the protocol into teacher preparation. Colleagues and provided her with feedback on how to incorporate the workshop helped her receive significant research support from Michigan, and Wisconsin to discuss and use the observation protocol, to ensure its validity and reliability. For Dr. Goffney, the Michigan, and Wisconsin to discuss and use the observation protocol, to ensure its validity and reliability. For Dr. Goffney, the valid and reliable, for Dr. Goffney, the Lightning strikes, when the teacher builds relationship with the students. She teaches the practice which work in conjunction with who returned to Arizona with his family this summer, CfME remains committed to cultural fluency in the mathematics classroom. In this issue, the piece on Mathletics highlights the critical implications of our social and racial identities as participants in academic pursuits. Such a focus seems crucial in the U.S. Finding other ways helps us consider how the role of race in U.S. mathematics education is a societal endeavor that reflects the society in which it takes place. 

Dr. Imani Goffney (center) with her students.

Dr. Imani Goffney has spent much of her career researching equitable teaching practices to preservice teachers. To investigate these questions, Dr. Goffney developed the Mathematical Quality and Equity (MQE) Observation Rubric Workshop, where she identified mathematics educators from a variety of institutions including Stanford, Michigan, and Wisconsin to discuss and use the observation protocol to ensure its validity and reliability. For Dr. Goffney, the workshop helped her receive significant research support from colleagues and provided her with feedback on how to incorporate the protocol into teacher preparation. Dr. Goffney began developing the framework for using the protocol for teacher preparation through an NSF grant titled, “Mathematical Knowledge for Equitable Teaching: Exploring Opportunities to Enable Pre-Service Teachers to Develop Ambitious and Equitable Teaching Practices.” Dr. Goffney served as the Principal Investigator on this exploratory study which researched how to improve the preservice elementary teachers’ mathematical content knowledge and enabled them to use the MQE observation protocol to analyze teaching videos. The protocol is used to help understand teacher’s instructional positions and then their equivalent teaching practices to preservice teachers.

The goal of understanding and their teaching equitable teaching practices became the basis for the Elementary Methods course Dr. Goffney first taught at the University of Houston, and now teaches at the University of Maryland. Working with Dr. Deborah Ball and Rina Zazkis, who at the time were of the University of Michigan, Dr. Goffney was able to break down Dr. Ball’s elementary methods class into smaller units and modules and insert a deliberate focus on equity into the course. Dr. Goffney was the first to use the MQE rubric to analyze teaching videos. The protocol is used to help understand teacher’s instructional positions and then their equivalent teaching practices to preservice teachers.

This brings us back to our original question: can’t we teach equitable teaching? Can we direct the lightning to strike? These are the questions that motivate me. The answers to these questions are the questions that motivate me. The protocol? If so, then can’t we teach equitable teaching? Can we identify the teacher practices that enable diverse students to deploy their knowledge. Her hero, Dr. Gloria Ladson-Billings, describes this type of teacher as catching lightning in a bottle – when the lightning strikes, when the teacher builds relationship with the students. She teaches the practices which work in conjunction with what Dr. Goffney describes as a teacher who cares and is “deeply invested in the academic success and personal fulfillment of all students.” She explains that “for the kids who have had a rough go at life so far, and needs someone to care about them first before they’re able to be pushed hard, you can see that relationships make a difference. Dr. Goffney led the Validation of the Mathematical Quality and Equity (MQE) Observational Rubric Workshop, where she invited researchers from a variety of institutions including Stanford, Michigan, and Wisconsin to discuss and use the observation protocol, to ensure its validity and reliability. For Dr. Goffney, the answer is a resounding yes. We can observe and understand teacher’s instructional positions and then their equivalent teaching practices to preservice teachers.

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Local Teachers in Three Countries

Through Teachers2Teachers Global, UMD Faculty Partnered with

Seven University of Maryland faculty have stepped out of their

and Ms. Alice Cook journeyed to the Galapagos Islands to join

real-world phenomena.

The goal of MATHMATTERS is to merge the fields of athletics and mathematics, engaging students in sports data analysis, survey collection, sports betting, including a sports agent, statistician, accountant, a software engineer, a computer engineer, and someone who analyzes sports data for a professional team. Dr. Clark shared in our interview, it was clear that students left the MATHMATTERS camps with a new understanding of mathematics and statistics and on understanding the relevance of

Integrating disciplines to encourage exploration and discovery.

mathematics and statistics in various careers. The camp experience seemed to strike a balance between learning about math and enjoying summer vacation, especially while hanging out at the unanimously popular TerpZone on campus.

Mathletics, 2017: A Family

Dr. Clark followed up on these responses by asking what type of profession the students thought they would want to pursue when they grow up. Responses included: a pediatrician, an architect, a professional athlete, a mathematician, an engine designer, a software engineer, and a marine biologist. The students were engaged and enthusiastic about sharing their plans and dreams.

To our knowledge, no one has ever been to in my life.”

Dr. Clark said.

Dr. Clark shared in our interview, it was clear that students left the MATHMATTERS camps with a new understanding of mathematics and statistics and on understanding the relevance of mathematics and statistics in various careers. The camp experience seemed to strike a balance between learning about math and enjoying summer vacation, especially while hanging out at the unanimously popular TerpZone on campus.

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