CATHERY YEH

1912 Speedway, Austin, Texas 78712-1293| Curriculum & Instruction cathery.yeh@utexas.edu

EDUCATION

Ph.D., Learning, Cognition, and Development, University of California, Irvine, CA 2016
(Graduate Emphasis: Chicano/Latino Studies)
Mathematics, language, and learning: A longitudinal study of elementary bilingual teachers and their mathematics teaching practices; Advisors: Dr. Rossella Santagata (chair), Dr. Tesha Sengupta-Irving, Dr. Raul Fernandez

M.A., Learning, Cognition, and Development**.** University of California, Irvine, CA 2012
Towards critical mathematics education in teacher preparation. Advisor*:* Dr. Rossella Santagata

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

B.A., Psychology, University of California, Los Angeles 2000

PROFESSIONAL APPOINTMENTS

Associate Professor, Curriculum & Instruction, The University of Texas at Austin 2025- present

Core Faculty, Center for Asian American Studies 2022- present

Assistant Professor, Curriculum & Instruction, The University of Texas at Austin 2022- 2025

Assistant Professor, Teacher Education, Chapman University. Orange, CA 2016-2022

Founding Co-Director, Ethnic Studies Program 2021-2022

Program Coordinator, Foundational Level Mathematics Teacher Credential Program, California State University, Fullerton, CA 2015-2016

PUBLICATIONS

Total Citations: 1287 | h-index = 21 | i-10-index = 21 |

Books

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.

Yeh, C., Ellis, M. W., Hurtado, C. (2017). *Reimagining the mathematics classroom: Creating and sustaining classroom environments for productive learning*. Reston, VA: National Council Teachers of Mathematics. [currently listed on NCTM's annual list of top ten best seller]

Peer-Reviewed Journal Articles (including Accepted and In Press)

Yeh, C., *Rigby, R.,* Gomez Zwiep, S. *& Johnson, A.* (In press). Variability in action: How data Shapes children's understanding of the natural world. *Science and Children.*

Yeh, C., Reinholz, *Lee, H.H., &* *Moschetti, M.* (2025). Beyond verbal: A methodological approach for capturing embodied participation in mathematics classrooms. *Educational Researcher.* https://doi.org/10.3102/0013189X241310169

Yeh, C., *Rigby, L.,* Huerta, S.,* & Engelhard, C.* (2024). Culturally sustaining universal design for mathematics learning. *Mathematics Teacher: Learning and Teaching PK-12. 117*(11)*,* 792-801. https://doi.org/10.5951/MTLT.2023.0364

Chen, E. & **Yeh, C**. (2024). Disability, model minority myth, and white supremacy: Struggling, reimagining, and becoming through mother-daughter counter storytelling. *International Journal of Qualitative Studies in Education.* 1-14. https://doi.org/10.1080/09518398.2024.2318274

Yeh, C. (2023). DisCrit noticing: Theorizing at the intersections of race and ability in mathematics education. *School Science and Mathematics, 123*(8)*,* 417-431. https://doi.org/10.1111/ssm.12628.

Stinson, D. W., Subramanian, J., & **Yeh, C.** (2023). Calling for critical interrogations of white supremacy and settler colonialism in mathematics education research: Getting in "good trouble, necessary trouble". *Prometeico: Journal of Philosophy and Science, 27*, 231–240. https://doi.org/10.34024/prometeica.2023.27.15288

Yeh, C, Agarwal-Rangnath, R., & Albarran-Moses, A.* (2023). Abolition and ethnic studies in early care and education. *Contemporary Issues in Early Childhood, 24*(2), 208-225. https://doi.org/10.1177/14639491231165291

Yeh, C., Agarwal-Rangnath, Hsieh, B., & Yu, J. (2022). The wisdom in our stories: Asian American MotherScholar voices. *International Journal of Qualitative Studies in Education, 37*(2), 860-873. https://doi.org/10.1080/09518398.2022.2127010

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

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. http:/.doi.org/10.1080/0161956X.2022.2055885

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

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. https://doi.org/10.1080/10665684.2021.1951631

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://doi.org/10.21423/jume-v14i1

Yeh, C. (2021). Responsive and relevant to whom? *Mathematics Teachers: Learning and Teaching Mathematics PK-12, 114*(1), 83-84. https://doi.org/10.5951/MTLT.2020.0083

Dingle, M.* & **Yeh, C.** (2021). Mathematics in context: The pedagogy of liberation. *Teaching Tolerance, 66,* 32-36.

Yeh, C.,& Ellis, M. (2021). Creating culturally responsive mathematics classrooms. *ComMuniCator, 45*(4), 18-20.

Yeh, C., Ellis, M., & *Mahmood, D*. (2020). From the margin to the center: A framework for rehumanizing mathematics education for students with dis/abilities. *The Journal of Mathematical Behavior*, *58*, 100758. https://doi.org/10.1016/j.jmathb.2020.100758 [2023 AERA Research in Mathematics Education Special Interest Group Early Career Paper Award]

Yeh, C., Sugita, T., & Tan, P. (2020). Reimagining inclusive spaces for learning. *Mathematics Teachers: Learning and Teaching Mathematics PK-12, 113*(9)*,* 708-714. https://doi.org/10.5951/MTLT.2019.0101

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. https://doi.org/10.1037/edu0000425 1.

Yeh, C. & *Otis, B*. (2019) Mathematics for whom: Reframing and humanizing mathematics, *41*. *Bank Street College of Education.* https://doi.org/10.58295/2375-3668.1276 [Listed as top ten most popular paper from 2019 to present.]

Yeh, C. & Chao, T. (2019). Celebrating the mathematical brilliance in all children. *Teaching Children Mathematics, 25*(7), 448. https://doi.org/10.5951/teacchilmath.25.7.0448.

