

Connections



AMTE Priorities for 2009: Increasing Member Support and Services

Barbara J. Reys, University of Missouri

AMTE President

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It's done! There has, once again, been an orderly transition from a previous to a new President – in this case from AMTE President #9 (Jenny Bay-Williams, University of Louisville) to #10 (Barbara Reys, University of Missouri). In this, my first, column, I want to reflect (briefly) on the state of the organization and then share priorities recently identified by the AMTE Board for 2009.

AMTE has been very successful in establishing a national presence over its short lifespan (founded in 1991). It is an affiliate of NCTM and currently has 18 (and counting) state or regional affiliate member organizations. AMTE is a member of the Conference Board of the Mathematical Sciences (along with NCTM, NCSM, and many mathematics-related organizations). Last year AMTE was called upon to contribute to discussions about reports from the National Mathematics Advisory Panel and the National Commission on Teacher Quality. AMTE clearly fills an important niche.

In early 2008 the AMTE Board identified two priorities (increasing membership and initiating sponsorship opportunities). Through the hard work of the Membership Committee and the office of the Executive Director, AMTE membership grew from 610 to 1040 in the past year, representing a 70% increase. Sponsorship contributions in 2008 totaled over \$11,000 (thanks to the leadership of Juli Dixon, AMTE Sponsorship Liaison).

In addition, the Brookhill Foundation has pledged financial support to AMTE to focus on advocacy for elementary mathematics specialist certification/endorsement (more on this soon).

Although the interest in and growth of AMTE over the past few years is impressive, the infrastructure to launch and sustain new initiatives that support our members and benefit the larger community is necessarily limited. The talent, dedication and energy of the membership has allowed the organization to go well beyond its financial means. It is this *human capital* that allows AMTE to prosper and address the central mission: *to promote the improvement of mathematics teacher education.*

Strategic Priorities for 2009

The AMTE Board met recently to review progress in addressing 2008 priorities and to set new priorities for 2009. It used the following criteria to guide decision-making:

- Is the work consistent with the mission and goals of AMTE?
- Is there someone with the expertise, passion, and time to lead the work?
- Will the work make a significant contribution to the field?
- Do we have adequate resources to accomplish the work?
- Does the work provide a vehicle for establishing national visibility of AMTE?

(Continued on page 4)

AMTE Business Meeting Summary

The Association of Mathematics Teacher Educators <http://www.amte.net>

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Lynn Breyfogle, Bucknell University

For the second year, the Business Meeting was held over lunch on Saturday of the Annual Conference. Other than approving the minutes from the 2008 Business Meeting, there were no other votes called for or taken. Treasurer Gary Martin reported the Financial summary from July 1, 2007-June 30, 2008: total income of \$185,135; total expenses of \$145,700; a net income of \$39,435 with a current cash balance as of 6/30/08 of \$102,254. He reported that the income from this past year was largely due to the increased membership and savings due to lower costs at the 2008 conference venue. The majority of the meeting was devoted to the sharing of committee reports and announcements for the membership. Among the important and timely announcements were:

- Awards Committee: Kate Riley, chair, reminded the membership about the two deadlines for next year's AMTE awards: The Excellence in Service Award (September 30th) and The Early Career Award (October 15th).
- Membership Committee: Tim Hendrix, chair, asked for volunteers to help work the exhibit booth at the NCTM Conference again this year.
- Mentoring Committee: Damon Bahr, chair, announced the on-going pilot project between veteran and new faculty. He asked for veteran faculty willing to serve as mentors or new faculty in search of a mentor to contact him or Mary Enderson.
- Nominations/Elections Committee: Cynthia Langrall, chair, announced that the committee will be seeking nominations for President-Elect, Treasurer, and a Member-at-Large. If you know of someone interested, please send your nominations to the committee.
- Research Advisory Committee: A new committee, chaired by Ed Silver, focusing on issues related to research in mathematics teacher education has been established.
- NTLI Fellowship Award: Suzanne Harper announced this year's winner of the award was Rachel Harrington from Western Oregon University.

