Traci L. Elmore, Ph.D.

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EDUCATION

2022 The University of Texas at San Antonio, Doctor of Education, Interdisciplinary Learning & Teaching (5/2022)
Dissertation- *A Narrative Case Study Situating Funds of Knowledge for Teaching Mathematics in the Lives of Three Latina Mother-Prospective Elementary Teachers*
Committee Members; Crystal Kalinec-Craig (Co-Chair), Emily P. Bonner (Co-Chair), Maria del Rosario Zavala (San Francisco University), Kathleen Jablon Stoehr (Santa Clara University)

2014 The University of Texas at San Antonio, Master of Arts, Education, Curriculum & Instruction

2001 California Polytechnic State University, Bachelor of Arts, Liberal Studies, and Post-Bac Elementary Teacher Certificate, CCLAD

1997 Cuesta College, Associate of Arts, Early Childhood Education

RESEARCH AND TEACHING INTERESTS

Research
Equity and social justice in Mathematics Education, especially validating Latinx students' multiple knowledge bases and utilizing their cultural and linguistic funds of knowledge in mathematics instruction

- How do Latina mothers who are prospective elementary teachers use their prior knowledge and experiences to make sense of eliciting and leveraging children's home and community mathematical knowledge bases?

What community-based experiences in teacher education programs help to deconstruct deficit thinking and increase culturally responsive teaching skills of preservice teachers, parent efficacy, and empowerment?

How do preservice teachers' views regarding family and community engagement, especially of those who are culturally or linguistically diverse from them, influence their perceptions of culturally responsive teaching?

Teaching
Graduate-level research courses and support

Middle Grades Math Methods
STEM & Inquiry in Education
Curriculum development for engaging with family and community to leverage children's home and community knowledge bases

PROFESSIONAL EXPERIENCE

Experiences in the College of Education and Human Development at TSU

Lecturer Part-time

- *Teaching Math in the Elementary School* (CI 5303; 3 credit hours). This course is an in-depth study of the mathematics content and methodology derived from principles of learning and research. The course will explore the skills needed in cooperative planning, provide methods of organizing mathematical principles into lessons for pupils, and examine techniques for evaluating pupil progress.
- *Teaching Mathematics to Diverse Children in Early Childhood through 2nd Grade Classrooms* (CI 4345; 3 credit hours). This course provides opportunities to develop knowledge and skills to elicit, understand, and extend children's thinking from early childhood to second grade. Through directed field experiences, students will participate in problem-solving and assessment practices that support inclusive, culturally sustaining mathematics teaching to racially, linguistically, and socioeconomically diverse children.
- *Teaching Mathematics to Diverse Children in 3rd - 6th Grade Classrooms* (CI 4350; 3 credit hours). This course focuses on understanding and using children's mathematical thinking to inform teaching in third to sixth grade. Through directed field experiences, students will participate in problem-solving and assessment practices that support inclusive, culturally sustaining mathematics teaching to racially, linguistically, and socioeconomically diverse children. As this is part of a multi-course, field-based experience, students must apply in advance for placement and meet program-specific prerequisite and corequisite coursework requirements.
- *Science in Elementary Education* (CI 4355; 3 credit hours). This course provides an overview of science standards and content, research-based science pedagogy, and the scientific process skills required for a developmentally appropriate, inquiry-driven science curriculum that facilitates the development of scientific literacy for all students, including second language learners.

Experiences in the College of Education and Human Development at UTSA

Institutional Coordinator/Program Manager, Community Mathematics Project at UTSA. USDoE Title V Grant Program pairing community caregivers of children ages 2-12 with elementary pre-service teachers in weekly mathematical sense-making sessions. (2021-2022)

Graduate Research Assistant and SEE Math Coordinator, Department of Interdisciplinary Learning & Teaching. Supported preclinical students with the SEE Math program (a supplemental program to the elementary math methods course), liaison to local elementary schools for preclinical field experiences coordination and partnerships. SEE Math materials/curriculum development and publishing. (20202021; 2017-2018)

Non-Tenure Track Adjunct Faculty and Section Lead for Preclinical Field Experiences- Taught undergraduate courses in the elementary teacher preparation program, mainly the elementary math approaches course, and supported students in preclinical field experience placements. (2015-2022)

