



National Spotlight Shines on KCM Faculty Associate

Dr. Jonathan Thomas, KCM Faculty Associate and Assistant Professor of Mathematics Education at Northern Kentucky University, is a recent recipient of two national awards! These awards, among other activities, illuminate Dr. Thomas' commitment and highly productive career path to improve the teaching and learning of mathematics.

The SSMA (School Science and Mathematics Association) named Dr. Thomas the recipient of the **Early Career Scholar Award**. The SSMA is one of the oldest national organizations dedicated to improving teaching and learning in science and mathematics.

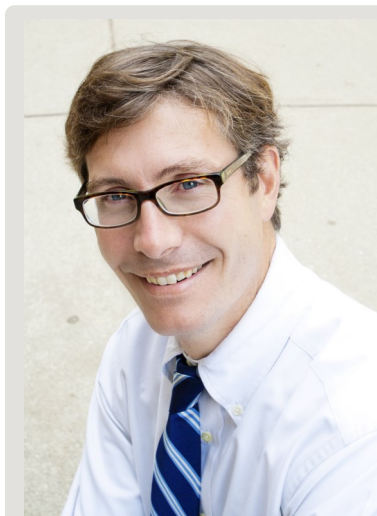
Developing Quantitative Mental Imagery, one of Dr. Thomas' recent publications, has been recognized as an NCTM (**National Council of Teachers of Mathematics**) **Linking Research and Practice Outstanding Publication**. His award winning publication will be honored at the NCTM Research Conference next spring.

Dr. Thomas launched his career in education as a mathematics interventionist and began working as an assistant director at the KCM in 2006.

Recently, Dr. Thomas has been co-directing the N3 (Noticing Numeracy Now) project. This KCM project, funded by the National Science Foundation, engages faculty representatives from six Kentucky postsecondary institutions. Dr. Thomas describes his involvement in forming N3 as "a pivotal moment in my professional growth when the KCM leaders empowered me to initiate a collaborative of university faculty members organized around enhancing the mathematical preparation of pre-service elementary teachers."

Moreover, Dr. Thomas serves in a variety of roles, including the evaluation of KCM's recently piloted teacher led community, EERTI (Enacting Effective Response to Intervention) Math Circles. Dr. Thomas has also been influential in supporting mathematics intervention teachers, trained by KCM, to prepare practitioner publications based on their experiences and ideas related to mathematics education.

Driving his nationally recognized scholarly work is his passion and excitement for mathematics education. "I find mathematics teaching and learning to be a rich and rewarding area of education. In my mind, there is nothing quite as exhilarating as watching a child make connections and grow mathematically," said Dr. Thomas.



The KCM played an instrumental role in my development as a scholar. The incredible mentoring I received as a KCM assistant director, while I worked through my doctoral program, helped me to identify productive avenues for research and directly connect this research to teaching practice.

-Jonathan Thomas

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