

**CHARMAINE MANGRAM**  
cmangram@stanford.edu  
(650) 498-1506

## **EDUCATION**

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- 2016  
(expected)      **Stanford University**  
**Ph.D.** in Education with concentration in Curriculum Studies and Instruction, Math Education
- 2004              **Mt. Saint Mary's College**  
**M.S.** in Education
- 2003              **Mt. Saint Mary's College**  
California Single Subject Teaching Credential  
Secondary Mathematics (grades 6-12)
- 1999              **Williams College**  
**B.A.** in Mathematics Education

## **RESEARCH EXPERIENCE**

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- 2015-present    **Research Assistant and Post Doctoral Scholar**, *Refining a Model with Tools to Develop Math Professional Development Leaders: An Implementation Study*  
PIs: Hilda Borko & Janet Carlson, Stanford University  
Lead the research activities for the project by developing research instruments and a data collection system, created professional development materials, and conducted leadership preparation workshops
- 2014              **Research Assistant**, *Wuzzit Trouble Pilot Study*  
PI: Jo Boaler and Keith Devlin, Stanford University  
Modified mobile video game for use in primary school classrooms, designed outcome measures, and collected and analyzed quantitative data
- 2012 – 2013    **Research Assistant**, *Exploring STEM School Design for African-American Boys*  
PI: Bryan Brown, Stanford University  
Conducted interviews, qualitatively analyzed interview transcripts, conducted content analysis of school materials and analyzed survey data to understand the design and implementation decisions of the leadership team of a charter school
- 2011 –  
October 2015    **Research Assistant**, *Problem-Solving Cycle Model of Professional Development*  
PI: Hilda Borko, Stanford University  
Co-created qualitative codebook and conducted video analysis of professional development workshops using Studiocode software
- 2010– 2013    **Research Assistant**, *Problem-Solving Cycle Leadership Preparation Model*  
PIs: Hilda Borko & Susan O'Hara, Stanford University  
Created professional development materials, conducted leadership preparation workshops and assisted in the evaluation of the project.

## **PUBLICATIONS**

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Pope, H. & **Mangram, C.** (in press). Wuzzit Trouble: The influence of a digital math game on student number sense. *International Journal of Serious Games*.

Borko, H., Jacobs, J., Seago, N., & **Mangram, C.** (2014). Facilitating video-based professional development: Planning and orchestrating productive discussions. In *Transforming Mathematics Instruction* (pp. 259-281). Springer International Publishing.

Borko, H., Virmani, R., Khachatryan, E., & **Mangram, C.** (2014). The role of video-based discussions in professional development and the preparation of PD leaders. *Digital Video for Teacher Education: Research and Practice*, 89.

## **PRESENTATIONS**

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Borko, H., Khachatryan, E., **Mangram, C.**, & Virmani, R. (2015, October). Unpacking the facilitation of video-based discussions: the importance of iterative analysis and the value of Studiocode. Paper presented at the Studiocode Group Research Conference, Stanford.

**Mangram, C.** (2014, November). Urban African American and Latino parents' mathematics beliefs and their homework assistance practices. Poster presented at the biennial International Conference on Urban Education, Montego Bay.

**Mangram, C.** (2013, September). Examining the noticing patterns of novice mathematics teacher leaders. Poster presented at the biennial conference of the European Association for Research on Learning and Instruction, Munich.

Borko, H., **Mangram, C.**, Khachatryan, E., & Virmani, R. (2013, September). Fostering teachers' understanding and building on student thinking in professional development. In *Fostering student thinking and engagement in professional development*. Symposium at the biennial conference of the European Association for Research on Learning and Instruction, Munich.

**Mangram, C.**, Million, S.L., & Borko, H. (2013, April). Scaling up the Problem-Solving Cycle model: preparing site-based professional development leaders. In *The Problem-solving cycle: Multiple studies of a mathematics professional development program*. Symposium presented at the annual meeting of the American Educational Research Association. San Francisco.

Virmani, R., **Mangram, C.**, Khachatryan, E., & Borko, H. (2013, April). Facilitation practices for rich mathematical and pedagogical discussions. In *The Problem-solving cycle: Multiple studies of a mathematics professional development program*. Symposium presented at the annual meeting of the American Educational Research Association. San Francisco.

Virmani, R., **Mangram, C.**, Khachatryan, E., & Borko, H. (2013, February). Preparing teacher leaders in facilitating the Problem-Solving Cycle: A mathematics professional development model. Paper presented at the annual meeting of the Association of Mathematics Teacher Educators, Orlando.

