

Connections

AMTE PRESIDENT'S MESSAGE

Fran Arbaugh, Penn State University



As the newly installed AMTE President, I am very excited to have the opportunity to provide leadership for an organization that represents my academic passion – teaching teachers to teach mathematics. I have felt that AMTE is my “soul-mate” community from the very first year that I was a doctoral student at Indiana University and initially joined AMTE, which was then a relatively small community of like-minded people who also have a passion for teaching teachers. And from that very first long car ride (graduate student = very little travel money) from Bloomington, IN to Charlotte, NC, where I attended my first AMTE conference, to stepping off the plane in State College just this past January, I have reveled in being a member of AMTE. I know that there are many, many others who feel exactly the same way about this organization. I cannot express what it means to me to be elected AMTE President and I extend a heartfelt “thank you” for presenting me with this honor.

For my first AMTE President’s Message, I want to focus your attention on the future. Each year at their January meeting, the AMTE Board establishes a set of priorities for the coming year. For 2013, the Board has established two priorities: 1) Position AMTE as a vocal and influential participant in national policy initiatives regarding mathematics teacher education; and 2) Focus explicit attention on the connections among mathematics teacher education research, practice, and policy. The Board and AMTE standing committee members are currently developing action items to undertake in 2013 in support of these priorities. As the year progresses, our intent is for the membership to engage with these priorities in a number of ways. So, be on the lookout for opportunities to focus on these priorities in your own work *and* as a member of the AMTE community. I highlight these priorities in the remainder of this message.

Position AMTE as a vocal and influential participant in national policy initiatives regarding mathematics teacher education

Since 1999, when AMTE became a member of the Conference Board of Mathematical Sciences (CBMS: <http://www.cbmsweb.org/>), this organization has become more and more involved in national conversations about the education of mathematics teachers. Much of our involvement has been due to AMTE Presidents, who have worked diligently to make sure that AMTE has a “voice at the table” at the national level. To date, and along with CBMS, AMTE has representation in the following national initiatives:

- The Math Common Core Coalition (MCCC: <http://www.nctm.org/standards/mathcommoncore/>)
- The Illustrative Math Project (<http://www.illustrativemathematics.org/>)
- The Committee on Teachers as Professionals (c-TaP: <http://mathforum.org/pcmi/ctap/>)
- The National Technology Leadership Summit (NTLS: <http://www.ntls.info/>)
- The Mathematics Teacher Education Partnership (MTE-Partnership: <http://www.aplu.org/page.aspx?pid=2184>)



The passing of the gavel from Past President Marilyn Strutchens (on right) to President Fran Arbaugh (on left).

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President's Message (continued from page 1)

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The AMTE Board, in anticipation of increased opportunities to be involved in national conversations about mathematics teacher education, has established this priority for 2013 in order to highlight its importance to the membership. There are a number of AMTE initiatives already underway that support this priority and I will be sharing information about many of these with you in subsequent *Connections* messages. One recent development in this area occurred in Fall 2012, when the Board established a new AMTE standing committee: The Emerging Issues Committee. The focus of this committee is to explore and examine issues that emerge from outside of AMTE that impact mathematics teacher education. Among other responsibilities to the organization, this committee is charged with keeping the AMTE membership abreast of national policy developments that impact our work as mathematics teacher educators. Dissemination of such information will typically occur via emails from our Executive Director, Nadine Bezuk.

What can you do as an AMTE member to support this priority in 2013? AMTE needs all “ears to the ground” about forthcoming policy decisions in your locality or state that potentially impact your work as mathematics teacher educators. In addition to providing information to the organization, AMTE can also take an advocacy role for the members. For example, are there position statements that AMTE could develop that would be useful for you to send to local or state boards or legislators? Are you looking for other AMTE members across the nation who might be facing similar policies? Do you want to connect with other AMTE members who have had success with influencing policy in their locality or state? Do you want information about how you can get involved in national policy discussions? We hope that you will contact AMTE to provide information as well as to request support.

Focus explicit attention on the connections among mathematics teacher education practice, research, and policy

When I look around the community of mathematics teacher education – a community that contains many powerful exemplars of effective practice, and successful policy, and rigorous research - it seems like the connections among mathematics teacher education research, practice, and policy can very often be described as fragile. For example, in your work place, are policy decisions about educating mathematics teachers based on what we know from the research on best practices of mathematics teacher education? In conducting mathematics teacher education research, how many of our investigations are prompted by problems of practice? Do policy makers have experiences in the practice of mathematics teacher education or knowledge of our research findings, or at the very least, seek to collaborate with those of us who do? Do we seek to communicate our work with policy makers in meaningful ways?

