

# TALIA LATONA-TEQUIDA

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## Education

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Ph.D., Mathematics and Science Education

May 2025

University of California, San Diego & San Diego State University

Thesis: *Exploring Women's Mathematical Identities in Doctoral Mathematics through a Figured Worlds Lens*

Co-Advisors: Susan Nickerson and Chris Rasmussen

M.A., Mathematics, Teaching Service

May 2020

San Diego State University

B.A., Applied Mathematics

December 2015

California State University, Sacramento

## Research Experience

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Postdoctoral Associate

Fall 2025-Present

Virginia Polytechnic and Institute and State University

Advancing Teacher Leadership in Urban Schools

Fall 2020-Spring 2025

NSF Due #1950335

Research Assistant - Advisor: Susan Nickerson, Ph.D.

SEMINAL

Fall 2020-Spring 2022

NSF Due #1624643

Research Assistant - Advisor: Chris Rasmussen, Ph.D.

Progress through Calculus

Fall 2019-Spring 2020

NSF Due #143054

Research Assistant - Advisor: Chris Rasmussen, Ph.D.

## Publications

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### Refereed Journal Publications

Apkarian, N., Habre, S., **LaTona-Tequida, T.**, & Rasmussen C. (2023). Prospective secondary teachers' emergent knowledge and beliefs: Inquiry-oriented differential equations contributing to teacher preparation. *ZDM Mathematics Education*, 55, 1-13.

Nickerson, S. D., **LaTona-Tequida, T.**, Shen, S. (2023). Teachers partner with scientists to learn the relevance of mathematics through climate research. *Notices of the American Mathematical Society*, 70(40), 614-618.

Tenney, K., Stringer, B., **LaTona-Tequida, T.**, White, I. (2023). Conceptualizations and limitations of STEM literacy across learning theories. *Journal of Microbiology and Biology Education*, 24(1), Article e00168-22.

Martinez, A. E., Gehrtz, J., Rasmussen, C., **LaTona-Tequida, T.**, & Vroom, K. (2021). Course coordinator orientations toward their work and opportunities for professional development. *Innovative Higher Education*, 47, 327-346.

### Manuscripts Under Review and In Progress

**LaTona-Tequida, T.**, Nickerson, S.D., Vaughn, M., & Ross, D. (accepted). An integrated approach to preparing mathematics teacher leaders for the complexities of urban schools. *Discover Education*, XX-XX.

**LaTona-Tequida, T.**, Nickerson, S.D., Vaughn, M., & Ross, D. (in preparation). *Emerging teacher leaders' understanding of equity in STEM education*.

**LaTona-Tequida, T.**, Martinez, A., & Rasmussen, C. (in preparation). *Levers for change: A longitudinal case study of eight mathematics departments*

## Book Chapters

Gehrtz, J., Vroom, K., **LaTona-Tequida, T.**, Martinez, A., & Rasmussen, C. (2022). Professional development and course coordination: One-time and ongoing supports for novice and experienced instructors. In Johnson, E., Apkarian, N., Vroom, K., Martinez, A., Rasmussen, C., & Bressoud, D. (Eds.) *Addressing Challenges to the Precalculus to Calculus II Sequence through Case Studies* (pp. 45-53). Mathematical Association of America.

## Refereed Conference Proceedings

**LaTona-Tequida, T.** (in press). Women doctoral students' views of the role of the Association for Women in Mathematics. *Proceedings of the forty-sixth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Cleveland, OH.

**LaTona-Tequida, T.**, Martinez, A., Rasmussen, C. (2024). Levers for change: A longitudinal case study of two departments. In Cook, S., Katz, B., & Moore-Russo, D. (Eds.). (2024). *Proceedings of the 26th Annual Conference on Research in Undergraduate Mathematics Education* (pp. xx-zz). Omaha, NE.

**LaTona-Tequida, T.**, White, I., Geller, E. (2023). Using refutation to address a graphical misconception in calculus. In Cook, S., Katz, B. & Moore-Russo D. (Eds.). (2023). *Proceedings of the 25th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1369). Omaha, NE.

**LaTona-Tequida, T.**, Ralston, K., Rasmussen, C., & Apkarian, N. (2022). An analysis of eleven department change initiatives. In Karunakaran, S. S., & Higgins, A. (Eds.). (2022). *Proceedings of the 24th Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1230). Boston, MA.

Rasmussen, C., **LaTona-Tequida, T.**, Apkarian, A., Habre, S. (2021). Re-encountering rate of change in differential equations. In Olanoff, D., Johnson, K., & Spitzer, S. M. (Eds.). (2021). *Proceedings of the forty-third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 410). Philadelphia, PA.

