

# Connections



## Inside this issue:

2011 AMTE Conference Information...3

AMTE Hosts States Workshop on EMS Certification .....4

SSMA Journal Editor Wanted.....4

AMTE Affiliate News...5

AMTE Dues Increase...6

Joint EMS Position Statement.....7

Call for AMTE Board Nominations.....10

Common Core State Mathematics Standards Statement.....11

Call for Excellence and Early Career Awards Nominations.....13

## AMTE PRESIDENT'S COLUMN

### *AMTEs's Contribution to the National Conversation to Strengthen Mathematics Education*

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

Summertime! We've made it through another academic year (my 25<sup>th</sup> in higher education). I hope you have time this summer to relax, reflect and refresh in preparation for the 2010-11 academic year as it will be upon us very soon.

AMTE work continues throughout the summer through the voluntary efforts of its Committees, Task Forces, Staff and Board. This column provides a summary of some recent accomplishments, work in progress, and opportunities for your input and participation.

#### **Recent Accomplishments**

A joint Task Force of AMTE, ASSM, NCSM and NCTM developed a position statement on the preparation and use of Elementary Mathematics Specialists. The Boards of Directors of all four national organizations have approved the final draft (an historic event in and of itself). The statement, in its entirety, can be found on pages 7-9 of this Newsletter. The opening statement is:

*The AMTE, ASSM, NCSM, and NCTM recommend the use of Elementary Mathematics Specialists (EMS) in preK-6 environments to enhance the teaching, learning and assessing of mathematics in order to*

*improve student achievement. We further advocate that every elementary school have access to an EMS. Districts, states/provinces and higher education should work in collaboration to create (1) advanced certification for EMS professionals and (2) rigorous programs to prepare EMS professionals. EMS professionals need a deep and broad knowledge of mathematics content, expertise in using and helping others use effective instructional practices, and the ability to support efforts that help all preK-6 students learn important mathematics. Programs for EMS professionals should include foci on mathematics content knowledge, pedagogical knowledge, and leadership knowledge and skills.*

Marilyn Strutchens (AMTE President-Elect) and I also worked with the Presidents of ASSM (Brad Findell), NCSM (Diane Briars) and NCTM (Mike Shaughnessy) to develop a public statement in support of the overall goals of the Common Core State Standards (CCSS) released in early June. We continue to work with our "sister" organizations to support teachers, administrators and teacher educators as they strive for a coherent, focused curriculum that has realistically high expectations and supports an equitable mathematics education for all students.

*(Continued on page 2)*

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)

**President-elect & Monograph Series Editor**

Marilyn Strutchens  
Department of Curriculum & Teaching  
Auburn University  
[strutme@auburn.edu](mailto:strutme@auburn.edu)

**Secretary**

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

**Treasurer**

Lynn Stallings  
Department of Mathematics & Statistics  
Kennesaw State University  
[lstallin@kennesaw.edu](mailto:lstallin@kennesaw.edu)

**Board Members at Large**

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

Amy Roth McDuffie  
Department of Teaching and Learning  
Washington State University, Tri-Cities  
[mcduffie@tricity.wsu.edu](mailto:mcduffie@tricity.wsu.edu)

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

**Executive Director**

Nadine Bezuk  
School of Teacher Education  
San Diego State University  
(619) 594-3971  
[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)

**Newsletter Editor**

Libby Knott  
Department of Mathematics  
Washington State University  
[lknott@wsu.edu](mailto:lknott@wsu.edu)

**Sponsorship Liaison**

Jeffrey Wanko  
Department of Teacher Education  
Miami University  
[wankojj@muohio.edu](mailto:wankojj@muohio.edu)

**Website Coordinator**

Tim Hendrix  
Department of Mathematics & Computer Science  
Meredith College  
[hendrix@meredith.edu](mailto:hendrix@meredith.edu)

## Work in Progress

Workshop for State Teams on EMS Certification. With funding from the Brookhill Foundation, AMTE is hosting a Workshop for state teams interested in working toward state-level certification for EMS professionals. Response to the Workshop Announcement was strong (21 states submitted applications to participate). With available funding, 10 state teams will convene in Louisville, Kentucky on June 21-23.

New Journal for Mathematics Teacher Educators. As announced at the 2010 Annual Conference of AMTE, the Board has approved launching a new practitioner-focused journal for mathematics teacher educators. NCTM has asked to partner with AMTE on this endeavor and meetings are underway to fine-tune the partnership model. We anticipate announcing a call for the first Editor of the new journal by early fall. The appointment of an Editorial Panel will follow shortly thereafter. The goal is to produce the first issue of the new journal in 2012.

