

Connections



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AMTE PRESIDENT’S COLUMN

What’s Ahead for AMTE in 2010 – Opportunities for Member Input and Action

Barbara J. Reys, University of Missouri

The 14th Annual Conference of AMTE is history. The 502 members who attended had many opportunities to engage in stimulating conversations, share ideas and exchange information. Among the conference participants were 129 “first-time” conference attendees and 81 graduate students, attesting to the strength of AMTE in attracting new and young members.

Two new AMTE publications were released at the recent conference:

Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers (6th Monograph of AMTE), edited by Denise S. Mewborn (University of Georgia) and Hollylynn S. Lee (North Carolina State University)

Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Program Development (prepared by the AMTE Task Force on Elementary Mathematics Specialists, funding provided by The Brookhill Foundation)

If you were not able to attend the conference, never fear. As a member of AMTE, a complimentary copy of each publication was sent out to you last month.

During the conference three new AMTE Awardees were acknowledged:

- 2010 AMTE Early Career Awardee – Beth Herbel-Eisenmann, Michigan State University
- 2010 AMTE Outstanding Service Awardee – Francis (Skip) Fennell, McDaniel College
- 2010 Judith Jacobs Lecturer – James Hiebert, University of Delaware

In addition, the first phase of the newly revised AMTE website went online during the conference. See it at: www.amte.net. More features are under development.

The AMTE Board of Directors met prior to the annual conference to review progress and establish strategic priorities for the coming year. After considerable discussion and review of member input the following actions and priorities were established:

AMTE Journal. The Board voted unanimously to establish a new practitioner-oriented, peer-reviewed journal for mathematics teacher educators. The primary focus of the journal will be the education of teachers of mathematics Pre-K—12. The goal is to contribute to building a professional knowledge base in mathematics teacher education that stems from practitioner knowledge. We believe the journal provides a means for practitioner knowledge related to the preparation and support of teachers of mathematics to be public, shared, verified, and improved over time.

(Continued on page 2)

President's Message (continued from page 1)

The Association of Mathematics Teacher Educators

<http://www.amte.net>

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The format and number of issues of the journal per year are under consideration.

A public notice will be released (see this Newsletter) announcing a search for the first AMTE Journal Editor. Once the Editor is identified, he/she will work with Alfinio Flores, AMTE Publications Director, to solicit suggestions and make recommendations to the Board members of the Journal Editorial Panel. The Editor and Panel will develop the guidelines for soliciting, reviewing and managing manuscripts for the journal. The goal is to publish the first issue of the journal in early 2012. If you have ideas or suggestions for the journal, please contact Alfinio Flores at alfinio@math.udel.edu.

A National Voice for Mathematics Teacher Education. The Board committed to facilitating activities that will share publicly the work, research and best thinking of the mathematics teacher education community. In particular, the goal is for AMTE members to have a greater voice nationally in discussions of improving K-12 education, in general, and mathematics teacher education (pre-service and in-service) in particular.

An AMTE Task Force will be established this spring to propose a specific set of activities and general recommendations for increasing AMTE's voice in decisions that impact the quality of student and teacher learning. If you have ideas and/or would like to partici-

pate in the Task Force or follow-up activities, please let me know (send a note to: reysb@missouri.edu).

Looking Ahead – Celebrating our 20th Anniversary. Next year (2011) marks a very special year in AMTE history. Nearly twenty years ago (on November 2, 1991) a group of approximately 15 people met as the “National Forum of College and University Mathematics Teacher Educators” at the Omni Inner Harbor Hotel (Baltimore). This was the first “official” meeting to establish AMTE. While there is lots of work ahead for AMTE, we also want to take some time in 2011 to celebrate the establishment of the organization and reflect on our progress to date. Therefore, a 20th Anniversary Task Force will be working in the next few months to identify a set of activities to undertake. If you have interest in this or ideas to share, please contact Jenny Bay-Williams at: j.baywilliams@louisville.edu.

Your Contribution is Important.

I hope that those of you who attended the recent AMTE Conference AND those of you who were not able to WILL join us in 2011. Information about the 15th Annual Conference of AMTE to be held in early 2011 can be found elsewhere in this Newsletter. In addition to contributing as a speaker or attending the annual conference of AMTE, there are many other ways to serve. Members can share their interest in particular activities by completing an “AMTE Volunteer” form found on the website (see: “Quick Links” box). As of January 2010, one out of nine AMTE members were involved in specific work of AMTE (member of a committee, task force, review panel, etc.). Please let me know if you'd like to volunteer for a particular activity by sending an email or completing the AMTE Volunteer form at www.amte.net.

