

# Connections

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## AMTE PRESIDENT’S MESSAGE

*Calling All Mathematics Teacher Educators*

**Marilyn E. Strutchens, Auburn University**



As AMTE moves forward in our year of rejuvenation, I am asking that we reflect on why we began and what our mission is. Our founding members decided that mathematics teacher educators needed an organization that would:

“Provide a national forum ... to discuss issues of mutual professional concern [and to] share ideas on effective ways of promoting the National Council of Teachers of Mathematics (NCTM) Standards, National Council of Supervisors of Mathematics (NCSM) and Mathematics Association of America (MAA) recommendations on teaching school mathematics and developing programs to improve the mathematics education of practicing and future teachers.” ([www.amte.net](http://www.amte.net))

*The mission of AMTE is to promote the improvement of mathematics teacher education, K-12. The Goals of AMTE are to promote:*

- Effective **mathematics teacher education** programs and practices;
- Communication and collaboration among those involved in **mathematics teacher education**;
- Research and other scholarly endeavors related to **mathematics teacher education**;
- Professional growth of mathematics teacher educators;
- Effective policies and practices related to **mathematics teacher education** at all levels; and
- Equitable practices in **mathematics teacher education**, including increasing the diversity of mathematics teachers and teacher educators.

As we look at our goals, **mathematics teacher education** is what sets us apart from other mathematics education organizations. For example, NCTM’s mission is to serve as a “public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research” ([www.nctm.org](http://www.nctm.org)), while NCSM ([www.mathedleadership.org](http://www.mathedleadership.org)) is a mathematics leadership organization for educational leaders that provides professional learning opportunities necessary to support and sustain improved student achievement.

Therefore, how we define ourselves is crucial. Knowing who we are will help us to stand up when we need to support teachers and to provide evidence for why we are a necessary entity.

From my perspective, mathematics teacher educators are those people who are responsible for helping teachers to develop mathematical content knowledge, mathematical pedagogical knowledge (e.g., Shulman, 1987), mathematical knowledge for teaching (e.g., Ball, Thames, &

*(Continued on page 2)*

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

The Association of Mathematics Teacher Educators  
[www.amte.net](http://www.amte.net)

### President

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Phelps, 2008), knowledge of equitable practices for all students (Ladson-Billings, 1995; Moschvich, 2011; Boaler, 2011; Gutiérrez, 2007, 2009; Gutstein, 2006; Dieker et al., 2011; and others), and other types of knowledge needed to promote student success. Thus, mathematics teacher educators encompass a broad group of mathematics educators, mathematicians, general educators, teachers, educational psychologists, parents and others. As much as it takes a village to raise a child, the same is true for developing an effective teacher.

In accordance with our mission statement mentioned earlier, we collaborated with NCTM and NCSM in making equity a priority in 2008. In 2010 AMTE, Association of State Supervisors of Mathematics (ASSM), NCSM, and NCTM developed a joint position statement in support of Elementary Mathematics Specialists. Prior to the joint statement, AMTE pulled together a working group, and with funding from The Brookhill Foundation, developed and published the *Standards for Elementary Mathematics Specialists* ([www.amte.net/sites/all/themes/amte/resources/EMSSStandards\\_Final\\_Mar2010.pdf](http://www.amte.net/sites/all/themes/amte/resources/EMSSStandards_Final_Mar2010.pdf)).

Today, AMTE is collaborating with the aforementioned mathematics education organizations and others to support the implementation of the Common Core State Standards ([www.corestandards.org](http://www.corestandards.org)), which 45 states have adopted. Through the Mathematics Common Core Coalition ([mathccc.org](http://mathccc.org)), AMTE and the other organizations are hoping to serve as a clearinghouse of resources for teachers and teacher educators. AMTE also has a CCSS Task Force and a webpage ([www.amte.net/resources/ccssm](http://www.amte.net/resources/ccssm)).

Another issue that we are concerned with is the Conference Board of the Mathematical Sciences' *The Mathematical Education of Teachers II Draft* for public discussion ([www.cbmsweb.org/MET2/MET2Draft.pdf](http://www.cbmsweb.org/MET2/MET2Draft.pdf)). We created a task force led by Randy Philipp to review the document, and they have completed the review and submitted it to the authors. Their review was very thorough and provided critical and substantial feedback to the writers of the document.