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.*

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. https://doi.org/10.1177/1478210318776470

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

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. https://doi.org/10.1080/10508406.2018.1441030

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. https://doi.org/10.21423/jume-v10i2a328

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. https://doi.org/10.1007/s11858-015-0737-9

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. https://doi.org/10.1177/0022487114549470

Yeh, C. (2015). A picture is worth more than a thousand words. *Teaching Children Mathematics, 21*(8), 512. https://doi.org/10.5951/teacchilmath.21.8.0512

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. https://doi.org/10.1007/s10857-013-9263-2

Official Policy Document

Huinker, D., Marshall, AM., Rigelman, N., & **Yeh, C.** (2020). *Catalyzing change in early childhood and elementary schools*. Reston, VA: National Council of Teachers of Mathematics.

Invited Handbook Chapter

Shirude, S.*, **Yeh, C.**, *Revzi, S.*, & Martinez, M. (Accepted). Ethnic Studies as mathematics teacher education research: A framework for radical hope and love. In XXX (Eds), Fourth Handbook of Research in Teacher Education.

Torres-Gerald, L., **Yeh, C.,** Tan, P., & Reinholz, D., & Rayan, P.* (in press). Moving beyond deficit: DisCrit and disability justice in STEM postsecondary education. In G.Cochran, & J. D. Adams (Eds.), *Handbook on equity-oriented, discipline-based STEM education research*. New York, NY: Springer.

Stinson, D. W., Subramanian, J., & **Yeh, C**. (2024). Strengthening equity and social justice research in mathematics education through critical interrogations of white supremacy and settler colonialism. In M. A. Clements, B. Kaur, T. Lowrie, V. Mesa, & J. Prytz (Eds.), *Fourth international handbook of mathematics education*. New York, NY: Springer.

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Book Chapters

Yeh, C., *Rigby, L., & Ou, L.* (2025). Belonging by design: A culturally sustaining UDL approach to mathematics education. In K. L. Terrell & D.S. Pimentel (Eds.), *Culturally sustaining pedagogies in mathematics and technology education: Research, practices and critical reflections*. ((pp. 167-200). Hershey, PA: IGI Global Scientific Publishing.

Teng, L., **Yeh, C.,** & *Bae, W.* (2025). Mapping consequential geographies: Examining the model minority racial project in teacher education. In B. Hsieh & R.S. Coloma (Eds.), *We Make the road by walking: Counterstories of critical AAPI and Arab American educators*. New York, NY: Harvard Ed Press.

Chen, E., **Yeh, C**., & Waid. B.* (2024). Yassifying math with "The hips of the drag queen." In K. Darling-Hammond, & B. Evans-Santiago (Eds), *T* is for thriving: Blueprints for affirming trans* and gender creative lives and learning in schools.* Gorham, Maine: Myers Education Press.

Koestler, C., Kalinec-Craig, C., Thanheiser, E., **Yeh, C.**, Jessup, N., & Wager, A. (2024). Justice-oriented mathematics teacher education: A conversation among early childhood and elementary mathematics teacher educators. In B.M. Benken (Ed), *AMTE professional book series, Volume 5: Reflection on past, present, and future: Paving the way for the future of mathematics teacher education* (pp. 29-44). Charlotte, NC: Information Age Publishing (Association for Mathematics Teacher Educators- AMTE).

Hsieh, B., Yu, J., **Yeh, C**., & Agarwal-Rangnath, R. (2024). Love on the front lines: Asian American MotherScholars resisting dehumanizing contexts through humanizing collectivity. In H. K. Olson Beal, C.J. Cross, & L.E. Burrow (Eds), *MotherScholaring during the COVID-19 pandemic: Investigating the influence of the COVID-19 pandemic on motherscholars.* New York, NY: Routledge Taylor & Francis.

Chen, E.*, & **Yeh, C**. (2023). We are not your model minority: Struggling, reimagining, and becoming through motherdaughter counter-storytelling. In M. Strutchens, G. Krause, D. Y. White, & J. Bay-Williams (Eds.), *Antiracist mathematics education: Stories of acknowledgment, actions, and accountability* (pp. 39-48). TODOS: Mathematics for All.

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). New York, NY: Routledge.

Gallardo, G. & **Yeh, C.** (2022). Tu lucha es mi lucha: Mathematics for movement building. In T. Bartell, C. Yeh, M. Felton-Koestler, & R. Berry (Eds). *Upper elementary mathematics Lessons to explore, understand, and respond to social injustice* (pp.134-143). Thousand Oaks, CA: Corwin.

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

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 Education Press.

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, NY: Springer.

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* (pp. 245-247). New York, NY: Routledge.

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* (pp. 115-127). Hershey, PA: IGI Global.

Articles in Peer-Reviewed Conference Proceedings

Yeh, C., Rigby, L. & Lopez, F. (2024). Place matters: Mapping consequential geographies through place inquiry and spatial methods in bilingual mathematics education. In K.W. Kosko, J. Caniglia, S. Courtney, & M. Zolfaghari (Eds.), *Proceedings of the 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Cleveland, OH.