AMTE CONFERENCE DATES & LOCATIONS for 2011 & 2012

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The dates and locations for the 2011 and 2012 AMTE Annual Conferences have been set:

2011 Conference: Hyatt Regency Irvine, Irvine, CA, January 27-29, 2011

2012 Conference: Fort Worth Renaissance Worthington Hotel, Fort Worth, TX, February 9-11, 2012

In choosing these dates and locations, we took into consideration feedback from AMTE members and the schedule of future NCTM national conferences and Joint Mathematics Meetings. Some members told us about travel difficulties that arise for them when the AMTE conference, the NCTM conference, and the Joint Mathematics Meetings are all in the same part of the country in the same year. For example, in 2010 all three meetings are in California. We also noted that our general scheme for conference site rotation (west, central, east) coincided with future annual meeting locations of both NCTM and the Joint Mathematics Meetings. If we continued our pattern, this would result in the three conferences being in the same section of the country for the next several years. In order to eliminate this overlap in future years, the AMTE Board has decided to “break the cycle” by holding the AMTE conference next year (in 2011) again in the south

western part of the country, specifically back in Irvine, California where our 2010 conference was held this past January. In 2012 the Conference will be held in the south-central region, specifically in Fort Worth, Texas, and the 2013 conference will be held in the southeast.

In making these decisions we listened to your conference feedback. Some members want to keep the January dates and others want to have the conference in February. With the 2011 and 2012 conferences, we are doing both. Many members asked to stay in an area likely to have a warm climate. This year, Irvine’s sunny skies and warm temperatures were conducive to travel and an enjoyable conference. Many members also asked for a conference hotel that is close to other restaurants and things to do; in Fort Worth, there are such options right outside the hotel’s front door. Although it is impossible to meet everyone’s desires each year, the conference planning committee will continue to do everything possible to make AMTE’s annual conference a worthwhile and an enjoyable experience.

Please add these dates to your calendar. We hope you will be able to join us in Irvine in 2011 and in Fort Worth in 2012. Please feel free to contact Susan Gay, AMTE Conference Director, sgay@ku.edu, if you have questions or comments.

**2011
Conference:
Irvine, CA,
January 27-29,
2011

2012
Conference:
Fort Worth,
TX,
February 9-11,
2012**

We Need You!

AMTE is looking for a new *Connections* Newsletter Editor to take over for Libby Knott (current Editor) in Summer or Fall 2010. If you are interested, please contact Nadine Bezuk (Executive Director) or Barbara Reys (President).

*AMTE Connections
March 2010*

AMTE offers an ideal organizational home for an effort to link research and practice in the service of improved mathematics teacher education.

Members of AMTE share a common interest in and commitment to improving the professional practice known as mathematics teacher education. What is, or what might be, the connection between research and practice that is specific to the improvement of mathematics teacher education? Might research help the practice of mathematics teacher education become more knowledge driven? These and related questions naturally prompt us to ask what is, and what should be, the role of research in AMTE? In this article the members of AMTE's recently formed Research in Mathematics Teacher Education Advisory Committee (RMTEAC), offer some initial thoughts about research and practice in relation to mathematics teacher education.

AMTE is an organization composed of mathematics educators who position themselves differently with respect to the research-practice relationship: some view themselves primarily as mathematics teacher education practitioners, some primarily as mathematics education researchers (focused on teacher education or other areas of the field), and others as having a dual identity that combines both practitioner and researcher. Because we all belong to an organization that is committed to improving the practice of mathematics teacher education, and because the generation and utilization of research-based knowledge can be an important contributor to the desired improvement, it is natural for us to examine the relation between research and practice in mathematics teacher education. Moreover, learning about how to generate and use different kinds of research-based knowledge in mathematics teacher education is central to the professional lives of all AMTE members.

