

HILARY R. TANCK

Curriculum Vita

EDUCATION

Doctor of Philosophy in Curriculum and Instruction (May 2021)
Clemson University, Clemson, SC

Emphasis: Mathematics Education

Dissertation: *Mapping Middle School Mathematics Teachers' Curriculum Assemblages: A Post-Qualitative Inquiry*

Committee: Dr. Carlos Nicolas Gomez, Dr. Megan Che, Dr. Jacquelynn Malloy, Dr. Nafees M. Khan, & Dr. Meihua Qian

Master of Education in Education Theory and Practice (May 2011)
Arkansas State University, Jonesboro, AR

Bachelor of Science in Middle School Education (December 2007)
Southwest Baptist University, Bolivar, MO

Specializations: Mathematics Education and Social Studies
Magna Cum Laude

PROFESSIONAL EXPERIENCE

Position

Assistant Professor of Educator Preparation (2022-present)
Stout School of Education
High Point University, High Point, NC

Professional Practice Assistant Professor (2021-2022)
School of Teacher Education and Leadership
Utah State University, Tooele, UT

Graduate Assistant (2019-2021)
Curriculum and Instruction
Clemson University, Clemson, SC

Project Director GoalPOST (2017-2019)
21st Century Learning Communities Grant
Clemson University, Clemson, SC

K-12 TEACHING EXPERIENCE

Middle School Mathematics Teacher
Platte County R-III School District, Platte City, MO (2014-2017)

English Teacher
Carden China, Beijing, China (2013-2014)

Middle School Mathematics Teacher
Saint Joseph Public Schools, Saint Joseph, MO (2009-2013)

CERTIFICATIONS

Mathematics Grade 5-9, Career Teaching Certificate, Missouri Department of Education
Social Studies Grade 5-9, Career Teaching Certificate, Missouri Department of Education

PUBLICATIONS

Peer Reviewed Journals

Tanck, H. (In Preparation). Middle school mathematics teachers' nomadic assemblages. To be submitted to *For the Learning of Mathematics*.

Pokhrel, S. & **Tanck, H.** (In preparation). Rokmini's oral history. To be submitted to *Compare*.

Tanck, H. (accepted). Lessons from the trail. *Mathematics Teacher: Learning and Teaching*.

Tanck, H. & MacDonald, B.L. (under review). Elementary mathematics teachers' assemblage of Number Talks. *Journal for Research in Mathematics Education*.

Shollenberger, T.K. & **Tanck, H.** (resubmitted). Short-term study abroad experience for aspiring education majors. *Journal of Global Education and Research*.

Tanck, H. (2025). Assembling Curriculum: A Framework. *North Carolina Middle School Journal*. 36(1), 50–57.

Tanck, H. (2023). Leveraging estimation to promote problem solving: A task exploring the area of flood maps. *Mathematics Education Forum*. 41, 30–35.

Leonard, A. E., Burns, A., Hamilton, E. R., Taylor, L., & **Tanck, H.** (2023). Place as Teacher: Community-Based Experiences, Third Spaces, & Teacher Education. *Studying Teacher Education*, 1–22.

Gomez, C. N., Jones, S. R., & **Tanck, H.** (2020). "Whenever my mom speaks Spanish at home. It helps me understand more in math": Reflections on the testimonios of bilingual Latinx students. *Teaching for Excellence and Equity in Mathematics* 11(2,) 43–51.

Book Chapters

Tanck, H. & Shollenberger, T.K. (accepted). Building bridges across borders: A Self-Study of Pres-service Teachers' International Practicum Experiences in South African Schools. In S. Logan & E. Lyons Higher Education Classrooms as Places for Inquiry: Stories and Methods from Practitioner Researchers.

Gomez, C. N., Jones, S. R., & **Tanck, H.** (2022). Argumentation in the middle grades: Exploring a teacher's support of collective argumentation. In K. N. Bieda, A. Conner, K. W. Kosko, & M. Staples (Eds.). *Conceptions and Consequences of Argumentation, Justification, and Proof for Classroom Research in Grades K-16*. New York, NY: Springer.

