Curriculum Vitae

**CLIFF CHESTNUTT, Ph.D.**

[**cchestnu@westga.edu**](mailto:cchestnu@westga.edu)

**EDUCATION**: Ph.D 2017 Georgia State University

Early Childhood and Elementary Education

Focus: Mathematics and Teacher Development

**DISSERTATION TITLE:** *Examining Elementary Math Teacher’s Knowledge and Implementation of High Leverage Teaching Practices*

Ed.S. 2010 Georgia Southern University

Curriculum and Instruction

**THESIS TITLE:** *Examining the Effectiveness of the Elementary Mathematics Initiative on Minority Student Achievement.*

M.Ed. 2005 Georgia State University Educational Leadership

B.S 2000 Salisbury University

Education

**ACADEMIC AND PROFESSIONAL EXPERIENCE:**

**College of Education, University of West Georgia**

Assistant Chair Department of Leadership, Research, and School Improvement 2023-Present

Assistant Professor Mathematics Education in the ECSE Department 2019-Present

**Elementary and Middle Grades**

Middle Grades Advanced Math Teacher 2018-2019

Dekalb County Schools, Chamblee, GA

Elementary Teacher/Math Coach 2015-2018

City Schools of Decatur, Decatur, GA

Elementary School Teacher/Math Coach 2012-2015

Atlanta Public Schools, Atlanta, GA

Elementary School Teacher/Math Coordinator 2010-2012

Cliff Valley School, Atlanta, GA

Elementary School Teacher 2005-2010

Atlanta Public Schools, Atlanta, GA

High School Teacher 2004-2005

Forsyth County Schools, Cumming, GA

Elementary School Teacher 2000-2004

Dekalb County Schools, Dunwoody, GA

**TEACHING AND TEACHER PREPARATION**:

**University**

Assistant Professor Mathematics Education

University of West Georgia, Carrollton, GA 2019-Present

*ECED 8297 Professional Seminar*

*ECSE 8562 Using Data to Meet the Needs of Diverse Learners*

*ECED 7259 Investigating Mathematics Methods and Material*

*ECED 4251 Assessment and Correction in Mathematics Education*

*ECED 4251 Assessment and Correction in Mathematics Education Lab*

*ECED 4263 Teaching Content/Process Mathematics Education*

*ECSE 4736 Teaching Content/Process Math Dual Certification*

*ECED 4285 Geometry Knowledge P-5 Teachers*

*ECED 4285 Elementary Math Content P-2*

*ECSE 4785 Practicum III*

*ECSE 4786 Teaching Internship*

*ECED 4286 Teaching Internship*

*SEED 7288 Teaching Internship MAT*

Graduate Teaching Assistant,

Georgia State University, Atlanta, GA 2012-2017

*ECEE 6390 Foundations of Learning and Teaching Math*

*BRVF 4360 Child Guidance Birth Through Five*

*GSU 1010 Freshman Learning Community*

Graduate Research Assistant

Georgia State University, Atlanta, GA 2012-2017

**Impact on Students**

Advise Students in Master of Education (M.Ed.) Program and Education Specialist Program (Ed.S.)

Assist P – 5 Preservice Teachers with navigating diverse classrooms

Assist P – 5 Preservice Teachers with research; Implementations of culturally responsive instruction, and collaborative work with students, parents, and community members

**PUBLICATIONS**

**Chestnutt, C**., & Smith, A. (2023). Improving Mathematics Outcomes for English Language Learners Through Implementation of the Elementary Mathematics Initiative. *Literacy, Vocabulary, and Acculturation: A Critical Education Triangle for English Language Learners*, 19.

**Chestnutt, C.** (2022). Equity in STEM education. *School Science and Mathematics*, *122*(4), 181-182.

Ramsay-Jordan, N., Crenshaw, A., & **Chestnutt, C**. (2022). Examining purposeful researchable questions in mathematics education. *Journal of Honai Math*, *5*(2), 127-146.