How might we conceptualize the relationship between research and practice in the domain of mathematics teacher education? The NCTM Research Committee recently addressed the challenge of linking research and practice in mathematics education in general. In one article, they proposed a "closed circuit of communication" framework within which intermediaries (e.g., teacher leaders) play a central role both as conveyors of research

results to practitioners and conduits of feedback to researchers about the results of using research-based knowledge in classrooms as well as the needs of practitioners (Heid et al, 2006, p. 81). This model is useful in suggesting the role that intermediaries might play between research and practice. In fact, many members of AMTE play key mediating roles connecting research and practice in their work as teacher leaders, professional development coordinators, and faculty members preparing new teachers. Another useful conceptualization is offered by Hiebert, Gallimore and Stigler (2002), in which they point to the complementarity of practitioner knowledge and research knowledge as key components of a professional knowledge base. Viewed from this perspective, AMTE offers an ideal organizational home for an effort to link research and practice in the service of improved mathematics teacher education. We welcome your thoughts about other conceptualizations you find useful when thinking about the research-practice relation in mathematics teacher education.

We see many aspects of mathematics teacher education that offer possible sites for pondering the relation of research and practice. Consider the following:

- As mathematics teacher educators, we should seek research-based knowledge to improve the preparation of novice teachers and to enhance the knowledge and practice of current teachers. We can also learn much from reflection on and critical examination of our own practices. Increasing the expectations and refining the standards for conducting high-level, self-studies in mathematics teacher education is an important issue for mathematics teacher educators.
- As mathematics teacher educators we prepare teachers whom we expect will become reflective practitioners themselves and use their own preK-12 classrooms as a space for implementing research findings and investigating mathematics instruction. Discussing how to prepare teachers who can enact teaching

practices that are connected to research is an important issue for mathematics teacher educators.

- As mathematics teacher educators we use at least two different kinds of research-based knowledge in our practices: knowledge about children's mathematical learning that needs to be shared with practicing and prospective teachers and knowledge about teacher education and adult learning that needs to shape our practices as teacher educators. Developing and sharing an agreed upon research knowledge base is an important issue for mathematics teacher educators.

Mathematics teacher education research often focuses on teacher beliefs, teacher learning, or teacher knowledge. Such research could be driven by either theoretical or practical considerations. From a practitioner perspective, what questions are worth investigating and answering in this arena and which problems would benefit from the generation of new knowledge? Developing and sharing an agreed upon set of researchable, practice-based questions is an important issue for mathematics teacher educators.

We conclude with an invitation to AMTE

members to consider these issues and how they might relate to the ways in which research and practice interact in their own professional lives. What are the implications of these issues to you as an AMTE member? What other issues about the relation between research and practice are important to you? What have been your experiences in connecting research and practice as mathematics teacher educators? The RMTEAC hopes to use this and other forums to generate discussion among members on this important topic. RMTEAC exists to serve the needs of the AMTE membership, and we hope that AMTE members will join us in both pondering and promoting the relation of research and practice in our individual and collective efforts to improve mathematics teacher education.

References

- Heid, K. M., Middleton, J. A., Larson, M., Gutstein, E., Fey, J. T., King, K., Strutchens, M. E., & Tunis, H. (2006). The challenge of linking research and practice. *Journal for Research in Mathematics Education*, 37, 76-86.
- 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.

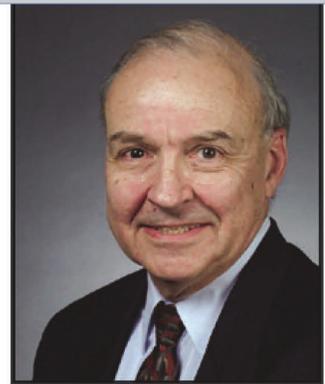
National Technology Leadership Initiative Fellowship Award Winners

The Technology in Mathematics Teacher Education Committee is pleased to announce the **2010 National Technology Leadership Initiative Fellowship Award** winners:

Todd Grundmeier and **Carole Simard**, both of Cal-Poly, San Luis Obispo. Drs. Grundmeier (Mathematics) and Simard (Education) teamed up to study the impact of an inquiry-oriented, technology-based, proof-intensive geometry course on the van Hiele levels of prospective secondary mathematics teachers. Their presentation, *The van Hiele Levels of Prospective Secondary Mathematics Teachers*, reported results from their study that show the course had an effect on participants' van Hiele levels, especially on female participants. They will present their paper at this year's SITE Conference in San Diego in March, <http://site.aace.org/conf/>

The National Technology Leadership Initiative (NTLI) fellowships were established to recognize exemplary presentations related to integration of technology in the core content areas at the annual meetings of each participating association.

