

## ICTM Candidate: Short Bio and Statement

*Jillian Onqué*



**Candidate Name:** Jillian Onqué

**Current Position:** Middle School Math Teacher, 2013- present; Adjunct Professor of Mathematics, Elgin Community College, 2016 - present

### **Past Experience:**

- Mathematics Lead Teacher, Grimes School, 2013 – Present
- Consulting Teacher, Chicago Public Schools, 2014-2015
- Middle School Mathematics Coach, Chicago Public Schools, 2012-2013
- Middle School Reading/Science Teacher, Chicago Public Schools, 2008-2012
- Middle School Science/Physical Science Teacher, Memphis City Schools, 2004-2007

### **Education:**

- Master of Science in Middle School Mathematics Education, DePaul University, 2012
- Bachelor of Science in Elementary Education, University of Memphis, 2004

### **ICTM Involvement and Activities:**

- ICTM Member

### **Other Professional Activities:**

- Teach Plus Teaching Policy and Advocacy Fellowship
- Invited Panel Speaker for the American Association of Colleges of Teacher Education at North Central College
- Invited Speaker on Equitable State Funding for CPS, Union League Club of Chicago
- Michigan State University/Chicago Public Schools/WIPRO Urban STEM Teaching and Leadership Fellowship
- Teacher Advisory Committee, Chicago Public Schools
- Published article in “Amazing STEM...50 amazing teaching moments in STEM”

### **Other Affiliations and Memberships (e.g., NCTM, NSTA, ISTA, MMC)**

- NCTM
- NEA
- IEA

### **Honors or Recognitions:**

- Highest growth in math (on NWEA) in our school’s network

## Candidate Statements

### How have you contributed to and/or been a leader in mathematics education?

I have become adept in my resourcefulness in making math come alive for middle school students. In adulthood, we perform some type of mathematical calculation every day. We must equip students with the math skills that will ensure they can make reasonable mathematical decisions in their everyday lives. I am constantly seeking out experiential opportunities in order to expose my students to careers that have a strong mathematical foundation. As a professional, I take pleasure in deepening my teaching toolkit in order to meet the diverse needs of each one of my students. To me, being a leader in math education is not always standing in the front receiving many accolades, but rather doing the best you can to prepare your students to compete on a global stage.

### What role do you think ICTM can play in mathematics education in Illinois?

Answer:

With all of the current changes in public education in Illinois, I believe ICTM can be instrumental in helping to communicate the actual changes and what those changes mean in terms of everyday teaching in the classroom. ICTM can facilitate “talking tours” where the newly updated and approved ESSA plan can be dissected for teachers and how those changes will benefit them in the classroom. ICTM can use this transitory period to be a leader in public education as it relates to math teachers.

### How do you see yourself being active in and/or contributing to ICTM during your term?

Answer:

I want to be the change in which I feel is so desperately needed in public education. Working with a prominent and established organization like the ICTM will enable me to help spread the mission and vision of the ICTM to public educators here in Chicago and around the state.