

# Connections

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### AMTE PRESIDENT'S MESSAGE

*Participating in the Present:  
Addressing the Challenges Facing Mathematics Teacher Education*

**Marilyn E. Strutchens, Auburn University**

Mathematics teacher educators are facing challenging times. The President's Council of Advisors on Science and Technology (2010) stated, "The most important factor in ensuring excellence is great STEM teachers, with both deep content knowledge in STEM subjects and mastery of the pedagogical skills required to teach these subjects well" (p. xi). The report also recommended that the Federal Government "set a goal of ensuring over the next decade the recruitment, preparation, and induction support of at least 100,000 new STEM middle and high school teachers who have strong majors in STEM fields and strong content-specific pedagogical preparation, by providing vigorous support for programs designed to produce such teachers" (p. xi).

Furthermore, over 40 states have adopted the Common Core State Standards for Mathematics (CCSS-M), which require mathematics teachers to teach in a manner such that there is a balance between students developing conceptual knowledge and procedural knowledge of mathematics, as well as the connections between the two. The CCSS-M also require teachers in some instances to teach content that they may not have been prepared to teach nor have never taught due to content objectives that have been moved from higher grade levels to lower grade levels, and content being treated in different ways from the ways the content has been taught in the past. Moreover, the Standards for Mathematical Practice of the CCSS-M require some teachers to think about the teaching and learning of mathematics differently.

Finally, there are still many disparities related to students' mathematics achievement across demographic groups specified by race/ethnicity, poverty, and special needs that can be attributed to students opportunity to learn based on teacher credentials and other factors. The aforementioned issues are challenges with which I think mathematics teacher educators and others should be grappling in order to determine what courses of actions that will reap the most benefits for all of the constituents.

How is AMTE as an organization addressing these issues? First, AMTE is the largest professional organization devoted to the improvement of mathematics teacher education. Many of our standing committees and task forces are concerned with helping mathematics teacher educators to gain access to resources, such as research, curriculum materials, technology, and so forth that will enable them to work with preservice and inservice teachers in productive ways. We strive to mentor junior faculty members to help them to become acclimated into the field. Our conferences are designed to bring mathematics teacher educators together to think about issues of importance to the field and share ideas related to practice. Thus, AMTE supports the call for 100,000 STEM teachers and firmly asserts that all mathematics teachers need to have a deep knowledge of the mathematical content of and beyond their current assignment, as well as the pedagogical content knowledge appropriate for their grade level or course assignments. We also support initiatives and programs that ensure that teachers have experiences that help them to understand the challenges of learning and student disposition while also building their content knowledge. Even though we support the call for new STEM teachers, we also support the enhancement of practicing teachers' pedagogical and content knowledge. We strongly support the

*(Continued on page 2)*

The Association of Mathematics Teacher Educators

<http://www.amte.net>

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## President's Message (continued from page 1)

development of Elementary Mathematics Specialists State Certifications, and the possibilities of developing cadres of elementary mathematics teachers who have strong content knowledge, pedagogical content knowledge, and leadership skills. We also support the efforts of teacher leader academies.

As stated in previous newsletters and in the Joint Statement and Report of the four mathematics education organizations [AMTE, Association of State Supervisors of Mathematics (ASSM), the National Council of Supervisors of Mathematics (NCSM), and the National Council of Teachers of Mathematics (NCTM)], we support the vision of the CCSS-M. Over the past four months we have been actively engaged with the CCSS movement. We are a member of the Mathematics Coalition for the Common Core State Standards, a group comprised of representatives of the aforementioned mathematics organizations, the National Governors Association, the Council of Chief State School Officers, and the two assessment consortia (Partnership for the Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC).

AMTE was also represented at the National Science Foundation funded meeting hosted by COMAP on April 29 – May 1, 2011. About 60 participants attended the conference, which included mathematics curriculum developers and experts in assessment -- including representatives and stakeholders from PARCC and SBAC, AMTE, ASSM, NCSM, and NCTM – along with representatives from the governing states, and those with expertise in standards implementation. The meeting and its proposed products will serve states and districts as they work to effectively implement the CCSS-M. Participants exchanged information and resources so that CCSS assessment consortia could draw upon the best work in mathematics curriculum and assessment. A conference summary will ensure that the conversations are well documented and broadly disseminated to the broader curriculum and assessment communities and to states and districts implementing the CCSS.

