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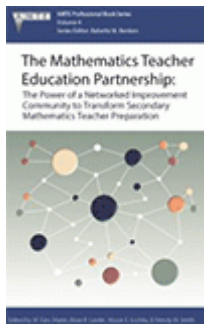
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The Mathematics Teacher Education Partnership

The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation

W. Gary Martin, Auburn University; Brian R. Lawler, Kennesaw State University; Alyson E. Lischka, Middle Tennessee State University; Wendy M. Smith, University of Nebraska - Lincoln

2020. Paperback 978-1-64113-931-1 \$45.99. Hardcover 978-1-64113-932-8 \$85.99. eBook 978-1-64113-933-5 \$65.

This book provides an overview of a body of work conducted over the past seven years related to the preparation of secondary mathematics teachers by the Mathematics Teacher Education Partnership (MTE-Partnership), a national consortium of more than 90 universities and 100 school systems. The MTE-Partnership is organized as a Networked Improvement Community (NIC), which combines the disciplined inquiry of improvement science with the power of networking to accelerate improvement by engaging a broad set of participants. The MTE-Partnership is addressing key challenges in secondary mathematics teacher preparation, including:

- Supporting the development of content knowledge relevant to teaching secondary mathematics;
- Providing effective clinical experiences to teacher candidates;
- Recruiting secondary mathematics teacher candidates, ensuring program completion and their subsequent retention in the field as early career teachers;
- Supporting overall transformation of secondary mathematics teacher preparation in alignment with these challenges;
- Ensuring a focus on equity and social justice in secondary mathematics teacher recruitment, preparation, and induction.

This book outlines existing knowledge related to each of these key challenges, as well as the work of Research Action Clusters (RACs) formed to address the challenges. Each RAC includes participants from multiple institutions who work collaboratively to iteratively develop, test, and refine processes and products that can help programs more effectively prepare secondary mathematics teacher candidates. The book describes promising approaches to improving aspects of secondary mathematics teacher preparation developed by the RACs, including specific products that have been developed, which will inform the work of others involved in secondary mathematics teacher preparation. In addition, reflections on the use of the NIC model provides insights for others considering this research design. Particular references to the Standards for Preparing Teachers of Mathematics (Association of Mathematics Teacher Educators, 2017) are included throughout the book.

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Building Support for Scholarly Practices in Mathematics Methods

Signe E. Kastberg, Purdue University; Andrew M. Tyminski, Clemson University; Alyson E. Lischka, Middle Tennessee State University; Wendy B. Sanchez, Kennesaw State University

2017. Paperback 978-1-64113-025-7 \$45.99. Hardcover 978-1-64113-026-4 \$85.99. eBook 978-1-64113-027-1 \$65.

Building Support for Scholarly Practices in Mathematics Methods is the product of collaborations among over 40 mathematics teacher educators (MTEs) who teach mathematics methods courses for prospective PreK-12 teachers in many different institutional contexts and structures. Each chapter unpacks ways in which MTEs use theoretical perspectives to inform their construction of goals, activities designed to address those goals, facilitation of activities, and ways in which MTEs make sense of experiences prospective teachers have as a result. The book is organized in seven sections that highlight how the theoretical perspective of the instructor impacts scholarly inquiry and practice. The final section provides insight as we look backward to reflect, and forward with excitement, moving with the strength of the variation we found in our stories and the feeling of solidarity that results in our understandings of purposes for and insight into teaching mathematics methods. This book can serve as a resource for MTEs as they discuss and construct scholarly practices and as they undertake scholarly inquiry as a means to systematically examine their practice.

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Elementary Mathematics Specialists Developing, Refining, and Examining Programs That Support Mathematics Teaching and Learning

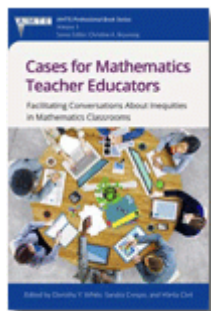
Maggie B. McGatha, University of Louisville; Nicole R. Rigelman, Portland State University

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Elementary mathematics specialists are teacher leaders who are responsible for supporting effective PK-6 mathematics instruction and student learning. The Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics, the National Council of Supervisors of Mathematics, and the National Council of Teachers of Mathematics, in a 2010 joint position paper on Elementary Mathematics Specialists (EMSs), all advocate for the use of EMSs to support the teaching and learning of mathematics. The specific roles and expectations of EMSs will vary according to the needs of each setting, “but their expertise and successful experience at the elementary level is critical” (p 1).

Elementary Mathematics Specialists: Developing, Refining, and Examining Programs that Support Mathematics Teaching and Learning is AMTE's latest resource supporting the important work of EMSs. It has five sections related to the preparation and professional development of EMSs: (a) Overview and Current State of Affairs; (b) Models of EMS Program Development & Delivery; (c) Supporting EMSs in the Field; (d) The Mathematics Specialist Research; and (e) Future Directions. The book provides support to EMS practitioners, program providers/developers, and researchers seeking to answer important questions about how to prepare Mathematics Specialists, support them in the field, and research their effectiveness.

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Cases for Mathematics Teacher Educators Facilitating Conversations about Inequities in Mathematics Classrooms

Dorothy Y. White, University of Georgia; Sandra Crespo, Michigan State University; Marta Civil, The University of Arizona

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The Association of Mathematics Teacher Educators (AMTE) in its 2015 position paper on Equity in Mathematics Teacher Education provides a list of actions for mathematics teacher educators (MTE's) to help them develop and implement equitable practices. The position paper states it is critical that mathematics teacher educators: "Model equity-based pedagogy that emphasizes rich and rigorous mathematics; elicit and build on children's and young adults' mathematical thinking; connect to P-12 students' cultural/linguistic knowledge and backgrounds as well as individual interests; facilitate mathematical discourse; minimize status issues by expanding broader participation and engagement where varied mathematical strengths are valued; and promote positive mathematical identity and agency (p. 2)".

Cases for Mathematics Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms provides an excellent resource to start conversations describing the enactment of these actions. The book is organized into three main sections: (1) Conversations About Inequities in Mathematics Methods Courses, (2) Conversations About Inequities in Mathematics Content Courses, and (3) Conversations about Inequities in Graduate and Professional Development Contexts. Across these sections there are 19 cases and 57 corresponding commentaries focused on dilemmas that arise when mathematics teacher educators foreground equity in their work. This book of cases provides a needed resource for MTEs to engage prospective teachers, practicing teachers, and future teacher educators in discussions about inequities, privilege, and oppression in society, in schools, and in the mathematics classroom. It is the product of the thinking and experiences of 87 authors who are committed to the improvement of mathematics teacher education.

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