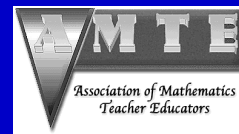


Connections



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AMTE PRESIDENT'S MESSAGE

Looking Back, Looking Ahead: AMTE Represents and Serves Mathematics Teacher Educators in 2010

Barbara J. Reys, University of Missouri

AMTE has been busy in 2010. We've continued refining and updating our website, disseminating the standards for elementary mathematics specialists developed in 2009 and planning for what will likely be our largest annual conference in AMTE history. In addition, we've collaborated with other national professional organizations (ASSM, NCSM and NCTM) on planning for the implementation of the Common Core State Standards, released in June, 2010. In this, my last newsletter before turning the leadership of AMTE over to President-Elect Marilyn Strutchens, I provide an update on three specific activities of interest to AMTE members:

- Launching a new journal – the *Mathematics Teacher Educator*
- Advancing work related to Elementary Mathematics Specialists
- Developing priorities and action plans related to CCSS

Mathematics Teacher Educator

In November, the AMTE Board of Directors committed to a partnership with NCTM to launch the new journal focused on disseminating knowledge and best practices related to the preparation and professional development of teachers of mathematics. The new journal, the *Mathematics Teacher Educator*, will be published electronically, with two issues per year scheduled for the first three years (beginning in 2012). A search for the first Editor of MTE is underway with an announcement scheduled for January 2011. The Editor and an Editorial Board (comprised of three appointees of AMTE and three appointees of NCTM) will begin meeting in the spring to develop a call for manuscripts and criteria and processes for review of manuscripts. A subscription to MTE will be a "member benefit" to all AMTE members (distributed electronically to all current members). NCTM members may select MTE as a second journal option. NCTM's expertise in journal design, production and dissemination together with AMTE content expertise will help insure a high quality product. The goal is to issue the first call for MTE manuscripts in late spring 2011 and produce the first issue of MTE in 2012. Stay tuned for an announcement of the first MTE Editor and Editorial Panel.

Elementary Mathematics Specialists – State Certification

Following the release of the AMTE *Standards for Elementary Mathematics Specialists* (EMS) (shared with AMTE members in January 2010), AMTE received additional funding from the Brookhill Foundation to organize and host a conference for 10 teams from states interested in initiating certification of EMS professionals. Ten state teams (AL, AR, IN, LA, NH, NY, OK, PA, WA, WV) attended the conference, held in Louisville, KY and facilitated by Maggie McGatha and Nicole Rigleman. The conference provided state teams opportunities to consult with experts, discuss and create plans for initiating work within their state on EMS certification and program development. Following the conference, each state team submitted an action plan based on the particular context and processes of their state. For more information about the EMS initiative, feel free to contact Maggie McGatha (maggie.mcgatha@louisville.edu) or Nicole Rigleman (rigelman@pdx.edu).

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

President-elect & Monograph Series Editor

Marilyn Strutchens
Department of Curriculum & Teaching
Auburn University
strutme@auburn.edu

Secretary

M. Lynn Breyfogle
Department of Mathematics
Bucknell University
lynn_breyfogle@bucknell.edu

Treasurer

Lynn Stallings
Department of Mathematics & Statistics
Kennesaw State University
lstallin@kennesaw.edu

Board Members at Large

Gladis Kersaint
Department of Secondary Education
University of South Florida
kersaint@coe.usf.edu

Amy Roth McDuffie
Department of Teaching and Learning
Washington State University, Tri-Cities
meduffie@tricity.wsu.edu

Randy Philipp
School of Teacher Education
San Diego State University
rphilipp@mail.sdsu.edu

Executive Director

Nadine Bezuk
School of Teacher Education
San Diego State University
(619) 594-3971
nbezuk@mail.sdsu.edu

Affiliate Director

Sandi Cooper
Department of Curriculum & Instruction
Baylor University
Sandra_Cooper@baylor.edu

Conference Director

Susan Gay
Department of Curriculum & Teaching
University of Kansas
sgay@ku.edu

Publications Director

Alfinio Flores
Department of Mathematical Sciences
University of Delaware
alfinio@math.udel.edu

Newsletter Editor

Trena L. Wilkerson
Department of Curriculum and Instruction
Baylor University
Trena_Wilkerson@baylor.edu

Sponsorship Liaison

Jeffrey Wanko
Department of Teacher Education
Miami University
wankojj@muohio.edu

