

## FELICIA DARLING, PhD

606 Petaluma Blvd South, Petaluma, CA 94952

707-483-5113 | fdarling@alumni.stanford.edu | [www.feliciadarling.com](http://www.feliciadarling.com)

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### EDUCATION:

- **PhD in Math Education**, Stanford University, Stanford, CA. (GPA 3.95), 2016.
- **PhD Minor in Spanish**, Stanford University, Stanford, CA. (GPA 3.95), 2016.
- **Dissertation**, Stanford University, Stanford, CA. *Making Cultural Assets Count: Cultural Approaches to Problem Solving in Yucatec Maya Math Classrooms*.
- **Master in Education**, Lyndon State College, Lyndonville, VT. (GPA 3.83), 1996.
- **Bachelor in Math**, Johnson State College, Johnson, VT. (GPA 4.0), 1992.
- **California Secondary Math Teaching Certification**, 2004-present.
- **CLAD/CTEL Certificate** to teach English learners, since 2007.

### EMPLOYMENT:

#### Author

June, 2019

*The Ripple Effect. Becoming the Change We All Need* (in prep). It is a practical guide to healing past hurts, resolving trauma, and transcending limiting beliefs about ourselves and others in order to make the world a more just and compassionate place. It weaves together research, real people's stories of triumph and challenge, cartoons, and common sense to inspire readers to become the best human beings possible. Publisher: to be determined.

#### Santa Rosa Junior College, Santa Rosa, CA.

2017-present

#### Full-time, tenure-track Math Instructor (in-person & online)

Teach math in the College Skills/Tutorial Department. Focus on inclusive and equitable, inquiry-based, group learning; the layering in of college skills into instruction in ways that dignify students' experiences; disrupting systemic inequity at the classroom level; fostering positive academic mindsets; and online instruction. Performed Lead Faculty duties for active-learning course. Develop and deliver in-person and online professional development workshops for faculty, Lab Instructors, Instructional Assistants, and student tutors.

#### Author

June, 2019

*Teachin' It! Breakout Moves That Break Down Barriers for Community College Students* published by Columbia University Teachers College Press. *Teachin' It!* weaves together student stories, instructor experiences, research, and cartoons to help instructors deliver inclusive, inquiry-based group instruction that supports the success of all students—especially those underrepresented among students who possess four-year degrees.

#### Monterey County Office of Education, Salinas, CA.

2016-2017

#### Full-time K-12 Math Professional Developer

Delivered workshops for math educators and education leaders about equity, math, technology, growth mindset (with an equity lens), and facilitating inclusive, inquiry-based, group learning.

**Santa Rosa City Schools, Santa Rosa, CA. 2004-2011**  
**Middle/High School Mathematics Instructor.**

Taught Pre-Algebra, Algebra I & II, and Geometry at schools with over 70% Latinx, English learners, and low-income students. Specialized in effective strategies for supporting the success of English learners.

**Lyndon State College, Lyndonville, VT. 1991-2004**  
**College Mathematics Instructor.**

Taught developmental and college-level math courses including intermediate algebra, math problem-solving, and first-year-seminar at a rural college that conferred bachelor's and master's degrees.

#### **EDUCATION COURSES/WORKSHOPS:**

**San José State University, San José, CA. Summer and Fall 2020**  
***EDEL108D Elementary Math Methods (online)***

Taught a graduate course to pre-service teachers about how to teach math to K-8 students. Focused on facilitating learning in groups, fostering a growth mindset classroom, providing inclusive instruction, supporting dual language learners, using manipulatives, and CCSS standards and progressions.

**NISOD Webinar and Workshops November, 2019 to October 2020**

Led NISOD Webinars and Workshops on how to teach inclusively and interactively online and in-person. Interactive Workshops focused on building a community of powerful learners, amplifying student voices, and framing instructional practices with an equity lens.

**University of California Santa Cruz, Santa Cruz, CA Spring 2016**  
***Children's Mathematical Thinking***

Taught an undergraduate course about children's mathematical thinking.

**Stanford University, Stanford CA Winter 2016**  
***Language, Policies, and Practices***

Taught a course for graduate-student preservice teachers about how to support English learners in math classrooms.

**San José State University, San José, CA. Fall 2015**  
***Educational Psychology***

Taught a course to graduate-student, pre-service teachers about incorporating developmental, cognitive, and sociocultural theories into instruction.