In establishing this priority, the AMTE Board asked similar questions and therefore chose to focus specific attention to the connections among mathematics education policy, practice, and research in 2013. We hope that bringing focus to these connections supports AMTE members in strengthening their work in each of these areas. In the coming months, you can expect to see instances in which this priority is made central. For example, in a future President's message, I am going to ask you to think about why you have certain practices in your mathematics teacher educator toolbox and how you learned about those practices. I am going to challenge you to begin to articulate those practices, communicate to different audiences about the efficacy of those practices, and to make a commitment for continual improvement of those practices. Stay tuned!

In closing, I want to bring your attention to the present membership and its contributions to the success of AMTE as an organization. What does it mean to be a member of AMTE? First, membership has many benefits -- information about these many benefits can be accessed through our website (www.amte.net). Along with great benefits, membership also carries responsibility. AMTE is a volunteer organization and depends on an active membership in order to meet our mission – a mission that focuses on supporting our members in their work as mathematics teacher educators. Members' willingness to contribute to AMTE's mission is vital in maintaining the health of the organization as well as in supporting the growth necessary to sustain AMTE's mission and well into the future. On behalf of the AMTE Board, I express our deep gratitude to those of you who have volunteered in the past and in the present. And to future volunteers, we also express our thanks in advance -- and remind you to fill out a volunteer form!

The Association of Mathematics Teacher Educators (AMTE) Seventeenth Annual Conference Review

On January 24-26, 2013, AMTE hosted our Seventeenth AMTE Conference in Orlando, FL. At this conference, attended by 582 people, there were many outstanding speakers and numerous opportunities for those attending to meet and share ideas with each other. Food was served often and the meals provided time to meet new colleagues, discuss issues, and do committee work. During a Thursday evening reception, graduate students and early career faculty attending the conference had an opportunity to meet each other and AMTE leaders.

During the conference, materials and information of interest to members were available from John Wiley & Sons, National Council of Teachers of Mathematics, the NCTM Mathematics Education Trust, the National Council of Supervisors of Mathematics (NCSM), Pearson Education, and W. H. Freeman.



From left to right: Executive Director Nadine Bezuk, 2013 Nadine Bezuk Award for Excellence in Leadership and Service, winner Anne Collins, President Marilyn Struchens, and Awards Committee Chair Doug Corey

Beginning at 9:00 a.m. on Thursday and ending Saturday morning, 163 concurrent sessions were held. We

welcomed Eric (Rico) Gutstein, University of Illinois at Chicago, as the speaker at the Thursday General Session; his presentation was titled *Mathematics Education in a Time of Crisis: For What Purpose?* This year's Judith E. Jacobs Lecture was given by Karen Karp, University of Louisville; the title of her lecture was *The Invisible 10% - Preparing Teachers to Teach Mathematics to Students with Special Needs*.

At the business meeting on Saturday, members were encouraged to make plans to attend the Eighteenth AMTE Conference, which will be held at the Hyatt Regency Irvine Hotel in Irvine, CA on February 6-8, 2014. Please see an announcement about the Call for Proposals on the AMTE website soon.

Thanks to all who attended this year's conference and to all of those who helped deliver the conference. A special thank you goes to Juli Dixon, Enrique Ortiz, and their colleagues and students at the University of Central Florida for the tremendous support at registration and with technology.

See you in February 2014!

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



President Marilyn Struchens and AMTE 2013 Early Career Award Winner Andy Norton

Visit
AMTE on
Facebook
for more
photos
from the
2013
conference!

Call for Proposals for the 18th Annual AMTE Conference Due: May 15, 2013

We invite you to attend and speak at the Eighteenth Annual AMTE conference, which will be held February 6-8, 2014 in Irvine, California. The Call for Proposals will be available on the AMTE website (<http://www.amte.net/>) by March 8, 2013. The deadline for submitting proposals is May 15, 2013. If you have any questions, please contact the 2014 Program Chair -- Shannon Driskell (sdriskell1@udayton.edu).

Announcing the Next Executive Director for AMTE!

Tim Hendrix of Meredith College will be the next AMTE Executive Director, replacing Nadine Bezuk of San Diego State University, who will be stepping down at the conclusion of the 2014 AMTE Annual Conference in February, 2014. Tim will be shadowing Nadine this year, learning the role of Executive Director.

AMTE STaR Program Needs Your Help!

...the network of early career mathematics education professors that will be created through the AMTE STaR project can maximize the chances that new graduates are productive in addressing issues critical to the improvement of mathematics education in the U.S.

