

U.S. National Commission on Mathematics Instruction (USNC/MI)

Committee

Ilana S. Horn

Chair

Vanderbilt University

Thomasenia Lott Adams

Vice Chair

Thomasenia Lott Adams is Professor and Associate Dean for Research and Faculty Development in the College of Education at the University of Florida. Her academic and research area of expertise is mathematics education, with a focus on teachers' content knowledge. She is a 30-year member of the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), and the Florida Council of Teachers of Mathematics (FCTM). She is a lead author of the Go Math! and Into Math textbook series and a co-author of the Making Sense of Mathematics for Teaching series. Dr. Adams is a previous recipient of NCSM's Kay Gilliland Equity Lecture Award and a past editorial board member of NCTM's journal, *Mathematics Teacher: Learning and Teaching PK-12*.

Sarah Bush

Member

Sarah B. Bush is a Professor of K-12 STEM Education and the Lockheed Martin Eminent Scholar Chair at the University of Central Florida (UCF). At UCF, she is the Director of the Lockheed Martin/UCF Mathematics and Science Academy and program co-coordinator of the Mathematics Education PhD track. Her research focuses on mathematics teacher education, transdisciplinary STE(A)M education, and mathematics and STE(A)M teacher professional learning and leadership. She has authored numerous books and more than 100 journal articles. She is an author of The Math Pact book series, Simplifying STEM book series, and Step into STEAM. She is a former member of the National Council of Teachers of Mathematics (NCTM) Board of Directors and served as the lead writer and task force chair for NCTM's Catalyzing Change in Middle School Mathematics: Initiating Critical Conversations. Dr. Bush was the recipient of the 2021 School Science and Mathematics Association (SSMA) Award for Excellence in Integrating Science and Mathematics and 2018 recipient of the Association of Mathematics Teacher Educators (AMTE) Early Career Award. She is a former middle school mathematics teacher and received her doctorate in Curriculum and Instruction specialized in Mathematics Education from the University of Louisville.

Lateefah Id-Deen

Member

Dr. Lateefah Id-Deen is an Associate Professor of Mathematics Education at Kennesaw State University. As a former public and private school teacher, Dr. Id-Deen is committed to practice-based research that informs educators and teacher educators. Her research explores ways to support strong student-teacher relationships, affirm diverse mathematics identities, and nurture a sense of belonging among students using trauma-informed practices. Her work reflects her passion for creating equitable learning environments where every learner is valued, supported, and capable of achieving their full potential. She has authored numerous publications, including her recent book, *Disrupting Injustices: Mathematics Educators in Critical Moments*, which examines how mathematics teachers navigate and address critical moments of inequity and injustice in their classrooms and schools. Dr. Id-Deen has been recognized for her contributions to equity in mathematics education, receiving the 2021 Unapologetic Award from JCPS's Diversity, Equity, and Poverty Department and the 2022 Kay Gilland Equity Award from NCSM. She has also received the Early Career Award and Outstanding Teaching Award from the Bagwell College of Education. She earned her Ph.D. in Mathematics Education with an Urban Education specialization from Michigan State University and remains actively engaged in national and international efforts to support inclusive, student-centered mathematics classrooms.

Christa Jackson

Member

Christa Jackson is a professor of Mathematics, Science, and STEM Education in the School of Education at Saint Louis University. She serves as a mathematics consultant for the National Council of Teachers of Mathematics and is the Founder/Director of the Institute for STEM Collaboration, Outreach, Research, and Education. Her research focuses on the instructional strategies teachers use that afford opportunities for students from diverse cultures, ethnicities, and socioeconomic backgrounds to learn mathematics and STEM while simultaneously fostering productive mathematical and STEM identities. Christa's work also focuses on the development, use, and implementation of STEM curriculum as well as understanding the influence curricular materials and standards have on teachers' practices. Christa is an Associate Editor for *Mathematics Teacher: Learning and Teaching PK-12*, Past President of School Science and Mathematics Association, and former board member on the Association of Mathematics Teacher Educators. She has been recognized as a Research Institute Fellow at Saint Louis University and College of Human Sciences Dean's Fellow at Iowa State University. Christa holds a BS in Elementary Education from Evangel University, a M.S.Ed in Natural Science from Missouri State University, and a PhD in Curriculum and Instruction with emphasis in Mathematics Education from the University of Missouri-Columbia.

Yvonne Lai

Member

Yvonne Lai is Milton E. Mohr Professor of Mathematics at the University of Nebraska-Lincoln, where she also serves as the departmental director of graduate studies. She was previously a post-doctoral scholar at the University of Michigan, studying with Deborah Loewenberg Ball and Hyman Bass, and before then, with Richard Canary. Lai examines the nature of instruction and mathematical knowledge for teaching across levels. Her current research program seeks to improve the education of secondary mathematics teachers and early mathematics majors by bridging disciplinary perspectives from mathematics, education, and science. Her work has been published in *Cognition & Instruction*, *For the Learning of Mathematics*, *Journal of Mathematical Behavior*, and *Geometriae Dedicata*.

