

Carolee Koehn Hurtado
Current Vita

PERSONAL INFORMATION

Assistant Professor, School of Education
California State University Channel Islands
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EDUCATIONAL HISTORY

University of California, Los Angeles	Ph.D. Education (Urban Schooling, Diversity in Mathematics Education)
University of California, Los Angeles	M.Ed. Education
University of California, Los Angeles	California Professional Clear Single Subject Teaching Credential (Mathematics)
University of California, Santa Barbara	B.A. Business Economics

PROFESSIONAL HISTORY

California State University Channel Islands	Assistant Professor School of Education	2018-
University of California Los Angeles	Director, UCLA Mathematics Project	2013-2018
	Director, UCLA Parent Project	2010-2018
	Professional Development Facilitator	2001-2018
	Instructor	2001-2018
	University Field Supervisor	2001-2004
Los Angeles Unified School District	High School Mathematics Teacher	1999-2001

SCHOLARSHIP
PUBLICATIONS

Hurtado, C. & McMillan, B. (2018). Partnering with families. In M. L. Franke, E. Kazemi, A.C. Turrou. *Choral counting and Counting collections: Transforming the PreK-5 math classroom*. Portland, ME: Stenhouse.

Hurtado, C. (2018). Community Engagement: School and Family Partnerships to Support Mutual Learning. *Allies for Education Volume 2* (1).

Yeh, C, Ellis, M. & Hurtado, C. (2017). *Reimagining the mathematics classroom: Creating and sustaining productive learning environments, K-6*. Reston, VA: NCTM.

Koehn, C. (2010). Math is more than numbers: Forging connections between equity, teacher participation, and professional development. In M. Q. Foote (Ed.) *Mathematics teaching and learning in K-12: Equity and professional development*. New York: Palgrave.

PRESENTATIONS (Selected)

Hurtado, C. & Chao, T. (2018) Moving Towards Action: Developing Advocacy and Activism in Mathematics Education IMPACT session, TODOS National Conference. Scottsdale, AZ.

Yeh, C. & Hurtado, C. (2018) Advancing Social Justice Pedagogies, Nurturing Community: Critical Consciousness, Spirituality, Solidary Education & Ethnic Studies Summit. Orange, CA.

Yeh, C. & Hurtado, C. (2018) Humanizing Mathematics Pedagogy: Creating Culturally Responsive and Inclusive Curriculum, 7th Annual California of the National Association for Multicultural Education Conference. San Francisco, CA.

Hurtado, C., Buenrosto, P., & Kokka, K. (2018) Navigating the Politics of Critical Pedagogy: Strategizing & Collectivizing, Creating Balance in an Unjust World Conference. San Francisco, CA.

Hurtado, C. (2017) Equal Math Partners: Families, Communities and Schools, Keynote Address, Cognitively Guided Instruction 9th Biennial National Conference. Seattle, WA.

Hurtado, C. (2016). STEM Learning: Cultivating School-Family Partnerships, Hawaii University International STEAM Education Conference. Waikiki, HI.

Augenstein, A., Abascal, A. & Hurtado, C. (2016) CGI: Teaching Students with Mild to Severe Disabilities, CGI Regional Conference. Los Angeles, CA.

Isken, J. & Hurtado, C. (2015) Supporting CGI School-wide Success: A Session for Principals and Implementation Leaders: Cognitively Guided Instruction 8th Biennial National Conference. Los Angeles, CA.

Hurtado, C. (2015) Let Curiosity Be Your Greatest Asset: Promoting Student Talk & Thoughtful Questions in Your Mathematics Classroom, Keynote Address. Greater Los Angeles Mathematics Council. Los Angeles, CA.

Hurtado, C. (2015) Working, Engaging, and Communicating with Parents and Community on the California Mathematics Standards. Leadership Strand, California Mathematics Council, Palm Springs, CA.

UNIVERSITY TEACHING (Selected)

Equity, Diversity and Foundations of Schooling
Modern Methods in Mathematics, Grades K-3 and 4-6
Initial Student Teaching Single Subject