Borko, H., Koellner, K., Jacobs, J., **Mangram, C.**, Khachatryan, E., & Virmani, R. (2012, April). Preparing teacher leaders to facilitate mathematics professional development. Paper presented

at the annual meeting of the American Educational Research Association, Vancouver, B.C., Canada.

Borko, H., O'Hara, S., **Mangram, C.**, Selling, S.K., & Baldinger, E. (2011, April). Designing an instructional leadership model of mathematics professional development in local contexts: A study of mutual adaptation. In *Experimenting to support and understand teachers' learning on a large scale*. Symposium presented at the annual meeting of the American Educational Research Association. New Orleans.

## **AWARDS, FELLOWSHIPS, & GRANTS**

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| 2014-2015 | Graduate Voice and Influence Program, Stanford University, Clayman Institute  |
| 2014-2015 | Gerald J. Lieberman Fellowship, Office of the Vice Provost for Graduate Education   |
| 2014-2015 | Diversifying Academia, Recruiting Excellence Fellowship, Alternate, Office of the Vice Provost for Graduate Education                             |
| 2014      | Diversity Dissertation Research Opportunity Grant, Stanford University, Office of the Vice Provost for Graduate Education (Award Amount= \$5,000) |
| 2013-2014 | Community Engagement Grant, Stanford University, Office of the Vice Provost for Graduate Education (Award Amount=\$2,500)                         |
| 2013-2014 | Graduate Public Service Fellowship, Stanford University, Haas Center  |
| 1998-1999 | National Science Foundation Teaching Fellow, New York University  |

## **TEACHING EXPERIENCE**

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| Winter 2013                           | <b>Teaching Assistant</b> , <i>Education Proseminar Part II: Learning and Teaching, Stanford University Graduate School of Education</i><br>Assisted with the teaching of course for first year doctoral students              |
| Fall 2013                             | <b>Co-Instructor</b> , <i>Curriculum and Instruction in Secondary Mathematics, Stanford University Teacher Education Program</i><br>Co-developed and co-taught course for credentialing and Master's students                  |
| 2012, 2013, 2014<br>(Spring Quarters) | <b>Teaching Assistant</b> , <i>Research in Curriculum and Teacher Education, Stanford University Graduate School of Education</i><br>Co-planned and co-taught course for first year doctoral students                          |
| 2009                                  | <b>Instructor</b> , <i>Secondary Mathematics Teaching Methods II, California State University Dominguez Hills, Teacher Education Division</i><br>Developed and implemented secondary mathematics methods course for university |

teaching interns

- 2008-2010     **Secondary Math Coach**, *King Drew Medical Magnet High School, Los Angeles Unified School District*  
Supported inservice high school mathematic teachers as they learned to implement a problem-based mathematics curriculum
- 2006 – 2008     **Math Literacy Coach**, *Urban Education Partnership, Samuel Gompers Middle School, Los Angeles Unified School District*  
Supported inservice middle school mathematic teachers as they learned to integrate literacy strategies with problem-based mathematics lessons
- 2003-2005     **Math Instructor and Mentor Teacher**, *Animo Inglewood Charter High School, Green Dot Public Schools*  
Subjects taught: Algebra I, Geometry, Integrated Mathematics I
- 2000-2003     **Math Instructor and Guiding Teacher**, *Locke High School, Los Angeles Unified School District*  
Subjects taught: Algebra I, Advanced Placement Calculus AB
- 1999-2000     **Math Instructor**, Mercedes High School, Mercedes Independent School District  
Subjects taught: Algebra II, Mathematical Modeling and Geometry

#### **SELECTED PROFESSIONAL SERVICE**

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**Mentor**, Enhancing Diversity in Graduate Education  
**Application Reviewer**, Diversity Dissertation Research Opportunity Grant, Stanford University, Office of the Vice Provost for Graduate Education  
**Application Reviewer**, Stanford Teacher Education Program  
**Member**, Stanford Graduate School of Education Mathematics Education Research Group  
**Student Representative**, Curriculum and Teacher Education Faculty Area Committee  
**Student Representative**, Poverty and Education Faculty Search Committee

#### **SELECTED COMMUNITY SERVICE**

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**Volunteer**, 100 Black Men of Bay Area Community School, Parental Engagement Committee  
**Pro Bono Research Consultant**, Music Mural and Arts Project (MMAP)  
**Professional Development Provider and Mentor**, East Palo Alto Stanford Academy, HAAS Center

#### **PROFESSIONAL MEMBERSHIPS**

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Member, American Educational Research Association  
Member, European Association for Research on Learning and Instruction