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AUTHOR CORRECTION

Author Correction: Shifting the ways prospective teachers frame and notice student mathematical thinking: from deficits to strengths

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Author Correction: Educational Studies in Mathematics (2023) 114(1):35–61
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In this article, the author categorized noticing statements using three classifications: deficit-based, strength-based, and uncommitted. However, the specific use of 'uncommitted' as a category label and definition follows Kalinec-Craig et al. (2021). In their study, Kalinec-Craig et al. used 'uncommitted' to describe noticing statements that do not explicitly align with deficit- or strength-based orientations, distinguishing this from neutral to emphasize that all statements in teaching are value-laden (p. 386). This connection should have been made explicit in this article.

Accordingly, the author has authorized the following corrections in the published article. Changes are indicated in italics.

Page 43: Through an iterative process involving constant comparison method (Glaser & Strauss, 1999), a total of seven aspects (see Sect. 4.1), eight stances (see Sect. 4.2), and nine instructional moves (see Sect. 4.3) were identified and categorized as either deficit-based, strength-based, or uncommitted (i.e., neither deficit-based nor strength-based *as described by Kalinec-Craig et al., 2021*).

Page 44: *Following Kalinec-Craig et al. (2021)*, if participants' noticing statements did not fall into either the deficit-based or the strength-based category, they were categorized as uncommitted.

The original article has been corrected.

The original article can be found online at https://doi.org/10.1007/s10649-023-10235-y.

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