

Connections

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AMTE PRESIDENT’S MESSAGE

Mathematics Teacher Educators: Why Do We Matter?

Marilyn E. Strutchens, Auburn University



A recent graduate of our secondary mathematics education program sent me an email expressing her gratitude for lessons she had learned beyond teaching mathematics effectively. She talked about attending the funeral of a student who had died in a car wreck who had been in one of her classes during her internship. She spoke of the compassion that she had for the students who had lost their classmate and what it meant to her to be there with them. She stated that she greatly appreciated both of us [Drs. Strutchens and Martin] for preparing her not only to effectively teach mathematics, but also for preparing her to genuinely love what she does and the students whom she teaches. She also thanked us for having high expectations of her.

Another graduate emailed us excited about the challenges that she faced teaching 7th – 12th grade mathematics at a small predominantly African American school. She also thanked us for all of the support and hard work we put into teaching her how to become an effective teacher. She stated that we would never know how many lives we are touching with what we are doing.

These are comments from recent graduates of our program. We have had others relate how they have become leaders in their schools because of the knowledge and skills that they have. Moreover, in the 12 years that we have been at Auburn University, we constantly hear back from our graduates who are still teaching and loving what they do, or who are themselves becoming mathematics teacher educators in order to be able to impact other classrooms. I am not just saying this to “toot my own horn,” but to say that as a whole, mathematics teacher educators matter. Out of the 120 credit hours our students take, we teach 12 of those hours, and we help with supervision during their internships. Thus, our students spend a little over 10% of their college preparation with us. Beyond their coursework some participate in the Auburn Mathematics Education Society, which is an undergraduate organization which we advise, thus providing another opportunity to acclimate the students to the profession. We truly try to make every minute count.

As mathematics teacher educators we have the responsibility of helping teacher candidates become effective teachers. The route that each of our programs takes to accomplish this goal largely depends on state codes and accreditation specifications; however, the heart of what we do is also based on our own personal philosophies and values related to teaching and learning mathematics. Take me, for example; I was acclimated into the teaching and learning of mathematics in a mathematics education program where problem solving, reasoning and sense making, inquiry based teaching, and using technology were key components of an effective mathematics classroom. In addition, I had a strong interest in equity issues and was able to work with professors whose research focused on equity issues. My colleague, who also happens to be

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www.amte.net

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my spouse, has a similar orientation except his research focused more on process-oriented curriculum.

Along with our beliefs and education related to the teaching and learning of mathematics, we bring our experiences from being in the classroom as teachers and from working with administrators, parents and other stakeholders around educational issues. Further, our continuous work with both inservice and preservice teachers helps us to stay abreast of the issues they face and the needs that they have. Finally, through our constant interactions with other mathematics teacher educators and researchers, whether face-to-face at AMTE's annual meetings and other conferences, electronically through online events like AMTE's webinars or via email, or through their published research and other writings (including the *Mathematics Teacher Educator*), we are aware of issues that go beyond our state and local area. Throughout the nearly 12 years we have worked together, we have emphasized the tenets of the National Council of Teachers of Mathematics Standards documents (NCTM, 1989, 1991, 1995, & 2000) and their more recent *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence and Focus in High School Mathematics Series*. Currently, we are helping our teacher candidates and the practicing teachers with whom we work make the connections between the Common Core State Standards (Common Core State Standards Initiative, 2010) and the aforementioned NCTM documents, especially the process standards and the standards of mathematical practice. We have also stressed to our teacher candidates that they need to help their students develop a relational understanding of mathematics (Skemp, 1987), which includes both conceptual and procedural knowledge of a concept or skill and the connections between the two.

We try to create learning environments for our teacher candidates similar to what we would like them to provide for their students. We further emphasize a theme coined for our Math and Science Partnership grant: "It is not just what you teach, but it is how you teach." Since we are both involved nationally and attend professional meetings, our teacher candidates see us as constantly seeking ways to improve what we do in order to help them become successful teachers. In addition, we work with inservice teachers in ways that inform the work we do with preservice teachers and vice versa. We also try to place our teacher candidates in field experiences that will help them to practice what they are learning in their program.

