

Connections

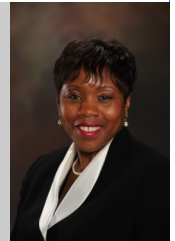
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AMTE PRESIDENT’S MESSAGE

Equity Matters

Marilyn E. Strutchens, Auburn University



Excellence in mathematics education rests on equity—high expectations, respect, understanding, and strong support for all students. Policies, practices, attitudes, and beliefs related to mathematics teaching and learning must be assessed continually to ensure that all students have equal access to the resources with the greatest potential to promote learning.

—NCTM Position Statement on Equity (2008)

Promoting equitable practices in mathematics teacher education, including increasing the diversity of mathematics teachers and teacher educators, is one of AMTE’s major goals. Moreover, paying special attention to this goal is one of AMTE’s priorities for 2012. Understanding what equity means and why it matters is crucial to being able to create equitable learning environments. More often than not “equity” is equated with “equality” (Secada, 1989, 2003). At the heart of equity lies our ability to acknowledge that, even though our actions might be in accord with a set of rules, their results may be unjust (Secada, 1989; 2003). Moreover, Secada posited that equality and the recognition that group inequalities may be unjust are among the most powerful constructs of equity. Equality explores quantitative differences while equity addresses qualitative issues (Secada, 1989, 2003). Caring, socially-enlightened self interest, social justice, representation, and opposition to excellence (concern that efforts to include heretofore excluded students will be done at the expense of rigorous academic standards) are categories of equity discussed by Secada (2003) which can be interpreted and enacted in both positive and negative ways.

Lipman (2004) stated that the concept of equity includes “the equitable distribution of material and human resources, intellectually challenging curricula, educational experiences that build on students’ cultures, languages, home experiences, and identities; and pedagogies that prepare students to engage in critical thought and democratic participation in society” (p. 3). Gutiérrez (2007) asserted that equity is “being unable to predict students’ mathematics achievement and participation based solely upon characteristics such as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language” (p. 41). Furthermore, Civil (2008) suggested that equity is extended from a unidirectional exchange – as primarily benefitting growth of students and student groups that have historically been denied equal access, opportunity and outcomes in mathematics to a reciprocal approach. She contends that as a field we need to think of diversity as a resource for the learning of mathematics for all students.

Beyond these conceptions of equity, several professional organizations have highlighted equity as a part of their national standards and issued position statements about equity. For example, the National Council of Supervisors of Mathematics’ (NCSM, 2008) position statement on equity proclaims that inequities are caused by lack of student access to mathematical knowledge, and access to the opportunity to learn this mathematics knowledge must be addressed using a systematic process that can best be accomplished when all mathematics educators:

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respond to equity as a meaningful process to address social justice issues of race, language, gender, and class bias; embrace a mindset shift from a student deficit perspective of equity to a focus on creating opportunities for equal access to meaningful mathematics; respond to equity being less about equality and more about the need for political and social policy changes; and recognize underachievement not as a result of group membership but more likely a symptom of varying beliefs, opportunities, and experiences to learn mathematics (p. 1). Furthermore, members of AMTE contributed to the Special Equity Issue of the *Journal of Mathematics Teacher Education* (Strutchens, 2012). The articles in the issue focus on helping teachers to connect the mathematics taught in classrooms to students' cultural backgrounds, homes, and communities, as well as to other authentic contexts. Culturally relevant pedagogy and culturally responsive teaching were the dominant frameworks upon which these works were based.

Understanding what equity means gives one some clarity, but actually studying equity issues and thinking about how both equitable and inequitable situations impact students provides all stakeholders with the deeper understanding and tools needed to eradicate policies and behaviors that disenfranchise students. In a graduate course that I teach on multicultural and equity issues in mathematics education, I provide teachers with the opportunity to read and discuss articles, which focus on the following:

