

Foreword

The goal of AMTE Monograph 4, *Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching*, is to provide detailed accounts of case use that will inform the mathematics teacher education community on the range of ways in which cases can be used to foster teacher learning and the capacity to reflect on and learn from teaching. The chapters in this monograph describe the use of cases with preservice and practicing teachers at all levels K-12, in content and methods courses as well as professional development settings, and focus on developing various aspects of teachers' knowledge base (i.e., content, pedagogy, and students as learners). Hence, Monograph 4 should prove to be a superb resource for mathematics teacher educators.

This monograph has a unique history that stands as a model of the workings of AMTE, so I will share this background briefly and how it exemplifies the work of the association. The monograph did not get its beginnings by some members thinking what the next Monograph topic might be; this monograph got its start as an AMTE Board conversation about resources that could be useful to AMTE members. The notion emerged that offering bibliographies on specific mathematics teacher education topics would be a great help. Margaret Smith and Susan Friel, Members-at-Large on the Board of Directors at the time, agreed to prepare the first one, which would be focused on cases.

Not long after this work began, a Teaching Resources Task Force was formed to strategize what would be the most useful and effective product for AMTE members in terms of teaching/professional development resources. Naturally, Peg and Susan became the Co-Chairs of the Task Force. Collectively they decided that both the needs of AMTE members and the value of cases for teacher learning would be better served with a full collection of articles of cases used in real professional education settings. A call was developed and the rest of the story is found among the pages of this monograph. What started as a small, short-term project took on a life of its own - resulting in the production of this resource. Hence the monograph serves as evidence of the initiative, vision, hard work, and continued effort of members of AMTE.

In addition to projects initiated by the AMTE Board, the organization is extraordinary in that its members, committees, or Task Forces bring forth ideas, persist in their development, and produce great work that better supports the members of AMTE. To the contributing authors, thank you! Sharing your work using cases will be greatly appreciated and used by many. To the reviewers and editors, thank you! Your efforts have enhanced the quality of the manuscripts and resulted in an overall excellent resource.

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To those who participated in the Teaching Resources Task Force, thank you for your hand in the creation of Monograph 4:

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Collectively, the authors, editors, editorial panel, and Task Force members have prepared a resource that provides a breadth and depth of knowledge on using cases – certainly a resource that is and will continue to be of great value to mathematics teacher educators.

Jennifer M. Bay-Williams
AMTE President 2007-2009