

EDD V. TAYLOR

Curriculum Vitae

School of Education
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EDUCATION

University of California, Berkeley

Ph.D. *Cognition and Development: Human Development and Education*, 2005

Dissertation Title: “Low-Income African-American First and Second Grade Students' Engagement in Currency Exchange: The Relationship to Mathematical Development” Geoffrey Saxe (Chair)

University of California, Berkeley

M.A. *Cognition and Development: Human Development and Education*, 1998

Thesis Title: “School Achievement and the Cognitive Development of Children in Poverty: Support for Intervention Efforts”

Patton College

California Preliminary Multiple Subject Teaching Credential, 1996

University of California, Berkeley

B.A. *Psychology* (Education minor), 1992

EMPLOYMENT

- 1/13-present Assistant Professor, Mathematics Education, University of Colorado, Boulder
- 6/07- 12/12 Assistant Professor, Learning Sciences, Northwestern University
- 8/05-6/07 Assistant Professor, Curriculum and Instruction, University of Wisconsin, Madison
- 8/04-8/05 Lecturer, Curriculum and Instruction, University of Wisconsin, Madison

OTHER RESEARCH EXPERIENCE:

- 8/99-6/04 Graduate Research Assistant for Professor Geoffrey Saxe, U.C. Berkeley. Conducted research on elementary school children's changing understanding of fractions. Work included collection of data, observation, data analysis, and publication preparation.
- 8/95-8/02 Graduate Research Assistant for Professor Martin V. Covington, U.C. Berkeley.

- Conducted research on the cultural, developmental, and instructional influences on student motivation.
- 5/00-8/00 Contracted Researcher, Wisconsin Education Association Council, Madison, WI. Compiled data and prepared manuscript on education policy.
- 5/99-8/99 Graduate Research Intern, New American Schools, Washington, D.C. Examined education reform, standards and their alignment with standardized test, and educational policy for bi-partisan non-profit school reform organization.
- 8/95-12/95 Graduate Research Assistant for Professor Prentice Starkey, U.C. Berkeley. Assessed students, analyzed data, created an after-school intervention/enrichment in which new curriculum was designed.
- 8/90-5/92 Undergraduate Research Assistant for Martin V. Covington, U.C. Berkeley. Analyzed and coded data related to a longitudinal study of adult development in women (The Mills Study) and intrinsic motivation at the college level.

PUBLICATIONS

- *D'Ambrosio, B., Barnes, D., Frankenstein, M., Gutiérrez, R. (Special Issue Editor), Kastberg, S., Martin, D., Moschkovich, J., & Taylor, E. (2013). Addressing Racism. *Journal for Research in Mathematics Education*, 44 (1), 23-36.
- *D'Ambrosio, B., Barnes, D., Frankenstein, M., Gutiérrez, R. (Special Issue Editor), Kastberg, S., Martin, D., Moschkovich, J., & Taylor, E. (2013). Introduction to the JRME equity special issue. *Journal for Research in Mathematics Education*, 44 (1), 5-10.
- *D'Ambrosio, B., Barnes, D., Frankenstein, M., Gutiérrez, R. (Special Issue Editor), Kastberg, S., Martin, D., Moschkovich, J., & Taylor, E. (2013). Positioning oneself in mathematics education research. *Journal for Research in Mathematics Education*, 44 (1), 11-22.
- Taylor, E. V. (2012). The mathematics of tithing: A study of religious giving and mathematical development. *Mind, Culture, and Activity*.
- Taylor, E. V. (2011). Supporting children's mathematical understanding: Professional development focused on out-of-school practices. *Journal of Mathematics Teacher Education*, DOI: 10.1007/s10857-011-9187-7
- Taylor, E. V. (2009). The purchasing practice of low-income students: The relationship to mathematical development. *Journal of the Learning Sciences*, 18, 370-415.
- Taylor, E., & Kitchen, R. (2008). Doctoral programs in mathematics education: Diversity and equity. In Robert Reys (Ed.), *U. S. doctorates in mathematics education: Developing stewards of the discipline*. Washington, D.C.: Conference Board of the Mathematical Sciences.

Nasir, N. S., Hand, V., & Taylor, E. V. (2008). Relevant knowledge in school mathematics: Boundaries between cultural and domain knowledge in mathematics classroom. *Review of Educational Research*, 32, 187–240. DOI: 10.3102/0091732X07308962

Saxe, G., Taylor, E. V., McIntosh, C., & Gearhart, M. (2005). Representing fractions with standard notation: A developmental analysis. *Journal for Research in Mathematics Education*, 36, 137-157.