## Opportunities for Input

Revision of *The Mathematical Education of Teachers (MET)*. The Conference Board of the Mathematical Sciences (CBMS), of which AMTE is an active member, is undertaking a major revision of the document, *The Mathematical Education of Teachers (MET)* published in 2001. The editors (Jim Lewis and Alan Tucker) are seeking input on the revision. AMTE has volunteered to survey its members, a pri-

mary audience for the document. Lynn Breyfogle and I ask for your input on the revision. Go to <http://www.surveymonkey.com/s/BNKLK35>. The SurveyMonkey form will be available for your input until July 15. Please respond to the survey or send your ideas to us directly at: [reysb@missouri.edu](mailto:reysb@missouri.edu).

2011 Annual Conference Planning. AMTE received 365 proposals for sessions at the 2011 Annual Conference (Irvine, CA). Thanks to all of you who have volunteered to assist in the review process. The keynote speakers for the Conference include: Marilyn Burns (Opening Session on Thursday); Joan Ferrini-Mundy (Judith Jacobs Lecture on Friday); and William Tate (Closing Session on Saturday).

AMTE and National Advocacy Task Force. Former AMTE Presidents (led by Skip Fennell) have been asked to consider if/how AMTE should increase its national visibility on behalf of mathematics teacher educators regarding discussions of teacher education policy. If you have ideas or comments, please contact Skip at: [ffennell@mcdaniel.edu](mailto:ffennell@mcdaniel.edu)

20th Anniversary of AMTE. Yes, it's true - AMTE will soon emerge from our "teenage" period. During 2011-12 we will celebrate our Anniversary through a number of activities. Jenny Bay-Williams is chairing a group to develop an overall plan for the year-long celebration. If you have ideas or suggestions contact Jenny at: [j.baywilliams@louisville.edu](mailto:j.baywilliams@louisville.edu)

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)

Make your plans now to attend the 2011 AMTE Annual Conference in Irvine, CA on January 27-29, 2011. **This is not a misprint.** We **are** indeed returning for a second consecutive year to the Hyatt Regency Hotel in Irvine, CA for our 2011 conference. Two other things are **not** changing: the conference registration fee for AMTE members and the hotel room rate. We recognize that budgets are tight and we are planning accordingly.

As you may remember from discussions this spring, we noted that our planned pattern 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 decided to “break the cycle” by holding the AMTE conference in 2011 in the southwestern part of the country, specifically back in Irvine, California where our 2010 conference was held this past January. The 2012 conference will be held in Fort Worth, Texas, and the 2013 conference will be held in the southeast region of the country (exact location to be determined).

Many details for the conference have been finalized. The keynote speakers for the 2011 conference have been selected and we are excited to announce the following:

- Thursday’s general session will feature **Marilyn Burns, Math Solutions.**
- Friday’s Judith E. Jacobs Lecture will be given by **Joan Ferrini-Mundy, National Science Foundation.**
- Saturday’s general session before lunch will feature **William F. Tate, Washington University of St. Louis.**

Details of the January 2011 conference include the following:

- All meals on Friday and Saturday’s breakfast and lunch are included in the registration fee.
- The preconference sessions will be held on Thursday morning.
- A full slate of conference sessions begins at 1:00 p.m. on Thursday.
- The Thursday general session will begin about 5:00 p.m. followed by dinner on your own.
- The business meeting will occur in conjunction with Saturday’s lunch.
- The conference will end approximately at 1:15 p.m. on Saturday.

The conference site is the Hyatt Regency Irvine Hotel. The hotel room rate is \$159 for a single or double room. The deadline for reservations is December 3, 2010 or when the room block is full. Filling the rooms in our block at the conference hotel helps to reduce some of the conference expenses paid by AMTE, so please help support AMTE by staying at the conference hotel. Hotel reservations can be made using the link on the AMTE website or by calling Hyatt reservations at 800-233-1234.

Conference registration will open in mid-summer via the AMTE website. The registration deadline is December 3, 2010. Early registration at reduced rates is available through October 1. The speaker registration deadline is September 15, 2010.

We hope to see you in Irvine in January!