In the face of an increased national focus on the quality of mathematics education in the United States, AMTE is committed to continuing its efforts to improve the quality and quantity of professors of mathematics education, with particular focus on mathematics teacher preparation. The **AMTE STaR Program** is an early career induction program for recent doctoral graduates in mathematics education. The project builds on the success of the STaR Project sponsored by the National Science Foundation (Grant #0922410) and is similar in design to the Mathematics Association of America's (MAA) Project NExT induction program for early career mathematicians. Through the STaR Program, AMTE supports a network of early career mathematics educators who serve in research universities, teaching universities, and other institutions of higher education that prepare teachers of mathematics, K-12. To date, the STaR Program has sponsored **149 Fellows** employed at **118 institutions** in **40 states**.

Background

Professors of mathematics education play a critical role in the achievement of national mathematics education goals, including conducting research that identifies effective mathematics teacher education programs and practices and produces strategies and materials to support evidence-based teaching practices that support student achievement. These professionals educate the next generation of teachers who can teach mathematics effectively, implement research-based curricula in the classroom, and use proven mathematics instructional practices. They also provide, design, and deliver quality teacher professional development to current classroom teachers who serve as leaders in mathematics education at the institutional, state, and national levels.

The need for the development of a vibrant network of early career mathematics education professors springs both from a national shortage of mathematics education doctoral graduates and the current funding climate in higher education: At present, someone holding a doctorate in mathematics education may be the only person with such credentials at his or her home institution. Such isolation can make it more difficult for scholars to create and advance productive research agendas in mathematics education and mathematics teacher education; can impede the communication of research-based instructional practices to the elementary, middle, and high school teachers; and can interfere with the development of the leadership potential of mathematics education professors. As with K-12 educators, it is clear that a new professor's beginning years in academia are especially critical; the network of early career mathematics education professors that will be created through the AMTE STaR project can maximize the chances that new graduates are productive in addressing issues critical to the improvement of mathematics education in the U.S.

Mathematics Teacher Educator Journal now accepting submissions. Learn more at <http://www.amte.net/publications/mte>.

The STaR Program

The AMTE STaR Project focuses on the **Service, Teaching, and Research** triad, through the following activities:

Research Working Groups. The vast majority of positions in mathematics education in higher education institutions require some research and scholarly productivity. Although newly appointed assistant professors have completed their dissertations, one of their biggest challenges is to develop a post-thesis research agenda. Since significant research in mathematics education is rarely done in isolation, the AMTE STaR project provides opportunities for recent graduates to network, both with each other and with more experienced mathematics education faculty. The in-person meetings and the at-a-distance interactions of the AMTE STaR Project enable new graduates to get feedback on research ideas and papers, co-conduct and co-author research papers and presentations, and share ideas about seeking grant funding.

Collegiate Teaching Seminars. When mathematics educators assume positions in institutions of higher education, they are expected to teach a wide variety of courses, including mathematics content and/or teaching methods courses for preservice and in-service teachers at the elementary, middle, and secondary levels, as well as graduate seminars. Even the strongest doctoral programs are challenged to prepare their graduates for such a wide range of teaching opportunities. The AMTE STaR Project teaching seminars provide a forum for recent graduates and experienced mathematics educators to share effective strategies and useful resources for coping with these teaching challenges. In addition, electronic networking allows those who are teaching specific courses to share challenges they are facing and exchange ideas/suggestions with their peers during the academic year.

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AMTE STaR Program

(Continued from page 4)

Seminars to Develop Leadership Capacity Through Service to University and Field. Mathematics education doctoral graduates need to be able to take on leadership roles, both in their home universities and in the field more generally. The AMTE STaR Program helps establish mentoring relationships to support the development of leadership skills, including providing service within their institutions and active involvement in mathematics education and mathematics teacher education professional organizations at the regional, state, and national levels, including AMTE.

Next Steps

In order to achieve these goals, the AMTE STaR Program Committee proposes to continue the model established by the NSF project and has proven to be successful in other early-career mentorship programs. That is, each year the AMTE STaR Program will recruit a cohort of 30-35 STaR Fellows. Selection into the AMTE STaR Program will be competitive, but with an attempt to establish a network that is representative of the field of mathematics education at large, in terms of areas of specialization, type of institutions represented, and background of fellows. The AMTE STaR Program experience begins with a summer institute followed by frequent electronic communication throughout the year and a second in-person reunion meeting held in conjunction with the Annual Meeting of the AMTE.

