



Association of Mathematics Teacher Educators
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Position: Equity in Mathematics Teacher Education

A position paper of the Association of Mathematics Teacher Educators (AMTE)

Our Position

AMTE's mission to promote the improvement of P-12 mathematics teacher education is inextricably bound to our commitment to develop more effective and socially just systems of education. Our organizational mission is thus grounded in a collective dual commitment to promote diversity and to advance equity and inclusion.

The Association of Mathematics Teacher Educators (AMTE) defines equity as **access to high quality learning experiences; inclusion for all learners, mathematics educators, and mathematics teacher educators; and respectful and fair engagement with others** (university colleagues, preservice and inservice teachers, future teacher educators, and P-12 students). This means actively working toward a more just and equitable mathematics education free of systemic forms of inequality based on race, class, language, culture, gender, age, sexual orientation, religion, and dis/ability.

As an organization, AMTE values and seeks to increase equity, diversity, and inclusion along these many dimensions. AMTE strives to promote access, inclusion, and respectful and fair engagement with others both within and beyond the organization. Mathematics teacher educators have the ethical and professional obligation to advocate for equity in all aspects of their professional work, and AMTE seeks to support its membership in this endeavor.

What does Equity look like in Mathematics Teacher Education?

Equity as Access

Mathematics teacher educators should work to ensure that:

- All prospective, novice, and experienced teachers have access to high quality educational experiences that impact their understandings and practices in regard to mathematical content, the learning of mathematics, and the teaching of mathematics.
- All mathematics teacher educators have access to quality professional development to support their knowledge and practice of equitable mathematics teacher education.

Equity as Inclusion

Mathematics teacher educators should strive to:

- Design and implement professional education experiences that promote and value the equitable mathematics learning and advancement of all children.
- Recognize, challenge and ultimately transform structures and systems of inequity that lead to inequity in mathematics learning and teaching based on race, culture, class, gender, sexual orientation, language, religion, and dis/ability in mathematics education, and empower P-12 teachers to do the same in their own classrooms.
- Recruit and retain diverse P-12 mathematics teacher and teacher education populations.
- Include mathematics teacher educators from diverse settings in the work and leadership of AMTE. This includes but is not limited to: diverse institutions (i.e. two-year colleges, teaching colleges, HBCUs, HSIs, research institutions), departments (i.e., mathematics and mathematics education), and expertise (i.e. content, grade-level bands, special education, place-based education, urban education).

Equity as Respectful and Fair Engagement with Others

Mathematics teacher educators should:

- Be sensitive and responsive to the varied mathematical, dispositional, cultural, and linguistic backgrounds of P-12 students, preservice teachers, inservice teachers, and colleagues and to build upon these individuals' experiences and expertise.
- Have self-awareness of their own identity, experiences, and bias and proactively advocate for views that value broader perspectives and experiences among students, parents, teachers, and teacher educators as resources for mathematics teaching and learning.
- Respect and promote the inclusion of multiple persons and perspectives in decision making.
- Engage teachers to reflect critically on privilege/ deficit views and language about P-12 students, families and communities and develop strength-based views that value all family/community engagement and position P-12 students, families, and communities as resources for mathematics teaching and learning.

How Can AMTE and AMTE Members Implement our Position?

AMTE and its affiliates need to:

- Advocate for equitable practices for all mathematics teacher educators, P-12 mathematics teachers and students.
- Respect the need for and involve a variety of perspectives in the work of AMTE
- Support recruitment efforts for diversity within the AMTE organization as a whole.
- Educate, support, and empower mathematics teacher educators to teach rich, rigorous, and relevant mathematics to all graduate students, P-12 teachers, and students, and become advocates for these opportunities for all.

It is critical for all mathematics teacher educators to:

- Advocate for equitable practices for all mathematics teacher educators, P-12 mathematics teachers and students.
 - Work to close the learning opportunity gap
 - Create systems that facilitate equitable P-12 student access, engagement, and advancement in mathematics education.
- Educate and empower preservice and inservice teachers and other mathematics teacher educators to teach rich, rigorous, and relevant mathematics to all P-12 students and become advocates for these opportunities for all. This includes providing access to:
 - The most up to date findings and theories from research.
 - Diverse settings for field experiences
 - Various strategies for teaching rich, rigorous, and relevant mathematics to all P-12 students in diverse settings
 - Ongoing support beyond initial licensure
- Model equity-based pedagogy that emphasizes rich and rigorous mathematics; elicits and builds on children's and young adults' mathematical thinking; connects to P-12 students' cultural/linguistic knowledge and backgrounds as well as individual interests; facilitates mathematical discourse; minimizes status issues by expanding broader participation and engagement where varied mathematical strengths are valued; and promotes positive mathematical identity and agency.
- Support recruitment efforts for diversity among teachers, teacher candidates and mathematics teacher educators.