Moreover, we have active members on the planning team for the Mathematics Teacher Education Partnership (MTE-Partnership) ([www.aplu.org/sslpage.aspx?pid=2184](http://www.aplu.org/sslpage.aspx?pid=2184)), which has a goal of redesigning secondary mathematics teacher preparation programs in advance of the Common Core State Standards in Mathematics. The partnership includes 68 public universities, 9 community colleges, and 87 school systems, state education departments and other stakeholders from 30 states and is an effort of the Association of Public and Land Grant Universities' (APLU) Science and Mathematics Teacher Imperative (SMTI).

Furthermore, we have created a task force to review NCTM's *NCATE Draft Standards for Elementary Mathematics Specialists, Middle Grades, and Secondary Teachers* ([www.nctm.org/NCATEdraft](http://www.nctm.org/NCATEdraft)), which have been posted for feedback.

With regard to our other goals and priorities for 2012, we have developed an equity task force led by Rochelle Gutiérrez and Beth Herbel-Eisenmann whose charge is the following:

1. Ensure that the standing committees are focusing on equity in some way related to their duties and responsibilities.
2. Be informed by and build from previous AMTE efforts related to equity:
  - a. Equity Task Force Recommendations
  - b. Joint Position Statement
  - c. Special Equity Issues of JMTE

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

3. Articulate and execute specific short term activities and long term plans that will enable us to continue to act on achieving AMTE's goal to promote equitable practices in mathematics teacher education, including increasing the diversity of mathematics teachers and mathematics teacher educators.

Moreover all of our committees are working together to figure out ways to best meet the needs of our members.

Other issues and concerns that our members should be following are teacher quality initiatives and the President's Council of Advisors on Science and Technology (PCAST) Report: *Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics*. The PCAST report has generated considerable reaction from the mathematics community because of its recommendations for dealing with what it calls "the mathematics bottleneck that is currently keeping many students from pursuing STEM majors."

Clearly, there are many issues that are of concern to AMTE and its mission, and it is important that we continue to advance our unique perspective. We need the full engagement of our membership and hope that you will join us as we work toward the improvement of mathematics teacher education. Members can share their interest in particular activities by completing an "AMTE Volunteer" form found on the website (see: "Quick Links" box). Please let me know if you would like to volunteer for a particular activity by sending an email ([strutme@auburn.edu](mailto:strutme@auburn.edu)) or completing the AMTE Volunteer form on [www.amte.net](http://www.amte.net).

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Did you know that the new MTE on-line journal is a **FREE** AMTE membership benefit?

Look for the **first issue** of the *Mathematics Teacher Educator* in **Fall 2012**. For more information see [www.amte.net/publications/mte](http://www.amte.net/publications/mte).

## C-TaP Common Core Mathematics Toolkit Application for Summer 2012

Interested in piloting the CCSSM Implementation Toolkit?  
Find application online at <http://ime.math.arizona.edu/2011-12/betatoolkit.html>.

## Upcoming 2013 AMTE 17<sup>th</sup> Annual Conference

Make your plans now to attend the 2013 AMTE Annual Conference in Orlando, Florida January 24-26, 2013. This conference will have several **new features**. There will be no preconference sessions. Instead, the regular conference will begin on Thursday morning with sessions starting at 9:00 a.m. Lunch on Thursday will be provided along with all of the other meals you are accustomed to having as part of the conference.

Many details for the conference have been finalized. The keynote speakers for the 2013 conference have been selected and we are excited to announce the following:

- Thursday's general session will feature **Eric (Rico) Gutstein**, Professor of Mathematics Education in the Department of Curriculum and Instruction at the University of Illinois at Chicago.
- Friday's Judith E. Jacobs Lecture will be given by **Karen Karp**, Professor of Mathematics Education in the Department of Teaching and Learning at the University of Louisville.

Details of the January 2013 conference include the following:

- Sessions start **Thursday at 9:00 a.m.**
- Thursday's lunch and afternoon break will be provided and are included in the registration fee.
- Thursday's general session will begin about 5:00 p.m. followed by dinner on your own.
- Friday's breakfast, lunch, afternoon break, and dinner will be provided and are included in the registration fee.
- Saturday's breakfast and lunch will be provided and are included in the registration fee.
- The business meeting will occur during Saturday's lunch.
- The conference will end approximately at 1:15 p.m. on Saturday.

