ABOUT THE AUTHORS

Steve Deihl has been teaching high school mathematics at East-West School of International Studies in Queens for ten years. He was a New York City Teaching Fellow and received his MS in Mathematics Education from Lehman College. He is in his second term as a Master Teacher at Math for America, where he has presented and led workshops on various topics. Deihl has also had a career as a visual artist and has exhibited internationally. In his art and teaching, he explores connections between the fine arts and mathematics, and has lectured on the subject in diverse arenas, including galleries, museums, universities, and the SETI Institute, the results of which appeared in the MIT Journal, Leonardo. Recently, he published a work of creative nonfiction, Sensing Geometry: symbolism and structure in art, science, and mathematics (Rock's Mills Press, 2019) which is an interdisciplinary study that broadly relates those disciplines through both rigorous research and free experimentation. Connecting the Tangent Function to Cardinality, the subject of this co-authored article (with Markinson), was the result of an actual "teaching moment" in the classroom, leading to this demonstration of an alternative method for how infinity can be conceptualized by high school trigonometry students.

Michael George is a professor of mathematics at Borough of Manhattan Community College. He received his Ed.D in Mathematics Education from Teachers College Columbia University in 2007. His research interests include quantitative literacy and faculty development. His publications include "Mathematics as a Narrative Art," from Mathematics Teacher November 2014, and "Facilitating an Engaging Workshop for Adjunct Faculty," in AMATYC Educator, September 2014. He is adjunct coordinator and deputy chair of the mathematics department at BMCC.

Indira Gil completed her M.A. degree in Mathematics Education at City College of New York in 2007 and is currently a doctoral candidate at Florida International University in Curriculum and Instruction with a specialization in Mathematics. Indira taught mathematics at the middle school, high school, and college levels for 8 years. Her research interests include examining how preservice teachers think about and solve mathematics problems and exploring the ways mathematics teachers enact agency.

Dr. Kelly Gomez Johnson is an Assistant Professor of STEM Education at the University of Nebraska at Omaha. She completed her graduate work at the University of Nebraska at Lincoln (M.A.T. in Mathematics) and at the University of Nebraska at Omaha (M.S. in Secondary Education and Ed.D. in Educational Leadership). Her professional experiences include secondary mathematics education, preservice instructional coaching, and teacher education. Her research interests include mathematics education, professional development, systems change, and equitable access to education and career opportunities in STEM. She teaches courses in general teaching methods, secondary mathematics methods, and data-driven decision making for educators.

Dr. Angie Hodge is an Associate Professor of mathematics at Northern Arizona University. She completed her graduate work at Purdue University earning a master's degree in mathematics and a PhD in mathematics education. Her research interests include inquiry-based learning in mathematics courses, mentoring strategies for pre-service teachers, and gender equity in the STEM disciplines. She is actively involved in the Mathematical Association of American and the Arizona Math Task force with a focus on the teaching and learning of collegiate mathematics. In her free time, she enjoys trail running and hiking.

Dr. Paula Jakopovic is a fulltime Instructor of Elementary Education at the University of Nebraska at Omaha. She completed her graduate work at the University of Nebraska at Lincoln (M.A.T. in Mathematics and PhD. in Educational Studies) and at the University of Nebraska at Omaha (M.S. in Elementary Education). Her professional experiences include elementary mathematics education, pre-service and in-service instructional coaching, and teacher education. Her research interests include mathematics education, professional development, instructional coaching, and STEM integration in elementary education. She teaches courses in elementary mathematics teaching methods and data-driven decision making for educators, as well as facilitating a Praxis Core Mathematics tutoring group in the College of Education.

Barbara King is an Associate Professor of Mathematics Education at Florida International University. She taught secondary mathematics for ten years before earning a Ph.D. in Curriculum and Instruction from the University of Texas at Austin. Dr. King's research interests include equity and inclusion in STEM Education, teacher leadership development, and how teachers learn to teach mathematics for conceptual understanding.

Mara P. Markinson is a full-time faculty member at Queens College, teaching courses in the Mathematics Department and the Department of Secondary Education and Youth Services. Mara graduated from the TIME 2000 Program at Queens College in 2012 and taught high school mathematics at the East-West School of International Studies from 2012 to 2018. She served as the mathematics department chair from 2015-2018. Since 2016, Mara has been a mathematics instructional coach for the New York City Department of Education. From 2014-2018, Mara was an Early Career Fellow and Single-Session Workshop Facilitator for Math for America. In 2015, Mara earned a master's degree in Mathematics Education from Queens College. In 2018, she earned a Master of Philosophy degree from Teachers College, Columbia University, where she is currently completing her doctoral dissertation. Mara's primary research interest is secondary mathematics teachers' preparation and content knowledge.