Stinson, D. W., Subramanian, J., & **Yeh, C**. (2023). Calling for critical interrogations of white supremacy and settler colonialism in mathematics education research: Getting in "good trouble, necessary trouble" (pp. 1612–1625). In R. Marcone, P. Linardi, R. Milani, J. P. A. de Paulo, A. M. Queiroz, & M. T. da Silva (Eds.), *Proceedings of the 12th International Conference of Mathematics Education and Society* (MES12). São Paulo, Brazil: MES12. (J. Subramanian presented at conference; duplicate publication at *Prometeica: Journal of Philosophy and Science,* No. 27[2023]; peer reviewed; international)

Tan, P., **Yeh, C.**, Sheldon, J., Rands, K., Lewis, K., Candela, A., Lambert, R., Hunt, J., Mason, E., Padilla, A., Bagger, A., *Mirin, A.*, & Nieminen, J. (2022). Taking up mathematics education research space as resistance: Toward disability justice. In Lischka, A.E., Dyer, E.B., Jones, R.S., Lovette, J.N., Strayer, J., & Drown, S. (Eds.), *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. (pp. 2192–2194). Nashville, TN. https://doi.org/10.51272/pmena.44.2022

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Yeh, C., *Bianco, K.*, *Asato, K.*, Thanheiser, E.**,** *Breana, V*., *Roady, N.*, Elliott, R., & Heaton, R. (2022). Navigating the white space of mathematics: Lessons learned from mathematics teacher educators of color. In Lischka, A.E., Dyer, E.B., Jones, R.S., Lovette, J.N., Strayer, J., & Drown, S. (Eds.), *Proceedings of the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. (pp. 1486–1494).. Nashville, TN. https://doi.org/10.51272/pmena.44.2022

Thanheiser, E., Harper, F., Jackson, C., Jessup, N., Kalinec-Craig, C., **Yeh, C.,** & Sugimoto, A. (2021). Teaching mathematics for social justice in the context of University Mathematics. In A. I. Sacristán, J. C. Cortés-Zavala, & P. M. Ruiz-Arias (Eds.), *Mathematics education across cultures: Proceedings of the 42nd meeting of the North American chapter of the International Group for the Psychology of Mathematics Education, Mexico* (pp. 185–188). https://doi.org/10.51272/pmena.42.2020-18

Encyclopedia Articles

Sengupta-Irving, T. & **Yeh, C.** (2015). Critical pedagogy. In Thompson (Ed.), *Encyclopedia of Diversity and Social Justice*. Richmond: KY: Rowman & Littlefield Publishing Group.

Op-Eds and Non-Peer-Reviewed Articles

Yeh, C. (2021, Spring). 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://www.learningforjustice.org/magazine/spring-2021/toolkit-for-mathematics-in-context-the pedagogy-of-liberation

Ellis, M.W. & **Yeh, C. (**2020, Spring). The need to disrupt normalcy in mathematics education. National Science Foundation Advancing Research & Innovation in the STEM Education of Preservice Teachers in High-Need School Districts. https://aaas-arise.org/2020/10/14/how-can-we-disrupt-ideologies-around-normalcy-difference-a nd-identity-that-dis-able-students-in-mathematics-education/c

Works Under Review

Nunez, P., Yeh, C.**,** Ou, A, Zuniga, L. (Submitted). Mapping collective belonging: Enhancing community and mathematics through youth participatory mapping. *Teaching for Excellence and Equity in Mathematics*

Yeh, C., *Rigby, L. & Ou, L.* (Submitted). Belonging by design- A culturally sustaining UDL approach to mathematics education. In K. Terrell & D. S. Pimente (Eds), *STEM education and culturally sustaining pedagogies: Research, practices, and critical reflections.* IGI Global

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Yeh, C., *Rigby, R.,* Gomez Zwiep, S. *& Johnson, A.* (Revise and Resubmit). Variability in action: How data Shapes children's understanding of the natural world. *Science and Children.*

Yeh, C., *Nunez, P., & Ou, A.* (Submitted). Ancestral knowledge: The power of the nepohualtzintzin abacus. *Mathematics Teacher: Learning and Teaching PreK-12.*

Shirude, S.*, *Revzi, S.*, & **Yeh, C.** (Submitted). *Ethnic studies education and mathematics* In E. Curammeng, T. L. Buenavista, & D. Stovall (Eds.), *Handbook of Ethnic Studies,* Springer.

Works in Preparation

Yeh, C., *Rigby, L.*, *Lopez, F.*, & *Tovar, I.* (In Progress). Place matters: Mapping consequential geographies through place inquiry and spatial methods in bilingual mathematics education. *Education Sciences*

Yeh, C., Reinholz, D., *Lee, H.H.*, Cosier, M., & Gomez, A. (In Progress). Presumed competence: Towards culturally responsive inclusion in mathematics teacher education. To be submitted to *AERA Open*.

Yeh, C., *Roman, K., & Lee, J.* (In Progress). Navigating the white space of mathematics: Lessons learned from mathematics teacher educators of color. To be submitted to *Race, Ethnicity, and Education*.

Yeh, C. & Kwun, N.* (In Progress). In/Visible: Thick solidarity and Asian American Studies in mathematics education. To be submitted to *Educational Studies*.

Yeh, C., *Rigby, L.*, *Lopez, F.*, & *Tovar, I.* (In Progress). Place matters: Mapping consequential geographies through place inquiry and spatial methods in bilingual mathematics education. To be submitted to the *Multicultural Education*

Yeh, C., *Teng, L, & Bae, W.* (In Progress). From the personal to the global: Engaging in and enacting AsianCrit solidarity within mathematics education. To be submitted to *Journal of Research in Mathematics Education.*

Teng, L, **Yeh, C.,** *& Bae, W.* (In Progress). Spatial Dynamics of the Model Minority Myth and Asianization in Education. To be submitted to *Race, Ethnicity, and Education*.

Yeh, C., *& Teng, L. (In progress.)* The Spaces We Inhabit: Youth Participatory Mapping to Explore Asian American Racialization and Spatial Justice. To be submitted to *Educational Studies*

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Rigby L., Yeh, C. (In Progress). Bridging General and Special Education: Systematic Transformation Through the UDL Math Learning Lab.

MEDIA Appearances and Interview

Lim, E. (2023, December 3) Dis/Ability. *QS Magazine*. Retrieved from https://magazine.qs.com/qs-insights-magazine-9/cover-disability.