The anticipated costs for the AMTE STaR Program are modest, estimated at approximately \$2500 per fellow. With a goal of 30-35 fellows each year, this amounts to approximately \$80,000 for a total annual budget. Funders can elect to sponsor one or more specific fellows or provide unrestricted funds toward the program more generally.

Supporting the STaR Program

There are several different ways that an organization, foundation, company, or individual can support the STaR Program. For example,

- Sponsor a STaR Fellow. To do so, a contribution of \$2500 is made to the Association of Mathematics Teacher Education (AMTE), designating the support for the “STaR Program.” Multiple Fellows can be sponsored in a given year.
- Make a general contribution (e.g., \$500; \$1000, \$2,000; \$10,000) to AMTE, earmarking it for STaR Program support.
- Establish an endowment through a contribution (e.g., \$50,000). These funds (principle or interest) are designated for supporting the STaR Program.

If you would like to make suggestions regarding the STaR Program or if you have questions about support for the program, please contact the Chair of the AMTE STaR Program Committee: Barbara Reys, reysb@missouri.edu. Other members of the Committee are:

Jon Star, Harvard University, jon_star@gse.harvard.edu
Bob Reys, University of Missouri, ReysR@missouri.edu
Vena Long, University of Tennessee, vlong@utk.edu
Anita Wager, University of Wisconsin, awager@wisc.edu
Christa Jackson, University of Kentucky, christa.jackson@uky.edu

Technology Resource for Mathematics Teacher Educators

GeoGebra is free public software that provides both computer algebra and dynamic geometry functionality integrated in a single package. For a great sampling of the kinds of activities one can create with *GeoGebra*, check out <http://www.geogebra.org/>

Submitted by Tom Dick, Past Chair, AMTE Technology and Mathematics Teacher Education Committee
Oregon State University, tpdick@math.oregonstate.edu

National Technology Leadership Initiative (NTLI)

The National Technology Leadership Initiative (NTLI) fellowships were established to recognize exemplary presentations related to integration of technology in core content areas at the annual meetings of each participating association. AMTE identifies the winner of its NTLI fellowship through a competitive process that includes the requirement of submitting a paper in advance of the conference.

The winner of the award receives travel funding (\$1200, made possible by a donation by Texas Instruments) to present at the annual conference of the *Society for Information Technology and Teacher Education* (SITE), and the paper is forwarded and recommended for publication in the *Contemporary Issues in Technology and Teacher Education* (CITE) journal.

If you are planning a technology presentation for next year's 2014 AMTE Conference, please also consider submitting a paper for the NTLI fellowship Award! Contact Margaret Mohr-Shroeder (m.mohr@uky.edu) for questions or more information about the review criteria for the award.

Latest on AMTE Webinars! Join in the Discussion!

AMTE continues to offer new webinars for its members. The first three have been archived on the [AMTE website](#). These can be accessed free of charge by AMTE members. Check the [AMTE website](#) for information about future webinars.

ARCHIVED TOPICS

- ***Promoting Equity in PreK-8 Mathematics Teacher Preparation***

Presenters: TEACH Math project researchers, Corey Drake, Michigan State University. Co-Principal Investigators (presented alphabetically) include Julia Aguirre, University of Washington – Tacoma; Tonya Gau Bartell, Michigan State University; Mary Q. Foote, Queens College, CUNY; Amy Roth McDuffie, Washington State University Tri-Cities, and Erin Turner, University of Arizona.

- ***Developing Political Knowledge for Teaching Mathematics***

Presenter: Rochelle Gutiérrez, University of Illinois at Champaign-Urbana

- ***Orchestrating Productive Discussions of Cognitively Challenging Tasks***

Presenter: Peg Smith, University of Pittsburgh

Visit the [AMTE Website](#) for information on future webinars for MTEs.

Join the NCTM Mathematics Education Trust 2013 Celebration in Denver



On Friday, April 19, 2013, MET will be hosting a **ticketed event** celebration, sponsored by Forrest T. Jones & Company, to honor its Lifetime Achievement and other MET awardees. Celebration attendees will enjoy light refreshments, conversation, live music, and a **silent auction**. (Items may be seen by clicking on the link.) All proceeds will support MET programs. Purchase a ticket when you register for the 2013 NCTM Annual Meeting. [Register today!](#)

Mathematics Teacher Educator Journal Update

The second issue of *Mathematics Teacher Educator* is now available! Thank you to the many authors and reviewers who have helped make the first volume possible! This is YOUR journal, and we need YOUR contributions to make it possible!

