CAROLINN HUFF-KBILL will be teaching the last part of the two-course math methods course for the second cohort of the recruited SITE Program. OTT 3-5, as well as continuing the recruitment efforts for the third cohort of OTT 2-3. She will also supervise three infant secondary staffs and two undergraduate research students, mainly middle-level math students.

BEATRIZ QUINTOS will welcome a new cohort to the Webster’s Middle Level Mathematics. She will continue to work on the design of the first Study Abridged course in Mexico with a focus on STEM-education and sustainability, as well as coirect and research to support elementary and middle school teachers of multilingual learners.

ANNA RYAN will continue working on the ‘Wiley School Science and Mathematics Center’ in their coursework and field placements. She is working to develop sustainability initiatives such as the STEM Educator Study Abridged course in Mexico and science for the MATH Maturity Project. She will continue to represent the College on an ecologically focused and sustainable university’s 2020 Solar Decathlon entry. She plans to design a Sustainability Curriculum.

JANET WALKOE is working to design and develop a hands-on research project and the recruitment of doctoral students of color. She will continue working with our Middle School Science and Mathematics interns in their coursework and field placements. She is also working to develop sustainability initiatives such as the STEM Educator Study Abridged course in Mexico and science for the MATH Maturity Project. She will continue to represent the College on an ecologically focused and sustainable university’s 2020 Solar Decathlon entry. She plans to design a Sustainability Curriculum.

MATHMATTERS SPRING 2020
A Career Educator Examines Where We Are Going by Looking at Where We Have Been

By Lucia Davila and Beatriz Quintos

ALUMNI SPOTLIGHT: Jacqueline Leonard

Sixty Years Since Brown V. Board of Education (1954) and Towards New Discourse. The Brilliance of Black Children in Mathematics: Beyond the Numbers

Jacqueline Leonard

"(2017). This piece examines the mathematics education of African American females." (Leonard 1997b, 163).

Dr. Leonard makes a critical call when she says, "What remains to be seen is whether the nation turns the corner...to deeply invest in mathematics education? These stories are significant because the impact of the socio-historical context as well as the power of these women's resilience..." (Leonard 1997b, 163).

Dr. Leonard has served at five institutions across her illustrious career. She was an assistant professor at Temple University and Southern Illinois University, then earned full professor status in 2001 at the University of Maryland, a predominantly white institution. She was the first and only tenured black female math educator at the University of Georgia. And, she points out, there is still a long way to go to achieve full representation of Black women in mathematics. "There are abundant opportunities we have been overlooked at the table (these perspectives are important to have as we build math education for our students.)," she says.

Dr. Leonard attended the Center for Mathematics Education (CfME) recently welcomed its 20th Black female doctoral student in mathematics education. Thirty-two female Ph.D. students have graduated from UMD since the establishment of African American doctoral students in 1990. Between 1990 and 2019, 18 Black students have earned their doctorate in mathematics education at the University of Maryland, including Dr. Leonard. Our graduates play important roles in our national efforts to close the achievement gap and prepare students to be successful globally. Dr. Leonard’s story is a personal and professional example of the impact of the socio-historical context as well as the power of these women's resilience. "What remains to be seen is whether the nation turns the corner...to deeply invest in the mathematics education of African American females." (Leonard 1997b, 163).

Dr. Leonard’s story is one of resilience, commitment to her students, and a fierce advocate for African American students in mathematics. She has gone above and beyond to ensure that her students have the resources and support they need to succeed. Her dedication to her students and her passion for mathematics education is inspiring. She is a true role model for others in the field and her commitment to equity and justice in mathematics education is truly commendable.

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