

Connections



President's Column

Jennifer M. Bay-Williams, University of Louisville

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Association of
Mathematics Teacher
Educators
<http://www.amte.net>

For 13 months, 2 weeks, and 6 days, I have been thinking about what it means to be the president of AMTE and what it is that I will bring to AMTE. I have re-read *A History of the Association of Mathematics Teacher Educators* (<http://www.amte.net>), newsletters, and minutes from board meetings. In this first President's message, I would like to share some impressions from these readings, and in doing so, introduce myself.

Judith Jacobs, in a *Connections* President's Column, reflected that she often sees AMTE's development like the birth of a child, with her presidency (1995-1997) being the toddler years. I find this analogy particularly interesting in terms of social development. Toddlers are very focused on developing skills to be able to do things. The work of AMTE in the toddler years included figuring out how to structure the organization, how to have meetings of mathematics teacher educators, and how to communicate (newsletters and listservs).

As toddlers move into preschool years, they start to interact more capably with others. In Nadine Bezuk's initial President's Column (Fall 1997), she opens by sharing the opportunities AMTE has had to "make friends": AMTE members were invited to attend an National Science Foundation/NCTM Algebra conference and a Benjamin Banneker Leadership conference. AMTE was also asked to provide input to NCTM's *Principles and Standards* project. We had begun to form relationships with other organizations and to raise our visibility.

As preschoolers mature into elementary-age children, they expand their friendships and begin initiating their own projects. In Susan Gay's presidency (1999-2001), AMTE became part of the Conference Board of Mathematical

Sciences (CBMS). In the next few years, we became partners with other content-focused teacher education organizations in a new technology journal, *Contemporary Issues in Technology and Teacher Education* (CITE). Our president attends the National Technology Leadership Initiative (NTLI) annual meeting, and we sponsor a Mathematics Association of America (MAA) Project NExT Fellow each year. We began a Presidential speaker exchange with sister organizations NCTM and the National Council of Supervisors of Mathematics (NCSM). Just as young children start developing special interests, AMTE has explored its capacity to produce high quality publications. We now have a well-developed newsletter and an annual monograph. We pursued the creation of state and regional affiliates and now have 10 AMTE affiliate groups. We have been committed to developing and reviewing resources; one of these is TE-MAT, a web resource to review publications in mathematics education.

As AMTE continues to mature as an organization, we are thinking about how we can increase our connections and provide additional leadership. For example, in one of her President's Columns, Karen Karp (2003-2005) speaks about the need to take action on such things as the use of technology in mathematics teacher education. In a Presidential Message in 2002, Skip Fennell (2001-2003) writes, "Where will AMTE be with regard to the next shoe to drop?...that shoe would be the mathematics initiative...within NCLB." (I wonder how Skip feels about that metaphor today?) So where is AMTE now within this metaphor of development? Perhaps we are energetic young teenagers—we know who we are and yet we continue to evolve into something more.

(Continued on page 5)

Summary of Eleventh Annual Conference

The Association of Mathematics Teacher Educators

<http://www.amte.net>

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On January 25-27, 2007, AMTE hosted its Eleventh Annual AMTE Conference in Irvine, CA. A total of 486 people registered for the conference. This is a new record for conference registration.

This year, 137 sessions were held that ranged in length from 30 minutes to 90 minutes. We were delighted to have NCTM's current president, Francis (Skip) Fennell and NCSM's current president, Linda Gojak, attending and presenting at this conference.

The Opening Session held Thursday evening addressed mathematics teacher education and equity. The panel of speakers included Marta Civil of the University of Arizona, Megan Franke of the University of California, Los Angeles, Rochelle Gutiérrez of the University of Illinois at Urbana, Champaign, Richard Kitchen of the University of New Mexico, and Dorothy White of the University of Georgia. This session was followed by a welcome reception supported by Key College Press and the Department of Education at the University of California, Irvine.

We were honored to have the Judith E. Jacobs Lecture given by Deborah Loewenberg Ball, Dean of the School of Education at the University of Michigan, in recognition of her contributions to our profession. Her presentation was titled, "The Core and Contemporary Challenges of Mathematics Teacher Education."

During the conference, Bill Bush of the University of Louisville was named the first recipient of AMTE's Award for Excellence in Service to Mathematics Teacher Education.

The Closing Session was given by Barbara Reys of the University of Missouri-Columbia and Glenda Lappan of Michigan State University. Their talk was titled "The Intended Mathematics Curriculum as Represented in State-Level Curriculum Standards: Consensus or Confusion?"

