



**SIG/Research in Mathematics Education**  
**American Educational Research Association**  
<http://www.sigme.org>

**Fall 2011 Newsletter**

## **SIG/RME Executive Board**

### **Co-Chairs**

Jinfa Cai  
University of Delaware  
2010-2012

Eric Knuth  
University of Wisconsin-Madison  
2011-2013

### **Treasurer**

Tonya Gau Bartell  
University of Delaware  
2010 - 2012

### **Communications**

Mary Q. Foote  
Queens College, CUNY  
2011-2013

### **Electronics**

Dan Battey  
Rutgers, The State University of New  
Jersey  
2011-2013

### **Awards**

Joanne Lobato  
San Diego State University  
2010 - 2012

### **Events**

Ann Ryu Edwards  
University of Maryland  
2011-2013

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## **SIG/RME Election**

The time for the SIG/RME officer elections is approaching. The biographies of the candidates appear below. SIG/RME members will receive instructions for the electronic voting procedure in an email. Information will also be posted on the SIG/RME website ([www.sigrme.org](http://www.sigrme.org)). In each case one person will be elected from among the two or three candidates. Each elected member will serve a two year term.

## **Officer Candidate Biographies**

### ***Co-Chair Position Description***

During the first year of service, the co-chair is responsible for: liaising with the NCTM Research Committee, reviewing proposals for the NCTM Research Pre-session, determining speakers for the AERA annual business meeting invited address, and the NCTM Pre-session opening and closing addresses.

During the second year of service, the co-chair is responsible for: general administration of the SIG/RME, ensuring bylaws are followed, and liaising between the SIG and AERA. The co-chair will preside over all meetings of the executive board and at the SIG annual business meeting. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

### ***Candidates for Co-Chair***

#### **Maria Blanton**

#### **TERC**

Maria Blanton is a Senior Scientist at TERC in Cambridge, MA. Her primary research interests include teaching and learning algebra in the elementary grades and the application of sociocultural theory in teaching and learning proof in undergraduate classrooms. Her early algebra focus has been on children's functional thinking and characteristics of classroom teaching practice that support children's algebraic thinking. Her interests in teaching and learning proof have focused on the role of classroom discourse in students' internalization of forms of argumentation. Dr. Blanton has led a number of federally funded research projects regarding early algebra and proof. She is currently PI of NSF-funded projects investigating grades K-2 children's understanding of functions and the impacts of sustained early algebra education on children's understanding.

Her work has been published in various research and practitioner journals, including *Journal for Research in Mathematics Education*, *International Journal for Mathematics Teacher Education*, *ZDM*, *Teaching Children Mathematics*, and *Mathematics Teacher*. She is also co-editor of the research volumes *Teaching and Learning Proof Across the Grades* and *Algebra in the Early Grades*, author of *Algebra and the Elementary Classroom: Transforming Thinking, Transforming*

*Practice*, and co-author of *Developing Essential Understanding of Algebraic Thinking for Teaching Mathematics in Grades 3-5*.

She has served as a member and chair of the Editorial Panel of the *Journal for Research in Mathematics Education* (2008-2011) and as a member of the Executive Board of SIG/RME (2005-2007). She is also on the Executive Board of the Kaput Center for Research and Innovation in STEM Education.

### **Finbarr Sloane**

#### **Arizona State University**

Dr. Sloane received his Ph.D. in 2003 from the University of Chicago. He spent the last two years as associate dean for research at the University of Colorado, Boulder; the prior four years as a faculty member, chair of mathematics education and associate dean for research at ASU. He returned to ASU in the fall of 2011 as both a faculty member and as a research scientist in the Learning Sciences Institute. He previously served as a program officer at the National Science Foundation. He has authored more than 30 refereed papers and handbook chapters and has co-authored two books and a research monograph. His research focuses on the warranting of claims in mathematics education and the need for multilevel level theory in mathematics education (i.e., theories and models that allow one to look at the impact of classrooms and teachers on student mathematics achievement and growth). His research has been funded by the NSF, IES, the government of Ireland, and the Joyce Foundation. He currently serves on the editorial boards of *Mathematical Thinking and Learning*, *Numeracy*, *Journal of Applied School Psychology*, and *the Irish Educational Studies*. He served as chair for the Hierarchical Linear Modeling SIG for two years. He is currently chair of AERA's Palmer O. Johnson Award for the best research paper published in and AERA journal.

