

Beatriz E. Quintos

PERSONAL INFORMATION

Department: Teaching and Learning, Policy and Leadership
Position: Clinical Assistant Professor, June 2008-present
Office Address: 0313 Benjamin Building
University of Maryland
College Park, MD 20742
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Educational Background

May 2008 Ph.D., Department of Language, Reading and Culture,
University of Arizona. Minor in Mathematics Education.

Dissertation: "Culture + Pedagogy + Mathematics: Multiple
perspectives in a Latino community"

Committee: Professors Yetta Goodman (co-chair), Marta
Civil (co-chair), Luis Moll, and Kathy Short.

Focus areas: Mathematics education and literacy
development from a socio-cultural perspective, with a focus
on elementary education in bilingual communities.

May 2002 M.A., Department of Special Education, Rehabilitation, and
School Psychology, University of Arizona
Advisor: Dr. Todd Fletcher

Focus areas: Learning disabilities and bilingual education

May 1999 B.A., Universidad de las Americas, Mexico City, Mexico.

Focus area: Special education.

Employment Background

CURRENT POSITION

Clinical Assistant Professor, College of Education, Teaching and Learning, Policy and
Leadership.

Areas of expertise: Mathematics education and literacy development from a socio-cultural
perspective, with a focus on elementary education in bilingual communities.

Director of Mathematics Outreach Programs

Center for Mathematics Education Operation Manager

TEACHING EXPERIENCE

Instructor, EDSP 485/EDSP 683 Assessment and Instruction in Mathematics in Special Education, University of Maryland College Park (Spring 2011)

Instructor, EDCI 352, Mathematics Methods for Elementary School Teachers, University of Maryland College Park (Fall 09, Fall 2010, Fall 2012, Fall 2013)

Instructor, EDCI 652, Mathematics Methods for Elementary School Teachers, University of Maryland College Park (Fall 2014)

Instructor, EDCI 632, Special Education and Oral Language Development in TESOL, University of Maryland College Park, Spring 09.

Inclusion Teacher, Capital City Public Charter School, Washington, D.C., August 2006-2008

Math for Parents Instructor, Ochoa Elementary School, Tucson, 2003-2004.

Teaching Assistant (Internship), Mathematics Methods, University of Arizona, 2003.

Literacy Assistance Teacher, Davis Elementary School, Tucson, 2004-2005.

Special Education Teacher, OIRA, Mexico City, 1998- 2000.

RESEARCH EXPERIENCE

Fellow, Center for the Mathematics Education of Latinos/as (CEMELA¹), University of Arizona, 2005-2008. This position included the mentoring of new fellows, collaborative research in the area of parental involvement and mathematics learning, as well as the coordination of the outreach program.

Research Assistant, Math and Parent Partnerships in the Southwest (MAPPS²), University of Arizona, August 2000-2005. This position included the responsibility of the creation of activities that were responsive to the community, evaluation, and research in the project.

Research Assistant, Sustaining Youth in Science, Technology, Engineering & Mathematics (SYSTEM), University of Arizona; Summer 2001, 2002. This position focused on qualitative research and program evaluation.

¹ CEMELA is a Center for Learning and Teaching supported by the National Science Foundation, grant number ESI-0424983.

² MAPPS, Mathematics and Parents Partnership in the Southwest, is a project funded by the National Science Foundation (NSF) grant number ESI-99-01275.

Cognitive Labs, National Assessment Governing Board; Summer, 2001.

ADVISING

Lakshmi Gandhi, 2010, Fulbright Scholar.
Omar Sharief, 2014, M.Ed in Middle School Mathematics.
Arosemena, Rebecca Anne, 2015, M.Ed in Middle School Mathematics.
Fernandez, Megan Renee, 2015, M.Ed in Middle School Mathematics.
Hast, Rachel Catherine, 2015, M.Ed in Middle School Mathematics
Hawkins, Arrin, 2015, M.Ed in Middle School Mathematics
Kwon, Jiyeun, 2015, M.Ed in Middle School Mathematics
Carolina Napp, 2014, PhD. Curriculum and Instruction, Dissertation Committee

SERVICE

TLPL Representative, International Committee at College Education.
Website Development support in TLPL.
TLPL Representative, Outreach at College of Education

PUBLICATIONS

BOOKS

Civil, M. & **Quintos, B.** (2009). Latina Mothers' Perceptions about the Teaching and Learning of Mathematics: Implications for Parental Participation. In B. Greer, S. Mukhopadhyay, A. Powell, & S. Nelson-Barber(Eds.), *Culturally responsive mathematics education*, 321-343.

