

Stacy R. Jones
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EDUCATION

Ph.D., (*anticipated Spring 2022*) **The University of Texas at Austin**, Austin, TX
Committee: Carlos Nicolas Gomez Marchant (advisor), Tia Madkins, María Gonzalez-Howard,
Michelle Pérez

Dissertation Title: Amplifying the Voices of Raza Learners: Counter-stories from La Raza in
Mathematics Education

M.A., (2014) **Virginia Polytechnic Institute and State University**, Blacksburg, VA
Curriculum and Instruction

B.S., (2007) **Radford University**, Radford, VA
Elementary Education

ACADEMIC APPOINTMENTS

Instructor of Record

Department of Curriculum and Instruction, College of Education
University of Texas at Austin, August 2021-present

Graduate Research Assistant

Department of Curriculum and Instruction, College of Education
University of Texas at Austin, August 2020-present

Instructor of Record

Department of Curriculum and Instruction, College of Education
Clemson University, January 2018-May 2020

Graduate Research Assistant

Department of Curriculum and Instruction, College of Education
Clemson University, August 2017-May 2020

K-12 TEACHING EXPERIENCE

Montgomery County Public Schools, Montgomery County, Virginia (2014-2017)

Instructional Coach, K-5 Reading and Math

Critzer Elementary School, Pulaski County, Virginia (2008-2014)

5th grade teacher, all subjects

LICENSURE AND CERTIFICATIONS

Grade K-6 Teaching Certificate (2007-2022) Virginia Department of Education

Mathematics Specialists Endorsement (2011-2022) Virginia Department of Education

PUBLICATIONS

Peer reviewed articles

Jones, S. R., & Gomez Marchant, C. N. (2022). Race, language, and mathematics: Twin skins of Raza students. *Mathematics Teacher: Learning & Teaching PK-12*.

Gomez, C. N., **Jones, S. R.**, & Tanck, H. (2020). “Whenever my mom speaks Spanish at home, it helps me understand more in math”: Reflections on the testimonios of bilingual Latinx students. *Teaching for Excellence and Equity in Mathematics*, 11(2), 43–51.

Book Chapters

Gomez, C. N., **Jones, S. R.**, & Tanck, H. (2022). Argumentation in the middle grades: Exploring a teacher’s support of collective argumentation. In K. N. Bieda, A. Conner, K. W. Kosko, & M. Staples (Eds.). *Conceptions and Consequences of Argumentation, Justification, and Proof for Classroom Research in Grades K-16*. New York, NY: Springer.

Jones, S. R., Gomez, C. N., Tanck, H., & Siy, E. (2020). Intersectionality and the wage gap. In R. Q. Berry, B. Conway IV, B. R. Lawler, & J. W. Staley (Eds.). *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* pp.132–137). Thousand Oaks, CA: Corwin Publishing.

Tanck, H., Siy, E., **Jones, S. R.**, & Gomez, C. N. (2020). Geometry and social justice: Using the Paralympics and transformations to talk about ableism. In R. Q. Berry, B. Conway IV, B. R. Lawler, & J. W. Staley (Eds.). *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* (pp. 232–238). Thousand Oaks, CA: Corwin Publishing.

Under Review

Jones, S. R., & Gomez Marchant, C. N. (Revise and Resubmit). Estamos en la lucha: Interrogating whiteness through Raza Narratives, A Critical Literature Analysis. Submitted for review at *Journal for Research in Mathematics Education*.

Gomez Marchant, C. N. & **Jones, S. R.** (Revise and Resubmit). whiteness promotes assimilation when colonization of the mind becomes ordinary: Processes for interrogating whiteness at professional organizations. Submitted at *AMTE Connections*.

PRESENTATIONS

Jones, S. R., Gomez Marchant, C. N., & Gargroetzi, E. (2022, February). *Counterstorytelling: An avenue for grappling with racial in/justice in methods courses*. To be presented at the 2022 Annual Association of Mathematics Teacher Educators Conference. Las Vegas, NV.

Jones, S. R. & Gomez Marchant, C. N. (2021, October). *Narratives of Raza in Mathematics Education Research Literature*. Presented at 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.