### **James Tarr**

#### **University of Missouri**

James E. Tarr is Associate Professor of Mathematics Education at the University of Missouri. He is an active member of the mathematics education research community, currently serving as a member of the NCTM Research Committee (2010-2013) and developing guidelines for the Linking Research and Practice Outstanding Publication Award. He served as Co-Organizer of a Discussion Group at the Eleventh International Congress on Mathematical Education in Monterrey, Mexico. His research interests include the development of probabilistic reasoning and the impact of curriculum on student learning and the classroom-learning environment. He is currently or has been a Principal Investigator or Co-Principal Investigator on several multi-year, federally-funded grants, including *Tomorrow's Teachers with Dual Degrees in Mathematics and Mathematics Education* (NSF, 2010-2015), *Comparing Options in Secondary Mathematics: Investigating Curricula* (NSF, 2005-2011), *The Show-Me Project: Middle School Mathematics Curriculum Center* (NSF, 2002-2005), and *Assessing the Impact of Standards-based Middle School Mathematics Curricula on Student Achievement and the Classroom Learning*

*Environment* (United States Department of Education, 2001-2005). His work has been published in the *Journal for Research in Mathematics Education*, *Statistics Education Research Journal*, *Mathematics Education Research Journal*, *School Science and Mathematics*, *Journal of Mathematical Behavior*, *Mathematics Teaching in the Middle School*, and *Teaching Children Mathematics*, as well as in one book and ten edited books. At MU, he teaches methods courses for preservice middle and secondary mathematics teachers, courses in an alternative certification Master's program, and research seminars in mathematics education. For more information, see [http://education.missouri.edu/faculty/LTC/Tarr\\_James](http://education.missouri.edu/faculty/LTC/Tarr_James)

### **Treasurer Position Description**

The Treasurer shall be responsible for managing and reporting on the financial accounts of the SIG/RME and the safe keeping of all financial documents of the SIG/RME. The Treasurer also maintains and updates the membership list for the SIG. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

### **Candidates for Treasurer**

#### **Shuhua An**

#### **California State University, Long Beach**

Shuhua An is a Professor, and a Director of Graduate Program in Mathematics Education at the College of Education, California State University, Long Beach. She has had teaching experience in mathematics and mathematics education at various levels for 26 years in both China and the U.S. Dr. An's research areas include comparative study, teachers' pedagogical content knowledge, assessment, and classroom teaching research. Currently, Dr. An is leading an international classroom teaching research for all student groups involving universities from seven countries. Dr. Shuhua An is the author of the books entitled, "The Middle Path in Math Instruction - Solutions for Improving Math Education" and "Teaching Elementary and Middle School Mathematics Using the MSA Approach: Model, Strategy, and Application," and the author of numerous research articles and book chapters. She was a Member of Board Directors and Founding Treasure for California Association of Mathematics Teacher Educators from 2004 to 2007. She is also an Editorial Board Member of the *Journal of Mathematics Education*, an Editorial board member for the *Journal of Quaderni di Ricerca in Didattica*, an Associate Editor of the *Journal of the School Science and Mathematics*, and an Associate Editor of the *Journal of Mathematics and Science Education*.

#### **Meixia Ding**

#### **University of Nebraska-Lincoln**

Meixia Ding is an assistant professor of mathematics education in the department of Teaching, Learning, and Teacher Education at University of Nebraska-Lincoln. She received her master's degree from Nanjing University in China and her doctorate in mathematics education from Texas A&M University. Before arriving in the U.S., she specialized in teaching elementary mathematics for five years and served as the director of Mathematics Teaching and Research Group for three years.