Schwartz, S. (2023, September 28). Universities are teaching competing math philosophies to future teachers. Why that matters. *Education Week*. Retrieved from https://www.edweek.org/teaching-learning/universities-are-teaching-competing-math-philosophies-to-future-teachers-why-that-matters/2023/09

Horn, L. & Morton, T. (2023, February 13). Uncovering the hidden curriculum of DRK-12: If I knew then…. *National Science Foundation CADRE K-12*. Retrieved from https://www.google.com/search?q=DRK12+Cathery+Yeh&rlz=1C5GCEM_enUS1017US1017&oq=DRK12+Cathery+Yeh&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKGKABMgkIAhAhGAoYoAEyCQgDECEYChigATIHCAQQIRirAtIBCDI3MTFqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:d14b3cc7,vid:re8ra0CmXAI,st:0

Thanheiser, E. (Producer & host). (2022, October 19). From Argumentation to Truth-Telling: Critical Race Theory in Mathematics Teacher Education. [Audio podcast]. Retrieved from https://mtepodcast.amte.net/45.

Holland, N. (2022, July 7). 3 Ways to Integrate Student Experiences in Elementary Math. *Edutopia*. Retrieved from https://www.edutopia.org/article/3-ways-integrate-student-experiences-elementary-math

Yeh, C. & Nagarajan, J. (2022, May 11). Resetting with Culturally Relevant. Retrieved from Practices [Audio podcast]. https://podcasts.apple.com/dk/podcast/episode70-cathery-yeh-and-janaki-nagarajan-resetting/id34 0703550?i=1000560425168

Gobir, N. (2021, July 18). How to build students' math confidence with culturally sustaining teaching practices. *KQED*. https://www.kqed.org/mindshift/57997/how-to-build-students-math-confidence-with-culturally-sustaining-teaching-practices

Mitchell, C. (2020, May 6). How to teach math to students with disabilities, English-Language Learners. *Education Week*. Retrieved from https://go.gale.com/ps/i.do?p=AONE&u=googlescholar&id=GALE|A623986702&v=2.1&it=r&sid=sitemap&asid=4575231f

Ferlazzo, L. (2020, March 10). Culturally responsive teaching is not a quick fix. *Education Week*. Retrieved from

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

https://www.edweek.org/teaching-learning/opinion-culturally-responsive-teaching-is-not-a-quick-fix/2020/03

Amidon, J., Jones, D., & Thanheiser, E. (Producers & hosts). (2021, February 10). No Guilt Book Club Reimagining the Mathematics Classroom Creating and Sustaining Productive Learning Environments [Audio podcast]. Retrieved from https://www.teachingmathteachingpodcast.com/39.
Podcast Information: *Podcast is produced by the Association of Mathematics Teacher Educators*

Amidon, J., Jones, D., & Thanheiser, E. (Producer & host). (2021, January 16). TMT Podcast: Cathery Yeh: Advocacy in Mathematic Education and Beyond. [Audio podcast]. Retrieved from https://www.teachingmathteachingpodcast.com/26

RESEARCH FUNDING

Sponsored Research Funding -- Candidate PI/ co-PI/ co-I

Current:

Project Title: Developing and Researching K-12 Teacher Leaders Enacting Anti-Bias Mathematics Education
Sponsor: Spencer Foundation, Kapor Foundation, William T. Grant Foundation, Alfred P. Sloan Foundation Rapid Response Bridge Foundation Program
Funding period: 2025-2026
Principal Investigator: Yeh, C.
Role and contribution: The project examines the development and impact of a professional development model that supports teacher leaders in enacting anti-bias mathematics education through sustained collaboration with colleagues, families, and administrators. A key contribution is its inclusion of parents of emergent bilingual students with disabilities as co-learners, co-designers, and co-teachers, fostering collaborative learning across dual language, general, and special education and school, home and community settings.
Total funding: $25,000

Project Title: Searching for Educational Equity Through Critical Socio-Spatial Analysis
Sponsor: National Academy of Education Equity in Math Education Research Grants (EMERG) Program
Funding period: 2024-2026
Principal Investigator: Yeh, C.
Role and contribution: In this project, I use mobile documentary media production with Geographic Information System (GIS) to explore the role of space, race, and ability inside and outside of classrooms and schools at the elementary grade level in which social and spatial mechanisms significantly impact children's mathematics learning opportunities and pathways.
Total funding: $113,118

Project Title: Elementary Open Science Education Curriculum

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Sponsor: Open Science Education
Funding period: 2022-2026
Principal Investigator: Institutional Lead: Northwestern University, Reiser, B.; **UT Austin Co-PI: Yeh, C.**
Co-Principal Investigators: Michigan State University, Oakland University, BSCS Science Learning, Horizon Research, Inc. and Carolina Biological Supply Company,
Role and contribution: The consortium will develop a free, high-quality, K-5 science curriculum and professional learning materials called OpenSciEd Elementary. As the **UT Co-PI,** I am the Math Integration Lead and UDL Integration Lead to support all science curriculum and professional learning materials developed.
Total funding: $7.5M Award; Total UT Award Amount: $500,000

Project Title: Asian American Studies Minor Program and Ethnic Studies General Education at Chapman University
Sponsor: National Endowment for the Humanities
Funding period: 2022-2024
Principal Investigator: Lead PI/Institution: Chapman University, Takaragawa, S.
Co-Principal Investigators: Yeh, C., Osborn, J., Chapman University; Allen, A., Chapman
Role and contribution: This grant funded the development of a minor in Asian American Studies and support current ethnic studies courses and programming at Chapman University to of the core curriculum and community partners that emphasize Asian American issues. This project will develop an Asian American studies minor with accompanying public humanities programming at Chapman University as an initiative to broaden humanities courses and to round out our new ethnic studies minors, with the aim of creating an ethnic studies/diversity General Education course. My role in the project includes building curriculum, programming, and strengthening community partnership and community-based research opportunities for students.
Total funding: $149,918

Internal Research Funding -- Candidate PI/ co-PI/ co-I

Completed:

Project Title: Collaborative Research: Developing and Researching K-12 Teacher Leaders Enacting Anti-Bias Mathematics Education
Sponsor: National Science Foundation, Award #: 210166
Funding period: 2021-2025, Terminated on April 18, 2025
Principal Investigator: Lead PI/Institution: Thanheiser, E., Portland State; **UT PI: Yeh, C.**
Co-Principal Investigators: Oregon State University PI: Elliot, R.; Teacher Development Group PI: Heaton, R.
Role and contribution: The goal of this project is to study the design and development of community-centered, job-embedded professional development for classroom teachers that supports bias reduction bringing families, teachers, and community

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leaders together to engage in systems-level change. The project team will study teacher leader professional development, including the professional development model, framework, and tools, along with what teacher leaders across district contexts and grade-levels take up and use in their instructional practice. I lead the project implementation and research study at the Austin site.

