COMMENTARY

Mathematics Teacher Educator: A Milestone in the History of the Association of Mathematics Teacher Educators

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The Association of Mathematics Teacher Educators (AMTE) is excited to serve as a co-partner with the National Council of Teachers of Mathematics (NCTM) in publishing *Mathematics Teacher Educator* (*MTE*), a practitioner journal for mathematics teacher educators, which will serve as a milestone in the history of AMTE. The mission and goals of *MTE,* listed below, support our members and our organizational goals.

> ***Mathematics Teacher Educator* will contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. The journal will provide a means for practitioner knowledge related to the preparation and support of teachers of mathematics to be not only public, shared, and stored, but also verified and improved over time. (Hiebert, Gallimore, & Stigler, 2002). (www.nctm.org/publications/content.aspx?id=28143)**

Furthermore, mathematics teacher educators are the intended members of the audience for *Mathematics Teacher Educator,* with *practitioner* broadly defined as anyone who contributes to the preparation and professional development of pre-K–12 preservice and in-service teachers of mathematics. Mathematics teacher educators include mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others.

AMTE is the largest professional organization focused on mathematics teacher preparation and has approximately 900 members. The goals of AMTE are to promote (1) effective mathematics teacher education programs and practices; (2) communication and collaboration among those involved in mathematics teacher education; (3) research and other scholarly endeavors related to mathematics teacher education; (4) professional growth of mathematics teacher educators; (5) effective policies and practices related to mathematics teacher education at all levels; and (6) equitable practices in mathematics teacher education, including increasing the diversity of mathematics teachers and teacher educators.

The February 2012 annual meeting of the AMTE culminated a yearlong 20th anniversary celebration. One of the celebratory moments was the announcement that the first issue of *Mathematics Teacher Educator* would be published in 2012. *MTE* will help AMTE to address several of its goals. First, *MTE* will help AMTE to meet its goal of promoting *effective mathematics teacher education programs and practices* by publishing articles that showcase evidence-based programs and practices and describe how mathematics teacher educators and their partners developed them. By highlighting the voices of practitioners, the journal will enable them to share their personal struggles and how they overcame them to move the programs and practices forward, enabling others to gain insight as to what they may face in taking on similar endeavors.

AMTE's second goal of fostering *communication and collaboration among those involved in mathematics teacher education* can also be enhanced by *MTE*. Articles published in *MTE* can serve as catalysts for practitioners to discuss issues of practice, such as developing mathematics courses that help secondary preservice teachers develop mathematical knowledge for teaching (Conference Board of the Mathematical Sciences, 2012) or providing professional development for teachers to help them to effectively implement the Common Core State Standards for Mathematics (CCSSI, 2010).

Third, articles published in *MTE* will assist in the goal of supporting the *professional growth of mathematics teacher educators*. With the existing economic conditions, mathematics teacher educators are afforded fewer opportunities to travel to conferences. Thus, *MTE* will be an increasingly important venue for providing mathematics teacher educators with opportunities to learn about the experiences of their colleagues from around the country. They will gain perspectives from those colleagues about what they implemented, how, and the results.

As a past series editor for AMTE's monograph, I am excited about the potential that the journal has for our members and other constituents. Our monograph series was only available to members and initially focused on specific topics. In the last series, the call was more general, and a broader array of issues related to practice was discussed. However, we welcome the opportunities that will come with the publishing of *MTE*. The members of

AMTE and others will have an ongoing venue to submit practitioner articles for mathematics teacher educators, and they will also have the opportunity to build communities of practice around issues of importance to the field.

Moreover, *MTE* will eventually become a part of the JSTOR collection, which will make articles more accessible than they were in the monograph. The JSTOR collection is "a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content on a trusted platform of academic journals, primary sources, and books" (JSTOR, n.d.). Also, the electronic nature of the journal will make it possible to link articles that build on each other and to other resources. While we feel that the monograph series has largely served its purpose, we may still have some special focus monographs in the future.

As I stated earlier, AMTE is excited to be a co-partner with NCTM in publishing *MTE*. The leadership of both organizations felt that it was perfect timing in that both organizations were thinking about developing the same type of journal at the same time. Even though our initial needs may have been different, I think that we have created a journal that will meet the needs of both organizations. As we launch our first issue, I would like to personally thank the editors, members of the editorial panel, and the reviewers who have made this first issue of MTE a reality.

References

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