

Mary P. Truxaw

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Extensive experience as a mathematics teacher and leader, teacher educator, and university faculty member. Expertise developing and implementing professional development and research projects to support teachers and students. *Teaching Fellow* at the University of Connecticut, the highest honor awarded for instructional excellence. Current teaching certification in Connecticut, New York, and California.

EDUCATION

Ph.D., Curriculum and Instruction (emphasis in mathematics education), University of Connecticut, Storrs, 2004
Dissertation: *Mediating Mathematical Meaning Through Discourse: An Investigation of the Discursive Practices of Middle Grades Mathematics Teachers*

M.S., Education (emphases in alternative and multicultural education), University of Southern California, Los Angeles, CA, 1979

Mathematics and Computer Coursework, California State Polytechnic University, Pomona, CA 1987-1988

Computer Graphics and Illustration Coursework, Art Center College of Design, Pasadena, CA, 1983-1985

B.A., Social Ecology (Cum Laude), University of California, Irvine, CA, 1977

TEACHING CREDENTIALS

Connecticut Professional Educator Teaching Certificates: Secondary Mathematics (7-12), Middle School (4-8), and Elementary (K-6)

New York Teaching Certificates: Mathematics (7-12), Social Studies (7-12), Art, and Elementary (N-6 with 7-9 Mathematics Extension)

California Teaching Credentials: Mathematics (preschool-12 and adult), Social Studies (preschool-12 and adult), and Multiple Subjects (preschool-12 and adult)

UNIVERSITY AND COLLEGE EXPERIENCE

Associate Professor Emerita (2021-present)

University of Connecticut, Storrs, Connecticut

Board of Trustees approved Associate Professor Emerita status. Support students as doctoral committee member, adjunct instructor, admissions consultant, research specialist, guest lecturer, and informal advisor.

Adjunct Instructor (2021-2024)

University of Connecticut, Storrs, Connecticut

Taught master's level mathematics education coursework.

Courses taught: EDCI 5460: Teaching and Learning Mathematics in the Elementary School.

Associate Professor, Mathematics Education (2011-2020)

Assistant Professor, Mathematics Education (2005-2011)

Assistant Professor in Residence (2004-2005)

University of Connecticut, Storrs, Connecticut

Participated in scholarly activities related to mathematics education and teacher education on the local, state, national, and international levels. Co-PI on research projects including *Co-teaching and Math Discourse*, *Math Leadership Academy* (MLA), Math ACCESS, *IMPACT* (Impact of Math Pedagogy and Content on Teaching), *Math Leadership Academy* (MLA), *IMPACT* (Impact of Math Pedagogy and Content on Teaching) Project, *Math Learning Discourse* Project, and *Reading and Writing to Learn with the 'New Literacies'* Project. Served as advisor to graduate and undergraduate students. Instructed undergraduate and graduate courses, in-person and virtual. Supervised pre-service teachers in K-12 school placements. Served on school and departmental committees, task groups, and research teams. Responsible for writing 2015 CAEP Elementary Education SPA (Specialized Professional Association) report (nationally recognized with no conditions).

Courses taught: EDCI 6094: Doctoral Seminar in Curriculum and Instruction; EDCI 6415: Research in Mathematics Education; EDCI 4115: Elementary Mathematics Methods; EDCI 5460: Teaching and Learning Mathematics in the Elementary School; EDCI 5094: Master's Seminar; EDCI 5092: Master's Practicum; EDCI 5830: Curriculum Laboratory: Math Content and Leadership; EDCI 5830: Curriculum Laboratory: Algebraic and Proportional Reasoning – Content and Pedagogy; EGEN 4110: Analysis of Teaching; EDCI 5465: Teaching and Learning Mathematics in the Middle School; EDCI 4210W: Teaching and Learning Mathematics in the Secondary School; EGEN 3110W: Seminar/Clinic: The Student in the School Context.

Professional Development Center Coordinator (2001-2003)

University of Connecticut, Storrs, Connecticut

Coordinated collaborative partnership between the Neag School of Education and Professional Development Center (PDC) sites. Served as instructor for seminar courses in Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program. Supervised pre-service teachers in K-12 school placements.

Instructor/Assistant Director, Computer Education (1985-1988)

Art Center College of Design, Pasadena, California

Served as instructor for computer literacy and computer graphics courses. Co-administrator for college-level computer graphics program. Duties included curriculum development, staff selection and supervision, grant solicitation, laboratory acquisitions, and fiscal planning.

K-12 TEACHING EXPERIENCE

Middle School Teacher (1994-2001)

Mansfield Public Schools, Storrs, Connecticut

Developed curriculum and provided instruction in mathematics, reading, language arts (1995-2001). Administered and taught middle school computer education program (1994-1995). Served as *Beginning Educator Support and Training* (BEST) mentor for novice teachers, as well as cooperating teacher for K-8 pre-service teachers. Served on district's Mathematics Curriculum Council and Technology Committee.

