

# Monica Lyn Gonzalez

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and Instructional Technology Education  
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## EDUCATION

- Ph.D.                    2017                    University of Houston  
Curriculum and Instruction  
Area: Mathematics Education  
Dissertation: Applying Design-Based Research in Middle Grades  
Mathematics Methods
- M.Ed.                    2013                    University of Houston  
Curriculum and Instruction  
Area: Mathematics Education
- B.S.                      2007                    University of Houston  
Interdisciplinary Studies  
Area: Elementary Education

## PROFESSIONAL EXPERIENCE

- 2018 – Present    Assistant Professor, East Carolina University, Greenville, North Carolina  
2018                    Lecturer, University of Houston, Houston, Texas  
2013 - 2017        Graduate Student, University of Houston, Houston, Texas  
2011 – 2013        Elementary Assistant Principal, Harmony School of Science, Sugar Land, Texas  
2008 – 2011        Elementary Classroom Teacher, Harmony School of Science, Sugar Land, Texas  
2007 – 2008        Pre-Kindergarten Teacher, Childcare by Valerie, Poughkeepsie, New York

## EXPERIENCE HIGHLIGHTS

### University Instructor, 2015 - Present

- MATE 6060: Data Analysis and Measurement: K-5 Classroom Interactions
- MATE 6062: Geometry and Spatial Visualization: K-5 Assessment
- MATE 6059: Rational Number and Operations: K-5 Learning Trajectories
- MATE 3030: Geometry and Measurement for Elementary Teachers
- MATE 2129: Mathematics for Elementary Teachers II
- MATE 3050: Mathematics and Methods for Pre-K – 2 Grade
- MATE 3051: Field Experience for Pre-K – 2 Grade
- HNRS 4500: Senior Honors Project 1
- CUIN 2320: Mathematics for EC-6 Teachers
- CUIN 4344: Teaching Mathematics in Grades 4-8
- CUIN 4351: Developing Proportional Reasoning
- ELED 4314: Mathematics in the Elementary School I

## Research Assistant, 2013-2016

### The Quest for College Readiness for All Students in Mathematics Begins with Elementary Teacher Preparation

PI: Imani Goffney

Greater Texas Foundation grant providing support to beginning elementary mathematics teachers and evaluating the effectiveness of an equity focused elementary mathematics methods course.

Responsibilities included videotaping lessons, taking observation field notes, supporting teachers, transcribing data, etc.

### Validation of the Mathematical Quality and Equity (MQE) Observational Rubric for the MKET Project

PI: Imani Goffney

NSF grant to host a workshop that brought scholars together to validate the MQE rubric for the MKET project.

Responsibilities included transcribing videos, entering data, collecting hotel and food information, preparing materials for the scholars, etc.

### Mathematical Knowledge for Equitable Teaching (MKET) Project

PIs: Imani Goffney and Jennifer Chauvot

NSF grant to modify the MQE rubric and assess the prospective elementary teachers. An equity focused elementary mathematics methods course was designed and taught to half the students to compare the traditional course to the new course.

Responsibilities included data collection, inputting data, video taping lessons, taking observation field notes, grading assignments, data analysis, etc.

## Elementary Assistant Principal, 2011-2013

2012-2013, Dean of Special Programs

2011-2012, Dean of Academics for Kindergarten through 2<sup>nd</sup> Grades

## Elementary Classroom Teacher, 2008-2011

2009-2011, 4<sup>th</sup> and 5<sup>th</sup> Grade Mathematics Teacher

2008-2009, 2<sup>nd</sup> Grade Teacher

## PUBLICATIONS

Moldavan, A. M., **Gonzalez, M. L.**, & Kaufman, B. A. (2022). Talking about race in mathematics teacher education: An analysis of online community dialogues. *The Teacher Educators' Journal*, 15(2), 73-93.

**Gonzalez, M.**, Moldavan, A. M., & George-Puskar, A. (2022). Forging mathematics and special education partnerships to strengthen instruction and interdisciplinary research. *Connections*. Retrieved from [https://amte.net/sites/amte.net/files/Connections\\_Gonzalez\\_0.pdf](https://amte.net/sites/amte.net/files/Connections_Gonzalez_0.pdf)

Phillips, S., & **Gonzalez, M.** (2021). Zooming through number talks: Considerations for virtual instruction. *The Centroid*, 47(1), 7-11.

**Gonzalez, M., & Moldavan, A.** (2021). Leveraging prospective teachers' reflections to challenge spaces of marginality. *Journal of Education for Teaching*, 47(4), 621-623.

Schwartz, C. S., Lee, C. W., **Gonzalez, M.**, & Belford, L. (2020). Using virtual simulations and videoconferencing to rehearse and enact number talks in online settings. In Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R. & Mouza, C. (Eds.) *Teaching, Technology, and Teacher Education during the COVID-19 Pandemic: Stories from the Field*. Association for the Advancement of Computing in Education (AACE).