Website Coordinator

Tim Hendrix
Dept of Mathematics & Computer Science
Meredith College
hendrixt@meredith.edu

President's Message (continued from page 1)

Priorities and Action Items Related to CCSS

Following the release of CCSS in June 2010, AMTE collaborated with ASSM, NCSM and NCTM to establish a Joint Task Force to outline needs and priorities related to the Common Core State Standards for mathematics. The Task Force, chaired by Glenda Lappan (with AMTE representatives Kathryn Chval and Gladis Kersaint), submitted their report to the Boards of each organization in early September. Priorities include:

1. Organize and launch a major outreach project with two primary foci: (a) develop and disseminate a core set of resources (CCSS Toolkit) which consolidates and highlights key messages of our organizations with regard to the CCSS; and (b) organize and host regional meetings of leadership teams to review the CCSS Toolkit and plan local strategies for utilizing CCSS to elevate mathematics teaching and learning.
2. Appoint a Joint Committee of AMTE, ASSM, NCSM and NCTM to serve as an ongoing advisory group regarding CCSS. The Joint Committee will serve as a professionally grounded oversight and advisory group that could, over a period of time, suggest needed actions and inform revisions of the CCSS.
3. Convene a group of respected teacher development professionals and scholars to conceptualize and develop a professional development *system* at the school, district, and state levels that will connect our organizations' messages with the CCSS.
4. Convene an Assessment Working Group to coordinate the field's best guidance on assessment development and insure that new student assessments address important priorities (e.g., the *mathematical practices*) articulated in CCSS. The Working Group should include representatives of the Partnership for Assessment of Readiness for College and Careers (PARCC) and SMARTER Balanced Assessment State Consortia.
5. Support the development of a research agenda focused on implementation of the CCSS that includes systematic study of the instantiation and implementation of the standards, monitors the impact on instruction and student learning and informs revisions of CCSS.

AMTE will be working with the other mathematics education organizations to address these priorities. The full report of the Joint Task Force is available on the AMTE website.

As I indicated, it has been a very busy year for AMTE. The coming year (2011) is likely to be just as busy. For example, a revision of the CBMS document, *Mathematics Education of Teachers*, is underway with a draft likely to be circulated next year. In addition, we are planning a series of activities to celebrate the 20th anniversary of the establishment of AMTE (yes, AMTE was "born" in the fall of 1991). These activities will be initiated at the 2011 Annual Conference in Irvine, California and culminate at the 2012 Annual Conference.

In addition to the items summarized in this message, the Staff, Board and Standing Committees of AMTE are contributing in many other ways to advance work related to the mission of AMTE. Watch for details in upcoming *Connections* Newsletters and email postings. Please send your ideas and suggestions to me at: reysb@missouri.edu.

AMTE 2011 15th ANNUAL CONFERENCE

Irvine, CA JANUARY 27-29, 2011

NOTE: There is no on-site registration available.

Conference Registration and Hotel Reservation Information

The Fifteenth Annual Conference will be held at the Hyatt Regency Hotel in Irvine, California from Thursday, January 27 through Saturday, January 29, 2011. Conference sessions begin on Thursday afternoon at 1:00 p.m. The conference will conclude at 1:15 p.m. on Saturday. **The conference registration deadline is December 3, 2010.**

We have a limited block of reduced-price rooms available at \$159/night (single or double occupancy) at the Hyatt Regency Hotel. We encourage you to reserve your room soon either online via the AMTE website (www.amte.net) or by calling the toll-free number below. Be sure to mention the AMTE Conference when you call. **Make your hotel room reservation by Friday, December 3, 2010** to get our special conference rate. Please be aware that the conference block may be sold out by this date. Once the room block is full, the hotel will accept reservations at the hotel's prevailing rate and only on a space-available basis.

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

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

Information about traveling to Irvine, CA and the Hyatt Regency Hotel is on the AMTE website.

Conference Highlights

Thursday

Nine preconference sessions are being held during the morning on Thursday, January 27. A list of the sessions is on page 5. The organizers need to know who is planning to attend prior to the start of the conference. Details about the content and registration information for each session is on page 5 and on the AMTE website (www.amte.net).

A full slate of conference sessions will begin at 1:00 p.m. Marilyn Burns is the speaker at the Thursday General Session from 5:00 to 6:30 p.m. The title of her presentation is "Making Assessment Integral to Informing K-8 Math Instruction." An afternoon break will be provided on Thursday, but dinner Thursday evening is on your own.