**2011 AMTE  
Conference:  
Irvine, CA,  
January 27-29,  
2011  
\*\*\*\*\*  
Plan to hear  
Marilyn Burns,  
Joan Ferrini-  
Mundy  
and William  
Tate  
as keynote  
speakers!**

## AMTE 2011 ANNUAL CONFERENCE

### 2011 AMTE Annual Conference Deadlines:

**Registration for Speakers: September 15, 2010**

**Early Registration: October 1, 2010**

**Regular Registration: December 3, 2010**

**Deadline for Hotel Reservations: December 3, 2010**

**Conference Dates: January 27-29, 2011**

### AMTE Workshop on State-Level Certification of Elementary Mathematics Specialist (EMS)

AMTE EMS  
Conference,  
June 22 - 23,  
2010 in  
Louisville,  
Kentucky.

On June 22-23, 2010 AMTE will host a workshop in Louisville, Kentucky focused on the development of state-level certification of EMS professionals. Interest was high - twenty-one state teams applied to attend. With funding from The Brookhill Foundation, about 50 people representing the following states will participate: Alabama, Arkansas, Indiana, Kentucky, Louisiana, Missouri, New Hampshire, New York, Oklahoma, Pennsylvania, Washington, and West Virginia.

The workshop provides opportunities for state teams to study the AMTE document, *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs* (2010, available at <http://www.amte.net>) and use it to develop plans for establishing EMS certification in their state. A summary of conference materials, presentations and outcomes will be shared with the membership.

AMTE is committed to supporting members who are interested in preparing and supporting EMS professionals and continues to look for ways to provide services in this area. The AMTE Board welcomes your suggestions.

### Call for Proposals

#### Journal Editor – *School Science and Mathematics*

Editor  
wanted for  
*School  
Science and  
Mathematics*,  
for the term  
July 1, 2011,  
to June 30,  
2016.

The School Science and Mathematics Association (SSMA) has served science and mathematics communities for over 100 years, facilitating communications, research and dissemination of knowledge among K-12 teachers and higher education faculty. The official journal of SSMA, *School Science and Mathematics* (continuously published since 1901), is one of the most prestigious journals among science and mathematics educators. Currently the Association is soliciting applications for the position of Editor of *School Science and Mathematics*, for the term July 1, 2011 to June 30, 2016.

Specific proposal information is available at the SSMA website at <http://www.ssma.org>. Contact Don Balka, Search Committee Chair, at [donbalka@sprintmail.com](mailto:donbalka@sprintmail.com) or 574-784-3382 for any additional information. Submit the proposal, with appropriate documentation, electronically by *August 15, 2010*, to [office@ssma.org](mailto:office@ssma.org).

Alan Zollman, President, School Science and Mathematics Association.

**AMTE Welcomes a New Affiliate!**

The Iowa Association of Mathematics Teacher Educators (IOWA AMTE) is now an official affiliate of AMTE. Bridgette Stevens is the current and founding president of this organization and you can e-mail her at [bridgette.stevens@uni.edu](mailto:bridgette.stevens@uni.edu) to learn more about events for this newly established group. With this new affiliate, AMTE now has 19 active affiliates -- who will become number 20? Contact Sandi Cooper at [sandra\\_cooper@baylor.edu](mailto:sandra_cooper@baylor.edu) if your state would like to establish an affiliate of AMTE.

**Pennsylvania Association of Mathematics Teacher Educators  
PAMTE**

PAMTE was well-represented at the annual AMTE conference this year. We had 14 members from Pennsylvania who attended the event in Irvine, and the following who presented and/or facilitated sessions: Fran Arbaugh, Lynn Breyfogle, Lynn Columba, Dave Kennedy, Mary Lou Metz, Jason Silverman, Peg Smith, Jane Wilburne, and Rose Zbiek.

PAMTE Elections were held in March and the results were: Melissa Boston (Duquesne University) Corresponding Secretary; Debbie Gochenaur (Shippensburg University) Recording Secretary; Tom Evitts (Shippensburg University) Member-at-Large, public institution; and Lynn Columba (Lehigh University) Member-at-Large, private institution. We would like to thank outgoing Board members Jason Silverman (Drexel University) and Mary Ann Matras (East Stroudsburg University). We also wish Steve Williams (Lock Haven University) the best as he assumes his role as PAMTE President, and acknowledge Nina Girard (University of Pittsburgh at Johnstown) for her two years service as President.

PAMTE held its Fourth Annual Symposium May 13-14 at Shippensburg University. The symposium included plenary sessions speakers, roundtable sharing session/discussions, AMTE at PAMTE research presentations, and informal receptions, lunches, and dinner—all providing participants with an op

portunity to network and exchange information regarding research, teaching, and preparation of elementary and secondary mathematics pre- and in-service teachers. This year's feature speaker was Fran Arbaugh of Penn State University and recent past AMTE Board member. In all, thirty members attended, representing 17 different universities and constituencies. Special thanks to Nina Girard and Mike Long for their efforts in planning a successful symposium!

