

Foreword

On behalf of the Association of Mathematics Teacher Educators (AMTE), I am pleased to introduce this important resource for the field of mathematics teacher education. The sixth monograph of AMTE, *Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers*, edited by Denise S. Mewborn and Hollylynne S. Lee, highlights examples of the important scholarship of the mathematics teacher education community.

This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources and detailed accounts of work to improve preservice and inservice teacher preparation. Chapters address important issues such as: designing tasks to emphasis mathematics knowledge for teaching; capitalizing on opportunities for student teaching mentor learning; and learning to lead classroom mathematics discussions.

AMTE is pleased to support the dissemination of knowledge important to the field. While the monograph series has served as an important vehicle, we realize that what is needed is a more frequent and accessible outlet for the knowledge accumulated by the field. As noted by the co-editors in the opening chapter of this monograph,

... there are few outlets for manuscripts that report on scholarly practices in mathematics teacher education. Such a journal would be akin to the practitioner journals that exist for mathematics teachers at various levels. At present the only options for these types of manuscripts are this monograph and journals outside the field of teacher education that focus on the scholarship of teaching (e.g., *The Journal of Scholarship of Teaching and Learning*). While it is beneficial to publish work in mathematics teacher education outside the field, doing so makes it more difficult for other mathematics teacher educators to be aware of this work and to develop a coordinated knowledge base. (p. 3)

AMTE is responding to this need by initiating a practitioner-based journal. The journal will contribute to building a professional knowledge base in mathematics teacher education that stems from practitioner knowledge that is not only public, shared, and stored, but also verified and improved over time (Hiebert, Gallimore & Stigler, 2002). The AMTE Journal Task Force, chaired by Alfinio Flores (AMTE Publications Director), is currently working to conceptualize the journal and gather information to inform long-term planning.

AMTE has also committed to developing a special issue of JMTE focused on equity in mathematics teacher education. The special issue is edited by Marilyn E. Strutchens. It will feature articles that report on research outcomes that will inform the field on how to best address equity issues in the mathematics classroom and other factors that impact equity in teacher education across the continuum from preparation to early career to experienced teacher.

As noted, AMTE dissemination efforts are expanding, due in large part to the consistently high quality of the AMTE monograph series. This present installment, *Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers*, is no exception and further solidifies both the need for and the quality of work in mathematics teacher education.

On behalf of AMTE, I thank those involved in the development of this sixth AMTE monograph including:

Co-Editors

Denise S. Mewborn, *University of Georgia*

Hollylynne S. Lee, *North Carolina State University*

Editorial Panel

Laurie Cavey, *James Madison University*

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Suzanne Harper, *Miami University of Ohio*

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Jennifer Luebeck, *University of Montana*

Lew Romagnano, *The Metropolitan State College of Denver*

Gideon L. Weinstein, *Western Governors University*

AMTE Monograph Series Editor

Marilyn E. Strutchens, *Auburn University*

Collectively, the authors, editors and editorial panel have prepared a resource that is important for the field.

Barbara J. Reys

AMTE President 2009–2011

Reference

Hiebert, J., Gallimore, R., & Stigler, J. W. 2002. A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3–15.