

ELZENA MCVICAR, Ph.D.
University of Washington Tacoma, School of Education

EDUCATION

- 2024 Ph.D. University of Washington, Seattle, WA
 Teaching, Learning, and Curriculum, Mathematics Education
 Dissertation Title: *Toward a Theory of Black Woman Math Pedagogy*
- 2010 M.I.T. University of Washington, Seattle, WA
 Teaching Certificate in Elementary Education K-8
 English Language Learner Endorsement K-12
- 2006 B.A. Washington University, St. Louis, MO
 Anthropology, minor in Linguistics

PROFESSIONAL RESEARCH EXPERIENCE

- 2024-2025 Postdoctoral Scholar, Leading Racially Just and Ambitious Math, University of Washington, Seattle
- 2020-2024 Research Assistant, Advancing Equity and Strengthening Teaching with Elementary Mathematical Modeling (EQ-STEMM), University of Washington, Tacoma, WA
- 2019-2020 Research Assistant, Advancing Teachers' Pedagogical Reasoning and Practices with Tools, University of Washington, Seattle, WA
- 2018-2019 Research Assistant, Mathematical Modeling in Cultural and Community Contexts (M2C3), University of Washington, Tacoma, WA
- 2018 Research Assistant, Teacher Channel Teaching and Learning, University of Washington, Seattle, WA
- 2017-2018 Research Team Member, Mathematical Modeling with Cultural and Community Context (M2C3), University of Washington, Tacoma, WA

PROFESSIONAL TEACHING EXPERIENCE

- 2025-Present Instructor, Math Methods I & II (560 & 561), Reflective Seminar 490, University of Washington Tacoma, School of Education, Tacoma, WA
- 2025-Present Field Supervisor, University of Washington Tacoma, School of Education, Tacoma, WA
- 2023 Instructor, Math Methods Intervention, University of Washington Tacoma School of Education, Tacoma, WA
- 2014-2023 Program Manager & Leadership Team Facilitator, EduDesign Elementary Fellowship, INSPIRE Program - Teacher Professional Development, University of Washington, Seattle, WA
- 2022 Instructor, Introduction to Teaching, University of Washington Tacoma School of Education, Tacoma, WA
- 2019 Instructor, Math Methods, Highline College Education Department, Des Moines, WA

- 2019 Presenter, Seattle Public Schools Cognitively Guided Instruction Institute, Teacher Professional Development. University of Washington, Seattle, WA
- 2016-2018 Teacher Candidate Supervising Coach, Elementary Teacher Education Program, University of Washington, Seattle, WA
- 2016-2018 Graduate Teachers Assistant, Teaching and Learning in Numeracy I & II University of Washington, Seattle, WA
- 2014-2016 Elementary English Language Learner Teacher, Seattle, WA
- 2013 Teacher Policy Leader, Teachers United, Seattle, WA
- 2008-2014 Elementary School General Education Teacher, Seattle, WA

