

Workshop Participants China



Xue Bai graduated from Capital National University and worked as a teacher in Beijing No.101 High School for 10 years. In 2003, Mr. Bai went to Haidian Teachers Training College and began to work as a teaching researcher.

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Jiansheng Bao is a professor of mathematics education at the Department of Mathematics at East China Normal University (ECNU), China. He was a high school mathematics teacher for about 6 years and earned his PhD in mathematics education at East China Normal University. His research interests include mathematics teacher education, psychology in mathematics education and international comparison in mathematics education. He was an IPC member at ICME-11 in Mexico. Contact: jsbao@math.ecnu.edu.cn



Hua Huang is a senior teacher with rich experience of twenty two years in mathematics teaching. Currently, he is a teaching researcher at the Teaching Research Section of Shanghai Municipal Education Commission. His responsibility is guiding mathematics teaching and mathematics teachers' professional development in the city. He is also an author of a set of school mathematics textbooks for junior high schools in Shanghai. His main research interests are school mathematics teaching and curriculum. He is also the deputy secretary of Shanghai Mathematical Society and the secretary of Shanghai Association of School Mathematics Teaching. Contact: huangh234@126.com



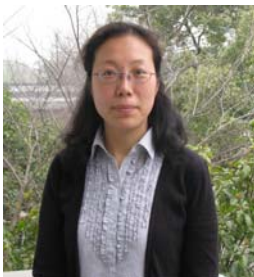
Shiqi Li is a professor of mathematics education at the Department of Mathematics and the Deputy Director of the Research Institute of Mathematics Education at East China Normal University (ECNU). His research areas are mathematics learning, teaching and teacher education. He is one of the editors of the book *How Chinese Learn Mathematics*. Prof. Li is very active in both the international and domestic mathematics education community having served as president of the China Association of Mathematics Education Research of Teacher Education Institutions and as a panel member of the plenary session 2 of ICME 11. He is currently a member of the International Program Committee for ICME 12. Contact: sqli@math.ecnu.edu.cn



Jianxin Qi is a “Te Ji Jiao Shi” and director of Suzhou Research Institute of Education Science. He has worked in several schools for more than twenty years. Mr. Qi is the recipient of numerous awards of excellence from the government of China including the National Excellent Teacher Award in 1993, the Excellent Young Teacher in Jiangsu Province in 1995 and first class Su Buqing Mathematics Education Award. He has published more than 100 research papers. Contact: qiping860@sohu.com



Jianming Wang is a professor of mathematics education and chair of the Department of Mathematics at Beijing Institute of Education. He also serves as Vice Board- Chairman of the Beijing Mathematics Academy. His research interests include mathematics teacher education, philosophy and culture of mathematics education. Prof. Wang was one of the designers of the National Standards of High School mathematics of China and one of the chief writers of the textbook based on the National Standards. He has also been responsible for designing test papers for the National College Examination and training materials for teachers’ training programs for all kinds of mathematics teachers. Contact: jmingwang@163.com



Fang Wei received her BS degree in mathematics education in Soochow University. She has been teaching students aged 13–18 for 14 years and is a master mathematics teacher at Suzhou High School, Jiangsu Province. Ms. Wei has been trained as a mathematics bilingual teacher and currently works at Suzhou High School ‘A’ Level Centre. Contact: weifang_cn@hotmail.com



Guoguang Zeng graduated from Beijing Normal University with a major in mathematics in 1993. He then served as a mathematics teacher in Kongjiang High School in Shanghai for four years. He went on to East China Normal University, and earned an M.S degree in mathematics education in 2000. Mr. Zeng is currently a senior mathematics teacher and director of the division of teaching, having previously served as head of the Department of Mathematics at the school. Contact: zengguoguang@online.sh.cn



Hongyan Zhao received her BS degree in mathematics education at Hebei Normal University and an MS degree in Capital Normal University. She is now a senior teacher at the middle school attached to Tsinghua University, which is among the best middle schools in China. Ms. Zhao has been a math tutor in middle school for 18 years and is now a master teacher in the field of mathematics in Beijing.