A task force of PAMTE members has been formed with plans to begin to establish guidelines and promote the endorsement towards a future certification in Elementary Math Specialist. A proposal was submitted to AMTE, and our team was one of ten accepted for the Brookhill Foundation-sponsored EMS conference this summer. The team is composed of PAMTE leaders Jane Wilburne (Penn State-Harrisburg) and Judy Werner (Slippery Rock), as well as Christina Baumer from PA Dept. of Education, and two math coaches from school districts in Central and Western Pa. Other members of the task force include: Lynn Columba, Nina Girard, Hope Yursa, and Janie Zimmer.

The next PAMTE event will be held in conjunction with the PCTM Annual Meeting in Harrisburg November 10-12, 2010. There will be opportunity for roundtable sharing sessions for PAMTE members on late Wednesday afternoon, (*cont'd on page 6*)

**JOIN  
PAMTE at  
the PCTM  
Annual  
Meeting in  
Harrisburg,  
November  
10-12, 2010**

## AMTE Affiliate News (cont'd)

(cont'd from page 5) as well as a PAMTE reception with PCSM.

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 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 Steve Williams at [swillia6@lhup.edu](mailto:swillia6@lhup.edu).

We continue to be excited and charged with the energy and activity of our state affiliate, and we welcome any questions or suggestions.

### AMTE Membership Promotion in Full Swing

**DON'T FORGET TO RENEW YOUR AMTE MEMBERSHIP NOW BEFORE RATES GO UP on JULY 1!**

In case you haven't heard, AMTE dues go up (from \$60 to \$80 for 'regular' memberships) on **July 1, 2010**. In conjunction with these dates, AMTE is running a Membership Promotion designed to make it *even more profitable* for you to RENEW and/or REFER NEW MEMBERS before the end of June!

The goal is to help AMTE (and therefore you, its members!) by helping to add new members and increase membership benefits!

You should have received one or two e-mails directly about this by now – and may still receive one or two more before it's done! But, if you have any questions, go to the website ([www.amte.net](http://www.amte.net)), check out the links to AMTE'S NEWEST MEMBER PROMOTION, and put yourself in line to WIN BIG! (Grand prize is a 2011 Conference Registration, and other prizes, including free one-year membership renewals.) If you have any questions, feel free to contact Larry Campbell, Membership Chair ([larrycampbell@missouristate.edu](mailto:larrycampbell@missouristate.edu)).

**Why not DO IT TODAY???**

## The Role of Elementary Mathematics Specialists in the Teaching and Learning of Mathematics

A joint position of the Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics (ASSM), the National Council of Supervisors of Mathematics (NCSM) and the National Council of Teachers of Mathematics (NCTM) in response to the release of *Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs*<sup>1</sup> (AMTE, 2010).

### Our Position

The AMTE, ASSM, NCSM, and NCTM recommend the use of Elementary Mathematics Specialists (EMS) in preK-6 environments to enhance the teaching, learning and assessing of mathematics in order to improve student achievement. We further advocate that every elementary school have access to an EMS. Districts, states/provinces and higher education should work in collaboration to create (1) advanced certification for EMS professionals and (2) rigorous programs to prepare EMS professionals. EMS professionals need a deep and broad knowledge of mathematics content, expertise in using and helping others use effective instructional practices, and the ability to support efforts that help all preK-6 students learn important mathematics. Programs for EMS professionals should include foci on mathematics content knowledge, pedagogical knowledge, and leadership knowledge and skills.

***Joint AMTE,  
ASSM,  
NCSM and  
NCTM  
statement  
endorsing the  
use of  
Elementary  
Mathematics  
Specialists***

### Who are elementary mathematics specialists?<sup>1</sup>

Elementary mathematics specialists are teacher leaders who are responsible for supporting effective preK-6 mathematics instruction and student learning. The specific roles and responsibilities of EMS professionals vary according to the needs and plans of each setting but their expertise and successful experience at the elementary level is critical. At the classroom level, an EMS professional may teach mathematics to elementary students in one or more grade levels or work with particular groups of students to provide remedial or enrichment support services. At the school or district level, EMS professionals may work primarily with teachers as coaches, in a professional development capacity or target school-wide improvement in mathematics. In this role, EMS professionals build capacity by strengthening teachers' understanding of mathematics content and helping them develop more effective instruction and assessment. Curriculum, assessment and/or policy development may also be the responsibility of EMS professionals. Whatever the setting or responsibilities, EMS professionals need (1) deep and broad understanding of mathematical content including the specialized knowledge needed for teaching, (2) solid knowledge of the elementary context, (3) expertise in using and helping others use effective instructional and assessment practices informed by knowledge of mathematical learning trajectories, (4) knowledge and skills for working with adult learners, and (5) leadership skills necessary to influence and support educational efforts to improve the teaching and learning of mathematics.