Ding's research areas include early algebra, textbooks, and teacher knowledge. In particular, she is interested in integrating cognitive findings and international perspectives into mathematics education research. Currently, she explores how the learning environments may be structured to support students' development of sophisticated understandings of fundamental concepts, principles, and relations, and how elementary teachers may be equipped with necessary knowledge for teaching fundamental mathematical ideas. Her work has been published in such journals as *Cognition & Instruction*, *Journal of Educational Research*, *School Science and Mathematics*, and *Educational Psychology*, and in several invited book chapters. Dr. Ding regularly presents her work at AERA and NCTM, and she serves as reviewers for both conferences. She also reviews for *Mathematics Thinking and Learning Journal*, *The Elementary School Journal*, *School Science and Mathematics*, and *Teaching Children Mathematics*. Recently, she has been invited to serve on the editorial board for the China session of the *Research Handbook in Asian Mathematics Education*. She teaches elementary mathematics methods for pre-service teachers and graduate courses for in-service teachers, and mentors doctoral students in mathematics education.

**Cheng-Yao Lin**  
**Southern Illinois University Carbondale**

Dr. Cheng-Yao Lin is an Associate Professor of Mathematics Education at Southern Illinois University Carbondale. He is interested in the integration of technology into mathematics education, the preparation of pre-service teachers and cross-cultural research on pre-service teachers' knowledge of fractions. He has published in many peer-reviewed journals for research in mathematics education. Dr. Lin has served in many official positions in professional organizations - Program Chairperson of the 21st -28th Annual Conferences on Teaching Mathematics [ICTM/ Southern Section], SIUC, Carbondale, IL; Membership Committee of the School Science and Mathematics Association (2006-2009); Session chair for Research in Mathematics Education on the program of the 2011 AERA Meeting in New Orleans; Discussant on the program of the 2010 AERA Meeting in Denver; Session chair of Research in Mathematics Education on the program of the 2008 AERA Meeting in New York City; Session chair of Research in Mathematics Education on the program of the 2007 AERA Meeting in Chicago; and Discussant on the program of the 2007 AERA Meeting in Chicago, Illinois.

Dr. Lin has been serving as a reviewer for different professional journals, including the International Journal of Technology in Mathematics Education, School Science and Mathematics Journal, the Educational Researcher [AERA] and Mathematics Teaching in the Middle School, the Eurasia Journal of Mathematics, Science & Technology Education, and the Journal of the Korea Society of Mathematical Education Series D: Research in Mathematical Education. In addition, Dr. Lin has been a frequent reviewer of proposals for the AERA Annual Conferences since 2005.

### ***Awards Board Member Position Description***

The Awards Board Member is responsible for managing the process for soliciting nominations for awards, selecting a committee for reviewing nominations, and serving on the committee to decide on award recipients. S/he is responsible for coordinating the purchase of plaques to present to award members. For a full description of duties, see <http://www.sigrme.org/duties.htm>.

### ***Candidates for Awards Board Member***

#### **Denise Spangler**

#### **University of Georgia**

Denise Spangler is a Professor of mathematics education and head of the Department of Mathematics and Science Education at the University of Georgia. She is an active member of the mathematics education research community, having served previously as recording secretary of SIG/RME (2001-03), chair of PME-NA (2001-02), member of the JRME editorial panel (2007-10, chair 2008-10), and member of the *Mathematics Teacher Educator* editorial panel (2011-2013, chair 2011-2012). She also serves on the advisory boards for several federally-funded research projects and is member of the writing team for the forthcoming second edition of the *Mathematical Education of Teachers* document.