- *Mathematics Methods in Early Childhood–Grade 6* (CI 4403; 3 Credit Hours). This course involves the study of instructional methods and materials that support diverse children's meaningful exploration, discovery, and development of basic concepts and skills in mathematics from EC–Grade 6. Emphasizing a constructivist approach to the teaching and learning of mathematics, this course also advances the use of technology to facilitate mathematic understanding. Attention will be given to understanding the interrelatedness of mathematics and other content areas, creating effective learning environments, planning and implementing lesson plans to meet the differentiated needs of a wide variety of learners, and assessing student learning in mathematics. Field experience required. (8 semesters)
- *Science Methods in Early Childhood–Grade 6* (CI 4353; 3 Credit Hours). A study of pedagogical approaches, materials, and resources designed to support children's meaningful exploration, discovery, and construction of basic concepts and skills in EC–Grade 6. Emphasis in the course will be on the interrelatedness of science in the daily lives of students, unifying concepts and processes common to all sciences, development of effective learning environments for science both inside and outside of the classroom, planning and implementation of inquiry-based science lessons, assessment of student learning, and the use of an integrated approach to teaching. Field experience required. (1 semester)
- *Classroom Management Strategies in Grades 4–8* (CI 4603; 3 Credit Hours). Preservice teachers will design developmentally appropriate mathematics and science curriculum, instruction, and assessment. Preservice teachers will also identify effective classroom management strategies. (1 semester)
- *Applied Teaching: Grades 4–8* (CI 4623; 3 Credit Hours). This field experience course provides preservice teachers the opportunity to work with students in grades 4-8 in school settings under the supervision of a university instructor. (2 semesters)
- *STEM in Social Contexts* (IDS 3003; 3 Credit Hours). An exploration of inquiry in STEM fields and how it is situated in local and global sociocultural contexts across time. This course uses an interdisciplinary approach to studying the nature of inquiry, knowledge, and theory development, as well as the mutual relationships between STEM fields and social contexts. (2 semesters)
- *Interdisciplinary Inquiry* (IDS 3713; 3 Credit Hours). This course fosters opportunities for engaging in the study of thinking in the sciences, social studies, mathematics, language arts, and fine arts through interdisciplinary investigations. Course experiences include development, practice, and analysis of ways of inquiring in several subject areas and seeking their implications for interdisciplinary inquiries toward critical reflection and transformative praxis. (2 semesters)

Graduate Teaching Internship (Fall 2018): Teaching of a graduate-level course under the direction of my mentor, Emily Bonner.

- *Inquiry in Interdisciplinary STEM Education* (CI 6623; 3 Credit Hours). This course will explore developing and designing learning environments for interdisciplinary STEM Education through inquiry. Provides a broad foundation into the teaching, learning, and research of interdisciplinary STEM Education in both formal and informal contexts.

Additional Teaching Experience

Middle School Math Facilitator/ Department Head. Supported and facilitated 12 math teachers in planning and implementing mathematics instruction to meet the needs of students and show overall growth in the math program. (2010-2011)

Middle School Mathematics Teacher: 7th Grade, 8th Grade, and Algebra. (2003-2012); 6th Grade (2022-Present)

Child Development Teaching Assistant. Assist the lead teacher in any way possible, including but not limited to: Preparing and setting up activities, implementing portions of the daily program as directed by the lead teacher, assisting in keeping the classroom and storage areas clean, neat, and orderly, assisting with diapering and potty training, and feeding. (2012-2013; 1993-1994)

PROFESSIONAL REFERENCES

Emily P. Bonner, Ph.D. Email: emily.bonner@utsa.edu
Associate Professor, C&I
Associate Dean for Research and Faculty Development, COEHD
Community Math Project, Institutional Co-PI and Liaison with Northwest Vista Community College
Support and Enrichment Experiences in Math (SEE Math), Co-Director
University of Texas at San Antonio
(210) 379-4097

Crystal Kalinec-Craig, Ph.D. Email: crystal.kalinec-craig@utsa.edu
Associate Professor, C&I
Co-Chair, MACI+T (Master of Arts in CI and Teacher Certification)
Community Math Project, Co-PI with Dr. Emily Bonner and Northwest Vista Community College
Support and Enrichment Experiences in Math (SEE Math), Co-Director
University of Texas at San Antonio
520-991-5416

Kathleen Jablon Stoehr, PhD Email: kstoehr@scu.edu
Associate Professor, C&I
Interim Department Head, C&I
Santa Clara University
408-551-3497

SCHOLARSHIP/RESEARCH/CREATIVE WORKS

Dissertation

Elmore, T. L. (2022). *A Narrative Case Study Situating Funds of Knowledge for Teaching*

Mathematics in the Lives of Three Latina Mother-Prospective Elementary Teachers (Order No. 29168842). Available from Dissertations & Theses @ University of Texas - San Antonio. (2668946053). https://libweb.lib.utsa.edu/login?url=https://www.proquest.com/dissertationstheses/narrative-case-study-situating-funds-knowledge/docview/2668946053/se-2

Peer-Reviewed Publications

Stoehr, K., Elmore, T.L., Civil, M. (under review, 2025), Parents as rightful learners at home, in schools, and in their communities, *International Journal about Parents in Education.*

Kalinec-Craig, C., Bonner, E., & Kelley, T. L. (2021). Support and Enrichment Experiences in Mathematics (SEE Math): Using case studies to improve mathematics teacher education, *Mathematics Teacher Educator,* September 2021.

