



ASSOCIATION 
**ANNUAL
REPORT**
2024



AMTE Long-Term Goals for 2024–28

1. Challenge and support mathematics teacher educators to engage with and take action on issues of social and racial justice in their work.
2. Support and provide guidance on the high-quality preparation, recruitment, retention, and diversification of mathematics teachers across the variety of educational spaces.
3. Engage in community building and other efforts to support the recruitment and retention, diversification, and professional learning of mathematics teacher educators and leaders who serve in a variety of educational contexts.
4. Strengthen the research and research-based practices of mathematics teacher educators to serve the evolving needs of students, educators, schools, and communities.



TABLE OF CONTENTS

04	Message from the President	31	Advocacy, Equity and Research Division
06	President-Elect	31	Advocacy Committee
08	Executive Director	32	Equity Committee
09	Nominations and Elections	33	Research Committee
10	Treasurer and Finance Committee	34	Communications & Outreach Division
11	Report by the Finance Committee	35	Communications
13	Secretary	35	Sponsorship
13	Constitution and By-Laws	36	Marketing
14	Members-at-Large	36	Social Media Director
15	Membership Division	37	STaR Fundraising
16	Affiliate Annual Report Update	38	Get the Facts Out Task Force
17	Awards	39	Elementary Mathematics Specialist (EMS) Standards Task Force
18	Membership	40	Awards
19	Professional Learning Division	44	Who We Are and Our Goals
20	Annual Conference Program Committee		
21	Conferences Committee		
22	Professional Development Committee		
23	STaR Fellows Program		
24	Technology Committee		
25	Conference Local Arrangements Committee		
26	Publications Division Mathematics		
27	Mathematics Teacher Educator Journal		
28	Connections!		
29	CITE-Math Journal		
30	Publications Review Committee		



MESSAGE FROM THE **PRESIDENT**

UNIQUE OPPORTUNITIES OF THE PAST YEAR

It is an honor to have served as AMTE's 17th president. At the end of the 2025 conference, I will complete my term. The last two years provided me with unique opportunities to contribute to many of the wonderful things our organization is doing and to witness how we continue finding ways to become a stronger organization and better support our members. It would be hard to include here a description of all AMTE's accomplishments over the past year, I invite you to review this report and think of ways to become involved in the many efforts taking place within our organization.

The AMTE president provides leadership to help attain the goals of our organization. The president facilitates monthly board meetings, is a member of the STaR Committee and the Finance Committee, and represents AMTE when collaborating with sibling organizations such as NCSM, AMATYC, ASSM, TODOS, NCTM, BBA, SSMA, ASTE, and CBMS. In this leadership role, I have witnessed first-hand the great work that AMTE volunteers have been doing in our five divisions. Without trying to be exhaustive, I briefly share some highlights below.

The first thing I want to highlight are the steps that the AMTE Board has taken to ensure that our association can support its members for many years to come, especially early career members, and members from underrepresented populations. The board approved the creation of a restricted fund category for early-career efforts, approved the creation of a new Fundraising Committee, and is working on a Finance Policy that will help us grow these funds. These new measures aim to provide a structured and sustainable financial foundation to continue these programs.

A few things to highlight from the Publications Division include the publication of the 2024 *Guidelines for Preparing and Supporting Elementary Mathematics Specialists*, the publication of Vol. 5 in the book series *The AMTE Handbook of Mathematics Teacher Education*, work on Vol 6 of the book series *Building Community to Center Equity and Justice in Mathematics Teacher Education*, and the publication of the *Joint Position Statement on Asset-Based Perspectives in Mathematics Teaching and Learning*, a joint statement between the Association of State Supervisors of Mathematics (ASSM) and the Association of Mathematics Teacher Educators (AMTE). The Membership Division does great work to create a welcoming community that



Enrique Galindo
Indiana University



PRESIDENT'S MESSAGE CONT...

supports all AMTE members to feel a sense of belonging both within AMTE and the annual conference. This past year they were actively supporting our 24 affiliates, managing many of our awards, and supporting Community Circles, among other things. I am excited to see that the Board approved a fourth committee for this division, the Early Career BIPOC Faculty Mentoring Program to make the early pilot BIPOC Mentoring Program a part of AMTE's structure.

The Advocacy, Equity, and Research Division does a great job organizing the annual Advocacy Lunch, hosting the Book Club, and the tremendous work of managing the annual Dissertation Award. The Communications and Outreach Division continues to be essential in communicating information and resources to members, sponsors, donors, and potential members through the marketing, media, and sponsorship-related activities of the organization. The Professional Learning Division supports AMTE's mission and goals in many ways, one is to make our annual conference happen, critical for this work are the Conferences Committee, Program Committee, and Local Arrangements Committee. I am excited about what these committees have planned for the 2025 conference. The plans include a hybrid component and options for local K–12 teacher educators. I am excited about these new ways to connect and broaden our membership. As we move forward, we want to hear from members about conference venues and the modalities we offer.

At the end of 2023, the Board hired Civica Management to provide Executive Director services and support operational procedures. This has been a year of transition where AMTE leadership and committees have worked closely with Executive Director Kim Gill and Civica staff to conduct and improve AMTE's work. I continue to be excited about the possibilities of this partnership with Civica going forward.

Each week this year I had leadership meetings with President-Elect Farshid Safi and Executive Director Kim Gill to discuss the work of our organization. I have learned a lot from each of them as they are such thoughtful leaders. I am glad that in my role of Past-President I will continue working with them for another year. I look forward to working with Farshid Safi in his role as AMTE President, I have no doubt that under his leadership our organization will continue to thrive.

We unveiled the 2024–2028 long-term goals at the 2024 conference and a lot was done this year to make progress towards our goals. The year 2025 is likely to bring challenges to our work and the role of AMTE in supporting our members becomes more important. We need to build on the strength of our organization and the dedication and creativity of our members to support each other and continue making progress toward our mission and goals.



MESSAGE FROM THE PRESIDENT-ELECT

LEADERSHIP, COLLABORATION, AND STRATEGIC INITIATIVES

It has been a privilege to serve as President-Elect of AMTE during the 2024-2025 period. In this role, I have had the pleasure to continue to learn from the AMTE President, Enrique Galindo, and our Executive Director, Kim Gill, through consistent communications and meetings held weekly to plan and guide organizational efforts. The President-Elect a) attends monthly meetings with the board, b) facilitates plans for the opening session at the annual conference, c) works on alignment between the short- and long-term goals of the organization along with AMTE's divisions, and d) serves as ex officio member of the Nominations Committee while facilitating, as well as other roles and responsibilities as needed.

Working diligently with our brilliant and dedicated AMTE board members, division & committee leaders, and members, together we have been actively engaging in a variety of initiatives to further strengthen the organization's influence and leadership in the field of mathematics teacher education. The leadership teams have been collaborating on ensuring strategic alignment with both internal and external partners. Additionally, our team has been involved in reviewing applications for various leadership positions, such as the VP of Communications and the VP of AER. Interviews for these roles were conducted, and discussions regarding responsibilities and how they align with AMTE's goals have been ongoing. Our community is filled with thoughtful experts who genuinely wish to collaborate to bring about positive change and leadership through AMTE and our professional organizations.

Some key activities include ongoing collaboration to support the "Need for Diverse Teachers" joint statement with national organizations such as NCTM (National Council of Teachers of Mathematics), AMTE (Association of Mathematics Teacher Educators), NCSS (National Council for the Social Studies), NSTA (National Science Teaching Association), ASTE (Association for Science Teacher Education), NCTE (National Council of Teachers of English). Additionally, I have had the opportunity to attend, present, meet, and envision with leaders from the School Science and Mathematics (SSMA) organization at their annual conference. I am truly excited about intentional and strategic partnerships with other national organizations that benefit our membership and provide future opportunities to collaborate in order to support each other and more broadly advocate for our students, schools, teachers and teacher educators, school leaders, and our communities through mathematics education.

In my role as President-Elect, I am grateful for the opportunity to lead our continuing discussions on the plans and process to update AMTE's Standards for the Preparation of Teachers of Mathematics (SPTM) through a careful and reflective revision process. Regular meetings with division VP leaders have also been held to coordinate efforts across AMTE, ensuring that our long-term objectives are being pursued in a



Farshid Safi
University of Central Florida



PRESIDENT-ELECT'S MESSAGE CONT...

cohesive and strategic manner. This collaborative work is critical to maintaining a strong and unified leadership team, while also addressing the evolving needs of the organization to serve the needs of our diverse mathematics education community engaged in important research, teaching, and community partnership efforts in various educational settings.