Smith, A.N. **& Chestnutt, C**. (2022). What’s culture got to do with SEL? *Journal of Social and Emotional Learning. 3*(7), 8-13. <https://www.crslearn.org/publication/a-sel-for-all/>

Smith, A.N.  & **Chestnutt, C.** (2021). Differentiation for Equity in Higher Education. *Journal of Higher Education Theory and Practice. 21*(6), 234-243. <https://doi.org/10.33423/jhetp.v21i6>

**Chestnutt, C**. (2019). Elementary mathematics teachers knowledge and implementation of high leverage teaching practices (HLTP). Proceedings of the 47th annual Research Council on Mathematical Learning Conference . Las Vegas, Nevada.

Hart, L. C., Swars Auslander, S., Carothers, J., Jacobs, T.,**Chestnutt, C**., & Venuto, N. (2019). A review of research on affect of elementary prospective teachers in university mathematics content courses 1990-2014. School Science and Mathematics 119, 3-13.

Swars, S. L., Hart, L. C., Carothers, J., Jacobs, T., & **Chestnutt, C**.(2019). University mathematics content courses and elementary prospective teachers: A review of research from 1990-2014. Action in Teacher Education *41*(1), 23-42.

**Chestnutt, C.** (2016). The Professional Needs of Elementary Teachers Implementing the Common Core State Standards in Mathematics: A mixed methods study of elementary teachers’ experiences and perspectives. *School Science and Mathematics*,*116*(4), 212-224.

Swars, S. L., & **Chestnutt, C. (2016**). Transitioning to the Common Core State Standards for Mathematics: A Mixed Methods Study of Elementary Teachers’ Experiences and Perspectives. *School Science and Mathematics*,*116*(4), 212-224.

Hart, L., Auslander, S., Jacobs, T., **Chestnutt, C**., & Carothers, J. (2016) A Review of 25 Years of Research: Elementary Prospective Teachers in University Mathematics Content Courses. Conference Papers—Psychology of Mathematics & Education of North America, 735-742.

Swars, S. L., & **Chestnutt, C.** (2015). A mixed methods study of elementary teachers’

experiences with and perspectives on the CCSS-Mathematics. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), Proceedings of the 37th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 1078-1085). East Lansing, MI: Michigan State University

Hart, L. C., Swars, S. L., Carothers, J., Jacobs, T., & **Chestnutt, C**. (2014). Overview of research on affect of prospective elementary teachers in university mathematics content courses: 1990-2012. In P. Liljedahl, C. Nicol, S. Oesterle, & D. Allan, D. (Eds.), Proceedings of the 38th Conference of the International Group for the Psychology of Mathematics Education and the 36th Conference of the North American Chapter of the Psychology of Mathematics Education (6)94. Vancouver, British Columbia: PME

Hart, L. C., Swars, S. L., Carothers, J., **Chestnutt, C**., & Jacobs, T. (2013). State of the

research on prospective elementary teachers in university mathematics content courses:

1990-2012. In M. Martinez & A. Castro Superfine (Eds.), Proceedings of the 35th

Annual Meeting of the North American Chapter of the International Group for the

Psychology of Mathematics Education (pp. 781-784). Chicago, IL: University of

Chicago.

**PUBLICATIONS (under review and in press)**

**Chestnutt, C**., & Smith, A. (Under review). Examining elementary preservice teachers' knowledge of equity-based mathematics instruction. *GATEways Teacher Education Journal.*

**Chestnutt, C**. (under review). Examining elementary math teacher’s knowledge and implementation of HLTP. *School Science and Mathematics.*

**Chestnutt, C.,** & Smith, A. (accepted).  Reshaping elementary mathematics endorsements with a culturally responsive focus.  *AMTE Connections Online Journal.*

**SUCCESSFUL DIRECTION OF STUDENT WORK**

(\*\*\*\* Denotes Dissertation Chair)

Earwood, M. (2023). Building a Business for the Future. Techniques: Connecting Education & Careers. *Association of Career & Technical Education,* 98(4).