Total funding: $3.2M Award; Total UT Award Amount: $585,290

August 2018 – May 2019	Chapman University Innovation, Diversity, and Inclusion Grant (**$14,676 Award; Total UT Award Amount: 0**), *Anti-Bias Developing and Researching STEM Education* **(PI: Yeh, C.** Co-PI: Cosier, M., Gomez, A., & Reinholz, D.). Using data analytics to visualize participatory inequalities in classroom interactions, the educational design and research identifies unconscious bias - at the intersections of language and dis/ability - enacted through teacher decision-making, develops inclusive teaching practices to explicitly address bias, and ultimately improves student achievement.
August 2017 – May 2018	Mathematics Education Trust Fund (**$5K Award; Total UT Award Amount: 0**), *Planning Together, Learning Together, and Smarter Together* (**PI: Yeh, C.;** Co-PI: Frias, E.; Magnolia School District). This project provides a university-school partnership to develop and examine inclusive mathematics curriculum for students classified with moderate and severe disabilities.
November 2018 – December 2020	Chapman University Faculty Opportunity Grant (**$13K Award; Total UT Award Amount: 0**), *Teaching Equitably and Access to Meaningful Mathematics* (**PI: Yeh, C.,** Co-PI: Sugita, T.). The research team will develop and conduct a preliminary evaluation of a technology-facilitated professional development model to improve special education teachers' mathematics instruction, with the ultimate goal of improving mathematics achievement for students with learning disabilities.

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Research Advisory Board

Advisory Board Member, 2025– 2026
Project: *Racial Justice in Early Mathematics (RJEM)*. PI: Danny Martin,University of Illinois Chicago, Heising–Simons Foundation.

Advisory Board Member, 2022– 2027
Project: *CAREER: Designing Meaningful Learning Experiences for Statistical Literacy in Secondary Mathematics.* PI: Travis Weiland, University of Houston National Science Foundation CAREER (Award Number: 2143816)

Advisory Board Member, 2022– 2025
Project: *Student Noticing of Quantitative Data in Introductory Biology Labs.*
PI: Jeremy Hsu, Chapman University. National Science Foundation BCSER (Award Number: 2225255)

AWARDS, HONORS, & FELLOWSHIPS

August 2025	Elizabeth Glenandine Gibb Teaching Fellowship in Mathematics Education (Dean's Distinguished Faculty Fellows)
January 2024	Accessibility Champion, Office of Disability and Access, The University of Texas at Austin
December 2023	National Academy of Education Equity in Math Education Research Grants (EMERG) Program. Inaugural Program Fellow
May 2023	Early Career Research Paper Award, American Education Research Association Mathematics Education Research Special Interest Group
December 2022	NSF Quantitative Research Methods Fellow, University of Maryland
February 2022	Early Career Award, Association of Mathematics Teacher Educators
May 2021	Valerie Scudder Faculty Excellence Award, Chapman University
March 2021	Attallah College of Educational Studies Unit Excellence Award, Chapman University
March 2017	Math Teacher Educator Star Fellow, Association of Mathematics Teacher Educators
January 2014	Teacher Education Research Question Scholarship Participant, California Council of Teacher Education

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May 2015	Most Promising Future Faculty Award, University of California, Irvine
April 2015	Michael E. Martinez Prize for Outstanding Educational Research and Service, University of California, Irvine
December 2014	President's Dissertation Fellowship, University of California, Irvine
May 2015	Inaugural Tom Angell Mentoring Award, University of California, Irvine
February 2014	Patricia Cross Future Leaders Award, Association of American Colleges & Universities

PRESENTATIONS

INVITED RESEARCH PRESENTATIONS

Yeh, C. "DisCrit noticing: Theorizing at The Intersections of Race and Ability in Mathematics Education" Laval University. Canadian Mathematics Education Study Group Annual Meeting. Quebec City, CA. July 2024.

Yeh, C. (2024, April 26). *Teacher noticing at the intersections of race and ability in mathematics education.* Invited research talk for the University of Delaware Mathematics Education Colloquium, Newark, DE.

Yeh, C. (2024, January 13). *Creating equitable math classrooms that leverage diversity through Universal Design for Learning.* Invited research talk for the Center for Equity for English Learners. Loyola Marymount University. Los Angeles, CA.

Yeh, C. (2023, December 8). *DisCrit noticing: Theorizing at the intersections of race and ability in mathematics education.* Invited research talk for the Michigan State University Mathematics Education Colloquium Series. East Lansing, MI.

Yeh, C. (2023, September 19). Invited research talk for the *Beyond inclusion: Attending diversity by design.* 2023 Institute of Educational Science Mathematics Virtual Summit.

Yeh, C. (2023, September 1). *(Re)Development of a practical measure to reconceptualize ability, normativity, and access in mathematics education.* Invited research talk for the Texas State University Mathematics Education Seminar. San Marcos, TX.

Yeh, C. (2023, June 22). *Reconceptualizing ability, normativity, and access: Designing for rightful presence in K-12 mathematics*. Invited research talk for the TODOS Mathematics for All 2023 Conference. Albuquerque, NM.