A Message from the NCTM President



Welcome to the Leadership Circle

By Henry (Hank) Kepner
President, National Council of Teachers of Mathematics

Congratulations to your Affiliate on becoming a member of the NCTM Leadership Circle. Yours is one of a very select group of NCTM Affiliates to have earned the prestigious distinction of membership in the Leadership Circle. For that achievement, and for your strong support of NCTM, I honor and thank you.

A key strength of NCTM is its more than 230 Affiliates. As a Leadership Circle member, you are among the strongest of the strong. We rely on you to connect us not only to our own members, but also to others. We also count on you to communicate with us and to make us aware of issues of importance. These connections between our strongest Affiliates' members and NCTM increase our resources and opportunities to meet common challenges, achieve shared goals, and fulfill our mission of ensuring more and better mathematics for all students. Your support allows us to speak collectively with a stronger voice, but it also guides what we say and provide to our members.

Many aspects of an Affiliate's work are vital to NCTM's mission. As a member of our Leadership Circle, you are positioned to give NCTM important information on issues that affect the larger community of mathematics educators. Perhaps more important, as a Leadership Circle member, your voice carries weight and authority within NCTM.

With this year's development of the common core standards, NCTM has been communicating with its Affiliates about a specific issue more directly than ever before. We have done this not only to inform you, but also to encourage you to participate in the development of important policies and standards for students in your state or region. Moreover, we look to you as a Leadership Circle member to inform us about the reaction of your members to this initiative and actions that have an impact on mathematics education decisions in your region. We want to learn from your strategies and effectiveness.

This year NCTM took the next step in expanding the line of landmark publications that articulate the Council's overarching vision of the teaching of mathematics and provide guidance for achieving it. *Focus in High School Mathematics: Reasoning and Sense Making*, released on October 6, examines high school mathematics through the lens of

students' reasoning and sense making, which are at the core of all mathematical learning and understanding. Just as *Curriculum and Evaluation Standards* (1989), *Principles and Standards for School Mathematics* (2000), and *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* (2006) offer significant recommendations about standards for mathematics education, *Focus in High School Mathematics* calls for an important shift in the teaching of high school mathematics. This new publication proposes that reasoning and sense making become the focus of all learning every day. Reasoning and sense making are at the heart of mathematics from early childhood through adulthood. A high school mathematics curriculum based on reasoning and sense making will prepare students for higher learning, career success, and productive citizenship. As a Leadership Circle member, you have the ability to increase awareness of this significant new publication and an opportunity to have a positive influence on teaching practice in high school.

Go online to learn more about *Focus in High School Mathematics: Reasoning and Sense Making* and spread the word in your Affiliate. The book is available in print or electronic form, and you can view sample pages and download the Executive Summary as well as outreach brochures for teachers, administrators, policymakers, and families. The first of four companion books, on statistics and probability, is now available and will be followed soon by books that offer examples of ways to make reasoning and sense making central in algebra and geometry.

So, I welcome you to the Leadership Circle and urge you to accept my sincere gratitude for your commitment to mathematics education and to NCTM. I encourage you to continue your leadership and communication with NCTM about how we can serve your needs while serving our shared purpose of providing a high-quality mathematics education for every student.

Henry S. (Hank) Kepner, Jr., President
National Council of Teachers of Mathematics
president@nctm.org

Outstanding Mathematics Teacher Educators Recognized

At the 2010 AMTE conference in Irvine, California two individuals were recognized for their work and contributions to mathematics teacher education.

Francis (Skip) Fennell of McDaniel College received the **2010 AMTE Excellence in Service to Mathematics Teacher Education Award**. This award recognizes a colleague for a unique contribution in service that has made a significant and lasting contribution to mathematics teacher education. As recipient of the award Skip presented a talk at the conference entitled “So, What Does it Mean to Serve Mathematics Education? Issues and Challenges for All of Us - Past, Present, and Future”.



Barbara Reys, AMTE President, Skip Fennell and Kate Riley, Chair, Awards Committee

Skip has demonstrated his commitment to mathematics teacher education through his leadership at the national level, exemplary program developments, and his role in fostering key partnerships that advance mathematics teacher education at the local, state, and national level. Some of Skip's honors and distinctions include being past president of AMTE (2001 - 2003) and past president of NCTM (2006 - 2008). He is a member of CBMS, The Conference Board of the

Mathematical Sciences, and a member of The National Mathematics Advisory Panel. He is commended for his leadership in initiating and writing the *Curriculum Focal Points* and on his recent work in the area of the Elementary Mathematics Specialists. His work has moved mathematics teacher education forward through his untiring dedication to the field.