PUBLICATIONS

- Suh, J., Aguirre, J., Turner, E., Carlson, M. A., Fulton, E., Tate, H., **McVicar, E.** (2025). Exploring racial justice with culturally responsive mathematical modeling in the primary grades: Cultivating criticality in the problem-based learning space. *The Interdisciplinary Journal of Problem-Based Learning*. 18(1), 1-28.
<https://doi.org/10.14434/ijpbl.v18i1.36976>
- Aguirre, J. M., Turner, E. E., **McVicar, E.**, Roth McDuffey, A., Foote, M. Q., Carll, E. 2024. Mathematizing the world routine: Leveraging children's multiple mathematical knowledge bases and curiosities in the elementary classroom. *Journal of Mathematical Behavior*.
- McVicar, E.** (2024). The liberatory stances of Black women elementary mathematics teachers. *Educational Studies in Mathematics*. 116(3), 1-20. DOI:10.1007/s10649-023-10280-7
- Bennett, A., Aguirre, J., Turner, E., **McVicar, E.**, Carll, E. (October, 2023). "Mathematizing fairness: How elementary students draw on funds of knowledge while solving a modeling task." In, Lamberg, T., & Moss, D., eds. *Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Vol 1)*, p. 976-986. University of Nevada, Reno.
- Turner, E., Bennett, A. B., Granillo, M., Ponnuru, N., Roth McDuffie, A., Foote, M. Q., Aguirre, J. M., **McVicar, E.**, (2022). Authenticity of elementary teacher designed and implemented mathematical modeling task. *Mathematical Thinking and Learning*. DOI: 10.1080/10986065.2022.2028225
- Kazemi, E., Ghouseini, H., Cordero-Siy, E., Prough, S., **McVicar, E.**, & Fox Resnick, A. (2021). Supporting teacher learning about argumentation through adaptive, school-based professional development. *ZDM – Mathematics Education*. <https://doi.org/10.1007/s11858-021-01242-5>
- Cordero-Siy, E., Prough, S., **McVicar, E.**, Ghouseini, H., & Kazemi, E. (2021). "This is you. This is your family": Case study on attending to mathematical language development." In, *Mathematics Education Across Cultures: Proceedings of the 42nd Meeting of the*

North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), p. 1912-1916.

CONFERENCE PRESENTATIONS

McVicar, E., Perez, R., Patel, P., King, J. (2026). “Black Women Pedagogues: Mathematics Teachers as Identity Workers.” Structured report session in An Examination of Identities in Teaching and Learning for Equity-Oriented Mathematics Education at *Association of Mathematics Teacher Educators (AMTE)*, Portland, OR.

Aguirre, J., **McVicar, E.**, Suh, J., Turner, E., Carlson, M. A., Fulton, E. (2025, February). Navigating equity dilemmas as a culturally responsive math teacher educator: A critical conversation. Structured session conducted at the *Association of Mathematics Teacher Educators Conference*, Reno, NV.

McVicar, E., Miller, L., Bivens, S., Bratchard, T., (2024, February). BIPOC teacher gathering: Transforming mathematics classrooms through our pedagogical expertise. Structured session conducted at the *National Council of Teachers of Mathematics Regional Conference*, Seattle, WA.

Aguirre, J., **McVicar, E.**, Franchino-Minami, M., Nagarajan, J., Tingstad, T. (2024, February). Growing young children’s sense of belonging, empathy, and justice with community-based math modeling. Structured session conducted at the *National Council of Teachers of Mathematics Regional Conference*, Seattle, WA.

Aguirre, J., **McVicar, E.**, Suh, J., Tate, H., Turner, E. (2023, October). Cultivating belonging, empathy, and justice with culturally responsive mathematical modeling. Workshop conducted at the *National Council of Teachers of Mathematics Annual Meeting & Exposition, (NCTM)*, Washington, DC.

Carlson, M. A., **McVicar, E.**, Greene, M., Turner, E., Suh, J., Aguirre, J. (2023, October). Unpacking equity-oriented teaching dilemmas in elementary mathematical modeling lessons. Structured session conducted at the *Psychology of Mathematics Education North American Chapter (PME-NA)*, Reno, NV.

Bennett, A., Aguirre, J., Turner, E., **McVicar, E.**, Carll, E. (2023, October). Mathematizing fairness: How elementary students draw on funds of knowledge while solving a modeling task. Structured session conducted at the *Psychology of Mathematics Education North American Chapter (PME-NA)*, Reno, NV.

Aguirre, J., Suh, J., Tate, H., Soletto Ocampo, D., **McVicar, E.**, Turner, E., Carlson, M. A. (2023, June). Cultivating empathy, equity and community connection with culturally responsive mathematical modeling in elementary classrooms. Structured session conducted at *TODOS: Mathematics for ALL Conference*, Albuquerque, NM.

Suh, J., Aguirre, J., Tate, H., Turner, E., Carlson, M. A., Senia, L., **McVicar, E.** (2023, June). “Learn from everybody’s strengths”: Developing confident math modelers through routines and formative assessment. Structured session conducted at *TODOs: Mathematics for ALL Conference*, Albuquerque, NM.