Other business included honoring outgoing Committee Chairpersons and Board Members: Affiliate Connections-Jane Cushman; Membership-Tim Hendrix; Mentoring-Damon Bahr; Program-Stephen Pape; Research Task Force-Ed Silver; Publications Task Force-Lynn Stallings; NCTM High School Review Task Force-Barbara Dougherty; Member-at-Large-Tom Bassarear; Monograph Series Editor-Denisse Thompson; NCTM Representative-Michaele Chappell, Cynthia Langrall, Nominations and Elections committee.

Incoming committee members and chairs can be found at: http://www.amte.net/committees_standing.shtml and Board Members at: <http://www.amte.net/officers.shtml>.

Call for Publications Director

AMTE Publications Director: Call for Applicants

The AMTE Board has approved a new Board appointment, *AMTE Publications Director*, and is seeking an AMTE member to assume this four-year appointment.

Rationale

AMTE currently publishes a newsletter and a monograph, and collaborates with other teacher education associations to publish *Contemporary Issues in Technology and Teacher Education*. AMTE is also considering collaborating on an annual special issue of the *Journal of Mathematics Teacher Education*. A recent survey of AMTE members indicates interest in AMTE publishing its own journal focused on the work of mathematics teacher educators. Decisions related to AMTE's publication program are interrelated and therefore oversight of the publication program is needed.

Term

The *AMTE Publications Director* will serve a four-year term, and shall be appointed by the president, as approved by the Board.

Responsibilities

A major *initial* role of the *AMTE Publications Director* will be to take the lead in responding to the recent AMTE Publications Task Force report, including: to chair a Task Force to gather information and make recommendations related to initiating a mathematics teacher educator practitioner-oriented journal including: conceptualizing the journal (e.g., focus, length, format, frequency); establishing processes for identifying the Editor and Editorial Panel; and determining necessary resources (e.g., printing, editing).

Ongoing activities of the *AMTE Publications Director* include providing oversight to all AMTE publications to ensure quality, avoid redundancies, and meet the needs of the membership. For example, the *AMTE Publications Director* would:

- Make recommendations to raise the visibility & accessibility of AMTE's publications.
- Pursue publications-related needs, such as print-on-demand options for monographs and journals and archiving AMTE publications on the AMTE website.
- Ensure that AMTE publications (past and future) are indexed in appropriate databases.
- Participate in AMTE Board meetings (two full-day face-to-face annual meetings and regular conference calls).

Participating in the leadership of AMTE is a rewarding experience. Please consider applying for this important role on the AMTE Board.

If you are interested in serving as *AMTE Publications Director*, email AMTE President Barbara Reys (reysb@missouri.edu) or Executive Director Nadine Bezuk (nbezuk@mail.sdsu.edu). Please provide contact information and a brief summary of relevant previous experiences. Barbara or Nadine would also be happy to talk with you.

AMTE is accepting applications for a new Board appointment: Publications Director

Two strategic priorities have been identified by the Board for 2009 – redesign of the AMTE website and initiate plans to launch an AMTE journal

President's Column

(Continued from page 1)

Two strategic priorities have been identified by the Board for 2009 – *redesign of the AMTE website and initiate plans to launch an AMTE journal*. In addition, funding from the Brookhill Foundation will support an AMTE-sponsored elementary mathematics specialist initiative.

Redesign the AMTE Website. The goals of the redesign are to make the website easier to navigate, better organize existing material and information and set the stage for additional features. A website working group (chaired by Gary Martin, Auburn University) will work with a freelance designer and the AMTE webmaster (Mike Klass) to organize and design the new website. The expected launch date for the new website is September 1, 2009.

