

ABOUT THE AUTHORS



Katherine Baker is a doctoral student in the Curriculum and Instruction program at the University of North Carolina at Chapel Hill. She is interested in mathematics education and utilizing student thinking to inform instruction. Currently, Katherine supervises preservice teachers in the Elementary Education department and supports math instruction in local school districts. She was previously a classroom teacher and a Math Lead Teacher for a total of eight years in the public school system. Katie received her B.A. from the University of Michigan-Ann Arbor in Elementary Education and her M.Ed. in Mathematics Education from the University of North Carolina at Chapel Hill.



Donna Christy is an associate professor of mathematics and holds a joint appointment in Educational Studies at Rhode Island College. She teaches both mathematics and mathematics education courses at the undergraduate and graduate levels and has taught mathematics in elementary through secondary school classrooms as well. Dr. Christy's areas of interest are connecting mathematics and literature, and developing courses and programs to deepen the mathematics content knowledge of mathematics specialists at the elementary through middle school levels.



Lindsay A. Eisenhut is a graduate student at Millersville University and is currently completing her post-baccalaureate certification in secondary mathematics and her Master of Education (M.Ed) in Mathematics. She is a recipient of the Robert Noyce Scholarship and the Distinguished Graduate Fellows Award for two consecutive academic years. Eisenhut is interested in alternative classroom practices of mathematics educators and investigated the in-class practices of flipped mathematics educators for her Master's thesis research.



Meghan Evelynne Harter is a doctoral student in the Cultural Studies and Literacies at the University of North Carolina at Chapel Hill. She is a recipient of the Native American Initiative Fellowship (2013-2014) and the Samuel M. Holton Graduate Fellowship in Foundations of Education (2014-Present). She received her M.A.T. in Special Education, Mild to Moderate Disorders and completed a graduate certificate in Academically or Intellectually Gifted (AIG) Education from Western Carolina University. She also received a B.A. in Psychology from Maryville College in Maryville, Tennessee. Prior to attending the University of North Carolina at Chapel Hill, Meghan gained professional teaching experience including three years teaching as an English Language Arts/Special Education teacher for North Carolina public schools. Meghan is currently in the dissertation phase of her degree program.



William McGuffey received a M.S. degree in Mathematics from Auburn University in 2014 and is currently a Ph.D. student in Mathematics Education at Teachers College, Columbia University. His primary research interest is undergraduate mathematics education, particularly the teaching and learning of Calculus. He gained experience in teaching at the undergraduate level as a graduate teaching assistant at Auburn University and is now an adjunct instructor at Guttman Community College, The City University of New York.



Eiki Satake is associate professor of mathematics and statistics at Emerson College, Boston, MA. He is the author of more than ten textbooks including *Statistical Methods and Reasoning for the Clinical Sciences*, *Research and Statistical Methods in Communication sciences and Disorders*, *Handbook of Statistical Methods: Single Subject Designs*. Dr. Satake has also published and presented numerous research articles concerning Bayesian Statistical Methods, Mathematics/Statistics Education, and cross-cultural validity studies about mathematics achievement and anxiety, in such journals as *Teaching Statistics*, *Journal of Statistics Education*, *Communication Research*, *The AMATYC Review*, and *Educational and Psychological Measurement*. Dr.Satake's current research interests include applications of the Bayesian statistical methods to the various fields of Communication, Probability Logic, and validity studies.



Rebecca Sparks is an associate professor of mathematics and the Director of the College Honors Program at Rhode Island Colleges. She teaches mathematics at Rhode Island College for students at the undergraduate and graduate level. Dr. Sparks has a passion for engaging her students mathematically no matter the level of course they are enrolled. Her areas of interest include mathematical modeling in a variety of disciplines.



Cynthia E. Taylor received her Ph.D. in Curriculum and Instruction with a specialty in Mathematics Education from the University of Missouri and currently is an assistant professor of mathematics at Millersville University of Pennsylvania. In addition to supervising student teachers, she teaches methods courses, content courses for elementary teachers, general education mathematics courses, and graduate courses in the Masters of Education in Mathematics program. Taylor's research interests include studying mathematics teacher educators (what they say and do in their classroom) and the purposes mathematics teachers have when designing lessons. Prior to joining Millersville, she was a high-school mathematics teacher for nearly 10 years.



Jamaal Young, Ph.D., focuses his attention on culturally responsive mathematics teaching, particularly the educational needs of African American children, multicultural STEM project based learning, preparation of pre-service mathematics teachers to work with diverse learners, literature synthesis, and meta-analysis methodology. His scholarship seeks to increase the number of underrepresented students in STEM career fields by leveraging technological pedagogical content knowledge (TPACK), culturally responsive pedagogies, and research synthesis methodologies to improve teaching and learning in STEM content areas. His earned doctorate from Texas A&M University is in Curriculum and Instruction with an emphasis in Mathematics education, and he is currently an assistant professor at the University of North Texas.



Jemimah Young is an assistant professor in the Department of Teacher Education and Administration at the University of North Texas. Her areas of expertise include Multicultural Education, Urban Education, Sociology of Education, and Social Studies Education. Her research interests include the investigation of alternative cultures in education, the socio-emotional development and resilience of non-traditional pre-service teachers, social justice, as well as culturally responsive education and the achievement of students of color. She holds a doctorate from Texas A&M University in Curriculum and instruction with an emphasis in Multicultural and Urban education.

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