

Connections



AMTE PRESIDENT'S MESSAGE

Connecting Practice, Research, and Policy in Mathematics Teacher Education
Fran Arbaugh, Penn State University

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One of the priorities set by the AMTE Board for 2013 is “Focus Explicit Attention on the Connections Among Mathematics Teacher Education Practice, Research, and Policy”. In my first President’s Message (*Connections*, Spring 2013), I challenged you to begin to think explicitly about how, in your everyday work as a mathematics teacher educator, you connect these three areas. In this President’s Message, I follow-up with more questions to prompt your thinking further in this area. I then provide information about a current initiative that I think exemplifies the connections among practice, research, and policy in mathematics teacher education.

As a practitioner of mathematics teacher education, are you a consumer of research, basing your pedagogical decisions on what we know from research about educating teachers of mathematics? Are you also a consumer of policy on mathematics teacher education? In other words, in what ways do national, state, and/or local policies influence your practices? Do you know how those policies are decided and the ways in which the policy makers utilize research and practice in justifying those policies? As a practitioner of mathematics teacher education, are you influencing policy? Do you actively seek to have a voice in policy decisions at your college or university? In your state? Nationally?

As a researcher in mathematics teacher education, how explicit are you in helping others see the connections between your research and its implications for practice? Are you sharing your research in venues that are accessible to many other mathematics teacher educators (e.g. the AMTE annual conference, the *Mathematics Teacher Educator* and *CITE* journals)? Do you base your research on problems of mathematics teacher education practice? Does your research have implications for policy? In what ways do you share your research in venues that are accessible to policy makers? Does policy influence your research agenda? As a mathematics education researcher, to what extent are you involved in the policy-making arena? Could you be more involved?

For those of you who are in positions to make policy about mathematics teacher education, how explicitly do you seek to connect those policies to what we know from research and practice? In what ways can you influence policy at different levels? In what ways do you seek to inform implementers of policy about mathematics teacher education about the research and practice foundations of policy decisions? To what extent do you involve practitioners and researchers of mathematics teacher education in your policy discussions? To what extent do you and your colleagues engage in being consumers of research on mathematics teacher education?

I believe that there is the potential for strong connections among practice, research, and policy in mathematics teacher education. Those connections, however, can only be realized when we explicitly assess our own efforts in light of those connections *and* seek to enhance those connections in our work as mathematics teacher educators. I also believe that bringing attention to current work in mathematics teacher education that exemplifies these connections can help to move our community forward.

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President's Message (continued from page 1)

The Association of Mathematics Teacher Educators www.amte.net

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As the AMTE President, one of my responsibilities is to serve on the advisory board for the Mathematics Teacher Education Partnership (www.aplu.org/page.aspx?pid=2184). During a recent advisory board conference call, it struck me that this project exemplifies the sentiment expressed by the AMTE Board in setting this 2013 priority. Soon after the conference call, I contacted Dr. W. Gary Martin, Leischuck Distinguished Professor at Auburn University and Co-Director of the MTE-Partnership, and asked if I could “interview” him about the project for this President’s Message. He graciously agreed and we share that interview with you here.

Fran: Gary, thanks for offering to share information about the Mathematics Teacher Education Partnership with the AMTE members. Let’s begin with a description of the MTE-Partnership.

Gary: I’m happy to be able to share this information with AMTE members. The MTE-Partnership was established to “transform secondary mathematics teacher preparation” to ensure an adequate supply of teacher candidates who can promote mathematical excellence in their future students, leading to college and career readiness in accordance with the Common Core State Standards for Mathematics, the Mathematics Education of Teachers II, and other related documents. The Partnership is part of the Science and Mathematics Teacher Imperative of the Association of Public and Land-grant Universities (APLU) and includes 38 partnership teams; each team is led by an APLU member institution and includes at least one K-12 district and at least one other institution. In total, the partnership includes 69 universities, 87 school systems, 9 community colleges, and other interested institutions across 30 states. The aim of the partnership is to increase the supply of new teachers who can promote their students’ readiness for future success.

Fran: In what ways does the MTE-Partnership both depend upon and plan to impact current *practices* of mathematics teacher education?

