

## CURRICULUM VITA

**Kathleen Jablon Stoehr  
Santa Clara University  
Department of Education  
500 El Camino Real  
Santa Clara, CA 95053**

### EDUCATION

#### **a) Institutions of Higher Education**

- May 2014      Ph.D. Teaching and Teacher Education, Mathematics Education, The University of Arizona, Tucson, AZ.
- June 1999      Multiple Subject CLAD California Teaching Certificate K-8, Dominican University, San Rafael, CA.  
(Clear CA Multiple Teaching Certificate through August 2025)
- Sept 1985      Master of Business Administration, Pace University, New York, NY.  
Graduated with Distinction
- June 1980      Bachelor of Liberal Arts and Science, Psychology, San Diego State University, San Diego, CA.  
Graduated with Distinction

#### **Title of Dissertation**

**Doctoral Dissertation Title:** *From Preface to Practice: A Narrative Study of Women Learning to Teach Mathematics.*

**Advisors:** Erin Turner, Kathy Carter, Marcy Wood, and Donna Jurich

#### **Academic Honors**

- April 2019      **Santa Clara University Career Influencer Certificate of Recognition**  
This annual award recognizes faculty who have been student nominated for their influential work in supporting student career development and success.
- January 2017      **(Nominated) AERA Early Career Publication Award  
Special Interest Group (SIG) Mathematics Education**  
This annual award recognizes outstanding mathematics education research published by an individual within five years of receiving his/her doctoral degree.
- June 2016      **STaR Fellow**

Awarded by the Association of Mathematics Teacher Educators (AMTE) to participate in an early career induction program for tenure track faculty appointments in institutions of higher education in mathematics education.

- March 2013 **Myra Sadker Dissertation Award**  
This international award is given to support outstanding dissertation candidates' work that explores or promotes educational equity.
- April 2013 **Division K Graduate Student Seminar Travel Award**  
Awarded by the American Educational Research Association (AERA) to participate in an early career tenure track workshop.
- May 2012 **Outstanding Graduate Teaching Associate**  
This University of Arizona (UA) College of Education award is given to a graduate teaching associate who excels in providing students with meaningful and intellectually rigorous learning experiences.
- 2010 – 2014 **College of Education Graduate Student Travel Award**  
This UA College of Education award is given to graduate students whose research work has been accepted for conference presentations.
- 2011-2012 **Fellowship Award**  
This award is given to a graduate student in the UA Teaching, Learning and Sociocultural Studies Department in the College of Education who exhibits great potential in Teaching and Researching.
- 2013-2014 **Mary and Maude Miller Scholarship**  
This UA College of Education is an endowed merit scholarship award.
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## **TEACHING AND RELATED EXPERIENCE**

### **Teaching Experience**

**Santa Clara University, Department of Education, School of Education and Counseling Psychology, Santa Clara, CA**

Sept. 2015- Assistant Professor of Education

Present Developing and teaching courses in the Master of Teacher Education and Teacher Credential Program. Courses taught include EDUC 259A-Elementary Mathematics Methods I, EDUC 259B - Elementary Mathematics Methods II, EDUC 264-Elementary Methods in Science, Health, & PE, and EDUC 252 - Social Foundations of Education  
Publishing quality scholarship related to PreK-12 teacher education in peer-reviewed venues.  
Advising and mentoring students. Serving the program, the department, the School, and the University in such capacities as needed.

**The University of Arizona, College of Education, Tucson, AZ**

2014-2015 Assistant Professor of Research and Practice  
.50 Research Appointment  
NSF TEACH Math Project aimed at equipping preservice and early career K-8 teachers with powerful strategies to increase student learning and achievement in mathematics in our nation’s increasingly diverse public schools. The study focused how preservice teachers develop competencies related to mathematics, children’s mathematical thinking and community/cultural funds of knowledge.  
.50 Teaching Appointment  
Courses taught include TTE 597R-Action Research in Teacher Education and TTE 539-Classroom Inquiry

2009-2014 Graduate Assistant Instructor  
Courses taught include TTE 326-Teaching Elementary Mathematics in a Technological Age and TTE 300-Classroom Processes and Instruction

2010-2014 Graduate Research Assistant for NSF TEACH Math project (see above)

2010-2013 Graduate Research Assistant for NSF Assessing Instructional Quality in Mathematics (AIQM) project  
NSF study aimed at understanding key components of the teaching and learning process in mathematics: Teacher knowledge and its development, teaching quality and student learning, and the relationships among them.

