

# Connections



## *Calling all Mathematics Teacher Educators*

**Barbara J. Reys, University of Missouri  
AMTE President**

### Inside this issue:

2010 Conference Information .....	2
2010 Conference Registration .....	3
2010 Preconference Sessions .....	5
Director of Publications Report.....	9
AMTE Awards.....	11
AMTE Board Actions..	14
News from NCTM .....	15
AMTE Affiliates News.....	16

I've been wrestling with some questions fundamental to AMTE including:

- What is a mathematics teacher educator (MTE)?
- What do MTEs do? Where do they work?
- How many MTEs are there?
- What are current issues important to MTEs?
- In what ways can AMTE better serve MTEs?

AMTE's primary mission is to promote the improvement of mathematics teacher education. As a young and developing organization, it is vital to identify and respond to the needs of those professionals with similar goals and work responsibilities. However, there is no existing "list" or database of mathematics teacher educators in the U.S. Some argue that the very term "mathematics teacher educator" is not well-defined, compounding the problem.

In this President's message, I present my own view on several of the questions posed above. I invite readers to comment on or add to my thoughts. Respond by sending an email to me at: [reysb@missouri.edu](mailto:reysb@missouri.edu).

### ***What is a mathematics teacher educator (MTE)?***

I've been asked recently about the term "mathematics teacher educator." One person wondered if all university mathematicians who teach courses for future or current teachers are MTEs. Another indicated that, while he doesn't generally work with future or current teachers, he's interested in the preparation of teachers and has an ad-

vanced degree in mathematics and is therefore qualified as a MTE. As a national organization of MTEs, how do we define our field? Here's my proposed description of an MTE:

*A mathematics teacher educator is someone whose primary work responsibilities and professional contributions are focused on supporting the learning and/or practice of preK-12 teachers of mathematics (elementary, middle or secondary level).*

### ***What do mathematics teacher educators do? Where do they work?***

MTEs do a variety of work including teaching, professional development, research and/or curriculum development. Some MTEs work at the preservice level, others at the inservice level. Some MTEs work in colleges, others in K-12 or state agency settings, or in private professional development and research organizations. Some MTEs teach college mathematics and/or education classes, others do research to better understand and improve the practice of teaching and/or learning of mathematics.

### ***How many mathematics teacher educators are there?***

AMTE has been pondering this question as we strive to identify and engage the community of MTEs in the work of the organization. There are several ways one might estimate the population of MTEs (as I defined the group above). For example,

*(Continued on page 10)*

## AMTE'S 2010 Annual Conference News

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

### President

Barbara Reys  
Dept. of Learning, Teaching & Curriculum  
University of Missouri  
(573) 882-8744  
[reysb@missouri.edu](mailto:reysb@missouri.edu)

### Past President

Jenny Bay-Williams  
Department of Teaching & Learning  
University of Louisville  
[j.baywilliams@louisville.edu](mailto:j.baywilliams@louisville.edu)

### Secretary

M. Lynn Breyfogle  
Department of Mathematics  
Bucknell University  
[lynn.breyfogle@bucknell.edu](mailto:lynn.breyfogle@bucknell.edu)

### Treasurer

W. Gary Martin  
Department of Curriculum & Teaching  
Auburn University  
[martiwg@auburn.edu](mailto:martiwg@auburn.edu)

### Board Members at Large

Fran Arbaugh  
Department of Curriculum & Instruction  
The Pennsylvania State University  
[arbaugh@psu.edu](mailto:arbaugh@psu.edu)

Gladis Kersaint  
Department of Secondary Education  
University of South Florida  
[kersaint@coe.usf.edu](mailto:kersaint@coe.usf.edu)

Randy Philipp  
School of Teacher Education  
San Diego State University  
[rphilipp@mail.sdsu.edu](mailto:rphilipp@mail.sdsu.edu)

### Executive Director

Nadine Bezuk  
San Diego State University  
6475 Alvarado Road, Suite 206  
San Diego, CA 92120  
[nbezuk@mail.sdsu.edu](mailto:nbezuk@mail.sdsu.edu)

### Affiliate Director

Sandi Cooper  
Department of Curriculum & Instruction  
Baylor University  
[Sandra\\_Cooper@baylor.edu](mailto:Sandra_Cooper@baylor.edu)

### Conference Director

Susan Gay  
Department of Curriculum & Teaching  
University of Kansas  
[sgay@ku.edu](mailto:sgay@ku.edu)

### Publications Director

Alfinio Flores  
Department of Mathematical Sciences  
University of Delaware  
[alfinio@math.udel.edu](mailto:alfinio@math.udel.edu)

### Sponsorship Liaison

Juli Dixon  
College of Education  
University of Central Florida  
[jkdixon@mail.ucf.edu](mailto:jkdixon@mail.ucf.edu)

### Sponsorship Co-Liaison

Thomasenia Lott Adams  
School of Teaching and Learning  
University of Florida  
[ta@coe.ufl.edu](mailto:ta@coe.ufl.edu)

## The Association of Mathematics Teacher Educators (AMTE) Fourteenth Annual Conference Irvine, CA January 28 – 30, 2010

### Conference Information

The Fourteenth Annual Conference of the Association of Mathematics Teacher Educators (AMTE) will be held at the Hyatt Regency Hotel in Irvine, California from Thursday, January 28 through Saturday, January 30, 2010. Pre-conference sessions will be held Thursday morning. See page 9 for details. Conference sessions will begin on Thursday afternoon January 28 at 1:00 p.m. The General Session will begin about 5:00 p.m. on Thursday followed by dinner on your own.

We have a limited block of reduced-price rooms available at \$159/night (single or double occupancy). We encourage you to reserve your room soon either online or by calling the toll-free number below. Be sure to mention the "AMTE Conference" when you call.

Make your reservation by **Friday, December 4, 2009** to get our special conference room rates. Please be aware that the conference block may be sold out by this date. It is best to reserve early. Once the room block is full, the hotel will accept reservations at the hotel's prevailing rate and only on a space-available basis.