The conference site is the Rosen Plaza Hotel in Orlando, Florida. The hotel room rate is \$159 for a single or double room. The **deadline for reservations is November 30, 2012** 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 on the AMTE website. The **registration deadline is November 30, 2012**. **Early registration** at reduced rates is available **through September 15**. The **speaker registration** deadline is **September 15, 2012**. The latest conference information can be found at <http://www.amte.net/conferences/conf2013>.

We hope to see you in Orlando in January!

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

### 2013 Conference Program Update

Thanks to the AMTE membership for their conference proposal submissions and willingness to review. We received 400 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, 2012.

*Submitted by Suzanne Harper, 2013 Annual Conference Program Chair, [harpersr@muohio.edu](mailto:harpersr@muohio.edu)  
Miami University of Ohio*

Early  
registration  
deadline  
for the 2013  
Conference  
is  
**September  
15, 2012!**

The latest  
AMTE  
Resources for  
the *Common  
Core State  
Standards in  
Mathematics*  
can be found at  
[www.amte.net/  
resources/  
ccssm](http://www.amte.net/resources/ccssm).

## Nominations sought for the 2013 Nadine Bezuk Excellence in Leadership and Service in Mathematics Teacher Education Award

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The 2013 Nadine Bezuk Excellence in Leadership Service Award is intended to recognize a colleague for a unique contribution in service that has made a significant and lasting contribution to mathematics teacher education, directly and indirectly. The nominee must have demonstrated commitment to mathematics teacher education through one or more of the following areas:

- a. Active participation in advancing the development and improvement of mathematics teacher education (e.g., membership and leadership roles in state, national, and international organizations).
- b. Active promotion and participation in activities promoting quality mathematics teacher education (e.g., creator of programs, coordinator of programs, writing and participating in grants, conferences, symposia, academies, supervisor of a student affiliate organization).
- 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 (local, state, national level).
- e. An unusual commitment to the support of mathematics teachers in the field (such as distinctive mentoring experiences).

### Criteria for the Nadine Bezuk Excellence in Leadership and Service Award

The nominee for the Excellence in Leadership and Service Award 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.

### Documentation required for the Nadine Bezuk Excellence in Leadership and Service Award:

- a. A current vita of the nominee, focused on excellence in service to mathematics teacher education (5 page limit).
- b. A letter of nomination documenting the nominee's eligibility for the award, related to the criteria listed above.
- c. Additional letters of support (no more than four) for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.

### Deadline for Nominations

Nominations for the Nadine Bezuk Excellence in Leadership and Service Award must be received by **October 15, 2012**.

### Nomination Process for Excellence Awards

AMTE members may nominate a mathematics teacher educator who meets the criteria of the award. 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**.

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

### Submitting Nominations

Electronic submissions should be sent to AMTE Webmaster 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  
6475 Alvarado Rd., Suite 206  
San Diego, CA 92120

Please be sure that all items in the nomination materials are clearly labeled with the name of the nominee.

Deadline for  
nominations  
is  
**October 15,  
2012**

## Nominations sought for AMTE's 2013 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.

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.

*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 documenting the nominee's eligibility for the award.
- c. Additional letters of support (no more than **two**) from individuals knowledgeable of the nominee's contributions. Multiple authored letters are accepted.

### Deadline for Nominations

Nominations for the Early Career Award must be received by **October 15, 2012**.

### Nomination Process for Early Career Award

AMTE members may nominate a mathematics teacher educator who meets the criteria of the award. 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.

Deadline for  
nominations  
is  
**October 15,  
2012**

Nominations  
open for  
AMTE  
**Treasurer  
or  
Board-  
Member-at-  
Large!**

See [page 7](#)  
for more  
details.

AMTE  
Connections  
Summer 2012

Early Career Award information continued on page 7.

## Early Career Award Nomination Information (continued from page 6)

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

### Submitting Nominations

Electronic submissions should be sent to AMTE Webmaster Tony Nguyen at [tonguyen@projects.sdsu.edu](mailto:tonguyen@projects.sdsu.edu). Hard copy submissions should be sent to Tony Nguyen  
c/o Nadine Bezuk  
Attn: AMTE Award Nomination  
6475 Alvarado Rd., Suite 206  
San Diego, CA 92120

Please be sure that all items in the nomination materials are clearly labeled with the name of the nominee.

