

# Rosa Del Carmen Chavez

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## EDUCATION

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| <b>Ph.D. Curriculum and Teacher Education – Mathematics Education</b>                                                                                     | Expected June 2022 |
| Stanford University                                                                                                                                       |                    |
| Dissertation: <i>More Than a Test: Teacher Sense-making of Educational Assessments to Shape Educational Opportunities in Elementary Classrooms</i>        |                    |
| Committee Members: Jennifer Langer-Osuna (academic advisor), Jo Boaler, Ben Domingue, Ramon Martinez, Guadalupe Carmona (University of Texas-San Antonio) |                    |
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| <b>M.S. Mathematical Sciences, The University of Texas-Pan American</b>                                                                                   | 2013               |
| <b>B.S. Mass Communication, The University of Texas-Pan American</b>                                                                                      | 2011               |
| Minor: Mathematics                                                                                                                                        |                    |

## RESEARCH INTERESTS

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mathematics education, educational policy, identity development, raciolinguistics in mathematics, Latinx studies, equity in mathematics, teacher education, racial and socioeconomic disparities, diversity in STEM, project based learning, STEM education, experiential learning, dual-language education, assessments

## PUBLICATIONS

### Journal Articles

- Langer-Osuna, J. M., **Chavez, R.**, Kwon, F., Malamut, J., Gargroetzi, E., Lange, K., & Ramirez, J. (2021). "I'm Telling!": Exploring Sources of Peer Authority During a K-2 Collaborative Mathematics Activity. *Studia paedagogica*, 26(2), 97-111.
- Anderson, R. K., Ruef, J., Reigh, E., **Chavez, R.**, Williamson, P., Muro Villa, A. (2021). "Math is so much more": The design, implementation, and outcomes of an elective mathematics methods course. *Teacher Education Quarterly*, 48(4), 28-51.
- Gargroetzi, E., Horn, I.; **Chavez, R.**, & Byun, S. (2021). Institution-Identities in the Neoliberal Era: Challenging Differential Opportunities for Mathematics Learning. In Langer-Osuna, J. M., & Shah, N. (Eds.). *Making visible the invisible: The promise and challenges of identity research in mathematics education* [Journal for Research in Mathematics Education Monograph Number 17]. National Council of Teachers of Mathematics.
- Jaquith, A., & **Chavez, R.** (2020). Coherent Assistance in Education Improvement: How Foundations Can Help. *The Foundation Review*, 12(2) 54-65.
- Langer-Osuna, J.M., Gargroetzi, E., Munson, J., & **Chavez, R.** (2020). Exploring the role of off-task activity on students' collaborative dynamics. *Journal of Educational Psychology*, 112(3), 514-532.
- Langer-Osuna, J.M., Gargroetzi, E., Munson, J., Williams, I., & **Chavez, R.** (2020). "So What are we working on?": How student authority relations shift during collaborative mathematics activity. *Educational Studies in Mathematics*, 104(3), 333-349.
- Gargroetzi, E., **Chavez, R.**, Langer-Osuna, J.M., Munson, J., & Lange, K. (2019). Can off-task be on-track? *Phi Delta Kappan*, 100(8), 62-66.
- Chavez, R.**, Lomeli, K., Kwon, F. & Langer-Osuna, J.M. (under review). "It's not a race problem": Problematizing the Essentialism of Latinidad and its Contribution to Anti-Blackness in Mathematics Education. *Educational Studies in Mathematics*.

### Technical Reports

- Jaquith, A. and **Chavez, R.** (2020). *Beyond Alignment: Striving for Coherence among Technical Assistance Organizations, Schools, and Districts*. Stanford Center for Opportunity Policy in Education.

### Conference Proceedings

- Chavez, R.** (2019). Students' Perceptions of Opportunities to Learn in Testing-Oriented Mathematics Classrooms: A Mixed Methods Study. *Proceedings of the forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. St. Louis, MO: University of Missouri.
- Langer-Osuna, J.M., Gargroetzi, E., **Chavez, R.**, & Munson, J. (2018). Rethinking Loafers: Understanding the Productive Functions of Off-Task Talk During Collaborative Mathematics Problem-Solving. *Proceedings from 13<sup>th</sup> International Conference of the Learning Sciences (ICLS)*. London, England: University of London.