Friday

Conference sessions will begin on Friday at 8:00 a.m. Highlights include a presentation by last year's Early Career Award Winner, Beth Herbel-Eisenmann, at 9:30 a.m. Beginning at 4:30 p.m., the Judith Jacobs Lecture will be given by Joan Ferrini-Mundy who currently holds positions at the National Science Foundation and Michigan State University. Friday's continental breakfast, lunch, and dinner are included with the registration fees along with morning and afternoon breaks. AMTE committees will meet during lunch.

Saturday

Conference sessions will begin on Saturday at 8:00 a.m. Continental breakfast and lunch are included with the registration fees. Members of AMTE affiliates will meet during breakfast. The Saturday General Session beginning at 10:30 a.m. will be presented by William F. Tate who is the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences at Washington University in St. Louis; the title of his presentation is "It's Your Choice: Research and Practice Pathways in STEM Education." The AMTE Business Meeting will be held during lunch. The conference will conclude by 1:15 p.m.

The preliminary program link is on the AMTE website (www.amte.net). Program information will be updated over the next few weeks and a final program will be posted by early January.

We look forward to seeing you in January in sunny and warm California!

Consider attending a Pre-conference Session! Details on page 5.

ANNOUNCING THE 2011 JUDITH JACOBS LECTURE

Dr. Joan Ferrini-Mundy

**Director, Division of Research on Learning in Formal and Informal Setting
Acting Executive Officer for the Directorate for Education
and Human Resources
National Science Foundation**



The Judith Jacobs Lecture was established in 2003 in honor of Dr. Judith E. Jacobs, founding member of AMTE and former president and executive director. The 2011 lecture will be given by Dr. Ferrini-Mundy on Friday, January 28, 2011 from 4:30-6:00 pm in Salon A of the Hyatt Regency Irvine at the 2011 AMTE Annual Conference. Additional information concerning the honor can be found at www.amte.net/about/awards/judith-jacobs-lecturer. Past honorees are:

2010	James Hiebert	University of Delaware
2009	Jeremy Kilpatrick	University of Georgia
2008	Ed Silver	University of Michigan
2007	Deborah Loewenberg Ball	University of Michigan
2006	Judith Sowder	San Diego State University
2005	Glenda Lappan	Michigan State University
2004	Thomas Cooney	University of Georgia
2003	Judith E. Jacobs	California State Polytechnic University

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

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

Membership Update!

The **Membership Committee** wishes to WELCOME all "new" AMTE members and to THANK all members - new or otherwise - who participated (joined, renewed, recommended others, etc.) in our *very successful* Membership Promotion this past Spring and Summer.

As we head toward our 2011 Conference, the organization is on the verge of MORE good news! Believe it or not, currently with 1220 members, we are rapidly approaching a membership total of 1250 members! This was the Membership Committee's goal to reach by 2011, which represents roughly a 25% increase since the 2010 Conference.

Will you help us again? Look around you. Surely all of us know a colleague at our own institution or in our state, or elsewhere, who *should* belong to AMTE. Why not take a moment - SOON - to invite them to join? Tell them why/how YOU benefit, and why they will too. Refer them to the website for more information (and they can sign up there, as well, of course!). Let's make it to 1250! THANKS!!

*Larry Campbell, AMTE Membership Chair
Missouri State University, MO*

PRECONFERENCE SESSIONS at the 2011 AMTE CONFERENCE

Page 5

Nine preconference sessions are being offered on **Thursday morning, January 27, 2011** (beginning at 8 or 8:30 a.m.) 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 with information including the presenters, and how to register. Additional information including times and session description, can also be found on the AMTE website (<http://amte.net//conferences/conf2011/preconf>). There is a PDF format linked on the home page of the AMTE website as well.

Session Descriptions

1. Affiliate Connections

Sponsor: AMTE's Affiliate Connections Committee

Lead Presenter: Jo Ann Cady, University of Tennessee

To Register: Indicate your interest on the Fifteenth Annual AMTE Conference Registration Form. If you have already registered for the conference and would like to register for this preconference session, please contact AMTE webmaster, Tony Nguyen, via email (tonguyen@projects.sdsu.edu) stating your request.

