



KENTUCKY JOURNAL OF
MATHEMATICS TEACHER EDUCATION

President's Message

Kentucky Association of Mathematics Teacher Educators welcomes you to our first *Kentucky Journal of Mathematics Teacher Education* issue. I want to provide a brief history of our organization and an overview of our regular activities.



The purposes of KAMTE are:

1. To provide a vehicle for such purposes as addressing concerns, disseminating information and research, promoting effectiveness, and coordinating efforts in the preparation and continuing development of mathematics teachers.
2. To promote excellence in the preparation and continuing development of teachers of mathematics.
3. To advocate for high-quality mathematics education for all.
4. To establish collaborative working groups of mathematics teacher education professionals.

In 2013, three Kentucky Center for Mathematics Faculty Associates (Jonathan Thomas (Elementary PTP), Sarah Kasten (Middle Grades PTP), and Bethany Noblitt (Secondary PTP)) established Preservice Teacher Preparation groups (PTP's). The focus of these groups was to encourage collaboration among mathematics educators across the state of Kentucky.

In 2015, the Kentucky Mathematics Educator Development (KMED) group was developed. KMED held two statewide conferences (2015 and 2016) for mathematics educators and those interested in mathematics education. Attendance was approximately 20 to 30 at each conference.

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The success of KMED led naturally to considering AMTE Affiliation. As a result, KMED submitted an AMTE Affiliate application in November 2016. AMTE Affiliation was officially given to KAMTE at 2017 AMTE Conference.

KAMTE hosts the following events:

1. KAMTE Summit: A gathering of mathematics teacher educators from across the state; meant to inspire and create space for collaboration and networking among attendees.
2. KAMTE Preservice Teacher Conference: A gathering of preservice teachers and mathematics teacher educators; meant to inspire, excite, and encourage preservice teachers in their future work as mathematics teachers.
3. Book Studies: Monthly meetings of mathematics teacher educators to discuss readings from a relevant book of interest.
4. Lunch & Learns: Members of the KAMTE board host a lunch and learn experience as needed.

We are hosting two events this Fall 2022 semester. KAMTE is partnered with the Indiana affiliate of the association of mathematics teacher educators (HAMTE) this year. We are thrilled to announce that on November 11, we will have our 5th bi-annual virtual preservice teacher conference. Our sessions feature topics that would help our preservice teachers get inspired and informed about best practices in mathematics teaching. This conference provides access to nationwide well-known mathematics educators. This semester we are happy to announce that we will have Dr. Denise A. Spangler (University of Georgia), Dr. Kate Marin (University of Louisville), Dr. Patrick Eggleton (Taylor University), Dr. Beth MacDonald, and Hilary Tanck (Illinois State University) and Dr. Jean Lee (University of Indianapolis) as our conference speakers. Our conference also provides an outlet for our preservice teachers to share their research as poster presentations. Dr. Sarah Kasten is mentoring our preservice teachers along with help from other KAMTE board members. These poster presentations provide a leadership opportunity for our preservice teachers and expand their view of professional engagement.

Dr. Jonathan Thomas is leading a book study featuring Mathematics as Human Flourishing from Dr. Francis Su, as part of our "lunch and learn" series.

If you want to participate in facilitating the preparation and continued development of teachers of mathematics in Kentucky, you may seek membership in KAMTE at any time using the <https://forms.office.com/r/C3jMa4bir4> can be found on the KAMTE website (<https://kcm.nku.edu/KAMTE/>).

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A Message from the Editors

Dear KJMTE Readers,

We are so excited to present the first issue of the *Kentucky Journal for Mathematics Teacher Education* (KJMTE). What began as an idea casually mentioned at the 2020 AMTE Affiliate breakfast has become reality. The KAMTE officers have worked collaboratively since that fateful conversation over breakfast to develop a mission and goals, audience and scope statement, submission procedures, and publication plan. We hope you enjoy the result.

The KJMTE aims to contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. We hope to do this by providing a space for the exchange of ideas to advance mathematics teacher educator practice. 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. The journal will be a tool that uses personal knowledge that mathematics teacher educators gain from their practice to build a trustworthy knowledge base that can be shared with the mathematics teacher education community. KJMTE is a scholarly, double-blind peer-reviewed journal for practitioners. Two issues of the journal will be published a year.