To contribute  
to the  
**AMTE  
Susan Gay  
Conference  
Travel  
Scholarship**  
visit the  
[AMTE  
website.](http://www.amte.net)

## 2013 AMTE Annual Conference Deadlines to Remember!

**Registration Deadline for Speakers:** September 15, 2012

**Early Registration Deadline:** September 15, 2012

**Regular Registration Deadline:** November 30, 2012

**Deadline for Hotel Reservations:** November 30, 2012

**Conference Dates:** January 24-26, 2013

## Nominations Sought for AMTE Elections

AMTE  
is on  
**Facebook!**  
Join the  
discussion  
today!

The AMTE Nominations and Elections Committee is seeking nominations for consideration as candidates for **Treasurer** and for **Board Member-at-Large**. Please review the job descriptions found on the [AMTE website](http://www.amte.net). **Nominations are due by July 15, 2012.**

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 Treasurer or the 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 a Mathematics Department or College/School of Education or other affiliation; size and region of institution).

**Send completed nominations to Christine D. Thomas at [cthomas212@aol.com](mailto:cthomas212@aol.com).  
Deadline: July 15, 2012**

## An Interview with Deborah Ball on the Role of Research in Conversations with Policy Makers

Deborah Ball currently serves as Dean of the University of Michigan School of Education, where she is also the William H. Payne Collegiate Professor and an Arthur F. Thurnau Professor. She received the 2012 AMTE Excellence in Teaching in Mathematics Teacher Education Award. Lately she has had a number of conversations regarding teacher education with high profile U.S. leaders, such as President Obama and Secretary of Education Duncan.



On behalf of the AMTE Research Committee, Laura Van Zoest interviewed Deborah Ball on March 13, 2012 about the role of research in those types of conversations.

The following are some highlights from that interview. Except for the headings, all the words are Deborah's.

People have become aware that research has shown that skilled teaching has really significant effects on kids' abilities.

### Professional Training for Teachers

Often the conversations I have had recently have been about the fundamental importance of professional training for teachers; how it is really important to make sure that people who enter the classroom are capable of doing effective work with kids. I think that many people are aware that teacher effects can be large; that's the positive side of the interest in value-added models. People have become aware that research has shown that skilled teaching has really significant effects on kids' abilities. That's the good news. The bad news is that, in general, policymakers have heard over and over that there is not good evidence that teacher certification makes a difference, or that teacher education makes a difference, or professional development. Instead, people hear informally about all these beginning teachers who aren't skillful, and then they see research that suggests that you don't get a real edge by graduating from teacher education or by having professional development. That sound bite has come through often and clearly. And it is actually research-based; there is research that shows that an alternative program can sometimes get better results than a university education program and that professional development doesn't make a particularly big difference in teachers' effects. I don't think it has helped us much to push back by pointing out limitations of that research. It is worrisome for us to not realize that there's been a problem in demonstrating that professional education really matters. That is our responsibility.

### The Importance of Evidence

When people talk about scaling up best practices, they are loath to consider things we might identify as best practices of teaching or teacher education if we don't have good evidence that they actually are best practices. People are looking for persuasive evidence that we know that certain teaching practices are high leverage, for example, or certain ways of helping teachers learn to do their work improve their students' learning, and we don't always have it. I would caution against assuming that the whole world believes only in randomized control trials, however. I don't think that's what I'm hearing. Instead, I think there is space for us as a field to be trying to figure out what are different kinds of warrants for what kinds of claims, and what is persuasive evidence for what sorts of things.

### Persuasion

Sometimes it isn't about research at all, but about considering how to be educative in the discourse. For example, the math examples that I've overused until everyone is sick of them have a lot of power for making a point in a small amount of space or time. If you want to say there's actually a special way of knowing math that's different from just being good at it, all you need is one of those examples where you show them that they know how to multiply two numbers, but they have no clue about what the kids were doing. That's really persuasive for legislators and other policymakers. So similarly, if we want to convey that we're intentionally focused on clinical training, it isn't persuasive to say that we have a clinical model or that our students are out in the school all the time—most people don't know what that means, and everybody says that anyway. Instead we need to convey to them what we are doing and how it will prepare better teachers.

