

Gomez, C. N., & Siy, E. (In Press). Problematizing gender: Learning to embrace uncertainty. In D. White, S. Crespo, & M. Civil (Eds.), *Cases for Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms* (pp. 85–94). Charlotte, NC: Information Age Publishing (Association for Mathematics Teacher Educators- AMTE).

Presentations

International & National Conferences

Refereed Conference Proceedings

Conner, A., & **Gomez, C. N.** (2015). *Seeing it all vs. Not seeing anything: How two prospective teachers interpreted similar experiences*. Presented at the 2015 annual meeting of the American Educational Research Association. Chicago, IL. April 16–20, 2015.

Gomez, C. N. (2015). Using argumentation to investigate the identity as teacher of a prospective teacher. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), *Proceeding of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 997). East Lansing, MI: Michigan State University.

Gomez, C. N., & Conner, A. (2014). “I also want them to feel comfortable”: Affect and the formation of professional identity. In S. Oesterle, P. Liljedah, C. Nicol, S. Oesterle, & D. Allan (Eds.), *Proceedings of the Joint Meeting of PME 38 and PME-NA 36, Vol. 3* (pp. 177–184). Vancouver, Canada: University of British Columbia.

Conner, A., Francisco, R., Suominen, A., Park, H. & **Gomez, C. N.** (2014). Prospective Secondary Teachers’ Conceptions of Proof and Interpretations of Arguments. In *The Electronic Proceedings for the Seventeenth Special Interest Group of the MAA on Research on Undergraduate Mathematics Education*. Denver, CO: Northern Colorado University.

Carreras, A., **Gomez, C. N., & Bishop, J. P.** (2013). Using metaphors to explore preservice teachers’ beliefs about teaching mathematics. In M. Martinez, & C. Superfine (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1267). Chicago, IL: University of Illinois.

Gomez, C. N. (2013). Beliefs as part of a greater galaxy: A metaphor. In M. Martinez, & C. Superfine (Eds.), *Proceedings of the 35th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1270). Chicago, IL: University of Illinois.

Presentations

Conner, A., **Gomez, C. N.,** Park, H., Zhuang, Y., Salaam, B. O., & Foster, J. K. (accepted). *Learning to support collective argumentation: Consistencies between interpretations from coursework and teaching actions*. Presentation at the Twenty-first Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Gomez, C. N. (accepted). *The use of emotional geographies to explore identity formation of prospective teachers*. Presentation at the Twenty-first Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.

Conner, A., & **Gomez, C. N.** (2016, May). *Belief structure as explanation for interpretations of field experiences*. Presented at the University of Georgia Mathematics Education 50th Anniversary, Athens, GA.

Gomez, C. N. (2016, May). *The potential of a sociocultural perspective on emotion in mathematics education*. Presented at the University of Georgia Mathematics Education 50th Anniversary, Athens, GA.

Gomez, C. N., Conner, A., Park, H., & Suominen, A. (2016, March). *Shifts in Prospective Secondary Mathematics Teachers' Beliefs about Teaching Proof*. Poster presented at the University of Georgia College of Education Research Conference, Athens, GA.

Gomez, C. N., & Conner, A. (2015, February). *Prospective teachers' differing interpretations of practice: Professional identity as a lens*. Presented at the 19th annual Conference of the Association of Mathematics Teacher Educators. Orlando, FL.

Siy, E., & **Gomez, C. N.** (2015, February). *Two instruments to discuss the influence of gender in the mathematics classroom*. Presented at the 19th annual Conference of the Association of Mathematics Teacher Educators. Orlando, FL.

Conner, A., Francisco, R. T., **Gomez, C. N.**, Souminen, A., & Park, H. (2014, February). *Prospective secondary teachers' conceptions of proof and interpretations of arguments*. Presented at the 16th annual Conference on Research in Undergraduate Mathematics Education. Denver, CO.

White, D., Rushing, F., Hussain, N., Krstina, P., Pratt, J., & **Gomez, C. N.** (2013, October). *Identifying and supporting students' mathematical strengths*. Presented at the 54th annual Georgia Mathematics Conference. Eagle Rock, GA.

Gomez, C. N. (2012, October). *Crayons and galaxies: A metaphor for looking at the relationship of beliefs and other*. Presented at the 33rd annual Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

Awards and Honors

Outstanding Graduate Teaching Assistant Award – University of Georgia, May 2015

Teaching & Advising

Teaching

Department of Teaching & Learning, Clemson University July 2016 – Present
EDSC 4260 *Teaching Secondary Mathematics*
EDML 8020 *Early Adolescent Psychology and Philosophy*

Department of Mathematical Sciences, Clemson University August 2016 – Present
MATH 1160 *Contemporary Mathematics for Elementary II*

Department of Mathematics & Science Education, University of Georgia August 2014 – May 2015
EMAT 3410 *Mathematics Teaching and Curriculum in PreK–5th Grade*

Service

Service to Field of Scholarship

Editorship

- Editor, *The Mathematics Educator* (August 2014 – May 2016), Volumes 24(1)–25(1). University of Georgia, Athens, GA. August 2014–May 2016.
- Associate Editor, *The Mathematics Educator*, Volumes 23(1)–23(2), University of Georgia, Athens, GA. August 2013–May 2014.

Manuscript Reviewer

- *The Mathematics Educator* (2014 - present)

Conference Proposal Reviewer

- Association of Mathematics Teacher Educators (2016)
- National Council of Teachers of Mathematics Research Conference (2016)

Service to Profession

Membership in Professional Organizations

- American Educational Research Association (AERA)
- National Council of Teachers of Mathematics (NCTM)
- Association of Mathematics Teacher Educators (AMTE)
- North American Association for the Psychology of Mathematics Education (PME-NA)