### Why are EMS professionals needed?<sup>1</sup>

Most elementary teachers are generalists—that is, they study and teach all core subjects which may make it difficult to develop in-depth knowledge and expertise with regard to knowing and teaching elementary mathematics. Over the past two decades, the need for EMS professionals has been predominantly examined from two perspectives: (1) professionals who work primarily with teachers<sup>1-7</sup> and (2) professionals who work primarily with (*continued on page 8*)

## The Role of Elementary Mathematics Specialists in the Teaching and Learning of Mathematics

(cont'd from p. 7) students<sup>1-12</sup> recognizing that some EMS professionals do both. NCTM describes the importance of EMS professionals working with teachers in this way:

Teacher-leaders can have a significant influence by assisting teachers in building their mathematical and pedagogical knowledge....Teacher-leaders' support on a day-to-day basis ranging from conversation in the hall to in-classroom coaching to regular grade-level and departmental seminars focused on how students learn mathematics—can be crucial to a teacher's work life.<sup>4</sup>

NCSM also advocates for EMS professionals working with teachers to build knowledge, capacity, and skills:

A single mathematics education leader can have an incredible impact on the development and effectiveness of others.... Leaders in mathematics education at all levels of the school or district organization...are crucial for ensuring attainment of high-quality school mathematics programs.<sup>13</sup>

The National Mathematics Advisory Panel notes the important role of EMS professionals working with students:

The use of teachers who have specialized knowledge in elementary mathematics teaching could be a practical alternative to increasing all elementary teachers' content knowledge (a problem of huge scale) by focusing the need for expertise on fewer teachers.<sup>5</sup>

### Evidence of impact of EMS professionals

While the call for EMS professionals began over two decades ago, currently only a few states and provinces offer advanced certification for EMS professionals. As a result, the research on the impact of EMS professionals is still emerging. However, the available research acknowledges that EMS professionals have positive impacts on teachers and students<sup>14-22</sup>. A number of studies describe positive changes in teachers' practice as a result of interacting with an EMS professional including: actively engaging students<sup>14,15</sup>, emphasizing reasoning and problem-solving over skills-based lessons<sup>15,16</sup> using students' work to inform instruction<sup>17</sup>, and effectively planning lessons<sup>18</sup>. Studies also document that as EMS professionals gained experience, they had significant positive impacts on student achievement<sup>19-21</sup>. As states and provinces move to more widespread implementation of EMS professionals, additional research needs to be conducted to document the impact on the teaching and learning of mathematics.

### Guiding Documents

To support districts, states/provinces and higher education, detailed recommendations for content knowledge, pedagogical knowledge, and leadership knowledge and skills can be found in AMTE's *Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs*<sup>1</sup> and NCTM's *Curriculum Focal Points*<sup>23</sup>. NCSM's *PRIME Leadership Framework: Principles and Indicators for Mathematics Education Leaders*<sup>13</sup> can further assist schools and districts in supporting the ongoing growth and leadership of EMS professionals. Additional EMS-related resources can be found in the reference list.

### NOTES

1. Association of Mathematics Teacher Educators, *Standards for Elementary Mathematics Specialists: A Reference For Teacher Credentialing and Degree Programs* (San Diego, CA: AMTE, 2010), [http://www.amte.net/sites/all/themes/amte/resources/EMSSStandards\\_Final\\_Mar2010.pdf](http://www.amte.net/sites/all/themes/amte/resources/EMSSStandards_Final_Mar2010.pdf).
2. John Dossey, "Elementary School Mathematics Specialists: Where Are They?," *The Arithmetic Teacher*, 32(1984): 3, 50.
3. Francis Fennell, "We Need Elementary School Mathematics Specialists Now," *NCTM News Bulletin*, (2006), <http://www.nctm.org/about/content.aspx?id=9496>.
4. National Council of Teachers of Mathematics, *Principles and Standards for School Mathematics* (Reston, VA: NCTM, 2000), <http://www.nctm.org/standards/default.aspx?id=58>.
5. National Mathematics Advisory Panel, *Foundations for Success: The Final Report of The National Mathematics Advisory Panel* (Washington, DC: US Department of Education, 2008), <http://www2.ed.gov/>

[about/bdscomm/list/mathpanel/report/final-report.pdf](http://about/bdscomm/list/mathpanel/report/final-report.pdf).