**Stanford University, Stanford, CA. 2013-2015**  
**Consultant: MOOC for K-12 educators (online)**

Provided consulting, managed forums, developed curriculum, and analyzed analytics for graduate-level MOOCs for Math Teachers and Teachers of English Learners. Professor advisors: Dr. Jeff Zwiers, Dr. Kenji Hakuta, and Jo Boaler.

**SERVICE:**

- **Member of Editorial Board for *Journal of Research in Mathematics***, 2019-present.
- **Professional Development Presenter for Faculty/Staff/Students.** Provided webinars, Zoom seminars, and in-person workshops to faculty, staff, and students on math, equity, inclusive instruction, growth mindset (with an equity lens), building a community of learners, active learning, and stereotype threat interventions, 2015-present.
- **Faculty Lead of Equity Community of Practice for New Faculty Orientation**, Santa Rosa Junior College, 2019.
- **Faculty Evaluator.** Santa Rosa Junior College. Observe and evaluate the instruction of faculty, 2018-present.
- **Reviewer.** Review research submissions for the *Journal of Mathematics and Culture*, *Journal of Latinos in Education*, *Forum Qualitative Social Research*, *American Education Research Association (AERA)*, and *International Journal of Multicultural Education*, 2016 to present.
- **Research Partner.** Santa Rosa Junior College. Facilitated opportunity for Students Affairs to research how to improve academic probation notification letters, 2019.
- **Member, Intercultural Committee**, Santa Rosa Junior College, 2019 to present.
- **Presenter at SRJC Arts and Lecture Series**, Santa Rosa Junior College, 2018.

**RESEARCH:**

**Stanford University, Stanford, CA. 2014-2016**

**Principal Researcher: Felicia Darling**

*Making Cultural Assets Count: Community approaches to problem solving in Yucatec Maya math classrooms.* My six-month ethnographic, mixed methods study indicated: (1) members of a Yucatec Maya village possess specialized math knowledge; and (2) real-life math tasks, which draw from students' cultural assets, may improve engagement and achievement. Statistical analyses include T-tests, ANOVA, and qualitative coding. Funds: Fulbright Grant, Vice Provost of Graduate Education Diversity Grant, and Stanford Center for Latin American Studies Grant.

**Lyndon State College, Lyndonville, VT 1996-1997**

**Principal Researcher: Felicia Darling**

*Predictors of Retention of Developmental Math Students.* Examined predictors of retention for developmental math students from self-reported data at a broad access, four-year college. Statistical analyses included T-tests, factor analysis, and ANOVA on variables of gender, education history, grades, and parents' education.

**Stanford University, Stanford, CA 2015-2016**

**Principal Researcher: Jo Boaler**

*Middle School Math Mindset Intervention* funded by Gates Foundation. Research Assistant for Summer Algebra School with quasi-experimental, mixed methods design that included inquiry-based mathematics and growth mindset. Statistical analyses included T-tests, factor analysis, and ANOVA.

**Stanford University, Stanford, CA.**

**2014-2015**

**Principal Researcher: Jo Boaler**

*National Science Foundation (NSF) Math Intervention.* Researcher for a random control trial research project to explore if a MOOC math intervention improved achievement of 8000 ethnic/racial minority students and English learners. Wrote IRB and did statistical analyses including T-tests, factor analysis, and ANOVA.

**PUBLICATIONS:**

- Is this math? Community approaches to problem solving in a Yucatec Maya village. (manuscript in prep in Spanish), 2020.
- Incorporating cultural assets in Yucatec Maya mathematics classrooms: Opportunities missed? *Journal of Mathematics and Culture*, 13(1), 20-60, 2019.
- *Teachin' It! Breakout Moves that Break Down Barriers for Community College Students*, Columbia University Teachers College Press, 2019.
- AB705 is not enough. Community College Instructors Must Change Beliefs and Practices to Redress the Graduation Gap. *Linkedin*, 2019.
- Celebrity Admission Scams a Circus Sideshow: Three Classroom Strategies to Address Inequity in Higher Ed, *Linked In*, 2019.
- Outsider Indigenous Research: Tiptoeing across the tightrope between etic and emic perspectives. *Forum: Qualitative Social Research*, 2017.
- Book Review. Maths in the Kimberley: Reforming Maths in Remote Indigenous Communities by R. Jorgensen, P. Sullivan, P. Grootenboer, R. Niesche, S. Lerman, and J. Boaler. *International Journal of Multicultural Education*. 14(1), 2011.
- *El personaje del mes. La Voz Bilingual Newspaper*, 2005.