Her research concerns the ways in which novice elementary school teachers learn to teach mathematics during their preservice and induction years. She investigates the ways that novice teachers meld their own prior experiences as learners (including their beliefs), the knowledge they gain from their teacher education programs, and the messages they receive in their schools to craft their mathematics teaching practice. She is currently or has been a principal investigator or co-principal investigator on several multi-year, federally-funded grants, from the National Science Foundation and the Spencer Foundation. Her work has been published in the *Journal for Research in Mathematics Education*, *Journal of Mathematics Teacher Education*, *Teachers College Record*, *For the Learning of Mathematics*, *Teaching Children Mathematics*, and other venues.

#### **Joi Spencer**

#### **University of San Diego**

Joi Spencer, Ph.D., is an assistant professor in the School of Leadership and Education Sciences at University of San Diego. Joi's research interests include but are not limited to mathematics equity, teaching mathematics for understanding, African American achievement and identity, effective schools for African American students, and improving the methodologies used to understand these issues. Joi is a member of the Diversity in Mathematics Education (DiME) consortium and is excited about the opportunity of serving the SIG/RME community as the Awards Board Member.

## **NCTM Research Pre-Session Information**

The Research Pre-session is sponsored by the NCTM Research Committee and the Special Interest Group on Research in Mathematics Education of the American Educational Research Association.

The NCTM Research Pre-session serves multiple purposes. First, it annually brings researchers together to examine and discuss current issues in mathematics education. Second, it is a chance for researchers to receive feedback on their work and to benefit from exposure to alternative points of view. Third, the Research Pre-session is an opportunity to capitalize on the collective wisdom available when researchers and practitioners come together to discuss mathematics education and research. Finally, the Research Pre-session affords beginning scholars opportunities to interact and network with veteran researchers in the field.

There were 315 proposals submitted for the Research Pre-session, including 177 for Interactive Paper Sessions, 38 for Research Symposia, 27 for Work Sessions, and 67 for Poster Sessions. Of these 169 proposals were accepted, including 78 for Interactive Paper Sessions, 24 for Research Symposia, 17 for Work Sessions, and 44 for Poster Sessions (some sessions were reclassified by the program committee). The final program for the NCTM Research Pre-session will be available February 2012 through NCTM's website at <http://nctm.org>.

Pre-registration for the Research Pre-session is also available electronically through NCTM's website at <http://nctm.org>. On-site registration will also be available. For more information on registration costs, please consult the NCTM website.

The **opening session** is Monday, April 23<sup>th</sup> at 7:00 p.m. Kathy Heid will be the speaker for the opening session. There will be **concurrent sessions** from 8:30 a.m. to 6:00 p.m. on Tuesday, April 24<sup>th</sup>, and from 8:30 a.m. to 4:30 p.m. on Wednesday, April 25<sup>th</sup>.

A **plenary session** on Wednesday morning, April 25<sup>th</sup>, will highlight the theme of Linking Research and Practice. Margaret (Peg) Smith will be the speaker.

Sessions including interactive papers, research symposia, and work sessions will be scheduled, allowing members of the National Council of Supervisors of Mathematics (NCSM) and other practitioners interested in research to attend. These sessions will focus on the interface between practice and research.

## **AERA Information**

### **AERA 2012 Annual Meeting**

The 2012 AERA Annual Meeting will be held Friday, April 13 - Tuesday, April 17, 2012 in **Vancouver, British Columbia, Canada**. The theme is ***“Non Satis Scire: To Know Is Not Enough”***.

This year, we received a record high number of proposals (a nearly 10% increase compared to last year). There were 154 proposals submitted to SIG/RME; 17 for Symposium Proposals and 137 Individual Paper proposals fit the requirements. We are grateful to over 50 reviewers who reviewed the 154 proposals. In total, we received 465 reviews. Thank you colleagues for reviewing the proposals!!!!

SIG/RME received an allocation of 14 sessions for paper sessions or symposia, 51 for Roundtable or Poster presentations, as well as our annual Business Meeting. Nine of the 17 symposium proposals (about 53%) were accepted. One symposium proposal was accepted as a roundtable session. Of the 137 individual paper proposals, 23 were accepted for paper presentations and 25 were accepted for roundtable or poster presentations (about 35%).