I have discussed many of the things that we do at my university, which provides an inkling of why mathematics educators matter. Now, I will make it more explicit. We matter because we serve as bridges between all of the other components of teacher candidates' programs. In some instances, we help them to connect the mathematics that they are learning in their advanced mathematics courses to the mathematics they will teach. We help teacher candidates connect the information that they learn in their educational foundations courses to the pedagogical strategies and knowledge of students that they need in an equitable mathematics classroom. We provide our teacher candidates with experiences that enable them to learn how to write an effective lesson, orchestrate discourse, facilitate cooperative learning groups, create equitable classroom environments, maintain the cognitive demand of tasks (cf. Stein, Smith, Henningsen, & Silver, 2000), use multiple entry levels and other kinds of tasks that engage all students, and assess students in a variety of meaningful ways. We also require them to reflect on their own learning, as well as the learning opportunities, which they provide for their students.

We work across a range of constituencies to ensure our teacher candidates' success. We regularly collaborate with mathematicians at our university as we think about their mathematical preparation. And we partner with practicing teachers who serve as mentors for our candidates, supporting them in their journeys as teacher leaders and mentors, but also collaborating with them to provide critical feedback that will help candidates reach

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President's Message (continued from page 2)

their full potential. We navigate (and sometimes challenge) state requirements to ensure that they are fully certified.

Just as it is exciting for a mathematics teacher to see a student become enthusiastic about solving a problem and truly understand what he/she did, it is exciting for mathematics teacher educators to see a teacher candidate orchestrate a lesson in which learning took place for most or all of the students, and seeing the candidate's enthusiasm in knowing that he/she made a difference adds another level of fulfillment.

As mathematics teacher educators, many of us reside in the intersection of mathematicians, mathematics teachers, researchers, and others. We bring this unique perspective to the table that enables us to push our teacher candidates in ways that go beyond just knowing mathematics or how to teach. We help teacher candidates to become multifaceted teachers with multiple types of knowledge about the subject and the students whom they teach.

We are mathematics teacher educators. What we do makes a difference.... I challenge you to not only count the ways, but to also let it be known.

References

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We (MTEs) help teacher candidates to become multifaceted teachers with multiple types of knowledge about the subject and the students whom they teach.

2013 Annual Conference Deadlines

Late Registration Payment MUST BE RECEIVED: January 11, 2013
Conference Dates: January 24-26, 2013

See pages 4 and 5 for more information on hotels, registration and program.

**The Association of Mathematics Teacher Educators (AMTE)
Seventeenth Annual Conference
Orlando, FL January 24-26, 2013**

Conference Registration and Hotel Reservation Information

The Seventeenth Annual Conference will be held at the Rosen Plaza Hotel in Orlando, FL from Thursday, January 24 through Saturday, January 26, 2013. Remember that conference sessions begin on Thursday morning at 9:00 a.m. Lunch on Thursday is provided along with all of the other meals you are accustomed to having during the conference. The conference will conclude at 1:15 p.m. on Saturday.

The conference site is the Rosen Plaza Hotel in Orlando, FL. The hotel room rate is \$159 for a single or double room. As cancellations are made, there may still be guestrooms available at our special conference rates. Hotel reservations can be made using the link on the [AMTE website](#) or by calling Rosen Call Center at 800-627-8258. Be sure to mention "AMTE Conference" when you call.

Final late
Registration fee
must be
received by
January 11, 2013

Information about traveling to Orlando and the Rosen Plaza Hotel is on the [AMTE website](#) along with the preliminary program link. Program information will be updated over the next few weeks and a final program will be posted by early January.

