

CRISTINA RUNNALLS

Department of Mathematics & Statistics | California State Polytechnic University, Pomona
ccrunnalls@cpp.edu | 1 (909) 869-4371

EDUCATION

- 2018 Ph.D. Teaching and Learning (Mathematics Education), University of Iowa
- 2013 M.S. Mathematics, University of Iowa
- 2010 B.A. Mathematics, California State University, Fresno

ACADEMIC APPOINTMENTS AND POSITIONS

- 2018 – Present Assistant Professor, California State Polytechnic University, Pomona
- 2018 – 2016 Graduate Research Assistant, University of Iowa
- 2013 – 2016 Graduate Teaching Assistant, University of Iowa

RESEARCH INTERESTS

- Emergent bilinguals in mathematics
- Affect in mathematics learning
- Pre-service teacher education
- Social justice mathematics

PEER-REVIEWED PUBLICATIONS

Accepted

1. Hong, D. S., & **Runnalls, C.** (2020) Examining preservice teachers' responses to area conservation tasks. *School Science and Mathematics, 12*(5), 262-272. doi: 10.1111/ssm.12409
2. Hong, D. S., & **Runnalls, C.** (2020). Is it the width, the height, or the length? Pre-service teachers' responses to a volume task. *International Journal of Mathematical Education in Science and Technology*. doi: 10.1080/0020739X.2020.1772389
3. Hong, D. S., & **Runnalls, C.** (2019). Understanding length x width x height with modified tasks. *International Journal of Mathematical Education in Science and Technology*. doi: 10.1080/0020739X.2019.1583383
4. **Runnalls, C.**, & Hong, D. S. (2019). "Well, they understand the concept of area": Pre-service teachers' evaluations of student area misconceptions. *Mathematics Education Research Journal, 25*(3), 1-23. doi: 10.1007/s13394-019-00274-1

5. Hong, D. S., Choi, K., **Runnalls, C.**, & Hwang, J. (2019). How well aligned are Common Core textbooks to students' development in area measurement?. *School Science and Mathematics, 119*(5), 240–254. doi: 10.1111/ssm.12336
6. Hong, D. S., & **Runnalls, C.** (2019). Understanding length x width x height with modified tasks. *International Journal of Mathematical Education in Science and Technology*. doi: 10.1080/0020739X.2019.1583383
7. **Runnalls, C.**, & Hong, D. S. (2019). Exploring a student's justification of $\frac{1}{2}bh$. *International Journal of Mathematical Education in Science and Technology*, doi: 10.1080/0020739X.2019.1576928
8. Hong, D. S., & **Runnalls, C.** (2019). Adapting area tasks to support learning. *Teaching Children Mathematics, 25*(5), 274–280.
9. Hong, D. S., Choi, K., **Runnalls, C.**, & Hwang, J. (2018). Do textbooks address known learning challenges in area measurement? A comparative analysis. *Mathematics Education Research Journal, 30*(3), 325–354. doi: 10.1007/s13394-018-0238-6
10. Hwang, J., **Runnalls, C.**, Bhansali, S., Navaandamba, K., & Choi, K. (2017). “Can I do well in mathematics reasoning?” Comparing the US and Finland students' attitude and reasoning via TIMSS 2011. *Educational Research and Evaluation, 23*(7–8), 328–348. doi: 10.1080/13803611.2018.1500293
11. **Runnalls, C.** & Payne, A. (2018). Modifying questions for ELLs: When, where, and how? *Iowa Council for Teachers of Mathematics Winter Journal 2017–18*.

CONFERENCE PRESENTATIONS, POSTERS, AND OTHER TALKS

Oral Presentations (Presenters Underlined)

1. Hong, D.S., & **Runnalls, C.** (April, 2020). Space filling, layers, and formulas: PSTs' responses to students' volume misconceptions. *2020 Annual Meeting of the American Educational Research Association (AERA)*, San Francisco, California. Conference canceled.
2. Hong, D.S., & Runnalls, C. (November, 2020). Counting, layers, and formulas: PSTs' responses to students' volume misconceptions. *41st Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2019)*, St. Louis, Missouri.

