

Connections

AMTE PRESIDENT'S MESSAGE

Fran Arbaugh, Penn State University



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Basking in the Glow (But Looking Forward)

As I write this President's Message, I am still basking in the glow of another successful AMTE Conference. We had excellent attendance with 560 attendees; about a third of those attendees were graduate student or early career faculty members. It was so exciting to look out at the audience and not only see the history of AMTE through the faces of so many long-time and dedicated AMTE members, but also to see the future of AMTE right in front of me in the faces of doctoral students and early career faculty! The program for this year's conference was outstanding; I heard a lot of "buzz" in the hallways about interesting and thought-provoking sessions. This year's attendees had the opportunity to choose among 205 sessions and 429 presenters. As you know, successful conferences do not just appear out of thin air – hours and hours of very hard work go into planning and orchestrating the whole experience. Please join me in congratulating this year's conference Program Committee members and leadership teams and thanking them for their service to AMTE.

2014 Conference Leadership Team:

Conference Director: Susan Gay
 Assistant Conference Director: Carol Lucas
 Program Committee Chair: Shannon Driskell
 Program Committee Assistant Chair: Dusty Jones
 Program Committee Immediate Past Chair: Suzanne Harper

2014 Conference Program Committee Members: Sarah Bush, Michelle Cirillo, Jeanine Haistings, Ann McCoy, Melfried Olson, Robert Powers, David Pugalee, Wendy Smith, Ji-Won Son, P. Holt Wilson

2014 Local Arrangements Committee: Mark Ellis and Susan Glassett Farrelly (Co-Chairs), Carol Brouhle, Dave Chamberlain, Jenny Gautreau, Brian Hightower, Esther Kim, Brian Lindaman, Barbara Post, Courtney Schreiman, Julie Spykerman, Nita Walker, Cathery Yeh



Nadine Bezuk & Fran Arbaugh

Each year at their meeting held prior to the conference, the AMTE Board establishes a set of priorities for the coming year. For 2014, the Board has established two priorities: 1) Connecting with members throughout the year, and 2) Enhancing the suite of AMTE membership benefits for early career mathematics teacher educators' professional development. The Board and AMTE standing committee members will use these priorities as a focus in 2014 and many initiatives are already underway related to these two areas. As the year progresses, our intent is for members to engage with these priorities in a number of ways. So, be on the lookout for opportunities to focus on these priorities in your own work *and* as a member of the AMTE community. I highlight these priorities in the remainder of this message.

(Continued on page 2)

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Connecting with members throughout the year

The AMTE Conference is certainly a highlight of the year for AMTE members. In 2014, we want to make it a priority to connect with members throughout the year, not just at the conference. I've adopted a phrase that I will be using to communicate these efforts: "AMTE. It's not just a conference!" (akin to "Eggs. They're not just for breakfast" campaign). Some of this work got started in 2013 and will continue into 2014. For example, we began a webinar series and have been offering two webinars each semester. We hope to enhance those offerings in 2014. Another example is the additional website resource available under the Research tab – the Research Committee has worked very hard to provide a suite of resources there, including: *Useful Articles*, which has a bibliography of articles that one or more AMTE members has recommended because they contain information about important issues in the preparation and development of mathematics teachers and mathematics teacher educators; *Getting Personal*, a set of short audio or video interviews with mathematics educators; and *News and Updates*, which contains important dates for major conferences (e.g., AMTE, AERA, NCTM Research Conference, PME-NA), as well as dates for proposal submissions to those same conferences. You might also notice a new feature on the main page of the website titled *Emerging Issues*. The Emerging Issues Committee will regularly post information about important "happenings" in the world that have implications for mathematics teacher education and educators.

What can you do as a member to support this priority in 2014? Commit to attending a webinar. Regularly visit the website (www.amte.net) to avail yourself of the plethora of resources. Make a commitment to respond to AMTE questionnaires (we are going to undertake an initiative that will allow us to all get to know the membership better). Connect with someone you met at the conference throughout the year and engage in conversations about mathematics teacher education. Email a presenter whose session you attended at the conference and follow-up with a question or comment. If you did not have the opportunity to attend the 2014 AMTE Conference, download the program and find a presentation (or two) that interest you and email the presenter with a question or comment. Stop by the AMTE booth at the NCTM conference in New Orleans and say "hi" and also plan to attend the **AMTE Reception on Thursday, April 10, 2014, 6:00-7:00p.m. in Salon 19/22 at the Hilton New Orleans Riverside Hotel**. Finally, you can volunteer to serve on an AMTE committee for 2015-2018. Look for an email late in the summer announcing when the volunteer webform will be available. Christine Thomas (AMTE President-Elect) and I will be making 2015 committee assignments in October, 2014.