**K-8 Teaching Experience**

2007-2009 Middle School Math and Science Teacher, Nido de Aguilas, Santiago, Chile

2004-2006 Third Grade Classroom Teacher, River Oaks Baptist School, Houston, TX

2002-2004 Third Grade Classroom Teacher, Annunciation Orthodox School Houston, TX

2000-2002 First-Third Grade Classroom Teacher, St. Leonard’s College

East Brighton, Victoria  
Australia

- 2005-2010 Co-Founder and Teacher, Summer Academic Workshops K-8  
Houston, TX
- 1999-2000 Fourth Grade Classroom Teacher, Bel Aire School  
Tiburon, CA
- 1999 Middle School Gifted & Talented Summer School Teacher,  
Dominican University, San Rafael, CA

### **Other Academic Experience**

- 2015 Visiting Researcher (June – August)  
The University of Chile – Center for Mathematical Modeling  
Santiago, Chile  
Collaborative Research on Mathematics Anxiety in Women Elementary Inservice  
Teachers
- 2013 Pontifical Catholic University of Valparaíso  
Valparaiso, Chile  
Presented two days of student and faculty professional development in  
mathematics educations in both the College of Education and the College of  
Mathematics.

## **3. SCHOLARLY WORK**

### **Scholarly Publications**

#### **Peer-Reviewed Journal Articles:**

- Stoehr, K., & Civil, M.** (2019). Conversations between preservice teachers and Latina mothers: An avenue to transformative mathematics teaching. *Journal of Latinos and Education*, 1–13. <https://doi.org/10.1080/15348431.2019.1653300>
- Civil, M., **Stoehr, K.**, & Salazar, F. (2019). Learning with and from immigrant mothers: Implications for adult numeracy. *ZDM Mathematics Education*, 1–12. <https://doi.org/10.1007/s11858-019-01076-2>
- Stoehr, K.** (2019). Moments of mathematics anxiety in the elementary classroom. *Teaching Children Mathematics*. 25(4), 197–198.
- Olson, A., & **Stoehr, K.** (2019). From numbers to narratives: Preservice teachers' experiences with mathematics anxiety and mathematics teaching anxiety. *School Science and Mathematics*, 119(2), 72–82. <https://doi.org/10.1111/ssm.12320>

- Christensen, C., **Stoehr, K.**, & Olson, A. (2019). From research to practice: Reading "struggle stories" boosts children's beliefs about own math ability. *School Science and Mathematics*, 2, 1–3.  
<https://onlinelibrary.wiley.com/action/downloadSupplement?doi=10.1111%2Fssm.12320&file=ssm12320-sup-0001-Supinfo.pdf>
- Turner, E., Roth McDuffie, A. Sugimoto, A., Drake, C., Bartel, T., Foote, M., Aguirre, J., **Stoehr, K.**, & Witters, A. (2019). A study of early career teachers' understandings and practices related to language during mathematics instruction. *Mathematical Thinking and Learning*, 21(1), 1–27. DOI: 10.1080/10986065.2019.1564967
- Sugimoto, A., Turner, E., & **Stoehr, K.** (2017). A case study of dilemmas encountered when connecting middle school mathematics instruction to relevant real world examples. *Middle Grades Research Journal*, 11(2), 61–82.
- Sugimoto, A., Carter K., & **Stoehr, K.** (2017) Teaching “in their best interests:” Pre-service teachers’ narratives regarding English Learners. *Teaching and Teacher Education*, 67, 179–188. <http://dx.doi.org/10.1016/j.tate.2017.06.010>
- Stoehr, K.**, & Liston, J. (2017). Tessellation art. *Teaching Children Mathematics*, 23(8), 512.
- Stoehr, K.**, & Liston, J. (2017). More 4U: A template of tessellating animal shapes, design pieces, and different sizes of shapes for postscripts. *Teaching Children Mathematics*, 23(8), 514.
- Stoehr, K.** (2017b). Building the wall brick by brick: One woman prospective teacher's experiences with mathematics anxiety. *Journal of Mathematics Teacher Education*. 20, 119–139. DOI 10.1007/s10857-015-9322-y
- Stoehr, K.** (2017a). Mathematics anxiety: One size does not fit all. *Journal of Teacher Education*, 68(1), 69–84. DOI: 10.1177/0022487116676316
- \*NOTE This paper was nominated for the 2017 American Education Research Association (AERA) Special Interest Group-Research in Mathematics Education (SIG-RME) Early Career Publication Award.
- Stoehr, K.** (2017). Invited podcast: Mathematics anxiety: One size does not fit all.  
<https://edwp.educ.msu.edu/jte-insider/2017/podcast-stoehr/>
- Turner, E., Sugimoto, A., **Stoehr, K.**, & Kurz, E. (2016). Creating inequalities from real-world experiences. *Mathematics Teaching in the Middle School*, 22(4), 236–240.
- Turner, E., Foote, M., **Stoehr, K.**, McDuffie, A., Aguirre, J., Bartell, T., & Drake, C. (2016). Learning to leverage students’ multiple mathematical knowledge bases in mathematics instruction. *Journal of Urban Mathematics*, 9(1), 48–78.

