

AMTE

Association of Mathematics
Teacher Educators

1991-2011

Celebrating 20 Years

FIFTEENTH ANNUAL CONFERENCE

JANUARY 27-29, 2011

HYATT REGENCY
IRVINE, CALIFORNIA



SCHEDULE

Fifteenth Annual Conference

January 27 – 29, 2011
Irvine, California

Thursday, January 27, 2011

7:30a – 5:00p	AMTE Registration Desk Open
Morning (varies)	Preconference Sessions (preregistration required)
12:00p – 5:00p	Exhibits Open
1:00p – 1:45p	Concurrent Sessions
2:00p – 3:00p	Concurrent Sessions
3:00p – 3:15p	Break
3:15p – 4:15p	Concurrent Sessions
5:00p – 6:30p	General Session - Salon C

Friday, January 28, 2011

7:00a – 8:00a	Continental Breakfast
7:30a – 4:30p	AMTE Registration Desk Open
8:00a – 9:15a	Concurrent Sessions
8:30a – 4:30p	Exhibits Open
9:30a – 10:30a	Concurrent Sessions
10:45a – 11:45a	Concurrent Sessions
11:45a – 1:00p	Lunch - Salon C/D and Conference Theater Terrace
	Committee Meetings - Salon C/D
1:00p – 1:45p	Concurrent Sessions
2:00p – 3:00p	Concurrent Sessions
3:00p – 3:15p	Break
3:15p – 4:00p	Concurrent Sessions
4:30p – 6:00p	Judith E. Jacobs Lecture - Salon A/B
6:00p – 7:15p	Dinner - Salon C/D

Saturday, January 29, 2011

7:00 – 8:00a	Continental Breakfast
	Affiliate Meetings – Salon C/D
7:30 – 10:30a	AMTE Registration Desk Open
8:00 – 8:45a	Concurrent Sessions
9:00 – 10:15a	Concurrent Sessions
10:30 – 11:30a	Closing Session - Salon A/B
11:45 – 1:30p	Lunch and Business Meeting - Salon C/D

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Anniversary Trivia

When were the first elections held and who were the newly elected officers?

1994, Henry Kepner (Pres), Judith Jacobs (Pres-elect), Michael Chappell (Secr), Nadine Bezuk (Treas), Bonnie Litwiller, James Babb, and Susan Beal

AMTE FIFTEENTH ANNUAL CONFERENCE COMMITTEE

AMTE Conference Director: Susan Gay, University of Kansas

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Shelton Ford, Fayetteville State University

The Association of Mathematics Teacher Educators is a member of the Conference Board of the Mathematical Sciences and is an Affiliated Group of the National Council of Teachers of Mathematics.



Anniversary Trivia

When and where was the first AMTE Conference held?

February 14-15, 1997 in Washington, DC

CONFERENCE INFORMATION

Conference Registration Desk

Please stop by the AMTE Registration Desk, located in the hotel's lobby near the elevators, to obtain your conference materials, including the conference program and your nametag.

AMTE Registration Desk Hours:

Thursday, January 27	7:30a – 5:00p
Friday, January 28	7:30a – 4:30p
Saturday, January 29	7:30a – 10:30a

Wireless Internet Access

Complimentary wireless internet access in the conference area of the hotel is available Thursday through Saturday. Instructions and the code to use to access this service are available at the AMTE registration desk near the guest elevators beginning Thursday morning.

For conference attendees staying at the Hyatt Regency Irvine Hotel, the hotel has established a special rate of \$5.00 per 24 hours for internet access in individual guestrooms. Directions on how to access wireless and wired internet service can be found in your guestroom. With your guestroom internet access, you also have internet access in the hotel lobby.

Please note that the hotel is not responsible for the safekeeping of equipment such as laptop computers or personal LCD projectors, supplies, written materials, or any other items that are unattended or left in meeting rooms by conference attendees.

Hotel Parking Information

Discounted self-parking is available for conference attendees for \$6.00 per car per day or \$10.00 per car per day for overnight parking. In order to obtain these special discounted rates, just mention that you are with the AMTE conference either as you exit the parking lot (for day guests) or when checking into the hotel (for overnight guests) and staff will charge the appropriate parking rate. Valet parking is also available at the hotel's prevailing rates for \$13.00 per car per day or \$20.00 per car per day for overnight valet parking.

Options for Thursday Dinner

Check at the AMTE Registration Desk for a map of the area and list of nearby restaurants.

Conference Photographs

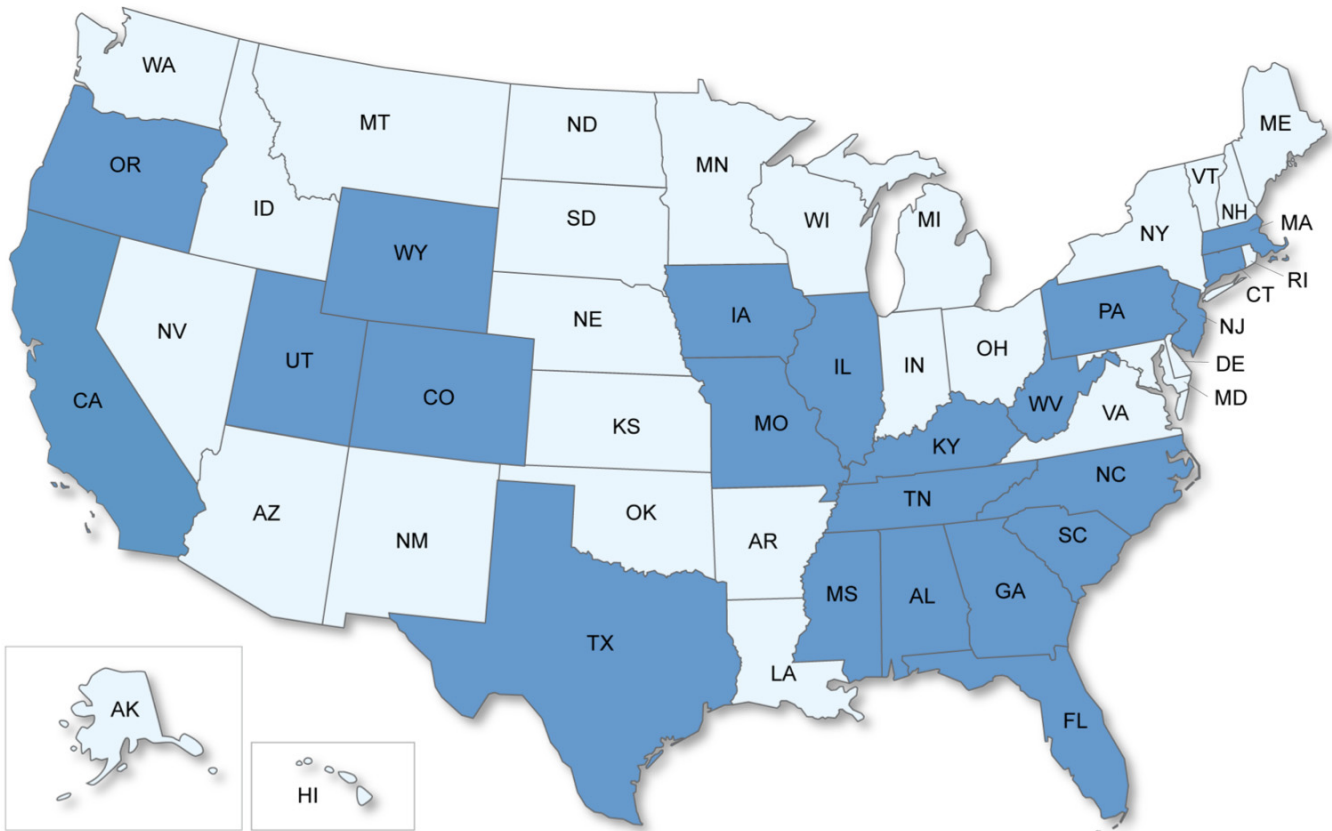
Photographs are being taken during the conference for use on the AMTE website, newsletters, and brochures. These photographs will not be sold or distributed in any way beyond the promotion of AMTE and its conference. If you do not wish your likeness to be used in these ways, please contact AMTE Executive Director Nadine Bezuk at the conference or via email at nbezuk@mail.sdsu.edu. Thanks to John Wilkins, CSU Dominguez Hills, for serving as our conference photographer.

For your convenience, a map of the hotel convention area is printed on the back of the program booklet.

For any other questions, please contact the volunteers at the AMTE Registration Desk or the hotel staff.

