Elyssa Stoddard

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**Education**

**Doctorate of Philosophy**: Education

Option: Mathematics Education

Oregon State University, College of Education Expected Summer 2022

Dissertation: *Opportunities across contexts: An exploratory study investigating opportunities for preservice teachers to develop their conceptions of the Standards for Mathematical Practice*

Advisor: Rebekah Elliott, Ph.D.

Dissertation Committee: Cory Buxton, Ph.D., Amanda Kibler, Ph.D., Elise Lockwood Ph.D., David Roundy, Ph.D.

**Master of Science**: Mathematics Education

State University of New York at Fredonia August 2017

Advisor: Keary Howard, Ph.D.

**Bachelor of Science**: Dual Major in Mathematics and Mathematics Adolescence Education

Minor: Spanish

State University of New York at Fredonia December 2012

**Teaching Experience** \_\_\_\_\_\_\_\_\_

*University Teaching*

**Graduate Assistant**

Oregon State University         September 2018-Present

* Lead instructor for courses designed for future and current pre-service teachers within the College of Education double degree and Master’s program, including field experience, content, and pedagogy courses. Special projects include collaborating with faculty on course redesign and leading outreach to local elementary schools interested in hosting a Family Math Night.
	+ ED 309: Field Practicum, Fall 2018
	+ SED 414: Inquiry in Mathematics and Mathematics Education (Elementary), Spring 2019, Spring 2020
	+ SED 414: Inquiry in Mathematics and Mathematics Education (K-12), Spring 2021
	+ ED 457: Elementary Mathematics Methods, Fall 2019, Winter 2021, Winter 2022
	+ SED 574: Mathematics Pedagogy and Technology (Secondary, e-campus), Fall 2021
* Teaching assistant for pedagogy courses designed for current pre-service teachers within the College of Education double degree program. Co-planned with lead instructor and provided feedback and support on lesson planning and Elementary and Secondary edTPA submissions.
	+ ED 424: Teachers and Reflective Practitioners (Secondary), Spring 2019
	+ ED 425: Instructional Strategies 7-12, Winter 2019
	+ ED 457: Teaching Elementary Mathematics, Fall 2018
* Served as university supervisor for nine secondary student teachers through completing on-site observations, providing feedback, and communicating with cooperating teachers and program instructors.

*K-12 Teaching*

**Mathematics Teacher**

Sherman Central School, Sherman NY         October 2015-June 2018

* Instructor for Advanced Placement Calculus AB, Pre-Calculus, Problem Solving, Statistics, and Geometry. Pre-Calculus, Problem Solving, and Statistics courses granted community college credit through Jamestown Community College
* Collaborated with middle school mathematics teachers to co-plan and co-teach academic intervention services for middle school students
* Implemented classroom technologies including flipped and blended instruction and G-Suite for Education
* Field placement mentor for secondary pre-service teachers from the State University of New York at Fredonia

**Mathematics Teacher**

Westfield Academy and Central Schools, Westfield NY     August 2014-October 2015

* Instructor for Advanced Placement Calculus AB, Algebra II/Trigonometry, Pre-Calculus

**Peace Corps Education Volunteer**

Zwedru Multilateral High School, Zwedru, Liberia           June 2013-March 2014

* Developed lesson plans and instructed Algebra I, Geometry and Trigonometry
* Assisted in training volunteers in lesson planning and classroom management

**Research Experience**

**Graduate Research Assistant**

Oregon State University September 2019-September 2021

Designing Ambitious Mathematics Instructional Tools: A Collaborative Research-Practice Partnership

* Assistant to Dr. Rebekah Elliott
* Constructed and tested data collection instruments including interview protocols and questionnaires
* Conducted participant interviews, and observations of professional development and classroom instruction
* Assisted with data entry, coding, and data analysis utilizing maxQDA
* Participated in weekly meetings with other members of the research team

**Master’s Research**

State University of New York at Fredonia           September 2016-August 2017

Advisor: Dr. Keary Howard

* Designed and implemented a study examining the effects of video-based learning in comparison to traditional instruction within a secondary mathematics classroom
* Analyzed data across multiple assessments to examine student performance and growth
* Analyzed survey data to examine students’ instructional method preferences

**Publications**

(\*\*peer reviewed/refereed articles)

\*\*Elliott, R., Brunner, M.\*, **Stoddard, E.**\*, & White, J. (2022). Routines for learning modeling practices while learning content. *Mathematics Teacher: Learning and Teaching PK-12*, *115*(1), 36–44. (\*contributed equally)

\*\*Risser, H. S., **Stoddard, E.**, & Bottoms, S. I. (Under Initial Review). Connections that last: An investigation into continued engagement in a synchronous Twitter edchat.