The KJMTE will provide an open forum for both academic and informal discussions on various issues related to mathematics teacher education. Articles will be on the preparation of future mathematics teachers and the professional development of current mathematics teachers. The journal will publish work that appeals to mathematics teacher educators – this includes mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others. We hope to serve the mathematics teacher education community, and we wish to encourage the development and sustenance of an equitable and welcoming environment for all individuals interested in mathematics education.

We hope that you not only read this and future issues, but that you also submit and review manuscripts for publication. But mostly, we hope that you are inspired by what you read. We think you will be.

Bethany Noblitt, Ph.D. and Nicholas Fortune, Ph.D.
Co-Editors, KJMTE



AMTE Announcements

The [2023 AMTE Annual Conference](#) will be held in New Orleans, LA February 2-4, 2023. Registration is now available through November 30, 2022 with late registration ending January 21, 2023. The affiliate breakfast will take place on Friday, February 3 from 7:00 to 8:15 am. Please stop by and join the KAMTE table if you are attending the conference!

The [AMTE Connections Newsletter](#) for fall is available! The Fall 2022 newsletter includes a second collection of thematic articles focused on integration across disciplines and areas in mathematics teacher education.

Kentucky Department of Education Update

The Kentucky Department of Education (KDE) has some exciting upcoming initiatives. Fall 2022, KDE is launching a workshop series focused on high-quality mathematics instruction. Applications were fielded in August, and this has been a very popular offering. The series will be structured into six sessions organized around three major themes:

- Ground instruction in the Kentucky Academic Standards (KAS) for Mathematics, thus reaffirming a commitment to equitable learning opportunities for all students in Kentucky;
- Support intentional integration of evidence-based instructional practices; and
- Expand educator familiarity with strategies to interweave the development of social-emotional competencies with the development of mathematics content.

Lastly, KDE's Office of Teaching and Learning has issued a request for applications (RFA) for fiscal year 2023 Mathematics Achievement Fund Mini-Grants. A district/school shall use the funding to purchase instructional materials for mathematics (including intervention programs and diagnostic assessments) that are high-quality instructional resources. The RFA can be found on the [Competitive Grants from KDE webpage](#).

Review for KJMTE

The journal's aim is to provide a space for the exchange of ideas to advance mathematics teacher educator practice. The journal welcomes manuscripts that support this aim.

Interested in reviewing for KJMTE? Find out more at [KJMTE.org](https://www.kjmte.org).

Questions about KJMTE? Contact the KJMTE Editorial Team at editors@kjmte.org.

KAMTE Board Members

KAMTE would like to extend a warm welcome to our new board members. Dr. Jonathan Thomas, from the University of Kentucky, rejoins the KAMTE Board as our President-Elect. We are happy to have him back! KAMTE would also like to welcome our new At-Large Representatives, Dr. Michele Cudd from Morehead State University and Dr. Kate Marin from the University of Louisville. Dr. Marin also works with KAMTE social media. KAMTE is excited to have our board assembled and ready to support the mathematics teacher educators in Kentucky and beyond.

Funda Gonulates, President



Funda Gonulates is an Associate Professor of Mathematics Education at Northern Kentucky University and a faculty associate for the Kentucky Center for Mathematics. She received her Ph.D. from Michigan State University and is a former middle school mathematics teacher. She primarily teaches classes for elementary teacher candidates and elementary teachers. She worked on projects helping teachers build a classroom culture of mathematical sense-making. She is interested in creating a community of learners in a mathematics classroom and professional development settings. She works actively with Kentucky mathematics teacher leaders and aims to help them become change agents.

Jonathan Thomas, President-Elect



Jonathan Thomas is an Associate Professor of Mathematics Education and Chair of the Department of STEM Education at the University of Kentucky. Prior to his tenure at UK, he was a faculty member at Northern Kentucky University. Dr. Thomas is committed to a vision of STEM Education that is inclusive, engaging, and fosters a sense of relentless curiosity amongst students and teachers. He holds a B.A. in Elementary Education from the University of Kentucky, an M.Ed. in Educational Leadership and an Ed.D. in Mathematics Education, both from the University of Cincinnati. Dr. Thomas also serves as a faculty associate for the Kentucky Center for Mathematics (www.kentuckymathematics.org) and facilitates professional learning experiences for teachers across the commonwealth. Dr. Thomas has served as a mathematics intervention teacher in public, private, and charter schools in the greater Cincinnati metropolitan area. His research interests include investigating responsive mathematics teaching practices, equity concerns in the elementary mathematics classroom, non-verbal patterns of mathematical interaction, and cognitive progressions of children's mathematical construction.