Representatives of AMTE also participated in a National Science Foundation-funded project, *Articulating Research Ideas that Support the Implementation of the Professional Development Needed for Making the Common Core State Standards in Mathematics Reality for K-12 Teachers*, led by Karen Marrongelle (Portland State University), Margaret (Peg) Smith (University of Pittsburgh) and Paola Sztajn (North Carolina State University in Raleigh). In addition to the four mathematics education organizations, the Mathematical Association of America is a partner in this effort. This project will coordinate knowledge from different fields to develop recommendations for the design, implementation, and assessment of large scale professional development systems consistent with the CCSS-M. Research results from diverse perspectives (e.g., mathematics, mathematics education, professional development, educational policy, organizational theory, systems reform) will be articulated into a coherent framework and a set of recommendations for successful large-scale, system-level implementation of mathematics professional development initiatives. The recommendations will be disseminated through the five organizations. The project began with a well-attended meeting of participants representing the diverse perspectives mentioned above held at the Friday Institute for Educational Innovation on the campus of North Carolina State University in Raleigh, on May 12-13, 2011.

More specifically, AMTE has created a CCSS-M Task Force charged with

- Identifying activities, materials and resources needed by AMTE members related to CCSS-M as they work with pre- and inservice teachers.
- Preparing sample materials and identifying others to be commissioned based on the needs of AMTE members.
- Identifying and compiling existing resources related to implementation and critique of the CCSS.

Moreover, we will encourage mathematics education researchers to study the implementation of the CCSS including, professional development practices, curriculum materials, teaching strategies, and assessment practices in a variety of school settings to determine their effectiveness. These are only a few of the initiatives that AMTE is involved in related to the CCSS-M.

(Continued on page 3)

## President's Message (continued from page 2)

AMTE is also concerned with equity issues. We are excited about the special Equity Issue of the *Journal of Mathematics Teacher Education* that will be published in 2012. AMTE members will be able to receive this issue electronically as a member benefit. This issue brings attention to the special knowledge that teachers need to know in order to ensure that all students reach their full mathematics potential.

These are only a few of the activities in which AMTE is involved as an organization to meet challenges related to the mathematics education of teachers. I believe that AMTE has a pivotal role in the improvement of mathematics teacher education, and I hope that you will be involved in these and other projects geared toward this goal. Please let us know of any projects that you think can help with these and other n-going challenges. My email address is [strutme@auburn.edu](mailto:strutme@auburn.edu).

**Nominations  
sought for AMTE  
President-Elect  
and  
Board Member-at-  
Large.  
Deadline July 15,  
2011**

See [p. 9](#) for details.

## Upcoming AMTE 2012 16<sup>th</sup> ANNUAL CONFERENCE

Make your plans now to attend the 2012 AMTE Annual Conference in Fort Worth, Texas on February 9-11, 2012. This conference will be a special one because we will be concluding a year-long celebration of our 20th Anniversary.

Many details for the conference have been finalized. The keynote speakers for the 2012 conference have been selected and we are excited to announce the following:

- Thursday's general session will feature **Doug Clements**, Distinguished Professor of Learning and Instruction at State University of New York (SUNY) at Buffalo.
- Friday's Judith E. Jacobs Lecture will be given by **Deborah Schifter** of the Center for the Development of Teaching at the Education Development Center.

Details of the February 2012 conference include the following:

- All meals on Friday and Saturday's breakfast and lunch are included in the registration fee.
- Friday's dinner will be a celebration of our 20th Anniversary.
- The preconference sessions will be held on Thursday morning.
- A full slate of conference sessions begins at 1:00 p.m. on Thursday.
- The Thursday general session will begin about 5:00 p.m. followed by dinner on your own.
- The business meeting will occur in conjunction with Saturday's lunch.
- The conference will end approximately at 1:15 p.m. on Saturday.

The conference will be in the Renaissance Worthington Hotel in Fort Worth, Texas. The hotel room rate is \$159 for a single or double room. The deadline for reservations is December 2, 2011 or when the room block is full. Filling the rooms in our block at the conference hotel helps to reduce some of the conference expenses paid by AMTE, so please help support AMTE by staying at the conference hotel. Information about hotel reservations will be on the AMTE website in mid-summer.