6. National Research Council, *Adding It Up: Helping Children Learn Mathematics*, ed. Jeremy Kilpatrick, Jane Swafford, and Brad Findell. (Washington, DC: National Academy Press, 2001).
7. Barbara Reys and Francis Fennell, "Who Should Lead Mathematics Instruction at the Elementary School Level? A Case for Mathematics Specialists," *Teaching Children Mathematics*, 9(2003): 277-282, [http://my.nctm.org/eresources/article\\_summary.asp?URI=TCM2003-01-277a&from=B](http://my.nctm.org/eresources/article_summary.asp?URI=TCM2003-01-277a&from=B).
8. Conference Board of the Mathematical Sciences, *The Mathematical Education of Teachers* (CBMS Issues in Mathematics Education, Vol. 11) (Providence, RI and Washington, DC: American Mathematical Society and Mathematical Association of America, 2001), [http://www.cbmsweb.org/MET\\_Document/index.htm](http://www.cbmsweb.org/MET_Document/index.htm).
9. Johnny Lott, "The Time Has Come for Pre-K-5 Mathematics Specialists," *NCTM News Bulletin*, (2003), <http://www.nctm.org/about/content.aspx?id=956>.
10. National Council for the Accreditation of Teacher Education, *NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists* (2003), [http://www.nctm.org/uploadedFiles/Math\\_Standards/NCTMELEMStandards%281%29.pdf](http://www.nctm.org/uploadedFiles/Math_Standards/NCTMELEMStandards%281%29.pdf).
11. William Coleman, et al., *Educating Americans for the 21st Century: A Plan of Action for Improving Mathematics, Science and Technology Education for All American Elementary and Secondary Students so that Their Achievement is the Best in the World By 1995* (Washington DC: National Science Foundation, 1983).
12. Hung-Hsi Wu, "What's Sophisticated About Elementary Mathematics: Plenty--That's Why Elementary Schools Need Math Teachers," *American Educator*, 32(2009): 4-14, [http://archive.aft.org/pubsreports/american\\_educator/issues/fall2009/wu.pdf](http://archive.aft.org/pubsreports/american_educator/issues/fall2009/wu.pdf).
13. National Council of Supervisors of Mathematics. *The PRIME Leadership Framework: Principles and Indicators for Mathematics Education Leaders*, (Bloomington, IN: Solution Tree, 2008).
14. Patricia Campbell, "Empowering Children and Teachers in the Elementary Mathematics Classrooms of Urban Schools," *Urban Education*, 30(1996): 449-475.
15. Kathryn Race, Evelyn Ho, and Leah Bower, "Documenting In-Classroom Support and Coaching Activities of a Professional Development Program Directed Toward School-Wide Change: An Integral Part of an Organization's Evaluation Efforts" (paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, 2002) <http://www.raceassociates.com/materials/AEA2002b.pdf>.
16. Jean Becker. *Classroom Coaching: An Emergent Method of Professional Development*, <http://teachersnetwork.org/TNPI/research/growth/becker.htm>.
17. Maggie McGatha, "Levels of Engagement in Establishing Coaching Relationships," *Teacher Development*, 12(2008): 139-150.
18. Helen Gerretson, Janet Bosnick, and Kathleen Schofield, "A Case for Content Specialists as the Elementary Classroom Teacher," *The Teacher Educator*, 43(2008): 302-314.
19. Herman Meyers and Douglas Harris, Evaluation of the VMI through 2008, [http://www.uvm.edu/~vmi/index\\_files/2008%20VMI%20Evaluation.pdf](http://www.uvm.edu/~vmi/index_files/2008%20VMI%20Evaluation.pdf).
20. Patti Brosnan and Diana Erchick, "Mathematics Coaching and Its Impact on Student Achievement" in *Proceedings of the Psychology of Mathematics Education – North America*, ed. Patti Brosnan, Azita Manochchri, and Doug Owens (Columbus, OH: PME-NA, 2010).
21. Patricia Campbell and Nathaniel Malkus, "The Impact of Elementary Mathematics Coaches on Student Achievement," *The Elementary School Journal*, (2010): in press.
22. Maggie McGatha, "Mathematics Specialists and Mathematics Coaches: What Does the Research Say?" *NCTM Research Briefs*, ed. Judith Reed Quander (Reston, VA: NCTM, 2009). <http://www.nctm.org/news/content.aspx?id=22839>.
23. National Council of Teachers of Mathematics, *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* (Reston, VA: NCTM, 2006), <http://www.nctm.org/standards/content.aspx?id=270>.
24. For additional information see the Elementary Mathematics Specialists and Teacher Leader website (<http://www.mathspecialists.org>).

