EDITORIAL

TERRY GOODMAN

We are pleased to announce that Allen Stenger will be our new Editor for articles focusing on number theory ideas and applications. His mailing address is 29 Cielo Montana, Alamogordo, NM 88310 and his email address is stenbiz@gmail.com.

Over the last 20 years or so, there has been a considerable amount of discussion concerning the preparation of elementary mathematics specialists (EMS), K-8 teachers with specialized training who could serve the elementary mathematics curriculum in a variety of ways. This discussion has broadened and accelerated in recent years.

In 2008, the *National Mathematics Advisory Panel* stated that, "the use of teachers who have specialized in elementary mathematics teaching could be a practical alternative to increasing all elementary teachers' content knowledge (a problem of huge scale) by focusing the need for expertise on fewer teachers," [1, p. 44].

More recently, Wu, writing in the *American Educator*, observed that, "Given that there are over 2 million elementary teachers, the problem of raising the mathematical proficiency of all elementary teachers is so enormous as to be beyond comprehension. A viable alternative is to produce a much smaller corps of mathematics teachers with strong content knowledge who would be solely in charge of teaching mathematics at least beginning with grade 4," [2, p. 14].

Currently, nine states (Arizona, California, Georgia, Michigan, Ohio, South Dakota, Texas, Utah, and Virginia) offer professional designations for elementary mathematics specialists and several other states (Missouri and North Carolina are examples) are discussing/planning for the development of such programs. EMS professional work today in different settings are asked to do a variety of tasks such as coach/mentor other teachers, be a teacher leader/coordinator, teach multiple classes of elementary students, and teacher special groups of students (remedial, enrichment, pull-out or in-class).

Professional organizations such as the National Council of Teachers of Mathematics and the Association for Mathematics Teacher Educators have consistently supported the development of certification standards and programs of study that would help to prepare teachers to function effectively

as EMS professionals. Most recently, AMTE has published *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs*. It is hoped that this set of standards and guidelines will be a valuable resource for school districts, university mathematics/mathematics educators, and state departments of education as they seek to develop certification guidelines and preparation programs for their individual states. You can find a pdf version of the AMTE EMS Standards at `http://www.amte.net/sites/all/themes/amte/resources/EMSStandards Final.pdf`

References

[1] National Mathematics Advisory Panel, *Foundations for Success; Final Report of the National Mathematics Advisory Panel*, Washington, DC: U.S. Department of Education, 2008.

[2] H. H. Wu, *What's so sophisticated about elementary mathematics: Plenty – that's why elementary schools need math teachers*, American Educator, **32.3** (2009), 4–14.