**Stoddard, E.,** Brunner, M., & Elliott, R. (2020). *Oregon Math Project Practice Brief: Tracking*. <https://www.oregon.gov/ode/educator-resources/standards/mathematics/SiteAssets/Pages/Oregon-Math-Project/Tracking.pdf>

**Stoddard, E.**,Brunner, M., & Elliott, R. (2020). *Oregon Math Project Practice Brief: Classroom discourse*. <https://www.oregon.gov/ode/educator-resources/standards/mathematics/SiteAssets/Pages/Oregon-Math-Project/Classroom%20Discourse.pdf>

Brunner, M., **Stoddard, E.,** & Elliott, R. (2020). *Oregon Math Project Practice Brief: Mathematical modeling*. <https://www.oregon.gov/ode/educator-resources/standards/mathematics/SiteAssets/Pages/Oregon-Math-Project/Mathematical%20Modeling.pdf>

Brunner, M., **Stoddard, E**., & Elliott, R. (2020). *Oregon Math Project Practice Brief: Promoting equity*. <https://www.oregon.gov/ode/educator-resources/standards/mathematics/SiteAssets/Pages/Oregon-Math-Project/Promoting%20Equity.pdf>

**Conference Proceedings**

(\*\* designated peer reviewed selection process, \* invited presentation)

\*\*Brunner, M., Elliott, R., & **Stoddard, E.** (2021). Teachers’ routine and adaptive expertise through mathematical modeling instruction in remote learning. *Proceedings of the Forty-Third Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*, 749–753.

\*\*Brunner, M., Elliott, R., & **Stoddard, E.** (2021). Assumptions, agency, and authority: Mathematical modeling and students’ socio-critical reasoning. In D. Kollosche (Ed.), *Exploring new ways to connect: Proceedings of the Eleventh International Mathematics Education and Society Conference* (Vol. 1, pp. 137–140). <https://doi.org/10.5281/zenodo.5387558>

\*\*Elliott, R., **Stoddard, E.,** & Brunner, M. (2019). Iterative designs of modeling tools for instruction. *Proceedings of the 41st Annual Meeting of The North American Chapter of The International Group for The Psychology of Mathematics Education*.

**Conference Presentations**

(\*\* designated peer reviewed selection process, \* invited presentation)

**\*Stoddard, E**., Brunner, M., & Elliott, R. (accepted). *Is it good enough?: A routine to support mathematical modeling*. CPM Teacher Conference, Burlingame, CA.

\*\***Stoddard, E**., Elliott, R., & Brunner, M. (accepted). *Scaffolding students’ learning of mathematical modeling through instructional routines*. Association of Mathematics Teacher Educators, Las Vegas, NV.

\*\*Elliott, R., **Stoddard, E.,** & Brunner, M. (accepted). *Teacher designed instructional tools: Material and relational resources for mathematics instructional improvement*. Association of Mathematics Teacher Educators, Las Vegas, NV.

\*\*Brunner, M., Elliott, R., & **Stoddard, E**. (2021). *Teachers’ routine and adaptive expertise through mathematical modeling instruction in remote learning*. 43rd Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Philadelphia, PA.

\*\*Brunner, M., Elliott, R., & **Stoddard, E.** (2021). *Assumptions, agency, and authority: Mathematical modeling and students’ socio-critical reasoning*. Eleventh International Mathematics Education and Society Conference, Remote.

\*\***Stoddard, E**., Risser, H. S., & Bottoms, S. I. (2021). *Connections that last: An investigation into continued engagement in a synchronous Twitter edchat* [Poster]. American Educational Research Association Annual Meeting.

\*Brunner, M., **Stoddard, E**., & Elliott, R. (2020). *Mathematical modeling instructional tools fostering student agency and equity*. Teachers Development Group Leadership Seminar on Mathematics Professional Development, Portland, OR.

\*\*Elliott, R., **Stoddard, E**., & Brunner, M. (2019, November). *Iterative designs of modeling tools for instruction*. 41st Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, St Louis, MO.

\*\***Stoddard, E.**, & Valdes-Fernandez, S. (2019). *Implementing a flipped classroom: A comparison between secondary and post-secondary mathematics*. Mathematical Association of America Pacific Northwest section Conference, Portland, OR.

\***Adams, E.** (2017). *A study on the efficacy of video-based learning in the Common Core Algebra Classroom.* [Poster]. Student Research and Creativity Exposition, State University of New York at Fredonia, NY.

\*\***Adams, E.** (2017). *Are we flipping over nothing? A study on the efficacy of video-based learning in the Common Core Algebra Classroom*. Mathematical Association of America Seaway section Conference, Oswego, NY.

**Service Activities**

Reviewer, Psychology of Mathematics Education, North American Conference (2021)

Reviewer, Mathematics Teacher: Learning and Teaching Pre-K-12 (2021)

Field Experience Mentor, State University of New York at Fredonia (2016-2018)

**Certifications**

Professional Classroom Teacher Certification, Mathematics 7-12, New York 2017 – Present

Initial Classroom Teacher Certification, Mathematics 7-12, New York 2012 – 2017

**Awards**

Graduate School Scholarly Presentation Award, Oregon State University (2021)

**Membership in Professional Organizations**

Association of Mathematics Teacher Educators 2021 – Present

American Educational Research Association 2021 – Present

National Council of Teachers of Mathematics 2020 – Present