Hyatt Regency Irvine  
17900 Jamboree Blvd.  
Irvine, California 92614  
949-975-1234

Reservations (toll-free): 1-800-233-1234  
(mention AMTE)

Click on the following link to make your hotel reservation online:  
<http://irvine.hyatt.com/groupbooking/irvin20101amt>

We hope to see you in Irvine in 2010!

### 2010 AMTE Annual Conference Dates to Remember:

**Early Registration Deadline: October 15, 2009**

**Registration Deadline for Speakers: October 1, 2009**

**Regular Registration Deadline: December 4, 2009**

**Deadline for Hotel Reservations: December 4, 2009**

**Conference Dates: January 28-30, 2010**

Comments, questions, and submissions for AMTE *Connections* should be directed to:  
Libby Knott, AMTE *Connections* Editor, Department of Mathematics, Washington State University,  
P.O. Box 3113, Pullman, WA 99164-3113 [lknott@wsu.edu](mailto:lknott@wsu.edu)

# AMTE Conference Registration

## ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS FOURTEENTH ANNUAL CONFERENCE—Irvine, CA

January 28 – 30, 2010

Please note: Online registration and payment is available on the AMTE website:

[www.amte.net](http://www.amte.net)

Name \_\_\_\_\_ Position \_\_\_\_\_

Department \_\_\_\_\_ Institution \_\_\_\_\_

Mailing Address \_\_\_\_\_ [ ] Home [ ] Institution

City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip/Postal Code \_\_\_\_\_

Work Phone ( ) \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_

E-mail \_\_\_\_\_ Fax ( ) \_\_\_\_\_

Check here if this is a new address \_\_\_\_\_

Check here if you are a new AMTE member \_\_\_\_\_

**Check here if you are a speaker** \_\_\_\_\_

**(the deadline for speaker registration is Oct. 1, 2009)**

Check here if you are attending your first AMTE Conference \_\_\_\_\_

**NOTE: THERE WILL BE NO ONSITE REGISTRATION AVAILABLE.**

**Also please note that conference registration is limited; please register early**

### Meals included in the registration fee:

Thursday: afternoon break (Note: Dinner is on your own after the General Session.)

Friday: continental breakfast, morning break, lunch, afternoon break, and dinner

Saturday: continental breakfast, morning break, and lunch

**Special dietary needs:** \_\_\_\_\_ **(must be received by Dec. 4, 2009)**

**If paying by check, please make it payable to AMTE.**

**If paying by credit card, please complete the following information:**

Type of card (circle one): Visa      MasterCard      Discover

Name as it appears on the card:

Card number: \_\_\_\_\_ Expiration: \_\_\_\_\_

Amount to be charged: \_\_\_\_\_

**Check below if you would like to NOT:**

\_\_\_\_ have the information above included in AMTE's online directory (accessible by AMTE members only)

***Don't forget to register for the AMTE Annual Conference in Irvine, CA, January 28-30<sup>th</sup>. Registration Deadlines are October 1 for speakers & October 15 for early registration. The regular registration deadline is December 4<sup>th</sup>.***

(cont'd on page 4)

*AMTE Connections  
September 2009*

## Conference Registration Form (Cont'd from page 3)

receive emails from AMTE

receive emails from mathematics-teacher-education-related organizations and companies

receive mailings from mathematics-teacher-education-related organizations and companies

**To submit this form in hard copy, please print and mail it to:**

Gary Martin, AMTE Treasurer (Attn: Conference Registration)

Department of Curriculum and Teaching

Auburn University, 5040 Haley Center

Auburn, AL 36849

334-844-6878

334-844-0124 (fax)

martiwg@auburn.edu

	<b>Early Regis- tration</b> (Postmarked by Oct. 15)	<b>Registration</b> (Postmarked by Dec. 4)	<b>Late Registra- tion</b> (RECEIVED by Jan. 15)	Indicate Amount Paid Below
Registration and Membership Dues (1 year of dues included)	\$340	\$415	\$490	
Registration and Membership Dues (2 years of dues included)	\$394	\$469	\$544	
Registration and Membership Dues (3 years of dues included)	\$442	\$517	\$592	
Member Registration	\$280	\$355	\$430	
Non-Member Registration	\$370	\$445	\$520	
Full-time Graduate Student Registra- tion and Membership Dues*	\$260	\$335	\$410	
Full-time Graduate Student Member Registration*	\$230	\$305	\$380	
Technology Workshop (Thursday, 1/28, 9 a.m. – noon) (limited to first 50 registrants)	Free— preregistration required	Free— preregistration required	Free— preregistration required	_____ Check here to attend
Elementary Math Specialist Work- shop (Thursday, 1/28, 8 a.m. – noon) (limited to first 50 registrants)	Free— preregistration required	Free— preregistration required	Free— preregistration required	_____ Check here to attend
	<b>TOTAL AMOUNT SUB- MITTED</b>			

\*Graduate student advisor's signature \_\_\_\_\_  
(Graduate students must register by mail or fax)

The following seven Preconference Sessions will be held on **Thursday morning, January 28, 2010, at the 2010 AMTE Annual Conference at the Hyatt Regency Hotel in Irvine, California.** Each session requires pre-registration. **No onsite registration will be available** (see pages 6-9 for more detailed information on registration for each session).

MORE DETAILED INFORMATION FOLLOWS THESE BRIEF DESCRIPTIONS OF THE SESSIONS.