Tanck, H., Siy, E., Jones, S. R., Gomez, C. N. (2020). Geometry and Social Justice: Using the Paralympics and transformations to talk about ableism. In R. Q. Berry III, B. M. Conway IV, B. R. Lawler, & J. W. Staley (Eds.). *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice*. Thousand Oaks, CA: Corwin.

Jones, S. R., Gomez, C. N., **Tanck, H.**, Siy, E. (2020). Intersectionality and the wage gap. In R. Q. Berry III, B. M. Conway IV, B. R. Lawler, & J. W. Staley (Eds.). *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice*. Thousand Oaks, CA: Corwin.

Books

Tanck, H., Haydar, H., McGlone, C. (proposal submitted). *Global Math Stories*. Corwin

Conference Proceedings

Tanck, H. & MacDonald, B. (2022). Elementary mathematics teachers' assemblage of Number Talks: An inquiry guided approach. *Proceedings of the 44th Annual Conference of North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 242).

MacDonald, B. & **Tanck, H.** (2022). Number Talks: Preliminary relationships between teachers' use of questions and students' agency. *Proceedings of the 44th Annual Conference of North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 1817).

Tanck, H. (2022). Pandemic planning: Exploring middle school mathematics teachers' curriculum assemblages. *Proceedings of the 49th Annual Meeting of the Research Council on Mathematics Learning. Learning*.

Tanck, H. (2018). Trends in cross-national comparative educational research. In T.E. Hodges, G.J. Roy, & A.M. Tyminski, (Eds.), *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (p. 135).

PRESENTATIONS

National and International Presentations

MacDonald, B. & **Tanck, H.** (2025, February). Positions of authority in a Number Talk: Relationships between questions and student agency. Presentation at the Research Council on Mathematics Learning 46th Annual Conference, College Station, TX.

Tanck, H. (2024, November). Assembling Curriculum in the Middle. Presented at the Associate of Middle Level Educators Annual Conference, Nashville, TN.

Mainzer, E. A., MacDonald, B. L., Matney, G., Cavanna J. M., Jackson, B., Matranga, A., Pak, B., Silverman, J., & **Tanck, H.** (2024, November). Identifying and studying black holes of mathematics education research on instructional practice [Working Group presentation]. The 46th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Cleveland, OH.

Tanck, H. (2024, February). Embracing complexity: Tracing a middle school mathematics teacher's curriculum assemblage. Presented at the Annual Conference of the Association of Mathematics Educators, Orlando, FL.

Tanck, H. (2023, June). Multiple approaches to problem solving. Presented at the Conference for Mathematics Teachers and Researchers, Kathmandu, Nepal.

Tanck, H. (2023, June). A conversation around quality task development. Presented at the Conference and Workshop on Practical Strategies for Making Mathematics Accessible through Student Engaged Learning, Bhairahawa, Nepal.

Tanck, H. (2023, June). Leveraging estimation to promote problem solving: Exploring area through maps of the Koshi River flood. Presented at the First Annual International Conference for Mathematics Teachers, Itahari, Nepal.

Tanck, H. & MacDonald, B. (2023, February). Elementary teachers' integration of Number Talks into their curriculum assemblages. Presented at the Annual Conference of the Association of Mathematics Educators, New Orleans, LA.

Tanck, H. & MacDonald, B. (2022, November). Elementary mathematics teachers' assemblage of Number Talks: An inquiry guided approach. Presented at the 44th Annual Conference of North American Chapter of the International Group for the Psychology of Mathematics Education, Nashville, TN.

MacDonald, B. & **Tanck, H.** (2022, November). Number Talks: Preliminary relationships between teachers' use of questions and students' agency. Presented at the 44th Annual Conference of North American Chapter of the International Group for the Psychology of Mathematics Education, Nashville, TN.

Tanck, H. (2022, April). The deterritorialization of mathematics learning environments during the pandemic: A post-qualitative inquiry. Presented at the 66th Annual Conference of the Comparative and International Education Society.