Enhancing the suite of AMTE membership benefits for early career mathematics teacher educators' professional development

We are very proud to be the official home of the STaR (Service, Teaching, and Research) Program, begun by Barbara and Bob Reys with funding from the National Science Foundation. As we move forward with integrating this program into our AMTE portfolio, we want to prioritize efforts to enhance membership benefits for early career mathematics teacher educators. Watch throughout this year for new opportunities for our early career members!

What can you do as a member to support this priority? First and foremost, take every opportunity to recruit early career mathematics teacher educators to AMTE as their professional home. We have a number of mathematics educators in this country who are "singletons" at their institutions, perhaps the only mathematics educator in the department. AMTE is the *perfect* professional fit for singletons. And, even if early career faculty are members of a thriving mathematics education faculty, AMTE has much to offer in terms of support, community, and networking. Reach out to early career faculty, both at your institution and in the community. During 2014, we hope to establish some sort of an on-line mentoring program. If you are an "established" mathematics teacher educator, look for opportunities to contribute to this program. If you have ideas about how AMTE can support early career members, please feel free to send me an email. All ideas are very welcome as we move forward with these efforts.

Concluding words

As I reflect on my first year as AMTE President, I am particularly thankful for all of the volunteers who do the work of AMTE—thanks to each of you who has provided service to AMTE. I also want to take this public opportunity to personally thank Nadine Bezuk, who "retired" as AMTE's Executive Director in February after 12 years of service to AMTE as Executive Director and 20 years of service on the AMTE Board. Please join me in thanking her for her contributions and wishing her well as she finds other ways to serve our community.

The Association of Mathematics Teacher Educators (AMTE) Eighteenth Annual Conference Review

On February 6-8, 2014, AMTE hosted our Eighteenth AMTE Conference in Irvine, CA. At this conference, attended by 560 people, there were many outstanding speakers and numerous opportunities for those attending to meet and share ideas with each other. Food was served often and the meals provided time to meet new colleagues, discuss issues, and do committee work.

Beginning at 9:00 a.m. on Thursday and ending Saturday morning, 205 concurrent sessions were held. We welcomed Beatriz D'Ambrosio, Miami University, as the speaker at the Thursday General Session; her presentation was titled *Living Contradictions: Negotiating Practices as Mathematics Teacher Educators*. This year's Judith E. Jacobs Lecture was given by Barbara J. Reys, University of Missouri; the title of her lecture was *Curriculum Matters! For Teachers, for Students, and for Mathematics Teacher Educators*. Additionally, AMTE 2014 award winners Hilda Borko, Stanford University, and Amanda Jansen, University of Delaware, were honored.

During the conference, materials and information of interest to members were available from Conceptua Math, ETA hand2mind, John Wiley & Sons, The Math Learning Center, National Council of Supervisors of Mathematics (NCSM), National Council of Teachers of Mathematics (NCTM), Pearson, TODOS, and W. H. Freeman. We thank each of these groups for contributing to the success of this conference.

During a Thursday evening reception, more than 100 graduate students and early career faculty attending the conference had an opportunity to meet each other and AMTE leaders. Thank you to Conceptua Math, ETA hand2mind, and the STaR Program for sponsoring the reception.

The Advocacy Breakfast was led by Ken Krehbiel, National Council of Teachers of Mathematics; Patricia Johnson, United States Department of Education; and Karen King, National Science Foundation. The breakfast meeting was followed by a work session on an advocacy toolkit, led by the Emerging Issues Committee.

At the business meeting on Saturday, members were encouraged to make plans to attend the Nineteenth AMTE Conference, which will be held at the Rosen Plaza Hotel in Orlando, FL on February 12-14, 2015. Please see an announcement about the Call for Proposals on the AMTE website soon.