**1. Technology Workshop**

*Develop teachers' mathematics TPACK: Showcasing exemplary technology tools and their uses in mathematics education*

**2. Standards for Elementary Mathematics Specialist (EMS) Teacher Preparation/Certification**

*Enjoy an overview of the Standards for EMS teacher preparation/certification including how to use the recommendations to advocate for EMS*

**3. NCTM's NCATE Program Reviewer Training Workshop**

*Learn how to be an NCTM-prepared NCATE reviewer*

**4. Preparing to Teach Mathematics with Technology [PTMT]: Engaging Practices and Materials for Technology-Using Mathematics Teacher Educators**

*Engage in using NSF-sponsored teacher education materials to prepare middle and secondary mathematics teachers to effectively use technology*

**5. Using Video and Student Work Focused on Children's Thinking to Help Professional Developers Support Elementary School Teachers in Transforming Their Teaching**

*Draw upon video and written student artifacts to support professional developers working with elementary school teachers*

**6. The Mathematical Preparation of Teachers: Developing the Knowledge Base for Teacher Educators**

*Discuss how to develop a strong, cohesive, and scientifically reliable body of professional knowledge about what mathematical preparation is needed of teachers and of teacher-educators*

**7. Developing Performance Levels for Mathematics Content and Pedagogical Content Knowledge in the Teacher Education and Development Study in Mathematics (TEDS-M)**

*Learn about the design and key findings of TEDS-M, engage in hands-on activities, and discuss implications with AMTE colleagues.*

(continued on page 6)

***Choose from  
SEVEN AMTE  
Preconference  
sessions!***

## PRECONFERENCE SESSIONS (Cont'd from page 5)

### DETAILED INFORMATION OF PRECONFERENCE SESSIONS

#### 1. TECHNOLOGY WORKSHOP: Developing Teachers' Mathematics TPACK: Showcasing Exemplary Technology Tools and Their Uses in Mathematics Education

Sponsored by AMTE's Technology Committee

Organizer: Christopher Johnston ([cjohnst2@gmu.edu](mailto:cjohnst2@gmu.edu))

Presenters: Christine Browning ([christine.browning@wmich.edu](mailto:christine.browning@wmich.edu)), Shannon Driskell ([Shannon.Driskell@notes.udayton.edu](mailto:Shannon.Driskell@notes.udayton.edu)), S. Asli Ozgun-Koca ([aokoca@wayne.edu](mailto:aokoca@wayne.edu)), Suzanne Harper ([harpersr@muohio.edu](mailto:harpersr@muohio.edu)), Susann Mathews ([susann.mathews@wright.edu](mailto:susann.mathews@wright.edu))

Time: 9:00 a.m. – 12:00 p.m.

Session limit: 50 participants

Description: This session will afford mathematics teacher educators the opportunity to:

- Experience, minds-on, various technology tools appropriate for mathematics education;
- Discuss with other educators issues surrounding the use of technology;
- Discuss activities that take advantage of the technology and promote mathematics Technology, Pedagogy, and Content Knowledge (TPACK).

Various technology tools will be showcased by members of the AMTE Technology Committee and other experienced mathematics teacher educators.

To Register: Indicate your interest on the AMTE Conference Registration Form.

#### 2. Standards for Elementary Mathematics Specialist (EMS) Teacher Preparation/Certification

Sponsored by AMTE, the Brookhill Foundation & CISCO Learning

Organizers: Terry Goodman ([Goodman@ucmo.edu](mailto:Goodman@ucmo.edu)) & Maggie McGatha ([maggie.mcgatha@louisville.edu](mailto:maggie.mcgatha@louisville.edu))

Presenters: Hyman Bass, University of Michigan; Robert Berry, University of Virginia; Nadine Bezuk, San Diego State University; Diana Erchick, Ohio State University; Terry Goodman, University of Central Missouri; Maggie McGatha, University of Louisville; Denise Mewborn, University of Georgia; Barbara Reys, University of Missouri; Nicole Rigelman, Portland State University; Joanne Rossi Becker, San Jose State University; Kathy Stumpf, Brookhill Foundation

Additional Speakers: Francis (Skip) Fennell, McDaniel College; Jon Wray – Howard County Public Schools, MD

Time: 8:00 a.m. – 12:00 p.m.

Session limit: 50 participants on site. Participants can also access the session via an on-line broadcast. Participants choosing this option will be provided with technical information that can be used to access the broadcast (see below).

Description: The AMTE Elementary Mathematics Specialists (EMS) project group will share an overview of the *Standards for EMS Teacher Preparation/Certification* including how to use the recommendations to advocate for EMS. An overview of two ongoing EMS projects will also be shared (Elementary Math Specialists & Teacher Leaders (EMS & TL) Project and the K-5 Mathematics Specialists Academy). Session

(Continued on page 7)

*Here you will find detailed information on all seven of the preconference sessions*



## PRECONFERENCE SESSIONS (Cont'd from page 6)

*Continued from page 6)*

participants will have an opportunity to provide feedback on the *Standards for EMS Teacher Preparation/Certification*.

To Register: Indicate your interest on the AMTE Conference Registration Form. There is no charge to attend, but pre-registration for the session is required.

To register for the online broadcast of the EMS preconference session, email [AMTE2010@cicslearning.org](mailto:AMTE2010@cicslearning.org).

### **3. NCTM's NCATE Program Reviewer Training Workshop**

Sponsored by the National Council of Teachers of Mathematics  
Organizer/Presenter: Monique Lynch ([mlynch@nctm.org](mailto:mlynch@nctm.org))

Time: 8:30 a.m. – 12:00 p.m.  
Session limit: 30 participants

Description: This session is designed to prepare potential mathematics education program report reviewers for the current NCATE system. This session would also be useful to existing reviewers who want to learn the latest information about the process. A completed reviewer application is required in order to participate in this session.

To Register: E-mail [nctmncate@nctm.org](mailto:nctmncate@nctm.org) and indicate that you are interested in attending reviewer training on January 28. There is no charge to attend, but the completion of an application and pre-registration for the workshop are required. For more information, see <http://www.nctm.org/ncate.aspx>.

### **4. Preparing to Teach Mathematics with Technology [PTMT]: Engaging Practices and Materials for Technology-Using Mathematics Teacher Educators**

Sponsored by the National Science Foundation grant # DUE-0817253  
Organizers/Presenters: Hollylynne Lee ([Hollylynne@ncsu.edu](mailto:Hollylynne@ncsu.edu)) and Karen Hollebrands ([Karen\\_hollebrands@ncsu.edu](mailto:Karen_hollebrands@ncsu.edu))

Time: 8:00 a.m. – 12:00 p.m.  
Session limit: 30 participants

Description: Participants will engage in using NSF-sponsored teacher education materials to prepare middle and secondary mathematics teachers to effectively use technology. The materials aim to develop teachers' TPACK in an approach that integrates content, pedagogy and technology. Materials to be discussed focus on Data Analysis and Probability topics using *TinkerPlots* and *Fathom*. Participants will be provided with access to the materials and have the opportunity to become involved with a national collaborative network. See <http://ptmt.fi.ncsu.edu>.