Conference registration will open in mid-summer via the AMTE website. The **registration deadline** is **December 2, 2011**. **Early registration** at reduced rates is available **through September 30**. The **speaker registration** deadline is **September 15, 2011**. The latest information can be found at [www.amte.net/conferences/conf2012](http://www.amte.net/conferences/conf2012).

We hope to see you in Fort Worth in February!

*Susan Gay, AMTE Conference Director, [sgay@ku.edu](mailto:sgay@ku.edu)  
University of Kansas, KS*

**Share the  
membership  
brochure with  
a colleague!**

[www.amte.net/  
membership](http://www.amte.net/membership)

## 2012 Conference Program Update

Thanks to the AMTE membership for their conference proposal submissions and willingness to review. We received over 300 proposals this year and the program committee along with many member reviewers are currently in the process of reviewing proposals. Notification of proposal acceptance will be sent no later than August 15, 2011.

*Submitted by Keith Leatham, 2012 Annual Conference Program Chair  
Brigham Young University, UT  
[kleatham@mathed.byu.edu](mailto:kleatham@mathed.byu.edu)*

## Updates from the Executive Director

### New Emeritus Membership Category

See [p. 8](#) or the [AMTE website](#) for more information

#### New Emeritus Membership Status

AMTE members have approved a new membership category, that of Emeritus Member. The category of Emeritus Member is open to all retired individuals who are interested in the goals of AMTE. Emeritus Members have all the rights and privileges of regular members, and their dues are 50% of regular members' dues. If you're a retired member, look for this when you renew your membership!

#### AMTE Reception at the NCTM Conference in Indianapolis

Over 100 AMTE members attended the AMTE Reception in conjunction with the NCTM Annual Conference in Indianapolis on Thursday, April 14, 2011. The reception was a great opportunity for members to network and reconnect with colleagues.

*Submitted by Nadine Bezuk, AMTE Executive Director  
San Diego State University, [nbezuk@mail.sdsu.edu](mailto:nbezuk@mail.sdsu.edu)*

## Nominations Sought for Elections



The AMTE Nominations and Elections Committee is seeking nominations for consideration as candidates for **President-Elect** and **Board Member-at-Large**. Please review the job descriptions below. Nominees must be members in good standing.

**To nominate a candidate, send the individual's name, professional affiliation and position, email address, and a one-to-three-sentence description of his or her qualifications for the position to the chair of the nominations committee, Christine D. Thomas, at [cthomas212@aol.com](mailto:cthomas212@aol.com).** Make sure to indicate whether the nomination is for the President-Elect or Board Member-at-Large position. Nominations of colleagues and self-nominations are permitted. Before selecting any potential candidate on the election's slate, the Nominations Committee will verify his/her willingness to serve.

After reviewing all the nominations submitted by the July 15 deadline, the Nominations Committee will formulate an election slate, taking into consideration both professional qualifications and diversity (e.g., years of experience; racial or ethnic background; professional affiliation – from the Mathematics Department or College/School of Education or other affiliation; size of institution, region).

A complete description of each position and its responsibilities can be found by downloading the *Call for Nominations* flyer on the [AMTE website](#).

**Send completed nominations to Christine D. Thomas at [cthomas212@aol.com](mailto:cthomas212@aol.com).  
Deadline: July 15, 2011**

**Deadline for officer Nominations: July 15, 2011**

## Nominations Sought for 2012 AMTE's Excellence in Mathematics Teacher Education Award - Excellence in Teaching in Mathematics Teacher Education

The Board of Directors of the Association of Mathematics Teacher Educators has established an Award for Recognition of Excellence in Mathematics Teacher Education, to be awarded annually to a mathematics teacher educator of national recognition at the Annual Meeting of the AMTE. The purpose of this award is to recognize excellence in each area of mathematics teacher education (teaching, service, research). Areas of focus for the award will rotate each year. Awards will be rotated among **Excellence in Teaching in Mathematics Teacher Education** (2006 recipient: Randy Philipp; 2009 recipient: Peg Smith; next award in 2012), **Nadine Bezuk Excellence in Leadership and Service** (2007 recipient: Bill Bush; 2010 recipient: Skip Fennell; 2011 recipient: Nadine Bezuk; next award in 2013), **Excellence in Scholarship in Mathematics Teacher Education** (2008 recipient: Frank Lester; 2011 recipient: Rochelle Gutierrez; next award in 2014). The recipient will give a featured presentation at the AMTE Annual Conference in the year he or she receives the award.

