



Publisher Correction to: What role does professional noticing play? Examining connections with affect and mathematical knowledge for teaching among preservice teachers

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Published online: 13 February 2021
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Publisher Correction to: ZDM <https://doi.org/10.1007/s11858-020-01210-5>

The publication of this article unfortunately contained a mistake. The structure of table 7 was not correct. You can find the correct Table 7 below.

The original article has been corrected.

Publisher's Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

The original article can be found online at <https://doi.org/10.1007/s11858-020-01210-5>.

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Table 7 Standardized regression coefficients for observed analysis

	Outcome					
	PN			Affect		MKT
	PostATT	PostINT	PostDEC	PostMECSA	PostMECSD	PostTEDSM
Predictor	β	β	β	β	β	β
Treatment	.27***	.29***	-.00	.21***	.15	.05
PreATT	.27***	.01	.06	.00	-.09	.01
PreINT	.16**	.35***	-.01	.05	-.04	-.06
PreDEC	-.00	.06	.06	.03	-.07	.01
PreMECSA	-.05	-.04	.15	.86***	-.01	.11
PreMECSD	-.09	.03	.02	.11*	.46***	.03
PreTEDSM	.15	.06	.24*	.02	.11	.58***
R^2	.21***	.21***	.11*	.77***	.25***	.27***

* $p < .05$. ** $p < .01$. *** $p < .001$. The coefficient for the treatment variable only standardizes the outcome, in order to provide a standardized difference between the treatment and comparison groups while controlling for the other predictors. All other coefficients are completely standardized

PreATT Pre-attending, *PreINT* Pre-interpreting, *PreDEC* Pre-deciding, *PostATT* Post-attending, *PostINT* Post-interpreting, *PostDEC* Post-deciding. *MECSA* Mathematics Experiences and Conceptions Survey attitudes subdomain, *MECSD* Mathematics Experiences and Conceptions Survey dispositions subdomain, *TEDSM* items selected from the Teacher Education Development Study in Mathematics