Kate Riley, Chair, Awards Committee, Beth Herbel-Eisenmann, and Barbara Reys, AMTE President

Beth Herbel-Eisenmann of Michigan State University received the **2010 AMTE Early Career Award**. The Early Career Award is given annually to recognize a colleague's contributions in their program of teaching, service, and/or scholarship within the first decade after receiving a doctoral degree. Beth was recognized for her many publications, presentations, and funded grant projects as well as her demonstration of effective and innovative teaching practices. She is commended for her research work in the area of effective classroom discourse practices and in creating materials for professional development. As recipient of this award, Beth will present a session at the 2011 AMTE Conference highlighting her work.

Francis (Skip) Fennell and Beth Herbel-Eisenmann were recognized at the Annual Conference with AMTE awards.

AMTE 2010 Annual Conference News

Susan Gay, University of Kansas

On January 28-30, 2010, AMTE hosted our Fourteenth AMTE Conference in Irvine, CA. A total of 502 people registered for the conference; this is the highest number of registrations for our conference ever.

For the second time, we had exhibits at our conference and we were joined this year by representatives of seven organizations who brought materials and information to share with mathematics teacher educators. We are pleased to note the participation of Conceptua Math, W.H. Freeman & Company, The Math Forum at Drexel, NCTM's Mathematics Education Trust, Pearson Education, Springer, Texas Instruments, and John Wiley & Sons, Inc.

There were many exceptional sessions 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.

The preconference sessions were held on Thursday morning, and the regular conference sessions began at 1:00 p.m. on Thursday. Over the three days, 158 sessions were held that ranged in length from 30 minutes to 90 minutes. We were glad to welcome Hank Kepner, NCTM president; Diane Briars, NCSM president; and J. Michael Shaughnessy, NCTM president-elect.

The Opening General Session held Thursday afternoon was led by a panel that included William McCallum, University of Arizona, Glenda Lappan, Michigan State University, and Hank Kepner, University of Wisconsin - Milwaukee. They provided an update on the *Common Core State Standards* and implications for mathematics education.

In recognition of his contributions to our profession, we were honored to have the Judith E. Jacobs Lecture given by James Hiebert, Robert

J. Barkley Professor, University of Delaware. His presentation was titled, "Building Knowledge for Helping Teachers Learn to Teach: An Alternative Path for Teacher Education."



James Hiebert

The Closing Session was given by Sharon Feiman-Nemser, Brandeis University. Her talk was titled, "Thinking about Teacher Learning."



Sharon Feiman-Nemser

Proposals to speak at the 2011 conference will be due on May 14, 2010. Please see the Call for Proposals on page 11 in this issue for more details.

**AMTE EVENTS
at the 2010 NCTM Annual Conference**

AMTE Reception at the NCTM Annual Conference

Thursday, April 22, 2010

6:00 - 7:30 pm

San Diego Marriott Hotel and Marina

Torrey Room

All members and interested persons are invited to attend.

**And at the NCSM Conference
In San Diego, CA**

AMTE Special Interest Session at NCSM

Wednesday, April 21, 2010

2:45 – 4:00 pm

Manchester Grand Hyatt Hotel

Elizabeth G Room

All members and interested persons are invited to attend.

**Catch
AMTE at
NCTM and
NCSM in
San Diego**

REMINDER to Submit Nominations for AMTE Awards

AMTE members are encouraged to submit nominations for the **Early Career Award** and the **Excellence in Scholarship in Mathematics Teacher Education Award** to be presented at the AMTE conference in 2011. Past recipients of each award can be found on the AMTE website <http://www.amte.net/about/awards> along with complete information regarding criteria for selection. Nominations for the **Excellence in Scholarship in Mathematics Teacher Education Award** must be received by **September 30, 2010**. For the **Early Career Award**, nominations must be received by **October 15, 2010**.

AMTE Affiliate News

California Association of Mathematics Teacher Educators CAMTE



CAMTE will be one of the professional organizations supporting a conference in September 2010 based on the QUASAR research. Visit CAMTE's new website at www.camte.org for more information.

