Diversity and Inclusion, Vanderbilt University. Focus Group Research on the Recruitment, Preparation, and Retention of Next Generation Black STEM Teachers. **\$3435.**
- 2016 to 2018 **Principal Investigator**, Peabody Small Research Grant. Peabody College, Vanderbilt University. Secondary Mathematics Partner Teachers' Classroom Discourse Practices. Project involved using stimulated video recall to examine partner teachers' conceptions of their own discourse practices as they teach Integrated I. **\$9438.**
- 2016 to 2018 **Co-Investigator**, Peabody Small Research Grant. Peabody College, Vanderbilt University. Notice and Note: Exploring secondary education pre-service teachers' instruction through video analysis. PI, Dr. Heather J. Johnson. **\$8520.**
- 2014 to 2016 Research and Development, San Diego State University. Supervisor: Dr. Lisa Lamb
Developed assessment tools to examine videos of Noyce Mathematics and Science Master Teaching Fellows during their first year in PROJECT LEARN.
- 2012 Research and Development, College of Education, University of Washington. Funded by Bill & Melinda Gates Foundation Collaborated with research team of faculty and graduate students in planning and development of instructional and professional development tools for pre-service teachers and teacher educators.
- 2012 Research and Development, The Center for University-Accelerated Certification, University of Washington, Seattle, 2012. Supervisors: Drs. Morva McDonald and Charles Peck
Developed curriculum for secondary teacher education and ongoing professional development.
- 2011 Research Assistant, Secondary Teacher Education program, University of Washington. Supervisor: Dr. Kenneth Zeichner
Researched purposes for Secondary Teacher Education Program Instructors to bring methods students into economically and racially diverse secondary schools.
- 2010 Consultant, Oregon State University. Supervisors: Dr. Rebekah Elliott, Oregon State University & Dr. Catherine Taylor, University of Washington.

Conducted an Item Response Theory analysis to interpret data on preservice teachers' progress on a set of learning targets.

- 2008 to 2009 Research Assistant, University of Washington.
Principal Investigator: Dr. Elham Kazemi
Collected video data in pre-service methods course for the multi-university Routines Project. Developed the organizational schema for the data and initiated preliminary analysis for the project.
- 2008 to 2009 Research Assistant, Curriculum & Instruction, University of Washington.
Assisted Drs. Elham Kazemi, Morva McDonald, and Mark Windschitl with their research, coursework, and teaching.

CONFERENCE PROCEEDINGS

****Peer-reviewed national presentations and papers***

- Chen, G. C., Joseph, N., Leyva, L., **Dunleavy, T. K.**, Marshall, S. A., Ehrenfeld, N., & Wager, A. (2019). *Moving toward emancipatory pedagogies in the research, teaching and learning of P-20 mathematics*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Orlando, Florida.
- *Dunleavy, T. K.** (2018, April). *Using video recall for Integrated I partner teachers' professional growth*. Research report presentation at the annual meeting of the National Council of Teachers of Mathematics, Presession, Washington, D. C.
- Dunleavy, T.K.**, Reider, S. & Metts, E. (2018, April). *Math teachers' circle: Rational tangles*. National Council of Teachers of Mathematics, Annual meeting, Washington, D.C.
- *Dunleavy, T. K.** & Joseph, N. (2018, April). *Confronting the mathematics struggle for girls of color in public schools: Transformative experiences*. Symposium presentation at the annual meeting of the American Educational Research Association, New York City, NY.
- *Hundley, M.**, Hostetler, A., Johnson, H., **Dunleavy, T.K.**, Palmeri, A., Self, E. (2018, March). *The story of our teaching: Using video club to examine teaching*. Presentation at the annual meeting of the American Association of Colleges for Teacher Education, Baltimore, MD.
- *Joseph, N.** & **Dunleavy, T. K.** (2017, April). *Black girls in high school mathematics: Crossing the borders of deficit discourses*. Presentation at the annual meeting of the American Educational Research Association, San Antonio, TX.
- *Johnson, H. J.**, **Dunleavy, T. K.**, & **Hundley, M.** (2017, April). *Notice and note: Exploring pre-service teachers' instruction through video analysis*. Presentation at the annual meeting of the National Association for Research in Science Teaching, San Antonio, TX.