Kersting, N., Sutton, T., Kalinec-Craig, C., **Stoehr, K.**, Heshmati, S., Lozano, G., & Stigler, J. (2016). Further exploration of the classroom video analysis (CVA) instrument as a measure of usable knowledge for teaching mathematics: taking a knowledge system perspective. *ZDM Mathematics Education*. 48(1-2), 97–109. DOI 10.1007/s11858-015-0733-0

### **Invited Book Contributions**

**Stoehr, K.** (2019). Prospective teachers' reflections across the community mathematics exploration. In T. G. Bartell, C. Drake, A. Roth McDuffie, J. M. Aguirre, E. E. Turner, & M. Q. Foote (Eds.), *Transforming Mathematics Teacher Education: An Equity-Based Approach*. (pp.77–89). Cham, Switzerland: Springer.

Zavala, M., & **Stoehr, K.** (2019). From community exploration to social justice mathematics: How do mathematics educators support prospective teachers to make the move? In T. G. Bartell, C. Drake, A. Roth McDuffie, J. M. Aguirre, E. E. Turner, & M. Q. Foote (Eds.), *Transforming Mathematics Teacher Education: An Equity-Based Approach*. (pp. 91–103). Cham, Switzerland: Springer.

**Stoehr, K.**, Patel, P. (2018). Meaningful mathematical discussions that matter. In S. Crespo, S. Celedon Pattichis and M. Civil (Eds). *Access and Equity: Promoting High-Quality Mathematics, Grades 3-5*. (pp.99–113). Reston, VA: National Council of Teachers of Mathematics (NCTM).

Carter, K., Sugimoto, A., **Stoehr, K.**, & Carter, G. (2018). Under the school roof, inside classroom walls: The power of place-based plot patterns to shape school stories of happiness. In S.P. Jones and E.C. Sheffield (Eds.). *Why Kids Love (and Hate) School* (pp.93–112). Gorham, ME: Myers Publishing.

**Stoehr, K.**, Carter, K., Sugimoto, A. (2017). Stories and statistics: A mixed picture of gender equity in mathematics. In V. Ross, E. Chan and D. Keyes (Eds.). *Crossroads of the Classroom: Narrative intersections of teacher knowledge and subject matter* (pp.39–58). London, England: Emerald Publishing. <http://dx.doi.org/10.1108/S1479-368720160000028005>.

### **Invited Book Reviews**

Stoehr, K. (2015). American Education in Popular Media: From the Blackboard to the Silver Screen. (Terzian, S. & Ryan, P., 2015), *Teachers College Record*. <https://www.tcrecord.org> ID Number: 18209

Sugimoto, A., **Stoehr, K.**, & Carter, K. (2015). Review of: *You Can Do This: Hope and Help for New Teachers* (Jackson, R., 2014). *Teachers College Record*. <https://www.tcrecord.org> ID Number: 18010

### **Works in Progress –Research Articles**

**Stoehr, K.** & Lawrence, A. (Accept with revisions). Mathematics anxiety as an identity: Identity work in one “gifted” preservice elementary teacher’s mathematics-related personal narratives. *School Science and Mathematics*. (to be resubmitted in March 2020)

**Stoehr, K.** & Civil, M. Early career Latinx teachers learning to make mathematics connections between home and school. Manuscript in preparation to be submitted to *Investigations in Mathematics Learning* (Projected submission date, Spring 2020)

**Stoehr, K.** Elementary preservice teachers’ visions of moving beyond mathematics anxiety. Manuscript in preparation to be submitted to *Mathematics Teacher Education and Development Journal* (Projected submission date, Spring 2020)

Lawrence, A., & **Stoehr, K.** Compassionate conversation: How a first-year elementary teacher used her own funds of knowledge to partner with students' families. Manuscript in preparation to be submitted to the *Journal of Teacher Education* (Projected submission date, Summer 2020)

**Stoehr, K.,** & Olson, A. New teachers’ visions of what it means to create equitable mathematics classrooms. Manuscript in preparation to be submitted to *Teacher Education Quarterly* (Projected submission date, Summer 2020)

**Stoehr, K.** Turner, E., McDuffie, A., Foote, M., Aguirre, J., Bartell, T., & Drake, C. Preservice teachers’ experiences of connecting to children’s real-world experiences. Manuscript in preparation to be submitted to the *Journal of Urban Mathematics* (Projected submission date, Summer 2020)

### **Works in Progress –Presentations**

**Stoehr, K.** (June 2020). *Digging deeper to make meaningful community connections that matter*. Paper to be presented at the Conference on Justice in Jesuit Education, Georgetown University, Washington, DC.

**Stoehr, K.,** Salazar, F. Civil, M., & González Rodas, H. (June 2020). *Latinx parents and teachers working together to support students’ mathematics learning*. Paper to be presented at the TODOS Mathematics for All Conference, Phoenix, AZ.

**Stoehr, K.** (April 2020). *Elementary preservice teachers’ visions of moving beyond mathematics anxiety*. Paper to be presented at the annual meeting of the American Education Research Association, San Francisco, CA.