## CALL FOR AMTE BOARD NOMINATIONS

**Submit  
nominations  
for AMTE  
Secretary and  
Board  
Member-at-  
Large by July  
15, 2010**

The AMTE Nominations and Elections Committee is seeking nominations for consideration as candidates for **Secretary** and for **Board Member-at-Large**.

Please review the job descriptions below. Nominees must be members in good standing. **To nominate a candidate, send the individual's name, professional affiliation and position, email address, and a one-to-three-sentence description of his or her qualifications for the position to the Chair of the Nominations Committee, Rheta Rubenstein, at [rrubens@umd.umich.edu](mailto:rrubens@umd.umich.edu).** Make sure to indicate whether the nomination is for Secretary or the Member-at-large position. Nominations of colleagues and self-nominations are welcome. Before selecting any potential candidate on the election slate, the Nominations Committee will verify his/her willingness to serve.

After reviewing all the nominations submitted by the July 15 deadline, the Nominations Committee will formulate an election slate, taking into consideration both professional qualifications and diversity (e.g., years of experience; racial or ethnic background; professional affiliation – from the Mathematics Department or College/School of Education or other affiliation; size of institution, region).

**Send completed nominations to Rheta Rubenstein at [rrubens@umd.umich.edu](mailto:rrubens@umd.umich.edu)  
Deadline: July 15, 2010**

### **Secretary**

**Term: 3-Year Commitment**

**Travel:** 2 meetings per year (for 3 years)

### **Two AMTE Board Meetings Per Year**

AMTE holds two board meetings each year; one is held the day before the AMTE annual conference in January or February, and one is held at the NCTM annual meeting during the NCTM Research Presession or the NCSM meeting, usually on Monday. The Board also meets via conference call on a monthly basis, dates determined by consensus.

**Duties:** The major duties of the Secretary are to develop and preserve records of the Board; carry on Board correspondence; be responsible for writing, editing, communicating, and archiving minutes of all board meetings; record and organize correspondence related to Board action items; and serve as a voting member of the Board.

### **Excerpt From the Constitution and Bylaws of the AMTE**

The Secretary shall record and maintain a file of the minutes of official meetings of the Association and its Board of Directors and shall be responsible for the correspondence of the Association.

### **Member-at-Large**

**Term: 3-year commitment**

**Travel:** 2 meetings per year (For three years)

### **Two AMTE Board Meetings Per Year**

AMTE holds two board meetings each year; one is held the day before the AMTE annual conference in January or February, and one is held at the NCTM annual meeting during the NCTM Research Pre-session or the NCSM meeting, usually on Monday. The Board also meets via conference call on a monthly basis, dates determined by consensus.

**Duties:** The major duty of the Member-at-Large is to support and advise the president of AMTE. The Member-at-Large serves as a Board liaison to one or more committees or task forces. The Member-at-Large is responsible for reporting on the progress of his or her assigned committee(s) or task force(s) at Board meetings. Members-at-Large may also assume other responsibilities determined by the President.

A joint public statement of the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), the Association of State Supervisors of Mathematics (ASSM), and the Association of Mathematics Teacher Educators (AMTE)

## **Mathematics Education Organizations Unite to Support Implementation of Common Core State Standards**

The release of the Common Core State Standards (CCSS) is a welcome milestone in the standards movement that began more than 20 years ago when the National Council of Teachers of Mathematics published *Curriculum and Evaluation Standards for School Mathematics*. By initiating the development of the CCSS, state leaders acknowledged that common K–grade 8 and high school standards culminating in college and career readiness would offer better support for national improvement in mathematics achievement than our current system of individual state standards. The CCSS provides the foundation for the development of more focused and coherent instructional materials and assessments that measure students’ understanding of mathematical concepts and acquisition of fundamental reasoning habits, in addition to their fluency with skills. Most important, the CCSS will enable teachers and education leaders to focus on improving teaching and learning, which is critical to ensuring that all students have access to a high-quality mathematics program and the support that they need to be successful.