- *Self, E., Reynolds, D., Pendergrass, E., Johnson, H. J., Hundley, M., Hostetler, A. L., **Dunleavy, T. K.**, & Dotger, B. (2017, March). *Clinical simulations for culturally responsive teaching in disciplinary literacy and methods courses*. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education, Tampa, FL.
- ***Dunleavy, T. K.** (2016, April). *Analyzing classroom interactions by coordinating status and positioning theories*. Discussion session at the annual meeting of the National Council of Teachers of Mathematics Pre-session, San Francisco, CA.
- ***Dunleavy, T. K.** and Zavala, M. (2016, April). *Who's in charge? Teachers' talk cultivates students' mathematical authority*. Discussion session at the annual meeting of the National Council of Teachers of Mathematics, Pre-session, San Francisco, CA.
- *Hundley, M., Johnson, H. J., Stengel, B., Hostetler, A. L., & **Dunleavy, T. K.** (2016, February). *The challenge of language: Framing academic and disciplinary language practices for pre-service teachers*. Presentation at the Annual Conference of the American Association of Colleges of Teacher Education, Las Vegas, NV.
- ***Dunleavy, T. K.** and Zavala, M. (2014, February). *Teachers' discursive positioning moves mediating the formation of students' identities*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.
- ***Dunleavy, T. K.** (2013, April). *How do we talk in here? A Discourse Analysis investigating teacher talk and striving for equity in high school algebra*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- *McDonald, M., Kelley-Petersen, M., **Dunleavy, T. K.**, Danielson, K., Kavanah, S., Baeder, A., Mikolasy, K. (2013, January). *Teacher education pedagogy: Developing core practices across content areas*. Symposium presented at the annual meeting of the American Association of Colleges for Teacher Education, Orlando, FL.
- *Russell, N. M., Zavala, M., Gutiérrez, R. J., & **Dunleavy, T. K.** (2012, April). *Teaching and learning: Stories of equity in high school mathematics. Groupwork, positioning, and learning in high school mathematics*. Symposium presented at the annual meeting of the National Council of Teachers of Mathematics Pre-session, Philadelphia, PA.
- *Campbell, S. & **Dunleavy, T. K.** (2012, April). *Connecting methods courses with teacher knowledge through mediated field experiences*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics Pre-session, Philadelphia, PA.
- *Russell, N. M., Zahner, W., Zavala, M., & **Dunleavy, T. K.** (2012, April). *High school students' identity, positioning, and learning in mathematics*. Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

- *Campbell, S. & **Dunleavy, T. K.** (2012, April). *Connecting university coursework and expert teacher knowledge through mediated field experiences*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- ***Dunleavy, T. K.** (2011, April). *What makes me smart? Student positioning in high school mathematics*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics Pre-session, Indianapolis, IN.
- ***Dunleavy, T. K.** (2011, April). *What makes me smart? Student positioning in high school mathematics*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- *Campbell, S., Cunard, A., Kazemi, E., Zavala, M., & **Dunleavy, T. K.** (2011, January). *The mediated field experiences in teacher education*. Session presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Invited Presentations

- Dunleavy, T.K.** (2019, September). *Using positioning theory in the mathematics classroom*. An invited faculty talk for MTSU.
- Dunleavy, T.K.** (2018, July). *Using status and positioning theory in the mathematics classroom*. An invited faculty talk for the Mathematics Teachers' Circle Summer Institute, Nashville, TN.
- Dunleavy, T.K.** (2018, June). *Using status and positioning theory in the PBL classroom*. An invited keynote address for the Problem-Based Learning Mathematics Teaching Summit, New York, NY.
- Dunleavy, T. K.** (2017, October). *Who is smart in mathematics?* Invited presentation for Mu Alpha Theta Society, Hume-Fogg Academic High School, Nashville, TN.
- Whiting, G. W., Joseph, N. M., **Dunleavy, T.K.** (2017, September). *The Jungle Book*. Invited panel discussion: How stereotypes impact the education system. Co-hosted by the Vanderbilt Bridges Program and Delta Sigma Theta Sorority, Inc., Nashville, TN.
- Johnson, H. J. & **Dunleavy, T. K.** (2017, July). *Mobilizing STEM talent for STEM teaching: Exploring factors that shape recruitment and retention of Black Noyce scholars*. Presented at the annual Noyce Summit, Washington, D. C.
- Dunleavy, T. K.** (2012, February). *Selecting a Case: The Art of Teacher Questioning*. Invited lecture for Morva McDonald's course: Seminar in Curriculum & Instruction: The Pedagogy of Teacher Education, University of Washington, Seattle, WA.
- Dunleavy, T. K.** (2011, October). *Secondary Mathematics Teaching and Learning: Big Ideas, Questioning, & Groupworthy Tasks*. Invited lecture (Déana Scipio): Inner Pipeline Mathematics & Science Seminar, University of Washington, Seattle, WA.