- Gomez Marchant, C. N., & **Jones, S. R.** (2021, October). Let us be the healing of the wound/Seamos la curación de la herida. Presented at the 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Gomez Marchant, C. N., **Jones, S. R.**, Kim, H., & Sánchez Gutiérrez, G. (2021, October). *The Messiness of Research: A Montage*. Presented at 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia.
- Jones, S. R.**, Gomez, Marchant, C. N., Kim, H., & Sánchez Gutiérrez, G. (2021, September). *Counter-storytelling of La Raza at the borderlands of race, language, and mathematics*. Presented at Mathematics Education and Society Conference 11, Virtual.
- Gomez, C. N., **Jones, S. R.**, Yeh, C., Safi, F., Thanheiser, E. & White, D. Y. (2021, February). *Reaffirming solidarity and resistance: Constructing counter-spaces for Mathematics Teacher Educators of Color*. Presented at the 25th annual meeting of the Association of Mathematics Teacher Educators Conference, Virtual Conference.
- Gomez, C. N. & **Jones, S. R.** (2021, March). *Considering place within the storylines of history: A call for richer context in mathematics education research*. Presented at the 2021 annual meeting of the American Educational Research Association, Virtual Conference.
- Gomez, C. N., Tanck, H., & **Jones, S. R.** (2020, June). *Elementary students' strategies for extending a growth pattern*. Presented at the 14th International Congress on Mathematical Education, Shanghai, China.
- Jones, S. R.** & Gomez, C. N. (2020, February). *Developing preservice teachers' critical consciousness*. Presented at the 24th Annual Conference of the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.
- Tanck, H., **Jones, S. R.**, & Gomez, C. N., (2020, February). *Elementary Latinx students' interpretations of their mathematics teachers' expectations*. Presented at the 24th Annual Conference of the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.
- Jones, S. R.**, & Gomez, C. N. (2020, March). *Preservice teachers' work towards developing a critical consciousness*. Presented at the 47th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.
- Gomez, C. N., **Jones, S. R.**, & Tanck, H. (2020, March). *Latinx students countering dominant narratives of learning mathematics*. Presented at the 47th Annual Conference of the Research Council on Mathematics Learning, Las Vegas, NV.

Jones, S. R., & Gomez, C. N. (2019, February). Preservice teachers' perspectives on teaching mathematics for social justice. Presentation at the Forty-six Annual Conference of the Research Council on Mathematics Learning.

Gomez, C. N., **Jones, S. R.**, Latimer, Y. R., Tanck, H. R., & Brittain, M. (2019, February). Graduate students' developing identities as mathematics education researchers. Presentation at the Twenty-Third Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Gomez, C. N., & **Jones, S. R.** (2018, June) Argumentation in the mathematics classroom: Social, sociomathematical, and mathematical arguments. Presented at the 2018 annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). Greenville, South Carolina. November 15-18, 2018.

Gomez, C. N. & **Jones, S. R.** (2018) Using argumentation to interrogate practice: Deconstructing arguments to reflect on classroom discourse. Presented at the 2018 annual meeting of TODOS: Mathematics For All. *It's ALL about ALL Students Learning Quality Mathematics: Advocating for Equity and Social Justice*. Scottsdale, Arizona.

State or Local Presentations

Jones, S. R., Gomez, C. N., & Tanck, H. (2019, November). *Elementary Latinx students' interpretation of their mathematics teachers' expectations*. South Carolina Council of Teachers of Mathematics, Greenville, SC.

Tanck, H., **Jones, S. R., & Gomez, C. N.** (2019, November). *Elementary Latinx students' strategies for extending a visual growth pattern*. South Carolina Council of Teachers of Mathematics, Greenville, SC.

Gomez, C. N., **Jones, S. R., Tanck, H.** (2019, February). *Overview of elementary Latinx students' accounts of learning mathematics [EL ALMa] project*. ADR Real Lunch. Clemson, SC.

Gomez, C. N., **Jones, S. R., Tanck, H.** (2019, February). *Counterstories of elementary Latinx students' experiences in school and problem solving*. Clemson Department of Mathematical Sciences Math Club. Clemson, SC.

GRANTS and AWARDS

PME-NA 43 registration scholarship, PME-NA. Amount Funded \$450.

Susan Gay Travel Scholarship, AMTE. Amount Funded \$40.

Graduate Student Travel Grants Funded. Amount Funded \$750 each (3).

ADR Travel Grant. Clemson University. Amount Funded \$1,000.

College of Natural Science Anti-Racist Toolkit Development Team

Interdisciplinary team tasked to design and create a facilitators guide for modules about having difficult conversations, thinking about identity and power in their labs, and inequities that exist in the natural sciences.

COURSES TAUGHT

The University of Texas at Austin, Austin, TX
Instructor of Record, The University of Texas at Austin (Fall 2021)
EDC 370 Elementary Mathematics Methods

Clemson University, Clemson, SC 29634
Instructor of Record, Clemson University (Spring 2019-2020)
EDEL 4520 Elementary Methods Math Teaching
EDEC 4300 Early Childhood Mathematics
ED1050-2 semesters (5 sections) Foundations in Education

SERVICE

Manuscript Reviewer
Investigations in Mathematics Learning
Canadian Journal of Science, Mathematics, and Technology Education

Conference Proposal Reviewer
Association of Mathematics Teacher Educators
North American Chapter of the International Group for the Psychology of Mathematics Education

Local Organizing Committee
40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). Greenville, SC. (2017–2018)

PROFESSIONAL ORGANIZATIONS

Association of Mathematics Teacher Educators
National Council Teachers of Mathematics
Research Council on Mathematics Learning
TODOS: Mathematics for ALL