AMTE is proud to acknowledge and welcome members of its 19 affiliated organizations, highlighted in the map below, to our Fifteenth Annual Conference.

Affiliate	Acronym	Region
Illinois Mathematics Teacher Educators	IMTE	Illinois
Utah Association of Mathematics Teacher Educators	UAMTE	Utah
Florida Association of Mathematics Teacher Educators	FAMTE	Florida
California Association of Mathematics Teacher Educators	CAMTE	California
Association of Mathematics Teacher Educators of Connecticut	AMTEC	Connecticut
Appalachian Association of Mathematics Teacher Educators	AAMTE	Appalachian Region
Georgia Association of Mathematics Teacher Educators	GAMTE	Georgia
Tennessee Association of Mathematics Teacher Educators	TAMTE	Tennessee
Association of Mathematics Teacher Educators--Texas	AMTE-TX	Texas
Pennsylvania Association of Mathematics Teacher Educators	PAMTE	Pennsylvania
Massachusetts Mathematics Association of Teacher Educators	MassMATE	Massachusetts
Missouri Mathematics Association for Advancement of Teacher Training	(MAT)^2	Missouri
South Carolina Association of Mathematics Teacher Educators	SCAMTE	South Carolina
New Jersey Association of Mathematics Teacher Educators	NJAMTE	New Jersey
Rocky Mountain Association of Mathematics Teacher Educators	RMAMTE	Rocky Mountain Area
Teachers of Teachers of Mathematics, Oregon	TOTOM	Oregon
Mississippi Association of Mathematics Teacher Educators	MAMTE	Mississippi
Association of Mathematics Teacher Educators of Alabama	AMTEA	Alabama
Iowa Association of Mathematics Teacher Educators	IAMTE	Iowa



Please note that other important information is available at the back of the program book, including the following:

- AMTE Events at the NCTM and NCSM Conferences in Indianapolis, IN, in April, 2011;
- Information about speaking at the 2012 AMTE Conference (deadline: May 13, 2011);
- Listing of the Judith E. Jacobs Lecturers since the creation of this award;
- Speaker index, including contact information;
- AMTE Leadership;
- Minutes from the 2010 AMTE Business Meeting in Irvine, CA;
- Call for Nominees for the AMTE Award for Excellence in Teaching in Mathematics Teacher Education (deadline: September 30, 2011) and AMTE's Early Career Award (deadline: October 15, 2011); and
- Call for Papers for the *Contemporary Issues in Technology and Teacher Education* (CITE) Journal.

ACKNOWLEDGEMENTS

The Fifteenth Annual AMTE Conference would not be possible without the contributions and support of many individuals. AMTE wishes to express its sincere appreciation to:

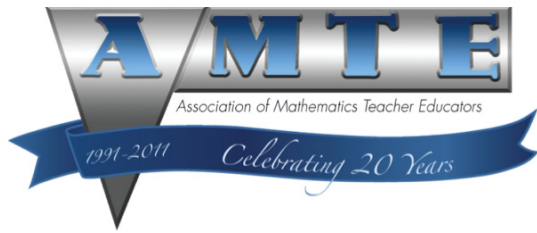
- all speakers who contributed their time and expertise to make this conference a success;
- the AMTE Board of Directors, Conference Director and Assistant Conference Director, Executive Director, Program Committee, Local Arrangements Committee, and Headquarters staff for providing the time and effort necessary to pull this conference together;
- Tony Nguyen and Cathy Boyle, San Diego State University, and Liz Dolezal, Kennesaw State University, for their support with registration and conference materials; and
- CAMTE for assisting with technology and local arrangements for the conference.



Anniversary Trivia

What was the first year the AMTE Annual conference had over 200 participants attend? Over 300? Over 400?

2003 in Atlanta, GA (282) / 2004 in San Diego, CA (358) / 2007 in Irvine (483)



PRECONFERENCE SESSIONS

Thursday Morning, January 27, 2011

The following Preconference Sessions will be held on Thursday morning, January 27, 2011. Each session required pre-registration.

Time	Title	Organizer/Sponsor	Location
8:30a – 11:30a	Affiliate Connections	AMTE Affiliate Connections Committee	Woodbridge
8:00a – 12:00p	Framing and Analyzing (In)equity and Power in Mathematics Methods	AMTE Equity Task Force	Shady Canyon
8:30a – 11:30a	Using the TPACK Framework to Think About Issues in Technology-based Professional Development for Mathematics Teachers	AMTE Technology in Mathematics Teacher Education Committee	Saddleback
8:30a – 11:30a	Designing Professional Development to Build Specialized Mathematical Knowledge for Teaching	Researching Mathematics Leader Learning NSF Grant (Elham Kazemi)	Salon B
Session Cancelled	Facilitating Teachers' Discussions of Practice using Animated and Video Representations of Teaching (ThEMaT)	ThEMaT NSF Grant	Session Cancelled
8:30a – 11:30a	NCTM NCATE Program Reviewer Training Workshop	NCTM	Quail Hill
8:30a – 11:30a	Pathways to Middle School Mathematics Teaching in California: Concerns and Opportunities	Carol Fry Bohlin	Conference Theater
8:30a – 11:30a	Preparing to Teach Mathematics with Technology [PTMT]: Engaging Practices and Materials for Technology-Using Mathematics Teacher Educators	PTMT NSF Grant (Hollylynne Lee)	Trabuco
8:30a – 11:30a	STaR Fellows Follow-up	STaR Fellows Program NSF Grant (Bob Reys)	Salon E
8:30a – 11:30a	Understanding Students' Conceptions of Integers and Implications for Teacher Educators	Mapping Developmental Trajectories of Students' Conceptions of Integers NSF Grant (Lisa Lamb)	Pelican Hill



EXHIBITORS

AMTE thanks this year's Exhibitors for providing invaluable support for our conference and our organization's activities and initiatives.

Exhibitor Name	Materials
BYU Mathematics Department WeUseMath.org	WeUseMath.Org : A free resource for teachers with curious students. This website helps answer the question, "When will I use Math?" On the website learn about 40+ careers and salaries in mathematics, watch a video on the benefits of learning math, how to utilize math in the real world, and so much more! Stop by our booth to pick up free classroom resource materials and to win a prize on our Plinko machine!
W. H. Freeman & Company	W.H. Freeman & Co. publishes high-quality textbooks and media in math and statistics. Stop by our exhibit to learn more about our new products, including the popular title by Judy Sowder, Larry Sowder, and Susan Nickerson, <i>Reconceptualizing Mathematics for Elementary School Teachers</i> . We will also be demonstrating our online homework and course management program MathPortal, as well as displaying our titles for courses ranging from Introductory Statistics to Calculus. We hope to see you today!
John Wiley & Sons, Inc. – Higher Education	John Wiley & Sons has been a leader in educational publishing for over 200 years. Come by the Wiley booth to see the newest edition of best-selling text <i>Mathematics for Elementary School Teachers</i> by Gary L. Musser, William F. Burger, and Blake E. Peterson. This text and many others are accompanied by the newest versions of WileyPLUS- an innovative, research-based, online environment for effective teaching and learning. Also, preview books in the following areas and many more! Liberal Arts Math • Quantitative Reasoning • Geometry Math for Middle School and High School Teachers
National Council of Supervisors of Mathematics	NCSM is an international mathematics leadership organization that provides professional learning opportunities for education leaders to support and sustain improved student achievement. Stop by for more information about NCSM and our publications and resources, including the NCSM Journal for Mathematics Education Leadership, Position Papers, and our Principles and Indicators for Mathematics Education Leaders (PRIME) Framework. Also learn about NCSM professional learning opportunities scheduled for 2011, with emphasis on leadership development and interpreting and implementing the Common Core State Standards for Mathematics.
NCTM's Mathematics Education Trust (MET)	The National Council of Teachers of Mathematics will be displaying information about NCTM's MET Grants, Scholarships, and Awards for the 2012-2013 year.
Pearson	Preview the latest print and online course solutions that will help you prepare students to teach mathematics. Our texts range from mathematical content to educational methods, and include ideas for applying methods and concepts to K-12 curriculum samples. See a sample of videos that illustrate children's mathematical reasoning and effective classroom instruction, and get ideas for engaging your students.

NOTES



Anniversary Trivia

What was the first Affiliate organization of AMTE, and in what year did it become an AMTE affiliate?

Illinois Mathematics Teacher Educators (IMTE), 2002.