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Workshop Participants

U.S.



Shuhua An, a native of China, is an Associate Professor, and a Director of Graduate Program in Mathematics Education at the College of Education, California State University, Long Beach. She has had teaching experience in mathematics and mathematics education at various levels for 24 years in both China and the U.S. Dr. An is the author of the book entitled, “The Middle Path in Math Instruction - Solutions for Improving Math Education.” Dr. An is a member of the editorial board of the Journal of Mathematics Education and an Associate Editor of the Journal of the School of Science and Mathematics. Contact: san@csulb.edu



Joann Barnett has been teaching middle school mathematics for 27 years. She has worked with various mathematical committees at the local, state, and national level and is presently serving on the Program Committee for the 2011 NCTM Annual Meeting. She was the recipient of the 2003 Presidential Award for Excellence in Mathematics Teaching. She has been a Master Consultant with Missouri Math Academies for many years and is currently a Co-PI for a Math and Science Partnership (MSP) federal grant. Joann enjoys working with Pre-Service teachers in her classroom and she is looking forward to collaborating with teachers back in her own district to make her 28th year of teaching mathematics the best ever for her students. Contact: joannbarnett@mail.ozark.k12.mo.us



Jennifer Bay-Williams is the immediate past-president of the Association of Mathematics Teacher Educators (AMTE). She is associate professor and assistant chair in the Department of Teaching and Learning at University of Louisville. In addition to her presidency, Dr. Bay-Williams has served AMTE in various leadership roles, including secretary, editorial panel for the monograph, chair of ACHIEVE Review Task Force, and other committees. She has been a leader in NCTM, including writing and editing departments for *Mathematics Teaching in the Middle School*. Dr. Bay Williams has published many articles, books, and book chapters focused on teachers in the process of change, implementation of curriculum, and equity considerations in mathematics teaching and learning. Prior to working at the University, She has taught middle school and high school in Missouri and Peru. Dr. Bay-Williams received her Ph.D. degree at the University of Missouri-Columbia. Contact: jmbayw01@louisville.edu



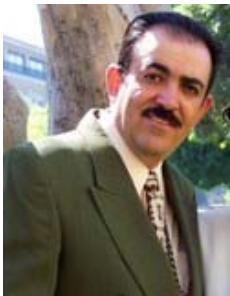
Cindy Bryant served as mathematics teacher for 25 years in Missouri. She is the Past President of the Missouri Council of Teachers of Mathematics, a past member of the National Council of Teachers of Mathematics (NCTM) Board of Directors, and a recipient of the 1996 Presidential Award for Excellence in Mathematics Teaching. In addition, she served a three-year term on the American Statistical Association and National Council of Teachers of Mathematics Joint Committee. Ms. Bryant is a member of the Program Committee for the 2010 NCTM Annual Meeting and has been appointed to serve as the Program Chair for the 2011 NCTM Annual Meeting. She has been a master consultant for numerous Missouri Math Academies and currently serves as the mathematics curriculum consultant for the Missouri Department of Elementary and Secondary Education. Contact: Cindy.Bryant@dese.mo.gov



Peg Cagle currently teaches eighth grade honors algebra, honors geometry, and French at Lawrence Gifted/Highly Gifted Magnet in the Los Angeles Unified School District. Originally an architect by training, she became an educator after coming to California and learning there was a critical shortage of math teachers. She has been teaching since 1993. Her credentials include a B.S. degree in architecture from Carnegie Mellon University and an M.S degree in mathematics education from California State University Northridge in 2004. She is National Board Certified in Early Adolescent Mathematics. Ms. Cagle's honors include the Los Angeles City Teachers of Mathematics Association Excellence in the Classroom Award (2003); the Raytheon Math Hero Award (2006); LAUSD Teacher of the Year (2008); the USA Today All-USA Teacher Team (2007); and the Presidential Award for Excellence in Math & Science Teaching. She has been a member of Cal TAC since 2009. Contact: peg@cagle.com



