

# ABOUT THE AUTHORS



**Robert Q. Berry, III, Ph.D.** is President-Elect of the National Council of Teachers of Mathematics (NCTM) and is an Associate Professor of Mathematics Education at the University of Virginia in the Curry School of Education.

Dr. Berry teaches elementary and special education mathematics methods courses. His research focuses on equity issues in mathematics education, with a particular focus on Black boys. Additionally, he does research on mathematics teaching quality. Dr. Berry has published over 75 articles, book chapters, and proceedings. His articles have appeared in the *Journal for Research in Mathematics Education*, *Journal of Teacher Education*, *American Educational Research Journal*, *Mathematics Teaching in the Middle School*, *Teaching Children Mathematics*, and others. He was on the writing team for NCTM's landmark publication *Principles to Actions: Ensuring Mathematical Success for All* (2014). Berry served on the NCTM Board of Directors from 2011-2014 and was recipient of NCTM's Linking Research to Practice Publication Award for volume years 2010 and 2014.



**Jeffrey Johnson** earned his Ph.D. in Curriculum and Instruction – Mathematics Education from Arizona State University, and his Masters in Mathematics Education from Teachers College, Columbia University. His research interests

include teacher preparation, student teaching, and development of pedagogical content knowledge. He is currently serving as a secondary school teacher and college adjunct instructor of mathematics.



**Will 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 (and teaching)

interests are in undergraduate mathematics education, including making advanced mathematics concepts accessible to students at all levels. He is currently an adjunct instructor at Guttman Community College.



**Holly H. Pinter, Ph.D.** is an Assistant Professor of Elementary and Middle Grades Education at Western Carolina University. Dr. Pinter has five years of teaching experience at the middle level (7th and 8th grades), and her expertise

lies in the implementation of standards-based mathematics teaching practices. She received her Ph.D. from the University of Virginia in Mathematics Education. Dr. Pinter's research interests include preservice education, professional development for practicing teachers, and the quality of mathematics instruction in K-12 settings.



**Temple A. Walkowiak, Ph.D.** is an Assistant Professor of Mathematics Education at North Carolina State University. Dr. Walkowiak teaches undergraduate and graduate courses focused on the teaching and learning of mathematics

at the elementary level. Her research focuses on the measurement of mathematics instructional quality in elementary classrooms. Additionally, she studies the development of elementary teachers in mathematics and the impact of teacher education on their instructional practices and knowledge. Dr. Walkowiak's work has been published in journals such as *Educational Studies in Mathematics*, *Journal of Mathematical Behavior*, and *Teaching Children Mathematics*. She is currently the President-Elect of the North Carolina chapter of the Association of Mathematics Teacher Educators (AMTE-NC), was a member of the 2011 cohort of STaR Fellows, and received the Linking Research to Practice Publication Award from the National Council of Teachers of Mathematics (NCTM) for volume year 2010.

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