Call for MTE Special Issue: Equity, Identity, and Power Manuscripts

- How do Equity, Identity, and Power affect mathematics teacher education?
- What practices help mathematics teachers incorporate and address Equity, Identity, and Power through their teaching?

Equity, Identity, and Power have always impacted mathematics teacher education. Both NCTM and AMTE make explicit the fundamental role equity, identity, and power play in the work of mathematics teaching, developing mathematics teachers, and connecting to and understanding students’ mathematics identities.

The Editorial Panel of Mathematics Teacher Educator is soliciting for manuscripts for a special issue focused on Equity, Identity, and Power that will be published in March 2021. The special issue will include manuscripts that address issues such as:

- Integrating the work of mathematics teacher educators within critical frameworks directly addressing equity, identity, and power
- Providing evidence of how to engage preservice and/or inservice teachers in experiences that expose and take on issues of equity, identity, and power
- Conceptualizing mathematics teacher identity as connected to intersecting social spaces (i.e., home language, gender, immigration status, etc.)
- Evidence regarding learning experiences that help prepare teachers to meet AMTE SPTM C.4. Social Contexts of Mathematics Teaching and Learning
  - “Well-prepared beginning teachers of mathematics realize that the social, historical, and institutional contexts of mathematics affect teaching and learning and know about and are committed to their critical roles as advocates for each and every student.”

The Mathematics Teacher Educator is a journal dedicated to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. We accept both empirical and theoretical/philosophical manuscripts. All manuscripts should contain a description of the relevant problem or issue that is addressed and the application of the results to practice (both the authors’ practice and the larger community). Authors should draw on the MTE Writing Tool document as they prepare their manuscript. More details about submitting to the journal are provided at http://www.nctm.org/publications/mathematics-teacher-educator. All submissions for this special issue will follow the regular review process and must be blinded. In your cover letter identify that your article is for this special issue.

The deadline for submission is March 1, 2020

Find out more about submitting a manuscript or go directly to our manuscript submission system. If you have any questions, please contact the editor Karen Hollebrands.