Many exceptional sessions were led by great speakers during the conference. Those attending had lots of time to share ideas and questions during those sessions as well as during breaks and meals.

At the Business Meeting, next year's conference site and dates were named. We will meet at the Renaissance Tulsa Hotel and Convention Center in Tulsa, Oklahoma on January 24-26, 2008.

Make Plans for Twelfth Annual Conference

AMTE's 2008 Annual Conference will be held in Tulsa, the second-largest city in the state. Tulsa is part of the "Green Country" area of Oklahoma, so named because of the area's dense green vegetation, hills, and lakes. The city was one of the biggest oil-boom towns and has a wealth of sites listed on the National Register of Historic Places. Tourist attractions include the largest number of Art Deco-style buildings outside of New York and Miami, as well as Discoveryland!, the national home of Rogers and Hammerstein's musical *Oklahoma!*, and the Will Rogers Memorial and Museum. See the Call for Proposals on page 4 of this newsletter.

Connections is published three times a year: fall, spring, and summer. The Editorial Board will consider a wide variety of types of submissions. Regular features include essays addressing each issue's Theory and Practice question, reviews of resources for mathematics teacher educators, and news articles related to mathematics teacher education. Each submission is reviewed by the editorial board for relevance to the AMTE membership and for quality of work. Please direct all comments, questions, or submissions to the editor at lstalling@kennesaw.edu or 770-420-4477.

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Committee Reports

Treasurer's Report

Treasurer Mark Klespis, Sam Houston State University

This report covers the fiscal year from July 1, 2005 to June 30, 2006 and provides additional information. At our 2006 conference in Tampa, we had 382 attendees and a net income of \$85,821. In contrast, preliminary numbers from our just-completed conference in Irvine saw a record-breaking attendance of over 480 people, with conference income totaling close to \$100,000. Total income for the past fiscal year was \$117,977 with total expenses of \$106,837 for a net of \$11,140. Our cash position at the end of the fiscal year was \$32,698 with an additional \$31,564 in reserve in a savings account. Our membership over the past year has increased to 926, with about 170 of them being graduate students.

At the Business Meeting in Irvine, a dues increase from \$45 to \$60 was approved, effective March 1, 2007. If you are not sure when your membership expires, please check the mailing label of this newsletter.

JMTE's Volume 10 is available to AMTE members for the reduced subscription rate of \$48. A subscription form is available on the AMTE web site.

At the end of the 2007 Annual Conference, Gary Martin assumed the position of AMTE treasurer.

Organization Connections Committee Report

Committee Chair Barbara Dougherty, University of Mississippi

The Organization Connections Committee met at the Annual Conference with the charge of considering a name change and a redefinition of the committee's work. In addition, the committee invited the affiliate presidents to meet with them to discuss actions and activities that would support the affiliate groups. The committee decided to recommend the name Affiliate Connections Committee to the Board of Directors for approval. The focus of the committee will be to promote the development of, provide support to, and facilitate communication among AMTE affiliate groups. The committee proposes for AMTE to provide web site support from AMTE parent group, to provide guidance for for new affiliate groups, and to facilitate Annual Conference sessions for affiliate groups.

Technology Committee Report

Committee Chair Maggie Niess, Oregon State University

AMTE's Technology Committee has been working on a number of items lately. First, the AMTE Board-approved Technology Position statement is now available on <http://www.amte.net>. We have also revised the committee's charge so that it better represents the Technology Committee's value and potential. AMTE's Board has approved the revision.

We appreciate Texas Instruments' funding of the National Technology Leadership Initiative (NTLI) fellowship awarded to Kathryn Shafer from Bethel College for her research on mentoring inservice mathematics teachers with Geometer's Sketchpad. Kathryn will present the work at the Society for Information Technology & Teacher Education (SITE) Conference and will submit her AMTE presentation as a manuscript for publication in the *CITE Journal* (<http://www.citejournal.org>).

Congratulations to AMTE's Newest Affiliates!

Massachusetts, Pennsylvania, and Tennessee were granted their charters at the 2007 Annual Conference. AMTE now has ten affiliates. See <http://www.amte.net> for a complete listing of affiliates.

