

SARA K. REZVI

Middle/High School Emphasis – Curriculum Development – Student Motivation – Mathematical Research
Classroom Management – Technology Integration – Differentiated Instruction – Math Methodologies

Educational instructor with 10+ years of experience and strong academic qualifications in the areas of math and research. Analytical problem solver with demonstrated ability to efficiently prioritize responsibilities and cogently analyze numerous topics in diverse fields. Exceptionally organized and disciplined to advance students through innovative course work and stimulating projects. Driven to inspire students and consistently strive to create challenging and engaging learning environments to produce life-long learners.

Key Qualifications:

- Doctorate, MSE Program, Mathematics Curriculum and Instruction (Expected 2022)
 - Thesis Title: “Veteran Math Teachers of Color’s Negotiations of Micro-Identities & Critical Consciousness Over Time”
 - Thesis Adviser: Dr. Danny Bernard Martin, Professor of Education & Mathematics, UIC
- Master of Arts, Teaching, Urban Teacher Education Program, The University of Chicago
- Create opportunities for teachers to find their own pedagogical framework by facilitating thoughtful professional development activities, reflective coaching observations, data analysis of student work to improve learning outcomes in mathematics.
- Professional Organizations: National Council of Teachers of Mathematics; Global Math Department
- Bi-Lingual: Urdu and English

WORKING WITH TEACHERS / UNDERGRADUATE TEACHING

Math Circles of Chicago, Chicago, IL
PROGRAM DIRECTOR

2017–Present

- Piloted the MC2 in a Box program: Author and deliver high-quality curriculum, supply all educational materials and provide 1:1 coaching to teachers when needed
- Ensure equitable practices in selecting students from marginalized backgrounds to participate in programs
- Revised and developed rich and thoughtfully designed math circle lessons for middle and high school levels
- Coach 15 teachers with projected expansion to 25 teachers by the end of the 21–22 academic year
- Created dynamic learning opportunities such as Islamic geometry and the mathematics of gerrymandering for students to understand that mathematics is a tool for reading and understanding the world around them

The University of Chicago, Chicago, IL

2017–2019

INSTRUCTIONAL COACH, URBAN TEACHER EDUCATION PROGRAM (2018–2019)

- Collaborated with 11–13, K–12 early career classroom teachers to improve student learning and practices
- Mentored 2nd year and early career teachers with UTEP program
- Co-taught and co-planned units and lessons with teachers using data-informed instructional approach

Purdue University, West Lafayette, IN

2016–2017

PURDUE STUDENT TEACHING SUPERVISOR

- Conducted formal and informal observations of student teachers and provided feedback
- Communicated with student teacher and cooperating teacher to encourage best teaching practices

Park City Mathematics Institute Secondary School Teachers Program, Park City, UT
WORKSHOP LEADER

2012

- Facilitated session to implement Google Docs and Web 2.0 for secondary mathematics teachers

MATH FOR AMERICA EARLY CAREER FELLOW, New York, NY

2011–2012

- MfA Precalculus Professional Learning Team: Co-led workshop on unit circle trigonometry instruction

RESEARCH EXPERIENCE

University of Illinois at Chicago, Chicago, IL 2017–2018
GRADUATE RESEARCH ASSISTANT, Connected Chemistry Curriculum
(PI: Dr. Mike Stieff, Learning Sciences Research Institute)

- Ensured that all artifacts were organized and secured per IRB parameters
- Improved workflow and adhered to ethical and moral dimensions of studying human subjects by guaranteeing all artifacts were de-identified, coded and organized in servers and files for easy access
- Communicated with 7 CPS chemistry teachers with respect to observations and exam administration

TEACHING INSTRUCTOR: Course ED 404 Mathematics in Urban Education (2017)

University of Illinois at Chicago, Chicago, IL 2016–2018
RESEARCH COORDINATOR , iFAST PROJECT
(PI: Dr. Alison Superfine, Learning Sciences Research Institute)

- Collaborated with Principal Investigator to ensure the research efforts and success of iFAST (Improving Formative Assessment to Support Teaching in Algebra)
- Managed hundreds of student artifacts, maintained accurate IRB files, stored them safely and confirmed that the research team had their needs met to videotape teachers at their respective schools

TEACHING EXPERIENCE

CICS Ralph Ellison High School, Chicago, IL 2014–2016
TEACHER: AP Statistics and Pre-Calculus / MATH & SCIENCE DEPARTMENT HEAD

- Mentored 5 teachers in urban setting during weekly meetings and classroom observations
- Led the formal observations, unit plan evaluations and lesson plan protocols
- Facilitated meetings focused on data analysis, student growth and differentiation