Thanks to all who attended this year's conference and to all of those who helped deliver the conference. A special thank you goes to Mark Ellis, CSU-Fullerton, Susan Glassett-Farrelly, CSU-Fullerton, their colleagues, and students in the local area for the tremendous support at registration and with technology.

See you in February 2015!

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



New AMTE Board Members



*Fran Arbaugh
& Hilda Borko*



*Recipients of the 2014 Susan Gay
Travel Scholarship*

Visit
AMTE on
[Facebook](#)
for more
photos
from the
2014
conference!

Announcing the New Executive Director for AMTE!

Tim Hendrix of Meredith College is the new AMTE Executive Director, replacing Nadine Bezuk of San Diego State University, who stepped down at the conclusion of the 2014 AMTE Annual Conference this month. Tim has been shadowing Nadine this past year and is excited about his new role! Read more p.10.

AMTE STaR Program: Information on Program & Donating!

...the network of early career mathematics education professors that will be created through the AMTE STaR project can maximize the chances that new graduates are productive in addressing issues critical to the improvement of mathematics education in the U.S.

In the face of an increased national focus on the quality of mathematics education in the United States, AMTE is committed to continuing its efforts to improve the quality and quantity of professors of mathematics education, with particular focus on mathematics teacher preparation. The **AMTE STaR Program** is an early career induction program for recent doctoral graduates in mathematics education. The project builds on the success of the STaR Project sponsored by the National Science Foundation (Grant #0922410) and is similar in design to the Mathematics Association of America's (MAA) Project NExT induction program for early career mathematicians. Through the STaR Program, AMTE supports a network of early career mathematics educators who serve in research universities, teaching universities, and other institutions of higher education that prepare teachers of mathematics, K-12. To date, the STaR Program has sponsored **148 Fellows** employed at **113 institutions** in **41 states**. The 5th Cohort will meet in June 2014 and February 2015 (applications were due in December 2013).

Background

Professors of mathematics education play a critical role in the achievement of national mathematics education goals, including conducting research that identifies effective mathematics teacher education programs and practices and produces strategies and materials to support evidence-based teaching practices that support student achievement. These professionals educate the next generation of teachers who can teach mathematics effectively, implement research-based curricula in the classroom, and use proven mathematics instructional practices. They also provide, design, and deliver quality teacher professional development to current classroom teachers who serve as leaders in mathematics education at the institutional, state, and national levels.

The need for the development of a vibrant network of early career mathematics education professors springs both from a national shortage of mathematics education doctoral graduates and the current funding climate in higher education: At present, someone holding a doctorate in mathematics education may be the only person with such credentials at his or her home institution. Such isolation can make it more difficult for scholars to create and advance productive research agendas in mathematics education and mathematics teacher education; can impede the communication of research-based instructional practices to the elementary, middle, and high school teachers; and can interfere with the development of the leadership potential of mathematics education professors. As with K-12 educators, it is clear that a new professor's beginning years in academia are especially critical; the network of early career mathematics education professors that will be created through the AMTE STaR project can maximize the chances that new graduates are productive in addressing issues critical to the improvement of mathematics education in the U.S.

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

The STaR Program

The AMTE STaR Project focuses on the **Service, Teaching, and Research** triad, through the following activities:

Research Working Groups. The vast majority of positions in mathematics education in higher education institutions require some research and scholarly productivity. Although newly appointed assistant professors have completed their dissertations, one of their biggest challenges is to develop a post-thesis research agenda. Since significant research in mathematics education is rarely done in isolation, the AMTE STaR project provides opportunities for recent graduates to network, both with each other and with more experienced mathematics education faculty. The in-person meetings and the at-a-distance interactions of the AMTE STaR Project enable new graduates to get feedback on research ideas and papers, co-conduct and co-author research papers and presentations, and share ideas about seeking grant funding.

Collegiate Teaching Seminars. When mathematics educators assume positions in institutions of higher education, they are expected to teach a wide variety of courses, including mathematics content and/or teaching methods courses for preservice and in-service teachers at the elementary, middle, and secondary levels, as well as graduate seminars. Even the strongest doctoral programs are challenged to prepare their graduates for such a wide range of teaching opportunities. The AMTE STaR Project teaching seminars provide a forum for recent graduates and experienced mathematics educators to share effective strategies and useful resources for coping with these teaching challenges. In addition, electronic networking allows those who are teaching specific courses to share challenges they are facing and exchange ideas/suggestions with their peers during the academic year.