MassMATE (Massachusetts): President Jenny K. Tsankova, Roger Williams University; President-Elect Deborah S. Upton, Stonehill College; Secretary Galina Dobrynina, Wheelock College; Howard D. Troughton, Boston College; Members-at-Large: Susan Looney, First Steps, Inc.; Polina D. Sabinin, Lesley University; Anne M. Collins, Lesley University

PAMTE (Pennsylvania): President Jane M. Wilburne, Penn State Harrisburg; President-Elect Nina Girard, University of Pittsburgh-Johnstown; Winnie Peterson, Kutztown University; Janet Walker, Indiana University of Pennsylvania; Members-at-Large Mike Long, Shippensburg University; Tom Evitts, Shippensburg University; Debbie Gochenaur, Elizabethtown College

TAMTE (Tennessee): President P. Mark Taylor, University of Tennessee; Judy Hector, Walters State Community College; Treasurer Jeremy Winters, Middle Tennessee State University; At-Large Members: Michaele Chappell, Middle Tennessee State University; Betsy Darken, University of Tennessee, Chattanooga; Mary Lou Witherspoon, Austin Peay State University

At the Business Meeting in Irvine, a dues increase from \$45 to \$60 was approved, effective March 1, 2007.

Call for Proposals for 2008 AMTE Annual Conference

*Proposals
for the 2008
Annual
Conference
must be
submitted by
Monday,
May 21,
2007.*

Recommended Formats for Presentations

The AMTE Board of Directors believes that the AMTE Annual Conference should provide participants with an opportunity to examine and discuss current issues in mathematics teacher education and professional development and share related ideas and information. Therefore, all sessions must provide opportunities for all participants to be actively engaged. The details on how you will involve participants in your session must be included in your proposal.

Thematic Presentation (60 minutes). Thematic presentations are designed to include either one substantive presentation or a panel discussion. With one main presentation, there should be two prepared critiques or responses. Panel discussions should formulate the salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster interaction among the panelists. A total of at least 20 minutes must be allocated for participant interaction.

Symposium or Working Group (60 or 90 minutes). Symposia include several presentations focusing on the same issue from different perspectives or related aspects with a minimum of 30 minutes allocated for participant interaction. Working group sessions are designed to permit significant interaction among session organizers and participants on a particular topic of interest to AMTE members. Indicate the preferred time length for the session with a brief outline of how the time will be used. Note, however, that the program committee reserves the right to adjust session lengths to fit the confines of the program.

Individual Session (30 minutes). Individual sessions allow for project overviews and updates, local and state initiatives, and brief research reports that would be of interest to mathematics teacher educators.

Materials to Submit with a Proposal

Using the *Proposal Form* available online at <http://www.amte.net>, submit the following for each proposed session:

Presenter Information: Provide information for the session contact person and all presenters (name, affiliation and position, mailing address, phone numbers, fax number, and e-mail address.) Additionally, describe the role of each presenter (e.g., speaker, moderator, discussant, or a combination of these roles).

Session Information: Indicate type of proposed format, length of session, strand, level of teacher education addressed, and equipment needs.

Session Description: Provide a descriptive title and a 30-50 word description of the session to be listed in the program.

Abstract: Provide a one-page abstract of your proposed session. The abstract should describe background information on the proposed topic, provide evidence of its educational significance, describe how the session will be organized and how it will promote participant interaction (question-oriented, short presentations and discussion, position statements), and outline the desired outcomes of the session. Include a rationale for the type of format selected. Be sure to address the implications of the session for teacher education. Please do not include any names or information that might identify the authors.

Submissions: All submissions will be electronic. Please follow the submission guidelines and name your file submission with your last name, first initial, and middle initial.

Call for Proposals for 2008 AMTE Annual Conference (cont.)

Limits on Participation

Each individual may serve as lead speaker for no more than one session and can appear no more than twice on the program.

The lead speaker/contact must personally certify that all listed presenters have confirmed their willingness to participate in the session.

ALL PRESENTERS (including speakers, moderators, and discussants) MUST BE REGISTERED FOR THE CONFERENCE BY NOVEMBER 1, 2007 OR THEIR SESSION WILL BE CANCELLED.

Proposals Must be Submitted Electronically by Monday, May 21, 2007.

All proposals will be submitted online at <http://www.amte.net>.