**INTERVIEWS/ARTICLES/MEDIA:**

- **WAMC Northeast Public Radio's *The Best of Our Knowledge*.** Radio Interview by host Bob Barrett. (12/6/19).
- ***Education Week*.** Fair is not Equal. Larry Ferlazzo, asks: *What is the difference between treating students "fairly" and treating them "equally"?* What are some examples of how that looks in the classroom, November, 2019.
- ***Education Week*.** Student Agency is Ownership. Larry Ferlazzo asks, *What is agency and how can teachers encourage its growth among students?* October, 2019.
- **KPFA's *Education Today*.** Radio Interview by host Kitty Kelly Epstein, August 9, 2019.
- ***Inside Higher Education*.** Scott Jaschik interviews Felicia Darling, July 18, 2019.
- ***Chronicle of Higher Education*,** How to Make Authentic Research Experiences Widely Available, July 18, 2019.
- ***Chronicle of Higher Education*.** Selected Books on Higher Education, July 14, 2019.
- **Stanford KZSU's *Modern Education*.** Radio Interview by host Ben Woodford. May 18, 2019.
- **Resources for Instructors.** <https://feliciadarling.com/educator-resources/>
- **SRJC Lecture & Arts Presentation Fall 2018**  
<https://www.youtube.com/watch?v=362p47EdY7s&feature=youtu.be>

- **Teachin' It! Youtube Channel.** Felicia Darling interviews community college instructors and students.  
<https://www.youtube.com/channel/UC0PEwHT99FuZgJs4mvu81aw>

#### PRESENTATIONS:

- **Achieving the Dream Conference Plenary.** Washington, DC, February, 2020.
- **NISOD Webinar.** *Five Breakout Moves to Build a Community of Powerful Learners*, 2019.
- **Sonoma State University Math Colloquium.** *Making Cultural Assets Count in Yucatec Maya Classrooms: Lessons learned from piloting two math tasks.* October, 2018.
- **University of California Berkeley Annual Research Conference.** *Making cultural assets count: community approaches to problem solving in Yucatec Maya math classrooms.* March, 2018.
- **California Mathematics Council of Community Colleges (CMC<sup>3</sup>).** Monterey, CA. *English Learners in Math Classrooms: Experience it for Yourself*, 2017.
- **Panel Member at Navajo Math Circles Screening.** Stanford University, Stanford, CA. February, 2017.
- **Psychology and Mathematics North America Conference.** Tucson, AZ. *Is this Math? Community Approaches to Problem Solving in Yucatec Maya Classrooms.* November, 2016.
- **American Psychological Association Division 45: Society for the Psychological Study of Culture, Ethnicity, and Race Annual Conference,** Stanford University, Stanford, CA. *Making cultural assets count: community approaches to problem solving in Yucatec Maya math classrooms.* July, 2016.
- **Featured Speaker at Stanford Graduate School of Education Annual Conference,** Stanford, CA. *Making cultural assets count: community approaches to problem solving in Yucatec Maya math classrooms.* June, 2016.
- **AERA Annual Conference,** Washington, D.C. *Capitalizing upon indigenous cultural assets in math classrooms. Opportunities missed?* April 2016.
- **Stanford Center for Latin American Studies Lecture Series in Spanish,** Stanford, CA. *¿Es esta matemáticas? Dos recursos culturales para resolver problemas comunitarios en un pueblo maya yucateco?* April 2016.
- **Keynote Speaker Instructional Leadership Corps (ILC).** Fresno, CA. July, 2015.

#### AWARDS:

- **Fulbright Garcia Robles Research Grant.** 2015-2016  
Fulbright, U.S. Institute of International Education (IIE).
- **Center for Latin American Studies Dissertation Grant.** Fall 2014  
Stanford University, Stanford, CA.
- **Diversity Dissertation Research Opportunity Grant.** Fall 2014  
Stanford University Vice Provost of Graduate Education, Stanford, CA.
- **US Dept. of Ed, Foreign Language and Area Studies Fellow.** June 2014  
Duke University and University of North Carolina.
- **National Endowment for the Arts Grant.** Fall 2003  
Lyndon State College, Lyndonville, VT.