### Manuscripts in Preparation

- Chavez, R.** The High Stakes of Perception: Exploring the Relationship between Testing Environments and Opportunities to Learn that Support the Development of Positive Mathematical Dispositions in Grade 4-8 Classrooms.
- Chavez, R.** The Influence of Testing: Student Perceptions of Opportunities to Learn in Grade 4-8 Mathematics Classrooms.
- Chavez, R.**, & Jaquith, A.. Full steam ahead: Lessons learned from implementation of a performance assessment graduation policy.

### PRESENTATIONS

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- Chavez, R.**, Lomelí, K., Kwon, F., & Langer-Osuna, J.M. (2022, April). "It's Not About Race": Problematizing Latinidad and Its Contribution to Anti-Blackness in Teacher Education. Paper to be presented at American Educational Research Association meeting, San Diego, CA.
- Langer-Osuna, J.M., **Chavez, R.**, Kwon, F., Malamut, J., Lange, K. E., Ramirez, J., & Gargroetzi, E. C. (2022, April). Humanizing Research through Collaboration and Shared Authority. In Harris, M. Y. (chair), *Humanizing Research Labs: How Faculty Use Their Labs to Dismantle, Redesign, and Reconstruct Oppressive Systems*. Symposium to be conducted at American Educational Research Association meeting, San Diego, CA.
- Langer-Osuna, J.M., **Chavez, R.**, Malamut, J., Kwon, F., Gargroetzi, E., Lange, K., & Ramirez, J. (2021). Who gets to hold the counting cubes?: Exploring Authority relations among peers during collaborative struggles in K-2 mathematics. In Lindgren, R. & Shim, S. (chairs), *Movement, Authority, and Knowledge: Examining the Relationships in Embodied and Social Positioning for STEM Learning*. Symposium at 1<sup>st</sup> Annual Meeting of the International Society of the Learning Sciences.
- Langer-Osuna, J.M., **Chavez, R.**, Kwon, F., Malamut, J., Lange, K. & Gargroetzi, E. (April 2021). "I'm Telling!" Exploring Sources of Peer Authority During K-2 Collaborative Mathematics Activity. In Moldovan, A. M. (chair), *Transformative Language Routines, Student Authority, and Student Participation*. Symposium at American Educational Research Association Virtual Annual Meeting.
- Chavez, R.** (2021). Mathematical Opportunities to Learn in Elementary Classrooms in COVID-19 Era. 4<sup>th</sup> Annual STEM Education Virtual Conference.
- Montufar-Soria, P. & **Chavez, R.** (2021). Community, Collaboration, Assessment and Technology: A Distance Education Lesson Planning Tool. Poster presented at the 4<sup>th</sup> Annual STEM Education Virtual Conference.
- Chavez, R.**, & Jaquith, A. (2020) (cancelled). Full steam ahead: Lessons learned from implementation of a performance assessment graduation policy. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Ruef, J., & **Chavez, R.** (February 2020). Preparing Interdisciplinary Practitioners: An Innovative Approach in Secondary Teacher Education. Brief Report at Association of Mathematics Teacher Educators Annual Conference, Phoenix, AZ.
- Chavez, R.** (2019). Students' Mathematical Dispositions and Identity Development in Elementary Classrooms. So, What Are You Working On? (SWAYWO) Graduate Research Conference, Stanford, CA.

