

Meet the Authors

Samantha Allen is a graduate student pursuing a Master's degree in Mathematical Sciences at the University of Montana. She has experience as a middle school mathematics teacher in California.

KaCee Ballou is a middle school mathematics teacher at Meadow Hills Middle School, Missoula, Montana. She believes in innovating her teaching by introducing the history of mathematics to motivate middle school students to both appreciate mathematics and to expose them to sophisticated ideas.

"I am striving to gain insight and background knowledge in Algebra topics that will enrich my discussion and explanations in the classroom."

Jerry T. Baty with 30+ years of experience in K-12 and the businesses world has allowed time to renew expressions for mathematical instructional practices. Moving from the high school to college, he has experienced the journey toward becoming a master teacher. Whether he presents *'The Logic Box'*, *'Ethnography Portrait of Action upon Objects'*, *"Teaching to Learn: How we do that!"* and *'Alternatively, Cabri Geometry'*, Baty uses his classroom for modeling teaching with mathematics as a linguistic language. Named the Governor/Texas Senate and House Outstanding Mathematician for the Aerospace Academy/NASA 2002 and later accepting an appointment to the framework review committee for teacher certification (SBEC) for Texas in 2002, he continues his journey with *Albert Tell Me More!*

Sheila Bradley is a graduate student nearing the completion of a Masters degree in Interdisciplinary studies at the University of Montana. She has prior experience as a middle school teacher involved in implementing NSF-funded reform curricula in Missouri.

Seth Braver was born in Georgia, picked up a couple of academic degrees in California, taught for two years at a community college in Oregon, and is now working on his PhD in mathematics at the University of Montana. His current interests include hyperbolic geometry and its history (the subject of his forthcoming dissertation), Geoffrey Chaucer's poetry, the string quartets of Joseph Haydn, and keeping his pet Bassett hound, Bartleby happy. He maintains a relationship with the world of mathematics education, which he finds to be an interesting phenomenon in its own right.

Vickie Campbell is an experienced high school teacher at Hellgate High School in Missoula, Montana. She has maintained an active interest in mathematics curriculum reform and been an integral part of numerous NSF funded curriculum projects.

Catherine DeGrandpre is a graduate of the University of Montana. She is presently a high school mathematics teacher at Martha's Vineyard teaching mathematics courses for grades 9-11.

"I like to revisit Abstract Algebra and proofs to keep my skills sharp...so I can assist my students in making connections and facilitate their comprehension of algebra concepts. I'm hoping this will help me to be a better teacher of mathematics."

Eric (Rico) Gutstein, PhD, is an Associate Professor in the Curriculum and Instruction Department at the University of Illinois–Chicago. His research interests include mathematics education, teaching for social justice and critical literacy in an urban, multicultural context, and Chicago school policy. He has published numerous thought provoking articles in his listed areas of interest such as the one that provoked a commentary in this journal issue.

Johnny W. Lott, PhD, is past president of the National Council of Teachers of Mathematics and Professor of mathematical sciences at the University of Montana. He is an internationally known figure in mathematics education with over 35 years of experience in the field. He was one of the principal investigators of SIMMS (Systemic Initiative in Montana Mathematics and Science) one of the original five NSF funded mathematics curriculum reform projects in the 1990's.

Virginia A. H. McClendon (ABD) has 28+ years experience in K-12 classrooms and in leadership roles. These roles include observations and conducting research in mathematics instructional practices. Currently her candidacy and dissertation papers rank among the most outstanding in using new 'action upon objects' mathematical practices. As a presenter at national conventions she has shown her outspoken support on instructional practices while her background in speech pathology and special education gives her insights on the 'private language' of mathematics. A gift to mathematics teachers at all levels is her "standards of pedagogy' in today's classrooms.

Jane Micklus is an experienced public school teacher who combines her love of the arts (particularly music) with mathematics by presenting her students opportunities to integrate these two disciplines. She believes in a humanistic approach to education, one that allows for student creativity and is currently pursuing an advanced degree in mathematics.

Chip Reinhardt is a high school teacher at Stevensville High School located in the Bitterroot Mountains. He maintains an interest in non-Euclidean geometries.

Hillary van Spronsen is a doctoral student in mathematics education at the University of Montana. Her bachelors and masters degree are in mathematics from Grand Valley State, Michigan and the University of Montana respectively. She has previously published in the Pi Mu Epsilon journal.