

2 **Professional Development for Developmental Mathematics Faculty**

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

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

11 1. Institutions and/or departments employing teachers of mathematics should:

- 12 • Encourage and reward all mathematics faculty for participation in workshops, in-service
13 programs, and courses that provide training in the scholarship of teaching and learning
14 necessary for successfully teaching developmental mathematics;
- 15 • Provide those faculty lacking experience or training in teaching developmental
16 mathematics the necessary supervision by experienced personnel until such time as they
17 demonstrate good research-based teaching practices;
- 18 • Recognize and encourage research and publication in the area of developmental
19 mathematics as professionally significant.

20 2. Institutions and/or departments preparing teachers to teach through graduate programs in
21 mathematics, mathematics education, and higher education should:

- 22 • Recognize that teaching mathematics requires an understanding of the scholarship of
23 teaching and learning and, thus, provide appropriate training in pedagogy and the
24 learning sciences for graduate students who are the likely candidates to become
25 developmental mathematics teachers.
- 26 • Develop graduate students' ability to apply the learning sciences in teaching by providing
27 internship programs as an integral part of their course of study.

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

¹ American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching* (Memphis, TN: AMATYC), 56.

32 Adopted October 9, 1981, Revised February 2007, February 2013, February 2019.

33 Developmental Mathematics Committee

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