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KENTUCKY JOURNAL OF MATHEMATICS TEACHER EDUCATION

President's Message

COLLABORATION: the action of working with someone to produce or create something.

Oxford Languages



This edition of the Kentucky Journal of Mathematics Teacher Education is a case study in collaboration. Fifteen math teacher educators from eight Kentucky institutions worked together to describe a problem of practice (declining enrollments and completion in teacher preparation) as well as strategies being employed at those institutions to address the issue.

For the past several years, Kentucky schools have opened with at least 2000 classrooms staffed by a long-term substitute or a teacher not yet certified in the subject they are teaching. This is an issue with both short-term and long-term consequences, and it is imperative for Kentucky students and schools that we give this the focus it deserves.

The Stronger as a Group: Kentucky Universities' Recruitment and Retention of Prospective Mathematics Teachers article highlights what individual institutions are doing to attract and retain mathematics education students but with the end goal of addressing the issue collectively. What can we do collaboratively to have more highly qualified mathematics teachers in classrooms all across the Commonwealth?

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I encourage you to share the article with colleagues and discuss the strategies shared by the various institutions. Share your thoughts and other suggestions with the editors or with me- we really are in listen-and-learn-from-each-other mode.

As an organization, KAMTE is invested in providing opportunities for members to- in fact- grow **stronger as a group**. Some ideas we have for this include a gathering where authors present their school's strategies for recruitment and retention. We would love to facilitate a discussion about exchanging successes and brainstorming ways we can capitalize on each other's strengths, becoming stronger as a group and affecting positive change in mathematics education. We are also interested in your thoughts and ideas on this issue. What are other areas where collaboration might make us stronger advocates for our individual teacher preparation programs while improving the state of mathematics education across the Commonwealth? We want to meet this moment with all the viewpoints and resources we can pull together.

KAMTE Save the Dates:

We are pleased to be offering KTMTE Article Roundtables each month this semester as opportunities to learn together. You can see a list of all upcoming roundtables and register for the next one on Thursday, April 17, where Dr. Kristy Litster will discuss her article *Exploring the Purposes of Interdisciplinary Connections in Pre-Service Elementary Teachers' Mathematics Lessons*.

We also hope you will join us for our Spring Preservice Teacher Virtual Conference, scheduled for the morning of Friday, April 11th. Our annual Spring KAMTE Membership Retreat will be Monday, May 19th at the Northern Kentucky Grant County Center. Look for more details about both of these events on the [KAMTE website](#) soon.

I look forward to seeing you at many of these events. Please reach out with questions, and especially with ideas for collaboration.

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

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

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A Message from the Editors

Dear KJMTE Readers,

We are excited to publish a collaborative article in this issue of the *Kentucky Journal for Mathematics Teacher Education* (KJMTE). Kentucky mathematics teacher educators are well aware of declines in teacher preparation programs and to address these declines, their institutions implement programs and events to attract and retain students. For this issue of the KJMTE, we invited mathematics educators from eight different universities in the commonwealth of Kentucky to share their institutions' strategies aimed at recruiting and retaining mathematics teacher education students at all grade levels.

From on-campus events like STEM days and camps for high school students to hosting Educator's Rising conferences to promoting the AMTE Get the Facts Out initiative, Kentucky institutions have committed time and resources to try to attract talented students to the field of mathematics education. It is common for the universities' retention efforts to focus on faculty/student relationships. In this article, you will read details from each of the eight institutions about the recruitment and retention strategies being implemented across the state.

The article ends with a call to action for Kentucky mathematics educators to come together as a group to address the issues and challenges related to recruiting and retaining students in teacher education programs. The authors conclude that we are stronger as a group and as a group we can address the mathematics teacher shortage. What does this collaboration look like? KAMTE is well-positioned to be a vehicle for collaboration and difference-making. We invite all of our readers to learn from other Kentucky institutions and attend KAMTE events in an effort to grow more outstanding and ambitious mathematics teachers in Kentucky.

You may have heard that the KJMTE is hosting monthly article roundtable discussions. At these virtual meetings, authors of articles published in KJMTE facilitate a discussion about ideas presented in their article. This is a meaningful way for our readers to engage with authors and each other about ideas presented in the journal. You can find future article round table dates and registration links on the [KAMTE Upcoming Events](#) page.

The KJMTE provides 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 to collaborate in the community of Kentucky mathematics teacher educators. We think you will be.

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



AMTE Announcements

The [2026 AMTE Annual Conference](#) will be held in Portland, Oregon on February 5-7, 2026. The call for proposals will be available soon. Check [AMTE.net](#) for more details soon. The affiliate breakfast is a fun time for KAMTE members and supporters to meet and enjoy each other. Please plan on joining the KAMTE table if you attend the conference!

The [AMTE Connections Newsletter](#) for spring 2025 is available. The newsletter includes highlights from the AMTE 2025 Annual Conference as well as an examination of the use of 5 Practices in methods courses.

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](#).

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

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 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.

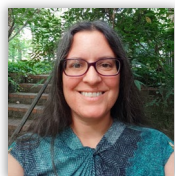


Jamie-Marie Miller, Secretary



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 Events

April 11, 2025	*KAMTE Pre-Service Teacher Conference	Virtual
April 17, May 12, 2025	KJMTE Article Roundtables	Virtual
May 19, 2025	*KAMTE Retreat	Grant County, KY
February 5-7, 2026	Annual AMTE Conference	Portland, OR

*Visit the [KAMTE website](#) for more information to be posted soon.

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.