AMTE STaR Program

(Continued from page 4)

Seminars to Develop Leadership Capacity Through Service to University and Field. Mathematics education doctoral graduates need to be able to take on leadership roles, both in their home universities and in the field more generally. The AMTE STaR Program helps establish mentoring relationships to support the development of leadership skills, including providing service within their institutions and active involvement in mathematics education and mathematics teacher education professional organizations at the regional, state, and national levels, including AMTE.

Current STaR Program

In order to achieve these goals, the AMTE STaR Program Committee is continuing the model established by the NSF project and that has proven to be successful in other early-career mentorship programs. That is, each year the AMTE STaR Program recruits a cohort of 30-35 STaR Fellows. Selection into the AMTE STaR Program is competitive, but with an attempt to establish a network that is representative of the field of mathematics education at large, in terms of areas of specialization, type of institutions represented, and background of fellows. The AMTE STaR Program experience begins with a summer institute followed by frequent electronic communication throughout the year and a second in-person reunion meeting held in conjunction with the Annual Meeting of the AMTE.

The cost for the AMTE STaR Program is modest, estimated at approximately \$2500 per fellow. With a goal of 30-35 fellows each year, this amounts to approximately \$80,000 for a total annual budget. Funders can elect to sponsor one or more specific fellows or provide unrestricted funds toward the program more generally.

Supporting the STaR Program

There are several different ways that an organization, foundation, company, or individual can support the STaR Program. For example,

- Sponsor a STaR Fellow. To do so, a contribution of \$2500 is made to the Association of Mathematics Teacher Education (AMTE), designating the support for the “STaR Program.” Multiple Fellows can be sponsored in a given year.
- Make a general contribution (e.g., \$500; \$1000, \$2,000; \$10,000) to AMTE, earmarking it for STaR Program support.
- Establish an endowment through a contribution (e.g., \$50,000). These funds (principle or interest) are designated for supporting the STaR Program.

If you would like to make suggestions regarding the STaR Program or if you have questions about support for the program, please contact the Co-Chair of the AMTE STaR Program Committee: Barbara Reys, reysb@missouri.edu. Other members of the Committee are:

Bob Reys (Co-Chair), University of Missouri, ReysR@missouri.edu

Jeff Wanko (Institute Co-Director), Miami University, wankojj@muohio.edu

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Christa Jackson, University of Kentucky, christa.jackson@uky.edu

Sue Peters, University of Louisville, s.peters@louisville.edu

AMTE Interviews with Mathematics Educators

AMTE’s Research Committee is pleased to share original audio and video interviews with distinguished mathematics educators; interviewees include Dr. Rochelle Guitierrez, Dr. Barbara Reys, Dr. Eric Gutstein, and Dr. Karen Karp. These interviews are archived on the [AMTE website](#), under Research (“Getting Personal”).

NCTM Mathematics Education Trust Grants and Awards Deadline: May 2, 2014

The goal of NCTM's Mathematics Education Trust (MET) is to improve mathematics education for all students. To this end, they provide scholarships, grants, and awards each year to members of NCTM and to NCTM Affiliates and in particular AMTE. The Classroom Research Grants are open to mathematics educators in conjunction with classroom teachers. This a good place to obtain small research grants that can help you in your research agenda while assisting classroom teachers.

A brief listing of the awards that are available to NCTM members during the MET's summer and winter cycles is available online: [MET grants](#).

Submitted by Johnny Lott, AMTE Connections Editorial Board, University of Montana

Latest on AMTE Webinars! Join in the Discussion!

AMTE continues to offer new webinars for its members. The first six have been archived on the [AMTE website](#). These can be accessed free of charge by AMTE members. Check the [AMTE website](#) for information about future webinars.

