

Building Community to Center Equity and Justice in Mathematics Teacher Education

Series Editor: Babette M. Benken (AMTE Vice President for Publications)

The purpose of this new book from the Association of Mathematics Teacher Educators (AMTE) is to provide mathematics teacher educators practical ideas of how to **build community** to center conversations and action on equity and justice in mathematics teacher education. The goal of building community focuses on generating critical conversation, reflection, and action about and for equity and justice in mathematics teacher education. Creating community forms the basis for collaborative, reciprocal learning, and promotes solidarity for co-conspirators needed for systemic change and the potential for sustained partnerships to move critical conversations to action. Students and teacher colleagues need to feel a sense of belonging and professional learning requires the cultivation of relationships and community to consistently reflect and honor students' and educators' full humanity.

This book will collect experiences from mathematics teacher educators (MTEs) on how they build community in the following kinds of settings (one section of the book for each type) in order to provide examples of how this work can be done in a variety of MTE contexts:

- Cases to Build Community with Prospective Teachers
- Cases to Build Community in Professional Development with Practicing Teachers
- Cases to Build Community with Doctoral Students
- Cases to Build Community with Fellow MTEs
- Cases to Empower Others in Building Community.

This book will be written from and with a critical, practitioner stance and will provide a variety of research-based cases (scenarios, tasks, modules, activities, etc.) to support MTEs to build community in mathematics teacher education courses and professional development collaborations. Creating learning communities that center on the joy, beauty, resiliency and variety of experiences and ways of knowing community members, particularly marginalized communities, is critical to promote agency and action that can support critical conversations that disrupt oppression in mathematics and mathematics teacher education.

Proposals might address (but are not limited to) the ways in which MTEs strive to develop and build community in their MTE work to:

- Come together to have conversations to deepen our knowledge collectively
- Foster appreciation of individual and collective knowledge building across stakeholders
- Challenge what counts as mathematics, mathematics knowledge, and doing mathematics
- Blur the borders of school and community-based mathematics and mathematical engagement
- Encourage multidirectional learning that includes children, teachers, MTEs, families, and others
- Bridge fields of study (e.g., critical race theory, ethnic studies, disability studies)
- Cultivate relations and community for critical conversation and actions with students, families, teachers, schools, and community leaders
- Disrupt Whiteness, genderism, homophobia, linguicism, and and/or other forms of oppression

- Reframe, intervene and transform institutional and systemic structures of oppression (e.g., tracking, ability grouping, achievement gap, high-stake assessments).

The proposal should include all of the following:

- Title page that includes the chapter title, authors with affiliations (if more than one author, bold corresponding author), and 3-4 relevant keywords
- 1-2 page description that details the activity/approach you use to “*build community to center equity and justice*” in your mathematics teacher education work. In the beginning of your proposal, it should clearly state the context in which your work takes place (select one below and highlight).
 - Cases to Build Community with Prospective Teachers
 - Cases to Build Community in Professional Development with Practicing Teachers
 - Cases to Build Community with Doctoral Students
 - Cases to Build Community with Fellow MTEs
 - Cases to Empower Others in Building Community (if you choose this please elaborate what “other” means)

Your proposal should also clearly include your framing and definition of community as well as the main takeaway/action idea from your case.
- References (not part of the 2-page limit)

Your **word document** should be single spaced, with 1-inch margins, using 12 pt Times New Roman (or similar) typeface. The filename should combine Corresponding Author’s Last Name and AMTECommunitySubmission (e.g., Koestler.AMTECommunitySubmission). In addition to attaching your proposal document, in your email, please briefly describe the context of your submission (e.g., “Attached is our submission that describes a PD collaboration with elementary school teachers, grades K-5.”). This proposal does not need to be identity hidden.

Send your submission (no later than **September 15, 2022**) and direct any questions to the **Volume 6 Editors**: Courtney Koestler, Ohio University and Eva Thanheiser, Portland State University at BuildCommunityInMTE@gmail.com.

Timeline

September 15, 2022	Two-page case proposal due to volume editors
December 15, 2022	Decision to authors (invitation to submit full case)
April 1, 2023	Completed draft of case submission due to editors (identity-hidden for final round of review)
August 15, 2023	Decision and editor feedback to authors
October 15, 2023	Final revised submission due to editors
Summer 2023	Publication by IAP (Information Age Publishing)

Please note that the proposal process helps to inform the editors of the number and scope of potential submissions. You will not be receiving feedback on the initial proposal. Submissions will be reviewed and selected to represent a broad range of topics and therefore we cannot accept all submissions. If your proposal is accepted, you will receive guidelines for submission of the full case with the decision (by 12/15/22). Full case submissions are due by 4/1/23.