Martinez, A., Gehrtz, J., Rasmussen, C., **LaTona-Tequida, T.**, & Vroom, K. (2020). In Karunakaran, S. S., Reed, Z., & Higgins, A. (Eds.). Promoting instructor growth and providing resources: Course coordinator orientations toward their work. *Proceedings of the 23rd Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education* (pp. 390-397). Boston, MA.

Martinez, A., Gehrtz, J., Rasmussen, C., **LaTona-Tequida, T.**, & Vroom, K. (2020). In T. Hausberger, M. Bosch & F. Chellougui (Eds.), *Course coordinator orientations toward their work*. Proceedings of the Third Conference of the International Network for Didactic Research in University Mathematics (pp. 483-492). Bizerte, Tunisia: University of Carthage and INDRUM.

## Conference Presentations

**LaTona-Tequida, T.**, De Alba, C., Ross, D., Nickerson, S.D. (2025, April 23-27). *Race and gender don't matter?: Teacher leader responses to teacher-student microaggressions* [Paper presentation]. Meeting of the American Educational Research Association, Denver, CO.

**LaTona-Tequida, T.**, Ross, D., Vaughn, M. & Nickerson, S.D. (2022, April 21-26). *Equity oriented experiences for emerging teacher leaders* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA.

**LaTona-Tequida, T.**, Nickerson, S.D., Ross, R., Vaughn, M., & Pullman, D. (2022, February 10-12). *Critical equity oriented experiences for emerging teacher leaders* [Poster presentation]. Association of Mathematics Teacher Educators, Las Vegas, NV.

## Teaching Experience

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### Mathematics Instructor

Fall 2024

San Diego State University

Instructor of record for graduate-level abstract algebra course designed for future college teachers. Topics included unique factorization domains, rings and ideals, groups, algebraic field extensions. As instructor I planned lessons that maintained a high cognitive demand for students; promoted an active and equitable classroom through collaborative learning practices and small group discussion. I also connected course topics to college algebra content.

### Teaching Practicum

Fall 2021

San Diego State University

Co-instructor for spherical geometry, an upper-division mathematics course intended for preservice secondary school teachers. As co-instructor I observed the class in order to identify aspects of peer-to-peer engagement that facilitated positive learning experiences; taught five weeks using active learning strategies which emphasize student thinking and center equitable engagement; utilized student ideas to progress the mathematical agenda of the class; and co-designed lessons.

### Mathematics Instructor

Fall 2019-Spring 2020

San Diego State University

Instructor of record for preservice elementary school teachers in topics such as quantitative analysis, multiple meanings for mathematical operations, and fractions. As instructor I planned lessons that maintained a high cognitive demand for students; promoted an active and equitable classroom through collaborative learning practices and small group discussion; and was responsible for assigning homework, writing quizzes and midterms, and grading.

## Invited Talks

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*Levers for change: A longitudinal case study of two departments*, Research in Undergraduate Mathematics Education (RUME) Seminar at the University of Oklahoma (September 12th, 2024).

*Course coordinator orientations toward their work and opportunities for professional development*, Research in Undergraduate Mathematics Education (RUME) Seminar at the University of Oklahoma (April 13th, 2023).

## Leadership

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### Mathematics and Science Education Ph.D. Program Student Representative

Fall 2023-Spring

2024

My service as a student representative includes acting as a liaison between the Center for Research in Mathematics and Science Education leadership and the Mathematics and Science Education Program doctoral students.

### Mathematics and Science Education Ph.D. Program Peer Mentoring

Fall 2022 - Spring 2023

As a peer mentor committee member I coordinated the pairing of mentors and mentees and provided resources to support mentors in their role.

### Co-Organizer of Mathematics and Science Education Ph.D. Program Equity Learning Club

Fall 2020 - Fall 2022

As a founding organizer of the Equity Learning Club I curated multi-media resources and facilitated discussion for students with respect to topics of equity and justice in education and beyond. This work arose out of the protest events in the Summer of 2020 and acted as a response to students' desire for a greater focus on equity in the program.

## Awards and Achievements

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### Grants Research and Enterprise Writing Fellowship

Academic Year 2023-2024

San Diego State University

**University Graduate Fellowship**

San Diego State University

Award: \$30,000

**Academic Year 2022-2023**

**Nicholas A. Branca Memorial Scholarship**

Award: \$3,000

**Academic Year 2020-2021**