Initiate plans to launch an AMTE journal. AMTE currently publishes a newsletter, an annual monograph, and collaborates with other teacher education associations to publish *Contemporary Issues in Technology and Teacher Education (CITE)*. A survey of membership indicates that an additional venue for the publication of mathematics teacher education (MTE) practitioner work is needed (as a companion to, not a replication of the *Journal of Mathematics Teacher Education*). A new AMTE journal would likely result in utilizing the AMTE monograph series as an occasional (focused, as-needed) publication. The Board will appoint an AMTE Publications Director (see call on page 3 of this newsletter) and a Journal Task Force to make plans to develop a *mathematics teacher educator practitioner journal*. The Task Force, chaired by the Publications Director, will work this year to outline steps to launch the new journal, including conceptualizing its focus and format and developing a call for

a journal editor. A final decision on proceeding with the journal will be made by the Board prior to the 2010 Annual Conference, based on the recommendations of the Task Force.

Launch Elementary Mathematics Specialist Initiative. Immediate Past President Jenny Bay-Williams led an effort to secure funding (\$20,000) from the Brookhill Foundation for AMTE to launch an initiative related to the certification of elementary mathematics specialists (EMS). With funding from the Brookhill Foundation, AMTE will host a series of meetings to coordinate with and build on several national and regional projects underway to support preparation of EMS. The specific focus of the AMTE initiative will be on advocacy for state-level endorsement/certification and effective preparation of EMS. For more information or to volunteer your ideas, contact Barbara Reys at reysb@missouri.edu.

In addition to the 2009 priorities noted above, the important work of AMTE Committees continues throughout the year, helping to shape the organization and address its central mission and goals.

Opportunities for Involvement

AMTE depends heavily on the contributions of its members. With this column, I encourage anyone interested in the work outlined here or in ongoing committee work to contact me (reysb@missouri.edu) or Executive Director Nadine Bezuk (nbezuk@mail.sdsu.edu) or any member of the Board (see website for contact information). You may also complete the AMTE *Volunteer Form 2009* found on the homepage of the AMTE website (<http://www.amte.net>).

CALLING ALL MENTORS

If you are a senior faculty member and believe you have something to share with a new junior faculty (or prospective faculty) member, then please volunteer for the Mentoring Committee's pilot project. We are looking for a few "good faculty" to join in this important endeavor! Please contact Mary Enderson at mcenders@mtsu.edu OR by phone at 615-898-2616.

CALLING ALL JUNIOR OR PROSPECTIVE FACULTY

If you are a junior or prospective faculty member and are interested in having a mentor in mathematics teacher education, then consider volunteering for AMTE's Mentor Pilot Project. This project began last year and will continue through this year for a second phase. If interested, please contact Mary Enderson at mcenders@mtsu.edu OR by phone at 615-898-2616.

*Calling all
mentors, and
all junior or
prospective
faculty*

AMTE Affiliate News

This coming summer, AMTE-Tx will host a special strand of sessions for mathematics teacher educators during the Conference for the Advancement of Mathematics Teachers (CAMT) in Houston, Texas. These sessions will be held on Thursday, July 16, 2009, from 8:00 to 3:30 with the Annual Business meeting from 3:30 – 4:30. If you are interested in a schedule and list of the sessions, please contact Colleen Eddy (Colleen.Eddy@unt.edu), 2009 Program Chair and President-Elect. If you are interested in more information about AMTE-Tx, please contact Sandi Cooper (Sandra_Cooper@baylor.edu), President.

FAMTE held its annual meeting during the October 2008 Florida Council Teachers of Mathematics meeting in Jacksonville, FL. FAMTE members present at AMTE 09 also took the opportunity to hold a board meeting and get together at the affiliate breakfast. FAMTE is in the process of establishing a series of awards for their members: early career (graduate student) and FAMTE outstanding faculty.

Paige Allison, FAMTE President
<http://www.famte.org>

The Missouri Mathematics Association for the Advancement of Teacher Training [(MAT)²] was recognized as an AMTE affiliate on February 7, 2009, at the annual AMTE meeting in Orlando. The group is composed of mathematics educators and mathematicians from approximately 35 public and private institutions of higher education throughout Missouri. (MAT)² was formed over 40 years ago and since that time has been actively involved in working to improve the preparation of mathematics teachers and all aspects of K-16 mathematics education in the state of Missouri.