To Register: Participants will need to bring a laptop with access to *TinkerPlots* and *Fathom* (evaluation versions available for download). There is no charge to attend. Interested attendees should register at <http://ptmt.fi.ncsu.edu/amte10>. Questions can be directed to [hollylynne@ncsu.edu](mailto:hollylynne@ncsu.edu).

*(continued on page 8)*

## PRECONFERENCE SESSIONS (Cont'd from page 7)

*Continued from page 7)*

### **5. Using Video and Student Work Focused on Children's Thinking to Help Professional Developers Support Elementary School Teachers in Transforming Their Teaching**

Sponsored by the National Science Foundation grant # ESI-0455785

Organizer/Presenter: Randy Philipp ([RPhilipp@mail.sdsu.edu](mailto:RPhilipp@mail.sdsu.edu))

Presenters: Vicki Jacobs ([VJacobs@mail.sdsu.edu](mailto:VJacobs@mail.sdsu.edu)), Lisa Lamb, SDSU ([Lisa.Lamb@sdsu.edu](mailto:Lisa.Lamb@sdsu.edu)), John (Zig) Siegfried, SDSU ([ziggafoss@hotmail.com](mailto:ziggafoss@hotmail.com)), Bonnie Schappelle, SDSU ([BSchappe@sunstroke.sdsu.edu](mailto:BSchappe@sunstroke.sdsu.edu))

Time: 8:30 a.m. – 12:00 p.m.

Session limit: 40 participants

Description: In this interactive session, based on results from a large-scale study in which we found that teachers change along a variety of dimensions after engaging in sustained professional development, we will draw upon video and written student artifacts to support professional developers working with elementary school teachers. We will discuss characteristics of video and written student work that effectively engage teachers in discussions of children's mathematical thinking as a basis for their teaching. Video and written student work used during the session will be available for future use by participants. The general session outcome is that participants will reconsider the what, how, and why of using artifacts with teachers.

To Register: There is no charge to attend this session. To register, e-mail [RPhilipp@mail.sdsu.edu](mailto:RPhilipp@mail.sdsu.edu) and provide the following information: Name, affiliation, e-mail address, telephone, and a short description of your interest in this session.

### **6. The Mathematical Preparation of Teachers: Developing the Knowledge Base for Teacher Educators**

Sponsored by the Coordination Working Group for the Network on the Mathematical Preparation of Teachers (MPT-Net)

Organizers: Virginia (Ginny) L. Keen, University of Dayton, Mary Louise Metz, Indiana University of Pennsylvania, Clyde Greeno, The MALEI Mathematics Institute.

Time: 8:00 a.m. – 12:00 p.m.

(Reception at 8:00; Challenge at 8:30; Task Work 9:00-11:15; then Forum until noon.)

Session limit: 50 participants

Description: This session furthers the MTE community's development of a strong, cohesive, and scientifically reliable body of professional (MPT) knowledge about what mathematical preparation is needed of teachers and of teacher-educators – and about how best to instill such knowledge. The session promotes and facilitates efforts of pre-existing MPT working groups – and activation of new MPT working groups. Participants will cluster into special-interest discussion groups to review progress and develop plans. For details, visit <http://wg-mpet.wikidot.com/2010-amte-pre-session>

To Register: E-mail [mpt-net@mathematicsinstitute.org](mailto:mpt-net@mathematicsinstitute.org) and state your wish to attend the MPT preconference session at the 2010 AMTE Conference. If you wish to join a NEW

*(Continued on page 9)*



*Continued from page 8)*

MPT working group or to create one, so indicate and specify the special-interest area – and visit <http://wg-mpet.wikidot.com/what-is-an-mpt-working-group>. Members of pre-existing MPT working groups also should send copies to the respective coordinators of those working groups.

**7. Developing Performance Levels for Mathematics Content and Pedagogical Content Knowledge in the Teacher Education and Development Study in Mathematics (TEDS-M)**

Sponsored by the Michigan State University International Teacher Education Study Center.

Organizers/Presenters: Mark Reckase, Michigan State University; Sharon L. Senk, Michigan State University; Maria Teresa Tatto, Michigan State University

Time: 9:00 a.m. – 12:00 p.m.

Session limit: 40 participants

Description: TEDS-M 2008 is a cross-national research study sponsored by the International Association for the Evaluation of Educational Achievement (IEA) with additional support from the U.S. National Science Foundation and participating countries. This pre-conference workshop will provide an opportunity for participants to learn about the design and key findings of TEDS-M, to engage in hands-on activities, and to engage in discussion with AMTE colleagues.

To Register, or for further information: E-mail Inese Berzina-Pitcher at [teds@msu.edu](mailto:teds@msu.edu). There is a \$25.00 charge to attend this session, and all attendees must sign an agreement beforehand to keep certain information secure.

**Report from the Director of Publications  
Alfinio Flores**

The AMTE Journal Task Force members are:  
*Fran Arbaugh*, Penn State University (Board Liaison)  
*Alfinio Flores*, University of Delaware (Chair)  
*John Lannin*, University of Missouri  
*Rebecca McGraw*, University of Arizona  
*Rheta Rubenstein*, University of Michigan-Dearborn  
*Lynn Stallings*, Kennesaw State University  
*Pat Wilson*, University of Georgia

from practitioner knowledge that is not only public, shared, and stored, but also verified and improved over time (Hiebert, Gallimore & Stigler, 2002).

The next tasks are to continue working on conceptual issues (such as what counts as evidence in a practitioner journal), and on practical issues related to bringing the journal into existence, such as calls for an editor and editorial panel, options for production of the journal, and costs.