**Olson, A., & Stoehr, K.** (April 2020). *Beyond perseverance: Supporting mathematics smartness in groupworthy tasks*. Paper to be presented at the annual meeting of the American Education Research Association, San Francisco, CA.

## **Presentations and the Like**

**Stoehr, K., & Olson, A.** (November 2019). *New teachers' understandings of group work tasks versus groupworthy tasks in the elementary mathematics classroom.* In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.), *Proceedings of the 41<sup>st</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1172-1176). St Louis, MO.

Recent scholarship in mathematics education has increasingly supported the benefit of providing elementary students with opportunities to engage in groupworthy mathematics tasks in the elementary classroom. This study explores new elementary teachers' understandings of group work tasks versus groupworthy tasks and how they believe the two types of tasks may influence student learning. We highlight how new teachers define group work tasks versus groupworthy tasks, their experiences with groupworthy tasks as students and as preservice teachers, their commitment to offer groupworthy mathematics tasks to their future students, and how they envision supporting students' learning of mathematics through groupworthy tasks.

**Stoehr, K.** (November 2019). Stepping up instead of stepping out to teach elementary mathematics despite experiences of mathematics anxiety. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.), *Proceedings of the 41<sup>st</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p.1350). St Louis, MO.

Mathematics educators agree that elementary teachers should possess confidence and competence in teaching mathematics. Yet many prospective elementary teachers pursue careers in elementary teaching despite personal repeated experiences of mathematics anxiety. This study analyzes how seventeen prospective elementary teachers began to think about and employ coping strategies to combat mathematics anxiety as they prepared for teaching mathematics in their future classroom. I present implications of my research for mathematics teacher educators.

**Stoehr, K., & Olson, A.** (2018). New teachers' visions of how groupworthy tasks can contribute to creating equitable mathematics classrooms. *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p.455). Greenville: SC.

Piatek-Jimenez, K., McGraw, R., Wiest, L., Hall, J., Hodge, A., Kersey, E., Rubel, L., & **Stoehr, K.** (2018). Working group on gender and sexuality in mathematics education: Linking the past to the future. *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp.1459-1468). Greenville: SC.

**Stoehr, K., & Olson, A.** (2017). The intersection of beliefs and mathematics anxiety in elementary preservice teachers learning to teach mathematics. In E. Galindo & J. Newton, (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter*



of the International Group for the Psychology of Mathematics Education (p. 1006). Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.

Peñafiel, B., **Stoehr, K.**, & Martinez, S. (2016). In-service teachers' narrative experiences of mathematics anxiety. 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. 395–401). Tucson, AZ: The University of Arizona.

Turner, E., Roth McDuffie, A., Sugimoto, A., **Stoehr, K.**, Witters, A., Aguirre, J., Bartell, T., Drake, C., & Foote, M. (2016). Early career elementary mathematics teachers' noticing related to language & language learners. 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. 347–354). Tucson, AZ: The University of Arizona.

**Stoehr, K.**, Turner, E., & Sugimoto, A. (2015). One teacher's understandings and practices for real-world connections in mathematics. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H Dominguez (Eds.), *Proceedings of the 37<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1150 –1153). East Lansing, MI: Michigan State University.

**Stoehr, K.**, & Olson, A. (2015). Can I teach mathematics? A study of preservice teachers' self-efficacy and mathematics anxiety. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H Dominguez *Proceedings of the 37<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 948–951) East Lansing, MI: Michigan State University.

**Stoehr, K.**, & Carter K. (2013). Mathematical misconceptions of a different kind: Women preservice teachers' working theories of mathematics teaching. In Martinez, M. & Castro Superfine, A (Eds.). *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, p.965. Chicago, IL: University of Illinois at Chicago.

**Stoehr, K.**, & Carter, K. (2012). Positive turning points for girls in mathematics classrooms: Do they stand the test of time? In Van Zoest, L.R., Lo, J. J., & Kratky, J. L. (Eds.). *Proceedings of the 34th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, p.765–768. Kalamazoo, MI: Western Michigan University.

**Stoehr, K.**, & Carter, K. (2011). Girls vs. boys in mathematics: Test scores provide one interpretation girls narratives suggest a different story. *Proceedings of the Hawaii International Conference on Education*, p. 3276–3283. Honolulu, HI.

### **International Presentations (Invited)**

The University of Chile, Center for Mathematical Modeling  
Santiago, Chile (2015)

Presentation on mathematics anxiety in women elementary preservice teachers.

### **Regional and National Conference Presentations (Invited)**

**Stoehr, K.**, Salazar, F., & Civil, M. (2018, June). *Weaving the mathematical threads through home, school, and community*. Paper presented at TODOS Mathematics For All Conference, Phoenix, AZ.

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

### **National and International Conference Presentations (Refereed)**

**(Conference presentations that led to published papers or works in progress are annotated)**

**Stoehr, K.**, Civil, M., & Salazar, F. (February 2020). *Preparing teachers to build on families' mathematical experiences*. Paper presented at the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.