Complete information on these awards is available on the AMTE website at [www.amte.net](http://www.amte.net).

***Deadline for  
nominations:  
September 30,  
2011***

### Criteria

The nominee should be an active member of the mathematics teacher education community and have at least five years of commitment to mathematics teacher education. He or she should have made unique contributions to the field of mathematics teacher education. Unique contributions should be considered in the broadest sense possible.

### This year's award is the Excellence in Teaching in Mathematics Teacher Education.

The Excellence in Teaching Award is intended to recognize a colleague for a unique contribution to the pedagogy of mathematics teacher education. We invite nominations that highlight an individual's innovative practices in teaching. The following are examples of demonstrations of innovations in teaching preservice or inservice mathematics teachers:

- a. Implementation of effective and innovative teaching practices.
- b. Demonstration of innovative teaching methods (e.g. publications, materials, video)
- c. Recipient of awards in teaching.

### Documentation required for Award for Excellence Awards

- a. A current vita of the nominee.
- b. A letter of nomination from an established colleague documenting evidence that supports nominee's contributions in the particular focus area (service, teaching, scholarship) for which he or she is nominated.
- c. Additional letters of support (no more than **two**) from individuals (e.g., colleagues within and outside of the individual's institution, recent doctoral graduates mentored by the nominee) knowledgeable of the nominee's contributions relative to the focus area. Multiple authored letters are accepted.

### Nomination Process

AMTE members can nominate a mathematics teacher educator who meets the criteria for the teaching focus area. Self-nominations will not be considered. Nomination materials should include those stated in each section above.

The committee will review applications in an electronic format. *Therefore, applicants are encouraged to submit all application materials electronically.* Electronic submissions should be sent to Tony Nguyen at [tonguyen@projects.sdsu.edu](mailto:tonguyen@projects.sdsu.edu).

Hard copy submissions should be sent to:

Tony Ngyuen  
c/o Nadine Bezuk  
Attn: AMTE Award Nomination  
Center for Research in Mathematics and Science Education (CRMSE)  
6475 Alvarado Road, Suite 206  
San Diego, CA 92120

## Nominations Sought for 2012 AMTE's Early Career Award

The Board of Directors of the Association of Mathematics Teacher Educators (AMTE) has established an **Early Career Award**. The Early Career Award will be given on an annual basis, and the recipient recognized at the annual meeting of the AMTE. The purpose of this award is to recognize a mathematics teacher educator who, while early in his/her career, has made distinguished contributions and shows exceptional potential for leadership in one or more areas of teaching, service, and/or scholarship.

### Criteria for Early Career Award

The nominee for the Early Career Award should be a mathematics teacher educator practicing in the field no later than 10 years after receipt of a doctoral degree.

### Components

The Early Career Award is intended to recognize a colleague's contributions in his or her program of teaching, service, and/or scholarship within the first decade after receiving a doctoral degree. We invite nominations that highlight an individual's innovative contributions in one or more areas of teaching, service, and/or scholarship. **More detail can be found at [www.amte.net](http://www.amte.net).**

**Teaching:** Contributions in the area of teaching preservice or in-service mathematics teachers may include one or more of the following areas:

- a. Implementation of effective and innovative teaching practices.
- b. Demonstration of innovative teaching methods (e.g. publications, materials, video)
- c. Recipient of awards in teaching from department, college, university and/or national entities.

**Service:** Contributions in the area of service to mathematics teacher education may include one or more of the following areas:

- a. Active participation in advancing the development and improvement of mathematics teacher education.
- b. Active promotion and participation in activities promoting quality mathematics teacher education .
- c. Active participation in the governmental and political areas to promote and protect beneficial legislation, to promote better awareness, and/or to build better communication.
- d. Active promotion and participation in school-university-community-government partnerships that have advanced mathematics teacher education at the local, state, and/or national level.
- e. An unusual commitment to the support of mathematics teachers in the field.