In June, the Task force presented to the Board a conceptualization and rationale for the proposed new practice-based AMTE journal. The main audience will be mathematics teacher educators, that is, professionals who work with pre-service or in-service teachers of mathematics. The journal will contribute to building a professional knowledge base in mathematics teacher education that stems

**References**

AMTE Journal Task Force. 2009. *The Mathematics Teacher Educator: Conceptualization and rationale*. Unpublished progress report.  
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.

## President's Column (continued from page 1)

### President's Column

(Continued from page 1)

extrapolate from the set of state-level AMTE affiliates. For example, Missouri is an "average" state in terms of U.S. population. Its AMTE affiliate, the Missouri Mathematics Association for the Advancement of Teacher Training or (MAT)<sup>2</sup>, is over 40 years old. It has a membership of about 70 people who serve in every college/university teacher preparation program in the state as well as several school districts and state agencies. Taking the membership of (MAT)<sup>2</sup> as "typical" of the number of MTEs in an "average" state, then there are about 70 MTEs x 50 states = 3500 MTEs in the U.S.

Identify the number of teacher education programs in the U.S. that are accredited by NCATE (700 programs). According to NCATE, about half the teacher education program in the U.S. participate in their accreditation process. Assume that each of these has about 1-3 MTEs on staff or in some way associated with them. These assumptions lead to the following estimate: 1400 teacher education programs x 2 MTEs per program = 2800 MTEs.

Both of the methods noted above is flawed in some way. However, based on these rough methods, one might speculate that there are roughly 2500-4000 MTEs in the U.S. At this time AMTE has about 1000 members so there is work to do to reach beyond our current membership to engage a broader community of MTEs.

#### ***What are some current issues important to mathematics teacher educators?***

AMTE members are working on several important issues central to our work and mission. These include, but are not limited to:

- ***ADDRESSING MATHEMATICS TEACHER SHORTAGE.*** Recruiting and preparing new teachers of mathematics and supporting the induction of early career teachers.

- ***PROMOTING "EFFECTIVE" TEACH-***

***ING PRACTICES.*** Identifying characteristics and practices of effective teaching and formulating ways to enhance the preparation and professional development of teachers to acquire this knowledge, skills and practices.

- ***KNOWLEDGE GENERATION REGARDING TEACHER PREPARATION AND DEVELOPMENT.*** Contributing to the construction and dissemination of a focused research agenda, articulating high-impact research needed to move the MTE field forward.

#### ***In what ways can AMTE better serve mathematics teacher educators?***

Although AMTE is a young organization, its leadership and members are dedicated to improving learning opportunities for teachers so that they can support increased student learning. Supporting MTEs in their work is the primary mission of AMTE. The AMTE Board of Directors seeks input from membership regarding how the organization can serve the field. Should we:

- Express official positions on national policies regarding the preparation and professional development of teachers of mathematics?
- Develop and disseminate materials needed by MTEs? If so, what type of materials?
- Advocate for increased funding for research on important MTE questions? If so, what research questions are central and of high leverage?
- Collaborate with other organizations (e.g., MAA, NCTM, ...) to support the development and delivery of high quality collegiate mathematics courses for teachers?
- Establish a structure to support new MTEs as they enter the profession?
- Help facilitate networking among MTEs to address relevant issues?
- Other ideas?

Please let the AMTE Board of Directors hear from you. Send your ideas and suggestions to:

Barbara J. Reys – [reysb@missouri.edu](mailto:reysb@missouri.edu)

or

Nadine Bezuk - [nbezuk@mail.sdsu.edu](mailto:nbezuk@mail.sdsu.edu)

- ***What is a mathematics teacher educator (MTE)?***
- ***What do MTEs do? Where do they work?***
- ***How many MTEs are there?***
- ***What are current issues important to MTEs?***
- ***In what ways can AMTE better serve MTEs?***

## *The Excellence in Mathematics Teacher Education Award and the Early Career Award*

### **Description of Awards**

The Board of Directors of the Association of Mathematics Teacher Educators has established two awards to be given annually to two mathematics teacher educators of national recognition at the Annual Meeting of the AMTE. The purpose of these awards is to recognize excellence in each area of mathematics teacher education (teaching, service, research). The purpose of the **Excellence Award** rotates every three years, focusing on a different area: **Excellence in Teaching**; **Excellence in Service**; and **Excellence in Scholarship**. The second award, the **Early Career Award**, recognizes a mathematics teacher educator who, while early in his/her career, has made distinguished contributions and shows exceptional potential for leadership in these areas.

### **Recipients of AMTE Awards are:**

#### **Excellence in Teaching in Mathematics Teacher Education** (next award in 2012)

Margaret (Peg) Smith (2009)  
Randy Philipp (2006)

#### **Excellence in Service in Mathematics Teacher Education** (next award in 2010)

Bill Bush (2007)

#### **Excellence in Scholarship in Mathematics Teacher Education** (next award in 2011)

Frank Lester (2008)

#### **Early Career Award** (awarded annually)

John Lannin (2009)

Complete information on these awards can be found at [www.amte.net](http://www.amte.net).

#### **2010 Award for Excellence in Service in Mathematics Teacher Education**

The 2010 Excellence in Service Award recognizes a colleague for significant and lasting contribu-

tions to mathematics teacher education, directly and indirectly. The nominee shall have demonstrated commitment to mathematics teacher education through one or more of the following areas:

- a. Active participation in advancing the development and improvement of mathematics teacher education (e.g., membership and leadership roles in state, national, and international organizations).
- b. Active promotion and participation in activities promoting quality mathematics teacher education (e.g., creator of programs, coordinator of programs, writing and participating in grants, conferences, symposia, academies, supervisor of a student affiliate organization).
- c. Active participation in the governmental and political areas to promote and protect beneficial legislation, to promote better awareness, and/or to build better communication.
- d. Active promotion and participation in school-university-community-government partnerships that have advanced mathematics teacher education (local, state, national level).
- e. An exceptional commitment to the support of mathematics teachers in the field (such as distinctive mentoring experiences).