I would like to thank Enrique Galindo and Kim Gill for their commitment, guidance, and friendship in allowing me to learn so much about the various layers of leadership in our organization. Our AMTE board members are kind, compassionate, and connected, and provide greatly needed perspectives and professional networks essential to accomplishing the short- and long-term goals of our organization. Through the years, I have benefited greatly along a journey with our AMTE community as a graduate student volunteer, program committee member, chairing the annual conference program committee, on the honor of serving as a board member-at-large, and this past year as president-elect. We have a truly special community and serving in the role of president-elect has been a very special honor and a source of strength and opportunities to work together towards common goals!



MESSAGE FROM THE EXECUTIVE DIRECTOR

REFLECTION ON 2024

Dear AMTE Members and Supporters,

As we reflect on another remarkable year for AMTE, I begin by extending my gratitude to each of you—our dedicated members, staff, volunteers, and stakeholders. Your dedication and collaboration are the foundation of AMTE's continued growth and impact. Together, we have advanced our shared mission of improving mathematics teacher education.

In December 2023, AMTE hired Civica Management to support AMTE's operations. Following a full transition after the February 2024 conference, Civica's team has worked closely with AMTE's leadership and committees to oversee the day-to-day operations of the organization including managing membership, coordinating our conference and events, handling finances, as well as creating and sending communications.

I want to take a moment to recognize Shari Stockero for her incredible leadership and dedication as AMTE's Executive Director through the 2024 conference, prior to AMTE's transition to Civica Management. Shari's tireless efforts ensured that AMTE remained a well-functioning, vibrant organization, and she worked diligently to pave the way for a smooth transition. Her vision and commitment to our mission have left a lasting impact, and we are grateful for her service.

As the current Executive Director, I work closely with the Board of Directors to engage in strategic discussions and ensure that our initiatives align with AMTE's long-term vision. Together, we identify priorities, set goals, and navigate challenges to advance mathematics teacher education. In collaboration with our dedicated staff, I oversee the execution of these strategies, ensuring that AMTE's operations, programs, and services are impactful, efficient, and tailored to meet the needs of our members.

Throughout this report, you will see the amazing work of our volunteer leaders to bring value to our community including initiatives such as: expanding the conference to include virtual and K-12 options; exploring investment strategies to diversify revenue, lower risks and increase surpluses; implementing policies to improve governance; launching a fundraising committee to develop strategies for long-term funding to support our early career programs and initiatives; and so much more.



Kim Gill

As we reflect on the incredible progress we've made this year, we are excited by what lies ahead in 2025. With a clear vision for impact through AMTE's long term goals (2024-2028), we are poised to expand our reach, enhance our programs, and drive meaningful change. Thank you for being a part of this organization—we look forward to 2025 and what we can accomplish together!



NOMINATIONS AND ELECTIONS

In 2024, the Nominations and Elections committee engaged in various recruitment and awareness activities to support the 2024 Elections. The 2024 ballot included positions for Board Member-at-Large and Treasurer.

In Spring 2024, we updated the landing site for elections to include a reflection from the current Treasurer and past Board Members on their time on the AMTE board, along with position descriptions and an invitation to nominate (including self-nomination). We utilized the AMTE Connections communication to share reflections and communicate the positions for election. We received 7 nominations for Board Member at Large and 1 for Treasurer. Five (5) of the 7 nominees for Board Member at Large submitted applications and the individual nominated for Treasurer did not. As a result, we personally reached out to AMTE members to recruit treasurer candidates and inform them of the updated roles and responsibilities for the position. However, despite these measures, we only received one candidate for Treasurer. The committee will continue to work on recruiting efforts in 2025.

Our committee was once again inspired by the applications, which showcased the diverse talents, experiences, and dedication of AMTE members who generously contribute their time to the organization. We sincerely appreciate everyone who submitted an application or nomination and encourage these candidates to apply again in future elections.

Nominations and Elections Committee: Ruby Ellis, North Carolina State University; Amber Candela, University of Missouri - St. Louis; Carlos Lopez Leiva, University of New Mexico; Will Tidwell, Morehead State University; Marylin Strutchen, Auburn University; Candace Joswick, The University of Texas at Arlington; Farshid Safi, University of Central Florida (President-Elect, Ex-Officio).



Ruby Ellis
North Carolina State
University



TREASURER

The Treasurer manages and documents all of the income (e.g., membership fees, donations, sponsorships, and conference registration) and expenses (e.g., invoices and travel reimbursements) of the organization. The Treasurer completes these responsibilities in collaboration with AMTE's Financial Services Manager, Executive Director, Board, and Finance Committee. The 2024 Conference concludes my service as Treasurer and I want to thank the Board and membership for their support. I am excited to welcome Jennifer Tobias as 2025-28 Treasurer.



Allyson Hallman-Thrasher
Ohio University



FINANCE COMMITTEE

The Finance Committee members include the President, President-elect or Immediate Past-President, Executive Director, Treasurer, Financial Services Manager and a member of AMTE who is external to the Board of Directors. The purpose of the Finance Committee is to oversee the financial health of AMTE; the committee develops and monitors short- and long-term plans for the financial health of the AMTE across the activities of the divisions and headquarters. This year the Finance Committee has supported the development of a new fundraising committee. The committee also met with an investment firm to begin the process of investing AMTE's reserve funds to work towards self-sustaining AMTE programs (STaR, BIPOC mentoring, and future innovative programming) without the need for annual fundraising drives.



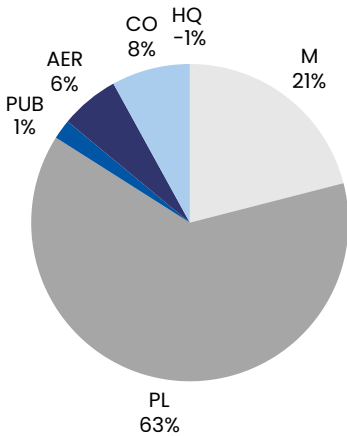
REPORT BY THE FINANCE COMMITTEE

FISCAL YEAR 2024	June 30, 2023	June 30, 2024
Bank Accounts Total	\$475,552.85	\$500,925.95
Special Accounts Total	\$192,285.84	\$178,423.40
Membership Reserves	\$24,004.40	\$37,495.21
Next Year's Operating Budget	\$47,867.00	\$0.00
Deep Reserves	\$211,395.61	\$285,007.34

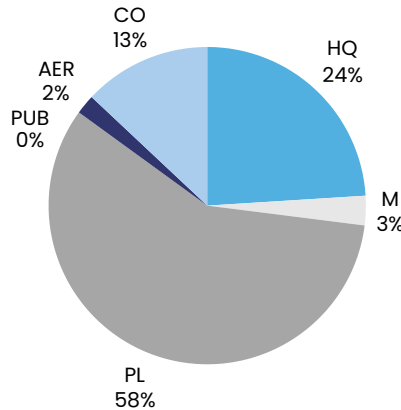
FISCAL YEAR SUMMARY

For Fiscal Year 2024 the organization's income exceeded its expenses. Of the monies in the bank at the end of FY 2024, some is earmarked for special accounts (e.g., EMS Scholarship, NTLI Fellowship Award, STaR Program, and Susan Gay Scholarship), and membership reserves. This year we are running a balanced budget, meaning we are not pulling from reserve funds to balance the budget. This leaves \$285,007.34 in deep reserves at the end of FY 2024, which is an increase in deep reserves from FY 2023, due in part to working towards a balanced budget model.