OVERVIEW OF THURSDAY, JANUARY 27, 2011

	1:00p - 1:45p	2:00p - 3:00p	3:15p - 4:15p
Salon A	1. <i>Geometry Assessments for Secondary Teachers</i> - Mohr-Schroeder, Bush, Ronau, Lee, Buckendahl & Stokes	15. <i>Using the "Strands of Mathematical Proficiency" to Improve Mathematics Instruction in Multiple Contexts</i> - Lewis, Philipp, Siegfried, Williams & Hix	29. <i>Focus on Mathematical Reasoning and Sense Making: Continuing Efforts in NCTM's Long-term Secondary Initiative</i> - Shaughnessy & Martin
Salon C	2. <i>Elementary Mathematics Education Content and Methods Courses: Alignment among Institutions' Programs</i> - Shih & Olson	16. <i>Connecting Mathematical and Pedagogical Knowledge Development in Teacher Preparation</i> - McGraw, Barker, Kersaint & Thompson	30. <i>Who Teaches Mathematics Content Courses for Pre-service Elementary Teachers? Results of a Nationwide Survey</i> - Masingila, Olanoff & Kwaka
Salon B	3. <i>Progressive Incorporation of New into Known: A Chinese Pedagogical Perspective on Mathematics Learning</i> - Jin & Tzur	17. <i>New Pathways in Developmental Mathematics</i> - Farinelli	31. <i>Using Mathematical Tasks and Discourse-based Instruction to Promote Pre-service Elementary Teacher Knowledge</i> - Feldman, Chedister, Cheng, Chapin, Salinas, Bunn & Ng
Salon E	4. <i>Describing Standards-based Instruction: An Emerging Developmental Model</i> - Barlow, Harmon & Riales	18. <i>Supporting New Mathematics Educators</i> - Enderson	32. <i>A Mixed Methods Approach to Developing an Assessment of Pre-service Teachers' Mathematical Knowledge for Teaching</i> - Russell, Lovin & Schultz
Crystal Cove	5. <i>Developing Prospective Mathematics Teachers' Ability to Design High-level Technology-oriented Tasks</i> - Schultz	19. <i>Linking Children's Thinking and Teacher Development at the Secondary School Level</i> - Manouchehri, Zhang & Brosnan	33. <i>Supporting Math Teacher Educators' Implementation of Curriculum-based Professional Development Programs</i> - Moeller, Brodesky & Goldsmith
Conference Theater	6. <i>The Role of Mentoring in Pre-service Teacher Development</i> - Fischman, Cronk & Joseph	20. <i>What Belongs on the Reading List in a Methods Course?</i> - Harrington & Campbell	34. <i>Analyzing Mathematics Teaching Anxiety: Assumptions, Findings and Implications for Mathematics Educators</i> - Westenskow, Bingham Brown & Moyer-Packenham
Saddleback	7. <i>Learning Trajectories in Practice</i> - Wilson	21. <i>Mathematics Scan (M-Scan): Using a Quantitative Observational Measure to Describe Mathematics Instructional Quality</i> - Walkowiak & Berry	35. <i>Using Classroom Observation Tools to Promote High-quality Mathematics Instruction</i> - Boston, Gibbons, Shahan & Jackson
Trabuco	8. <i>Analyzing the Statistical Content of Textbooks for Prospective Elementary Teachers</i> - Jones & Jacobbe	22. <i>From Freshmen to Seniors: A Triad, Collaborative Approach to Preparing Prospective Teachers</i> - Burton & Geddings	36. <i>Algebra for All: Using TI-Navigator to Provide Equal Opportunities to At-risk Students</i> - Riales, James & Ivy

Pelican Hill	9. <i>Elementary Mathematics Specialists – Roundtable Sessions: (a) Fennell, Kobett & Wray; (b) Bos; (c) Polly, Morge, Lynch-Davis & Preston</i>	23. <i>Mathematical Knowledge for Teaching – Roundtable Sessions: (a) Lloyd & Herbel-Eisenmann; (b) Star & Richland; (c) Gilchrist & Somayajulu; (d) Eli, Mohr-Schroeder & Lee</i>	37. <i>Teachers Facilitating Mathematical Communication – Roundtable Sessions: (a) McCloskey, Lloyd & Arbaugh; (b) Che; (c) Sweeney & Wawro; (d) Hemming</i>
Shady Canyon	10. <i>Learning from Doing: What Happens When an Accomplished Elementary Teacher Tries a New Way of Teaching? - Sengupta-Irving, Enyedy, & Redman</i>	24. <i>How to Foster Probabilistic Intuition through Games of Chance? A Cultural Excursion through Probability - Naresh</i>	38. <i>Using Mathematics-based Planning Prompts to Analyze a Fraction Task - Cengiz, Flowers, Rathouz & Rubenstein</i>
Quail Hill	11. <i>Developing an Online Lesson Study Community - Yursa & Silverman</i>	25. <i>Reculturing High School Math Departments for Educational Excellence and Equity: An Organizational Learning Model - Jilk, O'Connell, Lenges, Persky & Day</i>	39. <i>Assessing Pre-service Teachers in the Elementary Mathematics Methods Classroom - Lannin & Chval</i>
Woodbridge	12. <i>Fostering TPACK Development in Pre-service Middle School Mathematics Teachers - Edwards & Ozgun-Koca</i>	26. <i>The Development, Use, and Facilitation of Equity Cases in Mathematics Teacher Education - Edwards, Clark, Davis, Jones & Tseng</i>	40. <i>Content-focused Coaching with Pre-service Teachers - Baker & Suh</i>
Oak Creek	13. <i>Concept Maps as an Evaluation Tool for Professional Development - Newton, Umbeck & Kenney</i>	27. <i>Research in Mathematics Instructional Coaching - Burroughs & Yopp</i>	41. <i>Adapting Mathematical Tasks: Purpose and Impact on Content and Cognitive Demand when Teachers Rewrite Tasks - Meier & Rich</i>
Santiago	14. <i>Unearthing Culturally Responsive Mathematics Teaching: Using Grounded Theory to Deconstruct Successful Practice - Bonner</i>	28. <i>The Impact on Novice Teachers' Practice after Learning to Teach from Their Teaching - Powers & Judd</i>	42. <i>Pre-service Teachers' Conceptual Understanding of Level of Confidence - Buckley & Noblitt</i>

Session 1 **Salon A**
Mathematical Content Knowledge
Individual Session

Geometry Assessments for Secondary Teachers

Margaret Mohr-Schroeder, *University of Kentucky*
 William Bush, *University of Louisville*
 Robert N. Ronau, *University of Louisville*
 Carl Lee, *University of Kentucky*
 Chad Buckendahl, *Alpine Testing Solutions*
 Myisha Stokes, *Alpine Testing Solutions*

This session will provide an update on the Geometry Assessments for Secondary Teachers (GAST) project, an NSF-funded project to develop geometry assessments for teachers designed to predict teacher performance and student achievement.

Session 2 **Salon C**
Mathematics Education Policy and Program Issues
Individual Session

Elementary Mathematics Education Content and Methods Courses: Alignment among Institutions' Programs

Jeffrey Shih, *University of Nevada, Las Vegas*
 Travis A. Olson, *University of Nevada, Las Vegas*

Recognizing an opportunity for course alignment in the elementary mathematics education curriculum at one institution, a study was developed to understand similar situations around the country. We share results from the study, and initial results from our alignment efforts.

Session 3 **Salon B**
Pedagogical Content Knowledge
Individual Session

Progressive Incorporation of New into Known: A Chinese Pedagogical Perspective on Mathematics Learning

Xianyan (Jane) Jin, *Monash University*
 Ron Tzur, *University of Colorado, Denver*

We will present a preliminary analysis of Chinese mathematics teachers' perspective on learning (progressive incorporation), which developmentally seems to reside above perception-based and below conception-based (constructivist) perspectives identified in the US.

Session 4 **Salon E**
Pedagogical Content Knowledge
Individual Session

Describing Standards-based Instruction: An Emerging Developmental Model

Angela Till Barlow, *University of Mississippi*
 Shannon Harmon, *University of Mississippi*
 Julie Riales, *University of Mississippi*

In documenting elementary teacher candidates' ability to describe standards-based instruction, a developmental model has emerged that describes stages through which teacher candidates move. We will describe our model and engage participants in examining data that led to its development.

Session 5 **Crystal Cove**
Teaching and Learning with Technology
Individual Session

Developing Prospective Mathematics Teachers' Ability to Design High-level Technology-oriented Tasks

Kyle Thomas Schultz, *James Madison University*

During a middle grades methods course, pre-service teachers designed technology-oriented mathematical tasks with the goal of maximizing cognitive demand. Session participants will examine some of these tasks, focusing on the relationship between technology use and cognitive demand.