Kinchen, L. (2022, under review). *How CTE Programs Have Changed: Are Career Technical Education Programs Really Needed in Schools? Techniques: Connecting Education & Careers. Association of Career & Technical Education*

\*\*\*\*Rudrow, K. (2023). Black College Student Advising Experiences:Counter-Narratives at a Southern Public Land-Grant HBCU. Dissertation Proposal Accepted

**PRESENTATIONS**

**Chestnutt, C.** (2022, October). *Examining Elementary Preservice Teachers' Perspectives of Equity-Based Instruction in Mathematics.* Presented at the School Science and Mathematics Conference, Missoula, Montana.

**Chestnutt, C.** (2022, October).*Reshaping Elementary Mathematics Endorsements with a Culturally Responsive Focus.* Presented at the School Science and Mathematics Conference, Missoula, Montana.

**Chestnutt, C.** & Crenshaw, A. (2022, April). *Using SEL to Develop an Equitable Learning Environment*. Presented at the National Alliance for Partnerships in Equity. (Virtual Annual Meeting).

**Chestnutt, C**.  & Smith, A. N. (2021, February). *One Size Does NOT Fit All: Promoting Equity through Differentiation in Higher Education Classrooms*. Presented at the Innovations in Pedagogy Conference on Higher Education Pedagogy, Virginia Tech.  (Virtual Annual Meeting).

Smith, A. N. & **Chestnutt, C.** (2021, May). *Fostering Equity through Social and Emotional Learning in Higher Education.* Presented at the Innovations in Pedagogy Conference, University of West Georgia.

Smith, A. N. & **Chestnutt, C**. (2020, November). *Equity through Differentiation in Higher Education Classrooms*. Presented at the University System of Georgia (USG) Diversity and Inclusion Summit.

**Chestnutt, C.** & Smith, A. N. & (2020, October). *Elementary Preservice Teachers’ Knowledge of Equity Based Mathematics Instruction*. Presented at the Georgia Association of Teacher Educators (GERA) conference.

Ramsay-Jordan, **Chestnutt, C**. Smith, A. N., Swift, A., Edelman, J. & Wadlington, C. (2021, May). Learning to Teach with Criticality: How a Book Club Unleashed New Ideas for Culturally and Historically Responsive Teaching. Presented at the Innovations in Pedagogy Conference, University of West Georgia, Carrollton, GA.

**Chestnutt, C**. & Smith, A. N. (2020, May). *One Size Does NOT Fit All: Promoting Equity through Differentiation in Higher Education Classrooms.* Presented at the Innovations in Pedagogy Conference, University of West Georgia.

**Chestnutt, C**. (2020). Elementary mathematics teacher’s knowledge and implementation of high leverage teaching practices (HLTP). Research Paper presentation at the 47th annual Research Council on Mathematical Learning Conference, Las Vegas, Nevada.

**Chestnutt, C.** (2019). High Leverage Teaching Practices: Examining Implementation in Elementary Mathematics Instruction. Research Paper presentation at Georgia Educational Research Association Annual Meeting, Macon, GA.

**Chestnutt, C.** (2019). Developing an elementary mathematics endorsement with a culturally responsive focus. Research paper presentation at the Georgia Association of Mathematics Teacher Educators Annual Meeting, Eagle Rock, GA.

**Chestnutt, C.** and Swars, S.(2014). Elementary Teacher Perceptions of the Common Core Mathematics Standards After One Year of Implementation. Research poster

presentation at the Georgia Educational Research Association Annual Meeting,

Savannah, GA.

**Chestnutt, C**., Hart, L. C., Swars, S. L., Carothers, J., & Jacobs, T. (October, 2014). State of the research on prospective elementary teachers in university mathematics content courses: 1990-2012. Research paper presentation at the Georgia Association of Mathematics Teacher Educators Annual Meeting, Eagle Rock, GA.

**Chestnutt, C**., (2013). Examining the effectiveness of the elementary mathematics initiative on minority student achievement on the Georgia CRCT. Research Paper presentation at the Sources of Urban Educational Excellence Conference. Atlanta, GA.