She serves on the U.S. National Commission on Mathematics Instruction (2025-2028), the Council of the AMS (2025-2028), the Steering Committee of the CBMS for the Mathematical Education of Teachers III, the Editorial Board of the *Notices of AMS*, and the Board of Directors of the Mathematics Foundation of America overseeing the Canada/USA Mathcamp. She is the founding chair of the 200+ member Special Interest Group of the MAA on Mathematical Knowledge for Teaching. She has given an invited address at the Joint Mathematics Meetings and a dinner plenary address at the Annual Conference on Research in Undergraduate Mathematics Education (RUME), as well as been featured as an opening plenary panel speaker at the Annual Conference of the Association of Mathematics Teacher Educators (AMTE).

Lai received the 2025 AMS Award for Impact on the Teaching and Learning of Mathematics and 2025 MAA Deborah and Franklin Tepper Haimo Award. Lai received an S.B. in Mathematics from MIT and Ph.D. in Mathematics from the University of California, Davis, advised by Misha Kapovich.

Hollylynne Lee

Member

Dr. Lee is a Distinguished University Professor of Mathematics and Statistics Education in the STEM Education department at NC State University. She is also a Senior Faculty Fellow at the Friday Institute for Educational Innovation at NC State. Her research interests include teaching and learning of probability, statistics, and data science, especially incorporating and designing technology environments that facilitate students' learning in upper elementary through early college. She situates her work in educational design in order to provide the best learning opportunities for students in K-12, her university students at the undergraduate and graduate levels, and educators around the world that engage with her in online professional development for teaching statistics and data science. Dr. Lee is a fellow of the American Statistics Association and served on the National Academies planning committee for the workshop on Foundations of Data Science for Students in Grades K-12. In 2020 she was the recipient of the University of North Carolina's Board of Governor's Award for Excellence in Teaching, and in 2022 earned the national-level Cherry Award for Great Teaching, awarded by Baylor University.

Judit N. Moschkovich

Member

Judit Moschkovich is Professor of Mathematics Education in the Education Department at the University of California, Santa Cruz. She uses socio-cultural approaches to study mathematics learning and mathematical discourse. Her publications document the strengths bilingual Latine learners use during classroom mathematical discussions and contradict deficit views of these students. She received a BS in Physics, a PhD in Education (UC Berkeley), a Spencer Dissertation Fellowship and a NAEd Postdoctoral Fellowship. She is a Fellow of the American Educational Research Association (2018) and received the 2019 Distinguished Scholar Award, Special Interest Group for Research in Mathematics Education (SIG-RME) in AERA. She was PI on the NSF grant “Mathematical discourse in bilingual settings” and Co-PI for CEMELA (Center for the Mathematics Education of Latinos/as). She served on the Consensus Committee (2016-2019) for the NRC volume “English Learners in STEM subjects: Transforming classrooms, schools, and lives: A report from the NASEM” (2019). She is currently a co-chair for EMERG (Equity in Math Education Research Grant, Gates Foundation and National Academy of Education). She is originally from Argentina and came to the U.S. at age 14; Spanish is her first language.

Edouard A. Tchertchian

Member

Pierce College

Christine Thomas

Member

Past President, AMTE; Former Member, NCTM Board of Directors

Trena M. Wilkerson

Member

Baylor University

Jinfa Cai

Ex Officio Member

Jinfa Cai is the Kathleen and David Hollowell Professor at the University of Delaware. He is an elected member of National Academy of Education and a Fellow of American Educational Research Association (AERA). He serves as Vice-president of International Commission on Mathematics Instruction (ICMI). He is interested in how students learn mathematics and pose and solve problems as well as how teachers can create learning environments for students to make sense of mathematics. Currently, he is working on a 4-year longitudinal project on problem posing. He has received the Outstanding Scholarship Award from the University of Delaware's College of Arts and Sciences. He served as the Editor-in-Chief for the Journal for Research in Mathematics Education. Jinfa has served as Program Director at National Science Foundation. He is a consultant for various institutions, such as Educational Testing Services (ETS) and National Assessment Governing Board (NAGB). He has also served on various capacities in K-12 education, such as the Board Member of the Charter School of Wilmington. He received the Webber Award in honoring his significant contribution to the State of Delaware's math education.

Mark L. Green

Ex Officio Member

NRC/BMSA - University of California, Los Angeles

Padmanabhan Seshaiyer

Ex Officio Member

Dr. Padmanabhan Seshaiyer is a Professor and Director at George Mason University where he has served in multiple leadership positions including the Associate Dean for Academic Affairs, Director of the STEM Accelerator Program and Director of the Center for Outreach in Mathematics Professional Learning and Educational Technology. He has also served as a Program Director at the NSF and currently serves as the Chair of the US National Academies Committee for Mathematics Instruction. He is also an appointed member on two different boards reporting to the Governor of Virginia including the STEM Education Advisory Board and the Workforce Development Board.

His research interests are in the broad areas of Computational Mathematics, Machine Learning, Data Science, Biomechanics, Computational Thinking, Mathematical Modeling, Design Thinking, STEM education and Teacher Professional Development.

In April 2019, he was selected as one of the "Figures that Matter" for his contributions to Academia and Society and was awarded an honorary doctorate by Vrije Universiteit Brussels. Dr. Seshaiyer also was one of the lead members on a taskforce from Virginia that helped to establish the first-ever high school data science standards, curriculum and course as new post-secondary pathways that is approved by the Virginia Board of Education.

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