Gary: The MTE-Partnership is adapting the “Networked Improvement Community” (NIC) design developed by the Carnegie Foundation for the Advancement of Teaching (Bryk, Gomez, & Grunow, 2010). This design marries precepts of improvement science with the power of networked improvement and is particularly well suited to the goals of the partnership. From improvement science comes an emphasis on rapidly prototyping, testing, and refining strategies for improvement to solve practical problems of practice. Additionally, the NIC’s networked nature means that interventions are tested in a variety of contexts. Rather than trying to “control” variation, as common in educational research, variation is actively embraced in order to better understand how proposed solutions might be responsive to differing conditions under which they might be used. This combination allows us to mobilize the capacity of our partners to work in a parallel and coordinated manner to address various sub-problems – providing the capacity to build a variety of products and approaches demonstrated to be successful, but also sensitive to the conditions affecting their success.

The Partnership is currently organizing five “research action clusters” of teams who are working collaboratively using the NIC design to address five priority problems facing mathematics teacher preparation – clinical experiences, mathematical preparation in introductory mathematics courses (which includes students from a broad range of majors, including secondary mathematics education), mathematical content courses particular to developing candidates’ mathematical knowledge for teaching, assessments of candidates’ mathematical knowledge for teaching, and recruitment and retention. In the coming months, each of the clusters will be developing strategies, approaches, and products that might then be test and refined with successively larger groups of teams.

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President's Message (continued from page 2)

Fran: In what ways does the Mathematics Teacher Education Partnership both depend upon and plan to impact current *research* on mathematics teacher education?

Gary: While not based on typical research methodologies, the NIC approach has the potential to generate knowledge not only about productive strategies for improving mathematics teacher preparation but also the contexts in which those strategies work. The NIC model provides an alternative path to knowledge generation that is quite different from experimental designs, in which variation is controlled rather than seen as an inevitable and critical part of the research question, and to qualitative designs, which may lack the scale to provide knowledge that is generalizable across contexts. In some sense, the NIC design lives in the intersection between improving practice and research.

The NIC design is based on a thorough analysis of a particular problem space, which includes extensive reviews of literature describing both factors underlying the problem and promising practices relevant to the problem. In addition, the results developed by our partnership may generate further inquiry using other research designs. Additionally, we hope to demonstrate the value of the NIC approach for addressing significant problems facing mathematics teacher education in other domains.

Fran: In what ways does the Mathematics Teacher Education Partnership both depend upon and plan to impact current *policy* of mathematics teacher education?

Gary: Policy issues are an inherent part of the problem space in secondary mathematics teacher preparation. They both represent part of the context in which interventions are addressed (e.g., certification requirements or university policies and practices), impacting how interventions may need to be adapted in light of those policies. On the other hand, policy also represents a potential lever for change; impacting policy at some level might be one of the strategies used to effect change in a particular arena. In addition to the research design of the partnership, we also strive to be part of the national dialogue around mathematics teacher preparation by nurturing relationships with other organizations with related goals.

Fran: In what ways does the Mathematics Teacher Education Partnership represent the intersection of research, practice, and policy?

Gary: I hope I have made the argument that we live at the intersection of these three worlds. While our ultimate goal is to improve secondary mathematics teacher preparation, this goal is inherently dependent upon, and in turn potentially impacts, both the knowledge of the field and the policy arena.

We hope that this information about the Mathematics Teacher Education Partnership is helpful to you in seeing the connections that can exist among mathematics teacher education practices, research, and policies. My personal thanks to Gary for participating in the interview. If you are interested in more information about the MTE-Partnership, Gary and his colleagues have a session at the 2014 AMTE Annual Conference; in addition, Gary has agreed to conduct an AMTE Webinar in Spring 2014. There is more to come about this project and AMTE's involvement in its work!

Reference

Bryk A. S., Gomez L. M., Grunow A. (2010). *Getting Ideas Into Action: Building Networked Improvement Communities in Education*, Carnegie Foundation for the Advancement of Teaching, Stanford, CA, essay, retrieved from <http://www.carnegiefoundation.org/spotlight/webinar-bryk-gomez-building-networked-improvement-communities-in-education>.

See pages 4-5 of this newsletter for more information on the 2014 AMTE Conference.

The Association of Mathematics Teacher Educators (AMTE) Eighteenth Annual Conference

Irvine, CA
February 6-8, 2014

The Eighteenth Annual Conference will be held at the Hotel Irvine Jamboree Center in Irvine, CA. The hotel changed management this fall and is no longer the Hyatt Regency Irvine. The new management staff is already helping us plan for a successful conference.