PROFESSIONAL DEVELOPMENT

Faculty, Mediated Field Experience (2015-present). Invited partnership with local mathematics department faculty. One Integrated I teacher selects one class period for multiple observations and debriefs. Mathematics faculty, school administration, district mathematics leaders, and teacher candidates attend the debrief, while mediating how teacher candidates make sense of what classroom students learned.

Faculty, Video Club for In-Service Teachers. (Spring, 2019). Invited 7 in-service middle and high school mathematics teachers to join in Video Club work across two different spring courses. Three of the seven joined the graduating class of secondary mathematics teacher candidates and were themselves teachers in their first three years of teaching. Four of them were teaching in the same middle schools as our Teaching Learning and Urban Studies (TLUS) M.Ed. candidates and were recruited by their peers to engage in this professional development.

Faculty, Mathematics Teachers' Circle Two-Day Summer Institute (July, 2018). Led 30 teachers in 2-day summer institute focused on mathematical play, attending to status in the classroom, and teaching mathematics for social justice.

Associate Faculty, San Diego State University, 2014-2015

Co-developed program to support secondary mathematics teachers in the City Heights Educational Collaborative, which was created to improve student achievement in the underperforming City Heights schools. Focused professional development model on equitable discourse, groupwork, and attention to status across mathematics classrooms and school sites to support teachers in improving the Collaborative's goals to improve student achievement in mathematics.

Associate Faculty, San Diego State University, 2014-2015

Facilitated professional development in complex instruction for teachers in the City Heights Collaborative. Complex instruction pushes classrooms toward equitable teaching and learning opportunities by focusing on specific collaboration practices that position students as capable of working on rigorous mathematics content.

Associate Faculty, San Diego State University, 2013-present

Lead Faculty: Drs. Randolph Philipp and Lisa Lamb

Facilitated ongoing professional development for Noyce Mathematics and Science Master Teaching Fellowship Program in PROJECT LEARN as a part of a five-year project. Centered leadership on discourse and student-centered practices.

Assistant Faculty, Routines Professional Development, Elementary Mathematics, Northshore, Washington, 2008

Lead Faculty: Dr. Elham Kazemi

Facilitated professional development sessions for elementary teachers on incorporating daily Routines for mathematical discussion and learning into their mathematics classrooms.

TEACHING

2015-present

Assistant Professor of the Practice, Department of Teaching and Learning, Peabody College, Vanderbilt University, Nashville, TN, 2015 to present.

MTED 6610	Mathematical Inquiry: Exploring Professional Development for TLUS (Teaching Learning and Urban Studies) through Video Club and Student Work Analysis
MTED 3360/6380	Computers, Teaching, and Mathematical Visualization
EDUC 7500/3890	Building Your Toolkit: Planning and Assessment Strategies for Teaching
MTED 6370/3370	Advanced Teaching of Mathematics in Secondary Schools
MTED 6371/3371	Practicum in Secondary Mathematics Education
MTED 7330/3320	Introduction to Mathematical Literacies
MTED 7973/4963	Seminar in Teaching Secondary Mathematics
MTED 3850/7500	Independent Study in Mathematics Education
MTED	Mathematics Teacher Candidate University Supervisor
MTED 3890	Linear Algebra Pedagogy Seminar
VV	Vanderbilt Visions, First-year Advising Course

2014 & 2015

Faculty Associate, College of Education, San Diego State University, CA.

MthEd 604	Research on Mathematics Teaching and Teachers: A Closer Look at Equitable Teaching and Learning Practices
MthEd	Faculty Supervisor for Teacher Candidates

2013 & 2014

Adjunct Assistant Professor, Department of Mathematics and School of Leadership and Education Sciences, University of San Diego, CA.