1. Defining equity and establishing a theoretical foundation for achieving equity in mathematics education (Secada, 1989, 2003; Bartell & Meyer, 2008; Gutiérrez, 2007; Weiler, 1988; Bartlett & Brayboy, 2005; Ladson-Billings, 1999)
2. Examining barriers to equitable outcomes for all students (Flores, 2007)
3. Examining the role of culture in the learning and teaching of mathematics (Banks, 1994; Bishop, 1988; D'Ambrosio, 2001; González, Andrade, Civil, & Moll, 2001)
4. Examining students' mathematics achievement through equity lenses (Rousseau-Anderson, 2007)
5. Examining strategies posited to increase equity in the mathematics classroom (Franke & Kazemi, 2001; Gutstein, 2003, 2006; Ladson-Billings, 1994, 1995; Moses, & Cobb, 2001; Strutchens & Quander, 2011)

The references listed above are selected references from the syllabus. Thinking about these issues from this variety of perspectives has often enabled teachers to think about school practices differently. Not only do they see benefits for themselves in studying these issues, they also see how their administrators would benefit from gaining additional research-based knowledge related to equity issues.

An article that really helps teachers to connect what they have learned in the course to their instructional practices is Rousseau-Anderson's (2007), "Examining School Mathematics through the Lenses of Learning and Equity". This article helps them to understand the importance of examining classroom issues through different lenses. In particular, Rousseau-Anderson (2007) used the learning and equity principles from NCTM (2000) to help teachers think about the importance of applying both lenses to teaching situations. She focused on this major point of the equity principle: "All students, regardless of their personal characteristics, backgrounds, or physical challenges, must have opportunities to study—and support to learn—mathematics. Equity does not mean that every student should receive identical instruction; instead, it demands that reasonable and appropriate accommodations be made as needed to promote access and attainment for all students" (p. 12).

The NCTM's 2005 Research Committee Report (Gutstein, Fey, Heid, DeLoach-Johnson, Middleton, Larson, Dougherty & Tunis) provides a definition of an equity lens which was cited by Rousseau-Anderson (2007) as her inspiration for using multiple lenses to examine teaching and learning situations: an equity lens, when applied to a research study or other educational situation, would highlight equity-related concerns or issues and delineate those

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President's Message (continued from page 2)

conditions and bring them to the forefront rather than allowing them to fade in the background, where they have a chance of remaining unnoticed. Rousseau-Anderson (2007) then provides examples of examining situations through using an equity lens versus a learning lens. After reading the article, many teachers feel compelled to go back to their classrooms and teach mathematics differently. They especially like the notion of being able to apply the lens at different levels--- "the lens must have the capacity not only to zoom in but also to zoom out to consider broader policy-level issues and conditions" (p. 100).

As mathematics teacher educators, we must provide teachers with whom we work opportunities to confront issues related to equity. Providing a variety of perspectives can be particularly useful. Please let me (strutme@auburn.edu) know what you use in your courses or professional development with teachers and other stakeholders to help them to discuss equity issues in productive ways that cause positive changes for students. Please see [page 4](#) in this issue for additional announcements for the 2013 AMTE Conference related to the equity priority.

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Did you know that the new MTE on-line journal is a benefit of your AMTE membership ?

Now available! The first issue of the *Mathematics Teacher Educator* For more information see [page 11](#) or www.amte.net/publications/mte.

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For more information on the 2013 conference see pages 7 and 8.

AMTE 2013 ANNUAL CONFERENCE INFORMATION

Make your plans now to attend the 2013 AMTE Annual Conference in Orlando, FL on January 24-26, 2013. This conference has several new features. There will be **no preconference sessions**. Instead the **regular conference will begin on Thursday morning** with sessions at 9:00 a.m. Lunch on Thursday is provided along with all of the other meals you are accustomed to having during the conference.

The keynote speakers for the 2013 conference have been selected. Details on these speakers can be found on [page 7](#). Thursday's **General Session** will feature Eric (Rico) Gutstein, University of Illinois at Chicago. Friday's **Judith E. Jacobs Lecture** will be given by Karen Karp, University of Louisville.

Equity and Mathematics Education will be a featured strand at this conference. This emphasis at the conference supports the AMTE Board of Directors' 2012 action priority to support equitable practices in mathematics teacher education. Sessions in this strand will occur throughout the conference and feature a discussion about equity issues on Friday afternoon.