Conference Highlights

Thursday

A full slate of conference sessions will begin at 9:00 a.m. Breakfast is on your own. Lunch and afternoon break will be provided and are included in the registration fee. During lunch, the Mentoring Committee has selected topics and facilitators for discussion groups; we hope you will join a group discussing a topic of interest.

Session highlights include a presentation by **last year's Early Career Award Winner, Tim Boerst**, and a session on **The Mathematical Education of Teachers II** by **Jim Lewis, Sybilla Beckmann, and Denise Spangler**.

Eric (Rico) Gutstein, University of Illinois at Chicago, is the speaker at the **Thursday General Session** from 5:00 to 6:30 p.m. The title of his presentation is "Mathematics Education in a Time of Crisis: For What Purpose?" Dinner Thursday evening is on your own.

Friday

Conference sessions will begin on Friday at 8:00 a.m. Friday's continental breakfast, lunch, and dinner are included with the registration fees along with an afternoon break. AMTE committees will meet during lunch.

Session highlights include a presentation by this year's winner of the Nadine Bezuk Award for Excellence in Leadership and Service in Mathematics Teacher Education, Anne Collins, Lesley University, entitled "What Works In Improving Inservice Teacher and Student Achievement in Mathematics" and a special Equity Learn-Reflect strand ([page 5](#)) that will culminate Friday afternoon with a discussion of equity issues led by the AMTE Equity Task Force and **Rico Gutstein**.

Beginning at 5:15 p.m., the **Judith Jacobs Lecture** will be given by **Karen Karp**, University of Louisville. The title of her presentation is "The Invisible 10% - Preparing Teachers to Teach Mathematics to Students with Special Needs."

Following dinner, the CCSSM Taskforce will host their second Swap Meet. See [page 5](#) for more information.

Saturday

Conference sessions will begin on Saturday at 8:00 a.m. Continental breakfast and lunch are included with the registration fees. Members of AMTE affiliates will meet during breakfast. The AMTE Business Meeting will be held during lunch. The conference will conclude by 1:15 p.m.

We look forward to seeing you in January in Orlando!

Susan Gay, AMTE Conference Director, sgay@ku.edu, University of Kansas, KS

The *Grupio*
conference app
will be available
at the 2013
Conference.
Information for
downloading
coming soon to
the AMTE
website!

AMTE Common Core State Standards Task Force Conference Information

CCSSM Swap Meet: Again, at this year's Annual Conference the CCSSM Task Force will host an opportunity for members to share learning tasks for prospective and practicing teachers. The Swap Meet will take place on Friday evening, following dinner. To see samples of ideas shared last year check out the following website: <http://www.amte.net/resources/ccssm/swapmeet>. Soon, you should be receiving an email invitation with a link to submit your intent to participate. Watch your email for more information.

The CCSSM Task Force invites all AMTE members to become more informed about the CCSSM and to share and discuss resources for implementing the CCSSM. The AMTE Resources for the Common Core State Standards for Mathematics website at <http://www.amte.net/resources/ccssm> includes links to ways to participate and resources that members may find useful, including "Alphabet Soup--Your User's Guide to all things Common Core!"

All AMTE members are invited to share and discuss ideas and issues concerning the CCSSM using the online Mathematics Teaching Community, <https://mathematicsteachingcommunity.math.uga.edu/>, which is an online community for everyone who teaches (or taught) mathematics at any level from PreK through college. Members can post submissions, which can be anything for or about mathematics teaching, such as activities, questions, or links to useful resources. Members tag their submissions and anyone (members and non-members) can use tags (such as CCSS) to search for topics of interest. Further information about the site can be found in the FAQ and in postings with the "meta" tag. Mathematics teacher educators are encouraged to use this online community for discussions about solutions or problems incorporating CCSSM into mathematics content and methods courses as well as professional development situations.

Lynn Breyfogle, AMTE CCSSM Task Force Chair, Bucknell University, lynn.breyfogle@bucknell.edu

Mathematics Teacher Educator
Journal now accepting submissions.
Learn more at <http://www.amte.net/publications/mte>.

