

- EDUCATION
- ◇ **University of Illinois at Chicago - Mathematics Curriculum and Instruction.** Expected Doctorate 2022.
 - ◇ **University of Chicago - Urban Teacher Education Program.** Master of Arts in Teaching, August 2008. Illinois Initial Certificate, Grades K - 9, Type 03 Certification.
 - ◇ **University of Chicago.** A.B. in Mathematics, June 2006.
- RESEARCH EXPERIENCE
- ◇ **Graduate Research Assistant - Connected Chemistry.** University of Illinois at Chicago, 7/17 - 7/18
 - Organizing and securing all documents and files on shared server to continuously manage work flow.
 - Data collection and analysis in Chicago Public School chemistry classrooms.
 - Consistent and timely communication with 7 CPS chemistry teachers with respect to observations and exam administration.
 - ◇ **iFAST Project Research Coordinator.** University of Illinois at Chicago, 3/16 - 6/18
 - Collaborating closely with Principal Investigator, Dr. Superfine, to ensure success of iFAST (Improving Formative Assessment to Support Teaching in Algebra).
 - Organizing and scheduling research observations between teacher study participants and investigators.
 - Maintaining accurate IRB files.
 - Communicating effectively with iFAST researchers and advisory board.
 - Creating and maintaining data spreadsheets.
- PUBLISHED WORKS & PRESENTATIONS
- ◇ **Co-Author.** "Mathematical Mirrors, Windows, and Sliding Glass Doors: Young Adult Texts as Sites for Identifying With Mathematics," with Ahreum Han, Greg Larnell. *Journal of Adolescent & Adult Literacy*, Vol. 63, No. 5. doi: 10.1002/jaal.1038
 - ◇ **Co-Author.** "Cartographies of Race, Gender, and Class in the White (Male Settler) Spaces of Science and Mathematics: Navigations by Black, Afro-Brazilian, and Pakistani Women," with Krystal Madden, Priscila Pereira, Victoria F. Trinder, and Danny Bernard Martin. University of Illinois at Chicago. Rutgers University, 2019
 - ◇ **Co-Author.** "Untangling the 'Knot' Your Typical Math Problem," with Amanda Ruch. *Teaching Children Mathematics*, 25(7), 400. doi:10.5951/teacchilmath.25.7.0400
 - ◇ **Co-Author.** Mathematics Research Paper: *Two Analogs of Intrinsically Linked Graphs*, July 2005.
 - ◇ **Author.** "Unrequited Math Love: A Pakistani Women's Numerical Autobiography." Online text and audio recording. *Scout and Birdie*, 2/17.
 - ◇ **Presenter.** "Conversations with the Math Community — Definition of a Mathematician & Microaggressions in the Mathematical Classroom" Mathematical Association of America in Washington D.C. Belanger-Rioux, R; Rezvi, S. 2/20
 - ◇ **Presenter.** "The Art of Wonderment and Equity: Bridging the Philosophy of Math (Circles to the Classroom)." Talk accepted for presentation at NCTM in Chicago, IL. Ruch, A; Rezvi, S [talk postponed due to COVID-19 epidemic] 4/20
 - ◇ **Presenter.** "Math-as-Discourse & SciFi Futures: Perspectives on Math Teachers Prep for Social Justice." Talk given at NCTM in San Diego, CA. Warburton, T; Rezvi, S. 4/19
 - ◇ **Presenter.** "Sex, Punk Rock, Islam, and Mathematics: A Pakistani Woman's Auto-Ethnographic Account of Mathematical Identity Formation." Talk given at CRSEA Conference at The University of New Mexico in Albuquerque, NM, 5/18.
 - ◇ **Presenter.** "Social Justice Mathematics: A Mindset, Not a Lesson." TODOS Conference in Phoenix, AZ. Gatza, A.; Willis, A.; Rezvi, S.; Id-Deen, L. 6/18

- ◇ **Presenter.** “A Critical Case Study Research Proposal on Identity Formation in Muslim-American Pre-Service Teachers.” Workshop talk given at 2017 Indiana Mathematics Education Research Symposium at IUPUI in Indianapolis, IN, 3/17.
- ◇ **Presenter.** “The Veiled Body: A Monologue on Muslim-American Double Consciousness.” Talk given at “Converging Narratives: Besieged and Transgressive Bodies Conference” at UIC, 4/17.