Ward, J., Baker, K., Smith, E. M, Dobie, T., Jessup, N., **Gonzalez, M.**, & Nitta, K. (2020). Reflections on equity-based practices in elementary mathematics methods coursework. *Connections*.

**Gonzalez, M.**, & Lee, C. (2020). Eliciting to understand unfamiliar student strategies. *The Centroid*, 11-15.

**Gonzalez, M.** (2016). Providing respectful and ability-oriented feedback to parents: A commentary on Aguirre's case. In D. White, S. Crespo, & M. Civil (Eds.), *Cases for Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms*. Charlotte, NC: Information Age Publishing (Association for Mathematics Teacher Educators – AMTE).

**Gonzalez, M.** (2015). From quiet straight lines to noisy grouped students: Creating math discussions. *Ohio Journal of School Mathematics*, 71, 1-3.

## CONFERENCE PROCEEDINGS

**Gonzalez, M.**, Moldavan, A. M., George-Puskar, A. (2022). Leveraging a case to disrupt the over-identification of Black males in mathematics special education. *Proceedings of the 44th Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Nashville, TN.

Moldavan, A. M., & **Gonzalez, M.** (2021). Racial reckoning in teacher education: Using cases to get preservice teachers talking about race. *Proceedings of the 43rd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Philadelphia, PA.

Moldavan, A. M., & **Gonzalez, M.** (2020). Advancing understanding of equity with case-study dilemmas: Lessons from preservice teachers. In: Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (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. Cinvestav / AMIUTEM / PME-NA.

**Gonzalez, M.**, Baker, K., Nitta, K., Smith, E., Dobie, T., Jessup, N., & Ward, J. (2020). Prospective teachers' affordances and challenges of seeing students' mathematical strengths. In: Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (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. Cinvestav / AMIUTEM / PME-NA.

Baker, K., **Gonzalez, M.**, Nitta, K., Ward, J., Jessup, N., Dobie, T., & Smith, E. (2020). A collaborative self-study to forefront issues of identity and equity in mathematics methods courses. In: Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (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. Cinvestav / AMIUTEM / PME-NA.

**Gonzalez, M.**, & Goffney, I. (2016). Elementary preservice teachers' understanding of equitable mathematics teaching. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38<sup>th</sup> annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 865-868). Tucson, AZ: The University of Arizona.

Goffney, I. M., Chauvot, J., & **Gonzalez, M.** (2014). Identifying equitable teaching practices in math. In *Proceedings of the 38<sup>th</sup> annual meeting of the International Group for the Psychology of Mathematics Education*. Vancouver, BC: University of British Columbia.

## CONFERENCE PRESENTATIONS

Rahman, Z., Warburton, T., & **Gonzalez, M.** (2023, June 21-23). Connecting partners to support research in social justice mathematics education. *TODOS Mathematics for All*. Albuquerque, NM.

Moldavan, A. M., **Gonzalez, M.**, & George-Puskar, A. (2023, April 13-16). Framing mathematical competence and behavior of a Black male in a kindergarten classroom. *American Educational Research Association*. Chicago, IL.

**Gonzalez, M.**, Moldavan, A. M., & George-Puskar, A. (2023, February 2-4). Critically examining mathematics classroom cases to disrupt disproportionate representation in special education. *Association of Mathematics Teacher Educators*. New Orleans, LA.

**Gonzalez, M.**, Moldavan, A. M., & George-Puskar, A. (2022, November 17-20). Leveraging a case to disrupt the over-identification of Black males in mathematics special education. *North American Chapter of the International Group for the Psychology of Mathematics Education*. Nashville, TN.

George-Puskar, A., Moldavan, A. M., & **Gonzalez, M.** (2022, September 28-30). Exploring racial bias in early childhood special education and mathematics. *Division of Early Childhood with the Council for Exceptional Children*. Chicago, IL.

**Gonzalez, M.**, & Moldavan, A. M. (2022, April 21-26). Are you talking about Race? Navigating racial conversations in online mathematics methods courses. *American Educational Research Association*. San Diego, CA.

**Gonzalez, M.**, & Moldavan, A. M. (2022, February 10-12). Mathematics teacher educators cultivating race conversations in online spaces. *Association of Mathematics Teacher Educators*. Las Vegas, NV.

Moldavan, A. M., & **Gonzalez, M.** (2022, February 10-12). Let's talk about race: Online reflections from prospective teachers in methods courses. *Association of Mathematics*

*Teacher Educators*. Las Vegas, NV.

Moldavan, A. M., & **Gonzalez, M.** (2022, January 7). Confronting pedagogical inequities in math classrooms with case-based instruction. *National Council of Teachers of Mathematics Research Conference*. Virtual Conference.