CAMTE is delighted to announce that its new website is now a reality (www.camte.org) thanks to the tireless work of Carol Fry Bohlin's committee. Visitors to the site are currently greeted by the smiles of CAMTE's three newly-elected officers: Joanne Rossi Becker (President-elect), Lisa Sandberg (Secretary), and Carl Lager (Member-at-Large).

CAMTE takes great pride in the work of Mark Ellis and the large group of CAMTE members who handled the local arrangements for the recent AMTE Conference in Irvine, CA. The AMTE annual conference continues to grow in popularity as indicated by the record number of participants (502) who attended this year.

Thanks to a grant from Texas Instruments and some very frugal planning, CAMTE was able to provide a reception at the CMC-South Conference in Palm Springs in November, a lunch for those who attended CAMTE's annual business meeting at the CMC-North Conference in Pacific Grove (Asilomar Conference Grounds) in December, and a Board retreat in Monterey prior to the Asilomar conference. The CAMTE Board is continuing its monthly meetings via conference call that it began last year.

CAMTE's effort to provide reliable information to those who make policy decisions impacting mathematics teacher educators is growing. The panel that the CCTC

(California's credentialing agency) established last year to make recommendations for revising the state's mathematics credentialing process for grades K-8 plans to have its proposal ready for commission approval by August. It will include revised standards for mathematics specialists and requirements to include more mathematics methods courses in the preparation of elementary school teachers. CAMTE members Nadine Bezuk and Kathy Morris serve on this panel and along with Joanne Rossi Becker link the work of this panel with the related work of the AMTE Elementary Mathematics Specialists Task Force.

The CCTC recently established an advisory panel to make recommendations for reforming the process for subject matter preparation programs in all content areas to be approved as waiver programs. The number of approved waiver programs in the state has steadily declined in recent years due to the arduous process involved, and the Commission wishes to reverse that trend. In California, preservice teachers who complete approved waiver programs are not required to take the state's exam (CSET) to verify competence in their content area. CAMTE President Mike Lutz and CAMTE member Carol Curtis will serve on that panel.

CAMTE will be one of the professional organizations supporting a conference in September based on the QUASAR research. The primary goal of the conference is to help teachers combat the often perceived pressure to reduce mathematics teaching solely to memorization and drill. The sessions will provide teachers with ways to deal with the teach-for-the-test environment that exists in today's high-stakes-testing culture and therefore be able to teach in ways that will increase student learning. The hosts are delighted that the two keynote speakers will be Ed Silver and Carl Lager. More information, links to register, and links to download speaker proposals are available at [QUASAR Conference](http://www.camte.org).

CAMTE sees 2010 as another exciting year!

The AMTE Affiliates Connections Committee was pleased with accomplishments from this past year, as well as excited about the upcoming tasks that are planned for this next year. Most recently, members of the committee led a session at the annual conference in Irvine, California that allowed current affiliate members to share ideas with others who are interested in the process of establishing an affiliate. As the conversations unfolded, it was evident that the committee's work from this past year was much appreciated, specifically the work to compile essential information for affiliates on the new AMTE website (www.amte.net/affiliates).

As the committee plans for the upcoming year, members will continue to focus on re-

fining the information to support new groups becoming an affiliate as well as supporting current affiliates. With both of these tasks, we need your help. Are you an AMTE member whose state does not currently have an affiliate? If so and you are looking for more information or just have questions to ask about establishing an affiliate, please contact a member of the committee. Alternatively, are you a member of an affiliate with ideas or suggestions for the Affiliates Connections Committee? If so, we want to hear from you! Please contact Angela Barlow, Chair of Affiliates Connections Committee (abarlow@olemiss.edu) or Sandi Cooper, AMTE Affiliates Director (sandra_cooper@baylor.edu) with any questions or ideas.

CALL FOR PROPOSALS due September 15th for the AMTE 15th ANNUAL CONFERENCE

**Association of Mathematics Teacher Educators
Fifteenth Annual Conference · January 27-29, 2011
Hyatt Regency Irvine
Irvine, California**

**Proposals must be submitted electronically by
Friday, May 14, 2010**

**The full Call for Proposals may be found at
[AMTE Call for Proposals](#)**

Presentations on practice and/or research in mathematics teacher education are welcome. Sessions related to practice may include presenting or sharing resources for mathematics teacher educators. You will be asked to classify your presentation according to the strand that most closely aligns with your topic. You may choose among Symposia, Discussion Sessions (new in 2011- more information may be found below), Individual Sessions, or Roundtable Sessions (also new in 2011).