During 2008 the group held meetings in conjunction with the Missouri Mathematical Association of America Spring Meeting and with the Missouri Council of Teachers of Mathematics Fall Meeting. Additionally, in September, (MAT)² sponsored a mini conference at which current local, state, and national issues important to mathematics education were discussed. The group currently has about 70 active members. Contact Jamie Fugitt at fugitt@cofo.edu.

Jamie Fugitt, President (MAT)²

CALL FOR PROPOSALS

Association of Mathematics Teacher Educators (AMTE) Fourteenth Annual Conference · January 28 - 30, 2010

Hyatt Regency Hotel
Irvine, California

Recommended Formats for Presentations

The AMTE Board of Directors believes that the AMTE Annual Conference should provide participants with an opportunity to examine and discuss current issues in mathematics teacher education and professional development and share related ideas and information. Therefore, all sessions must provide opportunities for all participants to be actively engaged. The details on how you will involve participants in your session must be included in your proposal.

Thematic Presentation.

Thematic presentations are designed to include either one substantive presentation or a panel discussion. With one main presentation, there should be two prepared critiques or responses. Panel discussions should formulate the salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster interaction among the panelists. A total of at least 20 minutes must be allocated for participant interaction.

Symposium or Working Group.

Symposia include several presentations focusing on the same issue from different perspectives or related aspects with a minimum of 30 minutes allocated for participant interaction. Working group sessions are designed to permit significant interaction among session organizers and participants on a particular topic of interest to AMTE members. Indicate the preferred time length for the session with a brief outline of how the time will be used. Note, however, that the program committee reserves the right to adjust session lengths to fit the confines of the program.

Individual Session. Individual sessions allow for project overviews and updates, local and state initiatives, and brief research reports that would be of interest to mathematics teacher educators.

Session Duration

The program committee will assign sessions to 30-, 45-, 60-, or 90-minute time slots. Proposals should include a preferred timeframe and clearly delineate how this time will be used including the amount of time participants will be engaged during the session.

Materials to Submit with a Proposal

Submit proposals by completing the *Proposal Form* available online after April 1, 2009 at www.amte.net and uploading your proposal on the web. Submit the following for each proposed session:

Presenter Information: Provide information for the session contact person and all presenters (name, affiliation and position, mailing address, phone numbers, fax number, and e-mail address.) Additionally, describe the role of each presenter (e.g., speaker, moderator, discussant, or a combination of these roles).

*Mark your
calendars for
AMTE's 2010
conference,
January 28-
30, in Irvine,
California*

Session Information: Indicate type of proposed format, length of session, strand, level of teacher education addressed, and equipment needs (see the online Call for Proposals for more information).

Session Description: Provide a descriptive title and a 30 - 40 word description of the session to be listed in the program.

Abstract: Provide a one-page abstract of your proposed session. The abstract should describe background information on the proposed topic, provide evidence of its educational significance, describe how the session will be organized and how it will promote participant interaction (question-oriented, short presentations and discussion, position statements), and outline the desired outcomes of the session. Include a rationale for the type of format selected. Be sure to address the implications of the session for teacher education. Please do not include any names or information that might identify the authors.

Submissions: All submissions will be electronic. Please follow the submission guidelines on the AMTE website available after April 1, 2009.

Limits on Participation: Each individual may serve as lead speaker for no more than one session and can appear no more than twice on the program.

The lead speaker/contact must personally certify that all listed presenters have confirmed their willingness to participate in the session.

Proposals Must be Submitted Electronically by Friday, May 1, 2009.

All proposals will be submitted online at www.amte.net.

