

Connections



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AMTE PRESIDENT'S MESSAGE

Common Core State Standards - What is the Impact on the Work of AMTE Members?

Barbara J. Reys, University of Missouri

Over the summer the final draft of the *Common Core State Standards for Mathematics* (K-12) was released (see <http://www.corestandards.org/>). The National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) coordinated the development of these “state” standards with input from many individuals, professional organizations and departments of education in 48 states, the District of Columbia and several territories.

To date, 35 states and the District of Columbia have adopted the standards, replacing their own state-specific standards with the CCSS (see a map of these states at <http://www.corestandards.org/in-the-states>).

The development and release of the CCSS, initiated at a meeting of governors in the spring of 2009, is an unprecedented event in the history of American education. While states have been identifying expectations for student learning via curriculum standards for the past several decades, they have done so largely independently. Although national documents such as the National Council of Teachers of Mathematics *Curriculum and Evaluation Standards for School Mathematics* (1989) and *Principles and Standards for School Mathematics* (2000) influenced the content of state standards, considerable variation in the language, organization and grade-placement of mathematical learning goals existed across state standards (Reys, 2006). With the passage of *No Child Left Behind* legislation in

2001, mandated annual assessments increased both the need for and the specificity of state standards. In fact, as a consequence of *No Child Left Behind*, many states for the first time developed grade-by-grade (or course-by-course) learning goals.

One outcome of the evolution and variation of state standards was the increased difficulty of developing high quality, coherent and focused core curriculum materials (textbooks). Authors and publishers who wished to develop and market textbooks for schools across multiple states had to wrestle with ways to organize, sequence and package lesson sequences that aligned with multiple grade-by-grade state standards, in some cases further exacerbating redundancy and repetition.

For those states that have adopted the CCSS, a new era has begun. Not only will these states share a common set of standards, many will also utilize common assessments (see www.nga.org/Files/pdf/1004NGACSSOASSESSMENTS.PDF for more information on this initiative).

As a mathematics teacher educator, I have struggled with helping my preservice teachers understand how curriculum decisions are made and how standards and aligned mandated assessments impact decisions they will make. For example, most of my preservice teachers are astounded to learn that mathematical learning expectations differ by state, and they are clueless about how these decisions are made.

(Continued on page 2)

The Association of Mathematics Teacher Educators

<http://www.amte.net>

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Whether my preservice students intend to teach in Missouri or Illinois or Arkansas, they will know that in most states the curriculum expectations for grade 1 or 4 or 7 are the same. While CCSS does not specify course-based learning goals for high school, it does articulate specific standards in domains including number and quantity, functions, algebra, geometry, modeling, probability and statistics. In addition, two “pathways” for organizing high school standards into courses have been developed (see Appendix A at: <http://www.corestandards.org/the-standards>).

Opportunities and Challenges

CCSS provides many opportunities for mathematics teacher educators to engage pre and inservice teachers in thoughtful work. The *standards for mathematical practice* are foundational and teachers will need support in understanding these practices and in helping focus instruction so that students develop them over time. Likewise, embedded within CCSS are *learning progressions*; that is, sequences of successively more sophisticated ways of thinking about a topic. These progressions need to be highlighted and examined by teachers so that instruction develops and connects important ideas.

Mathematical practices and *learning progressions* are two areas where mathematics teacher educators can play an important role in working with teachers to implement CCSS. Other areas are equally important. To realize the potential of CCSS, much work needs to be done.

This summer, the AMTE Board of Directors decided to join forces with 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) to establish a joint Task Force to sketch an implementation framework and timeline that can be used to prioritize the

needs of the field and the activities of the various organizations. The Joint Task Force on CCSS, chaired by Glenda Lappan with Kathryn Chval and Gladis Kersaint as AMTE representatives, is responding to the following questions:

What materials and resources are needed by K-12 teachers, teacher leaders and educators, school and district leaders and parents to support a successful implementation of the CCSS?

What general (national or regional) professional development activities need to be assembled and delivered to help provide support for CCSS implementation?