Equity Task Force Conference Information

The Equity Task Force is happy to announce that there will be a "**Learn & Reflect**" strand focused on equity at AMTE this year, adopting a similar structure as the one used by NCTM. The Equity Learn & Reflect strand will kick off with Rico Gutstein's opening plenary on Thursday evening. At the end of Rico's talk, the Equity Task Force will pose five reflection questions for AMTE attendees to consider as they move through conference sessions. On Friday, there will be a set of equity-related sessions designated as part of the Learn & Reflect strand. People who are interested will attend all of these sessions together to have a common experience focused on equity and teacher education. During the final session on Friday, the participating attendees will assemble for the "Reflection and Action: Debriefing on the Equity Strand" session. At this session, the Equity Task Force members and Rico Gutstein will facilitate small group discussions about the focus questions that were posed at Thursday's opening plenary and then groups will report out to share their reflections and plan for action.

Visit the [AMTE Affiliates page](#) for more information on affiliates, resources for affiliates, how to locate one near you, and the process for becoming an AMTE affiliate.

Advocacy Breakfast Conference Information

The Advocacy Breakfast will take place Friday, January 25, 2013 from 7:00 to 8:00 a.m. in Jack's Place Restaurant of the Rosen Plaza Hotel. Ken Krehbiel, the National Council of Teachers of Mathematics Associate Executive Director for Communications, will provide insight on the Reauthorization of ESEA (NCLB), Race to the Top Support, funding for the National Science Foundation and Department of Education Programs of interest to our members, and other issues of importance to our organization.

Technology Resources for Mathematics Teacher Educators

Online opportunities for high quality professional development are especially attractive to inservice teachers, but developing such courses from scratch can be a daunting endeavor for mathematics teacher educators.

Ed Tech Leaders Online (ETLO) offers 25 online professional development courses for K-12 mathematics teachers. ETLO courses include four to six sessions of content with web-based readings and resources, interactive multimedia activities, a culminating final project implementation, facilitated online discussions and other opportunities for ongoing interaction among the participants.

ETLO provides the web hosting and course delivery software if needed, or courses can be exported to local *Moodle*, *Blackboard*, *Desire2Learn*, *Epsilon*, *itslearning*, *Angel* and compatible course management systems.

ETLO also provides webinars and programs in facilitator training and online course design that may be of interest to mathematics teacher educators. For more information, see

<http://www.edtechleaders.org/online-professional-development/courses-k-12-educators>

Submitted by Tom Dick, Chair, AMTE Technology and Mathematics Teacher Education Committee Oregon State University, tpdick@math.oregonstate.edu

New AMTE Webinars! Join in the Discussion!

AMTE is excited to announce new webinars for its members. The first two were held in fall of 2012 and have been archived on the [AMTE website](#). These can be accessed free of charge by AMTE members.

ARCHIVED TOPICS

- ***Promoting Equity in PreK-8 Mathematics Teacher Preparation***

Presenters: TEACH Math project researchers, Corey Drake, Michigan State University. Co-Principal Investigators (presented alphabetically) include Julia Aguirre, University of Washington – Tacoma; Tonya Gau Bartell, Michigan State University; Mary Q. Foote, Queens College, CUNY; Amy Roth McDuffie, Washington State University Tri-Cities, and Erin Turner, University of Arizona.

- ***Developing Political Knowledge for Teaching Mathematics***

Presenter: Rochelle Gutiérrez

UPCOMING WEBINAR

A third webinar is scheduled for **February 19, 2013**. We encourage you to register for the webinar as soon as registration is opened by visiting the [AMTE website](#). The topic is:

- ***Orchestrating Productive Discussions of Cognitively Challenging Tasks***

A key challenge mathematics teachers face in enacting ambitious forms of instruction is to orchestrate discussions that use students' responses to instructional tasks in ways that advance the mathematical learning of the whole class.