Accepting Manuscripts! Please consider how your work can lead to a manuscript for *MTE*. We are looking for manuscripts that address a problem or issue in the practice of mathematics teacher education and for which you have a solution and evidence that the solution has been effective. To gain a sense of how your work might fit with the journal, please review

- [Full call](#) for manuscripts,
- [First](#) and second issues –to get a sense of the types of articles that *MTE* publishes,
- [Editorials](#) by Peg Smith, MTE Editor, providing more on the scope and nature of the journal, and
- [Review Criteria](#)

Reviewers Needed! We are also looking for additional reviewers for the journal. We need your expertise to provide feedback to authors! [Volunteer to be a reviewer](#). The panel has developed detailed descriptions of the [review criteria](#) as well as the [definitions](#) of accept, accept with revisions, revise and resubmit, and reject. We encourage reviewers to read these descriptions carefully when reviewing in order to be consistent in the feedback given to authors.

Editor Search! While it seems as though *MTE* is in its infancy, it is already time to begin the process of identifying the next editor to follow Peg Smith whose term ends in 2015. The person selected as the next editor will begin serving as Editor-Designate in Spring of 2014 and will take over as editor in May of 2015.

The [full call](#) is available online. Nominations and applications are being accepted through August 31, 2013. Applicants should submit a vita and a letter of application describing relevant experiences as a scholar of mathematics teacher education, with editorial work, and with managerial aspects of running a journal to Denise Spangler at dspangle@uga.edu. Peg Smith is happy to talk with anyone considering this role about the nature of the task, the time involved, and the institutional support that is needed.

MTE Data. One of the goals of the editorial board is to be as transparent as possible with readers. To that end, we publish the acceptance rate and the time to decision on the web site annually. Below are the statistics for the journal from the time we began accepting submissions October 1, 2011 through December 31, 2012.

Manuscripts

- 140 manuscripts submitted (131 original, 9 revisions)
 - ◊ 61 manuscripts deemed not appropriate for *MTE*
 - ◊ 70 manuscripts with editor decisions
 - 15 (21%) accepted (9 revisions)
 - 10 (14%) revise and resubmit
 - 45 (64%) rejected

Length of time for a review

- Average length of time for a decision – 72 days from submission
- 32 days from first reviewer assigned to final review complete
- 19 days is the average time a reviewer to complete a review

Reviewers

- 642 of reviewers in database
- 123 reviewers assigned 217 reviews to date

Hello & Farewell. Finally, we thank Tom Dick and Anfinio Flores for their service on the *MTE* editorial panel and welcome Laura VanZoest and Anthony Fernandes to the panel.

Nominations and applications for the *MTE* journal editor are being accepted through August 31, 2013.

Click [here](#) for a complete listing of the AMTE Board members and [here](#) for a listing of all AMTE committees and their members.

New Feature of AMTE's *Connections* Newsletter! Call for Submissions

We are excited to announce a new column, entitled "Resources for Mathematics Teacher Educators," that will appear periodically in our AMTE Newsletter, *Connections*. The goal of the column will be for members to share their favorite resources, including yet not limited to books, articles, video, websites, tools, and software. Submissions should be 1-2 double-spaced pages, and should include the following: description of the resource, explanation of ways it has been useful to you as a teacher educator, and suggestions for how others can both access and utilize the resource. Please send your submission electronically as a *Word File* to the *Connections* editor (Trena_Wilkerson@baylor.edu).

See pages 10
and 11
for AMTE
service
opportunities.

AMTE Events at the 2013 NCTM and NCSM Annual Conferences in Denver, Colorado

AMTE Special Interest Session at the [NCSM](#) Conference: Wednesday, April 17, 2012 1:30 – 2:30 pm
Location: Room 101 Convention Center

AMTE Reception at the [NCTM](#) Conference: Thursday, April 18, 2013 6:00 - 7:30 pm
Location: Mineral Hall D/E Convention Center

All members and interested persons are invited to attend. For more detailed information, please see www.amte.net.

Call for Nominations for AMTE President-Elect, Secretary, and Board Member-at-Large

The AMTE Nominations and Elections Committee is seeking nominations for consideration as candidates for *President-Elect, Secretary and Board Member-at-Large*. To **nominate a candidate, send the individual's name, professional affiliation and position, email address, and a one-to-three-sentence description of his or her qualifications for the position to the chair of the nominations committee, Maggie Niess**. Make sure to indicate whether the nomination is for President-Elect, Secretary or the Board Member-at-large position. Nominations of colleagues and self-nominations are permitted. Before selecting any potential candidate on the election's slate, the Nominations Committee will verify his/her willingness to serve. Watch for the extended announcement on the [AMTE website](#) that will include detailed descriptions for each position.