#### **Criteria for Excellence in Service Award**

The nominee of the Excellence in Service Award 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.

#### **Documentation required for Excellence in Service Award:**

- a. A current vita of the nominee, focused on excellence in service to mathematics teacher education (5 page limit).
- b. A letter of nomination documenting the nominee's eligibility for the award, related to the criteria

## AMTE AWARDS (cont'd from page 11)

listed above.

c. Additional letters of support (no more than four) for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.

### 2010 Early Career Award

The Early Career Award is intended to recognize a colleague's contributions in their program of teaching, service, and/or scholarship within the first decade after receiving a doctoral degree. We invite nominations that highlight an individual's innovative contributions in one or more areas of teaching, service, and/or scholarship.

#### Criteria for Early Career Award

The nominee for the Early Career Award should be a mathematics teacher educator practicing in the field no later than 10 years after receipt of a doctoral degree.

**Teaching:** Contributions in the area of teaching preservice or inservice mathematics teachers may include one or more of the following areas:

- a. Implementation of effective and innovative teaching practices.
- b. Demonstration of innovative teaching methods (e.g. publications, materials, video).
- c. Recipient of awards in teaching from department, college, university and/or national entities.

**Service:** Contributions in the area of service to mathematics teacher education may include one or more of the following areas:

- a. Active participation in advancing the development and improvement of mathematics teacher education (e.g., membership and leadership roles in state, national, and international organizations).
- b. Active promotion and participation in activities promoting quality mathematics teacher education (e.g., creator of programs, coordinator of programs, author of and participant in grants, conferences, symposia, academies).
- c. Active participation in the governmental and political areas to promote and protect beneficial legislation, to promote better awareness, and/or to build better communication.
  - d. Active promotion and participation in school-university-community-government partnerships that have advanced mathematics teacher educa-

tion at the local, state, and/or national level.

e. An unusual commitment to the support of mathematics teachers in the field (e.g., distinctive mentoring experiences).

**Scholarship:** Contributions in the area of scholarship to mathematics teacher education may include one or more of the following areas:

- a. Dissemination of research findings offering unique perspectives on the preparation or professional development of mathematics teachers.
- b. Publication of materials useful in the preparation or continuing professional development of mathematics teachers.
- c. Design of innovative preservice or inservice programs.
- d. Contribution of theoretical perspectives that have pushed the field forward.

#### Documentation required for Early Career Award:

- a. Current vita of the nominee.
- b. Letter of nomination documenting the nominee's eligibility for the award.
- c. Three letters of support for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.
- d. Evidence of at least three contributions of the nominee's teaching, service, and/or scholarship in mathematics education in one or more areas as outlined above.

#### Nomination Process for Excellence Award and Early Career Award

AMTE members may nominate a mathematics teacher educator who meets the criteria of the award. 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. Therefore, applicants are encouraged to submit all application materials electronically.

Electronic submissions should be sent to Tony Nguyen at [tonguyen@projects.sdsu.edu](mailto:tonguyen@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 sub-

mit 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

Attn: AMTE Award Nomination  
6475 Alvarado Rd., Suite 206  
San Diego, CA 92120

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

### **Deadline for Nominations**

Nominations for the **Excellence in Service Award** must be received by **September 30, 2009**. For the **Early Career Award**, nominations must be received by **October 15, 2009**.

### **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.

The award recipients will receive a plaque and be recognized at the AMTE meeting in the year in which he or she receives the award. The winner of the Excellence Award will give a featured presentation at the AMTE Annual Conference in the year they receive the award. The winner of the Early Career Award will be recognized at the annual AMTE meeting and asked to contribute an article for the Summer *AMTE Connections* Newsletter and to lead a mentoring session for other early career mathematics education faculty at the next annual AMTE meeting.

## **VOLUNTEERS SOUGHT**

If you are interested in serving AMTE by participating on a committee, task force, as an officer or in some other way, please complete the "AMTE Volunteer Form-2009" located on the home page of the AMTE website, <http://www.amte.net>. Barbara Reys, President, will be making appointments in late October and November (to start in January 2010).



## AMTE Board Actions February 2009 - July 2009

### 2009 Board Actions:

- **Appoint new AMTE Publications Director:** Alfinio Flores was appointed as the first Publications Director for a 4-year term.
- **Appoint Journal Task Force:** Alfinio Flores (Chair), Fran Arbaugh, Lynn Stallings, Pat Wilson, Rheta Rubenstein, John Lannin, Rebecca McGraw.
- **Allocate funds (\$10,000) and identify committee to revise AMTE website:** The Board approved a preliminary budget for up to \$10,000 for the website redesign.
- **Approve gift from Brookhill Foundation (\$20,000) to support meetings of Elementary Mathematics Specialist Task Force to develop competencies for EMS professionals:** Task Force Members include: Barbara Reys (Chair), Nadine Bezuk (Board Liaison), Denise Mewborn, Maggie McGatha, Joanne Rossi Becker, Diana Erchick, Terry Goodman, Robert Berry, Nicole Rigelman, Hyman Bass, Kathy Stumpf,
- **New appointments to committees.** The following new appointments were made to committees: Susann Mathews (Technology Committee), Lew Romagnano (Membership Committee), Mark Ellis (2010 Local Arrangements Chair).
- **A proposal to JMTE for AMTE** to organize a special issue on equity in mathematics teacher education was developed and approved by JMTE editorial staff. Marilyn Strutchens will serve as guest editor.
- **Set 2010 Conference Registration Fees.** The Board approved Susan Gay's recommendation to maintain the same conference registration fee for 2010 as required for 2009 Conference.
- **Accepted the Final Report of the AMTE Teaching Resources Task Force.** Reviewed recommendations, sent some to Committees and kept others for further Board consideration.

Lynn Breyfogle, Secretary

## AMTE Affiliates Connections Committee

Jane Wilburne

The goal of our committee is to assist AMTE affiliate organizations by sharing information between AMTE and the affiliates and by seeking input on initiatives to benefit affiliates. The committee is currently working on several tasks to support the affiliates. We are aiding with the redesign of the website to be sure the resources and information for existing and potential affiliates is comprehensive and easy to access. We are also looking into the process of non/not for profit status for affiliates and the process to become tax exempt. This information will be shared with the affiliates once it is completed.