Go to [www.amte.net/research](http://www.amte.net/research) for further information on select research articles.

## Interview with Deborah Ball (continued from page 8)

You may have seen the video of a beginning teacher being coached in how to do guided reading in an elementary class. It is a very short video, but has been very compelling for non-experts to see—“Oh, that’s what you mean by coaching,” and to begin to understand that it wasn’t just letting a teacher go out to a classroom and try stuff out. By watching the teacher educator interrupt her every few words to say, “Now back up. What were you trying to say? How were you holding that chalkboard so the kids can see?” they get it; they can see.

They can see two things. They can see that they couldn’t teach, because what the intern is being coached to do they wouldn’t be able to do. So that’s a nice message. And they can see that the teacher educator is doing something that would—you don’t even need to wait for the evidence—you can see that getting that kind of training improves the likelihood that the intern is going to be able to manage this thing called guided reading. We need to think about similar examples in mathematics teacher education. If we learn to have good taste about what is a really good example, we will be able to build up a small set of compelling examples as a community and be very persuasive.

### Focus on Teaching Content to Kids

When I talk with policymakers, I look for opportunities to use the research on content knowledge for teaching to tell them that one of the things research has shown is that the kind of content knowledge you need is not what people think it is. We’re caught between people who don’t think subject matter is the most important thing and people who think it is the only thing. And we’re actually balanced in the middle, and we need to think about how we can talk so that we’re actually refuting both of those extremes. So, it is important to say that there is a huge body of research (see the National Math Advisory Panel Report for specifics) that shows that despite how common sense it may seem, majoring in the field isn’t any guarantee that somebody knows math well enough to teach it, and you have to know to say that it is about *knowing* it well enough to open it up for kids. But at the other extreme, there’s no way to imagine that teachers can be good with helping kids learn math when they’re just good at managing the classroom. So both are important: it’s important to have a lot of math background relevant to teaching AND it’s important to know how to manage a classroom. The work of teaching is actually in the middle and really hard. Really good examples help, but when you talk with policymakers or reporters, you also need really good skills at communicating the ideas so they understand. It’s like teaching—you need to think, “What is it they’re assuming? What is already convincing to them?”—it is like we are designing little instructional moves ourselves when we’re talking.

The bottom line is that teaching is all about teaching content to kids. Yes, it’s about relationships; yes, it’s about classroom management. But if we’re serious that kids are supposed to improve their achievement, then teachers actually have to be skillful at teaching the content. So content knowledge is something there’s a lot of data on, and I think we could use that over and over again, and even find ways to make sure that we know how best to represent those studies, because it is a big bundle of stuff. That would be one thing I think all of us should be really fluent at doing. It’s one of our strongest bodies of work out there.

*In the next issue of Connections, we will look at highlights from the interview that focus on how AMTE members can contribute to developing the research base needed to inform policy conversations through scholarship of practice.*

*Submitted by the AMTE Research on Mathematics Teacher Education Advisory Committee  
Corey Drake, Michigan State University, Chair, [cdrake@msu.edu](mailto:cdrake@msu.edu)*

*But if we’re serious that kids are supposed to improve their achievement, then teachers actually have to be skillful at teaching the content.*

**The call for AMTE Publications Director will be posted by July 1st on the AMTE website, [www.amte.net](http://www.amte.net).**

*AMTE Connections  
Summer 2012*

## Nominations Sought for Executive Director of AMTE

The AMTE Board of Directors is seeking nominations for candidates for the next **Executive Director of AMTE**.

At the conclusion of the 2014 AMTE Annual Conference Nadine Bezuk will step down as Executive Director (ED) of AMTE. Dr. Bezuk has served as Executive Director for over 11 years and has helped establish the national reputation of AMTE.

The AMTE Board of Directors would like to identify the next Executive Director by the fall of 2012 so that the incoming ED can “shadow” Dr. Bezuk throughout 2013. The new Executive Director will assume full responsibilities following AMTE’s Annual Conference in 2014.