**Stoehr, K.**, Zavala, M., Joseph, N., Fernandes, A., Edwards, B., & LopezLeiva, C. (February 2020). *Seeing the forest through the trees: Mathematics teacher educators making sense of multiple perspectives on equity*. Paper presented at the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.

**Stoehr, K.** & Olson, A. (November 2019). *New teachers' visions of groupworthy tasks in the elementary classroom*. Paper presented at the School Science and Mathematics Association Convention, Salt Lake City, UT.

Olson, A & **Stoehr, K.** (November 2019). *Meritocracies and mistakes: New teachers' understandings of how to be smart in mathematics*. Paper presented at the School Science and Mathematics Association Convention, Salt Lake City, UT.

Olson, A., & **Stoehr, K.** (2019, April). *Unpacking grit and growth as expectations for equity with new mathematics teachers*. Roundtable presented at American Education Research Association, Toronto, Canada.

Civil, M., Fernandes, A., Joseph, N., **Stoehr, K.**, & LopezLeiva, C. (2019, February). *Mathematics teacher educators walking to equity through critical reflection and analysis of structural systems*. Paper presented at the Association of Mathematics Teacher Educators, Orlando, FL.

Kalinec-Craig, C., **Stoehr, K.**, & Turner, E. (2018, April). *Prospective Teachers*

*Incorporating Children's Home and Community Knowledge*. Paper presented at the National Council of Teachers of Mathematics Research Conference, Washington DC.

- Stoehr, K.** (2018, April). *Preservice teachers having meaningful mathematical dialogues with Latina mothers*. In M. Civil (Chair), *Foregrounding cultural ways of being in mathematics teacher education: Cases from Latinx and Pāsifika communities*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, New York, NY.
- Stoehr, K.** (2018, April). *Prospective teachers' reflections across the community mathematics exploration*. In M. Zavala (Chair), *Community mathematics explorations 2.0: Expanding on the work of TEACH Math*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, New York, NY.
- Stoehr, K., & Sun, K.** (2018, February). *Learning mathematics through a community based experience*. Paper presented at the International Conference on Active and Project Based Learning, Santa Clara, CA.
- Yeh, C., **Stoehr, K.**, & Chau, T. (2018, February). *Attending to the social, historical, and institutional contexts of education in mathematics methods courses*. Paper presented at the Association of Mathematics Teacher Educators, Houston, TX.
- Civil, M., **Stoehr, K.**, & Salazar, F. (2017, October). *Parents and teachers exploring together the mathematics learning of emergent bilingual children*. Paper presented at the Erickson Institute Early Math Collaborative, Chicago, IL.
- Stoehr, K.** (2017, April). *Mathematics anxiety: A timeline approach to understanding preservice teachers experiences of learning to teach mathematics*. Roundtable presented at American Education Research Association, San Antonio, TX.
- Stoehr, K.** (2017, February). *"I just don't want to feel dumb": One elementary preservice teacher's experience with mathematics anxiety*. Paper presented at the Association of Mathematics Teacher Educators, Orlando, FL.
- Stoehr, K.** (2016, April). *"Math is just not my thing": One elementary preservice teacher's experiences with mathematics anxiety*. Poster presented at American Education Research Association, Washington DC.
- Stoehr, K.**, Carter, K., & Sugimoto, A. (2016, April). *Complex Algorithms and Diminished Degrees of Freedom: Women Elementary Preservice Teachers' Narrative Experiences in Mathematics*. Roundtable presented at American Education Research Association, Washington DC.
- Carter, K., Carter, G., Sugimoto, A., **Stoehr, K.** (2016, April). *Preservice Teachers' Well-Remembered Events of Gender-Based Pedagogical and Policing Practices in Elementary*

*School Settings*. Paper presented at American Education Research Association, Washington DC.

Sugimoto, A., Carter, K., **Stoehr, K.** (2016, April). *"I Understand What These Students Are Experiencing": Linguistically Diverse Preservice Teachers' Narratives Regarding English Learners*. Roundtable presented at American Education Research Association, Washington DC.

Kersting, N., Mei-Kuang, C., Lozano, G., Heshmati, S., **Stoehr, K.**, Stigler, J. (2016, April). *Extending the Classroom Video Analysis Into a Content-Focused, Common Core–Aligned Measure of Mathematics Knowledge for Teaching*. Symposium presented at American Education Research Association, Washington DC.

Roth McDuffie, A., Drake, C., Foote, M., Turner, E., Aguirre, J., Bartell, T., Witters, A., **Stoehr, K.** (2015, November) *Instructional modules for k-8 mathematics methods with a focus on equitable practices for diverse students*. Paper presented at the Association of Mathematics Teacher Educators, Irvine, CA.

**Stoehr, K.** (2015, April). *Mathematics anxiety: One size does not fit all*. Paper presented at American Education Research Association, Chicago, IL.

