

JOURNAL OF
MATHEMATICS
EDUCATION
AT TEACHERS COLLEGE

A Century of Leadership in Mathematics and Its Teaching

Mathematics Teacher Education

© Copyright 2015 by the Program in Mathematics and Education

TEACHERS COLLEGE | COLUMBIA UNIVERSITY

ABOUT THE AUTHORS



Song A. An, Ph.D., is an assistant professor of Mathematics Education in the Teacher Education Department at The University of Texas at El Paso. He received his doctoral degree in Curriculum and Instruction at the Texas A&M University in 2012 under the mentoring of Dr. Gerald Kulm. His research interests are to explore the relationships between music and mathematics, develop arts-STEM integrated curriculum, and investigate effects of interdisciplinary themed K-12 STEM education, and interdisciplinary-based teacher education.



Hoyun Cho is an assistant professor of Education (Mathematics) in the Department of Education at Capital University, Columbus, Ohio. He teaches elementary, middle, and high school mathematics content and pedagogy courses and is interested in developing instructional tasks that promote prospective teacher's thinking and learning. He also serves as Co-Editor of Mathematics Teaching in the Middle School NCTM Journal.



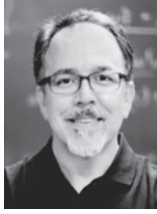
José Contreras is an associate professor of Mathematical Sciences at Ball State University where he teaches mathematics and mathematics education courses with passion at the undergraduate and graduate levels. He was a high school teacher for seven years prior to earning his Ph.D. in Mathematics Education from the The Ohio State University. He is interested in integrating problem posing and solving, technology, realistic contexts, modeling, history, philosophy, proof, and aesthetic aspects of mathematics in teaching and teacher education.



Margaret Cozzens is currently teaching in the Mathematics department at Rutgers University and is the PI and Education Grants Project Manager for NSF and DHS funded grants at DIMACS, the Center for Discrete Mathematics and Theoretical Computer Science, which was founded as a National Science Foundation science and technology center. Dr. Cozzens has also worked in a variety of other capacities, at Harvard University, as Division Director of the K-12 Division at NSF, Chairperson of the Mathematics department at Northeastern University, Vice Chancellor at the University of Colorado Denver – Health Sciences, CEO and President of the Colorado Institute of Technology, and Associate Director of the Knowles Science Teaching Foundation.

Dr. Cozzens, more commonly known as Midge, has authored over 60 articles and 10 books and has been awarded 10 multi-year research grants from federal agencies including the National Science Foundation, Department of Homeland Security, and the Office of Naval Research.

She has been a catalyst for innovation and change in education. Her successful leadership has brought together state and federal government agencies, industry, and education with a focus on successfully preparing a 21st century workforce.



James A. Mendoza Epperson is an associate professor of Mathematics and Distinguished Teaching Professor at The University of Texas at Arlington where he teaches mathematics and mathematics education courses at the undergraduate and graduate levels. He received a Ph.D. in mathematics from The University of Texas at Austin and subsequently served as a post-doctoral fellow at the Charles A. Dana Center under Dr. Uri Treisman. Dr. Epperson directs the Master of Arts Program in Mathematics for secondary teachers at UT Arlington. He currently serves on the Board of Governors of the Mathematical Association of America and on the Board of Directors of the Conference for the Advancement of Mathematics Teaching (CAMT). His research interests include program and curriculum development, mathematical problem solving, calculus learning, impact of mathematics-specific technology use on student learning and teacher preparation, and the mathematical education of teachers.



Carolyn Osborne is a transformative educator working with students from preschool to their nineties. Her background is in semiotics and she is interested in the meaning-making processes of mathematics. She has taught at Capital University for more than 14 years. She also teaches “Math Superheroes” in an urban after school math enrichment program created by Letting Kids Succeed, a non-profit educational organization.



Carlos Paez received his Ph.D. in Teaching, Learning, and Culture with professional focus area in Mathematics, Science and Technology from the University of Texas at El Paso in 2014 and currently is a Mathematics Instructor at Navajo Technical University. While pursuing his degree, Dr. Paez worked as a research associate and assistant instructor for the department of Teacher Education. He developed a deep understanding of mathematics teaching strategies in order to help students in their learning process. His research interests include mathematics education in bilingual classrooms, culturally-sensitive mathematics education in the U.S.A. and Latin America and teachers’ mathematics self-efficacy.



Kathryn Rhoads is a visiting assistant professor in the Mathematics Department at The University of Texas at Arlington where she currently teaches graduate courses for elementary and secondary mathematics teachers. She received her Ph.D. from Rutgers University in New Brunswick, New Jersey. Dr. Rhoads began her career as a high school mathematics teacher in Fort Worth, Texas, and she has since been involved in the education of preservice and inservice mathematics teachers at all grade levels. Her research interests are in mathematics teacher education, including mathematical learning experiences for secondary mathematics teachers, the interplay between teachers’ mathematical knowledge and mathematics instruction, and the mentoring of beginning secondary mathematics teachers.



Tobie Sanders is an experienced teacher and professor whose scholarly interests focus on learning processes, language development and early childhood education. She has been the recipient of the Praestantia Award for Excellence in Teaching and holds the Cotterman Endowed Chair in Education at Capital University in Columbus, Ohio.



Daniel Tillman, Ph.D., is an assistant professor in Educational Technology at The University of Texas at El Paso (UTEP). He received his doctoral degree in Instructional Technology at The University of Virginia in 2012 under the mentoring of Dr. Glen Bull. His current research focuses upon examining the intersections among interdisciplinary STEM education, digital multimedia production, rapid-prototyping design tools, visualization of data science, and computer-assisted adaptive assessment.

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.

Mr. Phillip Boda
Teachers College, Columbia University

Dr. Kelley Buccheister
University of South Carolina

Dr. Mark Causapin
Zayed University, Abu Dhabi

Dr. Hoyun Cho
Capital University

Dr. Richard DeCesare
Southern Connecticut State University

Mrs. Elizabeth DeGraaf
The Hewitt School

Dr. Benjamin Dickman,
Boston University

Mr. Colm Duffin
Teachers College, Columbia University

Dr. Nicole Fletcher
Teachers College, Columbia University

Dr. Neil Grabois
Teachers College, Columbia University

Dr. Hanna Haydar
Brooklyn College

Mr. Chris Huson
Bronx Early College Academy

Dr. Soomi Kim
Teachers College, Columbia University

Dr. Anthony Miele
Teachers College, Columbia University

Mrs. Manjula Nair
*Little Red School House &
Elisabeth Irwin High School (LREI)*

Dr. Simone Salmon-Nembhard
Teachers College, Columbia University

Dr. Joo Young Park
Florida Institute of Technology

Mrs. Kanchan Sharma
Teachers College, Columbia University

Dr. J Phillip Smith
Teachers College, Columbia University

Dr. Andrew Sanfratello
Borough of Manhattan Community College

Ms. Alice Seneres
Teachers College, Columbia University

Dr. Hartono Tjoe
Pennsylvania State University

Mr. Chris Vicevich
Teachers College, Columbia University

Dr. Thomas Walsh
Kean University