Math 200	Math for Future Elementary Teachers
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	Math 112	Investigations in Mathematics
	Educ 532/332	Curriculum and Methods of Teaching in Today's Global Secondary Mathematics Classrooms
2013 & 2014	Adjunct Faculty , School of Education, University of California, Irvine.	
	ED 203	Advanced Concepts in Learning and Cognition
2011-2013	Teaching Associate , University Accelerated Certification for Teachers (U-ACT), College of Education, University of Washington, Seattle, WA.	
	EDTEP	Teaching Secondary Mathematics, I, II, and III
2010- 2011	Teaching Associate , Teacher Education Program (TEP), University of Washington, Seattle.	
	EDTEP 582	Teaching Mathematics in the Secondary School, Part I
	EDTEP 583	Teaching Mathematics in the Secondary School, Part II
2008-2010	Teaching Assistant , Teacher Education Program (TEP), University of Washington, Seattle.	
	EDTEP 582	Teaching Secondary Mathematics, Part I
	EDTEP 583	Teaching Secondary Mathematics, Part II
2002-2008	High School Mathematics Teacher , Lakeville North High School, Lakeville, MN, 2004-2008. Eastview High School, Apple Valley, MN, 2002-2004.	
2000-2001	Paraprofessional, Autism Department , Appleton Area School District, Appleton, WI	

SERVICE

Reviewer

American Educational Research Association, AERA
American Educational Research Journal, AERJ
Association of Mathematics Teacher Educators, AMTE

Journal of the Learning Sciences, JLS
Journal of Mathematics Teacher Education, JMTE
Journal of Urban Mathematics Education, JUME
Mathematics Teacher, MT
National Council of Teachers of Mathematics Research Pre-session, NCTM
Psychology of Mathematics Education, North American Chapter, PME-NA

College

- 2015 to present **Advising**, 25-30 students across Secondary mathematics education, including Master's and undergraduate students.
- 2017 to present **Fisk-Vanderbilt Partnership Committee**, Working to bridge partnerships across Fisk University (an HBCU) and Vanderbilt University (a PWI). My specific interest and role is to partner with Fisk faculty to recruit undergraduate mathematics and science majors into our M.Ed. program.
- 2017 to present **Mathematics Teachers' Circle**, Lead mathematics educator, along with one mathematics faculty colleague, Dr. Jennifer Lovett from Middle Tennessee State University, and two secondary mathematics teachers, Shannon Reider and Lizi Metts. Together we facilitate mathematics teachers, mathematics & mathematics education faculty, and mathematics students to engage in mathematical play.
- 2017 to present **Faculty Council Representative**, Department of Teaching and Learning.
- 2017 to present **Trailblazers Coalition**, Participant in this advocacy group of all Teacher Preparation Programs in the Greater Nashville area looking to recruit, prepare, and retain more teachers of color.
- 2017 to 2018 **Faculty VUceptor**, Vanderbilt Visions seminar for all Freshmen.
- 2016 to 2017 **Faculty Council Advisement**: Peabody Teaching Committee.
- 2016 to 2017 **Faculty Advisor**, *STEMsational*, Vanderbilt Student Organization focused on mentoring high school students of color into STEM fields.
- 2015 to 2016 **Elementary Mathematics Education Faculty Search Committee**, worked with search committee to advocate for one position pivoting into a cluster hire of three new faculty focused on issues of equity and justice in mathematics education.
- 2013 to 2014 **Secondary Mathematics Tutor**, San Diego, CA.
- 2013 **Teacher Candidate Supervisor**, San Diego State University.

2009 to 2012 **Associated Students of the College of Education
Representative**, University of Washington, Seattle.

2008 to 2009 **Seattle Bilingual Orientation Center Tutor**, Seattle,
Washington.

Community

2018 to present **Alumni Board Director**, Lawrence University,
Development Committee

PROFESSIONAL AFFILIATIONS

American Educational Research Association, AERA

Critical Educators for Social Justice

Critical Examination of Race, Ethnicity, Class, and Gender in Education

Divisions: C & K

Research in Mathematics Education

Urban Learning, Teaching, and Research

Association of Mathematics Teacher Educators, AMTE

Creating Balance in an Unjust World: Mathematics Education and Social Justice, TMfSJ

California Chapter of the National Association for Multicultural Education, CA-NAME

National Council of Teachers of Mathematics, NCTM

Psychology of Mathematics Education, North American Chapter, PME-NA

LANGUAGES

Spanish: Speak, read, and write proficiently.