Olson, A. & **Stoehr, K.** (2015, April). *From numbers to narratives: Preservice teachers experiences of mathematics anxiety*. Poster presented at American Education Research Association, Chicago, IL.

Sugimoto, A., Carter, K., & **Stoehr, K.** (2015, April). *From silent spectator to intrepid interventionist: A study of preservice teachers' bystander narratives regarding social justice for English learners*. Paper presented at American Education Research Association, Chicago, IL.

Carter, K. Carter, G. Sugimoto, A., & **Stoehr, K.** (2015, April). *Preservice teachers' well-remembered events about elementary student policing toward the gender binary (x or y, boy or girl?)*. (2015). Paper presented at American Education Research Association, Chicago, IL.

Roth McDuffie, A., Turner, E. E., **Stoehr, K.**, Sugimoto, A. & Witters, A. (2015, April). *Leveraging multiple mathematical knowledge bases in the first and second years of full time teaching*. In J. M. Aguirre (Chair), Supports, challenges, and practices of early career k-8 mathematics teachers to enact equitable mathematics teaching. Presentation as part of a symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

Wager, A., Rubel, L., Foote, M., Harrigan, K., Stachelek, A.J. & **Stoehr, K.** (2014, April). *Centering instruction on students: Mathematics teacher education for equity*. Research Symposium presented in April 2014 at the National Council of Teachers of Mathematics Research Conference, New Orleans, LA.

**Stoehr, K.,** Carter, K., & Sugimoto, A. (2014, April). *Past experiences and present reality: How elementary women preservice teachers view teaching mathematics*. Roundtable presented in April 2014 at American Education Research Association, Philadelphia, PA.

Sugimoto, A., Carter, K., & **Stoehr, K.** (2014, April). *Teaching “in their best interest” : Preservice teachers’ developing stories from the field about English learners*. Paper presented at American Education Research Association, Philadelphia, PA.

Sugimoto, A., Carter, K., & **Stoehr, K.** (2014, April). *Understanding the Syntax of School Life for English Learners: A Study of Preservice Teacher Narratives Regarding Issues of Social Justice*. Roundtable presented at American Education Research Association, Philadelphia, PA.

Kersting, N., Sutton, T., Kalinec-Craig, C., Chen, M., Heshmati, S., **Stoehr, K.,** Thomas, M., Goswami, G. (2014, April). *Understanding the Relationship Between Teacher Value-Added Scores, Instructional Quality, and Independent Measures of Student Learning*. Paper presented in April 2014 at American Education Research Association, Philadelphia, PA.

Turner, E., Foote, M., **Stoehr, K.**, McDuffie, A., Bartell, T., & Drake, C. (2013, April) *Preservice teachers leveraging children’s multiple math knowledge bases*. Paper presented at National Council of Teachers of Mathematics Research Pre-session, Denver, CO.

**Stoehr, K.** (2013, April). *Mathematical conversations that matter*. Roundtable presented at American Education Research Association, San Francisco, CA.

**Stoehr, K.** & Kalinec, C., & Turner, E. (2013, April). *Pre-Service teachers’ beliefs on the role of children’s home and community knowledge in learning mathematics*. Paper presented at American Education Research Association, San Francisco, CA.

Carter, K., **Stoehr, K.,** Carter, G., & Sugimoto, A. (2013, April). *Learning to teach out and proud: Preservice teachers well-remembered narratives of social injustice in field based settings*. Paper presented at American Education Research Association, San Francisco, CA.

Carter, K., Carter, G. & **Stoehr, K.** (2013, April). *Gay but not gay: Preservice teachers’ narratives of sorrow about LBGTQ students’ experiences in K-12 school settings*. Paper presented at American Education Research Association, San Francisco, CA.

Carter, K. & **Stoehr, K.** (2012, April). *Narrating school experience and knowing teaching: confronting issues of social justice in teacher education programs*. Paper presented at American Education Research Association, Vancouver, Canada.

Carter, K. & **Stoehr, K.** (2012, April). *Developing stories from the field: The impact of audience, advice, and authenticity on preservice teachers’ narrative understandings of*

*teaching*. Paper presented at American Education Research Association, Vancouver, Canada.

Kersting, N., Sutton, T., Bartel, C., **Stoehr, K.**, & Heshmati, S., Lozano, G., Stigler, J. (2012, April). *Using teachers' analyses of teaching to measure usable knowledge for teaching ratios, proportions, variables, expressions, equations*. Poster presented at American Education Research Association, Vancouver, Canada.

Boulds, J., Kalinec-Craig, C., & **Stoehr, K.** (2012, April). *Exploring teachers' analyses of classroom instruction: The effects of beliefs about teaching and learning*. Roundtable presented at American Education Research Association, Vancouver, Canada.

Sutton, T., **Stoehr, K.**, & Kalinec-Craig, C. (2012, February). *Using video clips of classroom instruction to measure knowledge of teaching mathematics*. Paper presented at the Association of Mathematics Teacher Educators, Ft. Worth, TX.

