

AMTEA Meeting
May 4, 2018
Unapproved Minutes from meeting

Present: Megan Burton (AU), Nicolette Nalu (AMSTI-UM), Robin Blair (AMSTI-UM), Patricia Glaze (Athens), Janie Kennedy (Samford), Jim Gleason (UA), Sonya Stanley (Samford), Almir Smajic (UM), Tommy Smith (UAB), Cathy Jones (ALSDE), Shelia Ingram (Birmingham Southern)

Dues – Usually paid in November at ACTM. Can be paid now if members wish to give \$10 to Jeremy.

AMTEA will meet at ACTM in November.

Alabama Statewide Mathematics Contest Update – Ashley Johnson’s handout – Please pull 2 question that are good examples for exam and Megan will start Google Form to solicit questions. The form can be accessed at: <https://goo.gl/forms/5FoO0yIoApLxVjA72> The form link will also be posted on the AMTEA website. Megan will take care of this. Jeremy stated that old exams could be posted on ACTM website so that they will be available no matter which university is hosting. Old exams may be found at: <https://www.una.edu/math/mathcontest/index.html>

AMTEA is affiliated with AMTE. The membership includes cooperating teachers in schools, university teachers, supervisors of teachers, etc. Megan encouraged AMTEA members to join AMTE. The AMTE conference will be in February 7-9, 2019. Megan shared AMTE website.

Sharing from attendance at AMTE and NCTM conferences.

Jeremy submitted research report on Praxis and EdTPA results for prospective teachers. The report is based on 5 cohorts of teachers, NCTM SPA results, Capstone Course. The difficulty is the literary review as little time has been spent on this type of research. AMSTI is piloting a process to help with task 4 of EdTPA. This task involves small group intervention and looking at student work.

Education Academies – what can AMTEA do to help. Praxis Core is an issue for these academies. Cathy will get information as to which schools have Education Academies and provide that to Megan so that AMTEA can connect with them as possible recruitment of potential math educators.

Megan shared various AMTE resources. This includes AMTE videos regarding advocating for math education and the Standards for Preparing Teachers of Mathematics. These videos are resources for discussions with faculty, deans, public, politicians. The AMTE website posts opportunities to communicate and to submit documents related to the standards. One of our Alabama colleagues contributed with this opportunity. A new call will be coming out soon. Also upcoming conferences and proposal deadlines were shared.

Input on Educator Preparation requirements. Jeremy shared that he is not aware of where this document is in the revision process. Wording has replicated wording of conference board of math sciences. Also in discussion is alignment with community colleges. How can 4 year institutions work with community colleges to align content courses with what is needed.

Discussion of ordering of math content and methods courses. Praxis for elementary – math, science, history is based on HS content. Reading is all pedagogy. Almir Smajic noted that he is embedding praxis practice in methods course. Math methods also includes community, culturally relevant teaching, etc. Shelia Ingram mentioned that students need support and scaffolding so that students can get content.

Megan noted that students need professional development connections that will help further their learning after they leave undergraduate programs – ACTM, AMSTI, etc.... These experiences will emphasize scaffolding and networking. Shelia Ingram noted that preservice and inservice teachers want content integrated with pedagogy for PL.

Megan solicited a candidate for president-elect because the current president-elect will be moving. Jeremy Zelkowski made the motion, Jim Gleason seconded, and the committee voted accepted Justin Boyle's resignation and Nicolette Nalu as president-elect.

Discussion of declining enrollment continued, as well as the lack of content knowledge of teacher candidates. How do we recruit prospective teachers before they get to college? Maybe a partnership between AMTEA, ACTM, AEA, Future Educators Association, <http://www.futureteachers.org/>, etc. Colleges visit school campuses to recruit? UA hosts a barbecue. Maybe AMTEA needs to go to career days? Maybe a general 1-page type of brochure to show what a teacher candidate would need to do to get an education degree. ALAMATYC invited AMTEA to connect. This could help with the content issues.

EdTPA – Discussion among institutions about how to support students that don't pass EdTPA (both those institutions that have it tied to graduation and those that don't). Turnaround for EdTPA is 2-4 weeks. Because elementary internship must be math/reading, this diminishes the numbers of potential cooperating teachers. Secondary students do not have much time to get to know their students prior to submission of EdTPA. This has not adversely affected scores as evidenced by the year-long pilot at UA. UA gives a percentage of internship grade for student reflection of EdTPA results (ie. How could the score of a subsection been improved—use education language to describe, in detail, what would have improved score). Mathematics content faculty can support this by focusing on academic vocabulary/language to ensure students use appropriate terminology in submissions.

Tommy asked if universities being pressured to put their undergraduate courses online? Consensus among group that this pressure is being placed for graduate but not for undergraduate courses. For initial certification, f2f is important because of the mentoring possibilities. Blended courses are preferable. The pressure is often applied to increase enrollments.

Megan will write a letter to the new superintendent, welcoming him to the position, introducing our organization, and offering our support and expertise. AMTE proposals due May 15; NCTM proposals due May 15. Next meeting is at ACTM Nov. 1-2 at the McWane Center.