- Chavez, R.,** & Anderson, R. (2019). Rehearsing Ways to Practice Creative Insubordination with Pre-Service Teachers. In Gutierrez, R. (chair), *Political Conocimiento for Teaching Mathematics: Context Matters*. Symposium at the Association of Mathematics Teacher Educators Annual Conference, Orlando, FL.
- Chavez, R.** (2019). Student Perceived Opportunities to Learn in Testing Oriented Classrooms. Poster Presentation at the National Council of Teachers of Mathematics Research Conference, San Diego, CA.
- Langer-Osuna, J., Munson, J., Gargroetzi, E., **Chavez, R.,** & Williams, I. (2019). Interactional Pathways to Shared Intellectual Authority During Group Work. National Council of Teachers of Mathematics Research Conference, San Diego, CA.
- Chavez, R.,** Gargroetzi, E., Langer-Osuna, J., Munson, J., & Lange, K. (2019). Deciphering Off-Task Talk: When Off-Task Talk is Productive for Group Work. National Council of Teachers of Mathematics Annual Meeting and Exposition, San Diego, CA.
- Gargroetzi, E., Horn, I., **Chavez, R.,** & Byun, S. (2019). Institution-Identities in the Neoliberal Era: Challenging Differential Opportunities for Mathematics Learning. In Shah, N. & Langer-Osuna, J. (chairs), *Advancing Methods for Studying Social Identities in Mathematics Education: New Possibilities and Perspectives*. Symposium at American Educational Research Association Annual Meeting, Toronto, ON.
- Chavez, R.** (2018). Student Mathematical Dispositions in Testing-Oriented Grade 4-8 Classrooms. Poster Presentation at the Latinx in Mathematics Conference, Los Angeles, CA.
- Chavez, R.** (2018). Student Mathematical Dispositions and Achievement in Testing-Oriented Classrooms. Poster Presentation at the CEPA Research Conference, Stanford, CA.
- Langer-Osuna, J., Gargroetzi, E., Munson, J. & **Chavez, R.** (2018). The Role of Off-Task Interactions in Supporting Productive Disciplinary Engagement in Elementary Mathematics. In Kumpulainen, K. & Rajala, A. (chairs), *Understanding the transformative power of teacher and student agency in changing educational contexts*. Symposium at American Educational Research Association meeting, New York, NY.
- Chavez, R.** (2017). Are High-Stakes Standardized Testing Policies Influencing Classroom Discourse in Mathematics Classrooms? Panel Presentation at So What Are You Working On? (SWAYWO?) Graduate Research Conference, Stanford, CA.

## INVITED TALKS

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- Langer-Osuna, J., & **Chavez, R.** (2021). Productive disruptions: Centering student identity in mathematics teaching and learning. University of Texas Rio Grande Valley, 4<sup>th</sup> Annual STEM Education Virtual Conference.
- Chavez, R.** (2020). Lessons learned from integration of project-based learning and performance assessments. University of Texas San Antonio, Interdisciplinary Virtual Academic Portal of Ongoing Research (iVAPOR) Conference.
- Chavez, R.,** and Kwon, F. (2020). Becoming Collaborative: Examining the Development of Early Collaborative Problem-Solving Capacities. Equity in Education Conference, Stanford University, Stanford, CA.
- Chavez, R.** (2019). Is that really good teaching? Understanding the Tensions Between Students' Perceptions and Actual Learning Opportunities in Grade 4-8 Mathematics Classrooms. UTeach and Center of Excellence in STEM Education, University of Texas at Rio Grande Valley, Edinburg, TX.
- Chavez, R.** (2019). Students' Perceptions of Opportunities to Learn. Exploring the Relationship between Testing Environments and Opportunities to Learn in Grade 4-8 Classrooms. University of Texas at San Antonio SWAYWO Conference, San Antonio, TX.
- Chavez, R.** (2019). What are we really measuring? A more equitable approach to using assessments. Alameda County Office of Education, Hayward, CA.
- Chavez, R.** (2018). The Role of High-Stakes Testing Policies on Student Dispositions in Grade 4-8 Mathematics Classrooms. Center of Excellence in STEM Education, University of Texas at Rio Grande Valley, Edinburg, TX.
- Chavez, R.** (2018). Student Dispositions in Grade 4-8 Mathematics Classrooms. Educational Testing Services, San Antonio, TX.

## RESEARCH EXPERIENCE

**Dissertation: *More Than a Test: Teacher Sense-Making of Educational Assessments to Shape Educational Opportunities in Elementary Classrooms*** 2019 – Present

*PI: Rosa Chavez*

Conducted interviews with teachers across California and Texas, as well as classroom observations, student surveys, and student focus groups in two case study classrooms in Northern California to understand how teachers make sense of educational policies to shape mathematics instruction for Black and Latinx students in 3<sup>rd</sup> and 4<sup>th</sup> grade classrooms.

***Understanding how Latinx Pre-Service Teachers Make Sense of Latinidad to Inform Teaching Practices*** 2020 - Present

*Co-PIs: Rosa Chavez & Karla Lomeli*

Collected and analyzed positionality statements from Latinx pre-service teachers across three institutions to understand how teacher candidates make sense of their own Latinidad in relation to their schooling experiences and mathematics teaching. Will be applying for grant funding to collect future data with bilingual pre-service teachers who teach in bilingual and/or dual language programs.