Details of the January 2013 conference include the following:

- Sessions start Thursday at 9:00 a.m.
- Thursday's lunch and afternoon break will be provided and are included in the registration fee.
- Thursday's General Session will begin about 5:00 p.m. followed by dinner on your own.
- Friday's continental breakfast, lunch, afternoon break, and dinner will be provided and are included in the registration fee.
- Saturday's continental breakfast and lunch will be provided and are included in the registration fee.
- Business meeting will occur during Saturday's lunch.
- Conference will end at approximately 1:15 p.m. on Saturday.

The conference site is the Rosen Plaza Hotel in Orlando, FL. The hotel room rate is \$159 for a single or double room. **Make your reservation by Friday, November 30, 2012** 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 Rosen Plaza Reservations Department at 800-627-8258. Be sure to mention "AMTE Conference" when you call. We encourage you to reserve your room soon.

Conference registration is now available on the AMTE website. **Registration deadline is November 30, 2012. Early registration at reduced rates is available through September 30, 2012. Speaker registration deadline is September 15, 2012.**

We hope to see you in Orlando in January!

Susan Gay, AMTE Conference Director, sgay@ku.edu, University of Kansas, KS

Know a colleague who is not a member of AMTE? Encourage them to join using the [on-line form](#) on the AMTE website!

An Interview with Deborah Ball on the Role of the AMTE Membership in Developing a Research Base to Inform Policy

Deborah Ball currently serves as Dean of the University of Michigan School of Education, where she is also the William H. Payne Collegiate Professor and an Arthur F. Thurnau Professor. She received the 2012 AMTE Excellence in Teaching in Mathematics Teacher Education Award. Lately she has had a number of conversations regarding teacher education with high profile U.S. leaders, such as President Obama and Secretary of Education Duncan.



On behalf of the AMTE Research Committee, Laura Van Zoest interviewed Deborah Ball on March 13, 2012 about the role of research in those types of conversations.

The following are some highlights from that interview that focus on how AMTE members can contribute to developing the research base needed to inform policy conversations through scholarship of practice. Except for the headings, the words are Deborah's.

Empirical studies can provide evidence for something, but logic is also a form of evidence that we have tended to overlook.

(Re)Defining Research

We should not use a too-narrow definition of research. I think that we could improve our stake a lot by doing somewhat better analysis. By that I mean, when we hear things like people saying, “teacher education doesn’t make a difference because so many studies have showed that it doesn’t,” instead of getting angry and trying to produce a counter study, we should instead be saying what a fallacy it is to conclude that because current programs haven’t had the effects that we would like, people don’t need teacher education. That is flawed logic. How could it be conceivably true that somebody who has training to do the work would not do better than somebody who has not? That’s not plausibly true. I think that the question of how research informs policy isn’t traceable only to empirical data, but to the quality of the arguments we have been able to advance in the field. Empirical studies can provide evidence for something, but logic is also a form of evidence that we have tended to overlook.

For example, if you wanted to claim that being able to manage a discussion in a high school classroom is important, you don’t necessarily need data to show that, because it is something teachers have to do. What you might want empirical research on is what distinguishes skilled discussion facilitation from less skilled, in terms of what kids learn. It is important to get clearer about where empirical data is needed and where logic is needed.

Go to www.amte.net/research for further information on select research articles.

I also think we have to be really careful that we’re not doing research to prove that we’re right. I think we have to maintain some stance of genuine skepticism and curiosity, and then lots of different methods hold a lot of water. I’m not worried at all about producing only large-scale quantitative results. That’s really not the message. I think it’s about systematic attempts to answer the most fundamental questions in our field, and having ways we can show people the logic of our arguments. And I think some of that exists, but some of it doesn’t.

We also need to be careful that we’re not measuring the wrong thing. For example, maybe we are too often trying to show that something causes teachers to become more reflective. Although being reflective may be important to teaching, focusing on it takes us out of the policy discussion because what people want to know is whether what we do helps teachers be ready to help kids learn math. If what we’re measuring is not obviously about helping kids learn math better, we are going to have a difficult time using it to influence policy.