Questions

If you have questions regarding proposal topic, format, or submission, contact:
Jennifer Chauvot, Program Chair
256 Farish Hall
Department of Curriculum and Instruction
University of Houston

*Proposals
must be
submitted
electronically
by Friday,
May 1, 2009*

PLEASE NOTE:

**ALL PRESENTERS (including speakers, moderators, and discussants)
MUST BE REGISTERED FOR THE CONFERENCE
BY THE EARLY REGISTRATION DEADLINE
(see the AMTE website for that date)
OR THEIR SESSION WILL BE CANCELLED.**

Meet Dr. Angela Bowzer AMTE-sponsored Project NExT Fellow



I feel honored to be supported by AMTE as this year's Project NExT fellow. The opportunities I have been provided through this support have helped me grow as a doer of mathematics and as an educator. My involvement with Project NExT began a little over a year ago. I had accepted a position in the mathematics department at Westminster College and my advisor, and current AMTE president, Dr. Barbara Reys, asked me if I had considered applying to be a Project NExT Fellow. You may be asking yourself at this point, "What is Project NExT?" or "What does it mean to be a Project NExT Fellow?" Project NExT is a professional development program for newly granted PhDs in mathematics and related fields, including mathematics education, who have taken appointments in a department of mathematics. In 2008, 85 Fellows were invited to join Project NExT.

NExT is short for New Experiences in Teaching, and as the Fellows are required to be in their first or second year at their institution, the name is fitting. Throughout the year of fellowship, Fellows participate in workshops and sessions that address issues faced by beginning faculty, such as grant writing, teaching, undergraduate research, and scholarship. The workshops and sessions are scheduled before and during Mathfest in the summer of the year of induction, the Joint Mathematics Meetings during the year of induction, and Mathfest the summer after induction.

As a Project NExT fellow, I have had the great opportunity to network with colleagues at other institutions and learn from them as I share my own knowledge and experiences. Also, at January's Joint AMS-MAA-SIAM Mathematics meetings I was able to work with other Fellows to organize a panel discussion on research collaborations between mathematicians and mathematics educators, which included participants I would not have known had it not been for that experience. Additionally I have had very interesting discussions with other Fellows about potential collaborative research topics that could be explored further once we get our first year behind us.

The activities I mentioned only begin to describe what I have experienced as a Project NExT fellow. I am grateful to AMTE for the support, not only for Project NExT, but the experiences its members have provided me over the years in helping to shape who I am as a mathematics educator and who I am to become.

April is Mathematics Awareness Month!

The theme this year, "Mathematics and Climate", is likely to be of interest to educators, students, societies and scientists across many disciplines. Please visit the web site at mathaware.org to see the theme poster, essays, related resources and more.

For information on membership and other AMTE activities

please see www.amte.net

Project NExT is a professional development program for newly granted PhDs in mathematics and related fields, including mathematics education, who have taken appointments in a department of mathematics

On February 5-7, 2009, AMTE hosted our Thirteenth AMTE Conference in Orlando, Florida. A total of 474 people registered for the conference; this is second only to the record registration for our conference in 2007.

For the first time at the AMTE conference, we had an exhibit room and we were joined this year by representatives of six organizations who brought materials and information to share with mathematics teacher educators. We are pleased to note the participation of Cyberchase-Thirteen/WNET, Educators' Outlet, ETA/Cuisenaire, National Council of Supervisors of Mathematics, Pearson Publishers, and the University of Central Florida. AMTE also acknowledges the support of CORD Communications who printed the program book and the conference signs.

There were many exceptional sessions led by great speakers during the conference. Those attending had numerous opportunities to share ideas and questions during those sessions as well as during breaks and meals.

The preconference sessions were held on Thursday morning, and the regular conference sessions began at 1:00 p.m. on the same day. Over the three days, 141 sessions were held that ranged in length from 30 minutes to 90 minutes. We were glad to welcome Hank Kepner, NCTM president; Rikki Blair, AMATYC president; Susan Wood, past-president of the National Association of Community College Teacher Education Programs; and Terri Belcher, NCSM executive director at this conference.

The Opening General Session held Thursday afternoon was led by William Schmidt, Michigan State University. He presented the results of MT21, a cross-national study of the preparation of mid-

dle-school mathematics teachers.