PAPERS UNDER REVIEW

Taylor, E. V. (Under Review). Expectancy of meaning: The influence of everyday practices on sense-making.

Dyer, E. & Taylor, E.V. (Under Review). Negotiating instructional challenges of mathematical representations.

Taylor, E. (Under Review) Linking Children’s in-school and out-of-school Mathematics.

PAPERS IN PREPERATION

Taylor, E. V. (In preparation). Facts for blacks: Educational (sub)urban myths.

Taylor, E. V. (In preparation). The Main Effects of Themes: Moving Mixed Methods forward through Ecological Approaches to Cognitive Research.

Taylor, E. V. (In preparation). Tithing in Two Religious Communities: The Relationship between Social Context and Mathematical Understanding.

Taylor, E. V. & Dobie, T. (In preparation). A study of context and representation in rational number understanding: Mathematical problem solving in religious practices.

Taylor, E. V. & Wager, A. (In preparation). Professional development and everyday practices: Supporting mathematical development.

PAPER PRESENTATIONS AND INVITED TALKS

Taylor, E. & Dobie, T. (April, 2013) Poster accepted for the annual conference of the National Council of Teachers of Mathematics Research Presession, Denver, CO.

Panelist, (January, 2013) Annual R.I.S.E. Symposium: The Future of race and education: Critical theories and critical practices, Denver, CO.

- Dyer, E. & Taylor, E. V. (April, 2012). *Mathematical representations: Instructional challenges and insights*. Paper presented at the annual conference of the National Council of Teachers of Mathematics Research Pre-session, Philadelphia, PA.
- Taylor, E. V. (April, 2011). *Mathematical problem solving in religious practices: A study of tithing and context*. Paper presented for the annual conference of the American Educational Research Association, New Orleans, LA.
- Taylor, E. V. (May 2011). *The mathematics of tithing: A study of religious giving and mathematical development*. Paper presented at the annual conference of the Jean Piaget Society, Berkeley, CA.
- Taylor, E. V. (April, 2010). *The main effects of themes: Moving mixed methods forward through ecological approaches to cognitive research*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.
- Taylor, E. V. (July, 2009). *Moving beyond culture as category: Exploring mathematical expectancy of meaning in communities and schools*. Keynote Speaker. Sixth annual Advanced Placement Summer Institute, Chicago, IL.
- Wager, A., Foote, M., & Taylor, E. V. (April, 2009). *Professional development addressing equity in mathematics education*. Presentation for the annual conference of the National Council of Teachers of Mathematics, Washington, DC.
- Taylor, E. V., & Wager (April, 2009). *Developing a focus on mathematics in examining out-of-school practices: Moving beyond context in professional development*. Paper presented for the annual conference of the American Educational Research Association, San Diego CA.
- Taylor, E. V. (April, 2009). Mentoring Workshop on Mixed Methods. *Presenter*. Sponsored by Divisions G for the annual conference of the American Educational Research Association, New York, NY.
- Taylor, E. V. (February, 2008). *To divinity and beyond: Exploring mathematical expectancy of meaning in churches and schools*. Invited talk. Division of Science and Mathematics Education, Michigan State University, Lansing, MI.
- DiME (April, 2008). Workshop on Equity in Mathematics. Presented at the annual conference of the American Educational Research Association, New York, NY.
- Taylor, E. V. (January, 2008). *Currency exchange practices in an African American community: The influence of expectancy of meaning*. Invited talk at the Institute for Mathematics and Science Education, University of Illinois. Chicago, IL.
- Taylor, E. V. (2008) *Domain and cultural knowledge*. Invited Panel Talk. Funds of Knowledge Conference. Tucson, AZ.
- Taylor, E. V. (October, 2007) *"Can I owe you twenty cent?" Currency exchange practices in an African American community*. Invited talk at the University Maryland, College Park, MD.