Scholarship of Practice

The thing that I feel most hungry for in conversations with policy makers is better research on instruction, research that would help to show why certain things are what we have called *high-leverage practices*. In terms of empirical studies, we need more fine-grain studies on exactly what features of carrying out certain practices really differentiate kids’ learning. In teacher education, we could be doing more small experiments that would be pretty compelling to show what matters. This would take really

Interview with Deborah Ball (continued from page 5)

specifying two or more slightly different, or maybe quite different, ways of teaching something, where we agree on what we want the outcome to be. Suppose we want teachers to be able to skillfully lead a discussion of high school kids on some math topic. We should have a few, or several, very well-defined treatments, if you will, of things we think are a good way to help teachers do their work. We could then investigate which treatment was better at advancing the candidates' skills at leading discussions.

What I'm really talking about is producing something we call *scholarship of practice*. A scholarship of practice study may be fairly small scale and it may not be trying to make causal claims. But it is a detailed probe into something. For example, we are using such studies to validate assessments—measures of practice—that we have been building for our teacher education programs. What we are interested in is whether scoring well on a particular assessment is aligned well with being good at doing the practice it is assessing in a classroom. If it is not, the assessment doesn't predict well and needs to be revised. That cycle of building assessments and validating them, we need research like that, and it doesn't involve randomized control trials or large sample sizes. It is actually getting data from two situations and comparing whether they are similar. It is a very simple kind of validation research that isn't large scale, but helps us prepare teachers better.

What AMTE Can Do

As an organization, AMTE could facilitate running rather small, literally one-term experiments. Many of our programs are large enough that we could do random assignment by sections and systematically try two different approaches. If we choose two approaches that we think are both good, we won't harm anybody, and it will provide us with much-needed detailed information. All experiments don't have to be big and include following people for years into the classroom; much can be gained from smaller-scale studies. If we got a little help on selection bias to distinguish among the different institutions, we probably could do very good and useful work across institutions. It would take some effort and organization to develop a strong research design, but once that was done, we would be able to combine our efforts to increase our knowledge base of high-leverage practices.

AMTE members also could join together to work collectively on answering important questions in teacher education. For example, in response to frustration that we don't yet have good enough answers about the mathematical preparation that secondary teachers need, the Mathematics Teaching and Learning to Teach Project group is hoping to do some research on beginning high school teachers' practice and learn more about the main mathematical issues that they are confronting. Maybe the method that we use could be developed so that others could join that work. When I'm talking to somebody like Secretary of Education Duncan, I want to be able to describe what we've been learning about central mathematical issues that people face when they're in their first year, and say that that's what has to be emphasized in the mathematical training of teachers. And, if our hypotheses hold, to point out that what is needed isn't principally what is taught in mathematics courses. It actually requires this, that, and the other thing. That is the kind of practice-oriented research that we need to be able to influence policy.

The AMTE conference is an excellent resource. Perhaps we could use it to hold workshops to help us get better at a range of the kinds of studies that we could be doing, and also to learn ways to deploy the results of those studies in policy arguments. This would build on the great work that AMTE is already doing, but with a focus specifically on research.

*Submitted by the AMTE Research on Mathematics Teacher Education Advisory Committee
Corey Drake, Michigan State University, Chair, cdrake@msu.edu*

AMTE members also could join together to work collectively on answering important questions in teacher education.

Committee Appointments Coming Soon!

Fran Arbaugh (President-Elect) and Marilyn Strutchens (President) will be making new committee appointments in October. If you are interested in serving on a committee, please complete the *AMTE Volunteer Form* (<http://www.amte.net/volunteerwebform>) on the *AMTE website* under *Quick Links* by September 28.

*AMTE Connections
Fall 2012*

AMTE Conference Friday Session: Judith Jacobs Lecture

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Karen Karp, Professor of Mathematics Education

Department of Early Childhood and Elementary Education, University of Louisville



Dr. Karen Karp is a professor of mathematics education at the University of Louisville (Kentucky). Karen is co-author of *Elementary and Middle School Mathematics: Teaching Developmentally, Growing Professionally: Readings from NCTM Publications for Grades K-8*, *Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in Pre-K-Grade 2* and numerous book chapters and articles. She is a former member of the Board of Directors of the National Council of Teachers of Mathematics (NCTM) and a former president of the Association of Mathematics Teacher Educators (AMTE). While on the NCTM Board, Karen was Co-PI on a grant to bring together teams of mathematics educators and special educators to develop research and professional development projects to support the teaching of mathematics to students with disabilities. In addition to Karen's background as a certified mathematics teacher, she is a certified special education teacher. She continues to work in classrooms to support teachers of students with disabilities in their mathematics instruction.