On Friday evening, in recognition of his contributions to our profession, we were honored to have the Judith E. Jacobs Lecture given by Jeremy Kilpatrick, Regents Professor at the University of Georgia. His presentation was titled, "Going to War with the Army You Have."

Margaret (Peg) Smith, University of Pittsburgh, received the AMTE Award for Excellence in Teaching in Mathematics Teacher Education. Her conference presentation was titled, "Developing Teaching Capacity to Reflect on and Learn from Teaching."

John Lannin, University of Missouri, was recognized as the first recipient of AMTE's Early Career Award. He will give a presentation at next year's conference. Look for an article by John in the summer issue of *AMTE Connections*.

The Closing Session was given by Joan Ferrini-Mundy of the National Science Foundation. Her talk was titled, "Mathematics Teacher Education in a Changing Policy Context: The Evolving Standards Movement, International Trends, and Research."

Cyberchase sponsored the lunch on Saturday and they gave a short overview of the resources they have available for use by mathematics teacher educators. The business meeting was also held during Saturday's lunch. At the meeting, the location and dates for next year's conference were announced. We will meet at the Hyatt Regency Hotel in Irvine, CA on January 28-30, 2010.

Proposals to speak at the 2010 conference will be due on May 1, 2009. Please see the Call for Proposals on pages 6-7 in this issue for more details.

There were many exceptional sessions led by great speakers during the conference.

Those attending had numerous opportunities to share ideas and questions during those sessions as well as during breaks and meals.

Research in Mathematics Teacher Education Advisory Committee (RMTEAC)

Fran Arbaugh, University of Missouri

**AMTE
has a new
committee!**
*The Research
in
Mathematics
Teacher
Education
Advisory
Committee
(RMTEAC)*

AMTE has a new committee! The Research in Mathematics Teacher Education Advisory Committee (RMTEAC) was approved by the AMTE Board in Fall 2008 and the committee's work began at the AMTE Annual Meeting in February of 2009. Below is the committee's charge as well as the members for 2009. Stay tuned!

Charge: RMTEAC shall advise the AMTE Board on matters pertaining to research in mathematics teacher education. Specifically, the RMTEAC shall:

- Prepare an annual "Research Commentary" for the Board that is published in *AMTE Connections* and/or other appropriate outlet (e.g., *JRME* or *JMTE*) discussing the current state of research in mathematics education, priorities for new work in the field, or other relevant information regarding the nature and status of research related to mathematics teacher education (note: topic of commentary is likely to change each year).
- Recommend ways to make research more visible in the AMTE communications outlets, such as the website and *AMTE Connections*.
- Work with other AMTE committees and relevant components of the Association to ensure that research is considered, encouraged, and supported.
- Recommend and initiate methods to inform AMTE members of research projects, key findings, funding opportunities, methodological tools, and related resources to support the research enterprise.
- Communicate with the annual meeting program committee to ensure that research is an explicit feature of the AMTE annual meetings. For example, collaborate with the program committee to plan research workshops (pre-session or during regular meeting).
- Communicate annually with the NCTM Research Committee, encouraging attention to topics and/or sessions at the 2010 NCTM Research Pre-session focusing on mathematics teacher education.
- Recommend topics for an annual issue of a publication (*JMTE* special issue or *AMTE* monograph) focused on mathematics teacher education research.
- Assist the AMTE Board to establish and maintain strong connections with American Educational Research Association Division K, American Association of Colleges of Teacher Education, and the National Staff Development Council to build bridges to the broader community concerned with research on preservice and inservice teacher education.

