

## Final Session (Mathematics)-Facilitated Discussion: Mathematics Teacher Educators, Where From Here?

Mathematics Teacher Educators

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Notes:

- Participants met in small groups to brainstorm what is needed as next steps for continuing the conversation. Elizabeth, Bridgette, and Sergio circulated among the groups and collected comments on several key points of interest:
  - Several among the small colleges with one or two mathematics teacher educators expressed interest in forming collaborations with other institutions
  - An annual conference or summit was suggested as a way to highlight in-state work/research
  - Form a task force and create an affiliation with the national organization Association of Mathematics Teacher Educators (AMTE); information about this organization can be found at [www.amte.net](http://www.amte.net) (mentioned in large group discussion)
  - Create a list-serve or electronic space for on-going dialogue that can link everyone in Iowa that conducts research on preservice mathematics teacher education or educates preservice mathematics teachers; connect with community colleges (also brought up in large group)
  - Link with other well-known organizations (MAA, ICTM, AACTE); ensure our representation with these organizations (mentioned in large group)
  - Create outcomes or core competencies for Iowa preservice mathematics teacher education (we need to know more about Iowa's post-secondary programs)
  - Could our programs come to an agreement on the text used for elementary math content or math methods courses?
  - Create cross communication with STEM fields (mentioned in large group discussion)
  - What are other math methods instructors doing for field experiences? Should there be a standard? Can there be a standard when resources vary so greatly?
  - What do we want as outcomes for preservice math teacher education? Both for math content and methods? Elementary and secondary?
  - Some small colleges are not able to separate middle school and high school math methods or offer two elementary content courses; how can we develop competencies when we cannot have the same amount of content addressed?
  - Assist IDOE with preparing future teachers for the Iowa Core Curriculum by linking with the IDOE and supporting their efforts (also discussed in large group); this large group discussion raised concerns towards assessment of ICC where Arlie Willems and Judith Spitzli (IDOE recommended the movement will be towards classic formative assessment in the next few years)
- A brief large group discussion allowed a few participants to share what was discussed in small groups, as mentioned above
- Consensus was made that the dialogue should continue; the vast majority wants to participate