See <http://www.amte.net/conferences/conf2014> for the latest 2014 conference updates.

Many arrangements for our conference at the hotel are not changing. The hotel room rate is still \$165 for a single or double room. As cancellations are made, there may still be guestrooms available at our special conference rates. Hotel reservations can be made by calling 888-230-4452. Be sure to mention "AMTE Conference" when you call. If you have difficulties with your hotel reservation, please contact Susan Gay at sgay@ku.edu.

The hotel will continue to have a complimentary shuttle between the Orange County/John Wayne Airport (SNA) and the hotel. More information about traveling to Irvine and the Hotel Irvine Jamboree Center is on the [AMTE website](#).

Program information will be updated over the next few weeks and a final program will be posted by mid-January.

Conference Highlights

Thursday

A full slate of conference sessions will begin at 9:00 a.m. Breakfast is on your own. Lunch and afternoon break will be provided and are included in the registration fee. During lunch, the Mentoring Committee has selected topics and facilitators for discussion groups; we hope you will join a group discussing a topic of interest.

A **Learn and Reflect** sub-strand will occur within the **Equity and Mathematics Education** strand. The **Reflection and Action Session** led by AMTE Equity Task Force Members will be held from 3:15 to 4:00 p.m.

Beatriz D'Ambrosio, Miami University, Oxford, OH, is the speaker at the **Thursday General Session** from 4:30 to 6:00 p.m. The title of her presentation is *Living Contradictions: Negotiating Practices as Mathematics Teacher Educators*. Dinner Thursday evening is on your own.

Friday

Conference sessions will begin on Friday at 8:00 a.m. Friday's continental breakfast, lunch, and dinner are included with the registration fees along with an afternoon break. AMTE committees will meet during lunch.

A **Learn and Reflect** sub-strand will occur within the **Preservice Teacher Field Experiences** strand. A **Reflection and Action Session** led by AMTE Professional Development Committee Members will be held from 2:00 to 2:45 p.m.

Session highlights include a presentation by **Hilda Borko**, this year's winner of the **Excellence Award for Scholarship**, and a presentation by last year's **Early Career Award Winner, Anderson Norton**.

Beginning at 4:30 p.m., the **Judith Jacobs Lecture** will be given by **Barbara Reys**, University of Missouri. The title of her presentation is *Curriculum Matters! For Teachers, for Students, and for Mathematics Teacher Educators*.

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 **AMTE Business Meeting** will be held during lunch. The conference will conclude by 1:15 p.m.

We look forward to seeing you in February in Irvine, California!

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

Exciting new conference APP to be available for the 2014 AMTE conference! Look for updates on the [AMTE website](#) soon!

Emerging Issues Committee Announcement Advocacy Sessions 2014 AMTE Conference

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Advocacy Breakfast – The annual AMTE Advocacy Breakfast to be held Friday morning of the conference from 7-8 a.m. will present up-to-date initiatives related to policy issues in mathematics education. The speaker panel includes Ken Krehbiel, National Council of Teachers of Mathematics, Patricia Johnson, United States Department of Education, and Karen King, National Science Foundation. The presenters will outline major issues we should consider related to policy, research, and practice in our field. There will be an opportunity for questions and discussion following brief presentations by the panel members.

Advocacy Toolkit Work Session – This interactive session to be held from 8-9 a.m. (immediately following the Advocacy Breakfast) will begin the process of creating and assembling AMTE's Advocacy Toolkit. This toolkit will provide mathematics educators with key contacts, resources, and position statements to use as they engage in policy-related discussions involving mathematics education (e.g. CCSS and teacher education, professional development related to consortial assessments, NCTQ ratings, CAEP Standards, etc.). Ken Krehbiel, National Council of Teachers of Mathematics, Pat Johnson, United States Department of Education, Karen King, National Science Foundation, and the AMTE Emerging Issues Committee will help to guide the session and toolkit assembly. Come. Get involved. Help determine what's in OUR toolkit.

Congratulations to newly elected AMTE President-elect, Secretary, and Board Member-at-large!

AMTE President-elect

Christine Thomas, Georgia State University

AMTE Secretary

Nicole Rigelman, Portland State University

AMTE Board Member-at-large

Timothy Boerst, University of Michigan

Submitted by Maggie Niess, Oregon State University

Chair, AMTE Nominations and Elections Committee, niessm@onid.orst.edu

Follow AMTE on
Twitter
([@AMTEnews](https://twitter.com/AMTEnews))
for conference
updates and other
news.

