

Reflection on Past, Present and Future: Paving the Way for the Future of Mathematics Teacher Education

The spirit of the new volume of the Association of Mathematics Teacher Education's (AMTE) Professional Book Series will be to reflect on research and what we know about how best to prepare mathematics teachers and present what is happening in the field. Yet, the primary focus of this handbook will be to discuss what we do not yet fully understand and where we are going—in essence, how we can move the field forward. Thus, the goal is to provide a resource that paves the way and guides the future of mathematics teacher education. Furthermore, it will highlight examples of how we are preparing teachers across multiple contexts (e.g., within district, in content courses for the major) and grade ranges (K-20+). We seek proposals for chapters from a wide audience of individuals who grapple with how best to prepare and support teachers to teach mathematics.

This handbook will have an introductory chapter that will frame the book, highlight its contents, and present connections to relevant standards from both AMTE and other organizations. The last chapter will provide pragmatic take-aways and raise essential questions that stem from a look across all of the chapters; it will seek to shed light on the key elements needed to be a mathematics teacher educator in the future.

Submissions might address (but are not limited to) the following topics:

- Content and pedagogy courses for the major preparing for a middle years or secondary mathematics credential (e.g., abstract algebra, statistics);
- Content and pedagogy courses for prospective elementary or early childhood educators;
- Alternative pathways for garnering/adding credentials for secondary mathematics teaching;
- Supporting culturally relevant pedagogy for mathematics teachers;
- Technologies that support teacher learning;
- Program structures that challenge the roles of power, privilege and oppression in teacher preparation and mathematics education;
- Models for teacher induction programs and/or field experiences;
- K-20 pathways that support teacher recruitment (e.g., district/community college/university);
- Opportunities for supporting prospective and/or practicing teachers' learning of mathematics in integrated STEM/STEAM contexts.

Deadline to submit a chapter proposal is January 18, 2021.

The proposal should include all of the following:

- Title page that includes the chapter title and authors with affiliations (if more than one author, bold corresponding author);
- Description of the proposed chapter that includes a rationale for how the topic supports the aim of the handbook (not to exceed 1,500 words, excluding references; blinded for review; Times/Times New Roman; double-spaced);
- References.

Send proposal and direct any questions to Babette Benken (babette.benken@csulb.edu), Vice President for Publications and AMTE Professional Book Series Editor.

Acceptance of materials for publication will be based on the following criteria:

- To what extent do the materials support this current solicitation and aim for the handbook?
- Is the proposed topic timely and relevant?
- Is the discussion of the topic grounded in best practices and research and is it clear how the work supports the *AMTE Standards for Preparing Teachers of Mathematics*?
- Is there sufficient detail to understand how the completed chapter will move the field of mathematics teacher education forward?

Timeline

January 18, 2021:	Proposal due to VP for Publications
March 1, 2021:	Decision to authors (invitation to submit full chapter)
May 3, 2021:	Completed chapters due to VP for Publications
June 28, 2021:	Decision and feedback to authors regarding submitted materials
July 19, 2021:	Final revised chapter due to VP for Publications
Jan/Feb 2022:	Publication by IAP (Information Age Publishing)