**Scholarship:** Contributions in the area of scholarship to mathematics teacher education may include one or more of the following areas:

- a. Dissemination of research findings offering unique perspectives on the preparation or professional development of mathematics teachers.
- b. Publication of materials useful in the preparation or continuing professional development of mathematics teachers.
- c. Design of innovative pre-service or in-service programs.
- d. Contribution of theoretical perspectives that have pushed the field forward.

### Documentation required for Early Career Award:

- a. A current vita of the nominee.
- b. A letter of nomination from an established colleague documenting evidence that supports nominee's contributions in the particular focus area (service, teaching, scholarship) for which he or she is nominated.
- c. Additional letters of support (no more than two) from individuals (e.g., colleagues within and outside of the individual's institution, recent doctoral graduates mentored by the nominee) knowledgeable of the nominee's contributions relative to the focus area. Multiple authored letters are accepted.

**Deadline for  
nominations:  
October 15,  
2011**

**Nomination Process**

AMTE members can nominate a mathematics teacher educator who meets the criteria for eligibility. Self-nominations will not be considered. The three areas of teaching, service, and scholarship shall be weighted equally in the evaluation of the nomination materials. Nominees do not need to demonstrate exceptional work in every area, and may be considered for exemplary work in only one area.

The committee will review applications in an electronic format. *Therefore, applicants are encouraged to submit all application materials electronically.* Electronic submissions should be sent to Tony Nguyen at [tonguyen@projects.sdsu.edu](mailto:tonguyen@projects.sdsu.edu).

Hard copy submissions should be sent to:

Tony Ngyuen  
c/o Nadine Bezuk  
Attn: AMTE Award Nomination  
Center for Research in Mathematics and Science Education (CRMSE)  
6475 Alvarado Road, Suite 206  
San Diego, CA 92120

***MTE Call for Reviewers Information Visit***

[www.nctm.org/mte](http://www.nctm.org/mte)

**2012 National Technology Leadership Initiative Fellowship Award**

We are finalizing details regarding sponsorship of the National Technology Leadership Initiative (NTLI) Award. As a reminder to AMTE members, the award will now be given for a paper and not a presentation. For more information about the award, please contact Jeff Shih ([jshih@unlv.nevada.edu](mailto:jshih@unlv.nevada.edu)), Chair of the Technology and Mathematics Teacher Education Committee. Future updates will be available at the [AMTE website](#).

Submitted by Jeff Shih  
[jshih@unlv.nevada.edu](mailto:jshih@unlv.nevada.edu)  
University of Nevada-Las Vegas, LV  
*Technology and Mathematics Teacher Education Committee, Chair*

***Mathematics Teacher Educator Call for Manuscripts***

The first edition of *Mathematics Teacher Educator* is to be published in Spring 2012. An online manuscript submission process is being developed and will be available in the fall of 2011. If you wish to be notified when the system is open and accepting manuscripts, please register at [www.nctm.org/mte](http://www.nctm.org/mte). *Mathematics Teacher Educator* is a joint publication of the Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM). The editor is Margaret (Peg) Smith, University of Pittsburgh. For more information about the purpose and submission process as well as the editorial team and editorial panel see <http://www.amte.net/publications/mte>.

***Recent Report on CCSS-Math***

See <http://www.mathismore.net/resources/MovingForward> for a report from a recent conference: **Moving Forward Together: Curriculum and Assessment and the Common Core Standards in Mathematics.**

## Historical Notes about AMTE



As we continue to celebrate the 20<sup>th</sup> Anniversary of AMTE this year we will highlight events, historical information, and fun questions through the newsletter and the [AMTE website](#).

*Do you know.....*

*...What was the cost of the first annual dues?*

*...When and where was the first AMTE Annual Conference held?*

*Answers can be found on [page 9](#).*

**AMTE 20<sup>th</sup>  
Anniversary  
is here!**

## Membership Report

*Announcing A New Category for Retired Educators!*

The Membership Committee is pleased to announce a new membership category, Emeritus Member. Emeritus Membership is open to all retired individuals who are interested in the goals of AMTE. Emeritus Members have all the rights and privileges of regular members with dues 50% of regular members' dues.