Deadline for AMTE Award nominations is **October 15, 2012**. See [page 9](#) for more information.

AMTE Conference Featured Speaker Thursday General Session

*Eric (Rico) Gutstein, Professor of Mathematics Education, Department of Curriculum and Instruction
University of Illinois at Chicago*

Eric (Rico) Gutstein is a professor in the department of Curriculum and Instruction and teaches mathematics education and critical pedagogy at the University of Illinois at Chicago. His research and teaching interests include teaching and learning mathematics for social justice ("critical mathematics"), Freirean approaches to teaching and learning, mathematics and urban education policy, and the interrelationships of education and social movements. He is the author of *Reading and Writing the World with Mathematics: Toward a Pedagogy for Social Justice* (Routledge, 2006) and the co-editor of *Rethinking Mathematics: Teaching Social Justice by the Numbers* (Rethinking Schools, 2005). He was part of the Design Team for Chicago's Social Justice School ("Sojo," inaugurated in 2005) and has taught mathematics for social justice in middle and high school in Chicago's public schools (including at Sojo). He has longtime experience working with students and teachers to develop and teach critical mathematics curriculum. Rico is a founding member of Teachers for Social Justice (Chicago) and is active in social movements, particularly fighting education privatization and neighborhood displacement in Chicago.



Candidates for Treasurer and Board Member-at-Large AMTE Elections

In November 2012, AMTE members will be asked to vote for a Treasurer and a Board Member-at-Large. The election will be conducted online via the AMTE website. The newly elected officers will begin terms at the close of the 2013 AMTE Annual Conference. Further information about the candidates and the election process will be posted on the AMTE website in October. The slate for each office is listed below.

Candidates for AMTE Treasurer

Suzanne Harper	Jane Wilburne
Miami University	Penn State Harrisburg

Candidates for AMTE Board Member-at-Large

John Lannin	Ed Silver
University of Missouri	University of Michigan-Dearborn

Submitted by Christine D. Thomas, Georgia State University
Chair, AMTE Nominations and Elections Committee, cthomas212@aol.com.

*AMTE
Connections
Fall 2012*

2013 AMTE Annual Conference Registration

The Seventeenth AMTE Conference will be held January 24-26, 2013 in Orlando, FL. Online conference registration and payment are now available on the AMTE website at <http://www.amte.net/conferences/conf2013>. You can also download and print a registration form from the AMTE website to use if you are paying your registration fee by mail or fax.

There is **no on-site registration** available; you must register prior to the conference. Registration fees vary by deadline date. Conference registration is limited; please register early.

Remember: sessions start at 9:00 a.m. on Thursday and, this year, Thursday lunch is provided. **Meals included** as part of the registration fee:

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

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

Saturday: continental breakfast and lunch

Registration for the conference (amounts listed are US funds):

	Early Registration (Postmarked by Sept. 30)	Registration (Postmarked by Nov. 30)	Late Registration (Payment RECEIVED by Jan. 11)
Registration and Membership Dues (1 year of dues included)	\$415	\$490	\$565
Registration and Membership Dues (2 years of dues included)	\$487	\$562	\$637
Registration and Membership Dues (3 years of dues included)	\$551	\$626	\$701
Member Conference Registration Only	\$335	\$410	\$485
Non-Member Conference Registration	\$445	\$520	\$595
Full-time Graduate Student Registration and Membership Dues*	\$305	\$380	\$460
Full-time Graduate Student Member Conference Registration Only*	\$265	\$340	\$420
Emeritus Member Registration and Membership Dues (1 year of dues included)	\$375	\$450	\$525
Emeritus Member Registration and Membership Dues (2 years of dues included)	\$411	\$486	\$561
Emeritus Member Registration and Membership Dues (3 years of dues included)	\$443	\$518	\$593
Emeritus Member Conference Registration Only	\$335	\$410	\$485

*Graduate students must submit a Graduate Student Verification Form in order to receive the reduced registration fee.

The deadline for speaker registration is September 15, 2012.