- Hand, V., & Taylor, E. V. (August, 2007). *Cultural and content knowledge in mathematics education*. Presentation at the Diversity in Mathematics Education Conference. Santa Monica, CA.
- Taylor, E. V. (June, 2007) *Moving from theory to application in children's out-of-school mathematics*. Keynote address at the second Biennial Midwestern Conference for Culture, Language, and Cognition, Evanston, IL.
- Wager, A., & Taylor, E. V. (2007). *Equity and mathematics: What core beliefs need to be in place before an equitable practice can emerge?* Paper presented for the 2007 conference for the National Council for Teachers of Mathematics, Atlanta, GA.
- Taylor, E. V. (April, 2006). *Store purchasing practices and decimal understanding in an African-American community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Taylor, E., & Wager, A. (February, 2006). *Supporting teachers' in drawing on students' out-of-school practices*. Poster session presented at the NSF Centers for Learning and Teaching--Principal Investigators Meeting, Washington, D. C.
- Taylor, E. V. (2005, October). *The mathematics of children's currency exchange: A socio-cultural approach to early childhood education*. Paper presented at the 13th Conference of Reconceptualizing Early Childhood Education Research, Madison, WI.
- Taylor, E. V. (2005, Aug/Sept.). *Engagement with dispossessed communities: Children's learning in context and opportunities for teacher development*. Presentation at the Three Deans Conference, Institute of Education, University of London, London, UK.
- Garcia de Osuna, J., Taylor, E. V., Coben, R. C., Shahidi, B., Cheng, B. H., Arendtsz, A., et al. (2004, April). *Area models and number lines in the construction of equivalent fractions*. Paper discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Taylor, E. V. (2004, April). *Engagement in currency exchange as support for multi-unit understanding in African-American children*. Paper presented for the annual meeting of the American Educational Research Association, San Diego, CA.
- Taylor, E. V. (2003). *Ice cream trucks and liquor stores: Opportunities to learn mathematics in an African-American community*. Invited Address to the meeting of the California Black Alumni Association.
- Saxe, G., Taylor, E. V., & McIntosh, C. (2001, April). *Representing fractions with standard notation: A developmental analysis*. Poster presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Taylor, E. V. (2000, April). *Multi-Unit conceptual understanding in low-income African-American first and second grade students: The influence of currency knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Taylor, E. V. (1997, October). Panelist, *UCLINKS*, Panel for the Regional Conference on Educational Collaboration and Excellence, Berkeley, CA. Charles Underwood, Chair.

EXTERNAL SUPPORT

9/04-8/07 Faculty, *Diversity in Mathematics Education Center for Learning and Teaching (DiME)*. P.I.s, Dr. Thomas Carpenter, UW-Madison; Dr. Megan Franke, UCLA; Dr. Alan Schoenfeld, UC Berkeley. NSF funded (#ESI9911679) multi-campus consortium to prepare the next generation of mathematics educators with a focus in equity. Support included summer salary, funding of my professional development research budget, and full funding for my graduate students (including tuition, conference travel, books, stipends, and support for their research projects and dissertations).

UNIVERSITY TEACHING EXPERIENCE

- 1/13-present Instructor, *EDUC 8165: Culture, Curriculum, and Policy*, University of Colorado, Boulder. The course addresses the intersection between students' moment-to-moment learning in classrooms and larger structural issues that impact how and what students learn in classrooms.
- 1/08- 12/12 Instructor, *SESP 372: Methods of Observing Human Behavior*, Northwestern University. The class is designed to support undergraduate in developing qualitative research skills, and to develop understanding of the process by which one conducts research
- 1/10-6/12 Instructor, *MSED 302: Social Context of Education*, Northwestern University. The course addresses the ways that schools and schooling are a function and influenced by social context. Aspects of social context include: race, class, gender, language, and national origin. Students for this course are undergraduate and master students in K-12 teaching certification program.
- 6/11-9/11 Instructor, *SESP 385: Practicum Analysis Seminar in Social Policy*. The course allows students to make links to their Social Policy practicum placements and theories and research learned through courses within their program. The course includes support for navigating the professional setting as well as conducting qualitative research in their practicum setting.
- 9/08-12/11 Instructor, *Learning Sciences 451: Culture, Curriculum, and Policy*, Northwestern University. The course addresses the intersection between students' moment-to-moment learning in classrooms and larger structural issues that impact how and what students learn in classrooms.
- 8/05-5/07 Instructor, *Curriculum & Instruction 810: Goals, Content, and Programs in Mathematics Education*, UW Madison. Course examines the influence of history and culture on math curriculum, goals, student achievement, and education policy.