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

Michelle Chamberlin, Program Chair
University of Wyoming
Department of Mathematics
307-766-4017
mchambe5@uwyo.edu

**ALL
PRESENTERS
(including speakers,
moderators,
and discussants)
MUST BE
REGISTERED
FOR THE
CONFERENCE
BY THE EARLY
REGISTRATION
DEADLINE OF
SEPTEMBER
15TH,
OR THEIR
SESSION WILL
BE CAN-
CELED.**

CALL FOR PROPOSALS (continued)

Discussion Sessions are **NEW** to the 2011 program. The purpose of Discussion Sessions is to allow AMTE attendees to hold rich, focused discussions around issues of shared interest, and Discussion Session organizers are responsible for creating an environment whereby these discussions may occur. We recommend each session begin with brief introductions and then a brief presentation by the organizers designed to provide a framing idea for the session. For example, organizers might begin by sharing a video, a written student work artifact, a mathematics problem, or a data set designed to focus attention of attendees around the central issue. The initial presentation should be brief, lasting no more than 15 minutes. Although organizers may draw from their own research or teaching, the focus of the brief presentation is *not* to share the work of the organizers; it is to engage the community in a conversation around issues of shared importance.

Discussion Sessions are distinct from both AMTE Conference Pre-sessions and AMTE Working Sessions (currently called “working groups”). AMTE Conference Pre-sessions are venues for one-time, multi-hour meetings with a special focus or for groups that engage in on-going work. Working sessions are focused on the presenter’s own research or teaching and entail participants engaging in some aspect of that work. Discussion Sessions provide a venue for rich, focused discussions around a particular topic.

Goals of Discussion Sessions

- The fundamental goal of Discussion Sessions is to provide AMTE meeting attendees with opportunities to hold rich, focused discussions around issues of shared interest. A secondary goal of the Discussion Sessions is to create welcoming opportunities for all attendees, including first-time attendees who might appreciate opportunities to interact with others in a more in-depth way.

Principles Guiding Discussion Sessions

- Discussion Sessions are of the people, by the people, and for the people. The AMTE Board and Conference Program Committee will neither actively recruit organizers nor will they identify issues to be discussed.
- Discussion Sessions need not evolve beyond the conference. Discussion Session participants, however, may be interested in continuing the focused discussion at future conferences, which would require interested individuals be willing to take a leadership role.
- Although the AMTE Conference Program Committee reviews proposals for Discussion Sessions, any work that grows out of the sessions is solely the work of the participants and should not be viewed as AMTE-endorsed products or stances.

Increase in AMTE Dues

At the Business Meeting at this year's conference, AMTE members approved the following motion from the AMTE Board of Directors:

Increase the annual dues for regular members of AMTE by \$20 (from \$60 to \$80) effective July 1, 2010.

Rationale: AMTE has increased the number of members and the scope of its work and outreach over the past 3 years (when the current dues structure was established). This includes increased national activity (e.g., regular participation as a member of the Conference Board of Mathematical Sciences; participation in national forums and events focused on mathematics education and/or teacher education; collaboration on work with other organizations such as the Elementary Mathematics Specialist initiative with NCTM and NCSM). In addition, a major website revision is underway and AMTE is planning to launch a new journal focused on the work and practice of mathematics teacher educators. These initiatives have been suggested and are supported by the AMTE members. The work has placed increased demands on AMTE volunteers and staff requiring additional resources in order to do the work called for by AMTE membership.

Note: Members may renew at the current dues rate (\$60) through June 30, 2010.

[Click here to renew.](#)

Secretary's Report on the AMTE Business Meeting

**Lynn Breyfogle
Bucknell University**

For the third year, the Business Meeting was held over lunch on Saturday of the Annual Conference. Treasurer, Gary Martin reported the Financial summary from July 1, 2008-June 30, 2009: total income of \$185,790; total expenses were \$177,116 for a net income of \$8, 674 with a current cash balance as of 6/30/09 of \$85,159. Gary noted that although we have a cash balance of \$85,159, that for non-profit organizations it is important to keep at least 50% of the budget in reserves. Nadine Bezuk, Executive Director, reported that our current membership was at 1, 017 members, up 16% from 2009.