2. Framing and Analyzing (In)equity and Power in Mathematics Methods

Sponsor: AMTE's Equity Task Force

Lead Presenters: Julia Aguirre, University of Washington-Tacoma & Rochelle Gutiérrez, University of Illinois at Urbana-Champaign

To Register: Indicate your interest on the Fifteenth Annual AMTE Conference Registration Form. If you have already registered for the conference and would like to register for this preconference session, please contact AMTE webmaster, Tony Nguyen, via email (tonguyen@projects.sdsu.edu) stating your request.

3. Using the TPACK Framework to Think About Issues in Technology-Based Professional Development for Mathematics Teachers

Sponsor: AMTE's Technology Committee

Organizer: Susann M. Mathews, Wright State University

To Register: Indicate your interest on the Fifteenth Annual AMTE Conference Registration Form. If you have already registered for the conference and would like to register for this preconference session, please contact AMTE webmaster, Tony Nguyen, via email (tonguyen@projects.sdsu.edu) stating your request.

4. Designing Professional Development to Build Specialized Mathematical Knowledge for Teaching

Sponsors: Researching Mathematics Leader Learning (RMLL), NSF Grant No.: ESI 0554186, and Teaching Mathematical Knowledge for Teaching (Dev-TE@M and Mod4)

Lead Presenter: Elham Kazemi, University of Washington

To Register: Send an e-mail with the subject line "Designing Professional Development Registration" to Veronica Medina (vmedina@wested.org) with the following information: Name, affiliation, e-mail address, telephone, and in a sentence or two, please describe your interest in this session. Deadline for registration is January 4th, 2011.

NOTE:
Pre-conference sessions require pre-registration.

Listing continued on page 6

*AMTE Connections
December 2010*

Check the
AMTE
website for
detailed
descriptions.
www.amte.net

5. Facilitating Teachers' Discussions of Practice Using Animated and Video Representations of Teaching

Sponsor: ThEMaT (Thought Experiments in Mathematics Teaching), a National Science Foundation-funded project

Organizer & Lead Presenter: Patricio Herbst, University of Michigan

To Register: Send an e-mail to themat@umich.edu indicating interest in participating.

6. NCTM's NCATE Program Reviewer Training Workshop

Sponsor: National Council of Teachers of Mathematics

Organizer/Presenter: Monique Lynch

To Register: E-mail nctmncate@nctm.org for an application form. There is no charge to attend, but the completion of an application and pre-registration for the workshop are required.

7. Pathways to Middle School Mathematics Teaching in California: Concerns and Opportunities

Organizer & Lead Presenter: Carol Fry Bohlin, California State University, Fresno

To Register: Send an e-mail with the subject line "AMTE Preconference Session RSVP" to Carol Fry Bohlin at carolb@csufresno.edu.

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

Sponsor: Preparing to Teach Mathematics with Technology, a National Science Foundation-funded project

Organizer & Lead Presenter: Hollylynne Lee, NC State University

To Register: Register via the PTMT website at <http://ptmt.fi.ncsu.edu/amte11>.

9. STaR Fellows Follow-up

Sponsor: National Science Foundation STaR Fellow Program (University of Missouri)

Organizer & Lead Presenter: Robert E. Reys, University of Missouri

To Register: Session is limited to STaR Fellows who participated in the summer STaR Institute at PCMI. Robert Reys will communicate with and register all pre-session participants (2010-11 STaR Fellows).

10. Understanding Students' Conceptions of Integers and Implications for Teacher Educators

Sponsor: Mapping Developmental Trajectories of Students' Conceptions of Integers, a National Science Foundation-funded project

Organizer & Lead Presenter: Lisa Lamb, San Diego State University

To Register: Send an e-mail to Candace Cabral, at CCabral@sunstroke.sdsu.edu, including your name, affiliation, and reason for attending the session.

Toward More Equitable Relationships in Teacher Education

Beth Herbel-Eisenmann
Michigan State University
2010 AMTE Early Career Award Winner

Beginning one's career in academia is challenging. There are pushes to publish, get grants, be a good teacher educator, and do service within the university, as well as within the mathematics education community. In an attempt to bring many of these parts of my academic position together into a single project, I proposed a long-term professional development project to the National Science Foundation in 2003. As a result, I was involved in a five-year collaborative project with a group of eight middle grades (grades 6-10) mathematics teacher-researchers and a (now former) graduate student in order to better understand how discourse literatures might be helpful to secondary mathematics teachers. This project involved a year of collecting baseline data in the classrooms, a year-long study group on classroom discourse, and 2.5 years of supporting teacher-researchers¹ as they designed cycles of action research in order to become more purposeful about mathematics classroom discourse (for more detail, see Herbel-Eisenmann & Cirillo, 2009). Although this experience has influenced in many ways my perspective as a teacher educator, I focus here on sharing two particular points that I believe can help us engage in more equitable teacher education and research on teacher education.