**Stoehr, K.** & Carter K. (2011, April). *Stories and statistics: A mixed picture of gender equity in mathematics*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**Stoehr, K.** (2010, October). *Gender inequality in mathematics: Does it really exist?* Paper presented at the Research on Women & Education 36th Annual Fall Conference, AERA SIG Group, Phila. PA.

### **Regional Scholarly Presentations**

**Stoehr, K.**, & Madrigal, M. (2018, April). *From home to school: Creating meaningful mathematical dialogue*. Invited Presentation at the 3rd Annual Latino Education Summit: Silicon Valley, Santa Clara University and the Foundation for Hispanic Education, Santa Clara, CA.

**Stoehr, K.** (2018, March). *The importance of getting to know you: Parents and teachers two-way mathematics dialogue*. Presentation at the 7<sup>th</sup> Annual CA-NAME Conference. San Francisco: CA.

**Stoehr, K.** (2017, April). *Supporting English language learners in the mathematics classroom*. Invited Presentation at the 2nd Annual Latino Education Summit: Silicon Valley, Santa Clara University and the Foundation for Hispanic Education, Santa Clara, CA.

**Stoehr, K.** (2017, March). *Connecting the mathematical threads from home to school*. Presentation at the 2nd Annual Education and Ethnic Studies Summit, Chapman University, Orange, CA.

**Stoehr, K.**, & Liston, J. (2013, January). *Designing a common core friendly geometrical quilt block*. Paper presented at the Mathematics Educator Appreciation Day, Tucson, AZ.

Kalinec-Craig, C., & **Stoehr, K.** (2012, February). *Pre-service teachers' beliefs on how diverse students learn*. Paper presented at the University of Arizona, TLS Department Graduate Student Colloquy, Tucson, AZ.

Kalinec-Craig, C., & **Stoehr, K.** (2012, January). *Connecting mathematics to students' out of school experiences*. Paper presented at the Mathematics Educator Appreciation Day, Tucson, AZ.

## **Grants**

### **External Grants**

**2016-June 2019.** Co-Principal Investigator. *Let's talk about math: Parents and teachers talking and doing mathematics together*. Grant awarded by the Heising-Simons Foundation (Amount awarded: \$225,000 over two years, PI: Marta Civil).

**2017-Present.** Co-Researcher. *Mathematics and language, literacy integration (MALLI) in dual language settings*. Grant awarded by the US Department of Education (Amount awarded: \$2.3 million over four years, PIs: Marco Bravo & Claudia Rodriguez-Mojica).

### **Internal Grants**

**Summer 2019.** *Teachers engaging in mathematics content for K-6 students*. Grant awarded by Santa Clara University Research and Teaching (Amount Awarded \$5,000).

**Summer 2018.** *Conversations that matter: Prospective elementary mathematics teachers learn to facilitate effective conferences with families of children in underserved communities*. Grant awarded by Santa Clara University Research and Teaching (Amount Awarded \$5,000).

**Summer 2017.** *Learning to foster high quality mathematics interactions for K-6 students*. Grant awarded by Santa Clara University Research and Teaching (Amount Awarded \$5,000).

**Summer 2017.** *Creating mathematics "smartness" for all: Improving student participation and learning in mathematics grades k-6*. Grant awarded by the Dean's Office Gift Fund & Department of Education Gift Fund (Amount Awarded \$1,250).

**Summer 2017.** *Transforming future elementary school teachers' experiences with mathematics*. Grant awarded by the Dean's Office Gift Fund & Department of Education Gift Fund (Amount Awarded \$725).

### **Grants Under Review**

Sun, K. & **Stoehr, K.** [*\$74,641*]. *Exploring mathematics teaching opportunities for mindset and sense-making (EMTOMS)*, National Science Foundation Robert Noyce Teacher Fellowship Program. Co-Principal Investigator.

Zirkel, S., **Stoehr, K.**, Mosqueda, E., Bravo, M., & Schaefer, E. [*\$1,449,818*]. *Expanding the mathematics teacher pipeline for East San Jose*, National Science Foundation Robert Noyce Teacher Fellowship Program. Co-Principal Investigator.

Zirkel, S., **Stoehr, K.**, Sun, K., Bravo, M. & Schaefer, E. [*\$2,998,136*]. *Mathematics equity and access through mindset and sense-making: High quality mathematics instruction in East San Jose*, National Science Foundation Robert Noyce Teacher Fellowship Program. Co-Principal Investigator.

Drake, C., Hunt, J., **Stoehr, K.**, & Yeh, C. [*\$4.1 million*]. *Embracing neurodiversity: Transforming elementary mathematics preparation and pedagogy* (eN-TEMP<sup>2</sup>). National Science Foundation, Discovery Research PreK-12 (DRK-12). Co-Principal Investigator.