In what ways can AMTE, ASSM, NCSM and NCTM collaborate in supporting implementation of CCSS?

A report from the Task Force is due this month and will be shared with the AMTE membership. Based on the Task Force recommendations, the AMTE Board will work with other professional organizations to develop specific action plans.

Regardless of the actions of AMTE, individual members have an important role to play in supporting preservice and inservice teachers in making good decisions with regard to standards and assessments. This work starts with each member considering some key questions:

What are the key learning goals and learning trajectories embedded within my state's K-12 standards, and how can I help teachers develop sound instructional programs to support student learning of these goals?

If my state has adopted CCSS, what is the nature of the changes in curriculum emphasis as schools transition from the current state standards to CCSS?

How should my preservice mathemat-

President's Message (continued from page 2)

ics course (content or methods) change as a result of CCSS?

What types of inservice teacher professional development is needed to support teacher understanding and productive use of state standards, and how can I collaborate with others (in my state or across states) in this work?

In what ways will state assessment change as a result of CCSS, and how can I help with this transition in my own state?

It is my hope that collectively, we can work together to address these and other questions. For example, rather than each AMTE member constructing their own materials to introduce preservice teachers to CCSS, should AMTE commission the development of a set of resources for

mathematics teacher educators to use for this purpose? In what ways can the AMTE community positively influence the next generation of assessments (formative and summative) related to CCSS?

I believe the CCSS provides an opportunity for the mathematics teacher education community to take a serious look at what we want K-12 students to learn and how we can best prepare teachers to accomplish these goals. I challenge each AMTE member to first study the final draft of CCSS and then to consider how, as individuals and as a collective group, we can use this opportunity to advance our common goal of supporting the mathematical learning of all students. I welcome your comments and suggestions.

AMTE 2011 ANNUAL CONFERENCE

Make your plans now to attend the **2011 AMTE Annual Conference in Irvine, CA on January 27-29, 2011**. In case you hadn't heard, we are indeed returning for a second consecutive year to Irvine, CA for our 2011 Annual Conference.

The keynote speakers for the 2011 conference have been selected. Details on these speakers and information on their presentations can be found on pages 6 & 12.

- 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.
- Preconference sessions will be held on Thursday morning; see page 5 for more details or the AMTE website at ([Preconference Sessions](#)).
- 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.

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

**Register for the
conference and
make room
reservations by
Friday,
December 3,
2010.**

**Speaker
registration
deadline is
September 15,
2010.**

AMTE 2011 ANNUAL CONFERENCE REGISTRATION

NOTE: There is no on-site registration available.

See the table on the right for registration details.

The conference site is the Hyatt Regency Irvine Hotel. The hotel room rate is \$159 for a single or double room. Make your reservation by **Friday, December 3, 2010** to get our special conference room rates. Please be aware that the conference block of rooms may be sold out 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. Hotel reservations can be made using the link on the AMTE website or by calling Hyatt reservations at 800-233-1234. Be sure to mention the "AMTE Conference" when you call. We encourage you to reserve your room soon.

Conference registration is now available on the AMTE website at [AMTE Conference Registration](#) or you may download a form at [PDF Registration Form](#) to use if you are paying your registration fee by mail or fax. 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!

Registration fees for the conference are provided in the table below (amounts listed are in US funds). Meals included as part of 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

:

NOTE:
The deadline for speaker registration is September 15, 2010.

	Early Registration (Postmarked by Oct. 1)	Registration (Postmarked by Dec. 3)	Late Registration (Payment RECEIVED by Jan. 14)
Registration and Membership Dues (1 year of dues included)	\$360	\$435	\$510
Registration and Membership Dues (2 years of dues included)	\$432	\$507	\$582
Registration and Membership Dues (3 years of dues included)	\$496	\$571	\$646
Member Registration	\$280	\$355	\$430
Non-Member Registration	\$390	\$465	\$540
Full-time Graduate Student Registration and Membership Dues*	\$270	\$345	\$420
Full-time Graduate Student Member Registration*	\$230	\$305	\$380

*Graduate students must register by mail or fax because an advisor's signature is required in order to receive the reduced registration fee.