Mathematics Teacher (1988-1994)

Ithaca City School District, Ithaca, NY

Managed middle school mathematics support program, collaborating with faculty to integrate remediation and enrichment into the mathematics curriculum. Evaluated individual learning needs, developed educational plans, provided instruction, and documented academic progress of students.

Coordinating Teacher (1980-1983)

Los Angeles Unified School District, Los Angeles, California

Coordinated programs and taught students in urban alternative and continuation schools, including a pilot drug-abuse project. Established and administered high school equivalency program for an adult vocational skill center. Participated in curriculum design, financial planning and staff selection activities.

Teacher Corps Intern (1977-1979)

Los Angeles Unified School District, Los Angeles, California

University of Southern California, Los Angeles, California

Participated in a government-sponsored teaching internship that coupled university coursework with practical experience working in a public, urban alternative school. The program emphasized alternative, multicultural, urban education and community involvement.

AWARDS/HONORS

University of Connecticut Teaching Fellow Award. Institute for Teaching and Learning, University of Connecticut, 2014-2015.

Outstanding Undergraduate Student Advisement and Advocacy Award, University of Connecticut, nominated (not awarded) 2008 and 2009

Outstanding Doctoral Student Research Award, Neag School of Education, University of Connecticut, 2004

Doctoral Dissertation Fellowship, University of Connecticut Research Foundation, 2004

SELECTED PUBLICATIONS AND PRESENTATIONS (see curriculum vitae for full list)

- Guo, J., **Truxaw, M. P.**, Eckert, R., (2021, Winter). Growth mindset to support equity and excellence in linguistically diverse elementary classrooms. *Teaching for Excellence and Equity in Mathematics* 12(1), 6-16.
- Truxaw, M. P.** & Eckert R.D. (2021, April). *Co-teaching to enhance math discourse and respect for different voices*. Presented at AERA (American Educational Research Association) 2021 Annual Meeting.
- Truxaw, M. P.** (2020). Dialogic discourse to empower students in linguistically diverse elementary mathematics classrooms. *Teacher Education Quarterly* 47(3), 120-144.
- Truxaw, M. P.** (2019, December). *Growth mindset and productive struggle in elementary math classrooms*. Presented at the Association for Mathematics Teachers in Connecticut (ATOMIC) Annual Conference, Cromwell, CT.
- Truxaw, M. P.**, & Rojas, E. (2014). A mathematics educator's journey to understanding challenges and affordances of learning mathematics in a second language. *Journal of Urban Mathematics Education* 7(2), 21-30.
- Roberts, N. S., & **Truxaw, M. P.** (2013). Vocabulary: Beyond the definition for ELLs. *Mathematics Teacher*, 107(1), 28-34.
- Truxaw, M. P.**, & DeFranco, T. C. (2008). Mapping mathematics classroom discourse and its implications for models of teaching. *Journal for Research in Mathematics Education*, 39, 489-525.

SELECTED CONSULTING AND FREELANCE EXPERIENCE

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| Volunteer Mathematics Interventionist , Manchester Public School District, Manchester CT.
Developed and implemented mathematics interventions for grade 1 students. | 2025 |
| EdTPA Scorer , Pearson Education, Inc.
Scored edTPA Elementary Mathematics portfolios. | 2020-2024 |
| Consultant , Greenwich Public Schools
Developed and provided math education professional development for K-12 public school teachers. Topics included math discourse, number talks, growth mindset, and cooperative problem solving. | 2016-2019 |
| Consultant , Mansfield Public Schools, Storrs, Connecticut
Developed and provided math education professional learning workshop for paraprofessionals. | 2018 |
| Consultant , Mansfield Public Schools, Storrs, Connecticut
Served as a mathematics teaching coach for beginning mathematics teacher. Observed lessons and provided feedback. Consulted on mathematics teaching strategies and lesson and unit planning. | 2005 |

PROFESSIONAL AFFILIATIONS

- National Council of Teachers of Mathematics [NCTM] (1993-present)
- TODOS: Mathematics for All (2009-present)
- Association of Mathematics Teacher Educators in Connecticut [AMTEC] (2004-2024)
- Associated Teachers of Mathematics in Connecticut [ATOMIC] (2004-2024)
- Associated Teachers of Mathematics in New England [ATMNE] (2004-2024)

PROFESSIONAL SKILLS

- Extensive experience teaching students and teachers in interactive, meaningful ways to promote mathematical sense-making and high quality teaching and learning.
- Conversational Spanish