Susan Gay, AMTE Conference Director, sgay@ku.edu, University of Kansas

Early
registration
deadline
for the 2013
Conference is
**September 30,
2012!**

AMTE
officer
elections
will be held
**November
1-30, 2012.**
Remember
to exercise
your vote!

Nominations sought for AMTE's 2013 Early Career Award and the Nadine Bezuk Excellence in Leadership and Service in Mathematics Teacher Education Award

The Board of Directors of the Association of Mathematics Teacher Educators (AMTE) has established an **Early Career Award**. The Early Career Award is given on an annual basis, and the recipient recognized at the annual meeting of the AMTE. The purpose of this award is to recognize a mathematics teacher educator who, while early in his/her career, has made distinguished contributions and shows exceptional potential for leadership in one or more areas of teaching, service, and/or scholarship. The nominee for the Early Career Award should be a mathematics teacher educator practicing in the field no later than 10 years after receipt of a doctoral degree. We invite nominations that highlight an individual's innovative contributions in one or more areas of teaching, service, and/or scholarship. More detail on the application process can be found at <http://www.amte.net/about/awards>.

Every year the Board of Directors of the Association of Mathematics Teacher Educators (AMTE) grants an **Excellence award** in one of three areas: Service, Scholarship, or Teaching. For the 2013 Annual meeting the award being given is the **Nadine Bezuk Excellence in Leadership and Service Award**. This award is intended to recognize a colleague for a unique contribution in service and a significant and lasting contribution to mathematics teacher education, directly and indirectly. The nominee shall have demonstrated commitment to mathematics teacher education through one or more of the following areas: the development and improvement of mathematics teacher education, active promotion and participation in activities promoting quality mathematics teacher education, active participation in the governmental and political areas, active promotion and participation in school-university-community-government partnerships that have advanced mathematics teacher education, and/or an unusual commitment to the support of mathematics teachers in the field. The nominee of this award should be an active member of the mathematics teacher education community with at least five years of commitment to the field. Unique contributions should be considered in the broadest sense possible. More detail on the application process can be found at <http://www.amte.net/about/awards>.

Deadline for nominations (for both awards): October 15, 2012.

Doug Corey, Chair, AMTE Awards Committee, corey@mathematics.byu.edu

Updates from the AMTE Executive Director

The launch of the *Mathematics Teacher Educator* (MTE) is fast-approaching. It will be available online early this fall. All AMTE members will have access to this online journal as one of their membership benefits. This is a good time to check to make sure that your AMTE membership is current. See [page 11](#) of this newsletter for more information concerning the MTE.

AMTE contributed materials to this summer's **International Congress on Mathematics Education** (ICME), held in Seoul, South Korea. All ICME participants received information about AMTE and our membership benefits, and copies of our recent monographs and our Standards for Elementary Mathematics Specialist programs were on display at the US table in the Exhibit Hall.

Nadine Bezuk, AMTE Executive Director, nbezuk@sdsu.edu

EMS Scholarships Awardees Announced!

Congratulations to the first recipients of the Elementary Mathematics Specialists Scholarships:

- Gay Lynn Erb, Meridian, ID
- Marta Garcia, Asheville, NC
- Monica Hocter, Williamsburg, VA
-

Visit the [AMTE website](#) for more information on the award recipients and how to apply for the scholarship.

Deadline for
award
nominations
is October
15, 2012.

AMTE
is on
Facebook!
Join the
discussion
today!

Technology Resources for Mathematics Teacher Educators

Here are a few useful resources that relate directly to the use of technology in the mathematics classroom.

1. *GeoGebra* <http://www.geogebra.org>

Free software (available online and for download)

GeoGebra includes a dynamic geometry environment, a computer algebra system, spreadsheets, and functionality for data and probability.

2. *Tableau Public* www.tableausoftware.com/public/

Free software (available online)

Tableau Public includes many options for creating visual displays of data that are interactive and dynamic. A large number of user-created displays are available for customizing and downloading.

3. *Wolfram Alpha* <http://www.wolframalpha.com/>

A free online "on demand" engine for mathematical calculation and information.

4. *Texas Instruments* <http://education.ti.com/calculators/products/US/home/>

This site includes free downloads of activities and documents for use with TI graphing handhelds and software (some interactive documents can be used with a free "player").