## **SERVICE TO THE UNIVERSITY, THE PROFESSION, AND THE COMMUNITY**

### **Service to Santa Clara University (2015-Present)**

#### **University:**

2019	Participant in the Mission Priority Meetings
2018–Present	Ignatian Faculty Forum Member I & II
2017–2018	University Research Committee Member
2018	Faculty Member of the KINO Border Initiative Immersion Trip
2018	Invited Guest Speaker-Kappa Delta Pi Initiation Ceremony
2017	Interviewer for the Math Department Post Doc Candidate
2016-2018	Co-Presenter of Mathematics Workshops in Child Studies Program
2016	Co-Presenter of Café Presentation on Groupwork
2016	Reviewer of Undergraduate Study Abroad Applicants

#### **Department of Education:**

2019-2020	University Program Review Coordinator for the Department of Education
2019-2020	SCU California Council on Teacher Education (CCTE) Delegate
2019	Co-Reviewer of Latinx Education Research Center (LERC) Grants
2018-2019	Assistance with the California Commission on Teacher Credentialing (CTC) Program Review
2018-2019	Teacher Performance Assessment (TPA) Support for MATTC Students
2018-2019	Attendance at Job Talks for the Department & School
2018	Assistance with the Winter 2019 MATTC Schedule of Classes
2017-2018	Educational Leadership Search Committee Member
2017-Present	Prospective Student Orientation Presentation for MATTC Program
2017-Present	Mentoring MATTC Students with the NCTM Grant Applications
2016-2018	Student Association for Graduate Education (SAGE) Faculty Advisor
2018	MATTC Annual Yearly Adjunct Lecturer (AYAL) and Field Coordinator Search Committee Member
2016-Present	Faculty Advisor for students in the Master of Arts in Teaching and Teaching Credential (MATTC) Program for up to <b>41</b> students annually
2016-2019	Annual Presenter at the Brown Bag Research Presentations
2016-2018	Member of the (MATTC) Admissions Committee Member
2016-2018	Reviewer for the MAI-DE Action Research Projects



2015-Present            CBEST/CSET Support for Multiple Subject Candidates

**Service to The University of Arizona (2009-2015)**

2014–2015            Awards & Scholarship Interdisciplinary Faculty Committee Member  
2011–2014            Graduate College Grievance Committee Member  
2011–2015            Steering Committee Member, Mathematics Educator Appreciation Day  
Conference  
2011–2013            Interview Committee Member for Incoming Undergraduate College of  
Education Students  
2011                    Invited Lecturer, Presented a seminar on Classroom Management in the  
Mathematics Classroom for Graduate Students at the University of  
Arizona College of Mathematics

**Service to the Profession**

2019                    Association of Mathematics Teacher Educators (AMTE) Mentorship  
Program mentoring a new Ph.D. Mathematics Education and Research  
graduate  
  
2019                    Accepted Invitation to be an Advisory Board Member for a pending NSF  
Grant entitled *Meditation and Mathematics Anxiety*  
  
2018–Present           Association of Mathematics Teacher Educators (AMTE) Invited Equity  
Committee Member (2018-2021)  
  
2018                    National Science Foundation (NSF) In Person Panel Reviewer  
  
2015–2016            Organizing Committee Member for the 2016 Psychology of Mathematics  
Education-North America Conference  
  
2016-Present           **Manuscript Reviewer**  
*Journal of Teacher Education*  
*Journal of Mathematics Teacher Education*  
*Teaching and Teacher Education*  
*School Science and Mathematics*  
*Teacher Education Quarterly*  
*Teaching Children Mathematics*  
*Mathematics Teaching in the Middle School*  
*ZDM Mathematics Educator*  
*Journal of Latinos and Education*  
  
2010–Present           **Conference Proposal Reviewer**  
*American Education Research Association (Division K)–(Invited  
Reviewer 2016)*  
*Association of Mathematics Teacher Educators*

*National Council of Teachers of Mathematics  
Psychology of Mathematics Education-North America*

**Community Service**

2018-2019	Faculty Leader for the Empowering Educators of Color Workshop
2018-2019	Math Workshops for K-8 Teachers at Key Academy Charter Schools
2015-2018	Kids Vision Board Member
2017-2018	Math Presentations at the Latino Education Summits
2017	Math & Language Presentation to Sacred Heart Nativity K-8 Faculty
2016-Present	Research Support for Ph.D. Students One on One and in Ph.D. Classes at other universities

**Paid Community Service**

2017–Present	Professional Development for Elementary Mathematics Teacher for the Milpitas School District Topic: Equitable Mathematics Teaching
2016-2018	ALearn Professional Development for Teachers Topic: Co-teaching in the Mathematics Classroom: Sharing Hopes, Attitudes, Responsibilities and Expectations

**Professional Memberships**

*American Education Research Association  
Psychology of Mathematics Education – North America  
Association of Mathematics Teacher Educators  
National Council of Teachers of Mathematics  
School Science and Mathematics Association*