### **SIG/RME Website**

Please check our website at <http://www.SIGRME.org> for information related to SIG/RME announcements, positions available, upcoming conferences, and much more. The 2011 Membership Directory can also be accessed through the website. (The user ID is **math**, and the password is **SIGRME**.)

If you have any information you think should be posted on the SIG/RME website, please contact Dan Battey at <[dan.battey@gse.rutgers.edu](mailto:dan.battey@gse.rutgers.edu)>.

A SIG/RME Annual Membership Directory is available on the SIG/RME website. Please check your contact information in the current directory by checking the electronic directory on the SIG/RME website.

If any changes need to be made to your contact information, please notify Tonya Gau Bartell at [tbartell@udel.edu](mailto:tbartell@udel.edu).

### **Call for Early Career Publication Award Nominations**

In 2001, the Special Interest Group for Research in Mathematics Education established the "SIG/RME Early Career Publication Award". The first award was presented in 2002. The most recent award was presented to Dr. Gabriel Stylianides.

The purpose of the Early Career Publication Award is to recognize an outstanding mathematics education research publication by an individual within five years of receiving her/his doctoral degree. The award includes a stipend of \$500 and a plaque, announcement in the SIG/RME newsletter and on the SIG/RME website, as well as at the AERA annual SIG/RME business meeting and recognition at the annual NCTM Research Pre-session.

The publication being nominated for the SIG/RME Early Career Publication Award may be based on the dissertation work of the nominee or other recent research the nominee has conducted. The nominee should be either the single author or the first



author (in the case of a jointly authored publication). Note that only a peer-reviewed research publication is eligible for nomination; the award will not be given for a dissertation. The nominee should have received her/his doctoral degree in mathematics education no more than 6 years prior to the nomination deadline.

Nominations should include (and are restricted to) the following items.

1. A letter nominating the author of an early career publication. Please include the name of the author, the date he/she received the doctoral degree, and the name of the institution that conferred the degree. The nominator should also include reasons that the paper should be considered as an example of an outstanding mathematics education research publication. Self nominations will be accepted.

If the publication is based on the author's dissertation, please include the name of the dissertation director and complete bibliographic information about the dissertation (including the dissertation abstract's number).

2. A copy of the paper, including complete bibliographic information.
3. A copy of the Table of Contents of the journal or other peer-reviewed research publication in which the paper appeared.

Nominations will be considered by a committee consisting of the Events, Awards, and Electronic Board Members of SIG/RME. The decisions of that committee will be final. Please send nomination materials **no later than January 15, 2012** to Joanne Lobato. **Electronic submissions to <lobato@math.sdsu.edu> are preferred.** Alternatively, you may submit **two copies** of the above items to:

Joanne Lobato  
Center for Research in Mathematics and Science Education (CRMSE)  
San Diego State University  
6475 Alvarado Road, Suite 206  
San Diego, CA 92120

### **Call for Senior Scholar Award Nominations**

The Special Interest Group for Research in Mathematics Education (SIG/RME) of AERA invites nominations for the Senior Scholar Award, to be presented at AERA 2013. This award recognizes and celebrates the programmatic research of a senior scholar within the field of mathematics education. The SIG/RME will present the award to an individual who is active in mathematics education research at the time the award is granted and who is nominated by members of the community as an exemplar in regard to the following two basic criteria. The nominee has

- designed and carried out programmatic research that has been grounded empirically and has contributed to the theoretical development of the field;

- developed the research capacity of the field, as attested to by the existence of a “school of thought” or intellectual heritage whose constructs and results are used regularly by others.

One or more of the following criteria can strengthen the nomination. The nominee has also made

- major contributions to the broader field of educational research,
- a major impact to the practice of mathematics education at large.

Scholars worldwide can be nominated for this award and membership in AERA or SIG/RME is not required of the nominees. Self nominations are not accepted.

Nominations must include the following.