Tanck, H. (2022, March). Pandemic planning: Exploring middle school mathematics teachers' curriculum assemblages. Presented at the 49th Annual Conference of the Research Council of Mathematical Learning.

Tanck, H. (2021, November). *Teachers' curriculum assemblages during COVID-19: An exploration through sketchnotes*. Presented at the 2021 NCTM Fall Virtual Conference.

Kurtz, B. & **Tanck, H.** (2021, November). *Mathematics Gone Global: Lessons from Around the World in Mathematics Education*. Presented at the 2021 Fall Virtual Conference.

Tanck, H. (2021, April). *An inquiry-guided approach to understanding mathematics teachers' curriculum composition systems*. To be presented at the 2021 Virtual AERA Annual Meeting.

Tanck, H. (2021, April). A look at mathematics teachers' curriculum systems and how "snippets are used to modify and rearrange curriculum materials. To be presented at the 2021 Virtual CIES Meeting.

Tanck, H. (2020, June). *Unbounding curriculum resources*. To be presented at the 14th International Congress on Mathematics Education, Shanghai, China. (Conference Postponed Covid-19)

Gomez, C. N., **Tanck, H.**, & Jones, S. R. *Elementary students' strategies for extending a growth pattern*. To be presented at the 14th International Congress on Mathematical Education, Shanghai, China. (Postponed Covid-19)

Tanck, H. (2020). *Curriculum as process*. To be presented at the 64th Annual Conference of the Comparative and International Education Society, Miami, FL.

Tanck, H., Jones, S. R., & Gomez, C. N. (2020, February). *Elementary Latinx students' interpretation of their mathematics teachers' expectations*. Presented at the Twenty-fourth Annual Conference of the Association of Mathematics Teacher Educators Conference, Phoenix, AZ.

Gomez, C. N. Jones, S.R., & **Tanck, H.** (2020, March). *Latinx students countering dominant narratives of learning mathematics*. Presented at the 47th Annual conference of the Research Council on Mathematics Learning, Las Vegas, NV.

Tanck, H. (2019, April). *Trends in cross-national comparative mathematics education*. Refereed round table presentation at the 63rd Annual Conference of the Comparative and International Education Society, San Francisco, CA.

Tanck, H. (2019, March). *Trends in cross-national comparative math education: An argument for culture*. Presentation at the Research Council on Mathematics Learning 46th Annual Conference, Charlotte, NC.

Gomez, C. N., Jones, S. R., Latimer, Y. R., **Tanck, H.**, & Brittain, M. H. (2019, February). *Graduate students' developing identities as mathematics education researchers*. Presentation at the Twenty-third Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Tanck, H. (2018). *Trends in cross-national comparative education*. Poster presentation at the North American Chapter of the International Group for the Psychology of Mathematics Education, Greenville, SC.

State or Local Presentations

MacDonald, B. & Tanck, H. (2022, November). Number Talks: Teachers' use of questions, students' agency, and teacher planning. Presented at the Kentucky Association of Mathematics Teacher Educators Preservice Teachers Conference.

Tanck, H., Jones, S. R., & Gomez, C. N. (2019, November). *Elementary Latinx students' strategies for extending a visual growth pattern*. South Carolina Council of Teachers of Mathematics, Greenville, SC.

Jones, S. R., Gomez, C. N., & **Tanck, H.** (2019, November). *Elementary Latinx students' interpretation of their mathematics teachers' expectations*. South Carolina Council of Teachers of Mathematics, Greenville, SC.

Gomez, C. N., Jones, S. R., & **Tanck, H.** (2019, February). *Overview of elementary Latinx students' accounts of learning mathematics [EL ALMa] project*. ADR Real Lunch, Clemson, SC.

Gomez, C. N., Jones, S. R., & **Tanck, H.** (2019, February). *Counterstories of elementary Latinx students' experiences in school and problem solving*. Clemson Department of Mathematical Sciences Math Club, Clemson, SC.