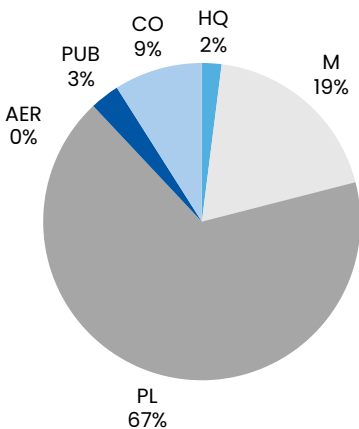
FY Income 2024



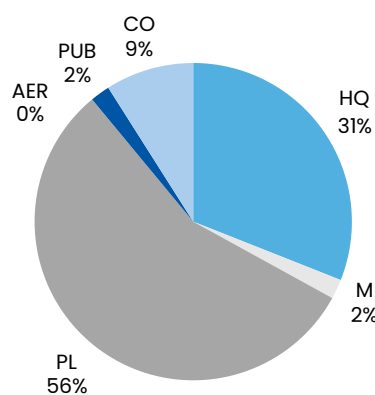
FY Expenses 2024



FY Budget Income 2025



FY Budget Expenses 2025



REPORT BY THE FINANCE COMMITTEE CONTINUED

DIVISIONS	FY 2024 Budget 07.01.2023 – 06.30.2024	FY 2024 Actual 07.01.2023 – 06.30.2024	FY 2025 Budget 07.01.2024 – 06.30.2025
HEADQUARTERS (HQ)			
HQ Income Subtotal	\$39,567.00	-\$5,028.02*	\$10,250.00
HQ Expenses Subtotal	\$105,150.00	\$104,400.24	\$169,137.50
MEMBERSHIP (M)			
M Income Subtotal	\$81,000.00	\$97,671.47**	\$107,650.00
M Expenses Subtotal	\$9,600.00	\$12,731.55***	\$8,900.00
PROFESSIONAL LEARNING (PL)			
PL Income Subtotal	\$289,800.000	\$295,017.14	\$372,085.31
PL Expenses Subtotal	\$294,217.00	\$254,505.78	\$301,467.00
PUBLICATIONS (PUB)			
PUB Income Subtotal	\$14,000.00	\$7,668.58	\$14,000.00
PUB Expenses Subtotal	\$13,000.00	\$214.96****	\$13,000.00
ADVOCACY, EQUITY, AND RESEARCH (AER)****			
AER Income Subtotal	\$27,000.00	\$26,826.23	\$0.00
AER Expenses Subtotal	\$25,000.00	\$8,137.71	\$0.00
COMMUNICATIONS AND OUTREACH (CO)			
CO Income Subtotal	\$52,000.00	\$37,785.00	\$50,000.00
CO Expenses Subtotal	\$56,400.00	\$54,682.06	\$48,240.00
Budget Income Total	\$503,867.00	\$459,940.40	\$553,985.31
Budget Expenses Total	\$503,867.00	\$434,672.30	\$540,744.50

*This total does not include annual operating costs which have in the past been pulled from reserves and counted towards headquarters income.

**This total does include membership reserves, which in years past were not included in this total.

***Exceeded budget due to late pay out of EMS scholarship

****Late payments of AMTE panel meant all Publications expenses landed on the fiscal year 2025

*****Get the Facts Out program work, which has in the past comprised the Advocacy, Equity, & Research budget, will not occur in fiscal year 2025 as the grant funding has come to an end. The AMTE Board has organized a new group to generate ideas for continuing this work in the future and seeking funding. An important component of AMTE’s advocacy and equity-related work, the BIPOC mentoring program, is currently a part of the headquarters budget while we work in 2024-25 to formally institutionalize the program.



SECRETARY

As secretary of the Board of Directors of AMTE, my primary responsibility is to keep a written record of our monthly and special board meetings. This includes meeting minutes and motions approved by the board. Additionally in my role as secretary, I serve as a board liaison to the Membership Division, which includes the Membership, Awards, and Affiliates Committees. In this role, I collaborate with the VP of Membership, periodically attend committee meetings, and advocate for the work of the committees.



Katie Rupe
Western Washington
University



CONSTITUTION AND BYLAWS

The Constitution and By-laws Committee is charged with reviewing the constitution and bylaws to make suggestions and changes at the request of the AMTE Board and to confirm that current practices of AMTE conform with these documents. A thorough examination of these documents was last completed in 2021 and approved in 2022.

Constitution and Bylaws Committee: Dan Clark, Western Kentucky University; Basil Conway, Columbus State University; John Bragelman, University of North Georgia; Amanda Sawyer, James Madison University.



Dan Clark
Associate Vice-President
Western Kentucky
University



MESSAGE FROM MEMBERS-AT-LARGE

Angela T. Barlow

As board member-at-large, I attended monthly board meetings as well as the October retreat. In these meetings, we utilized the organization's long-term goals to focus our ongoing efforts to meet the needs of our members. As a board member, I also serve as the board liaison to the Professional Learning division, which is led by Rick Hudson, Vice President for Professional Learning. This year, the work of the division included organizing and preparing a conference experience that is informed by feedback from previous conferences and that includes an outstanding slate of speakers. Additional work included webinars and a virtual institute. I appreciate the work of the committees within this division and look forward to another successful year ahead.



Angela Barlow
University of Central
Arkansas

Kristin Lesseig

My primary responsibility as a Board Member-at-Large is to represent the needs and interests of AMTE members. I take that responsibility to heart when contributing to discussions and decision-making during monthly board meetings and annual board retreats. As the Board liaison to the Publications Division, I supported the VP for publications and served on the editorial panel for the *Mathematics Teacher Educator* journal. This past year I was part of the author team for the joint position statement, *Asset-Based Perspectives in Mathematics Teaching and Learning* between AMTE and ASSM. I also worked behind the scenes alongside countless other amazing volunteers to help make our annual conference a success. It has been an honor to serve alongside inspiring and thoughtful colleagues for the past three years and I am excited for the future of the organization.



Kristin Lesseig
Washington State
University

Courtney Koestler

As a new Board Member-at-Large, I have actively participated in monthly board meetings, working alongside my fellow board members to continue moving the organization forward and transparently. I collaborated closely with Crystal Kalinec-Craig, Vice President of Advocacy, Equity, and Research (AER), as I am the board liaison to that division. I supported the work of the committees in the AER division, by attending meetings and assisting in their work when needed (such as reviewing applications for the annual AMTE Dissertation Award with the Research Committee). I look forward to my continued work with and for AMTE members.



Courtney Koestler
Ohio University



MEMBERSHIP DIVISION

Our division consists of four committees: Affiliate Connections, Awards, Membership and BIPOC Mentoring.

This year the Membership Division has continued to work towards two goals:

1. to create a welcoming community that supports all of our members to feel a sense of belonging both within AMTE broadly and the annual conference particularly and
2. to work more collaboratively across the three committees, leveraging their knowledge and connections. Pamela Bailey, Associate Vice President (AVP) for the Affiliates Connections Committee, along with her committee, continues to strengthen the interconnection between the larger AMTE organization and the individual AMTE Affiliates.

We have twenty-four active affiliates spread across five regions. If your state is interested in starting a new affiliate, visit <https://amte.net/affiliates> for resources. The Awards Committee led by Kristen Apraiz (AVP) saw another active season, selecting an AMTE member for the Judith Jacobs Lecture, Karen D. King Advocacy Award, and the Early Career Award. The Committee also selected three members to receive the Elementary Mathematics Specialist Award and four for the Susan Gay Graduate Student Conference Scholarship. The Awards Committee reviews multiple nominations packets, meets to discuss individual scoring on awards rubrics and decides each winner. Please visit the awards page at <https://amte.net/about/awards> to nominate a deserving colleague for the upcoming year.

The Membership Committee, led by Angela Broaddus (AVP), continues to support the implementation of 12 Community Circles. The purpose of Community Circles is to build community among AMTE members while also having informal conversations centered around a topic or group of interest. If you have an idea for a new Community Circle, contact the Membership AVP to learn how to get started. The Membership Committee also created a new Conference Registration and Membership Award to provide support to two AMTE members who have limited funding to attend the annual conference. Finally, due to the increased success and reported value of the Early Career BIPOC Mentoring Program, the Board approved a new, fourth Committee within the Membership Division called the BIPOC Mentoring Committee. The new committee consists of an AVP and four committee members, each serving a 4-year term. The Membership Committee is still looking for ways to sustain the Early Career BIPOC Faculty Mentoring Program financially. Members can contribute to this important program at <https://amte.net/support-amte>.



Michelle Stephan
Vice President,
University of North
Carolina Charlotte



AFFILIATES ANNUAL REPORT UPDATE

The Affiliate Connections Committee has worked to enhance communication between regional representatives and affiliates. This effort has led to an increase in the number of affiliates contributing information to the Connections Newsletter. The committee encourages affiliates to share details about their events and consider inviting participants from outside their state affiliates. Affiliates are also encouraged to share resources such as journals, newsletters, partnerships with other organizations, and strategies for membership growth, including their purpose, benefits, and new member onboarding practices.

