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Working Title/Rough Concept - Forging Co-Equitable Partnerships to Transform Secondary Mathematics Education[**Presentation**]

Venue (Conference or Journal or outlet): 2024 AMTE Annual Meeting February 8-10, 2024 in Orlando, Florida.

Abstract /Overview of the Planned Work: This panel presentation will focus on building equitable bidirectional relationships between PWIs, HBCUs, and other MSIs around mathematics education. We are hoping to share how people from different institutions are forming relationships to transform secondary mathematics education together. We realize that teams are at different levels of developing equitable bidirectional relationships. Some of us have been working together for years on different projects, and others have just begun. We believe that it is important that we share how we are learning from each other, as we are working to transform secondary mathematics education. Moreover, we want to talk about how we are developing trust and how coming together to solve a common problem is helping us to understand the opportunities and challenges that programs within our institutions face. Our panel will address the **Equity, Social Justice, and Mathematics Teacher Education strand for the AMTE conference listed below.**

Equity, Social Justice, and Mathematics Teacher Education: Sessions related to equity, diversity, and social justice in mathematics teacher education. Includes efforts related to access, inclusion, respectful and fair engagement with others, and advocating for a more just and equitable mathematics education free of systemic forms of inequality such as those based on identity, race, class, language, national origin, culture, gender, age, sexual orientation, religion, and disability. (May relate to Standard C.4 or Assumption 1.)

Current Writing Team/ Analysis Team: Marilyn Strutchens is the point person. Others involved in the panel are listed below.

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Connection to MTEP 2.0 aims/drivers &

Relevant Background Info: From the NSF Proposal:

Primary driver 4 focuses on scaling up and nurturing a national network of Program NICs, with the goal of recruiting and retaining 65 programs by 2025. Focus will be placed on expanding existing teams to include additional institutions with a special focus on historically Black colleges and universities (HBCUs), Hispanic serving institutions (HSIs), and other minority-serving institutions (MSIs). This goal is aligned with calls for a more diverse teacher workforce based on the diversity of the U.S. student population, and the benefits that a diverse teaching force affords students (U.S. Department of Education, 2016). Furthermore, according to Marchitello and Trinidad (2020), MSIs "have a historic mission to serve communities of color, as well as a long track record of preparing teachers to provide high-quality education to students of color...[and] are in a unique position to offer important lessons for preparing teacher candidates to serve in our increasingly diverse K–12 schools" (para. 4). Another goal for recruitment is to have teams in more states, particularly in the Northeast and West.

Data:

- We will share institutional data, such as student demographics and program completion information to provide evidence for the need to form partnerships.

Research/ Working Group Questions:

- What group norms and other mechanisms need to be in place in order for PWIS and MSIs to form equitable bidirectional partnerships to transform secondary mathematics education?
- How can PWIs and MSIs work together in ways that capitalize on each other's strengths?

Timeline & Deadlines for the planned work:

- Proposals are due to AMTE by May 15, 2023

Targeted Outlet:

- AMTE Annual Meeting 2024

Coordination with Other MTEP 2.0 Publications/presentations:

- Work relates to the 2023 Preconference Presentation related to MSIs and PWI
- Recruitment of MSIs to MTEP by the Outreach Hub