PRECONFERENCE SESSIONS at AMTE CONFERENCE

Ten preconference sessions are being offered on **Thursday morning, January 27, 2011** at the 2011 AMTE Annual Conference at the Hyatt Regency Hotel in Irvine, CA. Each session requires pre-registration. No on-site registration will be available. The following list contains the title of each session. More information about each session including the presenters, times, session description, and how to register can be found on the AMTE website (http://amte.net/sites/all/themes/amte/resources/conf2011/15thAMTEConf2011_PreconferenceSessions.pdf). For more information on any session, please contact the session organizer.

Session	Title
1.	Affiliate Connections
2.	Framing and Analyzing (In)equity and Power in Mathematics Methods
3.	Using the TPACK Framework to Think About Issues in Technology-based Professional Development for Mathematics Teachers
4.	Designing Professional Development to Build Specialized Mathematical Knowledge for Teaching
5.	Facilitating Teachers' Discussions of Practice using Animated and Video Representations of Teaching (ThEMaT)
6.	NCTM's NCATE Program Reviewer Training Workshop
7.	Pathways to Middle School Mathematics Teaching in California: Concerns and Opportunities
8.	Preparing to Teach Mathematics with Technology [PTMT]: Engaging Practices and Materials for Technology-Using Mathematics Teacher Educators
9.	STaR (Service, Teaching and Research in Mathematics Education) NSF Fellows Follow-up
10.	Understanding Students' Conceptions of Integers and Implications for Teacher Educators

See the AMTE website for more information on all of these sessions including information on how to contact each session's organizer and how to register for each session.

NOTE:
Pre-
conference
sessions
require pre-
registration.
On-site
registration
will NOT be
available.

New AMTE Committee Appointments Coming Soon!

Barbara Reys (President) and Marilyn Strutchens (President-Elect) will be making new committee appointments next month (October). If you are interested in serving on a Committee, please complete and return the "2010 AMTE Volunteer Form" found at: <http://www.amte.net/> (see "Volunteer Form" under Quick Links).

AMTE CONFERENCE FEATURED SPEAKERS

Marilyn Burns Founder of Math Solutions



Marilyn Burns, founder of Math Solutions, is one of today's most highly respected mathematics educators. For more than 40 years, Marilyn Burns has taught children, led professional development sessions, spoken at educational conferences nationwide, written children's books, and created mathematics resources for teachers and administrators.

In 1984, Marilyn Burns formed Math Solutions Professional Development, an organization dedicated to the improvement of math instruction in grades K–8. Working with a highly qualified team of inservice leaders, Marilyn offered courses to teachers and administrators nationwide designed to improve math instruction and student learning.

Soon after, Marilyn Burns began writing and publishing to further support teachers and provide districts with resources needed to implement in-depth and long-lasting change in their schools. She has written 22 professional books for teachers, including *About Teaching Mathematics*, *Math and Literature*, *Writing in Math Class*, *Teaching Arithmetic*, *Lessons for Algebraic Thinking*, *Math: Facing an American Phobia*. Marilyn's professional articles have appeared in *Educational Leadership*, *Kappan*, *The Journal of the National Staff Development Council*, and *Instructor*. Also, she has developed several series of videotapes of classroom teaching that model effective instructional strategies.

Marilyn Burns also brings her messages directly to children. She is the author of more than ten books for children, including the best-selling *The I Hate Mathematics! Book* and *The Greedy Triangle*.

In 1996, Marilyn Burns received the Glenn Gilbert National Leadership Award from the National Council of Supervisors of Mathematics for her influence on mathematics education. The nominators took special note of Marilyn's humor and compassion, saying, "Few professionals have touched and inspired so many math educators. She has taught us several important lessons. . . . We must treat teachers with respect, honesty, and a thoughtful vision. We must turn to student work to make sense of student understanding and achievement."

In 1997, Marilyn Burns received the Louise Hay Award for Contributions to Mathematics Education from the Association for Women in Mathematics.