RMTEAC Members

2009-2010 **Chair: Ed Silver, University of Michigan, MI** easilver@umich.edu
Karen King, New York University, New York, NY
Gwen Lloyd, Virginia Tech, Blacksburg, VA
Fran Arbaugh, University of Missouri, MO (AMTE Board)

2009-2011 Peg Smith, University of Pittsburgh, Pittsburgh, PA
Paola Szatjn, University of Georgia, Athens, GA
Elizabeth Hughes, University of Northern Iowa, IA

AMTE 2009 Committee Assignments

COMMITTEES	CHAIRS	BOARD LIAISON
Standing Committees		
Affiliate Connections	Jane Wilburne	Sandi Cooper
Awards	Kate Riley	Fran Arbaugh, Randy Philipp
Constitutional and Bylaws	Sue McMillan	Nadine Bezuk
Membership	Barbara Dougherty	Randy Philipp
Mentoring	Mary Enderson	Lynn Breyfogle
Nominations and Elections	Francis (Skip) Fennell	Jenny Bay-Williams
Research	Ed Silver	Fran Arbaugh
Technology	Bob Ronau	Gladis Kersaint
Task Forces and Other Committees		
Monograph Series	Marilyn Strutchens	
Monograph 6	Denise Mewborn Hollylynn Stohl Lee	Marilyn Strutchens
Monograph 7	Johnny Lott Jennifer Luebeck	Marilyn Strutchens
Teaching Resources	Kathy Morris	Lynn Breyfogle
TE-MAT	David Pugalee	Lynn Breyfogle
2010 Conference	Jennifer Chauvot	Susan Gay
2011 Conference	Michelle Chamberlin	Susan Gay

AMTE Website Redesign

The AMTE Board has commissioned a redesign of the organization's website. The goals are to make the website easier to navigate, better organize existing material and information and set the stage for added features. The timeline is to launch the new version of the website by September 1, 2009. If you have input into the redesign or would like to contribute in some way, please contact: Barbara Reys (reys@missouri.edu).

AMTE Annual Conference Information

The Fourteenth Annual Conference of the Association of Mathematics Teacher Educators (AMTE) will be held at the Hyatt Regency Hotel in Irvine, California from Thursday, January 28 through Saturday, January 30, 2010.

Reminder: deadline is May 1 for Proposal submissions.

More details will be posted soon.
Check the AMTE website!

The AMTE Technology Committee has been working diligently to provide guidelines that support teachers in integrating technology in mathematics classrooms. The workshop at the 2009 pre-session in Orlando shared final drafts with participants, who provided feedback on site and through subsequent email notes. The Committee will meet at the SITE conference (<http://site.aace.org/conf/>) to incorporate these final comments into a draft for AMTE Board consideration. The four proposed AMTE Technology Standards are listed below without the individual indicators.

- Designing and developing digital-age learning environments and experiences:

Teachers design and develop authentic learning environments and experiences incorporating appropriate digital-age tools and resources to maximize mathematical learning in context.

- Teaching, learning and the mathematics curriculum:

Teachers implement curriculum plans that include methods and strategies for applying appropriate technologies to maximize student learning and creativity in mathematics.

- Assessment and evaluation:

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

- Productivity and professional practice:

Teachers use technology to enhance their productivity and professional practice.

In addition to this work on the AMTE Technology Standards, the Technology Committee prepared and published two book chapters and one article during this past year that explored the integration of technology in mathematics education. For interested readers, citations for these three publications are listed below with a brief abstract.

Ronau, R. N., Niess, M. L., Browning, C., Pugalee, D., Driskell, S. O., & Harrington, R. (2008). Framing the research on digital technologies and student learning in mathematics. In L. Bell, L. Schrum, & A. D. Thompson (Eds.), *Framing*

research on technology and student learning in the content areas: Implications for educators (13-31). Charlotte, NC: Information Age Publishing.

The application of the various digital technologies for learning mathematics affords the potential of improving students' academic achievement; however, questions about the effectiveness of these technologies continue to challenge mathematics education researchers to provide valid and reliable evidence of the improvement in students' mathematical achievement. Although no study is without flaws or limitations, the key to answering the ultimate question about the impact of technology in students' mathematics learning must come from solid research studies that collectively provide a more accurate assessment. This ultimate question is not solely concerned with improved student test scores but rather investigating how the technology impacts students' understanding and how the students interact with the technology. In the interest of moving the research toward a multi-tiered approach, two studies have been selected to highlight the care needed for explaining and framing studies that are trustworthy – with generalizable, valid, and reliable findings. This examination focuses on the designs, types, and scopes needed in mathematics education studies with the goal to support more and better quality research that addresses the effects of integrating appropriate technologies in mathematics learning.