Questions

If you have questions regarding proposal topic, format, or submission, contact:

Connie Schrock, Program Chair
Emporia State University
Mathematics, Computer Science, and Economics, Box 4027
Emporia, Kansas 66801
Telephone: (620) 341-5631
E-mail: AMTE2008@emporia.edu

President's Column *(Continued from page 1)*

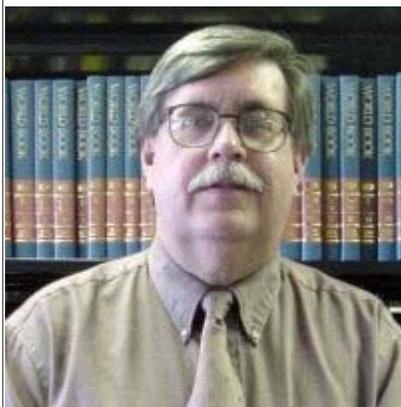
My life as a mathematics teacher educator has nearly paralleled the story of AMTE. As AMTE was in its infancy, I was just beginning to be a teacher leader offering workshops around South America, and coordinating the mathematics programs at an international school in Peru. When AMTE was forming its first conference, its toddler years, I was a doctoral student at the University of Missouri, learning the skills to be a mathematics teacher educator. During my four years as Secretary, I learned a lot about AMTE, met many new colleagues and friends, and learned a lot about mathematics teacher education. Perhaps, like AMTE, I am just in the early teens of being a mathematics teacher educator.

Being president of AMTE is the most significant professional responsibility I have accepted. I find comfort in knowing the energy, knowledge, and commitment of AMTE members. I have been in constant amazement at the work of the organization. For example, when ACHIEVE came out with its first draft of *Foundations for Success*, AMTE sent out invitations for members to be on a Task Force to review the document. I hoped to get a handful of volunteers. Nearly 30 applications were submitted! Two years later, when we were asked to review again, our response was even greater. We have

members who offer ideas that have led to great things for AMTE. For example, Bob Reys provided leadership for AMTE to develop a Position Statement for Doctoral Programs, which became a joint AMTE/NCTM project, initiated by AMTE. Several members' persistence in arguing for a mathematics teacher education journal has led to our current annual monograph series. In the past two months, over 100 members have volunteered to support AMTE through completing a volunteer form.

The AMTE Board of Directors will be meeting in Atlanta during NCTM. We will be setting priorities for AMTE for the next year. As we consider what priorities to set, we need to pay attention to our research mission in mathematics teacher education, to mentoring new mathematics teacher educators, to preparing resources that can support the work of mathematics teacher educators, to reaching more people doing mathematics teacher education, including mathematicians and community college faculty, and to what AMTE can and should do in the political arena. If you have other priorities that you think belong on this list, or suggestions for accomplishing anything on the list, please share those ideas with me or any board member. It is such ideas that have been at the heart of AMTE's growth.

Dr. William Bush is AMTE's First Excellence in Service to Mathematics Teacher Education Award Winner



Congratulations to Dr. William (Bill) Bush who was recognized as AMTE's first winner of the Excellence in Service to Mathematics Teacher Education Award at the 2007 Annual Conference! Bush is Professor of Mathematics Education in the University of Louisville's Department of Teaching and Learning, as well as Director of the Center for Research in Mathematics and Science Teacher Development. He earned his Ed.D. from the University of Georgia and has worked in teacher education in Kentucky for the past 17 years, first at the University of Kentucky and now at the University of Louisville. He has been awarded almost \$30 million dollars in grant money to improve mathematics education. His service includes an impressive array of contributions at national, regional, state, and university levels.

The Board of Directors of the Association of Mathematics Teacher Educators has established three Awards for Recognition of Excellence in Mathematics Teacher Education, to be awarded annually to a mathematics teacher educator of national recognition at the AMTE's Annual Conference. The purpose of this award is to recognize excellence in each area of mathematics teacher education (teaching, service, research). The award will be given in a different area each year, rotating between Excellence in Teaching in Mathematics Teacher Education (2005 winner Randy Philipp, San Diego State University), Excellence in Service to Mathematics Teacher Education (2006 winner Bill Bush), and Excellence in Scholarship in Mathematics Teacher Education (2007).

In his invited talk at the 2007 Annual Conference, Bush included the following quotes about service that his audience found inspiring. Watch for an article by Bush about his approach to service in the summer issue of *AMTE Connections*.

Congratulations to Dr. William (Bill) Bush, AMTE's first winner of the Excellence in Service to Mathematics Teacher Education Award!

"Service is the rent we pay to be living. It is the very purpose of life and not something you do in your spare time."

Marian Wright Edelman

"It is one of the most beautiful compensations of life, that no man (or woman) can sincerely try to help another without helping himself."

Ralph Waldo Emerson

"Only a life lived for others is a life worthwhile."

Albert Einstein

"Service ... Giving what you don't have to give. Giving when you don't need to give. Giving because you want to give."

