



**Call for Manuscripts for
Monograph VI:
*Scholarly Practices and Inquiry in the
Preparation of Mathematics Teachers***

Background

The Association of Mathematics Teacher Educators (AMTE) is an organization designed to bring together individuals interested in mathematics teacher education in order to promote and improve the education of preservice and inservice teachers of mathematics. Two of its goals are to facilitate communication and to promote collaboration among mathematics teacher educators, including those in Colleges of Education, in Departments of Mathematics, and outside higher education settings. In an effort to support these goals, AMTE published its first monograph in 2004. The 2009 monograph, *Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers*, will be the sixth volume in the series designed to be a forum for mathematics teacher educators to exchange ideas about their work with preservice and inservice teachers and about their collaborative efforts with others who play significant roles in mathematics teacher education (e.g., content faculty, clinical faculty responsible for mentoring student teachers).

Anticipated Audience

The anticipated audience for this monograph includes individuals responsible for the professional development of mathematics teachers, such as college or university faculty, community college faculty, or professional development specialists. Hence, the focus of the monograph is on issues related to the development of mathematics teachers, practices in post-secondary classrooms (content or pedagogy) for mathematics teachers, or practices that help individuals responsible for the preparation of mathematics teachers gain knowledge they need to be more effective in their work.

Possible Topics

The 2009 monograph aims to include a range of manuscripts addressing various aspects of the scholarly practices of mathematics teacher educators. We welcome research articles, as well as articles that are descriptive in nature. Topics may include but are not limited to the following broad categories:

- Preservice teacher education;
- Inservice teacher education;
- Preparation/professional development of mathematics teacher educators;
- Preparation/professional development of mathematics teacher leaders
- Innovative delivery methods (e.g., field-based, synchronous or asynchronous distance education)
- Innovative materials developed for K-12 mathematics teacher education (e.g., textbooks, cases, videos)
- Alternative routes to certification for mathematics teachers;
- Educational policy with regard to mathematics teacher education;
- Collaboration among various mathematics teacher educators.