Submitted by Tom Dick tpdick@science.oregonstate.edu, Chair, AMTE Technology Committee

To contribute to the AMTE Susan Gay Conference Travel Scholarship visit the [AMTE website](#).

Remember to register for the conference early! See [page 8](#) for fees and deadlines.

AMTE Affiliates Update

Is your Affiliate in good standing with AMTE? If a complete annual report was submitted this past January and renewal dues were submitted, then your Affiliate is in good standing. Be sure to check with affiliate leaders to make sure these requirements have been met.

A special task force has been organized to investigate options for non-profit status for AMTE Affiliates. Please look for and respond to e-mail inquires about this status for your affiliate. During the Fall semester, the task force plans to prepare a special document to provide guidance for AMTE Affiliates.

The Affiliates Connections Committee, chaired by Megan Burton, has organized a special newsletter that includes information, just for AMTE Affiliates. The inaugural issue will be sent this coming Fall, so be sure to look for this helpful information soon!

Submitted by Sandi Cooper, AMTE Affiliates Director, Baylor University
Sandra_Cooper@baylor.edu

Visit the [AMTE website](#) affiliate link for more information on affiliates, resources for affiliates, how to locate one near you, and the process for becoming an AMTE affiliate.

Now Available! First issue of the *Mathematics Teacher Educator*

The first issue of *Mathematics Teacher Educator* is now available electronically to everyone at <http://www.nctm.org/publications/toc.aspx?jrn1=mte>. The first issue contains 5 articles, commentaries from the AMTE and NCTM presidents, and an editorial. Current AMTE members will have free access to future issues.

As of August the journal had received 94 manuscripts. Of those, 43 manuscripts were deemed not appropriate for MTE. There were 47 manuscripts with an editor decision (this includes 6 manuscripts that were resubmitted, so they are double counted in these statistics): 10 Accept with revisions (21%; 4 accepted after a revise/resubmit decision and also counted there), 9 Revise and resubmit (19%), and 29 Reject (60%). The average length of time for decision is 78 days from author submission.

Because so many manuscripts are submitted that are not appropriate for the journal, we want to highlight a few aspects of the call for manuscripts here in hopes that potential authors will benefit from considering these points in advance of submission.

The mission of the journal is to

- Contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge.
- Offer means for practitioner knowledge to be shared but also verified and improved over time.
- Provide a tool to build the personal knowledge that mathematics educators gain from their practice into a trustworthy knowledge base that can be shared with the profession.

Given this mission and the broad audience of MTE (mathematics teacher educators across a span of types of institutions in both mathematics departments and college of education as well as professional development providers who may be based in school districts, state departments of education, and a wide range of agencies and organizations), the nature of scholarship is different for MTE than for many other journals. In particular,

- Evidence is critically important to ensuring the scholarly nature of the journal.
- Authors should make explicit the specific new contribution to our knowledge.
- Findings should be reported with enough warrants so that recommendations for policy and practice can be constructed or justified.

Examples of topics that might be appropriate for MTE include effective ways of impacting teachers' knowledge, practices, and/or beliefs; broadly applicable tools and frameworks in mathematics teacher education; programmatic issues; and external factors that impact mathematics teacher education policy and programs issues. Authors should

- Identify a problem in mathematics teacher education practice that is shared by others.
- Situate the problem in the literature.
- Identify a solution that transcends location.
- Provide evidence of the effectiveness of the proposed solution.
- Suggest how other mathematics teacher educators could begin to implement some aspect of the intervention described.

It may also be helpful to prospective authors to consider the criteria that reviewers are asked to use in providing input to the author about the appropriateness of the manuscript for the journal. Reviewers are asked to look for the following:

- The manuscript contains a description of the problem or issue of mathematics teacher education that is addressed; the methods/interventions/tools that were used; the means by which these methods/interventions/tools and their results were studied and documented; and the application of the results to practice (both the authors' practice and the larger community).
- The manuscript provides a connection to the existing knowledge base in mathematics teacher education and is grounded in theory and/or on previously published articles.

Be sure your membership is up to date to ensure free access to future issues of MTE!