Please review the job description (see [www.amte.net/about/execdircall](http://www.amte.net/about/execdircall)). Potential candidates are encouraged to discuss their interest in the position with their supervisor(s). Support from a candidate’s institution is necessary and may take a variety of forms (e.g., release from some current responsibilities, staff support, space, equipment).

Candidates for the ED position must be AMTE members in good standing and have a record of contributing to the organization. If you are interested in being considered for this position, prepare a request for consideration to include:

- Name; professional affiliation; position; contact information;
- Statement (no more than one page) summarizing interest and qualifications for the position;
- Summary of possible support from home institution (finalists for the position will be asked to submit a formal letter of support from supervisor);
- Curriculum vita.

The Search Committee may request additional information and will interview the strongest candidates.

Feel free to contact any member of the Search Committee, including Dr. Bezuk, if you have questions or would like to discuss this position.

*Chair:* Barbara Reys, University of Missouri – [reysb@missouri.edu](mailto:reysb@missouri.edu)  
 Nadine Bezuk, San Diego State University - [nbezuk@mail.sdsu.edu](mailto:nbezuk@mail.sdsu.edu)  
 Susan Gay, University of Kansas – [sgay@ku.edu](mailto:sgay@ku.edu)  
 Francis (Skip) Fennell, McDaniel College - [ffennell@mcdaniel.edu](mailto:ffennell@mcdaniel.edu)  
 Gladis Kersaint, University of South Florida - [kersaint@usf.edu](mailto:kersaint@usf.edu)  
 Lynn Stallings, Kennesaw State University - [lstallin@kennesaw.edu](mailto:lstallin@kennesaw.edu)  
 Amy Roth McDuffie, Washington State University - [mcduffie@tricity.wsu.edu](mailto:mcduffie@tricity.wsu.edu)  
 Jeff Wanko, Miami University - [wankojj@muohio.edu](mailto:wankojj@muohio.edu)

**Send application materials to Barbara Reys at [reysb@missouri.edu](mailto:reysb@missouri.edu).  
 Deadline: July 1, 2012.**

### Attention Graduate Students!

To apply for the Susan Gay AMTE Conference Scholarship Award for 2013 fill out the application that will be posted soon at <http://www.amte.net/about/awards/susangayscholarship>.



Deadline for  
nomination  
submissions for  
Executive  
Director is  
**July 1, 2012.**

## Congratulations! AMTE Receives 2012-2015 NCTM Leadership Circle Membership Platinum Level

### Welcome to NCTM's Leadership Circle!

A Letter From J. Michael (Mike) Shaughnessy  
Past-President, National Council of Teachers of Mathematics

I welcome you back to the NCTM Leadership Circle as a 2012-15 Circle member. We thank you for all the hard work that you have done in mathematics education on behalf of teachers, students, and NCTM. Our affiliates provide us with critical pathways to communicate about ongoing projects, resources under development, and the vision that NCTM has for the mathematics education of all students. We will continue to work hard to develop and grow both your membership and ours.

This has been a very pro-active year for NCTM as we worked to forge partnerships with other professional organizations on several important issues. At the same time NCTM has continued to provide its exceptional leadership in conferences, publications, and professional development as we continue to create outstanding resources for mathematics teachers and their students, and to support teachers, schools, and districts as they work to implement the Common Core State Standards for Mathematics.



*Mike Shaughnessy, NCTM's 2010-2012 President, presents Sandi Cooper, AMTE's Affiliate Director, with NCTM's Leadership Circle Award.*

*Our affiliates provide us with critical pathways to communicate about ongoing projects, resources under development, and the vision that NCTM has for the mathematics education of all students.*

### Forging Partnerships

#### The Mathematics Common Core Coalition (MCCC)

Over the past several years, NCTM has led an effort to encourage several professional organizations to join together to provide common information and support to districts, states, and teachers about the ongoing implementation and assessment work around the Common Core Standards for Mathematics (CCSSM). This past spring a new coalition, the Mathematics Common Core Coalition (MCCC), was formed and subsequently approved by the respective boards of NCTM, the Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics (ASSM), the National Council of Supervisors of Mathematics (NCSM), the Council of Chief State School Officers (CCSSO), the National Governors Association (NGA), the Partnership for Assessing Readiness for College and Career (PARCC), and the SMARTER Balanced Assessment Consortium (SBAC).