2014 Annual Conference Deadlines:

Late Registration Payment RECEIVED: January 24, 2014

Conference Dates: February 6-8, 2014

Congratulations to AMTE's 2014 Award Recipients

Award recipients will be recognized at the 2014 AMTE Annual Conference in Irvine, CA.

The AMTE Excellence in Scholarship in Mathematics Teacher Education Award

Hilda Borko, Stanford University

The AMTE Early Career Award

Amanda Jansen, University of Delaware

AMTE Susan Gay Conference Travel Scholarship Recipients

Matthew Campbell, Oregon State University

Jodi Fasteen, Portland State University

Courtney Lynch, Pennsylvania State University

Amanda Sawyer, University of Georgia

Elementary Math Specialist Scholarship Recipients

Lindsey Atkinson, Arlington, VA

Rebecca Fowler, Maryville, MO

Kellie Petrick, Hillsboro, OR

Courtney Koestler, AMTE Awards Committee Chair, ckoestler@email.arizona.edu

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

AMTE Research on Mathematics Teacher Education Advisory Committee (RMTEAC) Update New website content!

The Research tab on the [AMTE website](#) has new content, and a new look to match that content. There are now three sub-sections within the main Research section of the website: *Useful Articles*, *Getting Personal*, and *News and Updates*.

Within the Useful Articles section you will find a bibliography of articles grouped into the following categories: elementary methods and content, secondary methods and content, professional development, and MTE development/doctoral courses. The Research Committee has begun to develop these lists of useful articles and intends to add to the lists in consultation with leaders in mathematics educators. We also welcome suggestions from the membership. If you have an article to suggest, please send the citation to Amy Roth McDuffie at mcduffie@tricity.wsu.edu.

Within the Getting Personal section are interviews that Research Committee members have done with various mathematics teacher educators. Selection of people to interview was based on criteria developed by the committee: (a) winner of an AMTE award; (b) keynote speaker at AMTE, NCTM research session, PME-NA, or AERA, and/or (c) author of one of the articles in our bibliography. Three interviews are currently posted on the site. These interviews are with Karen Karp, Rico Gutstein, and Barbara Reys. Three other interviews are in the works. The committee plans to conduct between two and six interviews per academic year.

The News and Updates section includes a list of important dates for conferences and proposal deadlines of interest to the AMTE membership. It also includes a brief summary and upcoming deadlines for various NSF solicitations.

*Submitted by Mary Foote, Queens College-CUNY
RMTEAC Chair, mary.foote@qc.cuny.edu*

The STaR Program Needs Your Help



The Service, Teaching and Research (STaR) Program is an induction program for early career mathematics educators working at institutions of higher education. The program was initiated through a grant from the National Science Foundation and is now under the auspices the Association of Mathematics Teacher Educators.

To date, 148 early career mathematics educators working at 113 institutions of higher education (in 41 states) have completed the program. STaR Fellows are overwhelmingly positive about the program.

“There are moments in life when you know you are taking part in something great. I can honestly say that STaR was such an experience for me. To have dedicated time to learn from and with fellow mathematics educators who are at the same point of their journey as I was beyond valuable.”

“Many conferences and workshops provide opportunities to meet colleagues, develop relationships between institutions, craft works on research, and/or advance the profession of teaching. STaR stands apart because it does all of these things, but in a way that supports the development of junior faculty across various institutions with differing demands (both in terms of work and culture). It is a significant and critical contribution to our profession.”

“As an individual mathematics educator at my campus, interaction with other mathematics educators is an extraordinarily important activity to continue my growth as a faculty member. The STaR Institute provided an unbelievably amazing opportunity to interact with colleagues that a future fellow will interact and collaborate with for the remainder of the fellow's career. Few, if any, outlets are available to early-career mathematics educators that match the quality of the STaR Institute.”

See more about the program at a website designed and maintained by the STaR Fellows:
<http://starfellows.com>.

The continuation of the program depends entirely on donations from professional organizations, foundations, and AMTE members. Please consider making a donation to support the STaR Program, see: <http://www.amte.net/star>.

