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ABOUT THE AUTHORS

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Matthew R. Larson is the K–12 Curriculum Specialist for Mathematics for the Lincoln Public Schools in Nebraska. A past member of NCTM’s Board of Directors, Larson was also a member of NCTM’s Research Committee and Task Force on Linking Research and Practice. He is the co-author of major K–8 mathematics programs as well as numerous professional books and articles. He has taught mathematics at the secondary and college levels and held an honorary appointment as a visiting associate professor at Teachers College. He has a particular interest in the application of research to problems of practice. He earned his Ph.D. at the University of Nebraska-Lincoln.
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**Wendy M. Smith** is a research assistant professor at the University of Nebraska-Lincoln in the Center for Science, Mathematics and Computer Education, where she serves as the research coordinator for NebraskaMATH, and co-PI for several other grants focused on K–12 mathematics teaching and learning. As a mathematics educator, Smith is a former middle school teacher for the Lincoln Public Schools, and now teaches curriculum, equity, and research courses for preservice and in-service mathematics teachers. Smith’s research interests include teacher change, teacher leadership, school district-university partnerships, and new teacher induction.

**Joel Cunningham** received his Ph.D. in commutative ring theory under David K. Harrison at the University of Oregon. He was a mathematics faculty member at the University of Kentucky and held faculty and administrative posts at the University of Tennessee at Chattanooga, Susquehanna University, and Sewanee: The University of the South, including serving as Susquehanna’s president for 16 years and Sewanee’s vice-chancellor for 10. In 2010 he retired from administrative work and is enjoying being a full-time professor of mathematics at Sewanee. In 2010–2011 he was a visiting professor in the Columbia Teachers College Mathematics Program and is slated to be there again for a 2013 summer-session course.

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**Kurt Kreith** is Professor Emeritus of Mathematics at University of California, Davis. Prior to retirement he was active in a Master of Arts in Teaching (MAT) degree program offered jointly with the School of Education and helped create a Davis site of the California State Summer School for Mathematics and Science. He is co-author of *Iterative Algebra and Dynamic Modeling* (Springer-Verlag, 1999) and *Teaching Mathematics Using Technology* (McDougal Littell, 2002), addressing the role of computer technology in secondary school mathematics. His current interests include the role that school mathematics can play in helping students understand the world they are soon to inherit.
ABOUT THE AUTHORS

Al Mendle has been a Lecturer at University of California, Davis since 1993. Working in the School of Education, he has taught Mathematics Methods and Educational Technology. He has contributed to books for College Preparatory Mathematics and Activity Resources Publishing as well as the 2013 publication, Academic Language in Second Language Learning. Having 25 years of teaching experience at the elementary and secondary levels in public schools, he has also served as Director of the University of California at Davis Mathematics Project. His presentations have included speaking engagements at the annual conferences for the National Council of Teachers of Mathematics, the California Mathematics Council, and the American Educational Research Association.

Jessica Pfeil taught high school mathematics for seven years before becoming an Assistant Professor of Mathematics at Sacred Heart University. She received her Ph.D. in Mathematics Education from Teachers College, Columbia University. She is currently teaching mathematics and focusing on educational research. Her research interests include professional collaborations in mathematics education, recursive thinking and student understanding of recursion, assessment development and validation, and alternative teaching styles for remedial students.

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Jan A. Yow is an assistant professor of secondary mathematics education at the University of South Carolina. A former high school mathematics teacher and current National Board Certified Teacher, she teaches mathematics methods courses as well as courses in teacher leadership. Her research focuses on mathematics teachers who lead from within the classroom with the ultimate goal of strong mathematics teaching and learning for all students. She received her B.S. at Meredith College, Ed.M. from Harvard University, and Ph.D. from the University of North Carolina, Chapel Hill. She is the recipient of the 2012 College of Education Early Career Research Award at the University of South Carolina.

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Maryann Ferrara is the current Mathematics Department Chairperson at Stuyvesant High School. In that capacity, she has been an advocate for mathematically promising students and has worked with colleagues in developing a community of professionals to provide students with a rich experience in mathematics. She has been active in promoting problem solving as a central activity in the high school mathematics curriculum and in extracurricular activities. She completed her undergraduate and graduate studies at Hunter College in New York City.

Peter Garrity is a visiting professor at Teachers College Columbia University where he teaches Theories of Knowing and Learning Mathematics as well as elementary and secondary mathematics methods courses. He received his Ed.D. from Teachers College in 1979 under the supervision of Professors Bruce Vogeli and Jeremy Kilpatrick. Dr. Garrity served as an adjunct professor at the Columbia Graduate School of Business from 1976–2002. He is a consultant to a number of school districts on Long Island and New York City. His research focuses on integrating instructional strategies that align with the Common Core that bring all students to college and career readiness.

Christopher J. Huson teaches algebra and geometry at the Bronx Early College Academy in the south Bronx, New York. He has a B.S. from the Massachusetts Institute of Technology and a M.S. from Teachers College, Columbia University, where he is currently pursuing a Ph.D. in Mathematics Education. His interests include technology in education, mathematically gifted students, and educational reform. He had a 25 year career as a financial engineer with various Wall Street banks prior to becoming a teacher. He served as treasurer and board member of the Rudolf Steiner School in New York City, and he founded the New Amsterdam Early Childhood Center, a Waldorf preschool, also in New York City.

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