

ABOUT THE AUTHORS



Aina Appova has a doctorate degree in mathematics education from the University of Missouri and master's degree in mathematics from Central Michigan University. She was a research fellow of the Center for the Study of Mathematics Curriculum (CSMC), sponsored by the National Science Foundation.

She was also an editor of the special issue, titled *Supporting Mathematics Teacher Educators' Knowledge and Practices for Teaching Mathematics Content to Prospective K-8 Teachers*, published by the Mathematics Enthusiast journal. Dr. Appova regularly teaches mathematics education (content and methods) courses for prospective PK-8 teachers and works with local area teachers and school administrators. She was a recipient of the Kenneth Cummins Excellence in Teaching Award for college-level mathematics and mathematics education teaching in the state of Ohio, sponsored by the Ohio Council of Teachers of Mathematics (OCTM), and served as Vice President for the Columbus area Ohio Council of Teachers of Mathematics (COCTM).



Sandra Cimbricz currently serves as a Staff Development Specialist at Erie 2-Chautauqua-Cattaraugus Board of Cooperative Educational Services in New York state. Her professional interests and experience reflect a belief in the power of education to transform lives, and the desire to

improve educational outcomes for learners of all ages. For over two decades, she has helped teachers achieve these aims as a teacher educator, instructional specialist, and school district administrator. More recently, she collaborates with forward-thinking organizations and partners interested in re-imagining teaching and learning in K-12 schools, higher education, and in the workplace. Sandra holds a Ph.D. in Humanities Education from the University of Buffalo with a specialization in disciplinary literacy and learning.



Lina DeVaul is an online course educational technologist and instructor of mathematics at the University of Nevada, Las Vegas. Her research focuses on STEM online education, statistics education, and mathematics teacher education. Dr. DeVaul received her Ph.D. in mathematics

education from the University of Nevada, Las Vegas.



Meagan Gruver is a high school mathematics teacher for the Brockport Central School District, in Brockport, New York. She has a Master's Degree in Adolescent Mathematics Education from The College at Brockport, State University of New York (SUNY). She has been working with the

Factors Influencing College Success in Mathematics (FICSMath) Project since the summer of 2014. At that time, she began contacting mathematics teachers identified as teaching for high conceptual understating on the FICS-Math Survey. She is currently teaching Algebra 2, Pre-Algebra, and Geometry at Brockport High School.



Xing Huang is a first-year doctoral student pursuing her Ph.D. in Curriculum and Instruction with a focus in Educational Technology at the University of Florida. Prior to coming to UF, Xing received a M.A. from The Ohio State University and a M.Ed. from Cleveland State University.

She was an elementary school teacher in Gahanna Jefferson Public School District and at St. Ignatius High School (Cleveland). Xing is currently interested in exploring how students' eye movements reflect metacognitive processes in multimedia learning environments. She is also interested in seeing how learning analytics unfolds students learning behaviors, and how those behaviors relate to motivation and academic achievements.



Cindy Jong is an Associate Professor of Mathematics Education in the Department of STEM Education at the University of Kentucky. Her research applies the complementary constructs of identity and affect (i.e., attitudes, beliefs, and dispositions) to understand how elementary teachers

position themselves in relation to contexts and experiences that might influence their classroom practices. Dr. Jong has also examined preservice teachers' capacity to professionally notice children's thinking by developing modules through Project TechNo, which was funded by the National Science Foundation. She has also recently enjoyed working with after-school programs to integrate critical mathematics into community-based topics of interest with elementary students.



Kristen Perry is an Associate Professor of Literacy Education in the Department of Curriculum and Instruction at the University of Kentucky. Dr. Perry began her career teaching in multi-age elementary classrooms in Denver, Colorado, and also served for two years in the Peace Corps in Lesotho in southern Africa. Her research interests include literacy as a socio-cultural practice, multiple literacies, family and community literacy, and immigrant and refugee communities. Dr. Perry currently co-directs Project PLACE, a grant project to provide professional development for classroom teachers who teach English learners. She also enjoys working with after-school programs to integrate literacy into meaningful community engagement for children, as well as training ESL tutors for the local refugee resettlement agency.



Philip Sadler is currently the Director of the Science Education Department at the Harvard-Smithsonian Center for Astrophysics and F.W. Wright Senior Lecturer in Astronomy. He holds a B.S. in Physics from MIT and an Ed.D. from Harvard. He co-authored the first integrated computer and laboratory introductory calculus course in 1975. He has taught middle school mathematics, science, and engineering, undergraduate astronomy, and graduate teaching courses. He has founded three companies and holds five patents. His research interests include assessment of student misconceptions and how they change with instruction, the transition to college of students who wish to pursue STEM careers, and teachers' professional development. Dr. Sadler won the Journal of Research in Science Teaching Award, the AIP's Computers in Physics Prize, the American Astronomical Society Education Prize, and the American Association of Physics Teachers' Millikan Medal. Curricula and materials developed by Dr. Sadler are used by an estimated fifteen million students every year.



Susana Salazar Velez is an undergraduate senior at the University of Kentucky majoring in Elementary Education. She was an Undergraduate Research Fellow in the STEM Education Department in 2017-2018 working with Drs. Jong and Perry. As a fellow, she and Brittany presented their research at the National Conference on Undergraduate Research in 2018. She plans to implement project based learning in her own classroom and pursue graduate studies in the future.



Brittany Slayton is a junior at the University of Kentucky majoring in Special Education. She was an Undergraduate Research Fellow in the STEM Education Department in 2017-2018 working with Drs. Jong and Perry. As a fellow, she and Susana presented their research at the National Conference on Undergraduate Research in 2018. She loves working with students with disabilities and is currently getting certified in learning behavior disorders as well as moderate to severe disabilities.



Gerhard Sonnert is a lecturer on astronomy at Harvard University, a research associate in the Harvard College Observatory and an associate of the Harvard Department of Physics. He holds a doctorate in sociology from the University of Erlangen, Germany, and an M.P.A. from Harvard University. He has conducted several large empirical studies in STEM education, and particularly about gender aspects in STEM (*Gender Differences in Science Careers* and *Who Succeeds in Science?: The Gender Dimension*, both 1995, with G. Holton). Other interests include science policy (*Ivory Bridges: Connecting Science and Society*, 2002, with G. Holton), history of science (*Einstein and Culture*, 2005), and migration (*What Happened to the Children Who Fled Nazi Persecution*, 2006, with G. Holton).



Micah Stohlmann is an associate professor of mathematics/STEM education at the University of Nevada, Las Vegas. His research program focuses on mathematical modeling and STEM integration through open-ended problems. His two research areas overlap in the area of development and analysis of curricular innovations. Dr. Stohlmann received his Ph.D. in mathematics education from the University of Minnesota. Prior to his doctoral work he was a high school mathematics teacher in Minnesota and California.



Carol Wade is an Associate Professor at the Secondary Mathematics Education Program in the Education and Human Development Department at The College at Brockport, State University of New York (SUNY). She holds a Ph.D. from Clemson University in Secondary Mathematics Education Curriculum and Instruction and completed a Post-Doctoral Fellowship in the Science Education Department at the Harvard-Smithsonian Center for Astrophysics. Her research in the secondary-tertiary transition naturally follows after teaching senior level high school mathematics for 13 years.

ACKNOWLEDGEMENT OF REVIEWERS

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