Damien Hess

"I've come to believe that each of us has a personal calling that's as unique as a fingerprint—and that the best way to succeed is to discover what you love and then find a way to offer it to others in the form of service, working hard, and also allowing the energy of the universe to lead you."

Oprah Winfrey

"We don't accomplish anything in this world alone ... and whatever happens is the result of the whole tapestry of one's life and all the weavings of individual threads from one to another that creates something."

Sandra Day O'Connor

"Every man (woman) must decide whether he (she) will walk in the creative light of altruism or the darkness of destructive selfishness. This is the judgment. Life's persistent and most urgent question is: What are you doing for others?"

Martin Luther King, Jr.

Call for Nominations for the Award for Excellence in Scholarship in Mathematics Teacher Education

Criteria

The nominee should be an active member of the mathematics teacher education community and have at least five years of commitment to mathematics teacher education. He or she should have made unique contributions to the field of mathematics teacher education. Unique contributions should be considered in the broadest sense possible.

Award for Excellence in Scholarship in Mathematics Teacher Education

The nominee for the Excellence in Scholarship in Mathematics Teacher Education Award should have made a significant and lasting contribution to the field of mathematics teacher education. The nominee shall have demonstrated commitment to mathematics teacher education through one or more of the following areas:

- The dissimination of research findings offering unique perspectives on the professional development of mathematics teachers.
- The publication of materials useful in the preparation or continuing professional development of mathematics teachers.
- Design of innovative pre-service or in-service programs.
- The contribution of theoretical perspectives that have moved the field forward.

Documentation required for the Excellence in Scholarship in Mathematics Teacher Education Award

- A current vita of the nominee.
- A letter of nomination documenting the nominee's eligibility for the award.
- Letters of support for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.
- Evidence of at least three contributions of the nominee's scholarship in mathematics education in one or more areas as outlined above.

Nomination Process

AMTE members can nominate a mathematics teacher educator who meets the criteria above. Self-nominations will not be considered. Nomination materials should include those stated in each section above.

The committee will review applications in an electronic format. Applicants are encouraged to submit all application materials electronically.

Electronic submissions should be sent to Mike Klass at mklass@projects.sdsu.edu.

If applicants wish to include large documents in hard copy form, we will be able to scan documents of up to 50 pages in length. Applicants may submit DVDs, CDs, or videotapes, but each clip submitted should be no more than 20 minutes long. Hard copy submissions should be sent to

Nadine Bezuk
c/o Mike Klass
Attn: AMTE Award Nomination
6475 Alvarado Road, Suite 206
San Diego, CA 92120

Please be sure that all items in the nominations materials are clearly labeled with the name of the nominee.

Deadline for Nomination

Nominations must be received by October 1, 2007.

Procedure for Review of Materials

The AMTE Awards Committee, a seven-member committee, will review the materials and select the award winner yearly. Nominations will be reviewed by the committee, and the award recipient will be notified by late November, so that the person can have time to make arrangements to attend the AMTE conference in January. The award recipient will receive a plaque and give a presentation at the AMTE meeting in January of the year in which he or she receives the award.

The nominee for the Excellence in Scholarship in Mathematics Teacher Education Award should have made a significant and lasting contribution to the field.

AMTE Call for Manuscripts for Monograph V

Working Title: Inquiry into Mathematics Teacher Education

Background

The Association of Mathematics Teacher Educators (AMTE) is an organization designed to bring together individuals interested in mathematics teacher education in order to promote and improve the education of preservice and inservice teachers of mathematics. Two of its goals are to facilitate communication and to promote collaboration among mathematics teacher educators, including those in Colleges of Education, Departments of Mathematics, and settings other than higher education. In an effort to support these goals, AMTE published its first monograph in 2004; the 2008 monograph will be the fifth volume in the series designed 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 (e.g., content faculty, clinical faculty responsible for mentoring student teachers).

Anticipated Audience

The anticipated audience for this monograph includes individuals responsible for the professional development of mathematics teachers, such as college or university faculty, community college faculty, or professional development specialists. Hence, the focus of the monograph is issues related to the development of mathematics teachers, practices in post-secondary classrooms (content or pedagogy) for mathematics teachers, or practices that help individuals responsible for the preparation of mathematics teachers gain knowledge they need to be more effective in their work.