Session 6 **Conference Theater**
Pre-Service Teacher Field Experiences
Individual Session

The Role of Mentoring in Pre-service Teacher Development

Davida Fischman, *California State University, San Bernardino*
 Carol Cronk, *San Bernardino County*
 Jesunathadas Joseph, *California State University, San Bernardino*

The transition from student to teacher is crucial and difficult. For many, pre-service classroom experiences consist primarily of observing teachers' classrooms, with little teacher-candidate responsibility. We describe a mentoring model that immerses pre-service teachers in classroom culture as undergraduates.

Session 7 **Saddleback**
Mathematical Content Knowledge
Individual Session

Learning Trajectories in Practice

P. Holt Wilson, *University of North Carolina, Greensboro*

This session presents findings from research conducted with practicing elementary teachers that explored their uses of a learning trajectory in their teaching. Results suggest that learning trajectories may affect the ways teachers facilitate coherent instruction.

Session 8 **Trabuco**
Mathematical Content Knowledge
Individual Session

Analyzing the Statistical Content of Textbooks for Prospective Elementary Teachers

Dustin Jones, *Sam Houston State University*
 Tim Jacobbe, *University of Florida*

Participants will learn of results of a study in which the Guidelines for Assessment and Instruction in Statistics Education (GAISE) were used as a framework to analyze the statistical content of mathematics textbooks intended for prospective elementary teachers.

Session 9 Pelican Hill
Elementary Mathematics Specialists
Roundtable Sessions

An Analysis of State Certification Efforts and Coursework for Elementary Mathematics Specialists

Francis (Skip) Fennell, *McDaniel College*
Beth McCord Kobett, *Stevenson University*
Jon Wray, *Howard County Public Schools*

An analysis of state certification efforts for elementary mathematics specialists: What mathematics? What pedagogy? What leadership background? Does certification make a difference? The session will discuss challenges in linking certification guidelines to course offerings.

Mathematics Specialists for the Elementary Classroom: Research Issues

Beth Bos, *Texas State University*

Purposes of this session are to: 1) share progress of a mathematics specialists program for elementary teachers and 2) bring educators together to research the effects of mathematics specialist training and the use of mathematics specialists in elementary classrooms.

Developing a Statewide Program of Study for Elementary Mathematics Specialists: North Carolina's Story

Drew Polly, *University of North Carolina, Charlotte*
Shelby Paige Morge, *University of North Carolina, Wilmington*
Kathleen Lynch-Davis, *Appalachian State University*
Ron Preston, *East Carolina University*

In this presentation, part of the North Carolina Kindergarten through Grade Six Mathematics Add-on License development team shares an overview of the program of study and discusses how this may help develop elementary mathematics specialists.

Session 10 Shady Canyon
Teacher Professional Development
Individual Session

Learning from Doing: What Happens When an Accomplished Elementary Teacher Tries a New Way of Teaching?

Tesha Sengupta-Irving, *University of California, Los Angeles*
Noel Enyedy, *University of California, Los Angeles*
Elizabeth Redman, *University of California, Los Angeles*

This session presents results of an intervention study involving a fifth grade teacher implementing an open-ended data and statistics unit for the first time. Discussion foci: student learning outcomes, teacher reflections, and implications for teacher education and research-based professional development.

Session 11 Quail Hill
Teacher Professional Development
Individual Session

Developing an Online Lesson Study Community

Hope M. Yursa, *Drexel University*
Jason Silverman, *Drexel University*

We will discuss how a variety of technology tools can be used to create an online, distributed lesson study community. Our presentation will include specific examples of lesson study activities and analysis of teacher engagement.

Session 12 Woodbridge
Teaching and Learning with Technology
Individual Session

Fostering TPACK Development in Pre-service Middle School Mathematics Teachers

Thomas G. Edwards, *Wayne State University*
S. Asli Ozgun-Koca, *Wayne State University*

Twenty-four pre-service middle school mathematics teachers completed activities using TI-Nspire, were shown video of students engaged in the same activities, and completed several surveys. The results of our data analysis with implications for teacher education will be shared.

Session 13 Oak Creek
Mathematical Content Knowledge
Individual Session

Concept Maps as an Evaluation Tool for Professional Development

Jill Newton, *Purdue University*
Lindsay Umbeck, *Purdue University*
Rachael Kenney, *Purdue University*

This session will describe how concept maps constructed by individual teachers and groups of teachers can be used to investigate changes in the conceptualization of mathematical topics (e.g., fractions, algebra) across a professional development experience.

Session 14 Santiago
Equity and Mathematics Education
Individual Session

Unearthing Culturally Responsive Mathematics Teaching: Using Grounded Theory to Deconstruct Successful Practice

Emily P. Bonner, *University of Texas, San Antonio*

This presentation reports on a grounded theory study focusing on practices of three successful mathematics teachers of underserved students. Preliminary findings indicate that relationships with students mediate success while communication, knowledge, and reflection are key elements of culturally responsive mathematics teaching.

Session 15 Salon A
Pedagogical Content Knowledge Symposium

Using the "Strands of Mathematical Proficiency" to Improve Mathematics Instruction in Multiple Contexts

Jennifer Lewis, *Wayne State University*
 Randolph Philipp, *San Diego State University*
 John (Zig) Siegfried, *San Diego State University and University of California, San Diego*
 Alison Williams, *Fay Elementary School*
 Sherry Love Hix, *North Georgia College and State University*

In this symposium, we present how teacher educators across a variety of contexts are leveraging the "strands of mathematical proficiency" to support teachers' work in conducting high-quality mathematics instruction at a variety of institutional settings and levels of schooling.

Session 16 Salon C
Mathematical Content Knowledge Individual Session

Connecting Mathematical and Pedagogical Knowledge Development in Teacher Preparation

Rebecca McGraw, *University of Arizona*
 David Barker, *Illinois State University*
 Gladis Kersaint, *University of South Florida*
 Denisse Thompson, *University of South Florida*

This session focuses on a project aimed at developing connections between mathematical and pedagogical knowledge development within secondary teacher preparation programs. Presenters co-taught mathematics and methods courses for pre-service teachers with university mathematicians, and participated in a research study of their collaborations.

Session 17 Salon B
AMATYC President Individual Session

New Pathways in Developmental Mathematics

Robert Farinelli, *American Mathematical Association of Two-year Colleges President, Community College of Allegheny County, Boyce Campus*

AMATYC has been working with several other national organizations to develop new pathways to and through developmental mathematics. How will this impact the preparation of elementary and middle school teachers as many of them begin their career at two-year colleges?

Session 18 Salon E
Development of Mathematics Teacher Educators Discussion Session

Supporting New Mathematics Educators

Mary C. Enderson, *Middle Tennessee State University*

This session is led by the AMTE Mentoring Committee and is designed to invite mathematics educators to come together and identify and discuss issues of concern for new faculty in higher education. Issues may include publishing, serving the profession, promotion and tenure, and surviving in academia.

Session 19 Crystal Cove
Teacher Professional Development Individual Session

Linking Children's Thinking and Teacher Development at the Secondary School Level

Azita Manouchehri, *The Ohio State University*
 Pingping Zhang, *The Ohio State University*
 Patricia Brosnan, *The Ohio State University*

We will report on our longitudinal research and development project that aims to: (1) develop an understanding of mathematical thinking processes of seventh through ninth grade children and (2) design professional development environments for teacher learning around this knowledge.

Session 20 Conference Theater
Development of Mathematics Teacher Educators Discussion Session

What Belongs on the Reading List in a Methods Course?

Rachel A. Harrington, *Western Oregon University*
 Sunshine Campbell, *Evergreen State College*

We will present a bibliography of readings that we have collected from methods syllabi across the country and begin a discussion about what pre-service teachers should be reading during initial licensure.

Session 21 Saddleback
Pedagogical Content Knowledge Individual Session

Mathematics Scan (M-Scan): Using a Quantitative Observational Measure to Describe Mathematics Instructional Quality

Temple Walkowiak, *North Carolina State University*
 Robert Q. Berry, *University of Virginia*

The goals of this session are to share the processes used to develop and validate an observational measure and to discuss the nine dimensions of mathematics instructional quality as a framework for high quality instruction for elementary grades.

Session 22 Trabuco
School and University Partnerships and Projects Individual Session

From Freshmen to Seniors: A Triad, Collaborative Approach to Preparing Prospective Teachers

Megan Burton, *University of South Carolina*
 Debra Geddings, *University of South Carolina*

This interactive session explores a triad model for elementary teacher preparation that begins with pen pal journals in content courses and extends to school-based mathematics methods courses. Participants will explore pen pal journals and video scenarios, and discuss the collaborative planning and implementation model.