McVicar, E., Nucci, D., Arvey, S., Alemayehu, D., (2023, April). “A Black feminist perspective on Black women’s mathematics teaching in the elementary context.” In P. Patel (Chair), What is equity in mathematics education?: Conversation among multiple perspectives, methods, and lenses. Structured symposium session conducted at the annual meeting of the *American Educational Research Association (AERA)*, Chicago, IL.

McVicar, E., (2023, February). Using a Black feminist lens to identify Black women math teachers’ assets. Structured report session at *Association of Mathematics Teacher Educators (AMTE)*, New Orleans, LA.

McVicar, E., Cordero-Siy, E., & Prough, S. (2021, May). “This is you. This is your family”: Case study on attending to mathematical language development.” *Psychology of Mathematics Education North American Chapter (PME-NA)*, Mazatlán, Mexico. Hybrid Conference.

Cordero-Siy, E., Prough, S., Fox Resnick, A., **McVicar, E.**, Kazemi, E., Ghousseini, H., (2021, April). Supporting teacher learning about argumentation through adaptive, school-based PD. *American Educational Research Association (AERA)*. Virtual Conference.

The Labs Project (2020). Learning together to lead discussions in literacy and mathematics. Structured poster session. *International Conference of the Learning Sciences (ICLS)*, Nashville, TN. (Conference canceled)

McVicar, E. (2020, April). The influence of mathematics identity and experiences on Black teachers’ practice. In L. Clark (Chair), Examining the nuances of teaching mathematics while Black: Achieving new possibilities for the public good. Structured symposium session conducted at the annual meeting of the *American Educational Research Association*, San Francisco, CA. (Conference canceled)

McVicar, E. (2020, April). Using Black feminist thought to understand the mathematics teaching of Black women. In T. Bristol (Chair), BIPOC teachers' lives: Critical methodologies and critical stories. Structured paper session conducted at the annual meeting of the *American Educational Research Association*, San Francisco, CA. (Conference canceled)

McVicar, E. (2019, November). Invited conference participant. Mathematizing the World: Using cultural & community contexts in early childhood mathematics education. In *Math is everywhere! Transforming the everyday into learning*. Washington STEM Summit. Redmond, WA.

Aguirre, J., **McVicar, E.**, Carll, E. (2019, October). Mathematizing the world: Empower young minds using mathematical modeling with community/social justice contexts. *Northwest Math Conference*, Tacoma, WA.

Aguirre, J., **McVicar, E.** (2019, October). Make mathematics meaningful! Mathematical modeling with cultural and community contexts. *Northwest Math Conference*, Tacoma, WA.

Kazemi, E. & **McVicar, E.** (2019, April). Learning to lead equitable mathematics discussions in the elementary classroom. In N. Louie & L. G. Berland (Chairs), Teacher learning to position students as capable in class discussions: Looking across subject matter domains. Structured poster session conducted at the annual meeting of the *American Educational Research Association*, Toronto, Canada.

McVicar, E., & Chinen, S. (2018, February). Lessons learned from teaching mathematics methods in close partnership with an elementary class. *American Mathematics Teacher Educators*. Houston, TX. Invited through Elham Kazemi.

GRANTS

2023	DOI Doctoral Research Award, College of Education, University of Washington, Seattle, \$1500
2023	Travel Grant, AERA Conference Presentation, College of Education, University of Washington, Seattle, \$300

SERVICE

University Level

2016-2019	Racial Caucusing Facilitator, Elementary Teacher Education Program, University of Washington, Seattle
2016-2018	Application Reader, Elementary Teacher Education Program, University of Washington, Seattle
2016	Member, Search Committee, Elementary Teacher Education Program Director, University of Washington, Seattle

Teaching Profession

2012-2013	Professional Learning Community Leader, Roxhill Elementary, Seattle, WA
2011-2013	Mentor Teacher, Elementary Teacher Education Program, University of Washington, Seattle, WA

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 Association of Mathematics Teacher Educators
 National Council of Teachers of Mathematics
 TODOS: Mathematics for ALL