

## Call for Supplemental Materials to Support the Implementation of AMTE's *Standards for Preparing Teachers of Mathematics*

*If the quality of education for every child is to be improved,  
the education of teachers needs to be taken seriously.*

Tatto and Senk (2011)

The *Standards for Preparing Teachers of Mathematics (SPTM)* elaborate what beginning teachers of mathematics must know and be able to do as well as the dispositions they must have to increase equity, access, and opportunities for the mathematical success of each of their future students. The SPTM includes a set of comprehensive standards describing a national vision for the initial preparation of all Pre-K–12 teachers who teach mathematics. The standards are aspirational, supporting the development of a well-prepared beginning teacher. They address teacher candidate knowledge, skills and dispositions; program characteristics to develop teacher candidate knowledge, skills and dispositions; and the assessment of and for mathematics teacher preparation programs.

The SPTM provide some guidance regarding how programs should structure learning experiences for candidates to support the development of the knowledge, skills, and dispositions described in this aspirational vision. Additional specific examples and support materials would advance mathematics teacher educators' work to implement the SPTM. For this reason, we put forward the following **call for materials related to aspects of the SPTM** that will support mathematics teacher educators in implementing activities and tasks related to the standards in their programs.

AMTE welcome proposals for materials that support one or more of the following strands (due: December 4, 2020):

1. Materials that center on the **innovative role of technology** in supporting mathematics teacher educators' or programs' work to implement the SPTM (e.g., simulated/virtual field experiences in higher education; inclusion of online learning platforms);
2. Materials that center on **best practices in how to attend to issues of social and racial injustice** in programs and/or mathematics teacher educators' work to implement the SPTM (e.g., resources that prepare teachers to include students' mathematical, cultural, and linguistic assets; program structures that challenge the roles of power, privilege and oppression in teacher preparation and mathematics education);
3. Materials that center on the description of **innovation in programmatic structures or practices** that have addressed the **Program Standards and Indicators** (see Chapter 3).

The goal of developing these materials is to provide a possible road map or guidance for other institutions and programs interested in making similar changes to their own programs and practices. Existing sets of materials are currently featured on the AMTE website (<https://amte.net/sptm/supp>).

### Materials should include:

- A description of the course or program structure, clinical structures or practices, partnerships, or recruitment and retention strategies that are in use by your institution (or across multiple institutions if the materials are authored across contexts)
- A history/rationale for developing this innovation, including:
  - The need for changing the program or program component
  - The narrative history of the development of the innovation: what stakeholders were involved, how were parameters negotiated, how the innovation was implemented
  - The evolution of the innovation (if any) since implementation
- Data-based findings (quantitative or qualitative) that assess the innovation's effectiveness and that help plan for continuous improvement (analysis can be ongoing)
- Reflections on the innovation/next steps for evolving and/or expanding the innovation.

Materials may be appropriate for one or more grade bands (see Chapters 4-7) or general, and can be for implementation across any aspect of a mathematics teacher preparation program. Materials will be reviewed by the AMTE Publications Review Committee in consultation with the Professional Development Committee. These materials will be made available as a member benefit on the AMTE website. Authors who are asked to develop materials will be credited for their scholarly work within the materials, on the AMTE website, and in upcoming AMTE communications.

**A brief proposal describing the proposed materials is required by December 4, 2020.** Feedback on the proposal will provide authors with an assessment of how well the materials fit the goals of the call for supplemental materials and may also provide suggestions to guide development. The proposal should ensure that reviewers understand how the proposed materials are specific to the work of *mathematics* teacher preparation and are relevant to advancing the SPTM.

Proposal should include:

- A brief description of the innovation at the heart of the proposal;
- A description of which SPTM standard(s) and/or indicator(s) are met by the materials and in what ways;
- A description of the data available to evaluate the innovation's effectiveness (nature, type, and scope of data is sufficient)
- List of team members, affiliations, and email (on unblinded copy only).

Please limit your proposal to **no more than 3 pages, single-spaced, 12 point font, 1" margins.** Send proposal to Oscar Chavez ([ochave2@ilstu.edu](mailto:ochave2@ilstu.edu)), AVP Publications Review Committee.

Please include two pdf copies of the proposal (one that is blinded for the review process).

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

- To what extent do the materials support this current solicitation and the noted targeted standard(s)?
- Are the materials focused on teachers of *mathematics* in contrast to general teacher preparation?
- Is there sufficient support for teacher educators who wish to use the materials?

Notification, feedback, and materials development will occur on the following timeline:

**December 4, 2020:** Proposal due to AVP Publications Review Committee  
**January 8, 2021:** Decision and feedback to authors regarding proposed materials  
**April 2, 2021:** Completed materials due to AVP Professional Development Committee  
**May 3, 2021:** Feedback to authors regarding submitted materials  
**May 24, 2021:** Final revision due (if needed) to Professional Development Committee

Please direct any questions you may have to either Oscar Chavez (AVP for Publications Review Committee, [ochave2@ilstu.edu](mailto:ochave2@ilstu.edu)) or Babette Benken (VP for Publications, [babette.benken@csulb.edu](mailto:babette.benken@csulb.edu)).