Session 23
Mathematical Knowledge for Teaching
Roundtable Sessions

Pelican Hill

Expressions and Equations: Mathematical Content Knowledge for Middle School Teachers

Gwendolyn Lloyd, *Pennsylvania State University*
Beth Herbel-Eisenmann, *Michigan State University*

This session focuses on extending middle school teachers' understandings of algebra (expressions and equations). We will share mathematical ideas and reflective questions and problems from a publication that aims to extend the mathematical content knowledge of in-service and pre-service teachers.

Exploring Relationships between Mathematical Knowledge for Teaching and Teachers' Ability to Effectively Use Comparison

Jon R. Star, *Harvard University*
Lindsey Richland, *University of California, Irvine*

In this interactive session, we consider the relationships between teachers' mathematical knowledge for teaching and their ability to effectively use comparison instructionally, through case studies of pre-service and in-service teachers at the elementary and middle grades.

Determining the Level of Mathematical Knowledge for Teaching of Geometry of Pre-service Secondary Mathematics Teachers

Sarah Gilchrist, *The Ohio State University*
Ravi Somayajulu, *The Ohio State University*

We compared the mathematical knowledge for teaching of geometry of two cohorts of M.Ed. students, one at the beginning of their program and the other at the end. The data indicated significant differences in levels of mathematical knowledge between the two cohorts.

Exploring Mathematical Connections through the Use of Card Sort Activities

Jennifer Ann Eli, *University of Arizona*
Margaret Mohr-Schroeder, *University of Kentucky*
Carl Lee, *University of Kentucky*

A study of prospective middle grades teachers' mathematical connection making while engaged in card sorting activities was conducted. The methodology of the card sorting activity will be shared along with results of the connections made by these prospective teachers.

Session 24
Mathematical Content Knowledge
Individual Session

Shady Canyon

How to Foster Probabilistic Intuition through Games of Chance? A Cultural Excursion through Probability

Nirmala Naresh, *Miami University*

Prospective middle grades teachers explored culturally diverse probability games and recorded and analyzed data using multiple representations. Using video clips and other artifacts, we discuss the significance of using culturally diverse probability games to foster classical, frequentist, and subjective notions of probability.

Session 25
Teacher Professional Development
Symposium

Quail Hill

Reculturing High School Math Departments for Educational Excellence and Equity: An Organizational Learning Model

Lisa M. Jilk, *University of Washington*
Karen O'Connell, *University of Washington*
Anita Kristine Lenges, *The Evergreen State College*
Lauren Persky, *University of Washington*
Bill Day, *University of Washington*

Complex instruction improves student learning and educational equity. Yet it is not easily implemented. We will share how we reculture mathematics departments to implement complex instruction and our research findings from three years in two math departments on organizational learning.

Session 26
Equity and Mathematics Education
Individual Session

Woodbridge

The Development, Use, and Facilitation of Equity Cases in Mathematics Teacher Education

Ann Edwards, *University of Maryland*
Lawrence M. Clark, *University of Maryland*
Julius Davis, *University of Maryland*
Toya D. Jones, *University of Maryland*
Nancy Tseng, *University of Maryland*

This session is designed to engage participants in a multimedia case focused on teachers' knowledge and understanding of the ways their students are socialized towards or away from seeing themselves as mathematics learners.

Session 27
Teacher Professional Development
Individual Session

Oak Creek

Research in Mathematics Instructional Coaching

Elizabeth Burroughs, *Montana State University*
David Yopp, *Montana State University*

This presentation examines a definition of coaching knowledge and compares the definition with the standards identified in AMTE's *Standards for Elementary Mathematics Specialists*. It addresses results from a randomized experimental study using an instrument designed to measure coaching knowledge.

Session 28
Teacher Professional Development
Individual Session

Santiago

The Impact on Novice Teachers' Practice after Learning to Teach from Their Teaching

Robert Powers, *University of Northern Colorado*
April Judd, *Northern Arizona University*

This session reports preliminary findings of a study on the impact of using lesson experiments in the preparation of secondary pre-service teachers. We will present a brief overview of lesson experiments, preliminary findings, and facilitate a discussion of implications.

Session 29 Salon A
NCTM President
Individual Session

Focus on Mathematical Reasoning and Sense Making: Continuing Efforts in NCTM's Long-term Secondary Initiative

J. Michael Shaughnessy, *NCTM President, Portland State University*
 W. Gary Martin, *Auburn University*

NCTM has launched long-term efforts to infuse Mathematical Reasoning and Sense Making into all secondary mathematics classrooms. Come and hear more about new web-based resources, a video library of secondary classroom clips, and a special secondary mathematics conference in 2011.

Session 30 Salon C
Development of Mathematics Teacher Educators
Individual Session

Who Teaches Mathematics Content Courses for Pre-service Elementary Teachers? Results of a Nationwide Survey

Joanna Masingila, *Syracuse University*
 Dana Olanoff, *Syracuse University*
 Dennis Kwaka, *Syracuse University*

In this session, we will discuss the results of a nationwide survey of all higher education institutions about mathematics content courses for pre-service elementary teachers, who teaches these courses, and what are the instructors' academic and teaching backgrounds.

Session 31 Salon B
Mathematical Content Knowledge
Individual Session

Using Mathematical Tasks and Discourse-based Instruction to Promote Pre-service Elementary Teacher Knowledge

Ziv Feldman, *Boston University*
 Matthew Chedister, *Boston University*
 Diana Cheng, *Middle Tennessee State University*
 Suzanne H. Chapin, *Boston University*
 Alejandra Salinas, *Boston University*
 Johanna Bunn, *Boston University*
 Dicky Noto Afiah Ng, *Utah State University*

This session presents the work of the Elementary Pre-Service Teachers' Mathematics Project, which has produced a collection of cognitively challenging tasks used to promote pre-service teachers' mathematical knowledge for teaching and studied the use of discourse to implement these tasks.

Session 32 Salon E
Mathematical Content Knowledge
Individual Session

A Mixed Methods Approach to Developing an Assessment of Pre-service Teachers' Mathematical Knowledge for Teaching

Javarro Antoine Russell, *James Madison University*
 LouAnn Lovin, *James Madison University*
 Kyle Thomas Schultz, *James Madison University*

During this session, we will recount our struggle to measure pre-service teachers' mathematical knowledge for teaching, particularly specialized content knowledge, as well as describe our subsequent approach to developing new outcomes and creating an improved assessment design for this purpose.

Session 33 Crystal Cove
Development of Mathematics Teacher Educators
Individual Session

Supporting Math Teacher Educators' Implementation of Curriculum-based Professional Development Programs

Babette Moeller, *Education Development Center*
 Amy Brodesky, *Education Development Center*
 Lynn Goldsmith, *Education Development Center*

We will report research findings about the support needs of math teacher educators who implemented two professional development programs focused on improving the accessibility of mathematics instruction. We will share a model for addressing these needs.

Session 34 Conference Theater
Pre-Service Teacher Field Experiences
Individual Session

Analyzing Mathematics Teaching Anxiety: Assumptions, Findings and Implications for Mathematics Educators

Arla Westenskow, *Utah State University*
 Amy Bingham Brown, *Utah State University*
 Patricia S. Moyer-Packenham, *Utah State University*

Mathematics anxiety has been studied for decades, and it is often assumed that elementary pre-service teachers' anxiety stems from poor mathematical backgrounds. We examine elementary pre-service teachers' mathematics anxiety in teaching contexts and reveal that assumptions are not always accurate.

Session 35
Teacher Professional Development
Symposium

Saddleback

Using Classroom Observation Tools to Promote High-quality Mathematics Instruction

Melissa Boston, *Duquesne University*
Lynsey Gibbons, *Vanderbilt University*
Emily Shahan, *Vanderbilt University*
Kara Jackson, *McGill University*

Participants will explore how classroom observation instruments can provide artifacts and tools to engage pre-service and in-service mathematics teachers in enacting high-quality mathematics instruction and support instructional leaders (administrators and coaches) in promoting mathematics education reform at scale.

Session 36
Equity and Mathematics Education
Individual Session

Trabuco

Algebra for All: Using TI-Navigator to Provide Equal Opportunities to At-risk Students

Julie Riales, *University of Mississippi*
Julie James, *University of Mississippi*
Jessica Ivy, *University of Mississippi*

Participants will experience a safe learning environment with the TI Navigator. Presenters will share data from a study on the effects of Navigator use on achievement and attitudes of learning disabled or at risk students. Discussion will follow.