ARCHIVED TOPICS

- ***Writing for the Mathematics Teacher Educator***
Presenters: MTE Associate Editor, Melissa Boston, Duquesne University; Chair of MTE Editorial Panel, Denise Spangler, University of Georgia
- ***Communication and Stakeholder Engagement to Support the Common Core Math Standards***
Presenter: Shannon Glynn, Associate, Council of Chief State School Officers (CCSSO)
- ***Mathematics Methods and the Common Core: Approaches to Modeling and Learning the Standards for Mathematical Practice***
Presenters: Michael D. Steele & Sandra Crespo, Michigan State University
- ***Orchestrating Productive Discussions of Cognitively Challenging Tasks***
Presenter: Peg Smith, University of Pittsburgh
- ***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, University of Illinois at Champaign-Urbana

New AMTE Publication is Available!

The recently revised AMTE publication, *Standards for Elementary Mathematics Specialists: A reference for Teacher Credentialing Program*, is now available on the [AMTE website](#).

Visit the [AMTE Website](#) for information on future webinars for MTEs.

Mathematics Teacher Educator Journal Update

We are pleased to announce that Sandra Crespo will be the next Editor of MTE, and Kristen Bieda will be the Associate Editor; they are both faculty at Michigan State University. They will begin a year of apprenticeship in May. We also welcome Jeff Shih (University of Nevada, Las Vegas) and Rebekah Elliott (Oregon State University) to the Editorial Panel. Laura Van Zoest will become Chair of the Editorial Panel after the NCTM Annual Meeting. We thank Diana Lambdin and Rheta Rubenstein for their dedicated service as they rotate off of the MTE Panel.

Watch your email! Volume 2 Issue 2 of *Mathematics Teacher Educator* will be coming to the web on or about March 1, 2014. Here is a sneak peek at the table of contents to whet your appetite:

Use of Video Analysis to Support Prospective K-8 Teachers' Noticing of Equitable Practices
Amy Roth McDuffie, Mary Q. Foote, Corey Drake, Erin Turner, Julia Aguirre, Tonya Gau Bartell, and Catherine Bolson

Breaking Conventions to Support Quantitative Reasoning
Kevin C. Moore, Jason Silverman, Teo Paoletti, and Kevin LaForest

Improving Preservice Secondary Mathematics Teachers' Capability with Generic Example Proofs
Shiv Karunakaran, Ben Freeburn, Nursen Konuk, and Fran Arbaugh

Teacher Goals and Dilemmas in the Use of Mathematical Representations
Edd V. Taylor and Elizabeth Dyer

The January AMTE webinar pertained to submitting manuscripts to *MTE*, and it is archived on the AMTE web site. Simply log in with your member credentials, select the Resources link from the navigation bar, and you will find AMTE webinars under Member Benefit Resources. The slides from the webinar are available as a PDF file, and you can also play the audio of the webinar (synced with the slides). This webinar is an excellent resource for potential authors and reviewers. It would also make a good conversation prompt for a doctoral course or seminar as the central piece of the webinar is a discussion of how to use evidence to support claims in a manuscript.

Accepting Manuscripts! Please consider how your work can lead to a manuscript for *MTE*. We are looking for manuscripts that address a problem or issue in the practice of mathematics teacher education and for which you have a solution and evidence that the solution has been effective. To gain a sense of how your work might fit with the journal, please visit the [AMTE website](#).

AMTE Membership Drive – Special Promotion!

The Membership Committee is proud to announce a discounted membership drive **now through April 15**. Encourage your colleagues who teach future mathematics teachers to join AMTE at a significant discount. Current members may renew or extend their current membership at discounts that increase for each year of renewal. Memberships can be renewed online or via mail with a form available on the [AMTE website](#).

Regular Membership

Regular Membership: One year - \$80 **\$72 (save 10%)**
Regular Membership: Two years - \$152 **\$136 (save 15%)**
Regular Membership: Three years - \$216 **\$192 (save 20%)**

Emeritus Membership (Retired Educators)

Emeritus Membership: One year - \$40 **\$36 (save 10%)**
Emeritus Membership: Two years - \$76 **\$68 (save 10%)**
Emeritus Membership: Three years - \$108 **\$96 (save 10%)**

Student Membership (Full-Time Graduate Student)

Student Membership: One year - \$40 **\$36 (save 10%)**
(requires Advisor's signature and supplemental graduate student verification form)

Congratulations to the new *MTE* Editors, Sandra Crespo and Kristen Bieda from Michigan State University!

