

Journal of Mathematics Education at Teachers College

Spring – Summer 2010
Inaugural Issue

A CENTURY OF LEADERSHIP IN
MATHEMATICS AND ITS TEACHING

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The *Journal of Mathematics Education at Teachers College* is a publication of the
Program in Mathematics and Education at Teachers College
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This issue's cover and those of future issues will honor past and current contributors to the Teachers College Program in Mathematics and Education. Photographs are drawn from the Teachers College archives and personal collections.

This issue honors NCTM 2010 Lifetime Achievement Medalist, Dr. Henry O. Pollak, who has completed 22 years as a member of the Program in Mathematics and Education at Teachers College. Dr. Pollak has contributed so much to the mathematical preparation of the Program's graduates and to the communities of mathematics and mathematics education professionals in the United States and throughout the world.

David Eugene Smith, also pictured on the front cover, was the founding professor of the Teachers College Program in Mathematics and Education. Like Dr. Pollak, Professor Smith was widely respected by both mathematicians and educators.

Aims and Scope

The *JMETC* is a re-creation of an earlier publication by the Teachers College Columbia University Program in Mathematics and Education. As a peer reviewed, semi-annual journal, it is intended to provide dissemination opportunities for writers of practice-based or research contributions to the general field of Mathematics Education. Each issue of the *JMETC* will focus upon an educational theme. Themes planned for the 2010-2011 issues are: *Teacher Education, International Education, Curriculum, Technology, and Equity*—all centered upon mathematics and its teaching. The *JMETC* will have a distinctive niche in the world of education publishing. Our readers are educators from pre K-12 and college and university levels, and from many different disciplines and job positions—teachers, principals, superintendents, professors of education, and other leaders in education.

Manuscript Submission

We seek conversational manuscripts (2500-3000 words in length) that are insightful and helpful to mathematics educators. Articles should contain fresh information, possibly research-based, that gives practical guidance readers can use to improve practice. Examples from classroom experience are encouraged. Articles must not have been accepted for publication elsewhere. All manuscripts may be submitted electronically at www.tc.edu/jmetc. This system will help keep the submission and review process as efficient as possible.

Abstract and keywords. All manuscripts must include an abstract with keywords. Abstracts describing the essence of the manuscript should not exceed 150 words. All inquiries should be sent to Ms. Krystle Hecker, P.O. Box 210, Teachers College Columbia University, 525 W. 120th St., New York, NY 10027.

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Journal of Mathematics Education at Teachers College

Call for Papers

The “theme” of the fall issue of the *Journal of Mathematics Education at Teachers College* will be *International Mathematics Education*. This “call for papers” is an invitation to mathematics education professionals, especially Teachers College students, alumni and friends, to submit articles of approximately 2500-3000 words describing research, experiments, projects, innovations, or practices related to international or comparative mathematics education. Articles should be submitted to www.tc.edu/jmetc by September 1, 2010. The fall issue’s guest editor, Dr. Juliana Connelly, will send contributed articles to editorial panels for “blind review.” Reviews will be completed by October 1, 2010, and final drafts of selected papers are to be submitted by November 1, 2010. Publication is expected in late November, 2010.

Call for Volunteers

This *Call for Volunteers* is an invitation to mathematics educators with experience in reading/writing professional papers to join the editorial/review panels for the Fall 2010 and subsequent issues of *JMETC*. Reviewers are expected to complete assigned reviews no later than 3 weeks from receipt of the blind manuscripts in order to expedite the publication process. Reviewers are responsible for editorial suggestions, fact and citation checking, and identification of similar works that may be helpful to contributors whose submissions seem appropriate for publication. Neither authors’ nor reviewers’ names and affiliations will be shared; however, editors’/reviewers’ comments may be sent to contributors of manuscripts to guide further submissions without identifying the editor/reviewer.

If you wish to be considered for review assignments, please request a *Reviewer Information Form* from Ms. Hecker. Return the completed form to Ms. Krystle Hecker at JMETS@tc.columbia.edu or Teachers College, Columbia University, 525 W 120th St., Box 210, New York, NY 10027.

Looking Ahead

Anticipated themes for future issues are:

Spring 2011	Curriculum
Fall 2011	Technology
Spring 2012	Equity
Fall 2012	Leadership
Spring 2013	Psychology

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Edward Ham is currently a Ph.D. candidate in Mathematics Education at Teachers College, Columbia University. His research interests lie in teacher education, but more specifically alternative certification programs and student teaching. Coming from Los Angeles, California, he received his Bachelor's in Applied Mathematics from the University of California, Berkeley and upon graduation taught mathematics at Los Angeles Senior High School for three years.



A graduate from the University of Texas at Austin, **Nicholas Wasserman** currently is a Ph.D. candidate at Teachers College, Columbia University and a High School Mathematics Teacher at Marymount School of New York. His primary research interests revolve around the fields of mathematics teacher education and international education, but he also enjoys teaching and developing mathematical understanding through algebraic reasoning and problem solving.



Theresa Gurl has been an Assistant Professor of Mathematics Education at Queens College, CUNY since September 2008. Prior to joining the Queens College faculty, she worked with preservice secondary mathematics teachers at Teachers College, Columbia University, taught mathematics and education courses at Brooklyn College and at Polytechnic University. Dr. Gurl holds permanent certification in secondary mathematics from both the City and State of New York, where she taught high school mathematics for eight years. She received a Ph.D. in mathematics education from Columbia University in 2009 and holds the M.S.T. from the University of New Hampshire.



ABOUT THE AUTHORS



As the coordinator of field activities in the Teachers College Program in Mathematics and Education, **Stuart Weinberg** is responsible for the training and supervision of student teachers in secondary mathematics. Dr. Weinberg joined the Program in Mathematics and Education after a career in public education that included serving as mathematics department chair at the prestigious Stuyvesant High School in New York City. As the field activities coordinator, Dr. Weinberg has conducted study tours for Teachers College students to Budapest, Prague, Southeast Asia, China, Japan, Korea, Nepal, and Tibet.



Deborah Rosenfeld is a doctoral student in Cognitive Studies in Education, working with Professor Herbert Ginsburg. Her research focuses on early childhood mathematics and the development of early childhood teachers' math teaching practices. Prior to coming to Teachers College, Deborah taught 1st, 4th, and 8th grade (algebra), wrote elementary mathematics curriculum, and led professional development for elementary mathematics teachers. Deborah completed her M.Ed. in Human Development at the Harvard Graduate School of Education and her A.B. in psychology at Harvard College.



A graduate of Rice University, **Patricia Jendraszek** earned a J.D. degree from the University of Houston where she was chief articles editor at the Houston Law Review. After working as an attorney for several years, she earned a Ph.D. from Teachers College at Columbia University. She currently teaches mathematics at Mercy College and volunteers in a network of attorneys to help prevent home foreclosures. Her research interests include probability education, use of history in mathematics education, and developing teaching strategies for previously unsuccessful college mathematics students.



Christian Stryker is a computer scientist specializing in interactive multimedia, software development, distance learning, and teacher education. He has over 30 years experience in computing and related fields. Working throughout the dawn of the "microcomputer revolution" at the seminal *Creative Computing Magazine*, he was an active participant in the development of numerous educational and recreational publishing projects and gained insights into the people, organizations, and products that have shaped the computing industry. His current interests include educational multimedia design and the improvement of teaching and learning through strategically selected educational technologies. He earned the Ed.D., M.S., and M.A. degrees at Teachers College, Columbia University after receiving his undergraduate education in computer science at Columbia College.