

Robert Q. Berry, III, Ph.D.

Robert Q. Berry, III is the President-Elect of the National Council of Teachers of Mathematics (NCTM) and a Professor in the Curry School of Education with an appointment in Curriculum Instruction and Special Education. Equity issues in mathematics education are central to Berry's research efforts with four related areas: a) understanding Black children's (particularly Black boys') mathematics experiences (mathematical identities and agency); b) measuring standards-based mathematics teaching practices; c) unpacking equitable mathematics teaching and learning; and d) exploring interactions between technology and mathematics education. Berry has extensive experiences in classroom observation and is the lead developer of an observation instrument, *Mathematics Scan*, which measures standards-based mathematics teaching practices.

Currently, Berry is engaged in research unpacking the mathematics teaching strategies of Black men who teach mathematics. Berry use a community nomination strategy to identify Black men who are viewed by their communities as highly effective mathematics teachers. He is conducting interviews focusing on understanding how Black men see themselves as teachers of mathematics and using the *Mathematics Scan* to understand their mathematics teaching. The goal of this work is to establish a narrative in the literature of Black men as highly effective mathematics teachers.

Berry is also engaged in using qualitative metasynthesis as a methodological approach to understand how researchers interpret mathematics teaching practices that support culturally relevant pedagogy and culturally responsive teaching in pre-K through 12th grade.

Berry has published over 100 articles, book chapters, and proceedings. His articles have appeared in the *Race, Ethnicity and Education*, *Journal for Research in Mathematics Education*, *Journal of Teacher Education*, *American Educational Research Journal*, *Mathematics Teaching in the Middle School*, *Teaching Children Mathematics*, and others. He was on the writing team for the National Council of Teachers of Mathematics (NCTM) newest landmark publication *Principles to Actions: Ensuring Mathematical Success for All* (2014). Additionally, he is an author for Pearson's *enVisionMATH 2.0* (2016). Berry served on the Board of Directors of the National Council of Teachers of Mathematics (NCTM) 2011-2014, recipient of NCTM's Linking Research to Practice Publication Award for volume years 2010 and 2014, recognized as the 2011 Mathematics Educator of the Year by the Virginia Council of Teachers of Mathematics (VCTM), and a recipient of the University of Virginia's 2011 All University Teaching Award.