The only vote taken on a motion (other than

approving the minutes) was a vote to raise the dues for regular members \$20 (from \$60 to \$80) effective July 1, 2010. The reasons provided were AMTE's increased initiatives and outreach, including: Increased national presence of AMTE and accompanying demands; New website, enhanced features to come; Development and launch of new AMTE journal; and Related infrastructure costs. The vote was unanimously approved by the membership present at the lunch.

The majority of the meeting was devoted to the sharing of committee and task force reports and announcements for the membership.

AMTE SECRETARY'S REPORT cont'd)

Lynn Breyfogle
Bucknell University

Among the important and timely announcements were:

Awards Committee: Kate Riley, chair, reminded the membership about the two deadlines for next year's AMTE awards: The Excellence in Scholarship Award (September 30th), and The Early Career Award (October 15th).

Membership Committee:

Larry Campbell, chair, asked for volunteers to help work the exhibit booth at the NCTM Conference again this year. He also encouraged colleagues to join or renew before July 1 to take advantage of the lower membership dues rate.

Nominations/Elections Committee:

Skip Fennell, chair, announced that the committee will be seeking nominations for Secretary, and a Member-at-Large. If you know of someone interested, please send your nominations to the committee.

Research Advisory Committee:

Peg Smith, chair, announced that their first research commentary will appear in the spring *Connections* Newsletter and to expect to see a new tab regarding research on the website.

NTLI Fellowship Award:

Bob Ronau announced this year's winners of the award were Todd Grundmeier and Carole Simard.

Equity Task Force:

Edd Taylor, co-chair, reported that the Task Force worked this last year to think about ways to support our membership in sharing their work and providing professional development around the issues of equity. They provided a report that is currently under review by the Board.

Elementary Mathematics Specialists:

Barbara Reys, Chair, announced that this par-

ticular Task Force has finished the original charge, which was to develop and disseminate standards for EMS professionals (a copy of the final document was provided to members at the conference sponsored by the Brookhill Foundation). Barbara reminded the membership that this was one of the Board's priorities for 2009.

AMTE Journal:

Barbara Reys gave the report on behalf of Alfinio Flores, Chair of the Task Force. Barbara was pleased to announce the Board has decided to launch a new practitioner education journal. She announced that the Call for Journal Editor will come out soon.

Website Redesign:

Gary Martin, Chair, noted that the Task Force has worked hard but the true heroes were Mike Klass (long time Webmaster) and Tony Nguyen (new Webmaster), who did all of the technical work. Phase I is done and Phase II, which should be running by the NCTM Conference, will include a new system for keeping membership information (to replace MemberClicks) and will result in a substantial cost savings for AMTE.

Other business included honoring outgoing Committee Chairpersons and Board Members: Affiliates Connections-Jane Wilburne; Membership-Barbara Dougherty; Nominations and Elections-Skip Fennell; Technology-Bob Ronau; Equity Task Force-Edd Taylor and Rochelle Gutiérrez; Program-Jennifer Chauvot; Past President-Jennifer Bay-Williams; Treasurer-Gary Martin; Member-at-Large-Fran Arbaugh.

Incoming committee members and chairs can be found at:

<http://www.amte.net/about/committees>

Dates to Remember

Online at
www.amte.net

Membership/
 Renewal Forms

Position Papers

Position Listings

Resources

Forum for
 Members

Other
 Opportunities

2010

April 19-21	NCSM Annual Conference, San Diego, CA
April 21-24	NCTM Annual Meeting and Exposition, San Diego, CA
April 30-May 4	AERA Annual Meeting, Denver, CO
May 13-14	PAMTE 4th Annual Symposium, Shippensburg, PA
September 10-11	Mathematics Education: Connecting Research to Practice, Bakersfield, CA
September 30	Nominations deadline for AMTE Excellence in Scholarship in Mathematics Teacher Education Award
October 7-8	NCTM Regional Meeting, Denver, CO
October 14-15	NCTM Regional Meeting, Baltimore, MD
October 15	Nominations deadline for AMTE Early Career Award
October 28-29	NCTM Regional Meeting, New Orleans, LA

2011

January 27-29	AMTE Annual Conference, Irvine, CA
April 13-16	NCTM Annual Meeting, Indianapolis, IN

2012

February 9-11	AMTE Annual Conference, Fort Worth, TX
April 25-28	NCTM Annual Meeting, Philadelphia, PA

Comments, questions, and submissions for AMTE *Connections* should be directed to:
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