Possible Topics

The monograph aims to include a range of manuscripts addressing all aspects of the work of mathematics teacher educators, including manuscripts in the following broad categories:

- mathematics content and/or mathematics pedagogy courses for preservice teachers;
- professional development projects for inservice mathematics teachers (content and/or pedagogy focused);
- projects or courses designed to support preservice and inservice teachers simultaneously;
- professional development for teacher educators;
- professional development for mathematics teacher leaders;
- on-line mathematics and/or mathematics pedagogy courses for preservice/in-service teachers;
- alternative certification for mathematics teachers;
- educational policy with regard to mathematics teacher education.

Authors are encouraged to consider the following question when conceptualizing their manuscripts: *What can other mathematics teacher educators learn from your manuscript that will inform their own practice with pre-service and/or in-service teachers?*

Preparation of Manuscripts

Any questions about possible topics for inclusion may be directed to one of the co-editors of the monograph:

Fran Arbaugh, University of Missouri, arbaughe@missouri.edu
P. Mark Taylor, University of Tennessee, pmark@tennessee.edu

Editorial decisions will be made by members of the Editorial Panel: Fran Arbaugh and P. Mark Taylor (co-editors), Denisse Thompson (AMTE board liaison and monograph series editor), and editorial panel members Cheryl Lubinski, Kathleen Lynch-Davis, Sue McMillan, and Sharon Young.

Manuscripts should be completed in APA style, double-spaced in 12 point font using 1 inch margins, and should not exceed 15 pages in length, including references, tables, and figures.

Submission of manuscripts will be accepted electronically, as instructed below. Authors submit two electronic versions their manuscript; one copy should include a cover page with all appropriate author information (name, address, phone, fax, and e-mail); the other copy should allow for blind review.

(Continued on next page)

*What can
other
mathematics
teacher
educators learn
from your
manuscript that
will inform
their own
practice with
pre-service or
in-service
teachers?*

(Call for Manuscripts for Monograph V continued from previous page)

Please name your WORD document files as follows:

Identifiable copy: LASTNAME.doc

Blind copy: LASTNAMEblind.doc

- Note: At least one of the authors of each submitted manuscript must be a member of AMTE.

Send both electronic files to: Fran Arbaugh (arbaugh@missouri.edu)
Submission Due Date: June 1, 2007
Anticipated Publication Date: 2008

Contemporary Issues in Technology and Teacher Education **Broadens the Scope of Mathematics Submissions Sought**

Contemporary Issues in Technology and Teacher Education (CITE) is an online, peer-reviewed journal, available at <http://www.citejournal.org>. This journal is jointly sponsored by AMTE and four other professional associations (AETS, NCSS-CUFA, CEE, and SITE). The journal's online medium also allows authors to demonstrate the technologies about which they are writing, including video and audio segments, animation, virtual reality, web sites, and simulations. The mathematics education editors of the *CITE* are Iris Johnson (johnsoid@muohio.edu) and Ginny Keen (ginny.keen@wright.edu).

In the past, the *CITE-Math Journal* has provided a forum for dialog about best practices in integration of technology in the preparation of mathematics teachers through publication of research-based papers. At this time, we are broadening the scope of accepted articles to more accurately reflect the work of AMTE members. A wide range of formats and approaches to scholarship will be accepted, including qualitative research, quantitative research, conceptual and theoretical pieces, case studies, and professional practice papers. The electronic format allows articles to be published in a timely fashion and facilitates the incorporation of technologies about which authors are writing, such as, video and audio segments, animation, virtual reality, web links, and simulations. All articles and reviews are submitted online.

The *CITE Journal* has a commentary feature permitting readers to submit short responses to published articles and, thus, take advantage of the interactive medium. Readers are encouraged to provide scholarly responses to published articles using an on-line commentary strand linked to the article. All commentary will be peer reviewed prior to publishing.

CITE seeks reviewers. As a peer-reviewed journal, reviewers are an important part of the publication process. Please consider volunteering your time to serve as a reviewer for the journal. To become a reviewer, go to <http://www.aace.org/newpubs/index.cfm?fuseaction=Info.Entrance>. Go to Publications, enter your e-mail address, and create an AACE login. Have a copy of your vita ready, and complete the reviewer information online. It only takes a few minutes to become involved in this important professional endeavor.