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

Send completed nominations to Maggie Niess at niessm@onid.orst.edu. **Deadline: July 15, 2013.**

Seeking Nominations for 2014 AMTE Awards

For information on nominating someone for the *Excellence in Scholarship in Mathematics Teacher Education Award* (Due September 30, 2013), the *Early Career Award* (Due October 15, 2013) or the *Susan Gay Travel Scholarship* (Due July 1, 2013), please visit the [AMTE website](#) awards page.

Set your “CITEs” for thoughtful technology use in mathematics teacher education.

Share research regarding issues of technology use, as well as innovative practices involving the use of technology, in mathematics teacher education in *Contemporary Issues in Technology and Mathematics Teacher Education (CITE-Math)*.

The *CITE-Math Journal* provides a forum for a dialog about best practices of utilizing technology in the preparation of mathematics teachers. Papers may address any area of research in technology and mathematics teacher education, dealing with either preservice and inservice issues. Papers will be reviewed on the following criteria: relevance to technology and mathematics teacher education research, originality, clarity of expression, and literature support.

A wide range of formats and approaches to scholarship are accepted, including qualitative research, quantitative research, theoretical pieces, and innovative practice papers. Articles will be published in an electronic format as well as in corresponding versions (pdf) suitable for print. An electronic format allows articles to be published in a timely fashion and allows for the inclusion of various media including applets, color graphics, photographs, video, etc. Manuscripts may be submitted online through the journal website (<http://site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance>). Inquiries about potential manuscript topics are welcomed.

Listed below are three recent papers and their abstracts from *CITE-Math 2012*. Submit a formal commentary online to promote a dialog between you, the authors, and other readers!

McDonald, S. (2012). The challenge to situate digital learning technologies in preservice teacher mathematics education. *Contemporary Issues in Technology and Teacher Education*, 12(4). Retrieved from <http://www.citejournal.org/vol11/iss4/mathematics/article1.cfm>

This paper focuses on how preservice primary teachers can be supported to embrace digital learning technologies (DLTs) in their teaching of mathematics. The nature of the instruction and the assessment in the final mathematics unit of the bachelor of education program were changed. Despite being tagged as “tech-savvy,” preservice students use digital technologies primarily for social networking and information retrieval. These uses of digital technologies do not guarantee any facility for their utilization as learning technologies, which may result in early career teachers being unprepared to enact the effective use of expensive equipment in schools. The provision of a communal constructivism environment supported student learning as they met the challenges of creating interactive digital applications to teach a mathematical concept to their peers. This paper is likely to be of interest to mathematics educators who are trying to steer preservice teachers away from “worksheet maths” as well as other preservice teacher educators who wish to incorporate digital technologies into their content and methodology units.

Lee, H. S., Kersaint, G., Harper, S., Driskell, S. O., & Leatham, K. R. (2012). Teachers' statistical problem solving with dynamic technology: Research results across multiple institutions. *Contemporary Issues in Technology and Teacher Education*, 12(3). Retrieved from <http://www.citejournal.org/vol11/iss3/mathematics/article1.cfm>

2012 NTLI Fellowship Award from the Association for Mathematics Teacher Education.

This study examined a random stratified sample (n = 62) of prospective teachers' work across eight institutions on three tasks that utilized dynamic statistical software. The authors considered how teachers utilized their statistical knowledge and technological statistical knowledge to engage in cycles of investigation. This paper characterizes their problem solving and the ways they represented and explored data and discusses how teachers' work with representations seems to inform their problem solving. Recommendations are included for ways mathematics teacher educators can engage teachers in developing their knowledge for doing and teaching statistics with technology.

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See page 5 for more information on the NTLI Fellowship Award for 2014.

Roy, G. J., Vanover, C., Fueyo, V., & Vahey, P. (2012). Providing professional support to teachers who are implementing a middle school mathematics digital unit. *Contemporary Issues in Technology and Teacher Education*, 12(2). Retrieved from <http://www.citejournal.org/voll1/iss3/mathematics/article1.cfm>

Middle school teachers' use of digital curricula incorporating dynamic technology has been found to support student learning of complex algebraic concepts. This article reports on pilot research involving collaboration among faculty from a public university's college of education, educational researchers from a nonprofit research organization, and school district leadership from a large, urban school district. The purpose of this paper is to document a series of inquiry-based professional development sessions provided to middle school teachers on the implementation of a digitally based mathematics replacement unit emphasizing algebraic concepts. The professional development experiences allowed the participating teachers to implement the digital unit successfully using a variety of instructional approaches.