- 1/05-5/07 Instructor, *Curriculum & Instruction 942: Seminar in Research on Mathematics Education*, UW Madison. Course focuses on topical issues in the preparation of doctoral students for scholarly research.
- 8/05-5/06 Instructor, *Curriculum & Instruction 675: Everyday Practices and the Importance of Forms in Mathematics*, UW Madison. Course is designed to support practitioners in their efforts to draw on students' out-of-school practices, and to understand the role of representation in the development of mathematical understandings.
- 8/04- 5/07 Instructor, *Curriculum & Instruction 370: Teaching Mathematics*, UW Madison. How to teach so children understand and can use mathematical concepts.
- 1/04-5/04 Lecturer, *Education 114A: Early Development and Education*, UC Berkeley. The social, intellectual, and physical development of children from infancy through adolescence. Course includes 2 hours of weekly observations of preschool students at the Harold E. Jones Child Study Center in addition to 3 hours of lecture per week.
- 1/04-5/04 Instructor, *Education 100: Educational Psychology for Teachers*, UC Berkeley. The development of social, cognitive, linguistic, and motivational issues relevant to teachers in the classroom.
- 4/99, 4/02 Lecture for the Developmental Teacher Education Program, *Developing a Physical Education Curriculum*. U.C. Berkeley. Presentation to teaching credential students on strategies to create a developmentally appropriate Physical Education curriculum.
- 8/97-12/97 Graduate Student Instructor, *Education 390: Supervised Student Teaching*, U.C. Berkeley. Led discussions and activities related to cultural and linguistic diversity in the classroom, and strategies for effective lesson planning and classroom management. Responded to weekly student-teacher journal reflections to assigned readings and classroom interactions with students.
- 8/97-12/97 Graduate Student Instructor, *Education 114A: Early Development and Education*, U.C. Berkeley. Assistant in teaching undergraduate course focused on the social, intellectual, and physical development of children from infancy through adolescence.
- 8/95-12/97 Graduate Student Instructor, *Education 114C: Practicum in Early Development and Education*, U.C. Berkeley. Assisted in teaching students theories of development, and research in the areas of instruction and educational technology which undergraduate students applied in local schools.
- 8/95-5/97 Graduate Student Instructor, *Education 114B: Seminar in Early Development and Education*, U.C. Berkeley. Assisted in teaching students theoretical and policy issues in early childhood education focused on K-3 education.
- 5/95-8/95 Graduate Student Instructor, *Education 114A: Early Development and Education*, U.C. Berkeley Summer Sessions.

HONORS, AWARDS AND PROFESSIONAL RECOGNITION

- 2011 Outstanding Faculty Teaching Award, School of Educations and Social Policy, Northwestern University
- 2009- 2012 Educational Materials Committee, NCTM
- 2008- 2013 Editorial Board, Equity Special Issue, Journal of Research in Mathematics Education
- 2007- 2009 Equity Task Force, Co-chair, Association of Mathematics Teacher Educator
- May 2007 Commencement Speaker, U.C. Berkeley Graduate School of Education
- 2006 Vilas Grant (\$12,500)
- 2002- 2003 U.C. Berkeley Graduate Opportunity Program Dissertation Fellowship
- 2002- 2003 Institute of Human Development Dissertation Research Grant
- 1999- 2000 Graduate School of Education Travel Award, U.C. Berkeley
- 1996- 1997 Outstanding Graduate Student Instructor Award, U.C. Berkeley
- 1996- 1997 Academic Achievement Award, African American Studies Department, U.C. Berkeley
- 1994- 1996 Graduate Opportunity Program Fellowship, U.C. Berkeley

DRAFT GRANTS UNDER REVIEW

Spencer Foundation. "Understanding the Influence of Culture, Identity, and the Home on Mathematical Development and Achievement in African-American Children." P.I. Edd Taylor. (\$40,000).

K-12 TEACHING EXPERIENCE

- 1/02-6/02 K-8 Substitute Teacher, *Multiple Subjects*, Oakland Unified School District
- 5/96-8/96 4th-5th Grade Science Teacher, Math Engineering Science Achievement (MESA) Program, U.C. Berkeley/Oakland Unified School District. Taught hands-on science and applied mathematics to high achieving low-income minority students. Worked closely with two U.C. Berkeley minority Physics and Engineering majors in creating and teaching summer curriculum.
- 5/95-8/95 Teacher, *Multiple subjects*, Anna Yates Elementary School, Emeryville, CA
- 8/92-8/94 Fifth Grade Teacher/Grade Level Chair, *Multiple subjects*, E. Morris Cox Elementary School, Oakland, CA. In addition to classroom duties served on the School Planning and Management Team (SPMT), the central organizing body for the school. Also served as advisor to the Mathematics Engineering and Science Achievement program for high achieving minority students.

5/92-8/92 TFA Corps Member, *Teach for America*, Summer Institute Training Program.
Taught third grade in South Central Los Angeles.