The AMTE website now includes items we have permission to share, and the committee desires to develop a calendar feature for sharing event details. Additionally, the committee wants to promote and share research on various aspects of affiliate activities, outreach, and experiences. At the 2025 AMTE Conference, we plan to initiate discussions on how to begin or support research in these areas. Supporting and disseminating research is a key committee goal aligned with AMTE's broader objectives.



Pam Bailey
Associate Dean/
Director, School of
Education, Mary
Baldwin University



AWARDS

In 2024, the AMTE Awards Committee continued to honor exceptional contributors to mathematics teacher education, following the nomination and selection procedures established in previous years. The Judith Jacobs Lecture will be presented at the 2025 Annual Conference by Robert Q Berry III of the University of Arizona. Julia M. Aguirre of the University of Washington is the recipient of the Karen D. King Excellence in Advocacy Award. The Early Career Award recipient is Courtney Baker of George Mason University. Elementary Mathematics Specialist Scholarships were awarded to: Kadysha Wood, Lynette Lyons, and Natasha Inafuku. Susan Gay Graduate Student Conference Travel Scholarships were given to Doris Fulwider, Christina Kimmerling, Ishrat Ahmed, and Sheida Moghtader Eslami. The Awards Committee enjoyed reviewing the work of many outstanding mathematics teacher educators. We hope the membership will continue to assist in identifying notable recipients for future awards.

Awards Committee: Kristen Apraiz, University of Florida; Kristin Harbour, University of South Carolina; Melissa Gallagher, US Math Recovery Council; Candies Winfun-Cook, University of Mississippi; Toni Collett, Cleveland ISD; Kristy Litster, Valdosta State University.



Kristen Apraiz
Clinical Associate
Professor of
Mathematics Education,
University of Florida



MEMBERSHIP

The Membership Committee focuses their work on membership benefits and growth. To support this work, there were five primary activities in 2024, each of which are described below. First, Community Circles continued to meet in 2024, with ten continuing Circles and two new Circles that formed this year. The two new Circles are: (1) AI Innovations in Math Education (AIME) and (2) Early Childhood Mathematics Teacher Educators . Second, the AMTE Early Career BIPOC Faculty Mentoring Program continued in its second year with 18 mentees and 9 mentors. Feedback on the program was so positive that the Board approved a motion to create a stand-alone BIPOC Mentoring Committee, housed within the Membership Division. The inaugural AVP will be Marrielle Myers for the first two years, with one member from the four-person committee shadowing the AVP for one year, then taking over when the AVP has finished their term. Third, the Membership Committee finalized the structure and application process for a new travel award that launched this year. The aim of the award is to support conference attendance for those who have limited travel funds and are attending the conference for the first (or perhaps second) time. The Committee was able to give two awards this year with Daisy Mae Bongtiwon and Karen Fonkert being the first recipients. Finally, the Membership Committee developed a draft of a potential voluntary membership directory where members can search and find others with similar professional interests. This work has been paused due to pending updates to the organization’s database, but we hope to resume the work in 2025.



Angela Broaddus
Benedictine College



PROFESSIONAL LEARNING DIVISION

The Professional Learning Division seeks to support AMTE's mission and long-term goals by providing opportunities for professional development for our members. During 2024, the Division has supported events and initiatives that enrich the work of members individually and collectively. Our annual meeting in Orlando during February provided many opportunities for our members to interact and learn from one another. An impactful opening session engaged participants in critical conversations concerning social and political contexts in relationship to the *AMTE Standards for Preparing Teachers of Mathematics*. The success of the annual conference is the result of efforts of many members, but most notably the Conferences Committee, Program Committee, and Local Arrangements Committee. As the division plans for the 2025 annual meeting, these same committees have adjusted practices to ensure AMTE broadens participation through hybrid conference sessions and sessions for P-12 mathematics teacher educators. Throughout the remainder of the year, the Professional Development Committee planned learning opportunities through webinars, a virtual institute in November, and manuscript review groups. The Technology Committee should be commended for their efforts to increase submissions for the NTLI Award and for hosting a phenomenal session on Artificial Intelligence during the annual meeting. The STaR Committee mentored a cohort of 18 incredible fellows during an institute in Park City in June. The connections formed by STaR fellows will directly impact the long-term retention of these early-career mathematics teacher educators in the field and lead to successful and productive careers.



Rick Hudson
Vice President,
University of Southern
Indiana



ANNUAL CONFERENCE PROGRAM COMMITTEE

This year marks the 29th annual AMTE meeting. In February 2024, the conference program committee began by reviewing and revising the call for proposals. Based on feedback from the Equity Committee, we added a requirement for an extended 100-word description to better communicate each session's scope and impact. Additionally, following the board's suggestion, a hybrid option was introduced to broaden participation and promote inclusivity. The Program Committee reviewed 398 proposals, including 61 hybrid session submissions, with the help of 167 reviewers. We thank everyone who volunteered and submitted timely reviews for the 2025 annual meeting. Your contributions ensure we deliver high-quality sessions that reflect the expertise and needs of our membership. This year's acceptance rate was 64%, slightly higher than in 2024, and the program features 482 speakers. Schedule information was finalized and sent to presenters in mid-November. The Conferences Committee supported the development of the print program, while the Technology and Conferences Committees provided resources to help presenters prepare for the annual meeting.

Conference Program Committee: Nirmala Naresh, University of North Texas; Jennifer Ward, Kennesaw State University; Luke Reinke, University of North Carolina Charlotte; Hartono Tjoe, Pennsylvania State University; Denise Polojac-Chenoweth, University of South Florida; Montana Smithey, Georgia Southern University; Sara Donaldson, Wheaton College; Alesia Moldovan, Georgia Southern University; Jennifer Tobias, Illinois State University; Jonathan Watkins, Ball State University; Tonya Bartell, Michigan State University; Erin Smith, University of Nevada, Las Vegas; Ian Whitacre, Florida State University; Amber Nicole Brown, University of South Florida; Christine Walker, Utah Valley University.



Nirmala Naresh
Associate Vice-
President, Program
University of North Texas



CONFERENCES COMMITTEE

The 28th Annual AMTE Conference was hosted at the Rosen Centre Hotel in Orlando, Florida under the leadership of Julie James, AVP of Conferences and the Conferences Committee.

This year the Conferences Committee is excited to bring the AMTE Conference to the Grand Sierra Resort in Reno, NV. We look forward to receiving feedback from attendees on updates to this year's event, including a hybrid option to attend this year's conference and sessions on Saturday identified to be of interest to K-12 audiences. The Conferences Committee would like to thank outgoing past-AVP of Conferences, Julie James, for her leadership and guidance over the past two years. In addition, the committee would like to extend a special thank you to Rick Hudson, VP of Professional Learning and the Civica Team during this year of transition.

Conferences Committee: Cynthia Taylor, Millersville University of Pennsylvania; Julie James, University of Mississippi; Bethany LaValley, University of Mississippi; Byungeun Pak, Utah Tech University; Ashley Schmidt, University of Wisconsin Milwaukee; Derek Sturgill, University of Wisconsin Stout; Premkumar Pugalenti, The University of North Carolina at Charlotte; Daniel Clark, Western Kentucky University; Tierra Fender, (Graduate Student Representative).



Cynthia Taylor
Associate Vice-President,
Millersville University of
Pennsylvania



PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development for Members Committee organized a virtual institute, a conference presentation, two webinars, and manuscript review groups. This was the committee's third year to host the virtual institute in November 2023, with the focus this year on grant writing, mentorship, and scholarly writing. The institute included three-panel discussions, one associated with each of the topics. The committee's presentation at the 2025 AMTE Annual Conference will serve as an extension of this year's virtual institute, allowing attendees to engage in deeper conversations with many of the institute's presenters. The first webinar was titled *AI-Powered Math Education: What Math Teacher Educators Need to Know* and was an extension of the 2024 AMTE NTLI (National Technology Leadership Initiative Fellowships) Award Winners conference presentation; the webinar occurred in April 2024.