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Yeh, C. (2023, May 23). *Beyond access as inclusion in K-12 mathematic*s. Invited research talk for the University of California, Santa Barbara Equity in STEM Education Graduate Seminar. Santa Barbara, CA.

Chen, E. & **Yeh, C.** (2023, May 23).*Centering AAPI resistance and solidarity in the mathematics curriculum.* Invited research talk for the University of California, Irvine Learning for Justice Education Conference. Irvine, CA.

Yeh, C. (2023, February 4). *Challenging norms, breaking barriers, and healing wounds: Recognizing and disrupting white ableist normativity in mathematics education.* Invited Early Career Award research talk for the Annual Meeting for the Association of Mathematics Teacher Educator. New Orleans, LA.

Yeh, C. (2022, October 12). *Social justice mathematics: Critical mathematics to form better social worlds.* Invited research talk for the Center for Equity for English Learners (CEEL). Loyola Marymount University. Los Angeles, CA.

Yeh, C (2022, August 28). *Ethnic Studies organizing within and beyond the mathematics classroom*. Invited virtual talk for the Stop AAPI Hate youth campaign.

Yeh, C. (2021, November 10). *Reconceptualizing ability, normalitivity. and access.* Invited virtual research talk for University of Colorado, Denver, School of Education. Denver, CO.

Yeh, C. (2020. December 3). *Disrupting normalcy in mathematics education.* Invited research talk. University of California, Irvine. Irvine, CA.

Yeh, C. (2020, November 18). *Re-envisioning Re(search). Toward humanizing practices in education research.* Paper presented at the 2020 International Critical Pedagogy Conference, ChangChen, China.

Yeh, C. (2019, August 29). *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.

Yeh, C. (2019, May 10). *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.

Yeh, C. (2019, April 23). *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.

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Yeh, C. (2018, April 20). *Culturally responsive and relational inclusion.* Invited speaker for the California Regional V Conference at Santa Clara County Office of Education, San Jose, CA.

Yeh, C. (2018, November 3). *Reimagining the Mathematics Classroom.* Invited lecture delivered at Critical Pedagogy Conference, Changchun, China.

Yeh, C. (2018, November 4). *Photovoice as a Tool to Place Student Center.* Invited lecture delivered at Northeast Normal University, Changchun, China.

INVITED PANELIST PRESENTATIONS

Barajas-Lopez, F., Runninghorse, L., Seda, P, Elmi, H., & **Yeh, C.** (2024, February 7). *Embracing all through mathematics: Putting value and belonging at care.* Invited opening keynote panel 2024 Annual Regional Conference for the National Council of Teachers of Mathematics, Seattle, WA.

Alexander, N., Berry, R., Daro, P, & **Yeh, C.** (2023, September 24). *Implications and imperatives for equity, opportunity, and achievement in mathematics.* Invited closing keynote panel 2023 Institute of Educational Science Mathematics Virtual Summit.

Mills, J., Fabionar, J. & **Yeh, C**. (2022, January 24). *Organizing around Ethnic Studies and attacks on curriculum.* Invited panelist California Alliance of Researchers for Equity in Education Webinar.

Yeh, C., Koda, H., Furuto, L., Matias, C., Chang, J.O., & To, J. (2021, November 17). *Asian American/Canadian & Pacific Islanders visibility and invisibility: Creating space of learning and unlearning*. Invited keynote panel at the National Council Teachers of Mathematics Virtual Conference.

Yeh, C., Berry, R., Zavala, M, & Jett, C. (2021, October 17). *Critical race theory and mathematics education*. Invited plenary at the 2021 North American Chapter of International Group for the Psychology of Mathematics Education Conference.

Alexander, C., Nagarajan, J., Newton, N., Rivera, R., **Yeh, C.** & Von Aspen, M**.** (2021, February 1). *Hidden figures in mathematics education.* Invited opening keynote panel National Council Teachers of Mathematics Virtual Conference.

Zavala, M., Fabionar, J. & **Yeh, C.** (2020, December 20). *Panel on the future of equity and social justice in teacher education.* Invited virtual panel talk Equity and Social Justice Special Interest Group of the California Council on Teacher Education.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Yeh, C., Rigby, L., Ou, A. & Teng, L. (2025, February 7) *Mapping Consequential Cartographies: Using Digital Storymapping to Investigate Spatial Justice in Mathematics*

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Education. Paper presentation at the 2026 Association of Mathematics Teacher Educators at Portland, OR.

Yeh, C., Rigby, L., Lopez, F. & Tovar, I. (2024, April 13) *Mapping Consequential Geographies Through Spatial and Temporal Methods in Bilingual Education.* Symposium poster presented at the 2025 American Educational Research Association Annual Conference at Denver, CO.

Yeh, C., Johnson, A., & Rigby, L. (2025, March 25) *Mapping Consequential Geographies Through Spatial and Temporal Methods in Bilingual Education.* Symposium paper presented at the 2025 National Association of Research in Science Teaching Annual International Conference at Washington DC.

Yeh, C., Barrow, O., Rigby, L. &, Perez, L. (2024, September 28) *Beyond Pull Outs and Remediation: Integrating Universal Design for Learning in Mathematics.* Presentation at the Annual Conference for the National Council of Teachers of Mathematics, Chicago, IL.

Lee, H. H.**, Yeh C.**, & Reinholz, D. (2024, April 14). *Beyond verbal: A methodological approach for capturing embodied student participation in mathematics classrooms.* Paper presented at the 2024 American Educational Research Association Annual Conference at Philadelphia, PA.

Yeh, C., & Kwun, N. (2024, April 14) *In/Visible: Thick solidarities and Asian American Studies in Mathematics Educatio*n. Symposium presented at the 2024 American Educational Research Association Annual Conference at Philadelphia, PA.

