

Program Author



Workshop/Presentation Topics

- Access and Equity in Mathematics Education
- Instructional Leadership
- Effective and Engaging Teaching and Learning Strategies
- Strategic Uses of Technology

Dr. Robert Q. Berry, III

Professor, Curry School of Education University of Virginia

Dr. Robert Q. Berry, III is a Professor at the University of Virginia in the Curry School of Education with an appointment in Curriculum Instruction and Special Education. A former mathematics teacher, he teaches elementary and special education mathematics methods courses in the teacher education program at the University of Virginia. Additionally, he teaches a graduate level mathematics education course and courses for in-service teachers seeking a mathematics specialist endorsement.

Dr. Berry is currently President of the National Council of Teachers of Mathematics (NCTM). He served a three-year term (2011–2014) on the NCTM's Board of Directors, 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. He was awarded NCTM's Research Committee's Linking Research to Practice Publication Award for Mathematics Teaching in the Middle School Volume Year 2013–2014 and NCTM's Research Committee's Linking Research to Practice Publication Award for Teaching Children Mathematics Volume Year 2010–2011.

Dr. Berry's research focuses on equity issues in mathematics education, pre-and in-service teachers' mathematical knowledge for teaching, and mathematics instructional quality. He has extensive experience in classroom observation and has collaborated with other researchers to develop an observation instrument, Mathematics Scan, to examine mathematics teaching quality.

Dr. Berry was on the writing team for NCTM's landmark publication, *Principles to Actions: Ensuring Mathematical Success for All*. This publication addresses the essential elements of teaching and learning, access and equity, curriculum, tools and technology, and professionalism. It suggests specific actions that teachers and stakeholders need to take to ensure mathematical success for all. His articles have appeared in the Journal for Research in Mathematics Education, Journal of Teacher Education, Mathematics Educator, Journal of African American Studies, Teaching Children Mathematics, and others. He is an author of **enVision** Mathematics.

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