Sarah Kasten, Past-President



Sarah Kasten is an Associate Professor in the College of Education at Northern Kentucky University. Sarah works closely with preservice secondary and middle grades mathematics teachers and practicing elementary teachers. She is interested in the development of preservice teachers' practice around effective mathematics teaching practices.

Jamie-Marie Miller, Secretary



Jamie-Marie Miller is an Assistant Professor in the Department of Teaching, Learning, and Educational Leadership at the Eastern Kentucky University. She received her Ph.D. from the University of Kentucky in STEM Education. Dr. Miller teaches elementary and middle/secondary mathematics methods courses, geometry for elementary teachers to undergraduates along with graduate courses in elementary mathematics education and intervention strategies for struggling learners. Her research focuses on the progression of algebraic thinking in students, math-specific literacy strategies, assessment, and visible learning practices.

Sue Peters, Treasurer



Susan Peters is an Associate Professor in the Department of Middle and Secondary Education at the University of Louisville, where she teaches mathematics methods courses and graduate courses in mathematics education. Her research focuses on statistics education and mathematics teacher knowledge, particularly teacher knowledge and education in statistics. When she's not working with teachers, she enjoys relaxing walks in nature.

Michele Cudd, At-Large Representative



Michele Cudd is an Assistant Professor in the Department of Early Childhood, Elementary and Special Education at Morehead State University, where she teaches future elementary, middle, and high school teachers. She is interested in supporting novice teachers to develop more student-centered discourse practices. In her free time, she often is hiking on trails with her dog.

Kate Marin, At-Large Representative



Kate Ariemma Marin is an Assistant Professor of Math Education at the University of Louisville. She has taught elementary and middle school and served as a math coordinator in schools across Massachusetts. Prior to the University of Louisville, she was a faculty member at Stonehill College. She teaches mathematics education courses and supports the development of pre-service and in-service teachers. Her research interest is in teachers' development of Mathematical Knowledge for Teaching and generational differences in teachers. She is committed to supporting teachers and promoting the knowledge that they bring to the profession.

KAMTE Membership

Membership to the Kentucky Association of Mathematics Teacher Educators (KAMTE) is always open for any faculty member that works with preparing pre-service and in-service teachers at any level. To join, contact Treasurer Sue Peters at s.peters@louisville.edu.

Upcoming Conferences

Nov. 30-Dec. 2, 2022	NCTM Regional Conference	Baltimore, MD
February 2-4, 2023	Annual AMTE Conference	New Orleans, LA
March 6-7, 2023	KCM Conference	Lexington, KY

Call for Manuscripts

The editors of KJMTE are soliciting manuscripts for publication in the next issue of *the Kentucky Journal of Mathematics Teacher Education* that builds on the theme of the first issue: “The Next Generation of Mathematics Teachers.”

Specifically, we ask authors to consider the following: What are the next generation of mathematics teachers? What are their needs? What role do mathematics teacher educators have in meeting those needs? How can mathematics teacher educators best prepare the next generation of mathematics teachers for their work?

The journal’s aim is to provide a space for the exchange of ideas to advance mathematics teacher educator practice. The journal welcomes manuscripts that support this aim. Of particular interest are manuscripts that address an issue in mathematics teacher education and the methods/intervention/tools that were used to investigate the issue along with the means by which results were determined and the impacts on practice. Manuscripts should fall into one of the following categories:

Manuscripts that describe effective ways of influencing teachers’ knowledge, practice, or beliefs. This might include a description of activities, tasks, or materials that are used by a teacher educator to influence teachers in some way. These manuscripts would include a rationale for the intervention, a careful description of the intervention, discussion of the impact of the intervention, and how it might be used by others.

Manuscripts that describe the use of broadly applicable tools and frameworks in mathematics teacher education. This might include a classroom observation protocol, a task analysis framework, assessment tasks, or a framework for a teacher education program. These manuscripts would include a careful description of the tool or framework, what it is designed to capture, its use, and a discussion of the outcomes. The manuscript should include an explanation of how to interpret the results of the data captured by the tool. The tool should be made available for other professionals to use, modify, enhance, and study.

If you are interested in writing a manuscript for an issue of KJMTE, please visit the [KJMTE Current Call for Manuscripts](#) for the Author Toolkit where you can find formatting guidelines and information for preparing and submitting a manuscript to KJMTE.