We encourage all affiliates to check each of the other affiliates web pages for ideas on state or regional conferences, meetings, and newsletters. Most of the

affiliates have a link directly off the AMTE website. If your affiliate has a webpage and the link is not posted, please let us know and we will be sure it gets hotwired! For Affiliate news in this Newsletter, please turn to page 16.

The committee is also preparing information for affiliates to help them enhance their membership as well as ways affiliates can maximize their connection with AMTE. If your affiliate has any further requests for information, please do not hesitate to contact a member of the committee. We enjoy working with you!!

[Jane Wilburne \[jmw41@psu.edu\]](mailto:jmw41@psu.edu)



NCTM's Mathematics Education Trust (MET) has seven (7) award programs that directly support the work of AMTE members. Please see the following descriptions and links to each of the programs.

**Programs with a November submission deadline:**

**Prospective Teacher NCTM Conference Attendance Awards**

(Supported by the Julius H. Hlavaty Fund and NCTM)

The purpose of this grant is to provide financial assistance to future teachers of mathematics for attendance at NCTM conferences. For 2010–2011, the Mathematics Education Trust will fund up to \$1,200 (+ Conference Registration) for travel and subsistence expenses for full-time undergraduate or graduate students who are committed to teaching mathematics in grades K–12 to attend an NCTM annual meeting or a regional meeting of NCTM. MET will fund a minimum of six undergraduate awards. [www.nctm.org/resources/content.aspx?id=1340](http://www.nctm.org/resources/content.aspx?id=1340)

**K-6 Classroom-Based Research Grants**

(Supported by the Edward G. Begle Fund and NCTM)

The purpose of this grant is to support and encourage classroom-based research in precollege mathematics education in collaboration with college or university mathematics educators. For 2010–2011, grants with a maximum of \$6,000 each will be awarded. The research must be a significant collaborative effort involving a college or university mathematics educator (a mathematics education researcher or a teacher of mathematics learning, teaching, or curriculum) and one or more grades K–6 classroom teachers. [www.nctm.org/resources/content.aspx?id=1330](http://www.nctm.org/resources/content.aspx?id=1330)

**7-12 Classroom-Based Research Grants**

(Supported by the E. Glenadine Gibb Fund and NCTM)

The purpose of this grant is to support and encourage classroom-based research in precollege mathematics education in collaboration with college or university mathematics educators. For 2010–2011, grants with a maximum of \$6,000 each will be

awarded. The research must be a significant collaborative effort involving a college or university mathematics educator (a mathematics education researcher or a teacher of mathematics learning, teaching, or curriculum) and one or more grades 7-12 classroom teachers. [www.nctm.org/resources/content.aspx?id=22418](http://www.nctm.org/resources/content.aspx?id=22418)

**Programs with a May submission deadline:**

**Prospective Middle School Mathematics Teacher Course Work Scholarships**

(Supported by the Edward J. Brennan Fund and NCTM)

The purpose of this scholarship is to provide financial support to college or university students preparing for teaching middle school mathematics. For 2010–2011, one scholarship, with a maximum value of \$3,000, will be awarded to a person currently completing their junior year of college or university, scheduling for full-time study at a four- or five-year college or university in the next academic year, and pursuing a career goal of becoming a certified teacher of middle school mathematics. [www.nctm.org/resources/content.aspx?id=15899](http://www.nctm.org/resources/content.aspx?id=15899)

**Prospective Secondary Teacher Course Work Scholarships**

(Supported by the Texas Instruments Demana-Waits Fund)

The purpose of this scholarship is to provide financial support to college students preparing for teaching secondary school mathematics. For 2010–2011, one scholarship, with a maximum value of \$10,000, will be awarded to a person currently completing their sophomore year of college, scheduling for full-time study at a four- or five-year college or university in the next academic year, and pursuing a career goal of becoming a certified teacher of secondary school mathematics. [www.nctm.org/resources/content.aspx?id=1338](http://www.nctm.org/resources/content.aspx?id=1338)

**K-8 Preservice Teacher Action Research Grants**

(Supported by the Ernest Duncan Fund and NCTM)

The purpose of this grant is to provide financial support for action research conducted as a collaborative by university faculty, preservice teacher(s), and classroom teacher(s), seeking to improve their understanding of mathematics in K-8 classrooms.

*(Continued on bottom of page 16)*

**California Association of Mathematics  
Teacher Educators  
CAMTE**

CAMTE is working to strengthen its communication with the California Commission on Teacher Credentialing (CTC), the state agency whose decisions probably have more impact than any other agency on the work of mathematics teacher educators in California. CTC has created a Teaching Mathematics Advisory Panel (TMAP) to review all of the mathematics teaching credentials and authorizations in the state and make recommendations for possible changes. Two CAMTE members, Nadine Bezuk (San Diego State University) and Kathy Morris (Sonoma State University), are serving on this panel. In addition, CAMTE has established a task force, chaired by Joanne Rossi Becker (San Jose State University), focusing on increasing CAMTE's connections with CTC's TMAP and AMTE's Elementary Mathematics Specialist (EMS) Task Force. CAMTE members Nadine Bezuk and Joanne Rossi Becker also serve on AMTE's EMS task force. CAMTE's ties with CTC and AMTE made CTC staff aware of AMTE's EMS Task Force, and CTC is interested in communicating with the EMS group.

CAMTE's new website should be "up and running" in the very near future. All of us are anxiously awaiting this new tool for strengthening communication among our members and providing mathematics teacher education information to the public. One committee especially interested in the new website is the Membership Committee chaired by Zhonghe Wu (National University), since the website will help the committee promote interest in our organization and thus increase membership.

