

Educating practicing mathematics teachers: What is missing in the literature?

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Abstract

There is general agreement today that the continued professional development of teachers is key to improving students' opportunities to learn mathematics. Yet, past experience suggests that supporting practicing teachers' learning is not a trivial task, and typical learning opportunities for teachers are often believed to be inadequate. Interestingly, issues related to the teacher educators themselves are rarely discussed in the scholarly literature. This paper presents three problematic aspects in the current literature. The first problem is the ill-defined nature of the field of offering education to practicing mathematics teachers, the second problem is the lack of information on the practice of mathematics teacher educators working with practicing teachers, and the third problem is that there is almost no research on the education of mathematics teacher educators.