Session 37
Teachers Facilitating Mathematical Communication
Roundtable Sessions

Pelican Hill

Student Teachers and Their Mentors in Mathematics Teacher Education: Preliminary Findings from a Research Study

Andrea McCloskey, *Pennsylvania State University*
Gwendolyn Lloyd, *Pennsylvania State University*
Fran Arbaugh, *Pennsylvania State University*

Participants will be invited to engage in discussions about the design and preliminary findings of an ongoing research study. The study, situated in an elementary professional development school, examines the processes entailed in learning to teach mathematics using classroom discourse.

Secondary Pre-service Teachers' Efforts at Facilitating Mathematical Communication

S. Megan Che, *Clemson University*

This presentation focuses on secondary pre-service teachers' initial efforts to incorporate mathematical communication into their instructional strategies and peer teaching lessons. Video clips of peer teaching episodes in which secondary pre-service teachers facilitate mathematical communication will be shared.

Revoicing as a Tool for Promoting Effective Student Discourse

George Franklin Sweeney, *San Diego State University*
Megan Wawro, *San Diego State University*

One difficulty that pre-service teachers face during their teacher training is entering a pre-existing classroom that does not promote student-centered interaction. This session will examine revoicing and how it can aid teachers in negotiating a favorable normative discourse.

Communication and Mathematics: A Case for Secondary Teaching in Ontario

Lynda Hemming, *University of Western Ontario*

The results of this study suggest that secondary mathematics teachers require considerably more professional development in the area of communication as both an assessment category evaluating mathematical thinking and understanding and as a pedagogical tool for developing mathematical thinking and understanding.

Session 38
Pedagogical Content Knowledge
Symposium

Shady Canyon

Using Mathematics-based Planning Prompts to Analyze a Fraction Task

Nesrin Cengiz, *University of Michigan, Dearborn*
Judith Flowers, *University of Michigan, Dearborn*
Margaret Rathouz, *University of Michigan, Dearborn*
Rheta Rubenstein, *University of Michigan, Dearborn*

Participants will have the opportunity to engage with a set of mathematics-based planning prompts and use them to analyze and share insights about a fraction task that is from a content course for future elementary teachers.

Session 39
Pedagogical Content Knowledge
Symposium

Quail Hill

Assessing Pre-service Teachers in the Elementary Mathematics Methods Classroom

John Lannin, *University of Missouri*
Kathryn Chval, *University of Missouri*

During this working session, participants will engage in discussion about the assessment process (identifying learning targets, assessment strategies, and purposes for assessment) in elementary mathematics methods classes.

Session 40
Pre-Service Teacher Field Experiences
Individual Session

Woodbridge

Content-focused Coaching with Pre-service Teachers

Courtney Katharine Baker, *George Mason University*
Jennifer M. Suh, *George Mason University*

This session describes how content-focused coaching supported pre-service teachers in developing specialized mathematical knowledge for teaching and equitable teaching practices for diverse learners during their internship through authentic experiences situated in practice.

Session 41
Development of Mathematics Teacher Educators
Individual Session

Oak Creek

Adapting Mathematical Tasks: Purpose and Impact on Content and Cognitive Demand when Teachers Rewrite Tasks

Sherry L. Meier, *Illinois State University*
Beverly S. Rich, *Illinois State University*

This session will ask participants to adapt sample mathematical tasks for various purposes, compare their changes to those made by pre-service or in-service teachers, and then discuss the impact on the content and cognitive demand that result from the various changes.

Session 42
Mathematical Content Knowledge
Individual Session

Santiago

Pre-service Teachers' Conceptual Understanding of Level of Confidence

Brooke Buckley, *Northern Kentucky University*
Bethany Noblitt, *Northern Kentucky University*

We will share pre-service teachers' common misconceptions involving confidence intervals, activities designed and implemented to address these misconceptions, and the pre-service teachers' responses to these activities. Audience participants will share teaching strategies that may address misunderstandings related to confidence intervals.



General Session

Salon C

***Making Assessment Integral to Informing
Kindergarten through Grade Eight Math Instruction***

Marilyn Burns, Math Solutions Professional Development

This session addresses key questions about classroom assessments: What determines students' success with number and operations? What can we learn from students' paper-and-pencil work? What indicators should teachers look for when assessing students? How can assessments inform classroom instruction?

OVERVIEW OF FRIDAY MORNING, JANUARY 28, 2011

	8:00a - 9:15a	9:30a - 10:30a	10:45a - 11:45a
Salon A	43. <i>Designing Materials to Support the Learning of Kindergarten through Grade Six Mathematics Teacher Educators</i> - Chapin, Feldman, Chedister, Cheng, Ball, Bass, Sleep, Suzuka & Thames	56. <i>Revising "The Mathematical Education of Teachers"</i> - Beckmann & Lewis	69. <i>Learning to Enact Ambitious Teaching: Using Authentic Student Work in Cycles of Investigations and Enactment</i> - Lampert, Beasley & Ghouseini
Salon B	44. <i>Leveraging Problems of Practice and Teacher Educator Learning in Practice-based Math Methods Courses</i> - Chan, Beasley, Franke, Ghouseini, Kazemi & Lampert	57. <i>Avoiding Agnosticism in Our Practices as Teacher Educators</i> - Herbel-Eisenmann	70. <i>Developing Elementary Mathematics Specialists: Strategies for Certification and Program Development</i> - McGatha & Rigelman
Salon E	45. <i>Focusing on Reasoning and Sense Making in High School Mathematics: Implications for Teacher Education</i> - Martin, Shaughnessy, Strutchens & Dick	58. <i>Tasks, Tools, and Talk: A Framework for Supporting Students' Capacity to Reason and Prove</i> - Hillen, Smith & Arbaugh	71. <i>STaR—Service, Teaching and Research—An Opportunity for New Doctorates in Mathematics Education</i> - Reys, Fisher, Newton, Safi & Welder
Crystal Cove	46. <i>Professional Development Based on Examination of Student Work from Performance Assessment</i> - Becker	59. <i>Mathematics Teacher Educators Working to Assess the Use of Case-based Materials</i> - Breyfogle, Hillman, Ives, Roth McDuffie, Moeller, Rigelman & Steele	72. <i>What Experiences in Methods Courses or Professional Development Best Prepare Teachers to Support English Language Learners?</i> - Bay-Williams, Celedon-Pattichis, Gutierrez, Kitchen & Thompson
Conference Theater	47. <i>NCATE, TEAC, and More: Accreditation Updates and Challenges</i> – Lynch & Fennell	60. <i>Teaching Algebra for Conceptual Understanding</i> - Rakes	73. <i>Examining Teachers' Practice to Determine the Effectiveness of a Professional Learning Task</i> - Newton & Star
Saddleback	48. <i>Assessing Teachers' Knowledge of Mathematical and Pedagogical Content: Findings and Implications</i> - Campbell, Smith, Clark, Nishio, Conant, Rust, Neumayer DePiper & Jones	61. <i>Powerful Pedagogical Practices Program Serves as Catalyst for Statewide Move to High School Problem-based Curriculum Materials</i> - Riser	74. <i>Sustaining Professional Development Partnerships for Enhancing Teacher Quality on Algebra and Technology in the Twenty-first Century</i> - Suh, Freeman & Meints
Trabuco	49. <i>Research in Mathematics Instructional Technology: Current Trends and Future Demands</i> - Ronau, Rakes, Niess, Pugalee, Driskell & Bush	62. <i>Residual Understandings: Pre-service Secondary Mathematics Teachers Making Statistical and Mathematical Connections in a Technology-present Environment</i> - Peters & Zbiek	75. <i>Using Podcasts to Examine Elementary Pre-service Teachers' Mathematics Knowledge for Teaching</i> - Kosiak, Mathison & Hasenbank

