

Felicia Darling  
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### **EDUCATION**

- **Doctoral Candidate** in Curriculum and Teacher Education in Math Education, (ABD), Stanford Graduate School of Education, (GPA 3.94), 2014.
- **Individually Designed Distributed Ph.D. Minor**, Spanish Language with an International Emphasis, 2014.
- **CLAD/CTEL** California Certification to teach bilingual learners, since 2007.
- **California Secondary Math Certification**, since 2004.
- **M.Ed.**, Curriculum and Instruction, Lyndon State College, (GPA 3.83), 1996.
- **B.A.**, Mathematics, Johnson State College, (GPA 4.0), 1992.

### **RESEARCH**

**Middle School Yucatec Maya Students: Mathematical expertise untapped in the classroom?** My 6-month, ethnographic, mixed-methods study explored community approaches to problem-solving that are relevant to math instruction in Yucatec Maya classrooms. Findings indicate: (1) community members possess local mathematical expertise that is overlooked in the body of research around rural, impoverished students and (2) formal math instruction capitalizes upon one community asset: autonomy, but misses opportunities to capitalize upon another: improvisational mindset, 2014 and 2015.

**Middle School Math Mindset Intervention:** Research assistant for Summer Algebra Camp with quasi-experimental design with Jo Boaler to explore if inquiry-based mathematics activities, growth mindset, and design-thinking intervention improved students outcomes for minority and low-income middle school students, Summer 2015.

**Secondary Math Intervention:** Research assistant for a National Science Foundation grant project with a quasi-experimental design, working with Dr. Jo Boaler to explore if a hybrid model of an intervention (MOOC/in-the-classroom) improves the math achievement of 8000 students in two California districts with high proportions of ethnic/racial minority students and English learners. Procured IRB approval and supported MOOC operations, professional development for teachers, and data collection and analysis, 2014 and 2015.

**Is Ms. Adams' pedagogy Culturally Responsive? Exploring connections between teacher beliefs and practices in two 8th grade algebra classrooms.** In this study I explored how six *Culturally Responsive Beliefs* were instantiated in several practices in the math classroom, adding key details to the complex portrait of how *Culturally Responsive Pedagogy* is enacted in instruction. Findings informed conceptual models that could explain how teacher beliefs improve minority student outcomes through research-based, high-impact practices, Fall 2013.

**Secondary School Math Mindset Intervention:** Research assistant for a design-based research project with Dr. Jo Boaler to explore if a teacher and student curricular intervention improved the math mindset and achievement of socioeconomically disadvantaged, ethnic/racial and linguistic minority students in an urban high school. Integrated research around growth mindset, stereotype threat, and design thinking into intervention, 2013 and 2014.

### TEACHING EXPERIENCE

**Teaching Assistant** 2014-2015

Stanford University. *Understanding Language's Mastering Language for the Common Core State Standards: Focus on Mathematics in Elementary and Secondary*. Professors: Dr. Jeff Zwiers and Dr. Kenji Hakuta. Provided consulting, managed forums, developed curriculum, involved in intervention for a MOOC to help educators be better teachers of English learners by teaching them how to analyze and facilitate constructive student conversations.

**Teaching Assistant** 2013-2014

Stanford University. *How to Learn Mathematics: The Joys and Pitfalls of Math Learning in the United States*. Professor: Dr. Jo Boaler. Helped with MOOC on growth mindset and math for teachers, parents, and students.

**Teaching Assistant** Summer 2013

Stanford University. *Workshop in Oral Communication for International Students*. Professor: Dr. Dominic Wang. Provided support in oral language development and orientation skills for international high school students learning English.

**Teaching Assistant** Fall 2011

Stanford University. *Language, Identity, and Classroom Learning*. Professor: Dr. Bryan Brown. Created rubrics, graded papers, and graded final paper/project for graduate course about linguistic and ethnic/racial equity issues, identity formation, and classroom culture.

**College Mathematics Instructor** 2005-2013

Santa Rosa Junior College, Santa Rosa CA. Taught MATH770. Supported a linguistically and ethnically/racially diverse population of college students in a math/computer lab setting in all levels of math.

**Secondary School Mathematics Instructor** 2004-2011

Santa Rosa City Schools, Santa Rosa CA. Taught math at secondary schools with over 70% Latino/a and low-income students. Specialized in effective strategies for teaching math to English learners.

