

What Makes Us Different Makes Us Stronger: A Statement by the *MTE* Editorial Board

Editorial board members of the *MTE* journal join the presidents of the Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM) (the two organizations that jointly publish our journal) in expressing concern at the recent attacks on mathematics education scholars whose research does not conform with and challenges dominant perspectives in mathematics education. We are compelled to speak up because these attacks undermine the principles of academic freedom and our field's capacity to grow a trusted knowledge base.

First, we note that the field of education embraces difference and diversity of perspectives. Scholars who bring diverse ways of knowing to our field from other research areas are incredibly important. Critical studies in education is a well-established field that examines issues of power and systems of privilege and oppression in all areas of society, including turning the lens back on itself to explore ways in which the work of academics is complicit in maintaining those systems. In fact, AMTE, NCTM, and sister organizations (e.g., TODOS and the National Council of Supervisors of Mathematics [NCSM]) have been engaged with critical perspectives on mathematics education for some time and recently rolled out new resources and standards that focus on access, equity, empowerment, and social justice. This collective work will help all of us determine how to invite more students into the field of mathematics and support them without having to diminish parts of their identity (language, culture, gender, race, sexual orientation, (dis)ability, religion, and more) to know and do mathematics.

Second, we also acknowledge that an attack on any one of us is an attack on all of us. We denounce these attacks as counter to the whole enterprise of knowledge production within the academies and to the goal of building a knowledge base that represents our community's diversity, especially the underrepresented ones. In this issue, we invited Dr. Rochelle Gutiérrez to write a commentary to share strategies for responding to the types of attacks that she was recently subjected to and to continue the theme of the last issue's commentary (September 2017) by Felton-Koestler and Koestler about whether mathematics teacher education is or should be political. This is a new kind of conversation and area of knowledge in our field, and the goal of *MTE* is to advance the knowledge base of mathematics teacher education in all of its diversity. Research on the practices of mathematics teacher educators who view mathematics teacher education

through a critical lens is underrepresented in *MTE* (see Bieda's September 2016 editorial), and our journal needs more manuscripts with that focus. Our field needs scholars who challenge the status quo on multiple levels and provide alternative perspectives, theories, discourses, and methodologies.

We believe mathematics teacher education research needs the voices and scholarship of scholars who challenge us to be more open to alternative perspectives and knowledge-making practices. *MTE*'s most recent call for manuscripts reflects this point (<http://www.nctm.org/Publications/Mathematics-Teacher-Educator/MTE-Call-for-Manuscripts-Equity,-Access,-and-Empowerment/>). We believe that engaging with scholarship that challenges our worldview is crucial for our growth as mathematics teacher educators and for the field. The editorial panel welcomes this scholarship and is committed to reading with an open mind and with the goal of providing educative feedback to all of our authors. We are committed to supporting scholarly dialogue within the field of mathematics teacher education, especially when we find ourselves challenged by perspectives different from our own.

The *MTE* Editorial Board

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