Pelican Hill	50. <i>Studying High-quality Mathematics Teachers</i> - Corey, Lewis, Ronfeldt & Lewis	63. <i>Field Experiences – Roundtable Sessions:</i> (a) Gochenaur & White; (b) Schwartz; (c) Franz & Robichaux; (d) Chamberlin	76. <i>Development of Mathematics Teacher Educators – Roundtable Sessions:</i> (a) Selmer & Bolyard; (b) Lowe & Singletary; (c) Rogers; (d) Yoshinobu & Schinck
Shady Canyon	51. <i>Designing a Graduate Mathematics Program for Middle School Teachers</i> - Chesler & Benken	64. <i>Assessing Inquiry-based Instructional Practice with the Electronic Quality of Inquiry Protocol (EQUIP)</i> - Horton	77. <i>Thinking on the Brink: Facilitating the Learning of Pre-service Student Teachers through In-the-Moment Interjections</i> - Lemon & Peterson
Quail Hill	52. <i>Open Questions about the Mathematical Knowledge for Teaching of Secondary Teachers</i> – Jacobson & Howell	65. <i>Examining the Effectiveness of Microteaching Lesson Study (MLS) with Elementary Pre-service Mathematics Teachers</i> - Molina, Nisbet & Fernandez	78. <i>Studying the Impact of Methods Course Tasks on the Mathematical and Pedagogical Understanding of Prospective Teachers</i> - Kinach
Woodbridge	53. <i>Examining Choices of the Mathematics Educator Functioning as "Expert Other"</i> - Brown, Vissa & Mossgrove	66. <i>Necessary and Sufficient Criteria for Evaluating Teacher Effectiveness: A Proactive Stance</i> -Melillo, Mikusa, Graham & Palmiter	79. <i>Developing Prospective Teachers' Understandings of Statistical Literacy</i> - Klerlein & Enderson
Oak Creek	54. <i>Professional Development for "More Effective" Curriculum Use</i> - Taylor, Sherin, Drake & Mitchell	67. <i>Developing Elementary Teachers' Place Value Understanding</i> - Cady & Price	80. <i>Understanding, Adapting, and Enacting: Developing Elementary Pre-service Teachers' Standards-based Curricular Knowledge and Use</i> - Drake, Land, Tyminski, Akwaji-Anderson & Gichobi
Santiago	55. <i>Connecting Mathematics, Children's Mathematical Thinking and Community Knowledge through Community Math Explorations</i> - Aguirre, Roth McDuffie, Bartell & Foote	68. <i>From Talk to Practice: Becoming a Mathematics Teacher of Culturally Diverse Students</i> - Williams & Edwards	81. <i>Listening, Reflecting, and Planning: The Use of Student Interviews in Teachers' Professional Development</i> - Wanko, Keiser & D'Ambrosio

Session 43 Salon A
Development of Mathematics Teacher Educators Symposium

Designing Materials to Support the Learning of Kindergarten through Grade Six Mathematics Teacher Educators

Suzanne H. Chapin, *Boston University*
 Ziv Feldman, *Boston University*
 Matthew Chedister, *Boston University*
 Diana Cheng, *Middle Tennessee State University*
 Deborah Loewenberg Ball, *University of Michigan*
 Hyman Bass, *University of Michigan*
 Laurie Sleep, *University of Michigan*
 Kara Suzuka, *University of Michigan*
 Mark Thames, *University of Michigan*

This session analyzes two projects' use of materials to support mathematics teacher educators in understanding and teaching mathematical knowledge for teaching. We propose a framework for different types of supports and use it to examine examples from each project's materials.

Session 44 Salon B
Pedagogical Content Knowledge Symposium

Leveraging Problems of Practice and Teacher Educator Learning in Practice-based Math Methods Courses

Angela Grace Chan, *University of California, Los Angeles*
 Heather Beasley, *University of Michigan*
 Megan Loef Franke, *University of California, Los Angeles*
 Hala Ghousseini, *University of Wisconsin*
 Elham Kazemi, *University of Washington*
 Magdalene Lampert, *University of Michigan*

Participants will watch video and discuss common problems of practice that arise as pre-service elementary teachers learn how to teach mathematics ambitiously. Teacher educator response and implications for practice-based math methods courses will be addressed.

Session 45 Salon E
Mathematics Education Policy and Program Issues Symposium

Focusing on Reasoning and Sense Making in High School Mathematics: Implications for Teacher Education

W. Gary Martin, *Auburn University*
 J. Michael Shaughnessy, *Portland State University*
 Marilyn E. Strutchens, *Auburn University*
 Tom Dick, *Oregon State University*

NCTM's *Focus in High School Mathematics: Reasoning and Sense Making* suggests a reexamination of the roles of various stakeholders, including teacher educators. This session will examine this issue through four critical lenses – curriculum, policy, equity, and technology.

Session 46 Crystal Cove
Teacher Professional Development Symposium

Professional Development Based on Examination of Student Work from Performance Assessment

Joanne Rossi Becker, *San Jose State University*

This session will focus on developing teachers' abilities to examine student work on open-ended performance assessment items and developing re-engagement lessons to deepen understanding of the content of the tasks.

Session 47 Conference Theater
Mathematics Education Policy and Program Issues Symposium

NCATE, TEAC, and More: Accreditation Updates and Challenges

Monique C. Lynch, *National Council of Teachers of Mathematics*
 Francis (Skip) Fennell, *McDaniel College*

This session offers up-to-date information about the various accreditation paths including the current NCATE and TEAC processes, as well as their consolidation into CAEP. Participants will learn about navigating the options and timelines for changes on the horizon.

Session 48 Saddleback
Mathematics Education Policy and Program Issues Symposium

Assessing Teachers' Knowledge of Mathematical and Pedagogical Content: Findings and Implications

Patricia Forsythe Campbell, *University of Maryland*
 Toni M. Smith, *George Mason University*
 Lawrence M. Clark, *University of Maryland*
 Masako Nishio, *University of Maryland*
 Darcy L. Conant, *University of Maryland*
 Amber H. Rust, *University of Maryland*
 Jill M. Neumayer DePiper, *University of Maryland*
 Toya D. Jones, *University of Maryland*

Participants will examine items from a large-scale study measuring the mathematical and pedagogical content knowledge of early-career teachers in Grades 4-8, consider study findings, and discuss implications for item use in research, pre-service teacher education programs, and professional development.

Session 49 **Teaching and Learning with Technology Symposium** **Trabuco**

Research in Mathematics Instructional Technology: Current Trends and Future Demands

Robert N. Ronau, *University of Louisville*
Christopher R. Rakes, *Institute of Education Sciences*
Margaret L. Niess, *Oregon State University*
David K. Pugalee, *University of North Carolina, Charlotte*
Shannon O. Driskell, *University of Dayton*
Sarah Bush, *University of Louisville*

Four papers will be presented sharing results of a unique area of study from a systematic review of instructional technology research: Student Outcomes, Student Orientation, Mathematical Knowledge for Teaching, and TPACK.

Session 50 **Pedagogical Content Knowledge Symposium** **Pelican Hill**

Studying High-quality Mathematics Teachers

Douglas Lyman Corey, *Brigham Young University*
Jennifer Lewis, *Wayne State University*
Matthew Ronfeldt, *University of Michigan*
Catherine Lewis, *Mills College*

We share the results of two studies of high-quality teachers, one from Japan and one from the US, to understand what constitutes high-quality instruction. Using two different research methods, we explore which features of instruction are common across effective teachers.

Session 51 **Mathematics Education Policy and Program Issues Discussion Session** **Shady Canyon**

Designing a Graduate Mathematics Program for Middle School Teachers

Joshua Chesler, *California State University, Long Beach*
Babette M. Benken, *California State University, Long Beach*

What should be included in a content-rich graduate program for middle school mathematics teachers with limited backgrounds in mathematics? In this session, we will explore this question as well as the goals, challenges, and need for implementing such a program.

Session 52 **Mathematical Content Knowledge Discussion Session** **Quail Hill**

Open Questions about the Mathematical Knowledge for Teaching of Secondary Teachers

Erik Jacobson, *University of Georgia*
Heather Howell, *New York University*

This discussion session will focus on open questions around the idea of mathematical knowledge of teaching for secondary teachers, including how it may differ from that of elementary teachers.

Session 53 **Teacher Professional Development Symposium** **Woodbridge**

Examining Choices of the Mathematics Educator Functioning as "Expert Other"

Rachael Brown, *Knowles Science Teaching Foundation*
Jeanne M. Vissa, *Knowles Science Teaching Foundation*
Jennifer Mossgrrove, *Knowles Science Teaching Foundation*

Using our experiences with beginning high school mathematics teachers, we explore online and face-to-face conversations to examine the possible benefits and disadvantages of choices available to mathematics teacher educators in the role of expert other.

Session 54 **Teacher Professional Development Discussion Session** **Oak Creek**

Professional Development for "More Effective" Curriculum Use

Megan Westwood Taylor, *Harvard University*
Miriam Gamoran Sherin, *Northwestern University*
Corey Drake, *Iowa State University*
Rebecca Mitchell, *Boston College*

The question of what professional development focused on "more effective" curriculum use should look like will be the focus of the session. Panelists will present new research addressing this question, then presenters and attendants will discuss.