The second webinar was titled *ICUCARE in Action: Math Teacher Educators Share Insights and Strategies on Fostering Equity* and included a panel discussion of how mathematics teacher educators have implemented various components of the ICUCARE framework (Seda & Brown, 2021) in their work. The committee's Manuscript Review Groups (MRG) initiative has continued and facilitated five early career scholars receiving manuscript feedback during the 2024 AMTE Annual Conference, with six more scholars paired to receive similar feedback during the 2025 AMTE Annual Conference.

Professional Development Committee Members: Sunghwan Byun, North Carolina State University; Traci Elmore, Northside Independent School District; Elizabeth Harkey, Auburn University; Jessica Ivy, Purdue University Northwest; Christopher Parrish, University of South Alabama; Ayanna Perry, Knowles Teacher Initiative; Katrina Rothrock, University of Wisconsin Eau Claire.



Christopher Parrish
Associate Vice-President,
University of South
Alabama



STaR FELLOWS PROGRAM

For the 2024 cohort, the STaR program included tenure-track faculty and instructional, teaching, clinical, and other continuing-track faculty. The STaR 2024 cohort met in Park City, UT for a weeklong institute (approximately three full days and two half days). The cohort was composed of 19 junior scholars from across the US and from a variety of institutions. Fellows engaged in Manuscript Groups, Research Groups, and Teaching Groups. Members of the committee staff worked with fellows during the meetings of these groups. In addition, committee staff made presentations on research, teaching, and service. Fireside chats were led by committee staff on a variety of topics including collaboration; pursuing grant funding; understanding workloads; promotion, tenure, and career trajectories; work-life balance; and navigating challenging situations. The schedule also provided opportunities for community building through a variety of social activities organized by the social committee, which was made up of cohort fellows.

STaR Program Committee Members: Dorothy Y. White, University of Georgia; Jennifer A. Wolfe, The University of Arizona; Anthony Fernandes, University of North Carolina at Charlotte; Belinda P. Edwards, Kennesaw State University.



Dorothy Y. White
Associate Vice-
President,
University of Georgia



TECHNOLOGY COMMITTEE

The Technology Committee is tasked with recommending strategies, policies, and activities related to increasing awareness and improving integration of technology in mathematics teacher education. This year, we undertook revisions to the National Technology Leadership Initiative (NTLI) Fellowship awards process to make the submission process more inclusive. We scanned the titles and abstracts for all accepted proposals to the annual conference for words related to technology and invited all authors to submit a 5-minute video to be considered for the NTLI award. The committee identified 28 potential presentations and had 12 submissions for the NTLI award.

The Technology Committee also made recommendations to the board about ways in which the current technology statement could be revised to include the emergence of AI technology tools and if it was appropriate to have an AI statement embedded in the current technology statement. In addition, we reviewed and released a few new AMTE Tech Talk blog posts, evaluated NTLI award proposals, and are presenting *Ethical Use of AI for Teaching, Research, and Service: Where's the Line?* at the AMTE 2025 conference. As technology is further integrated into our organization and individual daily work, we look forward to continuing to support AMTE in new ways.

Technology Committee Members: Erin Krupa, North Carolina State University; David Glassmeyer, Kennesaw State University; Lybrya Kebreab, Saint Louis University; Basil Conway, Columbus State University; Kate Roscioli, George Mason University (Graduate Student Representative); Joshua Hertel, University of Wisconsin-LaCrosse; Desiree Harrison, Wayne State University.



Erin Krupa
North Carolina State
University



CONFERENCE LOCAL ARRANGEMENTS COMMITTEE

The local arrangements committee worked with the conference committee and provided on-site assistance for the Annual AMTE Conference in Reno, Nevada. Their responsibilities included recruiting volunteers to staff the registration desk, managing the registration desk during the conference, recommending locations for the printing of materials, assisting with shipping and receiving logistics, and recruiting K-12 teachers to attend the Saturday conference.

Conference Local Arrangements Committee Members: Diana Moss (Co-Chair), University of Nevada, Reno; Glenn Waddell, Jr. (Co-Chair), University of Nevada, Reno; Claudia Bertolone-Smith, California State University-Chico; Heather Crawford-Ferre, Nevada Department of Education.



Diana Moss
Co-Chair, Conference Local Arrangements Committee
University of Nevada, Reno



Glenn Waddell, Jr.
Co-Chair, Conference Local Arrangements Committee
University of Nevada, Reno



PUBLICATIONS DIVISION

The Publications Division's overall aims are to provide quality publications for the membership that promote the goals of AMTE and to increase the visibility of these publications to a broad audience. The division focuses on AMTE's three publications, including *Mathematics Teacher Educator* (MTE), *Contemporary Issues in Technology and Teacher Education - Mathematics* (CITE-Math), and *Connections*, and also includes the Publications Review Committee. AMTE's journals (MTE, CITE-Math) and *Connections* publish quality, reviewed articles centering on the needs and interests of the membership and the greater mathematics teacher education community. The division provides a session at every AMTE Annual Conference that supports prospective authors in learning about the various publishing opportunities and in developing a manuscript. The editors are willing to work with prospective authors prior to submission to answer any questions about the submission process and to provide initial feedback on manuscripts or ideas. The Publications Division also oversees other organization publications (e.g., the *AMTE Professional Book Series*, and the 2024 *Guidelines for Preparing and Supporting Elementary Mathematics Specialists*). This past year the division supported the publication of Volume 5 in the book series and the development of Volume 6, which is currently in production with the publisher. Thank you to all who served the Publications Division this past year—your efforts in support of AMTE are much appreciated!



Susan Swars Auslander
Vice President of
Publications, University of
Alabama



MATHEMATICS TEACHER EDUCATOR JOURNAL

Calendar year 2024 was a transition period as Editor-in-Chief Mike Steele moved onto the National Council of Teachers of Mathematics Board of Directors and Rose Mary Zbiek became the interim editor. Associate Editor Kate Johnson continued in her pivotal role while the incoming editorial team of Allyson Hallman-Thrasher, Rachael Brown, and Amber Candela began receiving manuscripts. Editorial Assistants Emily Hale, Mills Owusu, and Christian Kwame Kpotosu provided ongoing support.

Mathematics Teacher Educator (MTE) journal published three issues in 2024. The February issue presented the first five Elevating Teacher Voice manuscripts, which were the first from a special call that Mike and Kate shepherded. Across the three issues, a variety of types of papers were published. For example, the June issue included a research commentary and an editorial about this type of manuscript in MTE. A Perspectives on Practice article in reaction to a previously published MTE article appeared in the September issue, making this the second year in which this type of article appeared. Most articles published this year share a tool, intervention, method, or innovation and provide evidence of how it was successful with a focus on teachers.

The fall of 2024 saw our Special Call: Supporting Teachers to Engage Traditionally Marginalized Learners receive an unexpectedly high number of 122 abstract submissions. The decisions were difficult as so many submissions were worthy of consideration. After members of the editorial team reviewed entries and deliberated, 20 author teams were invited to submit full manuscripts. We also encouraged many other authors to consider sharing their intended manuscripts as regular submissions to MTE. We look forward to following full manuscripts from this call through the usual MTE review process in 2025 while we continue to also welcome manuscripts not connected to the call.

The Editorial Team is excited about what the journal will offer in 2025. The articles continue to address various grade levels and involve in-service and preservice educators. The authors address topics such as children's literature and mathematics, statistical investigation and social justice, and professional learning for paraeducators.

MTE Journal Editorial Panel: Andy Tyminski, Clemson University; Stacie Kaichi-Imamura, Hawaii Department of Education; Signe Kastberg, Purdue University; Kari Kokka, University of Nevada, Las Vegas; Gladys Krause, William and Mary; Kristin Lesseig, Washington State University; Kathy Sun, Santa Clara University; Jennifer Wolfe, University of Arizona.



Mike Steele
Editor-in-Chief, Ball State University



Kate Johnson Associate Editor, Brigham Young University



Rose Mary Zbiek Interim Editor, Pennsylvania State University



CONNECTIONS!

Connections published four issues in 2024: March (Spring), June (Summer), September (Fall), and December (Winter). These issues contained updates and solicitations for AMTE’s members as well as externally submitted articles that underwent a de-identified review process by two members of the Editorial Panel and additional review by the Editor. These articles focused on a variety of topics in mathematics teacher education, for example using simulations to support mathematics coaches, defining community in mathematics education, and elevating equity and access for mathematics teachers and students. This past year *Connections* completed its work on a third special call for manuscripts: *Artificial Intelligence in Mathematics Teacher Education*. A total of 21 articles were published on this topic across the Summer, Fall, and Winter issues, such as those focusing on developing mathematics instructional tasks that include Artificial Intelligence (AI) and supporting future mathematics teachers as critical thinkers in the uses of AI. Moving forward, *Connections* looks to have additional special issues focused on timely and important topics that are responsive to the needs of the field.

