

AMTE 2020-2024 LONG-TERM GOALS





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PREAMBLE

In October 2019, the AMTE Board of Directors embarked on a formal identification of long-term priorities for the first time in the organization's history. In prior years, the organization created annual Strategic Priorities that guided the activity of the Board, AMTE Committees, and AMTE members for the next 12 months. This process was effective for charting the short-term course of the organization, organizing and structuring work for the year, and providing thematic coherence to AMTE activities. However, engagement in this process over time revealed the need for an additional layer of planning activity. Limiting the naming of strategic priorities to an annual event had the effect of either narrowing the scope such that broader projects were not taken on, or requiring the Board to rephrase slightly or roll over entirely a previous year's strategic priority if it was not accomplished.

As AMTE has continued to grow in membership, leadership structure, and stature in the mathematics education community, the Board of Directors sees the need for our goal-setting procedures to grow in a similar way. It is in that spirit that we offer the organization's first set of long-term goals, along with a documentation of the processes in which we have engaged to determine those goals. These long-term goals are followed by a list of short-term actions which are designed to be achievable in a timescale of up to a year. These action items are a more tailored set of markers which will inform the immediate work of the organization (serving a similar purpose to the strategic priorities) in the service of the larger goals.

Phase 1: Needs assessment and membership engagement

Phase 2: Create long-term goals

Phase 3: Create action plan for the next 12-18 months of activity

Long-Term Goal 1: Provide resources and strategies for recruitment, retention, and diversification of the mathematics teacher pipeline.

Long-Term Goal 2: Provide resources and strategies for recruitment, retention, and diversification of the mathematics teacher educator pipeline.

Long-Term Goal 3: Engage mathematics teacher educators in opportunities designed to strengthen the research and research-based practices of mathematics teacher education, with a commitment to supporting understanding of how issues of social and racial justice undergird all of our work.

Long-Term Goal 4: Develop systematic processes for studying progress towards and effectiveness of actionable items embedded in the long-term goals.



PROCESS

AMTE engaged in a three-phase process to create the long-term goals and short-term actions. Our work was guided by consultations about long-term planning with the Board, members, and examining planning documents of peer organizations.

PHASE 1: NEEDS ASSESSMENT AND MEMBERSHIP ENGAGEMENT

Phase 1 work took place between October 2019 and February 2020. It included work at the Board and leadership level, opportunities for 2020 conference attendees to respond to specific prompts about the work of the organization, and engagement of the membership at large.

Board and Leadership Level

Conducted needs assessments within AMTE Divisions

Synthesized feedback from divisions and from the conference engagements

Membership at Large

Survey prior to the 2020 conference with open-ended questions about the organization's future

Survey after the 2020 conference with opportunities to respond to in-person conference prompts

2020 Conference Engagement Prompts

Something AMTE does that I value...

An important goal AMTE should have is...

Comments on AMTE Mission and Vision

Comments on last few years of Strategic Priorities

Something I wish AMTE knew...

Additional prompts at AMTE Business Meeting

PHASE 2: CREATE LONG-TERM GOALS

Phase 2 took place between February and June of 2020. President-Elect Megan Burton convened a small group of Board representatives to synthesize the feedback received. The full Board of Directors participated in discussions of all phases of the work between April and December of 2020 at regular board meetings.





PHASE 3: CREATE ACTION PLAN FOR THE NEXT 12-18 MONTHS OF ACTIVITY

This phase was intended to take place between June and September of 2020 but was delayed due to the pandemic. Following an organizational pause to attend to other priorities, the Board of Directors returned to this work in October 2020.

The action steps included:

- Creating specific actions for the current board (and next board) for each of the goals, with the understanding that not all goals will be taken to completion with this set of actions
- Identifying responsibilities for carrying out actions
- Creating a member-facing document with the goals and actions



ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS LONG-TERM GOALS, 2020-24

Mathematics, mathematics teaching, and mathematics teacher education are contextual and socially situated. Our work as an organization and our long-term goals are similarly contextual and situated. In articulating and expressing these goals and associated actions, we situate them in the following organizational commitment.

Organizational Commitment. AMTE is committed to furthering social justice and equity through our work as mathematics teacher educators. We recognize the longstanding structural inequities embedded in the teaching and learning of mathematics that have contributed to significant opportunity gaps for students and teachers with respect to mathematics. Our work as an organization must attend to the active support of more equitable and antiracist mathematics teaching and to the education and support of mathematics teacher educators in ways that provide meaningful opportunities to teach and learn for every mathematics student and teacher.