Mathematics teachers are not only mathematics teachers.

This statement may seem obvious as we interact with the people who are teachers in our work. Yet, we often write about them as "teachers" or "mathematics teachers" rather than as people. What might we learn about mathematics teachers if we think about them as people rather than as only teachers? One thing we would better understand is how different "identity kits"² (Gee, 2001) come into play in their work as teachers. That is, they are not only mathematics teachers; they are mothers, fathers, aunts, uncles, daughters, sons, community members, volunteers, soccer coaches, and so on. These other identity kits are important and relevant to the work that they do in their classrooms. If we get to know them as people, we learn much about their multiple identity kits and can consider how these other identity kits might influence their "mathematics teacher" identity kit. In fact, my sense is that we would have a more nuanced understanding about *why* they might not be teaching every day and every class period in ways we might hope if we have a better understanding of their other identity kits and what those mean to them. For example, why would we expect a teacher to teach a fantastic mathematics lesson when they are trying to support a child or parent through a difficult time in their life, for example, with a diagnosis of breast cancer or debilitating alcoholism? Yet, these are stories we rarely know or tell in our research. Our work is often silent in terms of positioning mathematics teacher's practices in relationship to other identity kits they have. on teacher education. In the same way that

Continued on page 8

**Look for
Beth
Herbel-
Eisen-
mann's
session at
the 2011
AMTE
Conference.**

¹ I use "teacher-researcher" and "university-researcher" in order to distinguish the context in which we primarily worked and not as a way to privilege one form of researcher over another.

² Gee (2001) also calls these "Discourses," which he says "integrate ways of talking, listening, writing, reading, acting, interacting, believing, valuing, and feeling (and using various object, symbols, images, tools, and technologies) in the service of enacting meaningful socially situated identities and activities" (p. 719).

the field of mathematics education is arguing for equitable treatment of every child by attending to his/her identity kits, we need to more fully connect teachers to other identity kits and resist essentializing them as only "mathematics teachers" in our research on teacher education.

Teachers attending professional development often get treated in ways that we would not encourage them to treat their own students.

Although many teacher educators develop long-term relationships that help to understand the multiple identity kits of the teachers with whom they work, there is still a dominant practice of disparate one-shot workshops in district- and school- level professional development.³ Based on my experience as a classroom teacher and the descriptions of the teachers with whom I worked, much of the typical professional development is selected by someone other than the teachers (e.g., the curriculum specialist, mathematics specialist, principal, superintendent). Often the decisions about what to bring to the district are related to policies that have been adopted at the state or district level. These experiences are typically short-term workshops or presentations that focus on telling or showing teachers what they should do. The values and purposes are determined ahead of time, often with little contextual knowledge of the place the professional development is happening. Almost always, all of the teachers are expected to attend and sometimes professional development days are built into the calendar as a way to mandate attendance. Teachers have little agency in this process. In almost all of these characteristics, some of the underlying messages are: someone (other than the teachers) knows what teachers need to know and do, everyone needs to do the same thing, context is not important, teaching is fairly simple because it can be broken down into things one "does," teachers only need to follow someone else's suggestions to teach better, and the process of enacting those suggestions is easy and needs no follow-up support. What impact might these hidden assumptions have on mathematics teachers? In juxtaposing the study groups and action research that we did together in the project with their prior experience in professional development, here are some of the things the teacher-researchers said:

...the part that made [this project work] so uncomfortable is that it was so different than other professional development, like in terms of quality and expectation. We're just never, ever, ever, ever, ever treated with autonomy or to think that what we think would be best or to think about what's important and do it for a long time or to be supported in what you think is best over a long time. ... that structure [in this project] was so foreign. (Interview, 2008)

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³This observation has been shown to be a national phenomenon in the US (Little, 1993).

What impact might these hidden assumptions have on mathematics teachers?