In collaboration with Scholastic in 2007, Marilyn developed *Do The Math*®, an intervention program designed for grades 2 through 8. *Do The Math* focuses on Number and Operations and targets addition and subtraction, multiplication, division, and fractions.

Marilyn Burns continues to teach in classrooms and relies on these experiences to inform her writing and speaking. She currently is developing individual student interviews for assessing students' arithmetic understanding and skills.

For a description of her presentation, see page 12 of this Newsletter.

Marilyn Burns is one of three featured speakers at this year's AMTE Conference.

AMTE CONFERENCE FEATURED SPEAKERS

William F. Tate
Edward Mallinckrodt Distinguished University Professor
in Arts & Sciences
Washington University in St. Louis



Dr. William Tate believes that policies and programs to "reshape and improve" urban schools and neighborhoods require great universities to invest in scholars and thinkers capable of contributing to the knowledge base and policy discussions associated with the political economy of urban life here in the United States and abroad including language development, health and well-being, poverty, child and family policy, and criminal justice policy as it relates to education.

William Tate's research interests are at the nexus of developmental science and development regimes. He has authored scores of journal articles and book chapters focused on school mathematics, school science, technology education, and urban school reform. He served as the 2007-2008 president of the American Educational Research Association. His most recent book project is titled, "Education Research in the Public Interest: Social justice, action, and policy."

William Tate's forthcoming book project is titled, "Research on Schools, Neighborhoods, and Community: Toward Civic Responsibility." He is the co-author of several elementary mathematics and science textbook programs and has also served as an editor of the American Educational Research Journal. Tate earned a doctorate in mathematics education from the University of Maryland, College Park. He also holds a master's degree in mathematical sciences from the University of Texas at Dallas and a Bachelor of Science degree in economics from Northern Illinois University.

William Tate is affiliated with the Center for Applied Statistics and the Center on Urban Research and Public Policy and Center for Applied Statistics. Additional responsibilities include serving as the project director and principal investigator of the St. Louis Center for Inquiry in Science Teaching and Learning (CISTL). In 1998, he received an Outstanding Scholar Award from the Special Interest Group Research Focus on Black Education of the American Educational Research Association. In 2000, he received an Early Career Research Award from the American Educational Research Association for his scholarly contributions to mathematics education and urban education. Also in 2000, he received the Outstanding Scholar Award from the University of Maryland, College of Education.

For a description of his talk, see page 12 of this Newsletter.

Dr. William Tate is one of three featured speakers at the AMTE Conference.

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

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AMTE CONFERENCE FEATURED SPEAKER

Dr. Joan Ferrini-Mundy

Director, Division of Research on Learning in
Formal and Informal Settings
Acting Executive Officer for the
Directorate for Education and Human Resources, NSF



As an Intergovernmental Personnel Act employee at NSF Dr. Joan Ferrini-Mundy continues to hold appointments at Michigan State University as a University Distinguished Professor of Mathematics Education and Assistant Vice President for STEM Education Research and Policy. She is a professor in the Departments of Mathematics and Teacher Education.

Dr. Ferrini-Mundy was a Visiting Scientist in NSF's Teacher Enhancement Program from 1989-1991 and worked at the National Research Council from 1995-1999 as Director of the Mathematical Sciences Education Board and Associate Executive Director of the Center for Science, Mathematics, and Engineering Education. Ferrini-Mundy was an ex officio member of the President's National Mathematics Advisory Panel (2007-2008), the RAND Mathematics Study Panel, and the National Assessment of Educational Progress (NAEP) Mathematics Assessment Framework Committee. In Michigan she directed the Michigan Department of Education Teacher Preparation Policy Study Group to advise the Superintendent of Public Instruction about policy reform in teacher preparation (2006-2007) and has served as chair of the Mathematics High School Content Expectations Development Committee. From 1983-1999, Joan Ferrini-Mundy was a member of the Mathematics Department at the University of New Hampshire, and in 1982-1983 she was a mathematics faculty member at Mount Holyoke College, where she co-founded the SummerMath for Teachers Program.