Next AMTE Webinar

Writing for Mathematics Teacher Educator

Presenters: Melissa Boston, Duquesne University, Associate Editor
Denise Spangler, University of Georgia, Chair of the Editorial Panel

Date: Thursday, January 23, 2014

Mathematics Teacher Educator was launched as a new journal in September 2012 and has thus far published 3 issues. We will describe the types of manuscripts that MTE is seeking to publish and will describe the nature of evidence that is appropriate for this journal. We will also describe the review process and explain the review criteria in detail. This webinar is intended both for those who are seeking to submit manuscripts to MTE and those who wish to become reviewers.

*Submitted by Dorothy White, University of Georgia, dywhite@uga.edu
Chair, Professional Development Committee*

To donate to the
STaR
Fellows
program visit
[www.amte.net/
star](http://www.amte.net/star).

2014 AMTE
Annual
Conference
Information

See [page 4](#) for
more
information.

Affiliate News

The **Association of Maryland Mathematics Teacher Educators** (AMMTE) met in August to learn about upcoming curriculum and assessment changes in Maryland and to discuss how teacher educators can support school systems as they implement these changes. For more information visit our website at www.marylandmath.org.



The **Georgia Association of Mathematics Teacher Educators** (GAMTE) held its Seventh Annual Conference at the Rock Eagle 4-H Center October 16, 2013. There were 29 attendees representing 11 institutions of higher education. Program information along with conference proceedings is located at our website, www.gamte.org.

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.

October was an exciting month for **Hoosier Association of Mathematics Teacher Educators** (HAMTE) as we collaborated with Indiana Council of Teachers of Mathematics (ICTM) on the annual fall conference – full of talks for teachers and, this year, teacher educators. We had 14 teacher education talks representing 11 institutions across Indiana. Cathy Humphries presented three sessions at the conference – what a treat to hear about her latest research. In addition, we held our annual business meeting and a group of us enjoyed an Italian dinner together! A new HAMTE president was elected, Enrique Galindo, from Indiana University-Bloomington; we also elected a new secretary, Craig Willey, from Indiana University Purdue University Indianapolis. HAMTE launched a website (hamte.org) in an effort to improve communication and keep us abreast of what is going on around the state. In September, Enrique Galindo testified on behalf of HAMTE in support of the Common Core State Standards – this is an ongoing saga in Indiana with no resolution in sight. On a more positive note, Indianapolis will host the NCTM regional conference in 2014 – we’re hoping to coordinate with the regional AMTE affiliates to run a parallel teacher education conference. HAMTE is currently 52 members strong.

The **Association of Mathematics Teacher Educators in Texas** (AMTE-TX) hosted an inaugural Fall Conference on September 28, 2013 at the Cinco Ranch Campus of the University of Houston in Katy, Texas. The theme of “Building a Community of Practice” brought together leaders in mathematics education in the state of Texas to discuss important issues related to preparing effective mathematics teachers. Fran Arbaugh, current President of AMTE, led the morning session, “Who is Responsible for Teacher Learning,” and after community building breakouts, Shelley Bolen-Abbott, Mathematics Education Specialist for ESC Region 4, led the group with “Building and Sustaining a Community of Practice.” The event was well received by all participants and served as foundational opportunity for AMTE-TX to build capacity to become one voice for mathematics education for the state of Texas! For more information visit our website at www.amte-tx.org.



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

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

Upcoming AMTE Membership Drive!

Watch for a special AMTE membership drive to begin in February 2014. More information forthcoming at the 2014 conference!

Important Dates to Remember

2014

February 6-8	AMTE Annual Conference, Irvine, CA
February 27-March 1	RCML Conference, San Antonio, TX
April 7-9	NCTM Research Conference, New Orleans, LA
April 9-12	NCTM Annual Meeting, New Orleans, LA
June 26-28	TODOS Conference, Chandler, AZ
July 15-20	PME-NA & PME Joint Conference
October 29-31	NCTM Regional Conference, Indianapolis, IN
November 6-8	SSMA Annual Convention, Jacksonville, FL
November 12-14	NCTM Regional Conference, Richmond, VA
November 13-16	AMATYC Annual Conference, Nashville, TN
November 19-21	NCTM Regional Conference, Houston, TX

2015

February 12-14	AMTE Annual Conference, Orlando, FL
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Online at
www.amte.net

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Renewal Forms**

**2014 Conference
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Position Papers

**Award & Election
Information**

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Opportunities**

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