Xiaoqing Chen is a doctoral candidate with the Department of Education at University of California, Irvine. Before she came to the U.S., she was an English lecturer for eight years at Xi'an Foreign Languages University, where she earned her B.A. in English Language and Literature, and M.A. in Translation Studies (Chinese to English/English to Chinese). Ms. Chen has translated at various international conferences while in China. She received a five-month training in simultaneous interpretation at the European Union in Brussels in 2001. Her current research area is the development of private institutions of higher education in China. Contact: xiaoqinc@uci.edu



Javier Gonzalez is a mathematics teacher and department chair at Pioneer High School in Whittier, California. He is the creator of the Pioneer Math Academy, a six-week summer math program that serves over 700 students each year. In addition, he is the adviser to the Pioneer Leo Club, a program affiliated with the Lions Club that provides young people with opportunities for community service. His awards and honors include the 1996 State Teacher of the Year, the Presidential Award for Excellence in Mathematics and Science Education, and the Milken Family Foundation award. He is an original member of the National Academies Teacher Advisory Council and now serves as a member of the NRC's Mathematical Sciences Education Board and the California Teacher Advisory Council. He has an M.A. in administrative leadership from Point Loma Nazarene College in San Diego. Contact: javiglez@aol.com



Xue Han, PhD, is an assistant professor in the Department of Teacher Education at the University of New Mexico. Her research focuses on elementary mathematics education and teacher professional development. She received her PhD in Curriculum, Teaching, and Educational Policy from Michigan State University. Contact: xuehan6@gmail.com



José A. Jarquin has been the Title I Coordinator at Charles R. Drew Middle School for the last two years. In May 2002, he graduated from California State University, Dominguez Hills and began teaching at Drew MS as a sixth grade math/science teacher. Mr. Jarquin's long term goal is to open a school in his hometown in Oaxaca, Mexico. Contact: jai7955@lausd.net



Xuhui Li is an assistant professor in the Department of Mathematics and Statistics at California State University, Long Beach. He received his M.S degree in mathematics from East China Normal University and his Ph.D. in mathematics education from the University of Texas at Austin. Since 1992 he has engaged in secondary school mathematics teacher preparation and professional development activities as well as related research projects in Shanghai, Texas, Michigan, and California. His current research focuses on secondary school mathematics teachers' implementations of algebra curriculum materials, and how the teachers' mathematical knowledge and beliefs affect their instructional practices. Contact: xli2@csulb.edu



Yeping Li is currently associate professor of mathematics education at Texas A&M University. He is interested in examining issues related to mathematics curriculum and teacher education in various education systems and understanding how factors related to mathematics curriculum and teachers may come together in shaping effective classroom instruction that is valued in different cultures. His work has been published extensively in many journals internationally. He has been serving as an Associate Editor for the Journal of School Science and Mathematics, and a guest editor for other journals including the International Journal of Educational Research and ZDM-The International Journal on Mathematics Education. Contact: sqli@math.ecnu.edu.cn



Edward Liu is assistant professor of educational administration at Rutgers University, where he studies teacher hiring and retention, schools as organizations, leadership, and education policy. He has research affiliations with MetroMath: The Center for Mathematics in America's Cities, as well as the Project on the Next Generation of Teachers at Harvard University. Dr. Liu is co-author of *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools* (published by Jossey-Bass) and has been published in numerous scholarly journals. Before entering academia, he was a high school teacher as well as director of a nonprofit educational enrichment program for low income middle school students. Contact: ed.liu@rutgers.edu



Liping Ma is currently an independent scholar in the field of math education. Ma was senior scholar at the Carnegie Foundation for Advancement of Teaching during 2002-2008. She also served as a member of the National Mathematics Advisory Panel during 2005-2008. Contact: maliping51@gmail.com



Mari Muri currently serves as a Senior Mathematics Consultant for the Project to Increase Mastery of Mathematics and Science at Wesleyan University in CT. Prior to her retirement, she was a Mathematics Consultant at CT State Department of Education for 15 years. She taught at the elementary level, grades 1, 4, and 5, and at the university level preparing elementary teachers. She served on the NCTM Board of Directors, on the writing team for the NCTM Assessment Standards, as president of the Association of State Supervisors of Mathematics, and on the Mathematical Sciences Education Board. Contact: mmuri@wesleyan.edu