Active in professional societies, Joan Ferrini-Mundy has served on the Board of Directors of the National Council of Teachers, and chaired the Writing Group for the National Council of Teachers of Mathematics (NCTM) 2000 *Principles and Standards for School Mathematics*. She completed a term as a member of the Board of Governors of the Mathematical Association of America in 2006. She has played leadership roles in several MSU-based projects, including the Carnegie-supported Teachers for A New Era Initiative, the NSF-funded *Knowledge of Algebra for Teaching* project, and *Promoting Rigorous Outcomes in Mathematics/Science Education (PROM/SE)*, an NSF Mathematics and Science Partnership. Her research interests include calculus teaching and learning, the development and assessment of teachers' mathematical knowledge for teaching, and mathematics education policy.

Nominations and Elections Committee

The Nominations and Elections Committee heartily thanks the many members who proposed names for offices for this year's elections. The committee appreciated the strong pool from which candidates could be drawn. We are fortunate to have an organization with so many thoughtful, able, and willing members. We all need to remember that there are many ways to serve the organization in addition to officer positions. We encourage members and their colleagues to consider service on committees or volunteering to assist at meetings as other ways to continue to build a vibrant organization. And we encourage all members to vote in the November elections!

Prize Winners in AMTE's 2010 Membership Promotion

Membership Promotion A Success - Winners Announced

The Membership Committee would like to thank all members - new and old - that participated in this Spring's Membership Promotion. Lots of members took time to refer new members - not to mention renewing their own memberships before the dues increase. As a result, everyone benefitted, including AMTE of course, and the Committee is pleased.

The Promotion netted 76 new members who paid \$5796 and joined for a total of 108 years. Overall, 412 members (new and current) participated in the Promotion for a total of \$40,644 of dues, amounting to a total of 738 years!

The Promotion Drawing was held on July 28, and the winners are as follows:

Prize	Winner's Name	Affiliation
Free 2011 Conference Registration	DeAnn Huinker	University of Wisconsin, Milwaukee
One year's free membership	Sybilla Beckman	University of Georgia
	Ryan Nivens	East Tennessee State University
One year's free membership—for new members only	Matthew Chedister	Boston University
AMTE flash drive	Jeff Barber	University of South Florida
	Laurie Boswell	The Riverside School Lyndonville, VT
	Mary Majerus	Westminster College (MO)
	Lisa Poling	Ohio State University
	Lucy West	Metamorphosis Teaching Learning Communities

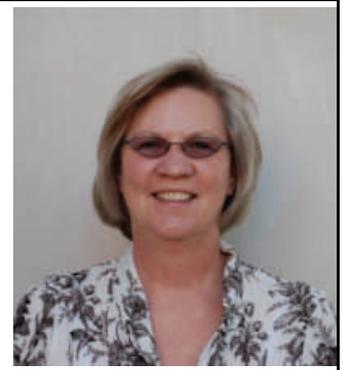
Nominations sought for AMTE Excellence in Scholarship Award and AMTE Early Career Award

The AMTE Awards Committee seeks nominations for the Excellence in Scholarship Award by September 30, 2010, and for the Early Career Award by October 15, 2010. Information on the awards is available at the AMTE website at http://amte.net/sites/all/themes/amte/resources/AMTE_AwardInfo_2011.pdf.

AMTE *CONNECTIONS* NEWSLETTER EDITOR

Libby Knott, Washington State University, has served as AMTE *Connections* Newsletter Editor since January 2009. This is the final issue under her leadership. During Libby's service the Newsletter grew from three to four issues per year.

The AMTE Board extends a sincere "thank-you" to Libby for her service.



**Welcome
Trena
Wilkerson as
the new
AMTE
Connections
Newsletter
Editor.**



Trena Wilkerson, Baylor University, will assume the role as AMTE *Connections* Newsletter Editor beginning with the next issue (December 2010).

Please join the AMTE Board in welcoming Trena to this new role.