**College Mathematics Instructor** 1991-2004

Lyndon State College, VT. Taught developmental math, algebra, and a problem-

solving course for elementary teachers to traditional and non-traditional students at a rural, four-year, broad-access college.

### OTHER PROFESSIONAL EXPERIENCE

**Education Consultant Business.** Palo, Alto, CA. Provide success coaching and math tutoring to secondary and college students focusing on shifting mindsets. Written Spanish-English translation. Professional development trainings to teachers who teach math to second-language learners. Provide consulting for math/language MOOCs that specialize in training educators to teach language in mathematics classes, 2012 to 2015.

**Teacher training.** Palo Alto, CA. Developed and delivered year long professional development program as part of a study to build a campus culture around math mindset in an urban California high school with high percentages of linguistic and ethnic/racial minorities, 2013 to 2014.

**Volunteer Spanish/Math Instructor.** Sequoia High School, Redwood City, CA. Taught math, in Spanish, to first-generation Mexican immigrant students to support their attainment of a High School Equivalency Diploma, 2013 to 2014.

**English as a Foreign Language Tutor.** Stanford University. Language and Orientation Tutoring Program (LOT). Provided English language instruction and support across the four modalities of reading, writing, speaking, and listening to international students. Also, provided orientation support, 2011 to 2013.

### GRADUATE COURSEWORK

#### Research Methods and Education:

- *The Conduct of Qualitative Inquiry*, Spring 2014
- *Designing Surveys II*, Spring 2013
- *Academic Achievement of Language Minority Students*, Winter 2013
- *Qualitative Analysis in Education*, Spring 2012
- *Statistical Analysis in Education: Regression*, Winter 2012
- *Research on Teaching*, Winter 2012
- *Analysis of Social Interaction*, Winter 2012
- *Introduction to Statistical Methods in Education*, Fall 2011
- *Research on Mathematics Education*, Fall 2011
- *Inquiry and Measurement in Education*, Fall 2011

#### Spanish language and Latin American Studies:

- *Advanced Oral Spanish Conversation*, Stanford, for Fall 2014
- *Yucatec Maya Immersion Program*, UNC/Duke/Yucatán, Summer 2014
- *Spanish Language and Cultural Immersion*, Solexico. México, Summer 2013.
- *Second-Year Spanish: International Relations Emphasis*, Stanford, Winter 2014
- *Intermediate Oral Spanish Conversation*, Stanford, Fall 2013
- *Second-Year Spanish: International Relations Emphasis*, Stanford, Fall 2013
- *First Year Spanish*, Spring 2013

### **PUBLICATIONS and PRESENTATIONS**

Darling, F. (2015). **Is Ms. Adams' pedagogy Culturally Responsive? Exploring connections between teacher beliefs and practices in two 8th grade algebra classrooms.** (manuscript under review).

Darling, F. (2014). **How algebra teachers of Mexican immigrant students connect beliefs of *Culturally Responsive Pedagogy* to their practices.** Presentation at Symposium, Stanford University, Stanford, California, March, 2014.

Darling, F. (2012). **Book Review of Maths in the Kimberley: Reforming Mathematics in Remote Indigenous Communities** by R. Jorgensen, P. Sullivan, P. Grootenboer, R. Niesche, S. Lerman, and J. Boaler. 14(1) *International Journal of Multicultural Education*.

Darling, F. (2005). **El personaje del mes.** *La Voz Bilingual Newspaper*.

### **AWARDS/HONORS**

**Fulbright Garcia Robles Research Grant**, Spring 2015 to continue research project in the Yucatán during 2015-2016 academic year.

**Foreign Language and Area Studies Fellow for Yucatec Maya Immersion Institute**, Duke/UNC Chapel Hill, Summer 2014.

**Stanford Center for Latin American Studies Dissertation Grant**, Fall, 2014.

**Stanford Vice Provost Graduate Education, Diversity Dissertation Research Opportunity Grant**, Fall, 2014.

**National Endowment for the Arts Grant** to implement a cultural diversity project to introduce urban hip hop culture to a rural, northeastern region of the U.S., 2010.

### **SKILLS**

- 25 years supporting the success of first-generation high school and college students
- Proficient in mixed-methods research
- Extensive experience with professional development of math teachers
- Development of curriculum for teaching math to non-native English speakers
- Proficient in qualitative software (Dedoose) and quantitative software (STATA)
- Fluent in English and Spanish