Acosta-Irrique, J., Civil, M., Díez-Palomar, J. Marshall, M., & **Quintos, B.** (2011). Conversations around mathematics education with Latino parents in two Borderland communities: The influence of two contrasting language policies. In K. Téllez, J. Moschkovich, & M. Civil (Eds.), *Latinos/as and mathematics education: Research on learning and teaching in classrooms and communities*. (pp. 125-148). Greenwich, CT: Information Age Publishing.

Quintos, B., Torres, O., Civil, M. (2011). Mathematics Learning with a Vision of Social Justice: Using the Lens of Communities of Practice. In K. Tellez, J. Moskovich & Marta Civil (Eds.), *Latinos and Mathematics Education: Research on Learning and Teaching in Classrooms and Communities*. Greenwich, CT: Information Age Publishing.

Civil, M., Planas, N., & **Quintos, B.** (2012). Preface to “immigrant parents’ perspectives on their children’s mathematics education”. In H. Forgasz & F. Rivera (Eds.), *Towards equity in mathematics education: Gender, culture, and diversity* (pp. 261-266). New York, NY: Springer.

JOURNALS

Civil, M., Planas, N., & **Quintos, B.** (2005). Immigrant parents' perspectives on their children's mathematics. *Zentralblatt für Didaktik der Mathematik (ZDM)*, 37 (2), 81-89.

Civil, M., Bratton, J., & **Quintos, B.** (2005). Parents and mathematics education in a Latino community: Redefining parental participation. *Multicultural Education*, 13(2), 60-64.

Civil, M. & **Quintos, B.** (2006). Engaging families in children's mathematical learning: Classroom visits with Latina mothers. *New Horizons for Learning Online Journal*, XII, (1). <http://www.newhorizons.org/spneeds/ell/civil%20quintos.htm>

Quintos, B. & Civil, M. (2008). Parental engagement in a classroom community of practice: boundary practices as part of a culturally relevant pedagogy. *Adults Learning Mathematics: International Journal*, 3(2a), 59-71. Online at http://www.alm-online.net/images/ALM/journals/almij-volume3_2_a_nov2008.pdf

CONFERENCE PRESENTATIONS

Binational Symposium of Education Researchers, *Collaboration between researchers and parents for the improvement of mathematics education*, Presenter with J. Bratton and M. Civil, University of Arizona, Tucson, AZ. in Mexico City, March 2004.

Fourth Congress of the European Society for Research in Mathematics Education (CERME), *Engaging with Parents on a Critical Dialogue about Mathematics Education*. Presenter with J. Bratton, & M. Civil, Sant Feliu de Guíxols, Spain, February 2005.

International Society for Cultural and Activity Research (ISCAR), *The many faces of "parental involvement": Immigrant parents' reflections on mathematics education*. Presenter with M. Civil & J. Bratton, Sevilla, Spain, September 2005.

International Conference on Ethnography and Education. *Parental engagement as a 'boundary practice' in a classroom community of practice: Implications for Latina/o students' mathematical learning*. Presenter with M. Civil., Barcelona, Spain, September 2007.

Second Socio-cultural Theory in Educational Research and Practice Conference. *Legitimate peripheral participation: Mathematics learning in a fifth-grade classroom*. Presenter with M. Civil, England, Manchester, September 2007.

American Educational Research Association, *Uncovering Mothers' Perceptions about the Teaching and Learning of Mathematics*. Presenter with Marta Civil at the Annual Meeting, April 2002 (Interactive Symposium).

Mathematics Education & Mathematics in the 21st Century, Tucson, AZ. *Parents recreating new relationships with themselves, their children and mathematics through the learning of mathematics*. Poster presentation. February, 2003.

American Educational Research Association, *Parental Involvement in Mathematics: A Focus on Parents' Voices*. Presenter with M. Civil & E. Bernier at the Annual Meeting, April 2003 (Interactive Symposium).

National Council of Teachers of Mathematics. *Parents as Observers in the Mathematics Classroom: Establishing a Dialogue Between School and Community*. Presenter with M. Civil, & E. Bernier at the Research Annual Pre-session, April 2003, San Antonio, TX.

13th Annual Conference on Literature and Literacy for Children and Adolescents, *The power of Authentic Literature: Struggling Readers' Responses to Latino Literature*. Presenter with P. Azuara and L. Soltero, Tucson, AZ, March 2005.

Centers for Learning and Teaching Conference, *Culture, Pedagogy, and Mathematics: Multiple Perspectives in a Latino Community*, Washington, D.C., January 2006.

International Network (INET) of Scholars on School, Family, and Community Partnerships, *A Vision for Parental Participation in Mathematics Education in a Latino Community*. Presenter with M. Civil, San Francisco, April 2006.