AMTE AFFILIATE NEWS

Pennsylvania Association of Mathematics Teachers Educators (PAMTE)

Several PAMTE members have been working hard this summer on a proposal to the Pennsylvania Department of Education for a Mathematics Specialist Certificate. Jane Wilburne and Judy Werner have led a task force, including other PAMTE members Nina Girard, Lynn Columba, Hope Yursa, and Janie Zimmer. Jane Wilburne has met with members of the Department of Education, as well as State Senators, in order to discuss the need for this new certificate and to solicit their support. The Elementary Mathematics Specialist (EMS) recommendations from AMTE have been used as a model for this proposal.

Many PAMTE members are also actively involved in the preparation of the Pennsylvania Council of Teachers of Mathematics (PCTM) Annual Conference in November. Mike Long is General Co-Chair, Dave Kennedy and Tom Evitts are on the Program Committee, Steve Williams is Exhibits Co-Chair, Jane Wilburne is in charge of publicity, and Debbie Gochenaur is on the Registration Committee. At the conference, PAMTE will be sponsoring a pre-service teacher day. This has been a very popular day over the past several years, with more than one hundred pre-service teachers in attendance.

The next Pennsylvania Mathematics Teacher Educators (PAMTE) event will be held at the PCTM Annual meeting in Harrisburg on Wednesday, November 10th. We have invited several public school personnel to serve on a panel to discuss ways in which we can better prepare teachers from their perspective. They have also been invited to join us in some roundtable discussions.

making itself known as a strong advocate for mathematics teacher education across the state. A special thanks goes out to Nina Girard for helping PAMTE to grow during her past two years as President. If anyone would like further information, to ask a question, or to offer suggestions, please contact Steve Williams at swilia6@lhup.edu.

Steve Williams, President

PAMTE continues to grow with excitement and energy from its members and is

**Pennsylvania
AMTE
affiliate
news**

Report from two workshops: Considering the Future of K-12 STEM Curricula & Instructional Design: Stimulating & Supporting Innovative Research & Development

The rapid growth in features and use of educational media (from e-books to applets) makes it possible to envision dramatic changes in the kinds of instructional materials and environments that can support STEM learning. Questions that emerge when the field considers new tools and technology-rich environments include:

What will a high-impact, technology-intensive STEM learning environment look like in the near and long-term future?

What materials development and research are required to make this vision possible?

What design, development, and diffusion processes are most likely to produce new, effective approaches to STEM education?

To address these questions, two workshops were convened to identify and analyze the needs and opportunities for inno-

vative work. Participants included education futurists, researchers in the STEM content and education disciplines and specialists in instructional technology, cognitive psychology, policy, museum and educational media. Workshop discussions provided a rich source of ideas for examination by those interested in promoting and strengthening STEM learning. The Workshop Series report, *Considering the Future of K-12 STEM Curricula and Instructional Design: Stimulating and Supporting Innovative Research and Development* identifies critical research and development activities and calls upon funding agencies and the field to focus attention on these activities. The 50 page report is free and available for download at:

<http://www.mathcurriculumcenter.org/conferences/stem/index.php>

General Session Speakers at the 2011 Conference

Speakers for the Thursday evening and Saturday morning general sessions have been selected. Information about their presentations is noted below.

Thursday General Session

Marilyn Burns

Making Assessment Integral to Informing K–8 Math Instruction

This session addresses key questions about classroom assessments: What determines students' success with number and operations? What can we learn from students' paper-and-pencil work? What indicators should teachers should look for when assessing students? How can assessments inform classroom instruction?

Saturday Closing Session

William F. Tate

It's Your Choice: Research and Practice Pathways in STEM Education

A growing bi-partisan movement seeks expansion in routes that credential and develop STEM education professionals. What are central underpinnings guiding this movement? We examine this and explore the potential significance of research and practice pathways in mathematics teacher education.

The Fifteenth Annual AMTE Conference will be held in Irvine, California, on January 27 – 29, 2011. For more information about the conference, go to: <http://amte.net/conferences>.

For registration, go to:

<https://www.amte.net/civicrm/event/register?id=8&reset=1>.

Catch these two exciting talks on Thursday evening and Saturday morning during the AMTE Annual Conference.

The Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM) seek applications for the position of editor for their new joint online journal, *Mathematics Teacher Educator*. The target publication date for the first issue is Spring 2012.