Click [here](#) for a complete listing of the AMTE Board members and [here](#) for a listing of all AMTE committees and their members.

AMTE's *Connections* Newsletter! Call for Submissions

The *Connections* Newsletter has a special column entitled "Resources for Mathematics Teacher Educators" that appears periodically. All submissions are blind reviewed by the Editorial Panel. The Panel will consider a wide variety of types of submissions including essays addressing questions related to theory and practice, reviews of resources for mathematics teacher educators, research summaries, and news articles related to mathematics teacher education. Manuscripts should be no longer than 6 double-spaced pages (~1,400 words) and will be reviewed for relevance to the AMTE membership and quality of work. Additional information can be found on the AMTE website, www.amte.net. Please send your submission electronically as a *Word File* to the *Connections* Editor, Babette M. Benken (babette.benken@csulb.edu). I hope to receive a submission from you soon!

Babette M. Benken, AMTE Connections Editor, California State University, Long Beach

See page 9
for a feature
resource
article.

AMTE Events at the 2014 NCTM and NCSM Annual Conferences in New Orleans, LA

AMTE Reception at the [NCTM Conference](#): **Thursday, April 10, 2014, 6:00 - 7:30 pm**
Location: **Hilton New Orleans Riverside, Salon 19/22**

AMTE Special Interest Group Session at the [NCSM Conference](#) on supporting teachers with the CCSS-M: **Wednesday, April 9, 2014, 3:45—4:45 pm**; Location: **Hilton Riverside, Grand Salon 6**

Call for Nominations for AMTE Board Member-at-Large

The AMTE Nominations and Elections Committee is seeking nominations for consideration as candidates for *Board Member-at-Large*. To **nominate a candidate, confirm the candidate's willingness to serve, and then send the individual's name, professional affiliation and position, email address, and a three-sentence description of the candidate's strengths and qualifications for the position to the Chair of the Nominations and Elections Committee, Karen Karp**. The deadline to send nominations is May 15, 2014. Self-nominations are permitted. The candidate will then be contacted for additional information (due June 15, 2014). Watch for the extended announcement on the [AMTE website](#) that will include detailed descriptions for the position.

After reviewing all nominations submitted by the June 15 deadline, the Committee will formulate an election slate of two candidates, taking into consideration the following: candidates' professional qualifications, previous AMTE involvement, and diversity (e.g., years of experience, racial or ethnic background, affiliation (mathematics or education department or other organization), size of institution, geographic region, and so on) as aligned with the current composition of the Board membership.

Send completed nominations to Karen Karp at Karen@louisville.edu. **Deadline: June 15, 2014.**

Information on 2015 AMTE Awards & Scholarships

For information on nominating someone for the *Excellence in Teaching in Mathematics Teacher Education Award* (due September 30, 2014) or the *Early Career Award* (due October 15, 2014), and submitting an application for the *Susan Gay Travel Scholarship* (due July 1, 2014) or the *Elementary Mathematics Specialist Scholarship Program* (due June 1, 2014), please visit the [AMTE website](#) [awards page].

PowerUp WHAT WORKS Website Helps Math Teachers Meet Common Core State Standards in Inclusive Classrooms

Cynthia Overton, Principal Research Analyst, American Institutes for Research

PowerUp WHAT WORKS (www.PowerUpWhatWorks.org) is a free professional learning website offering best practices and resources to strengthen math instruction to improve teaching and learning for all students, especially those with disabilities. Funded by the U.S. Department of Education, Office of Special Education Programs, PowerUp provides “grab and go” resources, tips and research briefs on how to integrate technology, evidence-based practices, and universal design for learning to engage students and strengthen their math skills.

Math strategies supported by PowerUp include: Math Language, Modeling, Organizing, Thinking Aloud, Understanding Problems, and Visual Representations. Teachers, professional development (PD) facilitators, teacher educators, and school leaders can all draw on PowerUp to promote their professional learning. PowerUp helps teachers personalize learning for their students using evidence-based practices supported by the most effective technology. PD facilitators and teacher educators benefit from readily-available materials to customize trainings across different professional learning settings. PowerUp offers resources for school leaders to plan and sustain school-wide technology implementation, which then supports teachers and students as they work toward achieving learning goals to meet the Common Core State Standards (CCSS).