Carreon, O., de los Rios, C., **Yeh, C**., Valenzuela, A., Pour-Khorshid, F., Petchauer, E. & Jimenez, R. (2024, April 14). *What do we need to know about ethnic studies in teaching and teacher education?* Symposium paper presented at the 2023 American Educational Research Association Annual Conference at Chicago, IL.

Thanheiser, E. & Yeh, C. (2023, October 24). *Mathematizing Community Art using Complementary Definitions of Mathematics.* Presentation at the Research Conference for the National Council of Teachers of Mathematics, San Diego, CA.

Stinson, D. W., Subramanian, J., & **Yeh, C**. (2023, July 30). *Calling for critical interrogations of white supremacy and settler colonialism in mathematics education research: Getting in "good trouble, necessary troubles.* Paper presented at the 12th International Conference of Mathematics Education and Society (MES12). São Paulo, Brazil.

*Advisor names are underlined. Student co-author appear in italics. Teacher and community member co-author appear with *.

Yeh, C., Bae, W., & Teng, L. (2024, April 13) *Mapping consequential geographies: Examining the model minority racial project in mathematics educatio*n. Symposium poster presented at the 2024 American Educational Research Association Annual Conference at Philadelphia, PA.

Yeh, C. (2023, April 14) *Ethnic studies and/in teaching and teacher education.* Symposium paper presented at the 2023 American Educational Research Association Annual Conference at Chicago, IL.

Yeh, C. (2023, April 14) *We are not your model minority: Struggling, reimagining, and becoming through mother-daughter counter storytelling.* Symposium paper presented at the 2023 American Educational Research Association Annual Conference at Chicago, IL.

Yeh, C., Kokka, K., Chen, G.A., Louie, N., Jong, C., Chao, T., Wolfe, J., Adiredja, A.. (2022, February 3). *Not your model minority: Interrogating the phrase "Asian American" in mathematics education.* Session presented at the 2023 Annual Association of Mathematics Teacher Educators Conference. New Orleans, LA.

Yeh, C., Bianco, K., Asato, K., Thanheiser, E.**,** Breana, V., Roady, N., Elliott, R., & Heaton, R. (2022, November 19). *Navigating the white space of mathematics: Lessons learned from mathematics teacher educators of color.* Session paper presented during the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN.

Tan, P., **Yeh, C.**, Sheldon, J., Rands, K., Lewis, K., Candela, A., Lambert, R., Hunt, J., Mason, E., Padilla, A., Bagger, A., Mirin, A., & Nieminen, J (2022, November 18-20). *Taking up mathematics education research space as resistance: Toward Disability Justice.* Working Session during the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Nashville, TN.

Yeh, C. (2022, April 11) *Reconceptualizing ability, normativity, and equity in mathematics education*. Symposium paper presented at the American Educational Research Association Annual Conference at San Diego, CA.

Hsieh, B., **Yeh, C.,** Agarwal-Rangnath, R., & Yu, J. (2021, April 10). *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.

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Yeh, C., (2021, April 10) *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.

Yeh, C., Gallardo, G.*, Meindl, N.* (2021, May 10). *Seeds of resistance: Ethnic Studies pedagogy in elementary classrooms*. Session presentation at 2021 California Chapter of the National Association for Multicultural Virtual Conference.

***Yeh, C.**, Ellis, M.W., Mahmood, D.* (2020, April 20). 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. Canada.*

Yeh, C., Santagata, R. & Guarino, J.* (2019. April 6). *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, Canada.

Yeh, C., Louie, N.L., Kokka, K., Jong, C., Eli, J., Chao, T., Adiredja, A. (2019, April 5). *Growing against the grain: Counterstories of Asian American mathematic education scholars.* Paper presented at the 2019 American Educational Research Association, Vancouver, Canada.

Yeh, C., & Rubel, L. (2019, April 6). *Queering mathematics: Disrupting binary oppositions in mathematics education.* Paper presented at the 2019 American Educational Research Association, Vancouver, Canada.

Yeh, C. (2019, April 7). *Doing Counterwork in mathematics education in the age of Trump*. Paper presented at the 2019 American Educational Research Association, Vancouver, Canada.

Rangnath, R., **Yeh, C.,** Hsieh, B., & Wu, J. (2018, April 17). *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, Canada.

Santagata, R., **Yeh, C.,** Lin, J.* (2018, April 16). *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.

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Yeh, C., Ellis, M., Koehn-Hurtado, C (2018, April 26). *Mathematics discourse for all.* Presentation held at the National Council of Teachers of Mathematics. Washingon D.C.

Yeh, C., Stoehr, K., Chao, T., Ozturk, A.,* Lin, H*. (2018, February 9). *Attending the social, historical, and institutional contexts in mathematics methods courses.* Paper presented at the Association of Mathematics Teacher Educators, Houston, TX.

Yeh, C., Otis, B.*, Kalin, K.* (2018, January 10) 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.

Yeh, C. (2017, April 29). *Language, learning and identity: Bilingual/bicultural novice teachers and their teaching practices.* Paper presented at the 2017 American Educational Research Association, San Antonio, TX.

Yeh, C. (2017, April 30). *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.

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.

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.