Mission and goals

The new journal will contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. The journal will provide a means for practitioner knowledge related to the preparation and support of teachers of mathematics to be not only public, shared, and stored, but also verified and improved over time (Hiebert, Gallimore, and Stigler 2002). *Mathematics Teacher Educator* will be a scholarly, peer-reviewed journal for practitioners. Initially, two issues of the journal will be published each year.

Audience

The primary audience of *Mathematics Teacher Educator* will be practitioners in mathematics teacher education, with *practitioner* broadly defined as anyone who contributes to the preparation and professional development of pre-K–12 pre-service and in-service teachers of mathematics. Mathematics teacher educators include mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others.

Qualifications

Required: The editor will have a clear understanding of the goals and mission of the journal and agree to develop and maintain a journal that strives to accomplish them.

- The editor should have previous experience with scholarly or practitioner journals as the editor, a member of an editorial panel or board, a department editor, or another capacity providing substantive editorial experience. The editor should demonstrate an un-

derstanding of the time and resources needed for different editorial processes, such as reviewing, rewriting, formatting, and printing.

- The editor should be well versed in practices and issues of mathematics teacher education, including professional development and pre-service preparation of teachers of mathematics.

- The editor should have a record of scholarly publications in mathematics education. The editor must be a current member of AMTE and NCTM.

Desirable: Experience in, or vision for, online publishing.

Responsibilities

The editor will perform the following duties:

- Develop, along with the editorial panel, a process for soliciting submissions, assigning reviewers, providing feedback to authors, dealing with revisions, formatting manuscripts, and working with the publishers
- Assign reviewers to manuscripts
- Decide what articles are published in the journal, using expert advice from reviewers and the editorial panel
- Communicate decisions to authors and provide feedback
- Attend an annual two-day meeting with the editorial panel and report on the status of the journal (backlog, gaps, etc.)

Term: The term for the first editor will be three years, plus start-up time (Nov. 2010–Nov. 2014).

AMTE and NCTM will provide the editor with a small budget for local expenses (e.g., mailing, telephone calls, basic supplies) as well as an Internet-based manuscript processing system.

Applicants seeking to become editor of *Mathematics Teacher Educator* should submit a statement about how they would intend to achieve the vision of the journal. The

**Call for
Editor for
the new on-
line journal,
*Mathematics
Teacher
Educator.***

Call for Editor for *Mathematics Teacher Educator*

statement should attempt to accomplish the following:

- Clarify the development and implementation of mechanisms necessary to guarantee that the knowledge disseminated in the journal is verified. Especially relevant to establishing the identity of the journal will be determining what counts as evidence and what warrants are needed for practice-based knowledge.
- Discuss mechanisms that will be designed to foster improvements in the field over time. For example, articles can build on previously published work and provide evidence that the contributions are not just innovations, but improvements beyond the initial work.
- Establish parameters for scholarly review of manuscripts for a practitioner journal that aims to develop a professional knowledge base.

Applicants also need to document support from their local institution for serving as edi-

tor (e.g., release from teaching; graduate student assistant; clerical support), or clarify the favorable working conditions that would facilitate their performance in the role of the editor.

Applicants may download a document providing additional information about the nature of the journal at <http://www.amte.net/publications/mte>. Candidates should submit their applications online at <http://www.amte.net/publications/mteeditor> no later than October 31, 2010. Finalists will participate in a distance interview. Final selection of an editor is anticipated by November 30, 2010.

Reference

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

2011 Annual Conference IMPORTANT DATES TO REMEMBER!

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

Dates to Remember

2010

- September 10-11 Mathematics Education: Connecting Research to Practice, Bakersfield, CA
- September 15 AMTE Conference Registration Deadline for Speakers
- September 30 Nominations deadline for AMTE Excellence in Scholarship in Mathematics Teacher Education Award
- October 1 AMTE Conference Early Registration deadline
- 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
- December 3 AMTE Conference Regular Registration deadline
- December 3 AMTE Conference Hotel Reservation Deadline

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

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