Specifically, to support ongoing personal and professional learning, PowerUp offers:

- ◆ *Instructional Strategy Guides* in [Math](#) and [English Language Arts \(ELA\)](#) and to help teachers differentiate instruction;
- ◆ The PowerUp blog, [Tech Matters](#), with ideas for using the latest technology, as well as “grab-and-go” resources to use today;
- ◆ [Technology Implementation Practice Guide](#) to strengthen school-wide technology initiatives;
- ◆ [PD Facilitator Guide](#) and support materials to customize professional learning opportunities
- ◆ [Resource Library](#) with a wealth of trusted resources to enhance teaching and learning with technology; and
- ◆ [Formative Assessment](#) resources, to guide teachers as they use technology to engage in formative assessment activities that support learning

Best instructional practices serve as the foundation for PowerUp. The development team identified and selected technology-enhanced and evidence-based education practices, along with input from renowned experts. The selected practices are aligned with the findings from the Institute of Education Sciences (IES) Practice Guides and other highly regarded reports. Key references in math can be found on the PowerUp website: <http://powerupwhatworks.org/resource/research-math-practices>.

For a limited time, the PowerUp team is extending customized training through free webinars. Schools interested in learning more about this opportunity should email PowerUp@air.org. Archived webinars are available (see <http://tinyurl.com/PowerUpArchive>).

PowerUp WHAT WORKS is a product of the Center for Technology Implementation (CTI), which is operated by American Institutes for Research in collaboration with EDC and CAST. CTI is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) under grant number H327G090004. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned by the Center is intended or should be inferred.

See the [AMTE website](#) for other valuable resources!

Call for Proposals for the 19th Annual Conference in Orlando!

We invite you to attend and speak at the Nineteenth Annual AMTE conference, which will be held February 12-14, 2015 at the Rosen Plaza Hotel in Orlando, Florida. The Call for Proposals will be available soon on the AMTE website (<http://www.amte.net/>). The deadline for submitting proposals is May 15, 2014. If you have any questions, please contact the 2015 Program Chair -- Dusty Jones (DLJones@shsu.edu).



See [page 3](#) for more AMTE 2014 Annual Conference photos and information!

News from AMTE Headquarters!

Greetings! It is with some trepidation and a great deal of excitement that I begin to serve as Executive Director for AMTE. Nadine Bezuk has not only been an excellent Executive Director, but also a great mentor, role model, and friend during the transition process. I look forward to working with and for each one of you, and to building lasting relationships along the way. Meredith College is equally excited to serve as the new headquarters and creating a home for AMTE in the next several years.

This year, our Board has established one of our organizational priorities to be **“Connecting with members year-round.”** As I transition into my new role as Executive Director, I hope that we can do just that! Look for frequent emails (but hopefully not too often as to be annoying) about items of interest to our members. We will continue to host webinars throughout the spring and fall academic semesters to provide ongoing professional development for our members, organized by the Professional Development Committee. Later, in the spring, look for ***an opportunity to update your membership information***—contact address, email, job title and institution, etc.—as we ***upgrade and update our membership database***. Joe Champion is our new Website Director and he is already working with Tony Nguyen, our Webmaster, to make our website more dynamic and current with useful information for our members.

AMTE is a community of professionals dedicated to the improvement of mathematics teacher education and committed to networking and supporting each other in our common endeavors. I am honored for the opportunity to serve you in this new capacity, and look forward to where AMTE can be in 5 to 10 years, building on our great tradition of the first 20+ years. If there is ever anything that I can do to assist you as a member of AMTE, please do not hesitate to contact me at the address below:

Dr. Tim Hendrix, AMTE Executive Director
AMTE Headquarters: 3800 Hillsborough Street, Raleigh, NC 27607
Phone: (919) 760-8240 Fax: (919) 760-8763
Email: hendrix@meredith.edu

We look forward to seeing many of you at the upcoming NCSM and NCTM conferences. Plan to stop by the **AMTE Reception on Thursday, April 10, 2014 from 6:00 – 7:30 PM** at the **Hilton New Orleans Riverside Hotel, Grand Salon Rooms 19 & 22**. Good food, a cash bar, and a great opportunity to connect with your AMTE colleagues!