Featured Mathematics Education Article:

Case Studies of Mathematics Teachers' Learning in an Online Study Group
 Randall E. Groth, Salisbury University

Abstract: Two teachers participating in an online study group provided the foci for in-depth case studies. Transcripts of conversations they had with colleagues about issues related to reform-oriented pedagogy were analyzed from both acquisition and participation perspectives on learning. Both teachers exhibited mainly marginal changes to their pedagogical reasoning structures and were generally resistant to adopting ideas posed during online debates. At the same time, the text-based environment provided a setting for both participants to structure their emerging thoughts about changes to their existing pedagogical reasoning structures. It also served as a forum for them to identify gaps in their personal knowledge and to obtain further professional development to address them. The methodology and theoretical perspective employed in the report provide a foundation for further research on teachers' learning in online environments.

Developing a Statewide Community of Mathematics Teacher Educators: The California Association of Mathematics Teacher Educators (CAMTE)

Carol Fry Bohlin
California State University, Fresno
CAMTE President, 2004-2006



*“Be glad there’s one place in the world
Where everybody knows your name,
And they’re always glad you came;
You want to go where people know,
People are all the same;
You want to go where
everybody knows your name...”*

While watching the many animated conversations, happy handshakes, reconnecting hugs, and broad smiles from my position behind the registration desk at the AMTE conference in Irvine, I became aware that the theme song from “Cheers” was softly playing in my mind—and it seemed most appropriate! For mathematics teacher educators, this conference truly is “home”—a place where those with similar professional missions and passions can connect and share the latest projects, realizations, conundrums, research ideas, teaching strategies, and personal tales with friends and colleagues, both old and new.

From its inception, AMTE has provided a unique, inviting, professional home for mathematics teacher educators. AMTE affiliates replicate—on a smaller scale and with a focus on more regional or statewide concerns—the important networking and professional development opportunities that AMTE affords.

California’s AMTE affiliate, CAMTE, has nearly 200 members; all of whom are active in the preservice or inservice education of the state’s PreK-12 mathematics teachers. Whether a member’s principal place of work be at a university, community college, district/county office, or other educational enterprise, his or her identity as a mathematics teacher educator is recognized and supported by being a member of CAMTE. Membership benefits include being part of an important, unique statewide network of mathematics educators; receiving and being able to send information to other members via the CAMTE listserv; being eligible to submit proposals to speak at conferences and to submit papers for possible publication in CAMTE monographs; being able to actively participate in the annual CAMTE business meeting and social gatherings; being eligible to serve the mathematics teacher education community as a CAMTE officer, advisor, or committee member; and belonging to an

organization that seeks to inform and influence statewide policy. To identify additional member benefits, as well as ways to increase membership, a Membership Committee will soon be established.

Background

Mathematics teacher educators from the 23-campus California State University (CSU) system (which produces the majority of the state’s teachers) comprise the largest subgroup of CAMTE members. In fact, CAMTE was formally conceived during the day-long CSU Mathematics Education Summit, which was held on 22 January 2004, immediately prior to the AMTE conference in San Diego.

The Summit itself had its roots in a three-day conference of CSU-system mathematics education faculty at Asilomar (near Monterey, CA) in April 2002. This conference was funded by a grant from the CSU Chancellor’s Office and included a cyberspace component to help establish professional networks for CSU mathematics educators. A database containing the names, campuses, and e-mail addresses of all mathematics educators in the CSU system was created, and a listserv containing their e-mail addresses was developed to help establish a virtual community of CSU faculty and for the rapid communication of news, information, and opportunities related to mathematics education. A web site was also developed to serve as a clearinghouse for information related to mathematics teacher education in California (<http://www.csufresno.edu/mathed>).

The CSU electronic communications network served to facilitate the planning and advertising of the Summit and, subsequently, of CAMTE itself. Many CSU mathematics teacher educators were thus among the charter members of CAMTE, which was formally established at a meeting held at the California Mathematics Council (CMC; statewide NCTM affiliate) conference in Palm Springs on November 6, 2004 after nine months of post-Summit

From its inception, AMTE has provided a unique, inviting professional home. . . [that] AMTE affiliates replicate.

planning. Soon thereafter, CAMTE became AMTE's fourth affiliate.

Visibility and Outreach

Branding. During its first year, CAMTE established an identifiable color logo and the byline "Professionals providing preservice and inservice education for K-12 mathematics teachers" to adorn all forms, meeting agendas, promotional items, and signage to help promote organization identification and recognition. At CMC and AMTE conferences, clear labels containing the full-color CAMTE logo are provided to members to affix to their nametags. At CMC conferences, CAMTE session/strand advertisements are printed back-to-back with a membership form, CAMTE signs adorn the doors and session easels at conferences, and table signs identify CAMTE tables.