***Connections* Editorial Panel:** Cathrine Maiorca, Oklahoma State University; Laura Kent, University of Arkansas; Jodi Frost, Indiana State University; Eugenia Vomviordi-Ivanovic, University of South Florida – Tampa; Trena Wilkerson, Baylor University; Yi-Jung Lee, University of Arkansas.



Matt Chedister
Editor and Associate
Vice President,
University of
Wisconsin-LaCrosse



During 2024, *Contemporary Issues in Technology and Teacher Education - Mathematics* (CITE-Math) published three articles across three issues. One article focused on TPACK development in elementary mathematics and was authored by Fitsum Abebe and Guy Trainin. The second article described an instructional task focused on the wage gap and use of TI Nspire™ technology and related contributions to high school students' sense of identity and agency, which was written by Gail Burrill and Anthony Dickson. The third article included an analysis of the literature on the teaching of instructional technology implementation in mathematics teacher education research and was authored by Faruq Sessah Mensah, Anna Pansell, and Iben Maj Christiansen. Additionally, there are two articles currently in press for 2025 issues. During 2024 there was a slight uptick in the number of submissions compared to recent years. This increase is attributed to the growing interest in the use of Artificial Intelligence in teacher education, with many submissions focusing on that topic. Across 2024, the Co-editors worked to improve the online system and process for manuscript review and to increase the number of qualified reviewers for the journal. These efforts aimed to provide a more efficient, timely, and quality manuscript review process for CITE-Math.

CITE-Math Editorial Panel Members: Lindsay Reiten, University of Northern Colorado, Linda Zientek, Sam Houston State University, Shahab Abbaspour, University of Central Florida, Xiangquan (James) Yao, Pennsylvania State University, Nina Bailey, Montclair State University, Queshonda Kudaisi, University of North Texas, Ryan Smith, Radford University.



Allison McCulloch
Co-editor and
Associate Vice
President, University of
North Carolina
Charlotte



Chrystal Dean
Co-editor and
Associate Vice
President, Appalachian
State University



PUBLICATIONS REVIEW COMMITTEE

The Publications Review Committee (PRC) helps to facilitate the review process for proposals submitted for publication to AMTE (other than journal or *Connections* manuscripts). The proposal form is on the Publications webpage and is for the publication of books, monographs, resources, etc. that the Publications Division will consider and the PRC will review. Journal and *Connections* submissions should be submitted directly to the publication, and their respective guidelines should be followed.

All recommendations made by the PRC will go to the Vice President for Publications and eventually to the AMTE Board for a final vote and approval. This past year the PRC reviewed and provided feedback on AMTE's *Guidelines for Preparing and Supporting Elementary Mathematics Specialists*. In this next year the PRC may support the review of a proposal for a new volume (Volume 7) in the *Professional Book Series* (and possibly also manuscripts for the new volume).

Committee Members: Tina Mitchell, Delaware State University; Amanda Meiners, Northwest Missouri State University; Meghan Shaughnessy, Boston University; Sandi Cooper, Baylor University; Lili Zhou, California State University, Los Angeles.



Kelly Edenfield
Associate Vice
President, Northeast
Georgia Regional
Educational Service
Agency



ADVOCACY, EQUITY, AND RESEARCH DIVISION

This year the Advocacy, Equity, and Research (AER) Division is proud to demonstrate the ways it advocates for change, creates equitable structures for new and existing members, and leverages research to suggest new changes and directions. Each committee in AER has decided on its own signature goal: Advocacy hosts the annual Advocacy Luncheon at the annual conference, Equity hosts their annual book club related to an issue of equity and publishes findings from internal studies in Connections, and Research committee reviews tens of applications for annual Dissertation Award and continues to keep the membership abreast of the latest research trends. The Division's hard work and accomplishments would not be possible without the AVPs in this division (Dr. Whipple, Dr. King, and Dr. Park) and the committee members in AER; only through their work and dedication to their service, AMTE can continue to push itself so that the field of mathematics teacher education can continue to grow in ways that are more just, equitable, and humane for the students, families, and communities we serve.



Crystal Kalinec-Craig
University of Texas San Antonio



ADVOCACY COMMITTEE

The AMTE Advocacy Committee explores critical issues occurring in mathematics education and provides opportunities for members to deepen their knowledge around those issues as they relate to teaching and learning mathematics.

For 2024, the Advocacy Committee started by creating a small annotated bibliography focused on disability in mathematics education. Springboarding from that work, the committee invited a panel of researchers to participate in a two-part series: Disability Justice in Mathematics Education: Perspectives, Frameworks, and Implications for Practice (a webinar) and Disability Justice in Mathematics Education (the luncheon).

Advocacy Committee Members: Kyle Wipple (chair), Liza Bondurant, Alexa Lee-Hassan, Aubrey Neihaus, and Enrique Ortiz.



Kyle Wipple (Chair)



EQUITY COMMITTEE

The Equity Committee's charge is to promote awareness and understanding of equity issues and assure deliberate and sustained attention to equity in mathematics teacher education such that it is part of the work of all MTEs. As a part of this charge, the Equity Committee has completed multiple important tasks that continue to work towards that charge. For example, the Equity Committee hosted its second annual Book Club that featured *Cultivating Mathematical Hearts* by Maria del Rosario Zavala and Julia Maria Aguirre. In addition, the Equity Committee turned their efforts internally to find places to improve the organization of our conference. For example, based on the Equity Committee's research and suggestions, as published in *Connections*, we now have an expanded conference abstract, more guidance for writing presentation descriptions, and new efforts to increase participation of MTEs outside of the traditional university role. With these and other suggestions, the Equity Committee continues to suggest more equitable structures in AMTE that support members and their important work as MTEs.

Equity Committee Members: Barbara King (Florida International University, AVP) Sheila Orr (Graduate Student Representative), Siddhi Desai (University of Central Connecticut), Justin Burris, (University of Houston), Missy Cosby (University of Tennessee, Knoxville), Mary Candace Raygoza (St. Mary's College of California).



Barbara King
Florida International
University, AVP



RESEARCH COMMITTEE

The research committee continued committing to the annual AMTE dissertation award so that the work of early-career scholars can be recognized for their contributions to mathematics teacher education that:

1. support preservice and practicing teachers to understand how social, historical, and institutional contexts of mathematics affect teaching and learning;
2. teach in ways that are responsive to such realities, and
3. advocate for every student. We dedicated our time and efforts to reviewing and evaluating 13 dissertations submitted as a call for the 2024 AMTE dissertation award to select the 2024 dissertation awardee.

Since the dissertation award has been around for a while, we reviewed the committee’s charge and identified additional aspects to enhance our review process further. We engaged in a collaborative process to develop and refine our review rubrics, aiming to ensure equitable outcomes in the selection process. Additionally, we required applicants to submit positionality statements as part of their applications. This approach allowed us to understand better the diverse backgrounds of the applicants and the contexts in which they framed their research. Through our extensive review process, the committee selected and recommended Sandra Zuniga Ruiz (San José State University, Assistant Professor) as a recipient of the 2024 AMTE dissertation award. This year, another recipient was selected for an “honorable mention,” Merve Nur Kursav (Dartmouth College, Post-Doc Associate). This individual’s dissertation demonstrated competitiveness but was not chosen for the award. In addition to our work on the dissertation award task, we also developed a strategic plan aimed at updating the AMTE research website. This initiative is designed to provide valuable research-based resources for AMTE members, facilitating their ongoing efforts to deepen their understanding of key issues within our profession.

Research Committee Members: Hyejin Park (Drake University - AVP), Beth Herbel-Eisenmann (Michigan State University), Travis Weiland (University of North Carolina, Charlotte), Samantha Marshall (North Carolina State University), Eunhye Flavin (Georgia Institute of Technology), Craig Willey (Indiana University), Stephenie Tidwell (Montclair State University – Graduate Student Representative).