Kelley, T. L. (2020), Examining pre-service elementary mathematics teacher perceptions of parent engagement through a funds of knowledge lens, *Teaching and Teacher Education,* Volume 91, 2020, 103057, ISSN 0742-051X, https://doi.org/10.1016/j.tate.2020.103057.

Peer-Reviewed Conference Presentations

Elmore, T.L., & Bradshaw, K (2022, Oct). Community Math: An Innovative Community Collaboration for Mathematical Learning and Teaching. School Science and Mathematics Association (SSMA), 2022 Annual Convention, Missoula, MT. (Accepted, but not attended)

Elmore, T.L. (2022, Jul 14). *Leveraging Prior Experiences and Knowledge to Teach Elementary Mathematics.* Conference for the Advancement of Mathematics Teaching (CAMT), Annual Meeting, San Antonio, TX.

Elmore, T.L. (2022, Jul 13). *Engaging Parents through Mathematical Sense-Making*. Conference for the Advancement of Mathematics Teaching (CAMT), Annual Meeting, San Antonio, TX.

Kelley, T. L. (2020, Nov 5). *Prospective elementary mathematics teachers learning from Latinx families and communities.* School Science and Mathematics Association (SSMA), 2020 Annual Convention, Virtual.

Kelley, T. L. (2020, Feb 6). *Elementary Mathematics Pre-service Teachers Learning from and with Families on a Community Walk.* 2020 Annual AMTE Conference, Phoenix, AZ.

Kelley, T. L. (2019, Nov 9). *Pre-service Teachers Noticing and Communicating Strengths in Elementary Student Mathematical Thinking*. School Science and Mathematics Association (SSMA), 2019 Annual Convention, Salt Lake City, UT.

Kelley, T. L. (2019, Feb 8). *Elementary Pre-service Teacher Perceptions of Parent and Family Engagement*. 2019 Annual AMTE Conference, Orlando, FL.

Kalinec-Craig, C., Kelley, T. L.*, & Bonner, E. (2019, Feb 7). *Preservice Teachers Communicating Children's Mathematical Strengths in the Form of Family Newsletters*. 2019 Annual AMTE Conference, Orlando, FL.

Kelley, T. L.*, Kalinec-Craig, C., & Bonner, E. (2018). Supporting Pre-service Teachers in Connecting Students' Mathematical Problem Solving to What They Already Know and Do.

Kelley, T. L. (2018, Feb 24). *Pre-service Teachers' Perceptions of Parental Engagement*. Accepted, not presented. Research Council on Mathematics Learning (RCML), 2018 Annual Conference, Baton Rouge, LA.

Kelley, T. L. (2017, Nov 3). *Pre-service Teachers' Perceptions of Parental Engagement*. School Science and Mathematics Association (SSMA), 2017 Annual Convention, Lexington, KY.

Kelley, T. L. (2017, April 27). "Intersections in Education: Reaching and Teaching Diverse Students." Discussant for session at American Educational Research Association (AERA), AERA 2017 Annual Meeting, San Antonio, TX.

Kelley, T. L. (2017, April 25). *Globalization and Curriculum Reform in the United States and Mexico.* The American Association for the Advancement of Curriculum Studies (AAACS), Annual Meeting, San Antonio, TX.

Moseley, C. & Kelley, T. L.* (2017, April 5). *Teaching about Population Education and the Environment with Mathematical Models.* National Council of the Teachers of Mathematics (NCTM), NCTM Annual Meeting, San Antonio, TX.

Kelley, T. L.* & Moseley, C. (2015, December 4). *Science/Math Integration for Earth's Sake.* Texas Association for the Gifted and Talented (TAGT), TAGT 2015 Annual Conference, San Antonio, TX

State and Local Conference Presentations

Kelley, T. L. (2021, October, virtual). *Using children's literature to engage STEM/interdisciplinary inquiry.* UTSA-COEHD and ATE STEMsation Conference, San Antonio, TX.