A letter of nomination e-mailed to the senior steering committee member proposing the name of the nominee and describing the grounds on which the nominee meets the requirements for the award. Three criteria should be addressed in the letter:

1. A brief (no more than 250-word) description of the program of research carried out by the nominee;
2. A current copy of the nominee’s CV (including a list of significant publications representing the contributions described) and;
3. A list of scholars who have been significantly affected by the work of the nominee. The list of scholars may include, but need not be limited to, doctoral students who worked with the nominee. Include current contact information for the list of scholars.

The nomination packet must be received by **February 6, 2012. Electronic submissions to <lobato@math.sdsu.edu> are preferred.** Alternatively, you may submit the nomination packet to:

Joanne Lobato  
Center for Research in Mathematics and Science Education (CRMSE)  
San Diego State University  
6475 Alvarado Road, Suite 206  
San Diego, CA 92120

An awards committee composed of the past senior co-chair, a retired scholar in mathematics education, the previous award winner, and two active members of SIG/RME will decide on the award. The current senior co-chair is an ex-officio member of the Senior Scholar Selections Committee. The awardee will be expected to deliver the SIG/RME invited address at AERA 2013.

More information on the award, criteria and nomination procedures can be found at the SIG/RME’s website: <http://www.SIG/RME.org>.

## **NSF Announcement – Applications for NSF Program Director Position**

### **Program Director (Rotator Position), Division of Research on Learning (DRL), Directorate for Education and Human Resources**

The Division of Research on Learning in Formal and Informal Settings (DRL) announces a nationwide search for temporary Program Directors at the National Science Foundation (NSF). DRL invests in projects to improve the effectiveness of STEM learning for people of all ages. Its mission includes promoting innovative research, development, and evaluation of learning and teaching across all science, technology, engineering, and mathematics (STEM) disciplines by advancing cutting-edge knowledge and practices in both formal and informal learning settings. DRL also promotes the broadening and deepening of capacity and impact in the educational sciences by encouraging the participation of scientists, engineers, and educators from the range of disciplines represented at NSF.

DRL is probably the largest single source of funding for research and development projects to improve curricula, teaching, and learning in mathematics PreK-16. In order for the mathematics education community to optimize its benefit from the DRL funding program opportunities, it is important to have program officers at NSF who understand the needs of the field, can formulate requests for proposals that address those needs, and can guide the merit review process leading to funding of top quality work. This is an exciting time to be part of the NSF and to promote high quality research in mathematics education.

Since the NSF utilizes a staffing policy that engages a substantial number of its program officers on one- or two-year assignments from their permanent positions in universities and other research and development institutions, there is a continuing need to identify and recruit new talent for the work here. Successful candidates will be expected to work with other Program Directors in the division in managing some of the following funding programs: Research and Evaluation on Education in Science and Engineering (REESE) and Discovery Research K-12 (DRK-12), in addition to Faculty Early Career Development (CAREER). There are also opportunities to work on other programs. NSF is an intellectually stimulating place to work, with a variety of opportunities for attending talks and meetings related to cutting-edge research and policy. There are also opportunities to work closely with other Program Directors across clusters, divisions, and directorates on cross-cutting programs of importance to the mission of the Foundation. For more information about DRL, please visit [www.nsf.gov/pubs/2010/drl10001/drl10001.jsp](http://www.nsf.gov/pubs/2010/drl10001/drl10001.jsp).

If you are interested in applying for a position, or learning more about the opportunities and challenges at DRL, please contact Pat Wilson ([pwilson@nsf.gov](mailto:pwilson@nsf.gov)) or Bob Reys ([reys@nsf.gov](mailto:reys@nsf.gov)).

## **NSF Solicitations for FY 2012**

The funding programs for Discovery Research K-12 (DR K-12) and Research and Evaluation on Education in Science and Engineering (REESE) have been revised for the fiscal year 2012 competitions. In addition, the Division is continuing the Transforming STEM Learning (TSL) program which was new last year. As explained in the NSF Proposal and Award Policies & Procedures Guide, all proposals need a data management plan, and a mentoring plan is required if you propose to employ postdoctoral researchers. Those solicitations are now posted on the NSF web site. We will appreciate your help in making the new solicitations widely known.