Dr. Michael Matthews is an Associate Professor of Mathematics at the University of Nebraska at Omaha. He completed his Ph.D. at the University of Iowa in Curriculum and Instruction along with an M.S. in mathematics. His professional experiences include teaching for 7 years at Rite of Passage Charter High School. He has served as PI on several federal and privately funded grant initiatives to improve mathematics education in Nebraska and contributes to national scholarship in mathematical education of future elementary teachers; inquiry-based learning; and recruiting/training/mentoring/retaining high school teachers.

Yevgeniy Milman is an assistant professor of mathematics at Borough of Manhattan Community College. He received his B.A. and M.A. in Applied Mathematics from Hunter College. He received his Ph.D. in Mathematics Education from Teachers College Columbia University in 2016. His research interest includes faculty development, curriculum reform and assessment methods in developmental mathematics education. He has helped to develop quantitative literacy course as an alternative to developmental algebra for non-STEM students at BMCC. He is currently involved in helping to scale up the corequisite options by providing professional development to BMCC faculty members.

Dr. Janice Rech is an Associate Professor of mathematics at the University of Nebraska at Omaha. She is engaged in inquiry-based learning in calculus and has developed instructional materials for classroom use. She has focused her efforts on the improvement of mathematics education at all levels, K-16. She leads the mentoring portion of a large grant.

Barbara Reys is Curators' Distinguished Professor of Mathematics Education Emeriti at the University of Missouri and a recipient of the Lifetime Achievement Award from the National Council of Teachers of Mathematics. She received a Fulbright Research/Lecturer and Visiting Professor, University of Gothenborg (Sweden), and the University of Missouri Distinguished Faculty Award in 2015. A Past President of the AMTE, Barbara has been actively involved in research focusing on mathematics curriculum throughout her career. She was PI and Director of several national curriculum projects funded by the National Science Foundation, including the Show-Me Center focusing on middle school mathematics curriculum and the Center for the Study of Mathematics Curriculum.

Robert Reys is Curators' Distinguished Professor of Mathematics Education Emeritus at the University of Missouri and a recipient of the Lifetime Achievement Award from the National Council of Teachers of Mathematics. He received two Fulbright Research Awards, one as Fulbright Research/Lecturer and Visiting Professor, University of Gothenborg (Sweden), and another to the University of Guanajuato (Mexico). With funding from the National Science Foundation, he helped organized two national conferences on doctoral programs in mathematics education and has been doing research focusing on doctoral programs in mathematics education for over 20 years. He plays tennis and is an ITA official for collegiate tennis.

Jeffrey C. Shih is a professor of mathematics education at the University of Nevada, Las Vegas. He currently serves on the Board of Directors of the National Council of Teachers of Mathematics (NCTM). With Robert Reys, he is organizing the third national conference on doctoral programs in mathematics education to be held in September 2020.

Laura Zamudio-Orozco, Ph.D. is a Ronald E. McNair Scholar who recently received her degree in Teaching and Learning—Mathematics Education at Florida International University. Dr. Zamudio-Orozco taught courses at Florida International University centered around content and methods of teaching elementary mathematics. As a mathematics educator and researcher, Dr. Zamudio-Orozco's interests have consistently rested on the roles teaching and learning play in reproducing educational inequities, equitable teaching practices, and preservice teacher education.

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 – Moorhead

Anisha Clarke
Queens College, City University of New York

Philip Dituri
Fordham University, FiCycle

Patrick David Galarza
Teachers College, Columbia University

Rena Gelb
Teachers College, Columbia University

Alanna Gibbons
Teachers College, Columbia University

Jimmy Giff
Teachers College, Columbia University

Salvatore Giunta
Teachers College, Columbia University

Paul Gray
Teachers College, Columbia University

Soomi Kim
Teachers College, Columbia University

Mara Markinson
Queens College, City University of New York

Anthony Miele
Teachers College, Columbia University

Joanna Mobley
Teachers College, Columbia University

Joseph Pastore
Queens College, City University of New York

Ewa Stelmach
Queensborough Community College

Hanlu Sun
Teachers College, Columbia University

Thomas Walsh
Kean University

Cris Wellington
Teachers College, Columbia University