**SERVICE**

**National/International Organizational Service**

**Associate Editor**

School Science and Mathematics

**Editorial Advisory Board**

Supporting Best Practices through Teaching as Activism

**Journal Reviewer**

School Science and Mathematics

Journal for Research in Mathematics Education

Journal of Mathematics Teacher Education

Journal of Teacher Education

National Council of Teachers of Mathematics

Teaching Children Mathematics

Journal of Education

TEEM

Investigations in Mathematics Learning

Action in Teacher Education

**Book Reviewer**

NCTM Powerful Problem Solving

**Conference Proposal Reviewer**

American Education Research Association

North American Chapter of International Group for the Psychology of Mathematics Education (PME-NA)

Georgia Educational Research Association

Georgia Association of Teacher Education

Georgia Association of Mathematics Teacher Educators

**Conference Program Coordinator**

Georgia Association of Teacher Education

**UNIVERSITY SERVICE**

**University of West Georgia**

Faculty Governance Council (FGC) Secretary

Undergraduate Programs Committee

Curriculum, Instruction, and Assessment (CIA) Agent

College of Education Fall Preview Day Representative

Student Advisement Master’s and EdS programs

Dissertation Committee Chair

**Georgia State University**

Creator and Editor of the Early Childhood and Elementary Education PhD Program Manual, Brochure, and Mentoring Guide

University Supervisor: Pre-K-5th grade Bachelors of Science program. Early Childhood and Elementary Education, Georgia State University

ECEE Graduate Mentor: advised junior graduate students with research, courses, writing, and teaching. Early Childhood and Elementary Education, Georgia State University - Fall 2015-Spring 2017

Graduate Peer Reviewer: served as a peer reviewer for five doctoral colleagues’ comprehensive exams. College of Education and Human Development, Georgia State University - Fall 2015-Spring 2017

Graduate Student Recruitment: Social media, email, and web marketing to attract new graduate students. Early Childhood and Elementary Education, Georgia State University - Fall 2013-Spring 2017

**SERVICE TO THE FIELD**

GAMTE Treasurer

GAMTE Webmaster

Fulton First Steps Liaison

DESA STEAM Advisory Board

MILES Ahead Charter School Board of Directors Academic and HR Committee

The Globe Academy-Board of Directors Academic Committee

Kittredge Magnet School Executive Board

DESA-Incorporating STEAM in the classroom

Glennwood Elementary- Math Workshop Professional Development Classes

Math Tutor grades 4-5-City Schools of Decatur

Career Day Invited Presenter Kittredge Magnet School

**GRANTS**

Hoff, D., Gaquere, A., Gilles, B., & COE team (2019). MAT impact fellows: A Robert Noyce scholarship program for developing teachers and emerging teacher leaders in science and mathematics, $1,373,831, Funded by the National Science Foundation, May 2019-May 2022. **(Chestnutt, C. PI starting 2022)**

Total Access: An Examination of African American Student Perceptions of STEM After Participating in Informal STEM Learning. Spencer Foundation ($50,000) (submitted).

Examining Elementary Teacher’s Knowledge of Equity Based Mathematics Instruction

University of West Georgia Faculty Research Grant ($5,000)

**PROFESSIONAL SOCIETIES AND ORGANIZATIONS**

Todos Mathematics for all 2019-Present

Research Council on Mathematical Learning 2019-Present

National Association of Multicultural Education 2020-Present

PME-NA 2014-2020

American Educational Research Association 2012-2021

Association of Mathematics Teacher Educators 2012-present

Association of Teacher Educators 2012-present

National Council of Teachers of Mathematics 2009-Present

Georgia Association of Teacher Educators 2012-present

Georgia Educational Research Association 2012-present

Georgia Council of Teachers of Mathematics 2012-present

Intercultural Development Research Association 2019-present

National Association for Partnerships in Equity 2019-present

National Association of Multicultural Education 2019-present

**CERTIFICATIONS**

Georgia P-5 Mathematics Endorsement

Middle Grades Mathematics 4-8

Georgia Certificate T-7 Early Childhood Education

Georgia Certificate L- 7 P-12 Educational Leadership

Special Education General Curriculum P-12