The **DR K-12** program (solicitation 11-588) seeks to enable significant advances in preK-12 student and teacher learning of the STEM disciplines. DRK-12 proposals should emphasize both research on and development of innovative resources, models, and tools for use by students, teachers, and policymakers. A letter of intent is required by November 17, 2011 and proposals are due January 10, 2012.

Further information on the **REESE** and **TSL** program solicitations is not available at this time.

### ***Announcement of New Journal: Mathematics Teacher Educator***

The National Council of Teachers of Mathematics (NCTM) and the Association of Mathematics Teacher Educators (AMTE) are excited to announce their new collaborative venture - a joint online journal: *Mathematics Teacher Educator*. *Mathematics Teacher Educator* will contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. The journal will provide a means for practitioner knowledge related to the preparation and support of teachers of mathematics to be not only public, shared, and stored, but also verified and improved over time (Hiebert, Gallimore, and Stigler 2002).

*Mathematics Teacher Educator* is a scholarly, peer-reviewed journal for practitioners. Initially, two issues of the journal will be published each year. The primary audience of *Mathematics Teacher Educator* is practitioners in mathematics teacher education, with practitioner broadly defined as anyone who contributes to the preparation and professional development of pre-K–12 pre-service and in-service teachers of mathematics. Mathematics teacher educators include mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others.

A full call for manuscripts and the online submission and reviewer registration system can be found at <http://www.nctm.org/mte>

## **Service, Teaching, and Research, (STaR) for Early Career Mathematics Educators Announcement**

Applications are being accepted for the 2012 STaR Program. The STaR Program provides early career faculty in mathematics education support and opportunities to network with other new mathematics teacher educators. The program consists of a summer institute (July 15-20, 2012), academic year networking via electronic means, and a regroup session in conjunction with the annual meeting of the AMTE. The third cohort of STaR Fellows is being recruited. Eligibility is limited to faculty with a doctorate in mathematics education in their first or second year of an academic appointment as a mathematics educator at a U.S. institution of higher education. The faculty appointment may be in a department of mathematics or a school/college/department of education. To apply, see: <http://matheddb.missouri.edu/star/index12.htm>

### **Important Dates**

#### **2012**

- |               |  |
|---------------|--|
| January 15    | Nominations for SIG/RME Early Career Publication Award due to Joanne Lobato .  |
| February 6    | Nominations for SIG/RME Senior Scholar Award for 2013 due to Joanne Lobato   |
| February 9-11 | Association of Mathematics Teacher Educators (AMTE) Annual Meeting in Fort Worth, Texas ( <a href="http://www.amte.net/conf_index_2010.shtml">http://www.amte.net/conf_index_2010.shtml</a> ). |
| April 13-17   | AERA in Vancouver, British Columbia, Canada ( <a href="http://www.aera.net">http://www.aera.net</a> )  |
| April 23-25   | NCTM Research Pre-Session in Philadelphia, PA ( <a href="http://www.nctm.org">http://www.nctm.org</a> )  |
| April 25-28   | NCTM Annual Meeting and Exposition in Philadelphia, PA ( <a href="http://www.nctm.org">http://www.nctm.org</a> )   |
| November 1-4  | Psychology of Mathematics Education – North America (PME-NA) Annual Meeting in Kalamazoo, Michigan.  |

### **MEMBERSHIP DUES & CONTACT INFORMATION**

A few years ago, a change occurred in our membership policy as dictated by AERA. You may now renew your SIG/RME membership when you renew your AERA

membership. This way, your SIG/RME dues are processed by AERA, and your membership dates are always the same.

AERA has changed its membership procedures. All SIG-RME members must also be active members of AERA. (In other words, it is no longer possible to be a member of SIG-RME and not a member of AERA.)

If your mailing address or other contact information is incorrect, please update your contact information through the AERA website.