2010 AMTE Early Career Award-Winner Session

Avoiding Agnosticism in Our Practices as Teacher Educators

Presented by Beth Herbel-Eisenmann, Michigan State University

Friday, January 29, 2011, 9:30-10:30 am, Hyatt Regency Irvine Salon B

Toward More Equitable Relationships in Teacher Education (continued)

Here's the funny thing - we sat here and complained about professional development in our schools and how it's very scripted, and now we're all sitting here realizing that this action research component is so wide open and it's totally up to us to figure it out. It's that openness that's so scary. (Focus Group Interviews,⁴ January 2007)

In the same way that we advocate for high quality learning for students, we must also advocate for high quality learning for teachers.

As these quotations highlight, an over-dependence on conventional professional development can make teachers think that the administration and the system do not have faith in them nor do they trust them to do what is best for their students. This perspective can break down confidence in expertise and judgment, contributing to a de-professionalization of teachers. When given an opportunity to look closely, reflect, discuss, and work on their practice, they can feel scared or overwhelmed by such agency. In the same way that we advocate for high quality learning for students, we must also advocate for high quality learning for teachers. Not only do we need to be involved in more long-term work with teachers, but we must also stand up and let administrators know that disparate one-shot workshops cannot be the dominant paradigm of professional development. By doing so, we encourage equitable and professional treatment of teachers (see Herbel-Eisenmann, forthcoming).

In this short piece, I have briefly described two things that I have learned from working with a group of mathematics teachers that I believe can lead us to more equitable treatment of mathematics teachers. I am inspired by Rochelle Guitierrez's (2007) articulation of equity as needing to attend to access, achievement, identity and power. My growing concern for attention to this issue occurs at the intersection of my interest in the equitable treatment of people in school systems and my consternation of policies and practices that deprofessionalize teachers. In addition to saying more about these issues at the AMTE conference in January, I look forward to discussions about these concerns with those of you who attend the meeting!

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⁴A graduate student who was not involved in the project work conducted the focus group interviews as part of her dissertation research (for more about the findings, see Adams, 2009).

AMTE AFFILIATE NEWS

Affiliates Connections – Pre-Conference Session

Come join the AMTE Affiliates Connections Committee as they share a pre-conference session on Thursday at 8:30 a.m. that will provide information about successful initiatives and lessons learned from fellow AMTE Affiliates. AMTE leaders and potential leaders are invited to learn more about how to connect with AMTE and with other affiliates. There will be time for affiliate leaders to discuss issues and ideas.

Session goals:

- To support the growth of affiliates and their membership;
- To identify the needs of AMTE's affiliates;
- To provide a venue for sharing ideas and "best practices" among affiliate leaders and
- To increase communication between the national organization and the affiliates.

To Register: Indicate your interest on the 15th Annual AMTE Conference Registration Form. If you have already registered for the conference and would like to register for this preconference session, please contact AMTE webmaster, Tony Nguyen, via email (tonguyen@projects.sdsu.edu) stating your request.

CAMTE Is Connecting California

The California Association of Mathematics Teacher Educators (CAMTE) is continuing its efforts to be the voice of mathematics teacher educators in California by connecting with professional agencies and organizations throughout the state. The CAMTE President was invited to be a member of the leadership team that planned the Algebra Forum III conference in San Jose on October 18 – 20. "The California Algebra Forum is a collaborative effort among the California Department of Education (CDE), the Curriculum and Instruction Steering Committee (CISC), the California Comprehensive Center at WestEd, and statewide curriculum groups. The focus of this project [is] to build a statewide network of technical assistance providers well versed in the best research related to classroom instruction in Algebra." (<http://www.cacompcenter.org/cs/algebrap/print/htdocs/algebra/home.htm>) Leaders from the California Mathematics Council (CMC), the Silicon Valley Initiative, the California Mathematics Project and TODOS also served on the leadership team. The planning will begin soon for Algebra Forum IV that will occur in April 2012.

Once again, CAMTE organized a strand of sessions at both the CMC – South Section conference in Palm Springs on November 5 & 6 and the CMC – North Section conference in Monterey (Asilomar State Park) on December 3 – 5. On September 10 & 11, CAMTE joined CMC and TODOS as supporters of the *Mathematics Education: Connecting Research To Practice* conference on the California State University, Bakersfield campus. AMTE members Ed Silver and Carl Lager respectively gave the opening and closing keynote speeches for the event that had approximately 250 participants. The focus of the conference was increasing students' achievement in mathematics by engaging them in tasks with a high level of cognitive demand consistent with the QUASAR Project research in the 1990s. Many, but not all, sessions during the conference modeled how Texas Instrument technology is an effective tool for providing access for all students to mathematical tasks that will engage them at levels of high cognitive

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Affiliates will meet during Saturday morning breakfast at 2011 Conference in Irvine.