The mission of the Mathematics Common Core Coalition is: *To strive to ensure the successful communication, interpretation, implementation, and assessment of the Common Core State Standards.*

The Coalition was formed in order to:

- i) Provide a means to review, research, nurture, and communicate common messages throughout the implementation and assessment of the CCSSM.
- ii) Provide expertise and advice from the communities of mathematics education content and assessment experts for the development of the content frameworks of the assessment consortia for the CCSSM.
- iii) Collect information about the implementation and assessment processes of the CCSSM that will inform future revisions of the CCSSM.

The coalition members have already held three face-to-face meetings as well as several conference calls during the year, sharing organizational work and perspectives on professional development, assessment, and proposed research around the Common Core. The Coalition has created a common website that we intend to continue to grow into a 'one stop shopping' site for the Common Core Standards in Mathematics, with links to information, resources,

## NCTM Leadership Circle (Continued from page 11)

sample assessment items, and eventually research information about the Common Core. (<http://www.nctm.org/standards/mathcommoncore/>)

### *The Mathematics Teacher Educator*

Last spring NCTM and the Association for Mathematics Teacher Educators (AMTE) launched a new joint professional journal, the *Mathematics Teacher Educator (MTE)*. Representatives from both organizations serve as members of the *MTE* editorial panel, and Margaret Smith of the University of Pittsburgh was appointed by NCTM and AMTE to be the first editor of this new journal. The journal seeks scholarly articles that address research and professional development in teacher education, with a goal to build a research knowledge base on the scholarly activity of teacher educators who work with pre-service and in-service mathematics teachers. *MTE* will be an electronic journal, and the first volume is scheduled to appear sometime in the fall of this year.

### **NCTM Resources and Support for the Implementation of CCSSM**

#### *The Focus on Reasoning and Sense Making Continues*

The series *Focus in High School Mathematics: Reasoning and Sense Making* expanded to six volumes this past year. The initial book, published in 2009, provides an introduction and overview of NCTM's official position on secondary level mathematics, that reasoning and sense making is the primary goal in the teaching and learning of mathematics. Three companion books in the series emphasize the importance of giving students opportunities to reason about and make sense of mathematics within specific content domains—algebra, geometry, and statistics and probability. The fourth book, *Fostering Reasoning and Sense Making for All Students*, was released last spring, and it includes concrete, practical suggestions for us to offer equitable opportunities for *all* students to reason about and make sense of mathematics. A fifth book in the series *Technology to Support Reasoning and Sense Making* appeared this past fall.

A number of NCTM task forces continue to develop new resources for the Reasoning and Sense Making Initiative. One task force is developing more tasks for the NCTM Web-based Reasoning and Sense Making Task Bank. Two other task forces will continue work on the development of video clusters of secondary students engaged in reasoning and sense making, and plans for a future digital library of reasoning and sense making resources for teachers and professional development leaders. Still another task force is heading up the second round of an NCTM summer institute on Reasoning and Sense Making. Last summer over 700 secondary teachers attended NCTM's first ever summer professional development institute in Orlando, "Infusing the Classroom with Reasoning and Sense Making: An NCTM Interactive Institute on High School Mathematics." This interactive institute was a three-day secondary institute for teachers and teacher leaders, and was so successful that the Council will again offer a secondary institute on Reasoning and Sense Making this summer in Los Angeles, July 24–26. NCTM's Reasoning and Sense Making Initiative fits very well with the Standards for Mathematical Practice in the Common Core, and provides support for teachers to interweave the Standards for Practice with content domains in the Common Core.

#### *Making It Happen, Essential Understandings, and NCTM's Standards*

The NCTM publication, *Making It Happen: A Guide to Interpreting and Implementing Common Core State Standards for Mathematics* is available in both print and electronic form. It emphasizes links between specific CCSSM standards and some of NCTM's most important publications, including *Principles and Standards for School Mathematics*, *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics*, *Focus in High School Mathematics: Reasoning and Sense Making*, and the *Essential Understanding* series. This booklet points to particular NCTM resources that can best assist teachers, schools, and districts as they work to implement CCSSM.