***Bilingual/Biliterate Instruction for Bilingual Youth*** 2021 – 2026

*Co-PIs: Claudia Rodriguez-Mojica, Allison Briceño, & Karla Lomeli*

(Funded for \$2.6 million). Will develop linguistically responsive mathematics curriculum and professional development workshops for teachers in bilingual and dual language programs.

**Stanford Identity, Engagement, and Learning Lab, *Supporting Collaborative Mathematics for Diverse Learners*** 2016 – Present

*PI: Jennifer Langer-Osuna*

Conducted video analysis to examine productive and unproductive functions of off-task interactions during collaborative group work in elementary mathematics classrooms, how teachers share authority with students, and the developmental continuum of mathematics learning for students in K-2.

**Stanford Center for Opportunity Policy in Education, *Aligned Partners Project*** 2017 – 2020

*PI: Ann Jaquith*

Led data collection (classroom observations, teacher and administrator interviews, student focus groups) at one school site in a Los Angeles Metropolitan Area school district in support of ongoing research analyzing professional development partnerships of project-based learning and performance assessment.

**Youcubed at Stanford University, *Teacher Networks and Online Teacher Professional Development*** 2016 – 2017

*PI: Jo Boaler*

Conducted classroom video observations and interviewed teachers as part of ongoing research to determine the impact of an online course designed to transform student engagement and achievement in mathematics.

## GRANTS & FELLOWSHIPS

|                                                                                             |      |
|---------------------------------------------------------------------------------------------|------|
| Stanford University Diversity Dissertation Research Opportunity Grant                       | 2021 |
| Stanford University Diversifying Academia, Recruiting Excellence Fellowship                 | 2020 |
| Stanford University Student Projects for Intellectual Community Enhancement Grant           | 2019 |
| Stanford GSE Dean's Collaborative Learning Fund Grant – Critical Math Teacher Collaborative | 2019 |
| Stanford GSE Dean's Collaborative Learning Fund Grant – Women of Color Collective           | 2018 |
| Institute of Education Sciences Quantitative Education Policy Analysis Fellowship           | 2017 |
| Stanford University Enhancing Diversity in Graduate Education Fellowship                    | 2016 |

## UNIVERSITY TEACHING EXPERIENCE

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*\*Denotes course was fully online.*

### **Stanford University Graduate School of Education**

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|--------------------------------------------------------------------------------|------|
| EDUC 263E – Quantitative Reasoning in Mathematics I, Co-Instructor of Record   | 2021 |
| EDUC 275 – Leading Change in Schools*, Teaching Assistant                      | 2021 |
| EDUC 299 – Equity and Schooling*, Teaching Assistant                           | 2020 |
| EDUC 263E – Quantitative Reasoning in Mathematics I*, Co-Instructor of Record  | 2020 |
| EDUC 275 – Leading Change in Schools*, Teaching Assistant                      | 2020 |
| EDUC 263G – Quantitative Reasoning in Mathematics III, Co-Instructor of Record | 2020 |
| EDUC 263F – Quantitative Reasoning in Mathematics II, Teaching Assistant       | 2019 |
| EDUC 299 – Equity and Schooling, Teaching Assistant                            | 2019 |
| EDUC 263E – Quantitative Reasoning in Mathematics I, Co-Instructor of Record   | 2019 |
| EDUC 263D – Curriculum and Instruction Math Elective, Instructor of Record     | 2019 |
| EDUC 263G – Quantitative Reasoning in Mathematics III, Co-Instructor of Record | 2019 |
| EDUC 299 – Equity and Schooling, Teaching Assistant                            | 2018 |
| EDUC 263C – Curriculum and Instruction in Mathematics, Co-Instructor of Record | 2018 |
| EDUC 263A – Curriculum and Instruction in Mathematics, Co-Instructor of Record | 2017 |

### **Santa Clara University Graduate School of Education**

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|-----------------------------------------------------------|------|
| EDUC 287B – Mathematics Methods II*, Instructor of Record | 2021 |
| EDUC 287A – Mathematics Methods I*, Instructor of Record  | 2020 |
| EDUC 287B – Mathematics Methods II, Instructor of Record  | 2019 |
| EDUC 287A – Mathematics Methods I, Instructor of Record   | 2018 |

