

 <p>AMTE <i>Association of Mathematics Teacher Educators</i></p>	<p>Call for Manuscripts for the Special Equity Issue of The Journal of Mathematics Teacher Education (JMTE)</p>
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Background

The Association of Mathematics Teacher Educators (AMTE) is an organization designed to bring together individuals interested in mathematics teacher education in order to promote and improve the education of preservice and inservice teachers of mathematics. Two of its goals are to facilitate communication and to promote collaboration among mathematics teacher educators, including those in Colleges of Education, in Departments of Mathematics, and outside higher education settings. In an effort to support these goals, AMTE has published five monographs and is in the process of publishing the sixth and seventh monographs. In addition to these venues AMTE is partnering with the editors of *The Journal of Mathematics Teacher Education (JMTE)* to publish a special issue of the journal focusing on addressing equity issues in the mathematics education of teachers. Equity in mathematics education should be one of the most important concerns of teachers, administrators, policy makers, and mathematics educators. In fact, AMTE, the National Council of Supervisors of Mathematics (NCSM), and the National Council of Teachers of Mathematics (NCTM) have made equity a priority for their organizations (Gutiérrez, Bay-Williams, & Kanold, 2008). Some of these organizations have task forces and position statements related to equity issues compelling all involved in the mathematics education of students to become aware of equity issues and to take steps toward eliminating the inequities that plague K-16 education. Equity has been defined in a number of ways:

- “Excellence in mathematics education rests on equity—high expectations, respect, understanding, and strong support for all students. Policies, practices, attitudes, and beliefs related to mathematics teaching and learning must be assessed continually to ensure that all students have equal access to the resources with the greatest potential to promote learning. A culture of equity maximizes the learning potential of all students. ... Different solutions, interpretations, and approaches that are mathematically sound must be celebrated and integrated into class deliberations about problems. All members of the classroom group must accept the responsibility to engage with and support one another throughout the learning experience.” (NCTM Position Statement, 2008).
- Equity is “being unable to predict students’ mathematics achievement and participation based solely upon characteristics such as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language” (Gutierrez, 2007, p. 41).
- Lipman’s (2004) concept of equity includes “the equitable distribution of material and human resources, intellectually challenging curricula, educational experiences that build on students’ cultures, languages, home experiences, and identities; and pedagogies that prepare students to engage in critical thought and democratic participation in society” (p. 3).

Mathematics teacher educators must lead the field in helping teachers and other stakeholders to understand equity issues and to develop and implement strategies to combat inequity in our schools and universities. This special issue of *JMTE* will feature articles that report on research outcomes that will inform the field on how to best address equity issues in the mathematics classroom and other factors that impact equity in teacher education across the

continuum from preparation to early career to experienced teacher. This includes a focus on equity in K-12 mathematics classrooms, such as curricula decisions, standardized test taking policies, and teaching practices and policies related to the English language learners (ELLs) and students with exceptionalities. Moreover, this Special Equity Issue is especially important given the growing numbers of diverse learners in mathematics classrooms, and the need to understand how to best prepare mathematics teachers that can effectively eradicate the achievement gap and diminish other related disparities in mathematics education.

Anticipated Audience

The anticipated audience for this special issue of JMTE includes individuals responsible for the preparation and professional development of mathematics teachers, such as community college, college, or university faculty, researchers, or professional development facilitators.

Possible Topics

The Special Equity Issue of JMTE aims to include research papers devoted to research into the education of mathematics teachers and development of teaching that promotes students' successful learning of mathematics. JMTE focuses on all stages of professional development of mathematics teachers and teacher educators and serves as a forum for considering institutional, societal and cultural influences that impact teachers' learning, and ultimately that of their students. Critical analyses of particular programs, development initiatives, technology, assessment, teaching diverse populations and policy matters, as these topics relate to equity are welcome. All papers are rigorously refereed. Topics may include but are not limited to the following broad categories:

- Theoretical frameworks and definitions related to pursuing equity in teacher learning.
- Research and/or review of research related to effective ways to enable prospective and practicing teachers to be aware of the factors that influence students' mathematics achievement and to be models and/or advocates for equitable classroom practices. This may include research on any of the following:
 - Impact of expectations and beliefs on student achievement (and therefore inequities in the mathematics classrooms);
 - The many roles that culture plays in the teaching and learning of mathematics;
 - The complex influences that affect mathematics learning, such as school factors [e.g., "tracking" policies, assessment or instructional practices, language policy (e.g., states that limit bilingual education → effect on math teaching for ELLs), and availability of appropriate resources];
 - Students' attitudes/beliefs which include their self perceptions and expectations regarding their mathematics ability, and their beliefs about mathematics;
 - Teacher influences on students' mathematics identities and the related impact on students' positive or negative dispositions toward mathematics; and
 - Family influences, which include parental involvement and expectations, socioeconomic status, and cultural customs.
- Professional development models or practices that have effectively enabled teachers to better serve the range of learners in their classrooms.

- Research on pedagogical strategies that allow English language learners to develop critical problem-solving skills and other higher-level skills related to mathematics.
- Impact of instructional strategies such as differentiated instruction and collaborative teaching models on students with learning disabilities and other exceptionalities.
- Teachers' knowledge and understanding of policy issues that can create disparities among and across groups of students based on race/ethnicity, gender, language, ability and socio-economic status.

Preparation of Manuscripts

Any questions about possible topics for inclusion may be directed to the editor of the Special Issue. Editorial decisions will be made by the editor of JMTE, the Special Issue editor, and members of the Editorial Panel:

Special Issue Editor Marilyn Strutchens, Auburn University, strutme@auburn.edu

JMTE Editor Peter Sullivan

Panel members Jenny Bay-Williams (University of Louisville)
 Robert Q. Berry III (University of Virginia)
 Kathryn Chval (University of Missouri)
 Marta Civil (University of Arizona)
 Beatriz D'Ambrosio (Miami University)
 Carol E. Malloy (University of North Carolina, Chapel Hill)
 Dorothy White (University of Georgia)

Manuscripts should be completed in APA style, double-spaced in 12 point font using 1 inch margins, and should not exceed 6000 words, including references, tables, and figures. Six manuscripts will be included in the journal.

Submission of manuscripts will be accepted electronically, as instructed below. Authors submit two electronic versions of their manuscript; one copy should include a cover page with all appropriate author information (name, address, phone, fax, and email); the other copy should allow for blind review. Please name your WORD document files as follows:

Identifiable copy: LASTNAME.doc

Blind copy: LASTNAMEblind.doc

Send both electronic files to: **Marilyn E. Strutchens**
Email: strutme@auburn.edu

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