

**2017 Iris M. Carl Presentation**  
**by Marta Civil and Susie W. Håkansson**

We've taken most of our comments from the nominator's narrative and the support letters' narratives.

This awardee is considered a Teacher-Scholar, combining teaching, service, and professional development in such a way that it is difficult to separate and examine these three aspects of the awardee's career. The awardee has a deep understanding of the interactions among research, teacher development, and student learning, a rare individual who connects research with schooling, a connection too rarely made. The awardee has worked with school districts to make decisions based on data rather than on perception. For this awardee, issues of equity were central in reaching all students.

As a teacher in the classroom, this awardee is dynamic. Students learn and enjoy the material presented. Students develop important skills for teaching mathematics through modeling and practice. Students finish the course with better understandings about issues of equity and access as it relates to mathematics learning and what it means to be a professional mathematics educator. The awardee is an outstanding colleague and supportive mentor and spends many hours working with doctoral students and assisting them as they transition from mathematics teacher to mathematics educator and researcher.

The awardee provided active outreach to students in K-12 classrooms, supporting elementary school students by providing just in time assistance so that they do not fall behind.

As a researcher, this awardee has investigated teachers' use of value added measures in the placement of students in middle school Algebra. Differential uses of these measures have raised important concerns for a specific state department and as a result, state placement practices have been re-examined.

The awardee has reviewed for the *Journal of Research in Mathematics Education*, a responsibility this person carried out with sensitivity and careful analysis of the research.

The awardee's success as an inservice teacher is obvious from the impressive list of invited speaking engagements at conferences for mathematics teachers. The awardee's publications contain refereed articles in a variety of journals, some reflecting research and others reflecting work with teachers.

A direct quote from the nomination packet includes the following: "His lifelong work has created opportunities and eliminated barriers for all students to engage in mathematics, especially for groups that traditionally and systematically have been underserved by the educational system."

The awardee was NCTM President during the "Math Wars." He never hesitated to take on those individuals who were so against what mathematics educators do. He relished the opportunities to defend the work of mathematics educators and NCTM. Equity was a particular goal during his presidency. He has promoted excellence and high quality mathematics education as a teacher of mathematics, professor of mathematics education, textbook writer, consultant, and speaker. He embodies the passion and commitment to equity and the extraordinary leadership qualities that are outlined in the criteria for selection of this award. It is our honor and pleasure to present this Iris M. Carl Equity and Leadership Award to Lee Stiff.