CONSULTATION AND SUPERVISION

- 3/12-12/12 Consultant. Evaluation of teacher evaluations measures related to equity.
- 1/05-5/05 Practicum Coordinator, *Elementary Teacher Education Program*, University of Wisconsin, Madison. Responsible for placement of 100 third semester practicum students annually, and overseeing practicum supervisors' evaluation and programs of support for students.
- 1/00-5/01 Supervisor of Student Teachers, *Developmental Teacher Education*, U.C. Berkeley. Supported, observed, and evaluated M.A./teaching credential students.
- 8/95-12/96 Site Supervisor, *UC LINKS*, U.C. Berkeley
Supervised undergraduate students and coordinated a technology based after-school academic intervention and enrichment program for Kindergarten through second grade students.
- 5/95-8/95 Educational Software Evaluator, *UC LINKS Research Project*, U.C. Berkeley
Created critiques and outlines of the developmental appropriateness of educational software.
- 5/93-8/93 Corp Member Advisor, *Teach for America*
Supported, observed, and evaluated pre-service teachers in a summer teaching institute.

UNIVERSITY SERVICE

- 2010 Member, University Strategic Planning Task Force-Equity
- 2009- 2010 Member, Ad Hoc Committee on Methods, SESP, Northwestern.
- 2007- present Member, Teacher Education Policy Committee, SESP, Northwestern.
- 2008- 2009 Marshall, Commencement Ceremony, Northwestern.
- 2009-2010 Judge, Undergraduate Research Competition, Northwestern.
- 2007- 2008 Member, Civic Engagement Faculty Search Committee, SESP, Northwestern.

ADVISING

Current Doctoral Dissertation Committees: Zeina Atrash (Computer Science), Sara Bernstein (Human Development), Adam Colestock (Learning Sciences), Janet Walkoe (Learning Sciences)

Completed Dissertation Committees: Danny Cohen (Learning Sciences), Courtney Koestler (Curriculum and Instruction), Anita Wager (Curriculum and Instruction)

PROFESSIONAL SERVICE

- 2010 Reviewer, Jean Piaget Society Conference, Berkeley, CA
- 2010 Reviewer, Conference of the Association of Mathematics Teacher Education, Irvine, CA
- Aug. 2010 Panelist, Diversity in Mathematics Education, College Park, MD
- Aug. 2010 Colloquy Participant, NSF, Sponsored Colloquy on Minority Males in STEM Education
- 2008 Workshop Presenter, Division G, Mentoring Workshop on Mixed Methods (April)
- 2007 Session Leader, NSF, National Conference on Doctoral Programs in Mathematics Education, Kansas City, MO (September)
- 2007 Reviewer, Mathematics Teaching, Learning, and Liberation in African American Contexts. D. Martin (Ed.), Lawrence Erlbaum Associates, Mahwah, NJ
- 2005- 2007 Personnel Committee, *Department of Curriculum and Instruction*, University of Wisconsin, Madison
- 2006- 2007 Conference Planning Committee, Equity in Mathematics and Science Education: Critical Issues in Leadership Development Conference, Portland, OR
- 2005- 2007 Clinical Associates Committee, University of Wisconsin, Madison-MMSD
- 2004- 2007 Education Institutional Review Board, University of Wisconsin, Madison
- 2004- 2007 Elementary Education Committee, *Department of Curriculum and Instruction*, University of Wisconsin, Madison
- 2004- 2007 Director: Elementary Education Math/Art Practicum, *Department of Curriculum and Instruction*, University of Wisconsin, Madison
- 1999- 2000 Admissions Committee, *Developmental Teacher Education Program*, U.C. Berkeley. Evaluated applications and interviewed prospective students for the masters degree/elementary teaching credential program.

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
Reviewer: Division C–Learning and Instruction
Reviewer: SIG-Research in Mathematics Education

Reviewer: Division G--Social Context of Education

Association of Mathematics Teacher Educators (AMTE)
Co-Chair: Equity Task Force 2008-2009

Jean Piaget Society (JPS)
Board Member 6/12-present

National Council for Teachers of Mathematics (NCTM)
Committee Member: Educational Materials Committee (EMC) 6/07-6/10

OTHER EMPLOYMENT

5/99-6/04 Head Coach, Cal Dance Team, Athletic Department, U.C. Berkeley
Responsible for the training, choreography, and performances of the dance team for Division I-A athletic events.

5/95-8/02 Camp Director, United Spirit Association
Responsible for all summer camp operations including staff evaluations, curriculum adherence, and payroll. Camps ranged from 200-1,200 students aged K-12. The staff included up to 30 adults who reported to the director.

5/95-8/04 Producer, United Spirit Association
Produced halftime shows for the San Francisco 49ers, Sacramento Kings, and Golden State Warriors.

COMMUNITY SERVICE

5/08- 1/13 Elected Community Representative, Peirce Local School Council, Chicago
Public Schools

2/96-8/02 Advisory Board Member, Healing Waters
Advised and assisted on marketing and fundraising for a non-profit organization providing wilderness adventures for people with AIDS and women surviving breast cancer.

LANGUAGE FLUENCY

American Sign Language, Level-3