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KENTUCKY JOURNAL OF MATHEMATICS TEACHER EDUCATION

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*. We are proud to offer this publication for educators to share professional knowledge and to learn from one another. I encourage you to engage in conversations about the articles with colleagues.



I am often traveling to school sites across the Commonwealth, which means I spend a fair amount of time in my car. I use that as an opportunity to expand my knowledge from a variety of podcasts. One I want to highlight for you here is the *Teaching Math Teaching* podcast from AMTE, in particular Episode 87, "Critical Conversations: AMTE Standards for Preparing Teachers of Mathematics in Social and Political Contexts," featuring our very own Jenny Bay-Williams, as well as Liza Bondurant, Yvonne Lai, Richard Velasco, and Eva Thanheiser. The podcast may be found here: <https://www.teachingmathteachingpodcast.com/87>, and it can also be found on most podcast platforms. I love that this episode engages in content from the conference and shares other valuable, timely resources.

Two of our board members facilitated a book study featuring *Building Thinking Classrooms* by Peter Liljedahl. Our spring 2024 pre-service event featured a dive into the potential for Desmos in multiple grade bands and an in-depth conversation with Kentucky math teachers about classroom assessment. We held an in-person retreat for members in May at the University of Louisville, where we engaged in a math activity together, discussed mathematics teacher recruitment and retention with *Get the Facts Out*, explored artificial intelligence in the mathematics classroom, and discussed the opportunities and implications presented by new legislation designed to expand training and support for math teachers in Kentucky.

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I encourage you to join our community and stay in the know about our 2024-2025 events. We are planning two free online conferences for pre-service teachers (one in early November and one in the spring, dates TBA). Each year, we engage in a book study, selecting texts that expand our perspectives and/or dive into research and issues that impact our work as math educators.

Feel free to reach out with ideas for KAMTE activities and any questions you have.

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

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

Dee Crescitelli
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AMTE Announcements

The [2025 AMTE Annual Conference](#) will be held in Reno, Nevada, February 6-8, 2025. Save the Date! Registration information will be posted on the AMTE website soon.

AMTE has two press releases currently available. [The Role of Elementary Mathematics Specialists in the Learning and Teaching of Mathematics](#) and the [AMTE Statement on Technology](#) both inform readers about the AMTE stances on two important issues in mathematics education.

The [AMTE Connections](#) for summer is available! The Summer 2024 edition includes a collection of articles as part of a series on Artificial Intelligence in Mathematics Teacher Education. A second collection will appear in the Fall 2024 Connections issue. This Connections issue also includes updates from the Mathematics Teacher Educator (MTE) journal, including how to contribute a research commentary to MTE.

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.

A Message from the Editors

Dear KJMTE Readers,

In this issue of the *Kentucky Journal for Mathematics Teacher Education* (KJMTE), you will read about a community-building framework used at three different institutions by three different mathematics instructors. The article *Fostering Communities in Practice* by Melissa Gunter, Jamie-Marie Miller, and Katrina Rothrock offers reflections of the three instructors with the hope that readers will envision the positive changes that community building can bring to their own classrooms.

In this issue, we also present the new president of KAMTE, Dr. Dee Crescitelli. The KJMTE Co-Editors send a special “thank you” to Dr. Jonathan Thomas for his leadership the past year. We look forward to Dee’s presidency and the passion and enthusiasm she brings to KAMTE and KJMTE.

As you read this issue of KJMTE, please consider submitting your own work for publication. We know you are doing great things in your classrooms and readers of KJMTE would love to learn from you.

KJMTE publishes articles and commentaries which appeal to mathematics teacher educators – this includes mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others. We 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 hope that you enjoy reading this issue of KJMTE. We look forward to getting your submissions and reading about the inspiring work you do and thinking about the ideas you set forth. You can also contribute to KJMTE by reviewing manuscripts. Your reviews are vital for this journal to meet the needs of mathematics teacher educators.

Finally, we hope that you find inspiration in this and every issue of KJMTE.

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



KAMTE Board Members

KAMTE would like to announce changes in the board. First, we extend a warm welcome to Dr. Daniel Clark who joins the KAMTE board as the new President-Elect. Dr. Dee Crescitelli, who has served most recently as the President-Elect, is now the new KAMTE president. Dr. Jonathan Thomas will continue to offer leadership as the Past-President.

Dee Crescitelli, President



Dr. Dee Crescitelli is a Director at the Kentucky Center for Mathematics and teaches as 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.

Daniel Clark, President-Elect



Dr. Dan Clark is a mathematics educator in the Department of Mathematics at Western Kentucky University (WKU) where he works with preservice K-12 teachers as well as practicing secondary mathematics teachers and aspiring elementary mathematics specialists. He started working at WKU in 2016 after earning his Ph.D. in Mathematics Education from Michigan State University. His research interests include preservice teacher education, teaching and learning mathematics for social justice, and how teacher preparation programs structure mathematical experiences for preservice teachers.

Jonathan Thomas, Past-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. 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. 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.

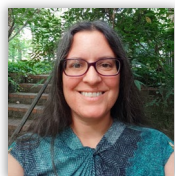


Jamie-Marie Miller, Secretary



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.

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.

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.

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 KAMTE Events

Fall

Preservice Teacher Virtual Conference	November, date announced soon
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Spring

Preservice Teacher Virtual Conference	Date announced soon
KAMTE Member Retreat	May, date announced soon

Year-long

Book Study (book announced soon)	Monthly, November - April
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Upcoming Conferences

Sept. 25-28, 2024	NCTM Annual Conference	Chicago, IL
April 2-5, 2025	NCTM Virtual Conference	
February 6-8, 2025	Annual AMTE Conference	Reno, NV
March 3-4, 2025	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.

Additionally, KJMTE also publishes commentaries. Commentaries differ from manuscripts described above in that their goal is to highlight critical issues for Kentucky teacher educators and/or administrators. These are more likely to be drawing attention to a call to action and less about the practices of educating future teachers as described above. Importantly, commentaries are not peer-reviewed, they will be edited by the editors in consultation with authors. Authors are also encouraged to respond to commentaries that appear in KJMTE in their own commentary.

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.