Kelley, T. L. (2020, October, virtual). *Using children's literature to engage STEM/interdisciplinary inquiry.* UTSA-COEHD and ATE STEMsation Conference, San Antonio, TX.

Moseley, C., Summerford, H., & Kelley, T. L.* (2017, Oct 7). *Report on research at the Dogwood Canyon Audubon Center.* Texas Association for Environmental Education (TAEE), 2017 TAEE Conference, Camp Young Judaea, Wimberly, TX.

Moseley, C. & Kelley, T. L.* (2017, Oct 7). *Population Education: Activities for the Anthropocene.* Texas Association for Environmental Education (TAEE), 2017 TAEE Conference, Camp Young Judaea, Wimberly, TX.

Horowitz, R.; Johnson, P., Kelley, T. L.* & Vallejo, M. (2015, October 24) *How dialogue can contribute to math and science reading and build social equality.* Reading and Literacy Education Program, Literacy and Social Justice. UTSA- Downtown Campus, San Antonio, Texas.

Kelley, T. L. (2015, June). *Transforming Traditional Mathematics Classrooms into Centers of Investigation.* UTSA-COEHD and ATE Summer Bridging Institute, San Antonio, TX.

Kelley, T. L. (2014, November). *Building Algebraic Understanding through Problem Solving and Productive Mathematics Discussion.* UTSA-COEHD and ATE STEMsation VII Conference, San Antonio, TX.

Pate, P. E. Alexander, M., Alkhodairi, K., Eiteljorge, E., Kelley, T. L., & Zahraei, W. (2014, August). *Legal, Policy and Social Responses—Faces of Los Desconocidos: Unaccompanied Immigrant Children*. Central American Young Migrants and the Border Crisis: Causes and Responses Conference, San Antonio, TX.

Christensen, Y., Diaz, E., Kelley, T. L., & Phillips, N. (2013, October). *Exploring Inquiry Based Lessons Using Popcorn to Teach Volume.* UTSA-COEHD and ATE STEMsation VI Conference, San Antonio, TX.

Kalinec-Craig, C. & Kelley, T. L. (2013, October). *Math through Mariachi: Creating Opportunities to Connect Mathematics to Students' Culture and Out-of-School.* UTSA-COEHD and ATE STEMsation VI Conference, San Antonio, TX.

Manuscript Editing Assistance

Horowitz, R. & Samuels, S. J. (Eds.). *The Achievement Gap in Reading: Complex causes, persistent issues, possible solutions*. London & New York: Routledge/Taylor & Francis. (12 Chapters) Publication date: April 2017.

CONTRACTS, FELLOWSHIPS, GRANTS, SPONSORED RESEARCH AND RESIDENCIES

Grant - Funded

2015-2017 Kelley, T. L., & Moseley, C. A., "Dogwood Canyon Audubon Center," Private, $62,000.00.

Fellowship - Funded

2020 Kelley, T.L., "Interdisciplinary Learning and teaching at the University of Texas at San Antonio," UTSA, $22,948.19

2018 Kelley, T. L., "Interdisciplinary Learning and teaching at the University of Texas at San Antonio," UTSA, $28,660.85

2017 Kelley, T. L., "Interdisciplinary Learning and teaching at the University of Texas at San Antonio," UTSA, $36,278.40

2016 Kelley, T. L., "Interdisciplinary Learning and teaching at the University of Texas at San Antonio," UTSA, $35,714.00

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Campus:

2015- 2022 Project WILD Facilitator, Texas Parks & Wildlife. Trainer and facilitator for state wildlife curriculum.

2018- 2019 P-20 Summit-Parent Engagement in Region 20 planning committee. Invited committee member to help organize annual program for the Institute of P-20 Initiatives Office at UTSA**.**

Community:

2023-2026 Association for Mathematics Teacher Educators (AMTE); Invited to serve on Professional Development Committee

2022-2025 School Science and Mathematics (SSMA); Invited to serve on the Policy Committee

2022-2023 TODOS Mathematics for All. Web page and database assistance.

2018- 2021 School Science and Mathematics (SSMA); Invited to serve on the Nominations and Elections Committee.

2017-present Peer-Reviewer for national conference proposals:

- AMTE ○ SSMA ○ PME-NA ○ NCTM

2018-present Peer-Reviewer for the following journals:

- ○ Teacher Education Quarterly ○ School Science and Mathematics
- Journal of Higher Education Theory and Practice

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
- Association of Mathematics Teacher Educators (AMTE)
- National Council of Teachers of Mathematics (NCTM)
- School Science and Mathematics Association (SSMA)
- TODOS Mathematics for All
- North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)

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