TEACHING
EXPERIENCE

- ◇ **Teacher and Team Lead.** CICS Ralph Ellison High School, Chicago, 7/14 - 6/16.
 - Taught Statistics (AP and non-AP) and Algebra 2.
 - As the math and science department team leader, acted as coach to teachers with weekly meetings and classroom observations designed to enhance instruction.
 - Responsible for formal observations, unit plan evaluations, and lesson plan protocols.
 - Facilitated meetings focusing on data analysis, student growth, and differentiation.
 - As a member of Instructional Leadership Team, shared responsibility for hiring of teachers, evaluation of resumes, and taking ownership of school-wide initiatives.
 - As school-wide testing coordinator, responsible for running EPAS, PARCC, and ACT testing initiatives.
- ◇ **Teacher.** The Lancaster School, Mexico City, Mexico, 8/13 - 7/14.
 - Taught Calculus, Pre-Calculus, Algebra 2, Algebra, and Pre-Algebra. Prepared students for International Baccalaureate exams while remaining consistent with and celebratory of bicultural school setting.
 - Led professional developments for Mexican and foreign (English as native language) teachers on technology, data analysis, and assessment.
- ◇ **Teacher.** The Beacon School, New York, NY, 8/11 - 6/13.
 - Taught Pre-Calculus, Geometry, and Algebra 2.
 - Developed and implemented project-based formative assessments designed to replace standardized state testing.
 - Assisted with interviews for school intake and matriculation.
- ◇ **Teacher.** Urban Assembly Institute of the Math & Sciences for Young Women, Brooklyn, NY, 8/08 - 6/11.
 - Taught Regents Algebra 2, Regents Geometry, Pre-Algebra, and Algebra 1 with high passing rate of students in Regents courses.
 - Designed and implemented lessons using the *Discovering Geometry* curriculum, with a focus on process and problem solving in mathematics.
 - Began a robotics club for students using LEGO Mindstorms equipment and programming platform.

WORKING
WITH
TEACHERS

- ◇ **Program Associate & Instructor.** Math Circles of Chicago, 8/17 - present
 - Taught and programmed one of the largest free math circles in the country
 - Ensured equitable practices in selecting students from marginalized backgrounds to participate in programs
- ◇ **Instructional Coach.** The University of Chicago — Urban Teacher Education Program, 8/18 - 6/19.
 - Collaborated with 11 to 13 early career classroom teachers to improve student learning and teacher practice. Grades K-12.
 - Provided in-depth conversations with teachers to engage self-reflection, growth, and critically oriented problem-solving

- Co-teaching and co-planning units and lessons with teachers using a data-informed instructional approach
 - ◇ **Teaching Assistant.** Course: ED 404 Mathematics in Urban Education, 9/17 - 12/17.
 - ◇ **Purdue Student Teaching Supervisor.** Purdue University, 9/16 - 6/17.
 - Conducting informal and formal observations of student teachers enrolled in teacher's education program at Purdue, providing feedback based on observation with specific guidance on improving instructional practice.
 - Communicating closely with both student teacher and cooperating teacher to encourage best teaching practices and growth.
 - ◇ **Workshop Leader.** Park City Mathematics Institute Secondary School Teachers Program, Park City, UT, 7/12. Facilitated session on implementing Google Docs and Web 2.0 in the classroom for secondary mathematics teachers.
 - ◇ **Math for America Early Career Fellow,** New York, NY, 8/11 - 6/12.
 - Active participant of MfA Precalculus Professional Learning Team.
 - Co-led workshop on teaching unit circle trigonometry.
- LANGUAGE SKILLS
- ◇ **Native speaker** of Urdu. Able to communicate with Hindi speakers.
 - ◇ **Basic speaker** of Spanish.