

Preface

This monograph marks a major step in the growth of the Association of Mathematics Teacher Educators (AMTE) as the leading organization for mathematics teacher educators. At the 2003 annual meeting in Atlanta, we celebrated the tenth anniversary of our organization, and the 2004 meeting in San Diego was the eighth AMTE annual meeting. This monograph is an effort by AMTE to provide further support for the work of mathematics teacher educators throughout the United States.

The members of AMTE are involved in different aspects of mathematics teacher education. Some focus on helping teachers, both preservice and inservice, develop a deep understanding of mathematics; others focus on helping teachers develop rich pedagogical content knowledge. Many work primarily with preservice teachers while others work mainly with inservice teachers. Additionally, some work within college or university classroom settings; others are “in the field” most of the time. Furthermore, for many mathematics teacher educators, responsibilities shift periodically.

In order to grow professionally as mathematics teacher educators, we participate in various professional organizations. The Mathematical Association of America, the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics, the American Mathematical Association of Two-Year Colleges, and the American Educational Research Association are just a few of the organizations in which we participate. However, mathematics teacher education is only one of many foci of these organizations.

When AMTE held its first annual meeting in Washington, DC, in 1997, it marked the beginning of a new professional development opportunity for mathematics teacher educators. At the AMTE meetings, all sessions focus on the day-to-day work of mathematics teacher educators. Moreover, it is possible to share and learn about different aspects of mathematics teacher education. For example, we can learn about the teaching of abstract algebra, integrating mathematics and science methods courses, and helping inservice

teachers conduct a lesson study. Many mathematics teacher educators are excited about the opportunity to communicate and collaborate with their colleagues from across the country, and the AMTE annual meetings continue to flourish.

However, not all AMTE members can attend the AMTE annual meetings to take advantage of such a professional development opportunity. In addition, a number of mathematics teacher educators have lamented the lack of opportunity for sharing their own works more often, in particular through publications. The school-based journals of NCTM do publish some articles related to mathematics teacher education. Also, the *Journal of Mathematics Teacher Education* and the *Journal for Research in Mathematics Education* publish research articles related to teacher education. However, there has been no publication dedicated to the sharing of the day-to-day work of mathematics teacher educators. AMTE is the organization most suited to address this issue because it aims to facilitate and promote communication and collaboration among mathematics teacher educators.

In 2002, the AMTE Board decided to publish its first monograph and appointed the two of us as co-editors. This monograph was to be a “forum for mathematics teacher educators to exchange ideas about their work with preservice and inservice teachers and about their collaborative efforts with others who play significant roles in mathematics teacher education.” Editorial panel members and a board liaison were also appointed. Together this group wrote a call for manuscripts that was published in February, 2003. Following the Board’s recommendation, we also commissioned an anchor paper by Glenda Lappan.

Although as editors we felt this was a publication long needed, and many people communicated to us their agreement, we were not sure what level of response we would receive to the call for manuscripts. Because mathematics teacher educators are engaged in diverse aspects of teacher education, we needed quality manuscripts on a range of topics. As the deadline approached, the manuscripts started arriving, and they kept coming. We received 44 manuscripts, which provided a clear indication that many mathematics teacher educators were seeking opportunities to share their work with their colleagues

across the country.

Three or four people reviewed all manuscripts. The co-editors and the board liaison met in Charlotte, NC, in October, 2003, to make some very difficult decisions based on the reviews. Although there were many quality manuscripts, page limitations forced us to accept only a few. After two days of deliberation, we accepted 12 manuscripts (27%).

We hope that readers will find this monograph to be useful in their day-to-day work with mathematics teachers. We also hope that this will be the first of many publications produced by AMTE. We know that learning to be a mathematics teacher is a life-long process, but so is learning to be a mathematics teacher educator. Just as mathematics teachers need opportunities for professional growth, so do mathematics teacher educators. Publications such as this monograph can serve an important role in the professional development of mathematics teacher educators.

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