All the best, Tim Hendrix, AMTE Executive Director

AMTE Affiliate News

AMTE is pleased to recognize our newest affiliate. The North Carolina Association of Mathematics Teacher Educators (NC-AMTE) was recognized as an affiliate of AMTE at the Business Meeting of the Annual Conference this past month in Irvine, CA. We are excited about this new affiliate, which is led by the affiliate president Karen Keene.

The **Missouri Mathematics Association for Advancement of Teacher Training (MAT)²** shared a tip to increase membership: consider interviewing new faculty to include information about them in the affiliate newsletter. This allows new faculty to learn about your organization and allows members to learn about new mathematics teacher educators in the region. For more information about (MAT)², visit <https://sites.google.com/site/missourimatsquared/>.

The **Utah Association of Mathematics Teacher Educators (UAMTE)** will hold their 14th Annual conference March 1, 2014 at Brigham Young University in Provo. Dr. Ed Silver, the William A. Brownell Collegiate Professor of the School of Education at the University of Michigan-Ann Arbor, is the keynote speaker for the conference and will also present a colloquium at Brigham Young University on February 28, 2014.

The **California Association of Mathematics Teacher Educators (CAMTE)** has launched a new interactive website at CAMTE.org and has a new Board in place following a new electronic voting system which increased participation a great deal. Diane Kinch is the new President Elect, Terran Felter the new Treasurer, and Joi Spencer the new Member-at-Large. They are a great addition to the continuing board: Margaret Kidd-President, Babette Benken-Secretary and Jorgen Berglund and April Charington, Members-at-Large.

This year CAMTE will undertake three major initiatives:

- Advocacy is the main focus
- Launching a membership campaign. They have already increased membership by half since moving to an all electronic format
- We plan to set up a database of those who can do professional development on the Common Core for our constituents.

The **Association of Mathematics Teacher Educators in Texas (AMTE-TX)** hosted an inaugural Fall Conference on September 28, 2013 at the Cinco Ranch Campus of the University of Houston in Katy, Texas. The theme of “Building a Community of Practice” brought together leaders in mathematics education in the state of Texas to discuss important issues related to preparing effective mathematics teachers. Fran Arbaugh, current President of AMTE, led the morning session, “Who is Responsible for Teacher Learning,” and after community building breakouts, Shelley Bolen-Abbott, Mathematics Education Specialist for ESC Region 4, led the group with “Building and Sustaining and Community of Practice.” The event was well received by all participants and served as foundational opportunity for AMTE-TX to build capacity to become one voice for mathematics education for the state of Texas! A photo from the conference is below. For more information visit their website at www.amte-tx.org.

Affiliate news submitted by Megan Burton, AMTE Affiliates Director, Auburn University,
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Photo from AMTE-TX Conference

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.

Important Dates to Remember

2014

February 27-March 1	RCML Conference, San Antonio, TX
April 3-7	AERA Annual Meeting, Philadelphia, PA
April 7-9	NCTM Research Conference, New Orleans, LA NCSM Annual Conference, New Orleans, LA
April 9-12	NCTM Annual Meeting, New Orleans, LA
May 1	NCTM 2015 Annual Meeting Proposals Due
May 15	AMTE 2015 Annual Conference Proposals Due
July 15-20	PME and PME-NA Joint Meeting
October 29-31	NCTM Regional Conference, Indianapolis, IN
November 6-8	SSMA Annual Convention, Jacksonville, FL
November 12-14	NCTM Regional Conference, Richmond, VA
November 13-16	AMATYC Annual Conference, Nashville, TN
November 19-21	NCTM Regional Conference, Houston, TX

2015

January 10-13	Joint Mathematics Meeting, San Antonio, TX
February 12-14	AMTE Annual Conference, Orlando, FL
April 13-15	NCTM Research Conference, Boston, MA
April 15-18	NCTM Annual Meeting, Boston, MA

Online at
www.amte.net

**Membership/
Renewal Forms**

**2014 Conference
Highlights**

Position Papers

Position Listings

Resources

**Other
Opportunities**

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

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