2014 AMTE
Annual
Conference
proposal
submissions
due May 15,
2013.

See [page 3](#)
for more
information.

AMTE Sponsorship Director Statement of Interest Due March 15, 2013

The Board of the Association of Mathematics Teacher Educators (AMTE) is seeking an AMTE member to assume the appointed position of **AMTE Sponsorship Director**.

Rationale

AMTE has increasing need for sponsorship in order to provide benefits to its members and keep membership fees at a reasonable rate. The AMTE Sponsorship Director leads the efforts in this area, working closely with the AMTE Executive Director, President, and Board Members.

Term

The term of the AMTE Sponsorship Director will be three years (with the possibility of renewal), and shall be appointed by the President, as approved by the Board.

Responsibilities

- Establish contacts within an existing list of companies, foundations, and organizations that have an interest in mathematics teacher education.
- Prepare a publish-ready menu of sponsorship opportunities (e.g., providing a monetary award to accompany the AMTE recognitions, sponsoring a meal at a conference, or co-producing a monograph).
- Prepare and assist in the distribution of materials (letters, flyers, etc.) to solicit support from potential sponsors.
- Correspond with sponsors to determine specific sponsorship commitments.
- Prepare contracts for individual sponsors (distribution and collection of contracts is coordinated through the office of the Executive Director).
- Participate in AMTE Board conference calls.
- Attend the face-to-face AMTE Board meetings (prior to the AMTE annual meeting and prior to the NCTM annual meeting).
- Give input to the President regarding decisions related to sponsorship.
- Prepare an annual report on AMTE Sponsorships to the Board.

If you are interested in serving as AMTE Sponsorship Director, please email Fran Arbaugh (arbaugh@psu.edu) by March 15, 2013. Please provide contact information, a statement of interest in the position, and a brief summary of relevant previous experiences. Fran would also be happy to talk with you by phone if you seek further information about this opportunity (email her to make arrangements to talk by phone).

AMTE Website Director Statement of Interest Due March 15, 2013

The Board of the Association of Mathematics Teacher Educators (AMTE) is seeking an AMTE member to assume the appointed position of *AMTE Website Director*.

Rationale

AMTE has a need for coordination of all website activities in order to provide benefits to its members. The AMTE Website Director leads the efforts in this area, working closely with the AMTE Executive Director, President, Board Members, and web programmer.

A successful Website Director embodies specialized knowledge and abilities, including:

- Enjoyment of and willingness to learn new technology tools,
- Effective communication skills,
- Basic ability to edit web pages using a content management system,
- Understanding of website and database structures, and
- Understanding and managing network hosting.

Term

The term of the *AMTE Website Director* will be three years (with the possibility of renewal), and shall be appointed by the President, as approved by the Board.

Responsibilities

- Regularly review the AMTE website, identifying updates and corrections that need to be implemented. Work with the website technical staff to keep the content of the website current.
- Communicate weekly with the Executive Director and the AMTE Webmaster.
- Communicate with the Treasurer and Executive Director to ensure that web-based business practices and membership records are maintained accurately and currently.
- Communicate regularly as needed with other technical staff, including the server host representatives and technical support team, programming consultants for the website, development and programming consultants for the conference mobile app, and any other third party technology vendors.
- Communicate with the Board and Committee Chairs to identify new content and possible new features for consideration for the website and other technology-based media. Process such requests, working with the Executive Director and website technical staff to decide on priorities, feasibility, budget, and timelines for implementation.
- Work with the Editor of the *AMTE Connections Newsletter* to plan ways to represent Newsletter content on the website to serve members.

If you are interested in serving as *AMTE Website Director*, please email Fran Arbaugh (arbaugh@psu.edu) by March 15, 2013. Please provide contact information, a statement of interest in the position, and a brief summary of relevant previous experiences. Tim Hendrix, current AMTE Website Director, would also be happy to talk with you by phone if you seek further information about this opportunity (email him to make arrangements to talk by phone: hendrix@meredith.edu).

Click [here](#) to donate to the *Susan Gay Travel Scholarship fund*.