Hyejin Park
Drake University – AVP



COMMUNICATIONS & OUTREACH DIVISION

The purpose of the Communications & Outreach division has been to echo and amplify the efforts made by other AMTE divisions at supporting the development and improvement of the teaching of mathematics teachers. We do this by communicating information and resources to members, sponsors, donors, and potential members through the marketing, media, and sponsorship-related activities of the organization. During the past year, we sought to update how we operate as a division to consider how we can leverage our relationship with Civica to streamline and expand our reach and engagement to our membership and beyond. For example, we established a Fundraising Committee to centralize the efforts to financially support the initiatives that support teachers of mathematics teachers, like our Early Career BIPOC Faculty Mentoring Program, Elementary Mathematics Specialists Program, and Service, Teaching, and Research (STaR) Program for Early Career Mathematics Educators. Each area in the division is making efforts to embody the mission of AMTE, to lead the way in the teaching of mathematics teachers, and to do better at including and welcoming those underrepresented in the organization. During the next year, we want to continue to advance our relationship with Civica and consider how we can better connect the work between divisions and communicate that work to our membership.

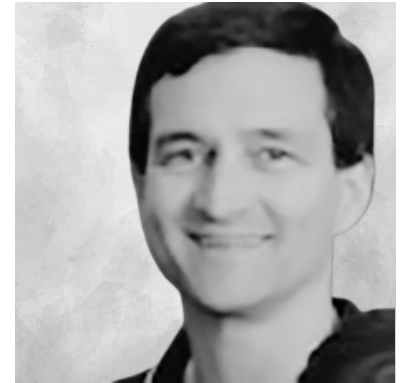


Joel Amidon
Vice-President
University of Mississippi



COMMUNICATIONS

The AMTE website continues to be the hub of communication to our members and the world, distributing over 3,000 pages of website content. Google changed their analytics data this year so we don't have data on the first three months of the year, but there were over 41,000 users of the site the rest of the year. The most international users in the past year were from China, India, and Canada. 37,000 users came by way of organic search as opposed to 23,000 users who came through a direct link. Our website and social media support the work of the organization through the dissemination of opportunities and information and help connect mathematics teacher educators. The website continues to host webinars, the Connections newsletter, and other AMTE publications including the AMTE Standards for Preparing Teachers of Mathematics, a well-used job listings page, nominations and elections, awards, the STaR program, and the annual conference. Committees are actively creating resources in their sections of the website as well. Recently we completed a number of areas to the website including Supplementary Materials for the AMTE Standards, AMTE Community Circles, the AMTE Early Career BIPOC Mentoring Program, and the AMTE Virtual Institute. We also continue to enhance the annual conference with a mobile app.



Steve Rhine
2020-2024 Associate Vice-President, Pacific University



D'Anna Pynes
2024-2026 Associate Vice-President, University of Notre Dame



SPONSORSHIP

As AVP for Sponsorship, I worked closely with AMTE leadership on developing strategies for identifying and working with potential sponsors to support AMTE priorities. This work resulted in a proposal to reorganize and consolidate the structure of sponsorship and fundraising activities across different AMTE divisions. In addition, we updated all sponsorship materials, identified a broad list of potential sponsors, and introduced them to AMTE by organizing a webinar for sponsors to highlight AMTE activities and the potential benefits of becoming an AMTE sponsor. We also secured sponsors for the 2025 AMTE annual conference.

AMTE sincerely thanks our 2024 sponsors: Maier Math Foundation, Math Learning Center, NCSM-Leadership in Mathematics Education, Budapest Semesters in Mathematics Education, CPM Educational Programs, and Information Age Publishing for their continuous support.



Marta Magiera
Sponsorship Chair
Marquette University



MARKETING

During 2024, work continued on a marketing plan adopted by the AMTE Board in 2022 with strategies to Reach, Engage, and Connect with professionals from groups who are currently underrepresented in AMTE, including clinical faculty, K-12 supervisors, and math coaches, professional development providers, faculty at two-year and community colleges, and faculty from historically Black colleges and universities, Hispanic-serving institutions, and Tribal Colleges and Universities. The Board has delegated these initiatives to appropriate AMTE committees, and this was the second of three years of planned data collection and analysis surrounding the three marketing goals. Data sources include a long-running database of contacts, event registration records (e.g., conferences, webinars), mass communication logs, survey responses, website analytics, and social media metrics. In addition, I've supported the launch of a new Fundraising Committee, management of website operations serving marketing, and coordinating group communications for AMTE's Community Circles program.



Joe Champion
Boise State University



SOCIAL MEDIA

In 2024, we have to continued to promote AMTE events and news on AMTE's Facebook and Twitter/X social media feeds. Buffer has been an excellent platform for scheduling and managing our posts. I have also maintained a spreadsheet that AMTE committees and divisions can use to submit requests for social media posts; this allows me to gather content ideas from various sections of our organization. Over the last year, the social media landscape has seen rapid change — with major changes at Twitter and multiple new platforms gaining prominence. To make sure that AMTE can reach its members through social media, I have been discussing additional platforms to add to our repertoire. In the new year, AMTE will have a presence on Instagram and LinkedIn — we hope to see you there!



Brette Garner
University of Denver



STaR Fundraising

The STaR Fundraising Committee continued to organize efforts to generate support for the AMTE STaR Fellows Program and an annual goal for cohorts of 20-25 Fellows. CPM continues to be the largest sponsor of the STaR Program, including through funds earmarked for travel scholarships in lieu of institutional support for a Fellow. Additional support came from professional organizations, AMTE affiliates, and individuals, including several donations that will each fully fund an additional Fellow for 2025. Outreach efforts to past STaR Fellows (around 450 individuals) continue to be a central effort, though expanded sources of support are needed. New this year were two “matching challenges” from anonymous donors that generated additional support. Efforts to bridge timely communication and engagement between the STaR Program Committee and the Fundraising Committee continued, with a goal of highlighting program updates and successes as part of fundraising efforts. An article recapping the 2024 STaR Summer Institute in AMTE Connections is an example of an outcome of these efforts. The committee continued to work with the AVP for Social Media and the VP for Communications & Outreach to leverage social media and other communications to boost messaging in support of fundraising. Moving ahead, the new AMTE Fundraising Committee will serve to better coordinate the fundraising efforts, both to generate new sources of support for the STaR Program and to integrate those efforts with priorities and efforts across the organization.

STaR Fundraising Committee Members: Courtney Baker, George Mason University; Pavneet Kaur Bharaj, California State University Bakersfield; Matthew Campbell, West Virginia University; Susan Cannon, University of Georgia; Sarah Dyess, University of Alabama - Huntsville; Blair Izard, Empire State College; Sararose Lynch, Slippery Rock University.



Matt Campbell
West Virginia University

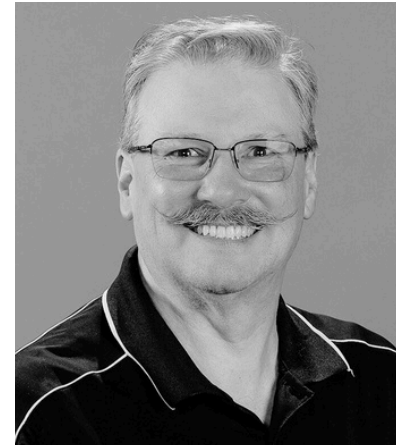


Get the Facts Out Task Force

Get the Facts Out (GFO) is an NSF-funded project (supported under NSF IUSE Grant #2337285) to increase the number and diversity of STEM teachers in K-12 classrooms. GFO is a national multi-disciplinary effort to support STEM faculty and others in recruiting STEM teachers, led by the Colorado School of Mines in collaboration with the American Chemical Society, the American Association of Physics Teachers, and the Association of Mathematics Teacher Educators. To change the conversation around STEM teacher recruitment at institutions across the country, GFO produces research-based, user-tested resources and messaging that faculty can use to help improve their teacher recruitment efforts. The resources and messages are designed to celebrate the positives of teaching and to provide students and faculty with facts that address misinformation and common misperceptions about teaching.

The AMTE Get the Facts Out (GFO) Task Force was formed in July 2020 by the AMTE Board of Directors. In 2024, two continuing members of the task force were joined by three new Change Agents, appointed to serve a three-year term. Change Agents have spearheaded conversations, disseminated mathematics teacher recruitment materials, and raised awareness through talks, workshops, and webinars on recruitment toolkits to address mathematics teacher shortages at the local, state, regional, and national levels. Change Agents are available to all AMTE members for an overview of GFO materials, to support the design and/or implementation of recruitment campaigns, and available to otherwise meet your affiliate needs.

