

ABOUT THE AUTHORS



Renu Ahuja is currently teaching mathematics and statistics at Morgan State University. She received her B.Sc. (Hons.) Mathematics, M.Sc. (Mathematics), and M.Ed. Degrees from India and doctorate in Mathematics Education from Morgan State University. Off campus, Dr. Ahuja offers dissertation, editing, writing, and data analysis service both for quantitative and qualitative research methods. Her research interests are content pedagogy and classroom discourse, effective classroom practices, teacher development, cross-cultural research, and non-traditional students in online higher education. She has received 2008 Award for Distinguished Dissertation Research in Teacher Education from The Association of Teacher Educators, U.S.A. and 2008 Best Doctoral Dissertation Award from Morgan State University.



Robert Q. Berry III, Ph.D. is President of the National Council of Teachers of Mathematics (NCTM) and a Professor in the School of Education and Human Development at the University of Virginia. Equity issues in mathematics education are central to Berry's research efforts with a focus on understanding Black children's mathematics experiences; measuring standards-based mathematics teaching practices; and unpacking equitable mathematics teaching and learning. Berry has published over 100 publications. His articles have appeared in the *Journal for Research in Mathematics Education*, *Journal of Teacher Education*, and the *American Educational Research Journal*.



Alanna Gibbons completed her M.S. degree in Adolescent Education at Wagner College in 2014 and is currently a Mathematics Education doctoral student at Teachers College, Columbia University. Alanna has been a high school mathematics teacher for five years and an adjunct professor of mathematics at Wagner College for four years. Alanna's research interests include mathematics self-efficacy and performance correspondence, mathematical discourse, and mathematical mindsets.



Joan Gujarati is the Director of the Elementary Education Master of Arts in Teaching (MAT) Program and a Lecturer at Brown University. She received her Ed.D. in Curriculum and Teaching from Teachers College, Columbia University. Dr. Gujarati's research interests include early childhood and elementary mathematics education; teacher beliefs and identity; teacher quality, effectiveness, and retention; professional development; and curriculum development. Prior to receiving her doctorate, she was an elementary school teacher and a Math Teacher Leader in Massachusetts.



Dr. Kelly Gomez Johnson is an Assistant Professor of STEM Education at the University of Nebraska at Omaha where she is a mathematics education instructor and researcher. A former high school mathematics teacher and instructional coach, she now teaches undergraduate and graduate coursework in mathematics content and pedagogy to pre- and in-service teachers at UNO and across the state. Dr. Gomez Johnson earned her Ed.D. in Educational Leadership in 2017 and has two master's degrees, a MAT in mathematics and a MS in secondary education. She works closely with Metropolitan Omaha-area school districts through field experiences, professional development, curriculum adoption and implementation, program evaluation, and STEM outreach, all of which closely align with her research, teaching and service interests.



Dr. Amy Nebesniak works closely with pre-service and in-service teachers as an Associate Professor of Mathematics and Statistics at the University of Nebraska at Kearney. Following ten years in K-12 education, she transitioned to engaging full-time with all levels of teacher candidates (undergraduates) and educators (graduates) through coursework, experiential learning, and professional development. Her research interests include how teachers learn to teach math with reasoning and sense making, as well as effective professional development in mathematics



Dr. Theodore (Ted) Rupnow is an Assistant Professor of Mathematics and Statistics at the University of Nebraska at Kearney. He teaches undergraduate coursework in mathematics for pre-service teachers. Dr. Rupnow earned his Ph.D. in Mathematics Education from Illinois State University in 2016 and has a M.Ed. in Learning and Technology. His primary research interest is in the area of pre-service and in-service mathematics teacher learning. He works with preservice teachers in coursework, research, and student organizations to prepare high quality teachers of mathematics.



Casedy A. Thomas is a Ph.D. Candidate in Curriculum and Instruction, Mathematics Education in the School of Education and Human Development at the University of Virginia. Her research interests have focused on linking research and practice for culturally responsive teaching and culturally relevant pedagogy in pre-kindergarten through 12th grade mathematics education, the development of ambitious or high-quality instruction with elementary mathematics teacher candidates with an emphasis on opportunities to learn, and oral histories of segregated Black education in Virginia during the Civil Rights Movement.

ACKNOWLEDGEMENT OF REVIEWERS

The Editorial Board would like to acknowledge the following reviewers for their effort and support in reviewing articles for this issue of the *Journal of Mathematics Education at Teachers College*. Without the help of these professionals, it would be impossible to maintain the high standards expected of our peer-reviewed journal.

Mark Causapin
Concordia College

Lucille Croom
Hunter College

Ewa Dabkowska
Queensborough Community College

Phil Dituri
FiCycle

Vikaba Fomba
Teachers College, Columbia University

Patrick Galarza
Teachers College, Columbia University

Rena Gelb
Teachers College, Columbia University

Bibi Khan
Nova Southeastern University

Jada John-Ali
Teachers College, Columbia University

Soomi Kim
Teachers College, Columbia University

Anthony Miele
Teachers College, Columbia University

Joanna Mobley
Teachers College, Columbia University

Caitlin O'neill
Teachers College, Columbia University

Joe Pastore
CUNY Queens College

Jack Marley-Payne
FiCycle

Christopher Vicevich
Teachers College, Columbia University