Check the AMTE website for the latest on

- 2013 Conference Highlights
- Call for Proposals for the 2014 Conference

www.amte.net

AMTE Affiliate News

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

The **South Carolina Association of Mathematics Teacher Educators (SCAMTE)** is developing a relationship with the South Carolina Leaders in Mathematics Education (SCLME). We are looking into sponsoring joint memberships that would combine the efforts of those in P-12 schools and districts with those in higher education. Already we have begun sharing information and resources, and we have opened avenues of communication. In the fall, we plan to sponsor a session at the South Carolina Council of Teachers of Mathematics annual conference to garner input on improving the field experiences for pre-service mathematics teachers in a way that will support classroom teachers and the mathematics departments that welcome pre-service teachers. Our ultimate goal is to make the transition from pre-service teacher to in-service teacher seamless in such a manner that strengthens schools at all levels and improves teaching, for novice and veteran teachers alike, and the learning that occurs in the classroom.

This past December, **Missouri Mathematics Association for Advancement of Teacher Training (MAT)²** held a successful pre-service teacher conference in conjunction with the Missouri Council of Teachers of Mathematics annual meeting. The highlight of the conference was the student- and new-teacher panel. The attendees would have appreciated even more time to ask questions! April 6th and 7th, we plan to hold a conference to share what we learned at the AMTE conference, to discuss changes to the certification requirements in Missouri, and to collaborate. We will have time for participants to meet with others from around the state to discuss ways we can research across institutions and help each other build our research portfolios. For more information about (MAT)², visit <https://sites.google.com/site/missourimatsquared/>.

Massachusetts Mathematics Association of Teacher Educators (MassMATE) along with Bridgewater State University will be having a conference on May 23. The conference will be held on the Bridgewater State University campus. The conference will explore how teacher leaders, teacher educators, professional development providers, district math specialists, and consultants can support teachers in bringing the Common Core Standards into their classroom to their students. Keynote speaker, Dr. Eric Milou from Rowan University, will address how teacher leaders can aid in bringing guiding principles and standards of mathematical practices into the mathematics classroom. For more information, visit www.MassMate.net or email Conference Chair Polina Sabinin: conference@MassMate.net

The **Mississippi Association of Mathematics Teachers Educators (MAMTE)** is excited to announce that after three years of conversations and collaborations with the Mississippi Department of Education, the procedure for adding a supplemental 7-12 mathematics endorsement to a teaching license will be changed. Instead of adding the endorsement with any 21 hours of college mathematics coursework, teachers must complete an approved program consisting of 21 specified hours of college mathematics. To establish consistent requirements state-wide, the MAMTE Supplemental Endorsement Taskforce members will be working with universities across the state to assist in drafting their program proposals to be presented to the state board for approval. For more information, please contact Dr. Julie James, Taskforce Leader (jjames1@olemiss.edu) or Dr. Alice Steimle, MAMTE President (asteimle@olemiss.edu).

California Association of Mathematics Teacher Educators (CAMTE)'s Advocacy Committee has been cultivating a close working relationship with the California Commission on Teacher Credentialing (CTC) for the past several years, offering expertise from the mathematics education community on matters pertaining to teacher certification. Past-president Joanne Rossi Becker represented CAMTE at the January 31 CTC meeting, delivering a statement to support policy changes in pedagogy requirements for mathematics teacher credentials. CTC agreed with all of CAMTE's stands on the issues and voted to require a mathematics pedagogy course for anyone adding a math authorization to their current teaching credential.

Affiliate news submitted by Megan Burton, AMTE Affiliates Director, Auburn University,
megan.burton@auburn.edu

Important Dates to Remember

2013

February 28-March 2	RCML Conference, Tulsa, OK
April 15-17	NCTM Research Preession, Denver, CO NCSM Annual Conference, Denver, CO
April 17-20	NCTM Annual Meeting, Denver, CO
April 27-May 1	AERA Annual Meeting, San Francisco, CA
May 1	NCTM 2014 Annual Meeting Proposals Due
July 28-August 2	PME Conference, Kiel, Germany
August 1	NCTM 2014 Research Preession Proposals Due
October 16-18	NCTM Regional Conference, Baltimore, MD
October 23-25	NCTM Regional Conference, Las Vegas, NV
October 31-November 3	AMATYC Annual Conference, Anaheim, CA
November 6-8	NCTM Regional Conference, Louisville, KY
November 14-16	SSMA Annual Convention, San Antonio, TX
November 14-17	PME-NA Conference, Chicago, IL

2014

February 6-8	AMTE Annual Conference, Irvine, CA
April 7-9	NCTM Research Preession, New Orleans, LA
April 9-12	NCTM Annual Meeting, New Orleans, LA

Online at
www.amte.net

**Membership/
Renewal Forms**

**2013 Conference
Highlights**

Position Papers

Position Listings

Resources

**Other
Opportunities**

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

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