Mathematics Teacher Educator Continued from page 11

- The manuscript goes beyond simply describing an innovation to providing evidence of the effectiveness of the innovation being described.
- The manuscript makes explicit the specific new contribution to knowledge.
- Findings should be reported with enough warrants so that recommendations for policy and practice can be constructed or justified.
- The manuscript provides sufficient detail to allow for verification, replication in other contexts, or modification by subsequent authors.

We welcome new reviewers and new manuscripts. To register as a reviewer, please visit <http://mte.msubmit.net/cgi-bin/main.plex> and click on the link that says “New users: Please register here” that appears below the login fields.

For the call for manuscripts please visit <http://www.nctm.org/publications/content.aspx?id=29320>. For general information about the journal, please see <http://www.nctm.org/publications/content.aspx?id=28143>.

Check the
AMTE
affiliates weblink
for the latest
information and
resources for
local affiliates.

AMTE Common Core State Standards Task Force Update

The CCSS-M Task Force invites all AMTE members to become more informed about the CCSS-M and to share and discuss resources for implementing the CCSS-M. The AMTE Resources for the Common Core State Standards for Mathematics website at <http://www.amte.net/resources/ccssm> includes links to ways to participate and resources that members may find useful, including “Alphabet Soup--Your User's Guide to all things Common Core!”

The CCSS-M Task Force hosted a very successful swap meet at the 2012 annual AMTE meeting. Participants shared their learning tasks for prospective and practicing teachers. PowerPoints and PDFs from the swap meet are posted on the AMTE website at <http://www.amte.net/resources/ccssm/swapmeet> and are linked to the AMTE Resources for the Common Core State Standards for Mathematics website. Another swap meet is planned for the 2013 annual AMTE meeting.

All AMTE members are invited to share and discuss ideas and issues concerning the CCSS-M using the online Mathematics Teaching Community, <https://mathematicsteachingcommunity.math.uga.edu/>, which is an online community for everyone who teaches (or taught) mathematics at any level from PreK through college. Members can post submissions, which can be anything for or about mathematics teaching, such as activities, questions, or links to useful resources. Members tag their submissions and anyone (members and non-members) can use tags (such as CCSS) to search for topics of interest. Further information about the site can be found in the FAQ and in postings with the “meta” tag. Mathematics teacher educators are encouraged to use this online community for discussions about solutions or problems incorporating CCSS-M into mathematics content and methods courses as well as professional development situations.

Sybilla Beckmann, Member, AMTE CCSS-M Task Force
University of Georgia., sybillabeckmann@gmail.com

2013 AMTE Annual Conference Deadlines to Remember!

Registration Deadline for Speakers: September 15, 2012

Early Registration Deadline: September 30, 2012

Regular Registration Deadline: November 30, 2012

Deadline for Hotel Reservations: November 30, 2012

Conference Dates: January 24-26, 2013

Important Dates to Remember

2012

October 10-12	NCTM Regional Conference, Dallas, TX
October 24-26	NCTM Regional Conference, Hartford, CT
November 1-4	PME-NA Conference, Kalamazoo, MI
November 8-11	AMATYC Annual Conference, Jacksonville, FL
November 8-10	SSMA Annual Convention, Birmingham, AL
November 28-30	NCTM Regional Conference, Chicago, IL

2013

January 9-12	AMS-MAA Joint Mathematics Meetings, San Diego, CA
January 24-26	AMTE Annual Conference, Orlando, FL
February 21-23	RUME Conference, Denver, CO
February 28-March 2	RCML Conference, Tulsa, OK
April 17-20	NCTM Annual Meeting, Denver, CO
April 27-May 1	AERA Annual Meeting, San Francisco, CA
July 28-August 2	PME Conference, Kiel, Germany
October 16-18	NCTM Regional Conference, Baltimore, MD
October 23-25	NCTM Regional Conference, Las Vegas, NV
November 6-8	NCTM Regional Conference, Louisville, KY
November 14-16	SSMA Annual Convention, San Antonio, TX

2014

February 6-8	AMTE Annual Conference, Irvine, CA
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Online at
www.amte.net

**Membership/
 Renewal Forms**

**2013 Conference
 Information**

Position Papers

Position Listings

Resources

**Other
 Opportunities**

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

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Association of Mathematics Teacher Educators