In particular, teachers are often faced with a wide array of student responses to complex tasks and must find a way to use them to guide the class towards deeper understandings of significant mathematics. This webinar focuses on a model for effective use of student thinking in whole-class discussions that has the potential to make such teaching manageable for more teachers and help teachers orchestrate discussions that move beyond showing and telling.

Presenter: Peg Smith, University of Pittsburgh

Date: February 19, 2013

Time: 1:00 p.m. Pacific, 2:00 p.m. Mountain, 3:00 p.m. Central, 4:00 p.m. Eastern

Join the next
AMTE
webinar on
February 19,
2013!

The AMTE membership committee has undertaken two initiatives to increase membership and to better serve our current members. The accomplishments are as follows: (1) We have drafted a sample email that we are asking current members to send to non-member colleagues at their University to recruit colleagues to join AMTE. We hope that current AMTE members, when they receive this email, will forward it to colleagues asking them to join AMTE. We hope that a personal recruiting approach from a colleague will result in new members. Please look for this sample email soon. (2) We have initiated a survey of membership so that we can better assess your needs. We hope that you were able to complete the survey. The committee is reviewing the results and will make suggestions to the Board based on members' input.

Chair: Eric Milou, Rowan University, milou@rowan.edu

Members: Adele Hanlon, Andrew Tyminski, Lisa Kasmer, Travis Miller, Jennifer Luebeck

Board Representative: Maggie B. McGatha

Congratulations to AMTE's 2013 Award Recipients

Award recipients will be recognized at the 2013 AMTE Annual Conference in Orlando, FL.

AMTE Nadine Bezuk Excellence in Leadership and Service Award

Anne Collins, Lesley University

The AMTE Early Career Award

Anderson Norton III, Virginia Polytechnic Institute and State University

AMTE Susan Gay Conference Travel Scholarship Recipients

David Glassmeyer, University of Northern Colorado

Casey Hawthorne, San Diego State University/University of California at San Diego

Hyunyi Jung, Purdue University

Alison Mall, University of Louisville

Doug Corey, Chair, AMTE Awards Committee, corey@mathematics.byu.edu

Congratulations to newly elected AMTE Treasurer and Board Member-at-Large

AMTE Treasurer

Suzanne Harper, Miami University

AMTE Board Member-at-Large

Edward A. Silver, University of Michigan-Dearborn

Submitted by Christine D. Thomas, Georgia State University

Chair, AMTE Nominations and Elections Committee, cthomas212@aol.com.

Announcing the new MET II Document

The *Mathematical Education of Teachers II* report is now available at www.cbmsweb.org/MET2. Please note that in January AMTE 2013 conference attendees will receive a complimentary hard copy of the report as part of their registration. Be sure to attend! This report is an update of the 2001 *Mathematical Education of Teachers*. In the preface writers state that "Mathematics teacher education is a complex, interdisciplinary enterprise requiring knowledge of teaching and learning as well as knowledge of mathematics" (page xi). This document is important for all partners who engage in mathematics teacher education.

Look for a session by Tim Boerst, the AMTE 2012 Early Career Award Winner, in the 2013 conference program

Updates from the Affiliates Connections Committee

There will be a table at AMTE this year to share information about AMTE Affiliates. This table is a wonderful place to provide membership forms and information. If you are involved in an affiliate, please bring information to share with other members. If you are not involved in your local affiliate, we hope you will visit this table to learn if there is a local affiliate in your area.

We hope that those involved in their AMTE local affiliate will attend a special session organized just for AMTE Affiliates, *Connecting and Empowering AMTE Affiliates*, Friday, January 25, from 2:00pm - 3:15pm at the Rosen Plaza Hotel in Salon 3. This is an opportunity to connect with others, discuss common issues, gain new ideas, and share your needs with AMTE. If you have questions or would like more information, please contact the chair of the ACC, Megan Burton, meb0042@auburn.edu.