3. Hong, D. S., Choi, K., Hwang, J., & **Runnalls, C.** (April, 2019). Analyzing curricular coverage of volume measurement: A comparative analysis. *2019 Annual Meeting of the American Educational Research Association (AERA)*, Toronto, Ontario, Canada.
4. **Runnalls, C.** (April, 2019). Examining the 12th-grade mathematics NAEP: Validity considerations for ELLs. *National Council of Teachers of Mathematics 2019 Research Conference*, San Diego, California.
5. **Runnalls, C.** (January, 2019). A formative assessment of formative assessment: Exit slips over the years. *Joint Mathematics Meetings 2019*, Baltimore, Maryland.
6. **Runnalls, C.**, & Hong, D.S. (November, 2018). Half the base or half the height? PSTs' evaluation of a triangle area strategy. *40th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2018)*, Greenville, South Carolina.
7. Hong, D.S., Choi, K., **Runnalls, C.**, & Hwang, J. (November, 2018). The initial treatment of the area measurement in the selected US and Korean elementary textbooks. *40th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2018)*, Greenville, South Carolina.
8. **Runnalls, C.** (October, 2018). When math isn't universal: Teaching with linguistic diversity in mind. *Cal Poly Pomona Mathematics Invited Colloquium*, Pomona, California.
9. Hong, D. S., Choi, K. **Runnalls, C.**, & Hwang, J. (April, 2018). Going 'by the book': Comparing area lessons in textbooks to students' development in area measurement. *2018 Annual Meeting of the American Educational Research Association (AERA)*, New York, New York.
10. **Runnalls, C.**, & Payne, A. (October, 2017). Modifying questions for ELLs: When, where, and how? *2017 Iowa Council for Teachers of Mathematics (ICTM) Annual Math Conference*, Des Moines, Iowa.
11. **Runnalls, C.**, & Hong, D. S. (October, 2017). "Well, they understand the concept of area": Pre-service teachers' evaluations of student area misconceptions. *39th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2017)*, Indianapolis, Indiana.
12. Hong, D. S., Choi, K., Hwang, J., & **Runnalls, C.** (April, 2017). Integral students' experiences: Measuring instructional quality in Calculus 1 lessons. *2017 Annual Meeting of the American Educational Research Association (AERA)*, San Antonio, Texas.

Poster Presentations

13. Hong, D. S., Choi, K., Hwang, J., & **Runnalls, C.** (April, 2017). How well aligned are Common Core textbooks to area learning trajectory? *2016 Annual Meeting of the American Educational Research Association (AERA)*, San Antonio, Texas.
14. Hong, D. S., Choi, K., Hwang, J., **Runnalls, C.**, Bhansali, S., Meiners, A., & Payne, A. (November, 2016). How well aligned are Common Core textbooks to learning trajectories in geometry? *38th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2016)*, Tucson, Arizona.
15. Hong, D. S., Choi, K., Bhansali, S., Hwang, J., & **Runnalls, C.** (November, 2016). Integral students' experiences: Measuring instructional quality in Calculus I lessons. *38th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2016)*, Tucson, Arizona.
16. Hwang, J., **Runnalls, C.**, Bhansali, S., & Choi, K. (April, 2016). Relationship between students' attitude and reasoning via TIMSS 2011. *National Council of Teachers of Mathematics 2016 Research Conference*, San Francisco, California.

PROFESSIONAL DEVELOPMENT WORKSHOPS

1. **Runnalls, C.** (June 22, 2020). Flipping the script: Reclaiming mathematics for students (and ourselves). *Invited Session for the California Mathematics Project at California State University Dominguez Hills & CSUDH Mathematics Teachers' Circle*. Virtual.
2. **Runnalls, C.** (March 7, 2020) Seeing you in me and me in you: Mathematics as a window and a mirror. *Saturday Professional Development Workshop, California Mathematics Project at Cal Poly Pomona*, Pomona, California.
3. **Runnalls, C.** (February 1, 2020) An introduction to rehumanizing mathematics: Positioning ourselves and others. *Saturday Professional Development Workshop, California Mathematics Project at Cal Poly Pomona*, Pomona, California.
4. **Runnalls, C.** (March 9, 2019) Exploring task modifications for linguistically diverse learners. *Saturday Professional Development Workshop, California Mathematics Project at Cal Poly Pomona*, Pomona, California.

