



## President's Message

On behalf of the Kentucky Association of Mathematics Teacher Educators (KAMTE), I hope you enjoy this issue of the *Kentucky Journal of Mathematics Teacher Education*. This publication provides a forum to build professional knowledge and exchange ideas in mathematics education and teacher preparation, and this mission is deeply aligned with the goals of KAMTE. Specifically, KAMTE aims to:



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.

To achieve these goals, we have several activities planned for the coming year including free, online conferences for prospective teachers. The fall event will be held on November 3 (Friday), 2023 and another event planned for the spring (date TBD). We routinely engage in book clubs and other collegial activities focused on mathematics teaching and learning as well as our own professional goals, needs, and growth. More broadly, though, we aim to create community around shared interest mathematics education, and we very much hope you will consider joining our group.

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## Finding Community in KAMTE

At this point, I think most everyone is aware of challenges regarding the recruitment and retention of mathematics teachers (and teachers in general). If you aren't, take a moment and do a quick Google search on the topic. A while back, I wrote an editorial (Thomas, 2019) that examined this shortage with respect to conditions, culture, and compensation. Had I the opportunity to revise that piece, I would add some thoughts on community. On the topic of community, Su (2020) writes, "This feeling – *I don't belong* – can be quite crippling. And this is a space where community is terribly important: for us to feel belonging . . . None of us can flourish without a supportive community – people with whom we share joys and sorrows, hopes and fears. A community helps us normalize struggle and realize, 'I am not alone in my struggle'" (p. 188). The field of mathematics education is complex, and the work before us can often seem overwhelming. Our first goal at KAMTE is to provide a place for each of us to share with one another, to commiserate with one another, to dream with one another, and to learn from one another. While this often materializes as conferences, meetings, book clubs, and other events, a key underlying value is that of community. Whether you are from Kentucky or from another state or country, *you are welcome in our community*. Whether you teach mathematics regularly, prepare mathematics teachers, or just enjoy spending time with the discipline, *you are welcome in our community*. Whether you are new to the education profession, or have a lifetime of experiences, *you are welcome in our community*. If you are reading this, *you are welcome in our community*.

Below are links to our organization's website and a membership link. In the spirit of community, I wholeheartedly invite you to peruse our website and get a sense of the group. If you have questions about what you see or read, do not hesitate to email me or any one of the KAMTE officers. We are proud of our community and love talking about it with others. Our hope is that you feel some connection with us and our mission and if you do, I encourage you to take the next step and click on that membership link. On behalf of the KAMTE organization, I very much hope that you will join our community and travel with us on our mathematics journey. I very much look forward to hearing from you.

**KAMTE Website:** <https://kcm.nku.edu/KAMTE/index.php>

**KAMTE Membership Form:** <https://forms.office.com/r/C3jMa4bir4>

## References

Su, F. (2020) *Mathematics for Human Flourishing*. New Haven, CT: Yale University Press.

Thomas, J. (2019). The Big Short. *School Science and Mathematics Journal*, 119, 429-431.

Jonathan Thomas

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## A Message from the Editors

Dear KJMTE Readers,

In this, the second issue of the *Kentucky Journal for Mathematics Teacher Education* (KJMTE), we are pleased to have two articles that address important issues for mathematics teacher educators to consider in their work with preservice teachers. First, Giang-Nguyen T. Nguyen presents procedures to help MTEs support preservice teachers in the development of problem-solving skills. Next, Kristy Litster and her colleagues share a framework to support preservice teachers' conceptualizations of interdisciplinary lesson planning. After reading both of these articles, I walked away with ideas to implement in my work with preservice teachers. I am confident you will too.

The KJMTE provides an open forum for both academic and informal discussions on various issues related to mathematics teacher education. As we publish more issues of KJMTE, we hope to learn more ways to meet the needs of our readers. After publishing our first issue and preparing this second issue, we realize that there are more ways for writers to contribute to the journal besides a typical article. In future issues we introduce a new section of the journal titled "Commentary." Pieces published in the Commentary section of the journal will be of interest to teacher educators, but may not directly address the mission of the KJMTE to contribute "to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge." Commentary pieces are not peer-reviewed, but the editors will determine their appropriateness and will work with authors on the editing process.

Regardless of the type of publication, article or commentary, the journal will publish work which appeals to mathematics teacher educators – this includes mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others. We hope to encourage the development and sustenance of an equitable and welcoming environment for all individuals interested in mathematics education. If you are thinking about submitting an article for publication, please feel free to contact either of us to discuss your ideas. We would love to hear from you.

We have enjoyed putting this second issue together and we hope that you enjoy reading it. We look forward to getting your submissions and reading about the incredible work you do. Also, think about reviewing manuscripts for us. We need your input to make this journal meet the needs of mathematics teacher educators. Your reviews are vital to the success of KJMTE.

Finally, we hope that you find inspiration in this issue.

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



## AMTE Announcements

The [2022 AMTE Annual Report](#) is available. In the annual report, you can read about the organization of AMTE and what great things AMTE accomplished throughout the year. You will learn about what AMTE has done related to publications, outreach, advocacy, and much more.

Did you know that AMTE has two podcasts available to listen to and learn from? The [MTE Podcast](#) accompanies the Mathematics Teacher Education Journal and the [Teaching Math Teaching Podcast](#) consists of conversations with mathematics teacher educators who are stepping into the role of teaching math teachers.

The [2023 AMTE Annual Conference](#) will be held in Orlando, Florida, February 8-10, 2024. Registration is now available through November 30, 2023 with early registration at reduced rates available through September 30, 2023. Each year at the conference, there is an affiliate breakfast one morning of the conference. We would love to see you at the KAMTE table if you are attending the conference!

The [AMTE Connections Newsletter](#) for summer is available! The Summer 2023 newsletter includes a piece on developing preservice teachers' understanding and navigation of critical issues in teaching mathematics during their coursework.

### Review for KJMTE

KJMTE is *your* journal. Reviewing articles for potential publication is a great way to have input into the types of articles KJMTE publishes for its readers.

The journal's aim is to provide a space for the exchange of ideas to advance mathematics teacher educator practice. Peer review of articles strengthens KJMTE's ability to meet 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](mailto: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.

### Jonathan Thomas, President



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](http://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.

### Dee Crescitelli, President-Elect



Dr. Dee Crescitelli is a Director at the Kentucky Center for Mathematics and teaches as an adjunct at Georgetown College and the University of Louisville. She also serves as a Professional Learning Coach for Kentucky Adult Education. She is working to improve mathematics education from pre-K through college. Her teaching experience ranges from elementary through graduate school, adult education, and teacher preparation—threading real numeracy through all those levels.

## Funda Gonulates, Past-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.

## 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, visit KAMTE Website at <https://kcm.nku.edu/KAMTE/index.php>, access the KAMTE Membership Form at <https://forms.office.com/r/C3jMa4bir4> or contact Treasurer Sue Peters at [s.peters@louisville.edu](mailto:s.peters@louisville.edu).

### Upcoming Conferences

Oct. 25-28, 2023	<a href="#">NCTM Annual Conference</a>	Washington, DC
Oct. 24-25, 2023	<a href="#">NCTM Research Conference</a>	Washington, DC
February 8-10, 2024	<a href="#">Annual AMTE Conference</a>	Orlando, FL
March 4-5, 2024	<a href="#">KCM Conference</a>	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.