AMTE AFFILIATE NEWS *(continued)*

demand. The conference received financial support from Texas Instruments, the Central California Partnership for Teacher Quality Programs (CCP~TQP), and the CSU Bakersfield Mathematics Project.

During the past year, CAMTE members have served on each of two advisory panels for the California Commission on Teacher Credentialing (CCTC). The CAMTE Board had a retreat on December 3rd as it did last year to plan more ways to connect the vast amount of mathematics teacher education expertise that exists in the state.

Michael Lutz, President

Pennsylvania Association of Mathematics Teacher Educators (PAMTE)

As the NCTM Regional conferences have come to an end, it has been noted that many PAMTE members have been very busy with their fall professional development. In Denver, Tom Evitts, Dave Kennedy, and Mike Long each presented. A little closer to home, in Baltimore, the following PAMTE members gave presentations: Suzanne Alejandre, Lynn Columba, Arlene Dowshen, Tom Evitts, Dave Kennedy, Celine Przydzial, Jane Wilburne, Steve Williams, and Velma Yoder.

In addition to being busy presenting at the NCTM Regional conferences, many PAMTE members have been feverishly working on the state-NCTM-affiliate PCTM conference coming up on November 10th – 12th. 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. Also at the conference, PAMTE will be sponsoring a pre-service teacher day in which approximately 100 preservice teachers from across the state will participate. We are extremely proud of the activity and leadership that PAMTE members provide across our state and nation.

PAMTE also holds a session at the PCTM conference for its members. This year, we have invited several public school personnel to serve on a panel to discuss ways in which we can better prepare teachers for the classroom. We will then be inviting them to join us in roundtable discussions about some more specific issues.

If anyone would like further information about our group, to ask a question, or to offer suggestions, please contact Steve Williams at swillia6@lhup.edu.

Steve Williams, President

PAMTE Affiliate News

ATTN: All AMTE Affiliates Annual Renewal for AMTE Affiliates

DUE: January 14, 2011

Online Renewal Process Available Soon

Contact Affiliate Director for More Information

(sandra_cooper@baylor.edu)

General Session Speakers at the 2011 Conference

**Attend the
General
Sessions
during the
AMTE
Annual
Conference.**



Thursday General Session 5:00 p.m.

Marilyn Burns

*Making Assessment Integral to Informing
K–8 Math Instruction*

Saturday Closing Session 10:30 a.m.

William F. Tate

*It's Your Choice: Research and Practice
Pathways in STEM 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>.

Nominations and Elections Committee

The Nominations and Elections Committee would like to thank the excellent slate of nominees for their willingness to run for office and for all the AMTE members who voted. Participation is what makes our organization strong.

Visit the AMTE website (amte.net) for the announcement of winners in the offices of Secretary and Member-at-Large.

Chair: Rheta Rubenstein, University of Michigan-Dearborn

Monique Lynch, NCTM

Bill Bush, University of Louisville

Skip Fennell, McDaniel College

Christine Thomas, Georgia State University

Judy Mumme, WestEd

Marilyn Strutchens, Auburn University

At the May 2010 CBMS meeting, AMTE President Barbara Reys volunteered to survey AMTE Members to solicit suggestions to inform the planned revision of the MET (2001) document. Barbara Reys and Lynn Breyfogle crafted an on-line survey that was available to members during June and July 2010. Barbara Reys, Lynn Breyfogle, and doctoral student Amanda Thomas worked to summarize the results and provide a seven-page report containing suggestions for revision. In late September, the report was sent to Ron Rosier (Director of CBMS), Joan Leitzel (current Chair of CBMS), and Jim Lewis and Alan Tucker (co-chairs of the writing group to revise/update the MET report).

In general, AMTE members responding to the survey indicated they:

- Used the MET Report to organize and inform their mathematics teacher preparation programs. This included creating and planning new courses as well as improving courses already in existence.
- Found all sections of the report to be very useful. Suggestions for added emphasis included: content considerations (e.g., greater emphasis on data analysis, problem solving, mathematical practices); specific examples; reference to released documents (e.g., GAISE, Common Core State Standards, Curriculum Focal Points) and research (e.g., Lester 2007).
- Encouraged consideration of a new section focused on preparation of early childhood teachers of mathematics.
- Found some of the features of the report very helpful (e.g., vignettes, problems), although with mixed results. Suggestions for additional features were to provide very specific recommendations (e.g., number of credit hours required) to assist in advocating courses with university administration.