Outreach to Various Constituencies. Promotion of CAMTE among mathematics educators in the community college and university systems, as well as to mathematics professional development providers at the district and county office levels, was identified as an early priority. An informational and brainstorming session was held in December 2004 at the CMC conference at Asilomar, with heavy advertising of the session during this and subsequent CMC conferences. Membership in CAMTE was promoted in the newsletter for CMC³ (California Mathematics Council Community Colleges) and at CMC³ conferences. Representatives from the CC, CSU, and UC systems have been invited to speak at CAMTE membership and business meetings, and members of each system plus K-12 representatives are sought to serve on the CAMTE Advisory Board. One founding member of this Board is the Executive Director of the California Mathematics Project (CMP) and a member of the statewide Curriculum and Instruction Steering Committee (CISC), comprised of mathematics coordinators throughout the state. She is able to represent and promote CAMTE at CMP directors' meetings and at CISC meetings. Announcements about CAMTE have also run on the CSU mathematics educator listserv, as well as in the *California Online Mathematics Education Times* (COMET), a weekly online news journal to which CAMTE members receive a subscription. Annual dues are \$20, but a three-year option is available for \$50; graduate student dues are half-price to encourage early membership. Doctoral students who desire to teach at a California university are strongly encouraged to join CAMTE.

Partnership with the California Mathematics Council. The California Mathematics Council has graciously allowed CAMTE to host a special

"teacher education strand" within CMC's two major annual conferences, with the CAMTE strands color-highlighted in the conference programs and with sessions in designated rooms, which has helped promote a sense of community among members as well as the recognition of CAMTE within the conference. As a result of a CAMTE session at CMC, organizers of an MAA-funded PMET conference held at Asilomar in June 2006 invited CAMTE to host a strand in that conference, which resulted in increased visibility, as well as the development of an outline for a CAMTE monograph on secondary mathematics methods courses and a Web site addressing related issues (<http://edweb.csus.edu/projects/camte/>).

CMC has significantly facilitated the growth of CAMTE membership by including CAMTE on its conference registration forms, permitting those attending the CMC conferences to pay CAMTE annual dues along with conference fees. Being included on the form along with CMC affiliates also helps provide name recognition for the organization. In addition, after recent discussions with the CMC state leadership team, a CAMTE representative has been invited to attend meetings of the CMC Board, sharing updates from the organization and representing CAMTE's interests and views.

Additional Areas of Impact. CAMTE has sought to become visible and influential at the statewide level as well, co-sponsoring the CSU Chancellor's Office Mathematics Teacher Recruitment and Preparation Summit in 2006, as well as co-signing (with CMC) a letter to the state's Curriculum Commission challenging a portion of California's mathematics textbook adoption policy (<http://www.Static.kern.org/gems/cmcmath/CAMTEletterCurCom0601.pdf>). In the former example, membership forms and a statement of CAMTE's goals were included in the Summit participants' packets to help promote membership among those in attendance.

CAMTE is now a little over two years old. Members are excited about its growth to date and the promise of even greater impact and service to California's mathematics teacher education community when its new web site is established. CAMTE plans to become the state's authoritative voice in matters related to mathematics teacher education and to continue to provide numerous opportunities for meaningful professional development and collegial networking among its members. The organization seeks to be a true professional home for the state's mathematics teacher educators, a place (both face-to-face and in cyberspace) "where everybody knows your name, and they're always glad you came."

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Upcoming Conferences

Online at

<http://www.amte.net>

Membership/Renewal
Forms

Position Papers

Position Listings

Resources

Forum for Members

Other Opportunities

2007

April 9-12	AERA	Chicago, Illinois
July 8-13	PME31	Seoul, Korea
July 29-Aug. 2	Joint Statistical Meetings	Salt Lake City, Utah
July 31- Aug. 3	AMS International	Warsaw, Poland
August 3-5	MAA MathFest	San Jose, California
October 11-12	NCTM Regional	Richmond, Virginia
October 25-26	NCTM Regional	Kansas City, Missouri
October 25-28	PME-NA	Lake Tahoe, Nevada
November 15-17	SSMA	Indianapolis, Indiana
November 29-30	NCTM Regional	Houston, Texas

2008

January 6-9	MAA-AMS Joint Meeting	San Diego, California
January 24-26	AMTE	Tulsa, Oklahoma
March 24-28	AERA	New York City, New York
April 9-12	NCTM	Salt Lake City, Utah

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Reminder: The date on the label indicates the month that your membership is due to expire.