



**Curriculum Vita
December 2019**

Instructor: Marti Cason, Ad Interim Assistant Professor

Academic Department: Curriculum and Instruction

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EDUCATION

Ph.D. Curriculum and Instruction,
University of North Texas, 2018

M. Ed. Education Administration,
University of Texas at Austin, 2014

MA in Teaching (MAT),
Texas Woman's University, 2007

B. S. Mathematics,
Southeastern Oklahoma State University, 2004

Certifications:

Texas Classroom Teacher Certification – Mathematics 4-8 & Mathematics 8-12,

Texas ESL Supplemental Certification

Texas Principal Certification

TEACHING EXPERIENCE

DEPARTMENT OF CURRICULUM AND INSTRUCTION

TEXAS A&M UNIVERSITY COMMERCE

- Instructor of Record, ELED 300: Introduction to Teaching (*Fall 2019*)
- Instructor of Record, EDCI 559: Diversity & Equity in Education (*Fall 2019*)

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION
UNIVERSITY OF NORTH TEXAS

- Instructor of Record, EDEE 4350: Mathematics in Grade EC-8 (*Fall 2015 – Spring 2018*)
- Instructor of Record, EDSE 3800: Professional Issues in Teaching (*Fall 2015 – Spring 2017*)

CROWLEY INDEPENDENT SCHOOL DISTRICT

- Mathematics Teacher, H.F. Stevens Middle School (*August 2018 – September 2019*)

IRVING INDEPENDENT SCHOOL DISTRICT

- Mathematics Teacher, Jack E. Singley Academy (*August 2014 – June 2015*)

DALLAS INDEPENDENT SCHOOL DISTRICT

- Mathematics Instructional Coach, Dorsey Elementary School (*August 2013 – June 2014*)
- Mathematics Teacher, Wilmer-Hutchings High School (*August 2012 – August 2013*)
- Mathematics Teacher, Rusk Middle School (*August 2006 – August 2012*)

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| PUBLICATIONS |
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Kuehnert, E., **Cason, M.**, Young, J. & Pratt, S. (2019). A meta-analysis of reform-based professional development in STEM: Implications for effective praxis. *International Journal of Technology in Education (IJTE)*, 2(1), 60-68.
(*Double Blind Peer-Reviewed*)

Young, J. R. & Young, J. L., **Cason, M.**, Foster, M., & Ortiz, N. (2018). Concept raps versus concept maps: A culturally responsive approach to STEM vocabulary development. *Education Sciences*, 8(108), 1-10.
(*Peer-Reviewed*)

Cason, M., Young, J. R., & Kuehnert, E. (2018). A meta-analysis of the effects of numerical competency development on achievement: Recommendations for mathematics educators. *Investigations in Mathematics Learning*.
(*Double Blind Peer-Reviewed*)

Young, J., Capraro, M.M., Capraro, R.M., **Cason, M.** (2018). Every student can't succeed if every voice is not heard: Equity perspectives from STEM educators. *Teacher College Record*, 120(13).
(*Peer-Reviewed*)

Cason, M., Young, J., Foster, M., and Ortiz, N. (2017). Is mathematics identity development possible with hip-hop pedagogy? *Intersection Points: The Newsletter of the Research Council on Mathematics Learning*, 42(1), 7-9.

(Editor Reviewed)

Young, J. R., Hamilton, C., & **Cason, M.** (2017). Interactive whiteboards in mathematics spaces: An examination of technology integration in an urban middle school. *Contemporary Educational Technology*, 8(4), 303-318.

(Double Blind Peer-Reviewed)

UNDER REVIEW AND IN REVISION

Cason, M., & AV the Great (Revise and Resubmit). *Creating a shared energy through hip-hop to advance the pedagogy of math pre-service educators.*

Manuscript submitted for publication.

(Peer-Reviewed)