La Escuela de Lancaster, Mexico City, Mexico 2013–2014
MATHEMATICS TEACHER

- Taught Calculus, Pre-Calculus, Algebra 2, Algebra and Pre-Algebra: Prepared students for International Baccalaureate exams in a bi-cultural school setting
- Led professional development for Mexican and foreign (English as native language) teachers on technology, data analysis and assessment

The Beacon School, New York, NY 2011–2013
MATHEMATICS TEACHER, Pre-Calculus, Geometry, Algebra 2

- Developed and implemented project-based formative assessments designed to replace standardized state testing

The Urban Assembly Institute of the Math & Sciences for Young Women (UAI), New York, NY 2008–2010

- Doubled the passing rate of the Algebra student Regents Exam
 - Promoted to the Department Head at the UAI (2009)
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PUBLISHED WORKS

- **Co-Author. Rezvi, S.**, Martinez-Black, T. "All We Have Are Questions," NCTM. (2021) Mathematics Teacher: Learning and Teaching Pre-K12.
- **Co-Author.** Yeh, C., Martinez, R., **Rezvi, S.**, Shirude, S. "Radical Love as Praxis Ethnic Studies and Teaching Mathematics for Collective Liberation". Journal of Urban Mathematics Education, 2021, Vol. 14, No. 1. link: <https://journals.tdl.org/jume/index.php/JUME>
- **Co-Author. Rezvi S.**, Han, A., Larnell, G. "Mathematical Mirrors, Windows, and Sliding Glass Doors: Young Adult Texts as Sites for Identifying with Mathematics." Journal of Adolescent & Adult Literacy, 2020, Vol. 63, No. 5.
- **Co-Author.** Madden, K., Pereira, P., **Rezvi S.**, Martin, DB., Trinder, V. "Cartographies of Race, Gender, and Class in the White (Male Settler) Spaces of Science and Mathematics: Navigations by Black, Afro-Brazilian, and Pakistani Women," In E.O. McGee (Eds), Diversifying STEM: Multidisciplinary Perspectives on Race and Gender. Rutgers University, 2020
- **Co-Author.** Ruch, A., **Rezvi S.** "Untangling the 'Knot' Your Typical Math Problem," NCTM, Teaching Children Mathematics, 25(7), 400. doi:10.5951/teachmath.25.7.0400
- **Co-Author.** Mathematics Research Paper: Two Analogs of Intrinsically Linked Graphs, with Cicotta, C., Foisy, J., Reilly, T., **Rezvi S.**, & Wang, B. 2007. [arXiv:0707.3615](https://arxiv.org/abs/0707.3615) [math.GT]

PRESENTATIONS

- **Rezvi, S.**, Lee-Hassan, A., November, 2021. Disrupting the Virtual Boundaries of Mathematics | A Re(humanizing) Exploration. National Council Teachers of Mathematics (virtual conference)
- Belanger-Rioux, R., **Rezvi, S.** October 2020 & May 2021. "Conversations with the Math Community — Definition of a Mathematician & Microaggressions in the Mathematical Classroom". Mathematical Association of America. (virtual workshops)
- Belanger-Rioux, R., **Rezvi, S.**, February 2020. "Conversations with the Math Community — Definition of a Mathematician & Microaggressions in the Mathematical Classroom". Mathematical Association of America in Washington DC.
- Ruch, A., **Rezvi, S.** [talk postponed due to COVID-19 epidemic] March, 2020]. "The Art of Wonderment and Equity: Bridging the Philosophy of Math (Circles to the Classroom)." Talk accepted for presentation at NCTM in Chicago, IL.
- Warburton, T; **Rezvi, S.** March, 2019. "Math-as-Discourse & Sci-Fi Futures: Perspectives on Math Teachers Prep for Social Justice." Talk given at National Council Teachers of Mathematics in San Diego, CA.
- Gatza, A.; Willis, A.; **Rezvi, S.**; Id-Deen, L. June, 2018. "Social Justice Mathematics: A Mindset, Not a Lesson." TODOS Conference in Phoenix, AZ.
- **Rezvi, S.** March 2017. "A Critical Case Study Research Proposal on Identity Formation in Muslim-Pre-Service Teachers." Workshop talk given at 2017 Indiana Mathematics Education Research Symposium at IUPUI in Indianapolis, IN,
- **Rezvi, S.** April, 2017. "The Veiled Body: A Monologue on Muslim-American Double Consciousness." Talk given at "Converging Narratives: Besieged and Transgressive Bodies Conference". The University of Illinois at Chicago.

EDUCATION / CERTIFICATION

DOCTORATE: Mathematics Curriculum and Instruction (Expected 2022)

University of Illinois at Chicago, Chicago, IL

MA: Urban Teacher Education Program

Illinois Initial Certificate, Grades K–9, Type 03 Certification

University of Chicago, Chicago, IL

AB: Mathematics

University of Chicago, Chicago, IL