Hoosier Association of Mathematics Teacher Educators (HAMTE) now has 46 members representing 15 institutions across Indiana. HAMTE developed a formal response to the new teacher education guidelines in the state and is in early stages of collaborating with the Indiana Department of Education to provide statewide support for the implementation of *CCSSM*. In addition, HAMTE joined forces with the Indiana Council of Teachers of Mathematics (ICTM) for their fall conference, providing a series of research presentations and discussions related to mathematics teacher education.

Missouri Mathematics Association for the Advancement of Teacher Training, (MAT)², is hosting two mini-conferences on November 30, 2012, in Columbia, MO, in conjunction with the Missouri Council of Teachers of Mathematics annual conference. The morning mini-conference will be for pre-service teachers and will consist of a new-teacher panel, a key-note speaker and concurrent sessions by grade-level. The afternoon mini-conference will be for (MAT)² members and any interested mathematics teacher educators. Sessions topics will include the Common Core State Standards and Missouri's new certification for Elementary Mathematics Specialists. (MAT)² will hold its business meeting on November 30th as well. For more information, visit <https://sites.google.com/site/missourimatsquared/>.

The **Association of Maryland Mathematics Teacher Educators** met in August to discuss the role of mathematics teacher educators in STEM initiatives around the state of Maryland. Our next meeting will be in January and will focus on ways to help teachers learn to write good mathematical problems. Anyone interested in joining our group should contact Christy Graybeal at graybeal@hood.edu.

There is new leadership in the **California Association of Mathematics Teacher Educators**. On November 2, Joanne Rossi Becker passed the CAMTE gavel to Margaret Kidd of California State University–Fullerton, who began her two year term at the end of our business meeting held at the California Mathematics Council–South conference in Palm Springs, California. CAMTE presented two days of sessions in a CAMTE strand at the conference which included the business meeting and a CAMTE board retreat. The retreat resulted in goals and initiatives for CAMTE for 2013.

The Association of Mathematics Teacher Educators of Texas (AMTE–TX) met in July, 2012 at the annual Conference for the Advancement of Mathematics Teaching in Houston, Texas. A special strand of sessions focused on mathematics teacher education was organized during one day of the conference. Following these sessions, the AMTE–TX business meeting was held and goals for the organization were shared by incoming president, Trena Wilkerson. These included

- extend our presence as mathematics teacher educators in the state,
- increase membership across the state and expand ways of supporting our membership, and
- expand the governance of AMTE–TX to accomplish the work of the organization.

For information on joining AMTE–TX please contact Trena_Wilkerson@baylor.edu or visit the website at www.amte-tx.org.

Submitted by Sandi Cooper, AMTE Affiliates Director, Baylor University
Sandra_Cooper@baylor.edu

**Annual Online
Renewal for
AMTE
Affiliates
Due:**
January 11, 2013

Check the
AMTE
website for the
latest on

- 2013
Conference
Updates and
Deadlines
- MTE Call for
manuscripts

www.amte.net

Important Dates to Remember

2013

January 9-12	AMS-MAA Joint Mathematics Meetings, San Diego, CA
January 24-26	AMTE Annual Conference, Orlando, FL
February 21-23	RUME Conference, Denver, CO
February 28-March 2	RCML Conference, Tulsa, OK
April 17-20	NCTM Annual Meeting, Denver, CO
April 27-May 1	AERA Annual Meeting, San Francisco, CA
July 28-August 2	PME Conference, Kiel, Germany
October 16-18	NCTM Regional Conference, Baltimore, MD
October 23-25	NCTM Regional Conference, Las Vegas, NV
October 31-November 3	AMATYC Annual Conference, Anaheim, CA
November 6-8	NCTM Regional Conference, Louisville, KY
November 14-16	SSMA Annual Convention, San Antonio, TX
November 14-17	PME-NA Conference, Chicago, IL

2014

February 6-8	AMTE Annual Conference, Irvine, CA
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Online at
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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Association of Mathematics Teacher Educators