**Gonzalez, M.**, & Moldavan, A. (2021, February 11-20). Cultivating conversations of implicit biases with case-based instruction. *Association of Mathematics Teacher Educators*. Virtual Conference.

Baker, K., **Gonzalez, M.**, Jessup, N., Nitta, K., Smith, E., Ward, J. (2021, February 11-20). Seeing strengths: Supporting prospective teachers in asset-based mathematics teaching. *Association of Mathematics Teacher Educators*. Virtual Conference.

Brasel, J., & **Gonzalez, M.** (2020, Feb 6-8). Supporting mathematics teacher educator learning with practical measures of practice-based pedagogies. *Association of Mathematics Teacher Educators*. Phoenix, Arizona.

**Gonzalez, M.**, & Burris, J. (2019, Apr 3-6). The language of math: Supporting and engaging all learners. *National Council of Teachers of Mathematics*. San Diego, California.

Lee, C., **Gonzalez, M.**, Schwartz, C., & Belford, L. (2019, Feb 28 – Mar 2). Scaling up mathematics methods practices that support ambitious teaching. *Research Council on Mathematics Learning Conference*. Charlotte, North Carolina.

**Gonzalez, M.** (2019, Feb 7-9). Eliciting and interpreting the thinking of linguistically diverse students. *Association of Mathematics Teacher Educators*. Orlando, Florida.

**Gonzalez, M.**, & Goffney, I. (2017, Apr 27 – May 1). Preparing elementary teachers for ambitious and equitable mathematics teaching. *American Educational Research Association*. San Antonio, TX.

**Gonzalez, M.**, & Goffney, I. (2016, Nov 3-6). Elementary preservice teachers' understanding of equitable mathematics teaching. *Psychology of Mathematics Education – North American Chapter*. Tucson, Arizona.

**Gonzalez, M.** (2016, Jan 28-30) Transitioning from teacher to mathematics teacher educator. *Association of Mathematics Teacher Educators*. Irvine, California.

Goffney, I., & **Gonzalez, M.** (2015, Apr 15-18). Mathematical quality with a deliberate focus on equity and diversity. *National Council of Teachers of Mathematics*. Boston, Massachusetts.

Goffney, I., **Gonzalez, M.**, Aguirre, J., Foote, M., Lewis, J., Shaughnessy, M., Ball, D. L., & Mann, L. (2015, Apr 13-15). Preparing preservice K-8 teachers to enact equitable instruction in mathematics. *National Council of Teachers of Mathematics Research Conference*. Boston, Massachusetts.

Goffney, I., & **Gonzalez, M.** (2014, Aug 5-6). Identifying equitable teaching practices in mathematics. *Discovery Research K-12 PI Meeting*. Washington, DC.

## **SERVICE**

2022-2023	Secretary, TODOS Mathematics for All
2022-2023	Secretary, Association of Mathematics Teacher Educators – North Carolina
2021-2023	Member, College of Education Code Committee
2019-2023	President, MSITE Social Committee
2019-2023	Faculty Advisor, Kappa Delta Pi – Eta Chi Chapter
2019-2021	Member, College of Education Library Committee
2018-2021	Secretary, MSITE Curriculum Committee
2016-2017	Graduate Student Representative, Ad Hoc Student Grievance Committee
2016	Interim President, UH College of Education Graduate Student Organization
2015-2016	Vice President, UH College of Education Graduate Student Organization
2014-2015	Mathematics Education Program Representative, UH Curriculum and Instruction Graduate Student Organization
2014-2022	Reviewer, Association of Mathematics Teachers Educators (AMTE)
2014	Reviewer, National Council of Teachers of Mathematics (NCTM) Research Conference
2014	Session Chair, Houston Area Student Teaching Conference

## **FELLOWSHIPS**

### Faculty Success Program 2020

This is a virtual, intensive professional development program for tenure-track and tenured faculty designed to enhance productivity through coaching and peer support.

### Service, Teaching, & Research (STaR) Fellows Program 2019-2020

The STaR Program is an early career induction program for faculty in mathematics education with tenure track appointments in institutions of higher education.

### Future Faculty Fellowship (2015-2016)

The Future Faculty Fellowship provided training and ongoing support to twenty doctoral students learning to become faculty members.

### Community for Advancing Discovery Research in Education (CADRE) Fellowship (2014-2015)

The CADRE Fellows program is a competitive NSF fellowship designed to be a capacity-building experience for early career researchers and developers.

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA)  
Association of Mathematics Teacher Educators (AMTE)  
National Council of Teachers of Mathematics (NCTM)  
TODOS: Mathematics for ALL Excellence and Equity in Mathematics  
North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)  
North Carolina Council of Teachers of Mathematics (NCCTM)  
Association of Mathematics Teacher Educators - North Carolina affiliate (AMTE-NC)