The Committee has also been working to increase membership and under the leadership of Larry Campbell had a very successful booth at NCTM, gaining new members and sharing information about AMTE with the broader mathematics education community. We would like to solicit your support in two ways: 1) We encourage you to reach out to those in your area and invite them to join AMTE, in particular those educators who are members of your local or state affiliate but who are not members of AMTE. Remind them of the benefits – the annual meeting, the publications and the online resources – as well as the opportunity to network with educators who share their same goals and issues. Information is available on the [AMTE website](#). 2) The Committee would like your input on ideas or suggestions for increasing our services to our members - let us know what we can do to help you. Send your thoughts to Gail Burrill, Committee Chair at [burrill@msu.edu](mailto:burrill@msu.edu).

## 2012 AMTE Annual Conference Deadlines to Remember!

**Registration Deadline for Speakers:** September 15, 2011

**Early Registration Deadline:** September 30, 2011

**Regular Registration Deadline:** December 2, 2011

**Deadline for Hotel Reservations:** December 2, 2011

**Conference Dates:** February 9-11, 2012



Cost of the first annual dues was \$10!

The first AMTE Annual Conference was  
February 14-15, 1997 in Washington, DC.

Check the AMTE  
website for the  
latest on

- 2012 Conference Updates and Deadlines
- MTE Call for manuscripts  
[www.amte.net](http://www.amte.net)

## AMTE Treasurer's Report

<b>Current Account Balance</b> (as of May 4, 2011)		<b>\$ 176,742</b>
<b>Encumbered Membership Reserves</b> (Money must be set aside for annual member benefits when they renew for multiple years.)	\$108,720	
<b>Encumbered Project Accounts</b> (e.g., TE-MAT, EMS)	\$ 14,800	
<b>Encumbered Fiscal Year Operating Expenses</b> (Fiscal year ends June 30, 2011.)	\$ 6,800	
<b>Reserves</b>		<b>\$ 46,422</b>

The Executive Board has set the goal of continuing to build AMTE's financial reserves and will operate in a fiscally conservative manner until we reach that goal. AMTE currently has \$46,422 in reserves. Our financial reserve is the total amount of money in AMTE's accounts decreased by the projected costs for the current fiscal year, any money held for projects (e.g., TE-MAT, EMS), and encumbered member reserves for multi-year memberships. Projected operating expenses for the rest of the fiscal year are expenses we will soon have to pay. Encumbered Project Accounts are the amounts held aside for special projects. AMTE collects 10% in indirects for each project.

For each multi-year membership, the cost of annual member benefits must be held in reserve for each year of the membership. If you joined for three years at the discounted rate of \$216, AMTE would use \$72 for this year's member benefits and put aside \$144 for 2012 and 2013.

AMTE needs financial reserves for a number of reasons, the most pressing of which is the possibility that we would have to cancel an annual conference and would incur a cancellation fee. For example, to cancel the 2012 conference, AMTE would owe \$61,032 if the cancellation was made between March 1 and September 1, 2011, and \$81,376 if the cancellation was after September 1. We're already financially obligated for the 2013 conference hotel too. A cancellation of the 2013 conference right now would cost AMTE \$26,807. The Executive Board has set \$100,000 as a goal for AMTE financial reserves. That's slightly more than the maximum fee for cancelling one conference.

As you can see, AMTE is making steady progress towards saving the amount of reserves necessary to keep the organization on sound financial standing even in the unlikely case of a conference cancellation or other mishap.

*Submitted by Lynn Stallings, AMTE Treasurer, Kennesaw State University*  
[lstallin@kennesaw.edu](mailto:lstallin@kennesaw.edu)

## AMTE AFFILIATE NEWS

### Affiliates Connections Update

The AMTE Affiliate Connections Committee began our work for the coming year by building off of the strong foundation of ideas gleaned from our 2011 AMTE Annual Meeting Preconference session. Our primary charge for the coming year centers on support for current and newly-developing affiliates. To address this charge, our committee is working on various products.