GRANTS & FUNDING

Active

1. ESSA20-CMP-POMONA (PI: Cristina Runnalls; Co-PIs: Robin Wilson, Stacy Brown)
 Source: California Subject Matter Projects; Every Student Succeeds Act
 Amount: \$26,018
 Dates: July 1, 2020 – June 30, 2021
 Project Title: California Mathematics Project at Cal Poly Pomona
2. 17CSMP-CMP-POMONA (PI: Cristina Runnalls; Co-PIs: Robin Wilson, Stacy Brown)
 Source: California Subject Matter Projects
 Amount: \$20,500
 Dates: July 1, 2020 – June 30, 2021
 Project Title: California Mathematics Project at Cal Poly Pomona
3. CSMP One-Time Funding (PI: Cristina Runnalls; Co-PIs: Robin Wilson, Stacy Brown)
 Source: California Subject Matter Projects
 Amount: \$38,000
 Dates: July 1, 2020 – June 30, 2022
 Project Title: CSET: Mathematics Summer Workshops

Completed

4. ESSA19-CMP-POMONA (PI: Robin Wilson; Co-PIs: Stacy Brown, Cristina Runnalls)
 Source: California Subject Matter Projects; Every Student Succeeds Act
 Amount: \$26,018
 Dates: July 1, 2019 – June 30, 2020
 Project Title: California Mathematics Project at Cal Poly Pomona
5. 17CSMP-CMP-POMONA (PI: Robin Wilson; Co-PIs: Stacy Brown, Cristina Runnalls)
 Source: California Subject Matter Projects
 Amount: \$20,500
 Dates: July 1, 2019 – June 30, 2020
 Project Title: California Mathematics Project at Cal Poly Pomona
6. Student Activity Trust Fund Award for Spring 2020 (PI: Cristina Runnalls)
 Source: California Mathematics Council
 Amount: \$1,500
 Dates: Spring 2020
 Project Title: Sonia Kovalevsky Mathematics Day for Women at Cal Poly Pomona
** Note: Due the COVID-19 Pandemic, this event was cancelled and grant funds were returned.*

TEACHING EXPERIENCE

Fall 2018 – Present, Assistant Professor of Mathematics & Statistics (Cal Poly Pomona)

Mathematics for Elementary School Teachers: Number Systems
Mathematics for Elementary School Teachers: Algebraic and Statistical Reasoning
Mathematics for Elementary School Teachers: Geometry
History of Mathematics
Problem Solving as Mathematical Endeavor (Master's level)
Research in Mathematics Education (Master's level)

Summer 2016, Summer Courses Instructor (TRIO Upward Bound at University of Iowa)

Mathematics: Geometry and Algebra

Summer 2016, Mentor (Project TEAMS – Twice Exceptional Students Achieving & Matriculating in STEM)

Academic Enrichment (Sciences), College Transition, STEM Career Mentoring

Spring 2016, Course Instructor of Record (University of Iowa)

Geometry and Measurement (Elementary Education)

Summer 2015, Summer Course Instructor (TRIO Upward Bound at University of Iowa)

Mathematics, An Introduction to Knot Theory (STEM Seminar)

Spring 2015, Teaching Assistant (University of Iowa)

Geometry & Measurement
Mathematics for the Biological Sciences

Fall 2014, Course Instructor of Record (University of Iowa)

College Algebra

Fall 2013 – Spring 2014, Teaching Assistant (University of Iowa)

Calculus and Matrix Algebra for Business
Logic of Arithmetic

SERVICE EXPERIENCE

Spring 2021	Faculty Organizer for Sonia Kovalevsky Math Day at CPP
2019–Present	Director, California Mathematics Project at Cal Poly Pomona Chair: Newsletter Committee, Department Chair Selection Committee Member: Mathematics Education Committee, Assessment Committee, Scholarship Committee, Cal Poly Pomona Institutional Review Board
2018–2019	Member: Mathematics Education Committee, Graduate Committee, Scheduling Committee, Lecturer and GTA Hiring Committee
2017–Present	Reviewer for AERA Annual Meeting, <i>School Science and Mathematics</i> , <i>Journal of Mathematics Teacher Education</i> , and MAA Books

PROFESSIONAL MEMBERSHIPS

2019–Present	Member, California Mathematics Council
2018–Present	Member, TODOS: Mathematics for ALL
2018–Present	Member, Mathematical Association of America (MAA)
2015–Present	Member, National Council for Teachers of Mathematics (NCTM)
2015–Present	Member, American Education Research Association (AERA)