Susan Nickerson is a faculty member of San Diego State University's Department of Mathematics and Statistics. Her research interest is in long-term professional development of elementary and middle school teachers. In particular, her focus is on describing, analyzing, and understanding effective contexts that promote teacher learning. Contact: snickers@sunstroke.sdsu.edu



Steve Olson is the author of *Mapping Human History: Genes, Race, and Our Common Origins* (Boston: Houghton Mifflin), which was one of five finalists for the 2002 nonfiction National Book Award and received the Science-in-Society Award from the National Association of Science Writers. His most recent book, *Count Down: Six Kids Vie for Glory at the World's Toughest Math Competition* (Boston: Houghton Mifflin), was named a best science book of the year by Discover magazine. He has been a consultant writer for the National Academy of Sciences and

National Research Council, the Howard Hughes Medical Institute, the National Institutes of Health, the Institute for Genomic Research, and many other organizations. He is the author of articles in the Atlantic Monthly, Science, Smithsonian, the Washington Post, the HHMI Bulletin, Scientific American, Wired, the Yale Alumni Magazine, the Washingtonian, Slate, Teacher, Astronomy, Science 82-86, and other magazines. From 1989 through 1992 he served as Special Assistant for Communications in the White House Office of Science and Technology Policy. He earned a bachelor's degree in physics from Yale University in 1978.

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Mary Santilli is presently the Program Leader for Elementary Mathematics in Trumbull, CT. Prior to teaching in Trumbull, Mary worked as a primary teacher in Fairfield and Bridgeport, CT. Mary is the co-founder of the Connecticut Investigations Consortium and has served on the executive board for the Associated Teachers of Mathematics in Connecticut (ATOMIC). Mary has received the Presidential Award for Elementary

Mathematics Teaching, and is a Christa McAuliffe Awardee. Mary is also a PIMMS Fellow (Project to Increase Mastery of Mathematics and Science) from Wesleyan University.

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Joshua A. Taton is a second-year Ph.D. candidate at PennGSE in Teaching, Learning, and Curriculum. In recent years, he has presented at several NCTM conferences on using technology in elementary and middle school laboratories and has written curriculum materials for a provider of e-Learning solutions in K-12 education. Prior to enrolling at the University of Pennsylvania, Mr. Taton taught middle and high-school mathematics, while also coaching basketball, track, and serving on technology-related committees. Following his undergraduate program, he was an actuarial

consultant in Philadelphia for a number of years. While at PennGSE, he plans to explore issues related to teacher preparation—particularly, questions related to teacher preparation and technology, and uses of applied mathematics in teacher preparation. Mr. Taton holds a B.A. in mathematics from Yale University. Contact: joshuataton@joshuataton.com



Maria Teresa Tatto is an associate professor at the College of Education in Michigan State University where she has taught since 1987. Her research is characterized by the use of an international-comparative framework to study educational reform and educational policy and their impact on schooling-- particularly the role of teachers, teaching, and learning - within varied organizational, economic, political, and social contexts. Dr. Tatto's other research interests include the influence of early childhood education on improved knowledge levels for the rural poor, the role of values education on citizenship formation, and the development of effective policies to support the education of children of migrant workers in the USA. Her work combines the use of quantitative and qualitative approaches and methods and provides a unique perspective on the study of these complex issues. She has taught in Mexico, France and the USA, and has served as a consultant to the World Bank for the governments of Mexico, Colombia, Peru, and the Dominican Republic. Contact: mttatto@msu.edu



Belinda Thompson is a National Board Certified Teacher with nine years of experience teaching mathematics in grades 5-9 in public and private schools in rural and suburban settings. She has also worked as a New Teacher Coach and teacher workgroup consultant in urban settings. She was a professional development designer and facilitator for two IES funded research projects. Most recently she worked on two IES funded research projects on teaching quality. She is currently a doctoral student at the University of California-Los Angeles in the Graduate School of Education and Information Sciences. Contact: Belinda.j.thompson@gmail.com