For a copy of the full report, contact Barbara Reys (reysb@missouri.edu) or Lynn Breyfogle (lynn.breyfogle@bucknell.edu).

AMTE 20th Anniversary is coming!

Did you know.....

that AMTE is turning 20? The year-long celebration of AMTE's 20th anniversary will be launched during the 2011 AMTE Annual Meeting in Irvine, CA, continue throughout the year and culminate with the 2012 AMTE Annual Meeting in Fort Worth, TX. Stay tuned for the next *Connections* Newsletter as we recognize AMTE accomplishments and special events in a new special department titled "Historical Notes about AMTE".

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

Trena L. Wilkerson, AMTE *Connections* Editor,

Baylor University

Department of Curriculum & Instruction

One Bear Place # 97314

Waco, TX 76798

254-710-6162

Fax: 254-710-3160

Trena_Wilkerson@baylor.edu

Have you read.....?

- *Linking Research and Practice: The NCTM Research Agenda Conference Report*
<http://www.nctm.org/news/content.aspx?id=25315>
- *Prepare and Inspire: K-12 Science, Technology, Engineering, and Math (STEM) Education for America's Future*
<http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>

Teacher Education News!

A new merger!

On October 22, 2010, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC), the two major accrediting associations for teacher education, announced their merger. The two organizations will consolidate into one organization, Council for the Accreditation of Educator Preparation (CAEP) within the next two years. For more information visit <http://www.caepsite.org>.

On November 16, 2010 a new report, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, was released. It can be found at <http://www.ncate.org>.

AMTE Awards Committee

The AMTE Awards Committee has been working diligently via email to address tasks related to award nominations and selections. Two culminations of our work will be the notification of the winners of the AMTE Early Career and the Excellence in Scholarship awards to the Board of Directors. We continue to encourage members to nominate colleagues for these and other valuable AMTE awards.

We will also give consideration to a thorough review of all documents (e.g., award announcements) used by the committee. We want to make certain that information and instructions are clear and have the intent we plan. We welcome feedback on any document.

Chair: Thomasenia Adams, University of Florida
tda@coe.ufl.edu

2011 Annual Conference

Regular Registration Deadline: December 3, 2010

Deadline for Hotel Reservations: December 3, 2010

Conference Dates: January 27-29, 2011

Important Dates to Remember

2010

- December 3** AMTE Conference Regular Registration Deadline
December 3 AMTE Conference Hotel Reservation Deadline

2011

- January 6-9 MAA-AMS Joint Meeting, New Orleans, LA
January 27-29 AMTE Annual Conference, Irvine, CA
 March 10-12 RCML Annual Meeting, Cincinnati, OH
 April 8-12 AERA Annual Meeting, New Orleans, LA
April 11 AMTE Reception, Indianapolis Marriott Downtown, Marriott Ballroom 3/4, 6:00-7:30 PM
 April 11-13 NCTM Research Pre-session, Indianapolis, IN
 NCSM Annual Conference, Indianapolis, IN
 April 13-16 NCTM Annual Meeting, Indianapolis, IN
 October 19-21 NCTM Regional Conference, Atlantic City, NJ
 October 26-28 NCTM Regional Conference, St. Louis, MO
 November 2-4 NCTM Regional Conference, Albuquerque, NM
 November 10-12 SSMA Annual Convention, Colorado Springs, CO
 November 10-13 AMATYC Annual Conference, Austin, TX

2012

- January 4-7 MAA-AMS Joint Meeting, Boston, MA
February 9-11 AMTE Annual Conference, Fort Worth, TX
 April 13-17 AERA Annual Meeting, Vancouver, British Columbia
 April 25-28 NCTM Annual Meeting, Philadelphia, PA
 November 8-11 AMATYC Annual Conference, Jacksonville, FL

Online at
www.amte.net

Membership/
 Renewal Forms

Conference Infor-
 mation

Position Papers

Position Listings

Resources

Other
 Opportunities

Trena L. Wilkerson, AMTE *Connections* Editor
 Baylor University
 Department of Curriculum & Instruction
 One Bear Place # 97314
 Waco, TX 76798
Trena.Wilkerson@baylor.edu

AMTE Connections
December 2010