Niess, M. L., Ronau, R. N., Driskell, S. O., Kosheleva, O., Pugalee, D., Weinhold, M. W. (2008). Technological Pedagogical Content Knowledge (TPCK): Preparation of Mathematics Teachers for 21st Century Teaching and Learning. In F. Arbaugh & P. M. Taylor (Eds.), *Inquiry into Mathematics Teacher Education*. Association of Mathematics Teacher Educators (AMTE) Monograph Series, 5 (143-156).

Technological pedagogical content knowledge (TPACK) challenges teacher preparation programs to rethink the preparation of teachers for teaching mathematics with appropriate tech-

(Continued from page 14)

nologies. The primary goal is for mathematics teachers to integrate technology such that it becomes an extension of self (Galbraith, 2006) where it becomes an integral part of the students' mathematical processing and transparent in the learning process. Attention to beliefs, pedagogical skills, lesson planning, PCK and equity are important elements in mathematics content courses, preservice mathematics teacher education courses, practica and student teaching experiences, and inservice professional development in ways that ensure mathematics teachers are prepared for teaching.

Niess, M.L., Ronau, R.N., Shafer, K. G., Driskell, S. O., Harper, S. R., Johnston, C., Browning, C., Özgün-Koca, S. Asli, Kersaint, G. (in press). Mathematics Teacher TPACK Standards and Development Model, *CITE (Math) (Special) 9:1*.

What knowledge is needed to teach mathematics with digital technologies? The overarching

construct, called technology, pedagogy, and content knowledge (TPACK), has been proposed as the interconnection and intersection of technology, pedagogy, and content knowledge. Mathematics Teacher TPACK Standards offer guidelines for thinking about this construct. A Mathematics Teacher Development Model describes the development of TPACK toward meeting these standards. The standards and model provide structured detail to further the work of various groups. The proposals may guide teachers, researchers, teacher educators, professional development consultants, and school administrators in the development and evaluation of professional development activities, mathematics education programs, and school mathematics programs.

The AMTE Technology Committee is continually looking for new ideas to provide resources and ideas to help AMTE members find better ways to incorporate technology into their teaching and into the teaching of their preservice and inservice teachers. Please send in any ideas or topics you think we should explore. bob@louisville.edu

AMTE Events at NCTM and NCSM Washington, DC

AMTE Reception and Meeting

Thursday, April 23, 2009

6:00 - 7:30 pm

Renaissance Washington DC Hotel

Meeting Rooms 12/13/14

(located on the meeting-room level)

All members and interested persons are invited to attend.

AMTE Special Interest Session at NCSM

Wednesday, April 22, 2009

2:30 – 4:00 pm

Washington Convention Center

Room 144C

All interested persons are invited to attend

Dates to Remember

Online at
<http://amte.net>

Membership/
Renewal Forms

Position Papers

Position Listings

Resources

Forum for
Members

Other
Opportunities

2009

April 20-22	NCSM Annual Conference, Washington, DC
April 20-22	NCTM Research Pre-session, Washington, DC
April 22-25	NCTM Annual Conference, Washington, DC
April 13-17	AERA Annual Meeting, San Diego, California
May 1	Deadline for AMTE Conference Proposals
June 1	Manuscripts for AMTE Seventh Monograph
August 6-8	MAA MathFest, Portland, Oregon
September 30	Nominations for AMTE Excellence in Service Award
October 15	Nominations for AMTE Early Career Award
October 21-23	NCTM Regional, Boston, Massachusetts
October 22-24	SSMA Annual Conference, Reno, Nevada
November 4-6	NCTM Regional, Minneapolis, Minnesota
November 18-20	NCTM Regional, Nashville, Tennessee

2010

January 28-30	AMTE Annual Conference, Irvine, California
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