USNCMI Planning Committee



Roger Howe earned his Ph.D. in mathematics from the University of California at Berkeley in 1969, and has been a professor of mathematics at Yale University since 1974. He has devoted substantial energy to issues of mathematics education, including serving on committees which have produced major reports on US mathematics education over the past decade. He is particularly interested in adapting the insights of other countries to improve mathematics education in the United States. Contact: howe@math.yale.edu



Myong-Hi (Nina) Kim is currently an associate professor of mathematics at State University of New York (SUNY), Old Westbury. Her area of research is computational mathematics with focus on developing and analyzing numerical algorithms. Currently, she is working on a path following method restricted to proper polynomial systems. Dr. Kim has also been involved in research in mathematics education with emphasis on teacher quality, student learning, and assessment from kindergarten through grade 16. Some of her recent work has been in the field of quasi-experimental methods in education and causal analysis. Currently, Dr. Kim is working on the effect of computerized college mathematics at the proficiency level and has taken an instrumental role in improving the undergraduate program on mathematics teacher education at SUNY, Old Westbury. In addition, she was instrumental in the creation of a master's program for teacher preparation and enhancement, aimed at producing strong teachers. Dr. Kim earned her Ph.D. in mathematics at the City University of New York in 1986. Contact: kimm@oldwestbury.edu



Ann Lawrence has spent most of her mathematics teaching career in middle school although she has taught in both elementary and high school as well. Outside her classroom, she has worked as a math coach and in curriculum development at the school and district levels across the country. Ann has been an active member of the *National Council of Teachers of Mathematics*, including writing and reviewing articles and serving as a member and Chair of the panel for the *Mathematics Teaching in the Middle School* journal. She has made numerous presentations at local, regional and national NCTM conferences. Ann has also been a participant and author in the DIMAX Leadership Program in Discrete Mathematics, an instructor and member of the MSM writing team for T^3 (Teachers Teaching with Technology), an instructor and author for Key Curriculum Press, and an author and current instructor for the *Math Solutions I* and *Teaching Algebraic Thinking* courses with the Marilyn Burns Education Association. Contact: AnnLTeach@aol.com



Janine Remillard is an associate professor of mathematics education and chair of the Foundations and Practices of Education Division of the Graduate School of Education at the University of Pennsylvania. Her research interests include: mathematics teacher learning and change in urban classrooms, teachers' interactions with and use of mathematics curriculum materials, and the assumptions about the practice of teaching underlying curriculum development and implementation approaches. Currently, Dr. Remillard is involved in several NSF-funded research projects and is co-P.I. of MetroMath, an NSF-funded Center for Learning and Teaching devoted to improving mathematics teaching and learning in urban communities. She is co-editor of the volume, *Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction* and is initiating a new study of elementary teacher capacity to use mathematics curriculum materials. Contact: janiner@gse.upenn.edu



Joseph G. Rosenstein has been a professor of mathematics at Rutgers University in New Brunswick, New Jersey, for the past 40 years and has focused on primary and secondary education for the past 20 years. He is the author of books and articles discussing discrete mathematics in the schools, and directs many professional development activities for primary and secondary teachers of mathematics. He has also served for the past 18 years as director of the New Jersey Mathematics and Science Education Coalition, and has played key roles in developing New Jersey's mathematics standards. He is presently vice-chair of the US National Commission on Mathematics Instruction. Contact: joer@dimacs.rutgers.edu



Rick Scott, chair of the US National Commission on Mathematics Instruction is the director of P-20 Policy and Programs at the New Mexico Higher Education Department. He retired in 2006 from New Mexico State University where he had worked as a professor of bilingual mathematics education in the College of Education to organize a new Math and Science Bureau in the New Mexico Public Education Department. He received a B.S. degree in mathematics from Stanford University, an M.S. in Education from Cal State University, Chico and a Ph.D. in mathematics education from Teachers College, Columbia University. Contact: rick.scott@state.nm.us



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