GFO Task Force: Glenn Waddell Jr., University of Nevada, Reno; Jean S. Lee, University of Indianapolis; Lisa Amick, University of Kentucky; Sarah R. Dyess, The University of Alabama in Huntsville; Brian R. Lawler, Kennesaw State University.



Glenn Waddell Jr.
University of Nevada,
Reno



Elementary Mathematics Specialist Standards Task Force

Developed by AMTE’s Elementary Mathematics Specialist (EMS) Standards Task Force, the *Guidelines for Preparing and Supporting Elementary Mathematics Specialists* were published in 2024. After substantial work by the Task Force across 2023, with approval from AMTE’s Board, a review draft of the EMS Guidelines was released at the Annual Conference in Feb. 2024 to invited reviewers, general membership, and AMTE’s Publications Review Committee. Their feedback was used to guide revisions, with the publication of the final document in the Summer of 2024.

The EMS Guidelines delineate the mathematics content, pedagogy, and leadership knowledge and skills of EMSs, including a deep and broad knowledge of mathematics content, expertise in using and helping others use ambitious and equitable teaching practices, and the ability to advocate and support efforts that help each and every student learn important mathematics. These guidelines provide a vision for the preparation and ongoing support of EMSs regardless of their role or day-to-day work. Organized around content, pedagogy, and leadership, included in the guidelines are standards and indicators illustrated through descriptive examples, mathematical storylines, and vignettes situated in these professionals’ variable roles and responsibilities. Since publication, the Task Force Co-chairs have focused on disseminating the document to broad and varied audiences, including mathematics teacher educators at the national, state, and district levels.

Elementary Mathematics Specialist Standards Task Force: Nicole Rigelman, Portland State University and The Math Learning Center; Susan Swars Auslander, The University of Alabama; Skip Fennell, McDaniel College; Marta Garcia, Mt. Holyoke and TERC; Nick Johnson, San Diego State University; Latrenda Knighten, East Baton Rouge Parish School System; Stefanie Livers, Bowling Green State University; Kate Roscioli, George Mason University & Prince William County Public Schools.



Nicole Rigelman
Co-Chairs
Portland State University
and The Math Learning
Center



Susan Swars Auslander
Co-Chairs
University of Alabama



Awards **EXCELLENCE AWARDS**

In 2024, the AMTE Awards Committee continued to honor exceptional contributors to mathematics teacher education, following the nomination and selection procedures established in previous years. The Judith Jacobs Lecture will be presented at the 2025 Annual Conference by Robert Q Berry III of the University of Arizona. Julia M. Aguirre of the University of Washington is the recipient of the Karen D. King Excellence in Advocacy Award. The Early Career Award recipient is Courtney Baker of George Mason University. Elementary Mathematics Specialist Scholarships were awarded to: Kadysha Wood, Lynette Lyons, and Natasha Inafuku. Susan Gay Graduate Student Conference Travel Scholarships were given to Doris Fulwider, Christina Kimmerling, Ishrat Ahmed, and Sheida Moghtader Eslami. The Awards Committee enjoyed reviewing the work of many outstanding mathematics teacher educators. We hope the membership will continue to assist in identifying notable recipients for future awards.

Awards Committee: Kristen Apraiz, University of Florida; Kristin Harbour, University of South Carolina; Melissa Gallagher, US Math Recovery Council; Candies Winfun-Cook, University of Mississippi; Toni Collett, Cleveland ISD; Kristy Litster, Valdosta State University.

To learn more visit: <https://amte.net/about/awards>



Kristen Apraiz
Clinical Associate
Professor of
Mathematics Education,
University of Florida



AMTE Awards

JUDITH E. JACOBS LECTURE

Awarded Annually

Recognizes a distinguished mathematics teacher educator with an opportunity to challenge their colleagues on a topic of their choice in a plenary session at the Annual AMTE Conference.



Robert Q. Barry
2025 Award Recipient

KAREN D. KING EXCELLENCE IN ADVOCACY AWARD

Next Award in 2028

Recognizes a colleague for a unique contribution in advocacy that has made a significant and lasting contribution to mathematics teacher education, directly and indirectly.



Julia Aguirre
2025 Award Recipient

EARLY CAREER AWARD

Awarded Annually

Recognizes a mathematics teacher educator who, while early in their career, has made distinguished contributions and shows exceptional potential for leadership in one or more areas of teaching, service, and/or scholarship.



Courtney Baker
2024 Award Recipient



AMTE Awards Cont...

CONFERENCE AND REGISTRATION SCHOLARSHIP

Awarded Annually

The AMTE Conference Registration & Membership Scholarship provides financial support for mathematics teacher educators (MTEs) with limited travel funds to attend the AMTE annual conference. The scholarship aims to provide an opportunity for MTEs to attend the annual conference for the first or second time (see Eligibility section below for details), and to broaden AMTE conference participation to include MTEs from a diverse array of agencies that support mathematics teachers. For the 2025 conference, a maximum of two MTEs will receive the scholarship, which will cover the cost of early registration and one year of membership dues. To qualify, an applicant's work must focus on the preparation or development of mathematics teachers, and the applicant must show that they have limited travel funds available from their institution or employer.



Daisy Mae Bongtiwon
2025 Award Recipient



Karen Fonkert
2025 Award Recipient

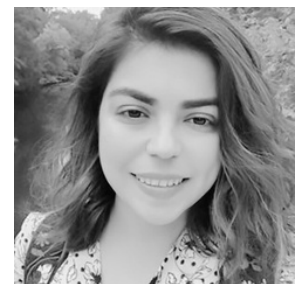
AMTE Dissertation Award

Awarded Annually

The annual AMTE dissertation award serves as a means to elevate the work of early career scholars whose research has strong implications for mathematics teacher education that supports preservice and practicing teachers in any of the following ways: to understand the ways in which social, historical, and institutional contexts of mathematics affect teaching and learning; to teach in ways that are responsive to such realities; and to advocate for each and every student.



Sandra Zuniga Ruiz
2025 Award Recipient



Merve Nur Kursav
Honorable Mention



AMTE Awards Cont...

Mathematics Teacher Educator Outstanding Reviewer Award

Awarded Annually

Recognizes a colleague who, through their service as a reviewer for Mathematics Teacher Educator journal, provided exemplary feedback as part of blinded peer-review of scholarly manuscripts.



Karisma Morton
2025 Award Recipient

National Technology Leadership Initiative Fellowships

Awarded Annually

Recognizes exemplary presentations related to integration of technology in core content areas at the AMTE Annual Conference.

2025 Award Recipients: **Amanda Gantt Sawyer and Marcus Wolfe**

Susan Gay Graduate Student Conference Travel Scholarship

Awarded Annually

Provides financial support to graduate students to attend the AMTE annual conference.

2025 Award Recipients: **Ishrat Ahmed, Doris Fulwider, Christina Kimmerling, and Sheida Moghtader Eslami**

Elementary Mathematics Specialist Scholarship

Awarded Annually

Provides funding to support mathematics teachers to enhance their mathematics knowledge, teaching, and leadership while developing expertise as an elementary mathematics specialist.

2024 Award Recipients: **Natasha Inafuku, Nikki Lyons, and Kadysha Wood**

AMTE-NCTM MET Career Development Award

Support of research in mathematics education conducted by early career mathematics educators and doctoral candidates in mathematics education.

2024 Early Career Research Grant Recipients: **Erell Germia, Siddhi Desai, Karie Brown**



WHO WE ARE



The Association of Mathematics Teacher Educators (AMTE) is the largest professional organization devoted to the improvement of mathematics teacher education—it includes over 1,000 members devoted to the preservice education and professional development of K-12 teachers of mathematics.



OUR GOALS

Goal #01

Challenge and support mathematics teacher educators to engage with and take action on issues of social and racial justice in their work.

Goal #02

Support and provide guidance on the high-quality preparation, recruitment, retention, and diversification of mathematics teachers across the variety of educational spaces.

Goal #03

Engage in community building and other efforts to support the recruitment and retention, diversification, and professional learning of mathematics teacher educators and leaders who serve in a variety of educational contexts.

Goal #04

Strengthen the research and research-based practices of mathematics teacher educators to serve the evolving needs of students, educators, schools, and communities.



AMTE