Teaching developmental mathematics requires both mathematical knowledge and the scholarship of teaching and learning. Understanding how students learn mathematics and implementing research-based instructional strategies that promote thinking, reasoning, and making sense of mathematics are crucial to student success.

Faculty employed, full- or part-time, to teach mathematics courses in the first two years of college may at some time be called on to teach developmental mathematics. Therefore, it is the position of the American Mathematical Association of Two-Year Colleges (AMATYC) that higher-education institutions endorse the following recommendations.

1. Institutions and/or departments employing teachers of mathematics should:
   • Encourage and reward all mathematics faculty for participation in workshops, in-service programs, and courses that provide training in the scholarship of teaching and learning necessary for successfully teaching developmental mathematics;
   • Provide those faculty lacking experience or training in teaching developmental mathematics the necessary supervision by experienced personnel until such time as they demonstrate good research-based teaching practices;
   • Recognize and encourage research and publication in the area of developmental mathematics as professionally significant.

2. Institutions and/or departments preparing teachers to teach through graduate programs in mathematics, mathematics education, and higher education should:
   • Recognize that teaching mathematics requires an understanding of the scholarship of teaching and learning and, thus, provide appropriate training in pedagogy and the learning sciences for graduate students who are the likely candidates to become developmental mathematics teachers.
   • Develop graduate students’ ability to apply the learning sciences in teaching by providing internship programs as an integral part of their course of study.

3. All institutions should collaborate with partner institutions and AMATYC to promote and provide professional development for faculty who teach developmental mathematics. Supporting and offering professional growth opportunities for faculty should be an ongoing initiative of all institutions of higher education.1

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Developmental Mathematics Committee