ADVISING AND STUDENT-RELATED SERVICE

Dissertation Committees

The University of Texas at Austin

Committee Chair—In Progress

Iran Olympia Tovar, Ph.D., Bilingual/Bicultural Education (Co-chair with Dr. María E. Fránquiz)
Lawrence Teng, Ph.D., STEM Education
Lauren Rigby, Ph.D., STEM Education
Aristotle Ou, Ph.D., STEM Education

Committee Member—In Progress

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Chandel Price Ph.D., STEM Education
Amy Johnson Ph.D., STEM Education
William H. Bae Ph.D., Social Studies Education
Frances Lopez Ph.D., Learning Technologies

Committee Member—Completed
Ingrid Ristroph (2023) Ph.D., STEM Education
Dissertation: *Analysis of errors and improvements in numerical approximations and methods in secondary mathematics curriculum*

Committee Member—Completed
Boram Lee (2023), Ph.D., Critical Studies, STEM Education
Dissertation: *The effects of video math games on supporting students' math concept construction*

Committee Member—Completed
Mohit Mehta, (2024), Ph.D., Bilingual/Bicultural Education
Dissertation: *Capturing the racial literacy practices of Asian American youth through a raciosemiotic lens*

Committee Member—Completed
Sonnur Oztuk (2025), Ph.D., STEM Education
Dissertation: *Exploring K-12 Texas teachers' sensemaking of three-dimensional science learning: An exploratory case study*

Committee Member—Completed
Arial Chasen, (2025), Ph.D., Bilingual/Bicultural Education
Dissertation: *Centering disability in postsecondary STEM education: Intersecting identities, divergent perspectives, and transformative methodologies*

Chapman University, College of Education

Committee Chair—Completed
Dina Mahmood (2022), Ph.D., Education Leadership
Dissertation: *"I just learn differently": The experiences of dis/abled students interpreting and resisting normalizing forces in mathematics classroom*

Rabib Atwi (2024), Ph.D., Critical Studies, Chapman University
Dissertation: *Rising from the abyss: A grounded theory exploration on how Afghan and Ukrainian mothers navigate major milestones after the political conflict*

Committee Member—In Progress
Bree Victoria, Ph.D., Critical Studies, Chapman University
Rabib Atwi, Ph.D., Critical Studies, Chapman University

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ADMINISTRATIVE AND PROFESSIONAL SERVICE

The University of Texas at Austin

Department of Curriculum and Instruction

Bilingual and Bicultural Education Faculty Search Committee, 2023- Present
LGBTQ+ Populations Teacher Education Forum Planning Committee, 2023 - Present
Graduate Studies Committee (GSC), 2020–Present
Programs and Courses Committee, 2020–Present

STEM Education Program

Graduate Studies Committee, 2022–Present
STEM Education Program QuantCrit Workshop, 2023

College of Education

AAC&U Institute on AI, Pedagogy, and the Curriculum Committee, C&I Representative, 2025-Present
College of Education Faculty Awards Committee, Community Impact Award Subcommittee, 2024
University of Texas/Austin Independent School District Collaborative Multilingual Education and Special Education Working Group, 2022-Present
Texas Center for Education Policy, 2023-Present
Educate Out Loud: A Panel Discussion on LGTBQ+ Issues in Texas, 2023
Educate Out Loud: Research and Practice Committee, 2022 - Present

University Service

Honoring AAPI Heritage Month: Chinatown Rising Screening and Q&A Planning Committee, 2023
CAAS

Local Service

Austin ISD Numeracy Scorecard and Goal Progress Measures Working Group, 2024-Present
Texas Legislative Education Equity Coalition, 2022-Present
Hart Elementary Campus Advisory Council Community Representative, 2023-Present
Culturally Sustaining and Inclusive Pedagogy Advisory, New York City Department of Education, Seattle School District, Buena Park School District, Austin Independent School District, 2022-Present

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Ethnic Studies Curriculum Advisement, Magnolia, Garden Grove, Los Alamitos, Austin Independent School District, 2019-Present
Los Alamitos Human Relations Task Force, 2018-2022
MiseducAsian Community Co-Founder, 2016-Present
Los Alamitos Community United Community Organization Founding Member, 2018-Present
#miseducAsian Twitter Chat Group Co-Founder, 2019-2023
Chapman University Education & Ethnic Studies Summits Program Co-Chair, 2018-2022
Orange County Mathematics Symposium Program Committee, 2014-201

Professional Service

Invited Panel Reviewer

National Science Foundation (NSF), 2022, 2023

Editorial Board

Consulting Editor, *Multiple Voices*, 2024-Present
Editorial Board Member, J*ournal of Urban Mathematics Education,* 2022-2024
Editorial Board Member, *Teaching Children Mathematics,* 2015 – 2019

National Organization Service

National Council of Teachers of Mathematics (NCTM)

NCTM Board of Directors, 2021-Present
NCTM Publishing Committee, 2020-Present
NCTM Early Career Mathematics Teacher of Color Leadership Pathway Committee Chair, 2022-Present
NCTM Early Childhood and Elementary Education Catalyzing Change Writing Team, 2018-2020
NCTM/ Program Committee for the 2018 Inno8 Conference, 2016-2018
NCTM *Teaching Children's Mathematics Editorial Team*, 2014-2017

AERA Special Interest Group Research in Mathematics Education

Graduate Student Mentor, 2023-Present
Awards Chair, 2020-2023

Association of Mathematics Teacher Educators

Early Career BIPOC Faculty Mentoring Program Faculty Mentor, 2023-Present

TODOS Mathematics for All

TODOS Program Committee for the 2018 National Conference, 2016-2018

Journal Reviewer

Journal of Research in Mathematics Education, 2022–Present
Review of Research in Education, 2023-Present
International Journal of Qualitative Studies in Education, 2021–Present
Journal of Urban Mathematics Education, 2020-Present
Educational Assessment, 2014–Present

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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 - 2020
Teaching Children Mathematics, 2017–2019

Professional Organization Membership

American Educational Research Association (AERA), 2015–Present
Research in Mathematics Education (RME) SIG
Teaching and Teacher Education Division K
Critical Educators for Social Justice (CESJ)
Association of Mathematics Teacher Educators (AMTE), 2015–Present
National Council of Teachers of Mathematics (NCTM), 2012–Present
North American Association for the Psychology of Mathematics Education (PME-NA), 2013–Present
TODOS: Mathematics for ALL
Texas Ethnic Studies Network

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