

# Committee on Modernizing Mathematics Education for Grades 9-14

## Committee Meeting #3 Open Session

June 22, 2026 from 3-4pm EDT

June 23, 2026 from Noon-4pm EDT

Virtual

### MONDAY, JUNE 22, 2026

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#### OPEN SESSION

Times listed are Eastern time.

3:00-4:00

#### Role of Technology in Mathematical Sciences Education for Grades 9-14

- **Drew Nucci**, Research Associate, Mathematics Education, WestEd
- **Jeremy Roschelle**, Co-Executive Director, Learning Sciences Research, Digital Promise

4:00

Adjourn

### TUESDAY, JUNE 23, 2026

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#### OPEN SESSION

Times listed are Eastern time.

12:00-12:10

#### Welcome and Overview of the Study and Today's Agenda

Bob Floden, Study Chair  
Kerry Brenner, Study Director

12:10-12:45

#### Perspectives from State and District Math Leads

- **Mary Mooney**, Mathematics Education Consultant, Wisconsin Department of Public Instruction
- **Joanie Funderburk**, Affiliates Manager, NCSM and Strategic Alliance Director and T3 Instructor Support Manager for Texas Instruments' Educational Technology division
- **Brittany Miller** High School Math Content Specialist for Washington County Public Schools, Maryland

12:45-1:20

#### Perspectives from High School Educators

- **Natalie Woods**, Einstein Fellow and math teacher at Thunder Ridge High School in Idaho Falls and dual-enrollment instructor for Idaho State University
- **Colleen Smyth**, Math Teacher and Department Lead, Roosevelt High School, Portland City Schools, Oregon
- **Justin Cole**, Cherry Creek School District, Colorado
- **Ralph Pantozzi**, '24- '25 Einstein Fellow, and NCTM Representative to the MAA Committee on the Teaching of Undergraduate Mathematics

**1:20–2:00 Perspectives from Community College Educators**

- **Adrian Kuhlman**, Assistant Professor, Mathematics Education and Certifications, Northampton Community College, Pennsylvania
- **Mercedes Franco**, Professor of Mathematics and Computer Science, Queensborough Community College, New York
- **Nancy Sattler**, Terra State Community College, past president of AMATYC
- **Chris Oehrlein**, Oklahoma City Community College, president-elect of AMATYC

**2:00-2:15 Break**

**2:15–3:00 Use of Math in Education and Work**

- **Stephanie Arnett**, Machine Learning Engineer, Lockheed Martin
- **Jean Steiner**, Data Science Tech Lead, Google
- **Daniel Ozimek**, Associate Professor of Practice, Mathematics, Saint Joseph's University
- **Daniel Fisher**, Professor of Applied Physics, Stanford University,

**3:00–4:00 Policies Related to Transitions from High School to Postsecondary Learning to Work**

- **Shakiyya Bland**, Director of Educational Partnerships, Just Equations
- **Cameron Sublett**, Senior Director of Innovation and Incubation, Foundation for California Community Colleges

**4:00 END OF OPEN SESSION**

**The Committee's Statement of Task**

The roles of the mathematical sciences in science, engineering, and medical research as well as in the broader economy continue to expand. A student's mathematical education in Grades 9-14 can help advance their future goals for daily life, education, and career, or this experience can pose a significant obstacle to their progress.

The National Academies of Science, Engineering and Medicine will convene an ad hoc committee to conduct a consensus study on mathematical sciences education in Grades 9-14.

The committee's report will address how U.S. mathematics education for Grades 9-14 could be modernized to reflect the evolving role of the mathematical sciences and to provide all students with the mathematical tools to pursue their future goals. In particular, the study will address the following questions for Grades 9-14 mathematics education.

1. What shared base of knowledge and practices would help all students be prepared to advance their future goals? At what point, if any, could the modernized mathematics education branch into different, possibly overlapping, pathways?
2. What pedagogical approaches and types of student experiences have been shown to be effective for teaching mathematical concepts, practices, and ways of reasoning?
3. What roles for technology in mathematics education have been shown to be effective for learners? Are there ways to incorporate technology that have been shown to be effective to empower students and deepen their learning?

This study will provide recommendations that decision-makers in K-12 and post-secondary education can use to inform curriculum, pedagogy, and standards.