## **Greater Coherence Built on a Strong Foundation**

The National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), the Association of State Supervisors of Mathematics (ASSM), and the Association of Mathematics Teacher Educators (AMTE) support the goal of the CCSS to describe a coherent, focused curriculum that has realistically high expectations and supports an equitable mathematics education for all students. Many aspects of the central elements of the CCSS echo the longstanding positions and principles of our organizations<sup>1</sup>:

- All students need to develop mathematical practices such as solving problems, making connections, understanding multiple representations of mathematical ideas, communicating their thought processes, and justifying their reasoning.
- All students need both conceptual and procedural knowledge related to a mathematical topic, and they need to understand how the two types of knowledge are connected.
- Curriculum documents should organize learning expectations in ways that reflect research on how children learn mathematics.
- All students need opportunities for reasoning and sense making across the mathematics curriculum—and they need to believe that mathematics is sensible, worthwhile, and doable.

## **Supporting and Facilitating Implementation**

The collective strengths of our organizations give us the potential to generate the momentum necessary to implement the CCSS effectively. Together, our organizations represent mathematics teachers, mathematics education leaders at the school, district, state, and national levels, researchers, and mathematics teacher educators in schools and colleges of education and departments of mathematics, who collectively have the expertise to lead implementation efforts.

**Joint  
NCTM,  
NCSM,  
ASSM and  
AMTE  
statement  
supporting  
the goal of  
Common  
Core State  
Standards**

## Joint NCTM, NCSM, ASSM and AMTE Statement Regarding the Common Core State Standards (cont'd)

**“We strongly encourage and support both research about the standards themselves and their implementation...”**

The critical first steps will be to help educators interpret and understand the CCSS and to support the development and implementation of comprehensive, coherent instruction and assessment systems. To this end, we intend to do the following:

- Work with our local, state, and national affiliates to feature the CCSS in our professional development opportunities, including annual and regional conferences, academies, and seminars, and infuse them into our teacher education classes.
- Support the development and implementation of the corresponding assessment system, particularly with respect to preparing teachers, leaders, and teacher educators to use assessment results effectively to inform instruction and to incorporate formative assessment practices in the classroom.

Finally, we strongly encourage and support both research about the standards themselves (e.g., research on specific learning trajectories and grade placement of specific content) and their implementation, as well as periodic review and revision based on such research.

(Issued June 2, 2010)

Footnote

<sup>1</sup>As articulated in NCTM’s Standards publications (1989, 1991, 1995, 2000), NCTM’s *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* (2006), NCSM’s *Principles and Indicators for Mathematics Educators (PRIME) Leadership Framework* (2008), NCTM’s *Focus in High School Mathematics: Reasoning and Sense Making* (2009), and AMTE’s *Standards for Elementary Mathematics Specialists State Certification* (2010).

PDF and HTML versions of Common Core State Mathematics Standards available at

<http://corestandards.org/the-standards/mathematics>

## AMTE Excellence and Early Career Awards

The Board of Directors of AMTE has established two annual awards to recognize mathematics educators at the Annual Meeting of the AMTE.

The **Excellence Award**, recognizes excellence in each area of mathematics teacher education (teaching, service, research), focusing on one area each year. In 2011 the Excellence Award will focus on Scholarship.

The **Early Career Award** is awarded annually and recognizes a mathematics teacher educator who, early in his/her career, has made significant contributions and shows exceptional potential for leadership in mathematics teacher education. Recent and past recipients of **AMTE Excellence and Early Career** 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 2013)

Francis (Skip) Fennell (2010)

Bill Bush (2007)

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

Frank Lester (2008)

**Early Career Award** (awarded annually)

Beth Herbel-Eisenmann (2010)

John Lannin (2009)

Please consider nominating a worthy candidate for the 2011 Awards.

**Complete information on these awards will be available soon at the AMTE website <http://www.amte.net>.**

### Deadline for Nominations

Nominations for the **Excellence in Scholarship Award** must be received by **September 30, 2010**. For the **Early Career Award**, nominations must be received by **October 15, 2010**.

**Consider nominating someone for the AMTE Award for Excellence in Scholarship, and for the AMTE Early Career Award.**

# Dates to Remember

**2010**

- June 22-23 AMTE Conference on State-Level Certification of EMS, Louisville, KY
- July 15 Nominations due for AMTE Board positions
- 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
- November 10-12 PAMTE at PCTM Annual Meeting, Harrisburg, PA

**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

**Online at**  
[www.amte.net](http://www.amte.net)

**Membership/  
Renewal Forms**

**Position Papers**

**Position Listings**

**Resources**

**Other  
Opportunities**