International Network (INET) of Scholars on School, Family, and Community Partnerships, *Conversations around Mathematics Education with Latino Parents in Two Borderland Communities: Spaces for Transformation*. Presenter with M. Marshall, J. Acosta-Iriqui, & E. Turner, from The University of Arizona and the University of New Mexico, San Francisco, April 2006.

American Educational Research Association, *Bridging Classical Knowledge and Community Knowledge in Mathematics Education: A Critical Reflection*. Presenter with M. Civil, San Francisco, April 2006.

Office of English Language Acquisition Summit V, *Revisiting Parental Engagement: Implications for Mathematics Instruction*, Presenter with M. Civil, Washington, D.C., October 2006.

Second International Conference on Ethnography and Education: Migrations and Citizenships. Parental Engagement as a boundary practice in a classroom community of practice: Implications for Latina/o students' mathematical learning. In Barcelona, Spain, September 2007.

American Educational Research Association, *A Vision of Society That Enhances the Teaching and Learning of Mathematics*, Poster with Olga Torres, New York, NY, March 2008.

American Educational Research Association, *Parental engagement in a classroom community of practice: boundary practices as part of a culturally relevant pedagogy*, New York, NY, March 2008.

Center for Mathematics Education, *Culture, Pedagogy, Mathematics: Multiple Perspectives in a Latino Community*, College Park, MD, February 2009.

American Educational Research Association, *Breaking the boundaries of Mathematics Learning: One Community of Practice in a Latino School*, Denver, CO, April 2010.

American Educational Research Association, *Community and Identity: A Tool for the Professional Development of Mathematics Teachers of African American and Latino Children*, New Orleans, April, 2011.

PROFESSIONAL ACTIVITIES

Reviewer, Annual Meeting of the American Educational Research Association.

Reviewer, Annual Meeting of the International Group for the Psychology of Mathematics Education.

Reviewer, Educación Matemática, International Journal, México.

Reviewer, Educational Studies of Mathematics Journal.

SCHOLARSHIPS AWARDED

Fellowship at *Center for the Mathematics Education of Latinos/as (CEMELA)*, University of Arizona, 2005-2006.

Graduate School Academic Scholarship from the University of Arizona, 2000-2002.

GRANTS

Written and funded:

- November 2008. PI of Improving Teacher Quality grant proposal—*UMCP/PGCPS Grades 4-9 School Mathematics Partnership: Developing School Capacity to Support High Quality Teaching in High Need Schools* — grant number ITQ 10-816. \$190,928
- April 2011. Co-PI. UMCP elementary school STEM add-on endorsement and specialization (with D. Chazan and D. Levin). Maryland State Department of Education Race To the Top grant, 2011-2014, \$77,160.
- March 2012. PI. Improving Teacher Quality State Grant proposal “*Equity in Mathematics Education (EME): Prince George’s County Public Schools Facing the Common Core and Equity Standards*” — grant number ITQ 12-108 \$150,000.

- November 2012. PI. Improving Teacher Quality State Grant, proposal Universal Design: Empowering Teachers in the CCSS in Middle School Algebra—grant number ITQ 13-1112. Grant award for \$124,200.00.
- January 2012. Langley Park Promise Neighborhood \$500,000 Planning Grant, U.S. Dept of Education awarded to CASA de Maryland. Technical Research Expert; TLPL Subcontract for .10 of salary.
- May 2013. Common Core of Readiness in Mathematics Education (CCRME): Rethinking Math instruction and conceptual understanding in the Common Core Classroom, \$217,691.00, Mathematics and Science Partnership Grant, Office of State Superintendent of Education, Washington, DC. Awarded to Multicultural Career Intern Program May, 2013. Program Co-Director; TLPL Subcontract.
- August 2013. Teaching Common Core Mathematics Through Technology and Social Justice. Office of State Superintendent of Education, Washington, DC. Pending; Partnership with Multicultural Career Intern Program. Program Co-Director; TLPL Subcontract.
- January 2014. The Standards for Mathematical Practice Project (StaMPP): Resources for Prince George's County Public Schools' Implementation of the Common Core in Middle Grades Mathematics. Maryland Higher Education Commission. Co-Director. Grant award for \$81,308.
- April 2014. Math Common Core Implementation for School Leaders. Grant in Partnership with Columbia Heights Educational Campus. Principal Investigator. Grant Award \$24,036.
- July 2014. Investigating in Innovation Grant, Department of Education. CASA de Maryland. Learning Together. Improving Family Engagement in the Latino Community of Langley Park, Maryland.
- December 2014. ELLMath: Elementary Common Core Mathematics Instruction for English Language Learners. Principal Investigator. Grant Award \$150,000.