CAMTE also continues to work with the California Mathematics Council (CMC), an NCTM affiliate whose size warrants its division into three sections, each of which hosts an annual conference. Each year, CAMTE hosts a mathematics teacher education strand at two of the three conferences, CMC-South in Palm Springs and CMC-North in Monterey. This year, both conferences will include a session on the work of CAMTE's task force, chaired by Joanne Rossi Becker, focusing on the CTC's Teaching Mathematics Advisory Panel and its connection with AMTE's work.

Mike Lutz, President

**Florida Association of Mathematics  
Teacher Educators  
FAMTE**

The Florida AMTE affiliate group has implemented a series of Mathematics Teacher Educator Awards that are similar to those offered by AMTE for FAMTE members. We have established a graduate student award and a faculty award. Winners will receive a letter of recognition and a plaque. Awards will take place at the annual FAMTE meeting which is held in conjunction with the Florida NCTM affiliate (FCTM) meeting. The first awards will be given in October 2009 and annually thereafter. Nominations for the 2009 award are currently open.

FAMTE also instituted an official listserv to facilitate member communication and professional discussion. This listserv is hosted by the University of Florida.

Paige Allison, President

*(continued from page 15)*

For 2010–2011, a grant up to a maximum of \$3,000 will be awarded.

[www.nctm.org/resources/content.aspx?id=15479](http://www.nctm.org/resources/content.aspx?id=15479)

**Student Affiliate Grant** The Mathematics Education Trust (MET) has approved a grant for projects from NCTM Student Affiliates. The grant will be awarded in an amount up to \$1500. Deadline is June 1, 2010.

[www.nctm.org/about/affiliates/content.aspx?id=1128](http://www.nctm.org/about/affiliates/content.aspx?id=1128)

### **Pennsylvania Association of Mathematics Teacher Educators PAMTE**

PAMTE Elections were held in March and the results were: Steve Williams, Lock Haven University, President-Elect; Mike Long, Shippensburg University, Treasurer; and Judy Werner, Slippery Rock University, Delegate-at-Large. Jane Wilburne, Past President has agreed to serve as Membership Chair. We would like to acknowledge and thank outgoing Board members Janet Walker, Indiana University of PA and Lynn Breyfogle, Bucknell University.

PAMTE was well-represented at the annual AMTE conference in Orlando, Florida, this year. We had 16 members from PA who attended the event and the following who presented: Melissa Boston, Arlene Dowshen, Dave Kennedy, Mike Long, Peg Smith, Jane Wilburne, and Janie Zimmer. A PAMTE dinner on Thursday night of the conference was organized by President Nina Girard, and 13 members ventured to a local Orlando steakhouse.

PAMTE held its third annual symposium May 14-15 at Shippensburg University. The symposium included plenary sessions speakers, roundtable sharing session/discussions, AMTE at PAMTE research presentations, opportunity for poster sessions/manuscript reviews, and an informal reception, lunches, and dinner. These activities all provided participants with an opportunity to network and exchange information regarding research, teaching, and programs for elementary and secondary mathematics pre- and in-service teachers. The plenary sessions featured AMTE Past President Jennifer Bay-Williams. Dr. Bay-Williams gave two general presentations, both addressing issues in middle level teaching and preparation. In all, thirty-four members attended, representing nineteen different universities and constituencies. Special thanks to Nina Girard of University of Pittsburgh at Johnstown and Mike Long of Shippensburg University for their organizational efforts in planning the symposium.

The next PAMTE event will be held in conjunction with the PCTM Annual Meeting in Pittsburgh November 4-6, 2009. There will be opportunity for roundtable sharing sessions for PAMTE members on late Wednesday afternoon, as well as a PAMTE mixer with PCSM. In addition, PAMTE is helping PCTM to sponsor a pre-service teacher day on Thursday as part of the conference. The planned activities of Pre-Service Teacher Day will attempt to engage pre-service teachers as much as possible in the learn/reflect process while attending the conference. The overall goal is to expose them to the importance of professional organizations and attending conferences for continued professional development, as well as make them feel welcomed as beginning professionals. If you would like information on either event, please contact President Nina Girard at [nina@pitt.edu](mailto:nina@pitt.edu).

We continue to be excited and charged with the growth and energy of this state affiliate, and we welcome any questions or suggestions.  
Nina Girard, President

### **Texas Association of Mathematics Teacher Educators AMTE-Tx**

The Association of Mathematics Teacher Educators in Texas (AMTE-Tx) hosted a very successful strand of Mathematics Teacher Education sessions at the 2009 Conference for the Advancement of Mathematics Teachers in Houston on July 17, 2009. With a full day of about 14 sessions, participants had the opportunity to learn more about relevant topics, share research ideas, and network with colleagues from across the state. In addition, participants had the opportunity to learn more about AMTE-Tx and becoming a member of the organization. During the annual business meeting, one new board member-at-large was elected -- Beth Cory from Sam Houston State University. AMTE-Tx has a new web site, so check it out at <http://www.amte-tx.org>.  
Sandi Cooper, President

## Dates to Remember

Online at  
<http://amte.net>

**Membership/  
Renewal Forms**

**Position Papers**

**Position Listings**

**Resources**

**Forum for  
Members**

**Other  
Opportunities**

### 2009

September 30	Nominations for AMTE Excellence in Service Award
October 1	AMTE Conference Speaker Registration Deadline
October 15	AMTE Conference Early Registration Deadline
October 15	Nominations for AMTE Early Career Award
October 21-23	NCTM Regional, Boston, Massachusetts
October 22-24	SSMA Annual Conference, Reno, Nevada
November 4-6	NCTM Regional, Minneapolis, Minnesota
November 12-15	AMATYC Conference, Las Vegas, NV
November 18-20	NCTM Regional, Nashville, Tennessee

### 2010

January 13-16	AMS-MAA-SIAM Joint Math Meeting, San Francisco, CA
January 28-30	AMTE Annual Conference, Irvine, California
April 21-24	NCTM Annual Meeting and Exposition, San Diego, CA

Association of Mathematics Teacher Educators  
 Libby Knott, AMTE *Connections* Editor  
 Washington State University  
 Department of Mathematics  
 PO Box 643113  
 Pullman, WA 99164-3113