First of all, we are working to put together a speaker bureau to support affiliate conferences. Our goal is to assemble a list of names from across the country that would be willing and able to share their expertise at AMTE Affiliate conferences. The list will be organized by geographic location so that affiliates can more easily locate quality speakers for their keynote addresses and other meeting needs. A survey is being developed to help populate the list. AMTE members can expect to receive a link to the survey soon!

Another issue our group is currently addressing involves affiliate membership. Currently, there are AMTE members who are not involved with their local affiliate; similarly, there are AMTE affiliate members who are not members of AMTE. While this set of circumstances will likely continue into the foreseeable future, we are working to develop incentives that will increase the probability of a person belonging to both groups.

In response to a need articulated by various affiliates at our preconference session, our group is working to develop an advocacy toolkit for AMTE Affiliates. Potential contents of such a toolkit include research-backed whitepapers addressing affiliate-relevant issues and affiliate officer materials (information on membership, banking, website creation/maintenance).

Finally, the group decided to host a preconference session for the 2012 AMTE Annual Meeting. Many of the goals that we hope to accomplish this year are a direct result of discussions with the various AMTE Affiliates at the 2011 affiliate preconference session. We hope to continue to utilize such an opportunity to help us define our work in the future.

*Submitted by Brian Townsend, Affiliates Connections Committee Chair,  
University of Northern Iowa, [brian.townsend@uni.edu](mailto:brian.townsend@uni.edu)*

### **California Association of Mathematics Teacher Educators (CAMTE)**

The CA affiliate has been active statewide in developing working relationships with the CA Commission on Teacher Credentialing. This year two CAMTE members have testified at CCTC meetings concerning proposals to change the number of math units required of the Foundational Level Mathematics Credential, with recommendations that this credential be limited to allow teaching through either algebra 1 or geometry. CAMTE Advocacy Committee members have also met with one of the CCTC staff members who deal extensively with mathematics issues. We hope these efforts will lead to our ability to be more proactive rather than reactive in the future.

We also have an active committee working on developing a template for programs for the newly established mathematics specialist credentials in CA, with the goal of aiding members working on such new programs. Other committees include a program committee to choose a CAMTE strand at the annual meeting of the California Mathematics Council-Northern Section to be held at Asilomar in December 2011. It was decided to alternate CAMTE strands between the Northern Section conference and the Southern Section conference held in Palm Springs each November.

Other active committees include the communications committee which handles our website [[camte.org](http://camte.org)], as well as a nominations and elections committee. Our website includes a wealth of information, including links to other organizations of interest to mathematics teacher educators in California.

*Joanne Rossi Becker, President, CAMTE, [joanne.rossibecker@sjsu.edu](mailto:joanne.rossibecker@sjsu.edu)*

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# Important Dates to Remember

**2011**

June-August	Proposal Submission for 2012 NCTM Research Pre-session
August 4-6	MAA MathFest, Lexington, KY
October 19-21	NCTM Regional Conference, Atlantic City, NJ
October 26-28	NCTM Regional Conference, St. Louis, MO
November 1	Deadline for NCTM 2012 Regional Conference Proposals
November 2-4	NCTM Regional Conference, Albuquerque, NM
November 10-12	SSMA Annual Convention, Colorado Springs, CO
November 10-13	AMATYC Annual Conference, Austin, TX

**2012**

January 4-7	AMS-MAA Joint Mathematics Meetings, Boston, MA
<b>February 9-11</b>	<b>AMTE Annual Conference, Fort Worth, TX</b>
April 13-17	AERA Annual Meeting, Vancouver, British Columbia
April 25-28	NCTM Annual Meeting, Philadelphia, PA
October 10-12	NCTM Regional Conference, Dallas, TX
October 24-26	NCTM Regional Conference, Hartford, CT
November 8-11	AMATYC Annual Conference, Jacksonville, FL
November 28-30	NCTM Regional Conference, Chicago, IL

**2013**

<b>January 24-26</b>	<b>AMTE Annual Conference, Orlando, FL</b>
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**Online at**  
[www.amte.net](http://www.amte.net)

**Membership/  
 Renewal Forms**

**2012  
 Conference  
 Information**

**Call for Award &  
 Election  
 Nominations**

**Position Papers**

**Position Listings**

**Resources**

**Other  
 Opportunities**

Comments, questions, and submissions for AMTE *Connections* should be directed to:  
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