AMTE and the Standards for Preparing Teachers of Mathematics: Implications for the High School-to-College Transition

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AMTE Goals

• Effective mathematics teacher education programs and practices;
• Communication and collaboration among those involved in mathematics teacher education;
• Research and other scholarly endeavors related to mathematics teacher education;
• Professional growth of mathematics teacher educators;
• Effective policies and practices related to mathematics teacher education at all levels; and
• Equitable practices in mathematics teacher education, including increasing the diversity of mathematics teachers and teacher educators.
Standards for Preparing Teachers of Mathematics

- A set of comprehensive standards describing a national vision for the **initial preparation** of all teachers Pre-K–12 who teach mathematics.
  - Includes all who have responsibility for aspects of student learning in mathematics.
- These standards are **aspirational**, rather than describing minimum levels of competency needed by beginning teachers.
- The audience includes all those involved in mathematics teacher preparation.

[www.amte.net/standards](http://www.amte.net/standards)
Standards for Preparing Teachers of Mathematics

- These standards **build on** other standards and recommendations, including MET II, NCTM’s Principles to Actions, Common Core State Standards, etc.
- These standards **inform but do not replace** state and national accreditation reviews, such as CAEP (Council for the Accreditation of Educator Preparation).
- These standards can **support** the work of assessing teacher candidates and programs, including the edTPA assessment.

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Candidate & Program Standards

Candidate Standards:


C.2. Pedagogical Knowledge and Practices for Teaching Mathematics

C.3. Students as Learners of Mathematics

C.4. Social Contexts of Mathematics Teaching and Learning

Program Standards:

P.1. Partnerships

P.2. Opportunities to Learn Mathematics

P.3. Opportunities to Learn to Teach Mathematics

P.4. Opportunities to Learn in Clinical Settings

P.5. Recruitment and Retention of Teacher Candidates