ABOUT THE AUTHORS

Kelley Buchheister is an Assistant Professor in Early Childhood Education in the College of Education at the University of South Carolina where she specializes in Mathematics Education. Dr. Buchheister's goals are to enhance mathematics instruction by understanding the cultural contexts of learning in both teacher education programs and in the early grades (PreK – Grade 3). Her research focuses on prospective teachers' conceptions of equity in the teaching and learning of mathematics as well as Early Childhood students' interpretations of mathematical representations and the factors that impact these perceptions. Through this work, she explores the design of culturally responsive and appropriately challenging learning environments that provide all students with the greatest opportunity to learn.

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.

Ryan Grover is a Ph.D. candidate in Mathematics Education at the University of Colorado Boulder, where he received his M.A. in Mathematics. He has taught both mathematics and education courses at the undergraduate level for eight years, including multiple semesters of Calculus I (Math 1300), where he worked closely with Learning Assistants. His research interests include undergraduate mathematics education, assessment design, and K-16 teacher professional development.

Christa Jackson is an Assistant Professor in Mathematics Education in the School of Education at Iowa State University. Her research focuses on teachers' knowledge and conceptions of equity in the teaching and learning of mathematics. Within this knowledge base, she seeks to understand the instructional strategies and teaching practices mathematics teachers use that afford opportunities for students from diverse cultures, ethnicities, and socio-economic backgrounds to learn rigorous, challenging mathematics while simultaneously fostering productive mathematical identities. Dr. Jackson's work also centers on effective mathematics instruction at the elementary and middle levels, the preparation of prospective mathematics teachers, strategies to help students who struggle in mathematics, and prospective mathematics teachers' conceptions of equity.

Christopher C. Jett is an Assistant Professor in the Department of Mathematics at the University of West Georgia. His research agenda includes employing a critical race theoretical framework to mathematics education research, investigating the experiences of successful African American male students in undergraduate mathematics, and examining mathematics pedagogy through a culturally relevant lens. As a mathematics teacher educator, he works diligently to promote equitable mathematics learning opportunities for all students. His scholarship has been published in the Journal of Negro Education, Democracy & Education, and the Interdisciplinary Journal of Teaching and Learning, and he serves as associate and book review editor for the Journal of Urban Mathematics Education (JUME). His work for this project was supported by the UWise program which is funded by the Board of Regents of the University System of Georgia STEM Initiative II.

Richard Xu Keqiang qualified as an English Major and now works in the Basic Education Unit at South West University in Chongqing where he is currently pursuing doctoral studies in Curriculum and Instruction. In 2012-2013, Richard was a recipient of an award from the China Scholarship Council and spent one year as a visiting research scholar at The University of Melbourne.

John A. Kerrigan is a full time high school mathematics teacher of AP Calculus AB, geometry, and pre-calculus honors at Middletown High School North, NJ. Additionally, John is a part-time lecturer at Rutgers University, New Brunswick. He holds an Ed.M. in mathematics education from Rutgers University and an M.A. in Educational Leadership from New Jersey City University. His areas of interest include educational technology and hybrid learning and teaching, especially in calculus courses.

Jeremy Kilpatrick is Regents Professor of Mathematics Education at the University of Georgia. He has taught at European and Latin American universities, receiving four Fulbright awards. He holds an honorary doctorate from the University of Gothenburg and is a Fellow of the American Educational Research Association, a National Associate of the National Academy of Sciences, and a member of the National Academy of Education. He received a Lifetime Achievement Award from the National Council of Teachers of Mathematics and the 2007 Felix Klein Medal from the International Commission on Mathematical Instruction. His research interests include proficiency in mathematics teaching, curriculum change and its history, assessment, and the history of research in mathematics education.

Alice W. Seneres is a full-time mathematics instructor at Rutgers, The State University of New Jersey, and a Ph.D. candidate in Mathematics Education at Teachers College. Before going into mathematics education, she worked as a mechanical engineer for Hewlett Packard for several years. She has an M.S. in Biomedical Engineering from Rutgers University, and an M.S. and B.S. in Mechanical Engineering from Tufts University. Her areas of interest include educational technology and learner interactions in blended and flipped classrooms.

Marla A. Sole is an Assistant Professor of Mathematics at City University of New York, Guttman Community College. She earned her Ph.D. in Mathematics Education from New York University. Her research interests include persistence in the mathematics pipeline, gender diversity in the field of mathematics, statistics, quantitative literacy, and using real-world data to teach about social inequity. She has written statistics modules as part of a NSF grant, and is currently working on a co-authored book manuscript that examines factors that aide or impede the progress of women who have the aptitude, opportunity, and desire to study advanced mathematics and explores why their career trajectories might be different from men's.

Eric Stade is Professor of Mathematics and President's Teaching Scholar at the University of Colorado Boulder (CU-Boulder). He grew up in New York City, and received his BA, MA, and PhD in Mathematics from Columbia University. Dr. Stade is former chair of the CU-Boulder Department of Mathematics, and former director of the Libby Arts Residential Academic Program, a campus living-and-learning community with an academic focus on the visual and performing arts, and on creativity. Dr. Stade is also one of the founding Fellows of CU-Boulder's recently established Center for STEM Learning. For much of his career, Dr. Stade has been actively involved in the mathematical training of future K12 teachers. He frequently teaches and coordinates CU-Boulder's Math for Elementary Education course sequence, and regularly directs undergraduate Mathematics Learning Assistants. He is one of the original members of the Mathematics Teacher Education Partnership (MTE-P), a nationwide initiative whose goal is "To transform the preparation of secondary mathematics teachers."

Max Stephens is senior research fellow in the Graduate School of Education at The University of Melbourne. He is a visiting professor in mathematics education at several Chinese universities, including South West University in Chongqing and Tianjin Normal University. His major research interests are comparative studies in the school mathematics curriculum, teacher capacity and its relation to curriculum reform, assessment of student learning, and the development of students' algebraic thinking in the elementary and middle school years. He completed doctoral studies in the 1980s at the University of Wisconsin-Madison.

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 preparation of prospective mathematics teachers (instructional strategies and teaching practices). Prior to joining Millersville, she was a high-school mathematics teacher for nearly 10 years.

David C. Webb is Associate Professor of Mathematics Education at the University of Colorado Boulder and is the Executive Director of Freudenthal Institute US, an international research collaborative for mathematics education. His interests include teachers' formative assessment practices, curriculum development, and the design of professional development activities. Recent research projects have focused on resources and professional development that promote active learning in undergraduate mathematics and improved preparation for secondary mathematics teaching, as part of the Mathematics Teacher Education Partnership (www.aplu.org/mtep). He also currently conducts classroom-based research on the relationship between teacher practice and student motivation as part of the NSF-funded Scalable Game Design project (scalablegame design.cs.colorado.edu/). Dr. Webb was a middle and high school math and computer applications teacher in Southern California. He teaches courses for prospective middle and high school mathematics teachers, including courses that focus on assessment design and practice and the development of student centered instruction.

ACKNOWLEDGEMENT OF REVIEWERS

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