Long-Term Goal 1: Provide resources and strategies for recruitment, retention, and diversification of the mathematics teacher pipeline.

Actions we have taken in 2020-2021:

- Agreed to serve as the mathematics education organization in the Get the Facts Out (GFO) project
- Created a GFO task force within AMTE to carry out the work
- Engaged in discussions regarding recruitment and retention with sibling organizations (TODOS, NCSM, NCTM) via the Conference Board of Mathematical Sciences
- Published the work of the Mathematics Teacher Education Partnership (MTE-P) in the fourth book of the AMTE professional book series
- Forged an agreement for MTE-P presessions and program representation at AMTE 2021 and 2022
- Published articles related to “voices from the field” in Winter 2020 issue of Connections

Action Items for 2021-2022:

- Disseminate the work of GFO through our Change Agents both to AMTE membership and to the field
- Recruit a team of GFO local leaders to implement the GFO work
- Provide a mid- and end-of-year update to the board from GFO team
- Develop a plan in partnership with sibling organizations for a public-facing campaign to promote careers in teaching mathematics
- Provide at least one webinar focused on specific recruitment/retention strategies
- Curate a set of materials for members related to recruitment and retention



Long-Term Goal 2: Provide resources and strategies for recruitment, retention, and diversification of the mathematics teacher educator pipeline.

Actions we have taken in 2020-2021:

- ❑ Continued to enact and refine the STaR early career program
- ❑ Revised our financial systems for supporting STaR to increase sustainability
- ❑ Convened and supported the Membership Task Force in their work, including the receipt and discussion of a final report of the Task Force
- ❑ Published articles related to “voices from the field” in Winter 2020 issue of Connections
- ❑ Added additional (3rd) issue of Mathematics Teacher Educator (MTE) journal that focused on equity

Action Items for 2021-2022:

- ❑ Begin AMTE Community Circles at the 2021 conference that network mathematics teacher educators with similar interests and backgrounds to bring synergy to their work
- ❑ Identify mechanisms to refine and sustain the work of the Community Circles
- ❑ Operationalize recommendations of the Membership Task Force with specific attention to diversity and equity
- ❑ Provide a Membership Task Force workplan update at the Fall Board Retreat
- ❑ Via fundraising, expand the capacity of the STaR program to accept fellows in the 2022 cohort
- ❑ Enact targeted strategies to recruit underrepresented fellows (e.g., from historically marginalized groups, HBCUs and HSIs) for STaR
- ❑ Develop a comprehensive mentoring strategy and action plan and begin implementation
- ❑ Work on and publish (on AMTE website) new materials for AMTE standards



Long-Term Goal 3: Engage mathematics teacher educators in opportunities designed to strengthen the research and research-based practices of mathematics teacher education, with a commitment to supporting understanding of how issues of social and racial justice undergird all of our work.

Actions we have taken in 2020-2021:

- ❑ Provided additional professional development and learning opportunities related to emergency remote teaching and addressing racial equity and justice
- ❑ Responded to racial justice events via press releases and statements to our membership
- ❑ Agreed to embark on the new Mathematics Education Handbook project in partnership with IAP
- ❑ Put out a second call for supplemental materials related to the AMTE Standards
- ❑ Changed the name and mission of the Emerging Issues Committee to the Advocacy Committee
- ❑ Developed and awarded the first Karen D. King Advocacy Award to recognize outstanding work of AMTE members in the advocacy space
- ❑ Solicited proposals for both AMTE standards materials and the new book (volume 5) for AMTE Professional Book Series

Action Items for 2021-2022:

- ❑ Review how AMTE compiles and disseminates resources and revise strategies as appropriate
- ❑ Disseminate the resources being compiled by the Advocacy Committee in multiple modalities
- ❑ Consider ways in which our media and publications efforts support one another and recommend continued changes and growth to our portfolio and dissemination efforts
- ❑ Create spaces to continue to discuss with our members ways in which AMTE can attend to and support continued commitment to social and racial justice
- ❑ Develop a long-term plan for creation, curation, and/or dissemination of mathematics teacher education materials
- ❑ Work on and publish (IAP) 5th volume of Professional Book Series, which is a handbook on mathematics teacher education



Long-Term Goal 4: Develop systematic processes for studying progress towards and effectiveness of actionable items embedded in the long-term goals.

Actions we have taken in 2020-2021:

- Created the long-term plan in this document

Action Items for 2021-2022:

- Create and implement a first-year plan that affords regular assessment of progress towards goals
- Use this plan to develop a process for developing action items in subsequent years related to these goals