AWARDS AND HONORS

Service, Teaching, and Research (STaR) Fellowship, Association of Mathematics Teacher Educators (2023, June)

GRANTS

Funded

Clemson University, *Graduate Travel Grant*, 2020 (\$1,000)

Clemson University, *Department of Teaching and Learning*, 2019 (\$600)

Clemson University, *Professional Enrichment Grant*, 2019 (\$619)

Clemson University, *Professional Enrichment Grant*, 2018 (\$603)

Not Funded

Beth MacDonald (PI) and **Hilary Tanck (CoPI)**. (\$493,986). *Teachers Engagement with Number Talks (TENTs)*. Submitted to the National Science Foundation (NSF) Discovery Research PreK-12 (DRK-12) (NSF 20-572) (with PI: Beth MacDonald).

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Program (\$26,819)

TEACHING AND ADVISING

University Teaching Experience

Assistant Professor of Educator Preparation, Stout School of Education, High Point University (2022-present)

DIS 1000	Understanding Our World Through Patterns
EDU 3133	Methods of Teaching Mathematics I: Number and Operations
EDU 3233	Methods of Teaching Mathematics II: Geometry, Measurement, and Data Analysis
EDU/GBS 3260	Education in the Age of Globalization
EDU 4002	Investigations in Teacher Performance Assessment
EDU 4133	Methods of Instruction in Social Studies
EDU 4150	Integrating Curriculum in the Middle Grades

EDU 4160/1/2/3	Methods of Teaching Middle Grades and Secondary (English/Mathematics/Social Studies/Science)
EDU 4445	Directed Research
EDU 5300	Product of Learning
EDU 5133	Integrated Principles of Science and Social Studies Instruction
EDU 5922	Curriculum, Instruction, and Assessment
EXP 1111	Introduction: Leadership Theories
HNR 1210	Learning Around the World
RES 3940	Methods of Instruction in Mathematics

Professional Practice Assistant Professor, School of Teacher Education and Leadership, Utah State University (2021-2022)

TEAL 4630/6630	Teaching Middle School Mathematics
ELED 4061	Teaching Elementary School Mathematics I
ELED 5105	Classroom Management and Motivation
Supervising secondary student teachers	

Instructor of Record, Department of Teaching & Learning, Clemson University (2019-2021)

EDEL 4520	Elementary Methods in Mathematics Teaching
EDSC 3260	Practicum in Secondary Mathematics
ED 1050	Education Orientation
Supervising secondary mathematics teacher candidates	

Dissertation Committees

Committee Member—Complete

Megan Ray EdD

SERVICE

Service to the Profession

Manuscript Reviewer

- Mathematics Teacher Educator (2025)
- Investigations of Mathematics Learning (2021-present)
- Investigations of Mathematics Learning – Special Issue (2020)

Conference Proposal Reviewer

- Association of Mathematics Teacher Educators (2020, 2022, 2023)
- North American Chapter of the International Group for the Psychology of Mathematics Education (2022)
- International Congress on Mathematics Education (2020)
- Comparative and International Education Society (2020, 2021)

Membership in Professional Organizations

- Comparative and International Education Society (CIES)
- Association of Mathematics Teacher Educators (AMTE)

- Research Council on Mathematics Learning (RCML)

Organizational Service

- CIES Global Mathematics SIG Graduate Student Representative (2020-2022)
- PME-NA 2018 Local Organizing Committee
- Presented at McCants Middle School Professional Development

Service to the University

- Undergraduate Research and Creative Works Committee (2023 – present)
 - Grant review subcommittee
- Study Abroad Committee (2024 – present)
- Ad Hoc Committee for Learning Communities (2024 – present)
- Leadership Fellows Freshman Cohort Director (2024 – present)

Service to the School of Education

- SSOE Education Policies Committee (2022 – present)
- Search Committee Member (2022 –2023)
- Middle School Program Director (2024 – present)
- Teacher Education Council (2022 – present)
- Student Trip to South Africa (Fall 2023, Fall 2025)
- Curriculum and Instruction Master's Program Development Team (2024 – present)