### **Alder Graduate School of Education**

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|------------------------------------------------------------|------|
| EDUC 200 – Identity and Teaching*, Co-Instructor of Record | 2021 |
| EDUC 200 – Identity and Teaching*, Co-Instructor of Record | 2020 |

### **South Texas College**

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|---------------------------------------------------|-----------|
| MATH 1414 – College Algebra, Instructor of Record | 2015      |
| MATH 2413 – Calculus, SI Leader                   | 2010 – 11 |
| MATH 2412 – Pre-Calculus, SI Leader               | 2009 – 10 |

## PROFESSIONAL SERVICE

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### **Conference Proposal Reviewer**

American Educational Research Association  
Association of Mathematics Teacher Educators  
International Conference of the Learning Sciences  
National Council of Teachers of Mathematics  
Psychology of Mathematics Education

### **Professional Committee Service**

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|------------------------------------------------|----------------|
| TODOS: Mathematics for ALL PD Committee Member | 2020 – Present |
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### **University Service**

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|----------------------------------------------------------------------------------|----------------|
| Stanford University Enhancing Diversity in Graduate Education Fellowship, Mentor | 2018 – Present |
| IES P20 Pathways UTSA – Stanford Partnership, Liaison and Mentor                 | 2017 – Present |

### **Department Service**

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|---------------------------------------|----------------|
| Graduate Mentor                       | 2017 – Present |
| Women of Color Collective, Co-Founder | 2018 – 2020    |

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|------------------------------------------------------------|-------------|
| Critical Math Teacher Collaborative                        | 2019 – 2020 |
| SWAYWO Graduate Research Conference, 2019 Director         | 2016 – 2020 |
| Introduction to Doctoral Education at Stanford GSE, Mentor | 2019        |
| Students of Color Committee                                | 2017 – 2018 |
| Guild Cohort Representative                                | 2017 – 2018 |

## **HONORS AND AWARDS**

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|-------------------------------------------------------------------------------|------|
| Stanford Graduate School of Education Digital Technology and Innovation Award | 2020 |
| Stanford University Community Impact Award                                    | 2020 |
| Stanford University Preparing Future Professors Fellowship Program            | 2020 |
| Stanford Graduate School of Education Doctoral Service Award                  | 2019 |
| Carton2Garden National Winner                                                 | 2015 |

## **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association  
 Association of Mathematics Teacher Educators  
 International Society of the Learning Sciences  
 National Council of Teacher of Mathematics  
 Psychology of Mathematics Education  
 SACNAS  
 TODOS: Mathematics for ALL

## **K-12 TEACHING EXPERIENCE**

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|---------------------------------------------------------------------------------------------------------|-----------|
| Middle School Mathematics Teacher, PSJA ISD<br>Algebra I, Grade 8 Mathematics                           | 2015 – 16 |
| High school Mathematics Teacher, PSJA ISD<br>Algebra I, Algebra II, Geometry, Math Models, Pre-Calculus | 2013 – 15 |

## **K-12 PROFESSIONAL SERVICE**

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Alamo Middle School, PSJA ISD<br>8 <sup>th</sup> Grade Class Sponsor<br>Attendance Recovery Committee Member<br>College for Every Student Committee Member<br>Instructional Rounds<br>Safe and Civil Schools Committee Member | 2015 – 16 |
| Algebra I Curriculum Writing, PSJA ISD                                                                                                                                                                                        | 2015 – 16 |
| Collaborative Learning Facilitator, PSJA ISD<br>McRel Teacher Evaluation System                                                                                                                                               | 2014 – 16 |
| College, Career, and Technology Academy, PSJA ISD<br>Mathematics Department Head<br>Instructional Rounds<br>Fall Festival Coordinator                                                                                         | 2013 – 15 |

## **CERTIFICATIONS AND OTHER PROFESSIONAL DEVELOPMENT**

|                                                                        |           |
|------------------------------------------------------------------------|-----------|
| NCLB Highly Qualified Teacher Certification, 8 – 12 <i>Mathematics</i> | 2013 – 19 |
| Texas Regional Collaborative for Excellence in Mathematics Teaching    | 2014 – 15 |