ABOUT THE AUTHORS

Courtney K. Baker is an Assistant Professor of Mathematics Education Leadership at George Mason University. Her research interests include developing effective mathematics specialists and leaders that influence teaching and learning.

Kate Belin is a math teacher at Fannie Lou Hamer Freedom High School in the Bronx, with a B.A. in Mathematics and a Master of Arts in Teaching degree from Bard College. Kate is a Math for America Master Teacher Fellow and is interested in finding ways for everyone who thinks they are "bad at math" to fall in love with the subject and see themselves as mathematicians.

Camden Bock is a doctoral candidate in STEM Education with an emphasis in mathematics education at The University of Maine. His research explores the affordances of mathematical representations, conceptions, and learners' argumentation.

Anisha Clarke is a doctoral candidate in Mathematics Education at Teachers College, Columbia University. She has over ten years of experience teaching undergraduate mathematics at Queens College, City University of New York. Her research interests involve using qualitative methodologies to explore the teaching experiences of undergraduate mathematics instructors and the learning experiences of their students.

Brian Darrow, Jr. is a high school mathematics teacher and a doctoral candidate in mathematics education at Teachers College, Columbia University. He recently served as Guest Editor for the *Journal of Mathematics Education at Teachers College* for the tenth and eleventh anniversary issues. Mr. Darrow is a career educator who has formerly held research and teaching positions at several academic institutions. His current research interests include combinatorial design theory, mathematical problem solving, and inhibitory control.

Justin Dimmel is an assistant professor of mathematics education and instructional technology at the University of Maine. Dimmel completed both an MS in mathematics (2013) and a Ph.D. in mathematics education (2015) at the University of Michigan. Prior to pursuing his graduate degrees, Dimmel worked for five years as a mathematics educator and school administrator at independent, adventure-based boarding schools in Massachusetts (The Shackleton School) and the Bahamas (The Island School), where he gained experience with place-based education. At the University of Maine, Dimmel leads the immersive mathematics in rendered environments (IMRE) laboratory. His recent work investigates student interactions with diagrams that are inscribed in immersive spaces.

Courtney Ferrell is a math teacher at Bronx Theatre High School in New York City, with Mathematics Education degrees from Marist College and Teachers College at Columbia and a School Building Leadership certificate from Hunter College. She is a Math for America Master Teacher Fellow. Her teaching interests include integrating kinesthetic, visual, design, theatrical, and real-world applications into the math classroom

Toya Jones Frank is an Associate Professor of Mathematics Education Leadership and Secondary Education at George Mason University. Her research focuses on STEM teacher diversity and access to advanced mathematics for historically marginalized communities.

Terrie M. Galanti is an Assistant Professor of Secondary Mathematics and STEM Integration/Computational Thinking at the University of North Florida. Her research focuses on hyper-acceleration of Algebra I and opportunities for mathematical reasoning and sense-making with computational thinking.

Christopher Hanusa is a Professor of Mathematics at Queens College of the City University of New York. His mathematical research is in algebraic and enumerative combinatorics with over 25 peer-reviewed publications. He is also an internationally exhibited mathematical artist and an entrepreneur who started Hanusa Design, a 3D printed mathematical jewelry company.

Estefania Hereira is in her eighth year of teaching Mathematics to eleventh and twelfth-grade Multilingual Learners at the Flushing International High School. She currently co-teaches and co-designs a STEAM curriculum that focuses on the intersections of computer science, art/design, and mathematics through a social justice lens. She is also a Master Teacher Fellow with Math for America, where she has co-facilitated workshops on racial equity and on addressing social issues in the math classroom

Kara Imm is an Adjunct Assistant Professor at Hunter College (CUNY), where she supports elementary education teacher candidates. She also designs and leads professional development for K-12 STEM teachers focused on mathematical community building, inclusive design, and discourse and thinking routines. Through her research, Dr. Imm explores the role of design thinking in teachers' work with marginalized students and the intersection of mathematical modeling, identity development, and culturally relevant pedagogy.

Peter Liljedahl is a Professor of Mathematics Education in the Faculty of Education. He is the former president of the International Group for the Psychology of Mathematics Education (PME), the current president of the Canadian Mathematics Education Study Group (CMESG), senior editor for the International Journal of Science and Mathematics Education (IJSME), on the editorial boards of ESM, JMTE, MERJ, MTL, CJSMTE, and a member of the NCTM Research Committee. Peter is a former high school mathematics teacher who has kept his research interest and activities close to the classroom. He consults regularly with teachers, schools, school districts, and ministries of education on issues of teaching and learning, problem solving, assessment, and numeracy.

Michelle Longhitano is a mathematics teacher and instructional coach at a diverse suburban high school in Westchester County, NY. There, she teaches a range of mathematics courses and runs professional development workshops that promote active and collaborative learning, with an emphasis on inclusive education and social-emotional learning. Michelle is a doctoral student in Mathematics Education at Teachers College, Columbia University. Currently, she is working on her dissertation research, where the focus is on using lesson study to develop an algebra lab model with high school teachers.

Nasriah Morrison is a doctoral student in Mathematics Education at Teachers College, Columbia University, as well as a Math for America Master Teacher Fellow. She has taught middle and high school mathematics in the New York City Department of Education for the past decade. Her research interests include the development of positive mathematics identities among historically underrepresented students in STEM.

Bryan Nevarez is both an adjunct lecturer at Queens College, City University of New York and a mathematics instructor at Think & Write, a private education center for grades K-12. He is a Queens College alum and earned his M.S. in Applied & Interdisciplinary Mathematics from the University of Michigan-Ann Arbor. He also serves on the Editorial Board for the AMC 8. His interests include the drafting of problems for mathematics competitions, the integration of technology in mathematics instruction and the impact of mathematical training upon student performance.

Eric Pandiscio is an Associate Professor of Mathematics Education at the University of Maine, where he teaches content and methods courses for current and prospective K-12 teachers. He has been part of numerous professional development projects and institutes, focusing on innovative curriculum, pedagogy, and connections to state standards. He holds a Bachelor's degree from Brown University, a Master's and Ph.D. from The University of Texas at Austin. His research interests include the acquisition of proportional reasoning skills, diagrammatic thinking in geometry, connections between geometry and algebra, and most recently, continuous representations of multiplication.

Sian Zelbo teaches middle and high school mathematics at the Brearley School in New York City. She is also an adjunct faculty member at Stern College for Women, Yeshiva University, in Manhattan, where she teaches mathematics education. Dr. Zelbo received a J.D. from the University of Texas School of Law and an M.A. / Ph.D. in Mathematics Education from Teachers College, Columbia University. Dr. Zelbo's research interests include the history of American mathematics education and the history of recreational mathematics.

ACKNOWLEDGEMENT OF REVIEWERS

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Teachers College, Columbia University

Yixiong Chen
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Brian Darrow, Jr.
Teachers College, Columbia University

Patrick Galarza
Workshop Middle School

Patricia Jendraszek
Teachers College, Columbia University

Will McGuffey
Francis Marion University

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Holy Names University

Elcilia Taveras
Teachers College, Columbia University

Anne Uglum
Teachers College, Columbia University

Sian Zelbo
The Brearley School