#### *An Interactive Institute for Elementary and Middle School Teachers and Teacher Leaders to Develop Algebra Readiness and Reasoning in Grades 3 - 8*

This coming summer NCTM will also offer another Interactive Institute for Grade 3 – 8 teachers on Algebraic Readiness and Reasoning in the Elementary Grades, held July 31 – Aug 1 in Atlanta. The

Check the  
AMTE  
affiliates  
weblink  
for the latest  
information  
and  
resources for  
local  
affiliates.

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## NCTM Leadership Circle (continued from page 12)

Institute will focus on algebraic reasoning and sense making in grades 3–8 and provide support for teachers on the interpretation and implementation of the algebra standards set forth in CCSSM.

As you can see, NCTM has been very active this year. We continue to rely on those of you who are in the Leadership Circle to spread the word to everyone in your state and region about NCTM's activities, and the great support and resources that NCTM consistently offers every year to not only its members, but also to all mathematics teachers, at all levels.

All the best to all of you for this year! Lead well!

Mike 

J. Michael Shaughnessy, NCTM Past-President



NCTM/MAA  
Joint Position  
Statement on  
Calculus  
[www.nctm.org/  
about/  
content.aspx?  
id=32351](http://www.nctm.org/about/content.aspx?id=32351)

## New Statistics Materials Available January 2013!



**PROJECT-SET**  
Statistics Education for Teachers

<http://project-set.com/>

**Project-SET** is a new NSF funded project that aims to develop innovative curricular materials to enhance the ability of high school teachers to foster students' statistical learning regarding two fundamental topics: **sampling variability** and **regression**. These materials will be useful for teacher preparation institutions, school districts, professional development programs, and individuals interested in furthering their own statistical knowledge. All materials will be geared towards helping high school teachers implement the *Common Core State Standards* for statistics as well as closely align with the learning goals outlined in the *Guidelines for Assessment and Instruction in Statistics Education: A Pre-K–12 Curriculum Framework* (GAISE) report.

Materials will begin to be made available in January 2013. See the website for more details. Please contact Dr. Anna E. Bargagliotti, [abargagl@lmu.edu](mailto:abargagl@lmu.edu), with any questions.

## CITE Journal Update

The CITE Journal is an online, peer-reviewed journal, established and jointly sponsored by five professional associations (AMTE, ASTE, NCSS-CUFA, CEE, and SITE). This is the only joint venture of this kind in the field of teacher education. Each professional association has sole responsibility for editorial review of articles in its discipline. The Co-Editors or CITE-Mathematics appointed by AMTE are currently Denny St. John and Doug Lapp.

The purpose of this journal is to provide a forum for reporting on research and engaging in a dialog about best practices related to any area of technology and mathematics teacher preparation. Research dealing with either preservice or in-service issues are welcomed. A wide range of formats and approaches to scholarship are accepted, including qualitative research, quantitative studies, conceptual and theoretical pieces, and case studies. Papers dealing with professional practice should be submitted to the Current Practice section of the journal.

CITE Journal: [www.citejournal.org](http://www.citejournal.org)

CITE Journal Submissions: [www.site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance](http://www.site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance)

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# Important Dates to Remember

**2012**

July 2-6	Mathematics Education Research Group of Australia (MERGA) Annual Conference, Singapore
July 8-15	ICME-12, Seoul, Korea
July 18-22	PME Conference, Taipei, Taiwan
July 24-26	NCTM High School Institute on Reasoning & Sense Making Los Angeles, CA
July 31-August 2	NCTM 3-8 Institute on Algebra Readiness for Every Student Atlanta, GA
October 10-12	NCTM Regional Conference, Dallas, TX
October 24-26	NCTM Regional Conference, Hartford, CT
November 1-4	PME-NA Conference, Kalamazoo, MI
November 8-11	AMATYC Annual Conference, Jacksonville, FL
November 8-10	SSMA Annual Convention, Birmingham, AL
November 28-30	NCTM Regional Conference, Chicago, IL

**2013**

<b>January 24-26</b>	<b>AMTE Annual Conference, Orlando, FL</b>
April 17-20	NCTM Annual Meeting, Denver, Colorado

**Online at**  
[www.amte.net](http://www.amte.net)

**Membership/  
Renewal Forms**

**2013 Conference  
Information**

**Position Papers**

**Position Listings**

**Resources**

**Other  
Opportunities**

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