

# CLARENCE L. TERRY

## *Curriculum Vitae*

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### EDUCATION

- Ph. D.        **University of California, Los Angeles, Education.**  
Filed: July 17, 2009.  
Urban Schooling Division  
Emphases: *African American Mathematics Education; Critical Literacy in Mathematics; Racial Identity Formation in the Mathematics Classroom; Teaching Mathematics for Racial Justice; Alternative Spaces for the Schooling of Black Males*
- M. A. T.     **Occidental College, Mathematics – May 1999**  
Emphasis: *Developing perceptions of relevance in secondary mathematics curricula. Obtained California State Single Subject Teaching Credential in Mathematics.*
- A. B.        **Occidental College, Mathematics – May 1998**
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### FELLOWSHIPS, GRANTS AND AWARDS

- 2009        **Dr. Barbara Sizemore Award**  
Research Focus on Black Education Special Interest Group,  
American Educational Research Association
- 2007        **Graduate Summer Research Mentorship Recipient**  
University of California, Los Angeles
- 2006        **University of CA Diversity Initiative for Graduate Study in the Social Sciences (UC DIGSSS) Fellow**  
UCLA-National Science Foundation (NSF)
- 2005        **Diversity in Mathematics Education (DiME) Fellow**  
UCLA-National Science Foundation (NSF)
- 2004        **Teacher of the Year, Semi-Finalist**  
Madrid Middle School; El Monte, CA
- 2003        **Teacher of the Year, Semi-Finalist**  
Madrid Middle School; El Monte, CA
- 2003        **Student Impact Grant Recipient**  
Credit Union of Southern California; Whittier, CA

2002

**Educator Astronaut Program, Mission Specialist Semi-Finalist**  
National Aeronautics & Space Administration (NASA)

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## **TEACHING AND PROFESSIONAL EXPERIENCE**

### **Occidental College – Assistant Professor**

#### Graduate

Education 547: Supervised Student Teaching for Secondary School Candidates

Math 501: Elementary Methods in Mathematics Education

#### Undergraduate

Education 201: Sociocultural Foundations of Education

Education 283: Technology in Education

Education 340: Curriculum and Instruction for Culturally Diverse Secondary Schools

Cultural Studies Program 12: Hood Science 101: Scholars, Schools and Rules in Southcentral Los Angeles

### **University of California, Los Angeles – Teacher Education Program (TEP)**

University Field Supervisor (2006-2007)

Master's Thesis Inquiry Support Provider (2006-2007)

### **Occidental College – Teaching Assistant**

#### Undergraduate

Multicultural Summer Institute, Mathematics TA (Summer, 1997)

### **Madrid Middle School (El Monte, CA) – Mathematics Department**

Mathematics Instructor, 1999-2005

Mathematics Coach, 2004-2005

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## **PRESENTATIONS AND CONFERENCES**

#### Invited

2009 Terry, C. L. (2009, September). "*Participatory Action Research (PAR) and the Mathematics Orientation of American Indian Students*". Invited keynote address given at the South Dakota Department of Education's 2009 Indian Education Summit, Rapid City, SD.

2009 Terry, C. L. (2009, September). "*Oppressed Youth & Mathematical Counterstory-Telling: New Directions for American Indian Students of Mathematics?*" Invited presentation

given at the South Dakota Department of Education's 2009 Indian Education Summit, Rapid City, SD.

- 2009 Terry, C. L. (2009, August). 'Say word?': Mathematical Counterstory-telling as a Critical Race Pedagogical Act among High School-Aged Black Males. Invited address given at Centering the Teaching of Mathematics on Urban Youth Institute (NSF), Brooklyn College (CUNY), Brooklyn, NY.
- 2009 Terry, C. L. (2009, May). Mathematical Counterstories and the Black Men Who Tell Them. Invited panel presentation given at 2009 UCLA Black Male Institute Think Tank Event, Los Angeles, CA.
- 2009 Franke, M. L., Spencer, J., & Terry, C. L. (2009, April). Narratives from the Field: Alternative spaces for the mathematics education of Black males. In M. Franke (Chair): *Identity, Equity, and Professional Development: Supporting Learning*. Invited plenary session lecture given at the research pre-session meeting of the National Council of Teachers of Mathematics, Washington, D. C.

#### Others

- 2009 Terry, C. L. (2009, April). "Does the Negro need separate schools?": Creating alternative spaces for the mathematics education of Black males. In J. Carroll (Chair), *Working to Realize African American Academic Potential ("WRAAAP"): Revisiting Our Problems, Revealing Our Progress*. Symposium conducted at the meeting of the American Educational Research Association, San Diego, California.
- 2008 Terry, C. L. (2008, April) "Teaching Math for Racial Justice: Reforming 'Race' in Math Education". Paper presented at the annual meeting of the **American Educational Research Association** in New York, NY (April 24-28).

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## RESEARCH APPOINTMENTS AND CONSULTING

### **RAND Corporation – Adjunct Researcher**

*How Day-to-Day Formative Assessments in Classrooms and Interim Assessment Systems are Used to Improve Teaching and Learning*, RAND Corporation & the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Multi-year study investigates the impact of different types of formative and interim assessments of teachers' understanding of student knowledge, instructional practices, and assessment methods in middle school math classrooms. Principal Investigator, Dr. Brian Stecher (September, 2007 – Present).

## University of California, Los Angeles – Research Assistant

*UCLA Gaining Early Awareness and Readiness for University Programs (GEAR-Up).*

Multi-year study intended to document, support and improve interventions designed to build college-going culture in Los Angeles Unified School District urban high school.

Principal Investigators Dr. Jennifer Obidah, Dr. Tyrone Howard. (September, 2005 – June, 2007).

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### PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
  - National Council of Teacher of Mathematics
  - California Mathematics Council
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### PROFESSIONAL SERVICE

- *Advisory Board*, Journal of African American Males in Education
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### REFERENCES:

Dr. Megan Franke  
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