Session 55 **Equity and Mathematics Education Symposium** **Santiago**

Connecting Mathematics, Children's Mathematical Thinking and Community Knowledge through Community Math Explorations

Julia Aguirre, *University of Washington, Tacoma*
Amy Roth McDuffie, *Washington State University, Tri-Cities*
Tonya Bartell, *University of Delaware*
Mary Foote, *Queens College, City University of New York*

Presenters and participants will examine pre-service teacher work samples (e.g. mathematics lesson plans) from a specific kindergarten through grade eight mathematics methods assignment (Community Mathematics Exploration) designed to foster effective instruction that connects mathematics, children's mathematical thinking and community-based funds of knowledge.

Session 56 Salon A
Mathematics Education Policy and Program Issues
Individual Session

Revising "The Mathematical Education of Teachers"

Sybilla Beckmann, *University of Georgia*
 Jim Lewis, *University of Nebraska, Lincoln*

This session will describe plans for revising "The Mathematical Education of Teachers" (published by the American Mathematical Society and the Mathematical Association of America) and will solicit input from AMTE members on ways to revise the document.

Session 57 Salon B
AMTE Early Career Award Winner

Avoiding Agnosticism in Our Practices as Teacher Educators

Beth Herbel-Eisenmann, *Michigan State University*

By critically reflecting on my first long-term collaboration with teachers, I encourage the audience to avoid agnosticism in teacher education practices. In doing so, we can become aware of underlying discourses in our practices and advocate for equitable professional development.

Session 58 Salon E
Pedagogical Content Knowledge
Symposium

Tasks, Tools, and Talk: A Framework for Supporting Students' Capacity to Reason and Prove

Amy Hillen, *Kennesaw State University*
 Margaret S. Smith, *University of Pittsburgh*
 Fran Arbaugh, *Pennsylvania State University*

In this session, participants will use a framework (Tasks, Tools, and Talk) to engage in analysis and discussion of an instructional case that is part of a practice-based curriculum designed to develop teachers' knowledge related to reasoning-and-proving in secondary mathematics.

Session 59 Crystal Cove
Pedagogical Content Knowledge
Discussion Session

Mathematics Teacher Educators Working to Assess the Use of Case-based Materials

M. Lynn Breyfogle, *Bucknell University*
 Susan Hillman, *Saginaw Valley State University*
 Sarah E. Ives, *Texas A&M University, Corpus Christi*
 Amy Roth McDuffie, *Washington State University, Tri-Cities*
 Babette Moeller, *Education Development Center*
 Nicole Rigelman, *Portland State University*
 Michael David Steele, *Michigan State University*

A collaborative network of mathematics teacher educators using case-based materials will facilitate a discussion about ways to assess and improve the effectiveness of using case-based materials with pre- and in-service teachers.

Session 60 Conference Theater
Pedagogical Content Knowledge
Symposium

Teaching Algebra for Conceptual Understanding

Christopher R. Rakes, *Institute of Education Sciences*

This session will present two findings from a systematic review of algebra research. These findings will be used as the basis for the development of a resource for helping teachers develop conceptual understanding of algebra.

Session 61 Saddleback
Pedagogical Content Knowledge
Individual Session

Powerful Pedagogical Practices Program Serves as Catalyst for Statewide Move to High School Problem-based Curriculum Materials

Jamila Q. Riser, *Delaware Mathematics Coalition*

The Powerful Pedagogical Practices (P³) program challenges the notion that high school teachers are unwilling to serve as change agents. This session provides insights about specific strategies to motivate significant and long term changes in high school mathematics classrooms.

Session 62 Trabuco
Teaching and Learning with Technology
Individual Session

Residual Understandings: Pre-service Secondary Mathematics Teachers Making Statistical and Mathematical Connections in a Technology-present Environment

Susan A. Peters, *University of Louisville*
 Rose Mary Zbiek, *The Pennsylvania State University*

Participants engage with a concept-building activity that promotes teaching and learning consistent with AMTE, CBMS, and NCTM recommendations for mathematics teacher education. Discussion focuses on pedagogical use of technology with horizontal and vertical articulation of mathematics and statistics content.

Session 63
Field Experiences
Roundtable Sessions

Pelican Hill

Being a Team Player - Figuring Out the Ground Rules in the Supervisor/Cooperating Teacher Relationship

Deborah L. Gochenaur, *Shippensburg University*
Janet White, *Millersville University*

Presenters and participants will share their own unique experiences cultivating, training, supporting, and communicating with cooperating teachers at the secondary level. Through discussion and discourse, participants will explore a wide variety of successful strategy ideas that can be immediately implemented.

Designing an Early Kindergarten through Second Grade Mathematics Field Experience Based on High-leverage Teaching Practices

Catherine Stein Schwartz, *East Carolina University*

Initial findings will be reported from an ongoing project to revise a kindergarten through grade two field experience for pre-service teachers around the notion of high-leverage teaching practices. Comparisons drawn to the control group include pre-service and cooperating teachers' beliefs and instructional practices.

Early Field Experiences as an Opportunity to Formulate Beliefs about Misconceptions and Motivation

Dana Pomykal Franz, *Mississippi State University*
Rebecca Robichaux, *Mississippi State University*

This session describes the results of an early field experience designed to help pre-service teachers develop understandings about students' misconceptions and motivation in middle and secondary math classes.

Enhancing Elementary Pre-service Teacher Development through Field Experiences with Gifted Students

Scott Allen Chamberlin, *University of Wyoming*

Elementary pre-service teachers implemented mathematical problem solving tasks with grade three through six gifted students. Teachers met student needs through adapted instruction focusing on readiness and interest. Further, they aligned problem solving tasks with gifted students through differentiation tactics.

Session 64
Pedagogical Content Knowledge
Individual Session

Shady Canyon

Assessing Inquiry-based Instructional Practice with the Electronic Quality of Inquiry Protocol (EQUIP)

Bob Horton, *Clemson University*

This session will introduce EQUIP, a tool for analyzing inquiry-based teaching practices and guiding pre-service and in-service teacher development and reflection. Participants will have the opportunity to interact with EQUIP by observing and assessing a short teaching segment.

Session 65
Pedagogical Content Knowledge
Individual Session

Quail Hill

Examining the Effectiveness of Microteaching Lesson Study (MLS) with Elementary Pre-service Mathematics Teachers

Roxanne Molina, *Florida International University*
Leslie D. Nisbet, *Florida International University*
Maria L. Fernandez, *Florida International University*

Research related to the use of Microteaching Lesson Study (MLS) with elementary pre-service teachers enrolled in a mathematics methods course will be presented. Participants will examine pre-service teacher lesson plans and videos to demonstrate growth in their pedagogical content knowledge.

Session 66
Mathematics Education Policy and Program Issues
Discussion Session

Woodbridge

Necessary and Sufficient Criteria for Evaluating Teacher Effectiveness: A Proactive Stance

Judith Melillo, *Kent State University*
Michael Mikusa, *Kent State University*
Teresa Graham, *Baldwin Wallace College*
Jeanette Palmiter, *Portland State University*

Information on current efforts/research to evaluate teacher effectiveness and their uses will be provided. An interactive working-group discussion will focus on what criteria should be included, the implication for teacher education programs, and the profession's ability to influence policy.

Session 67
Pedagogical Content Knowledge
Discussion Session

Oak Creek

Developing Elementary Teachers' Place Value Understanding

Jo Ann Cady, *University of Tennessee*
Jamie Price, *University of Tennessee*

Presenters encourage dialogue to identify important aspects of place value knowledge for kindergarten through grade two teachers and challenge participants to share/create/debate methods for developing a more robust knowledge of the teaching of place value in kindergarten through grade two pre-service and in-service teachers.

Session 68
Equity and Mathematics Education
Discussion Session

Santiago

From Talk to Practice: Becoming a Mathematics Teacher of Culturally Diverse Students

Desha L. Williams, *Kennesaw State University*
Belinda Edwards, *Kennesaw State University*

Imagine a preparation program that integrates mathematics instruction with culturally relevant pedagogy, culturally responsive teaching, teaching for social justice, and English Language Learner endorsement. You enter a class for a candidate observation and observe the unexpected. Now what?

Session 69 Salon A
Pedagogical Content Knowledge
Individual Session

Learning to Enact Ambitious Teaching: Using Authentic Student Work in Cycles of Investigations and Enactment

Magdalene Lampert, *University of Michigan*
 Heather Beasley, *University of Michigan*
 Hala Ghouseini, *University of Wisconsin*

The session will engage participants in the way authentic student work, both written and oral, can be used to support pre-service teachers' learning to enact ambitious teaching through cycles of investigation and enactment.

Session 70 Salon B
Development of Mathematics Teacher Educators
Individual Session

Developing Elementary Mathematics Specialists: Strategies for Certification and Program Development

Maggie McGatha, *University of Louisville*
 Nicole Rigelman, *Portland State University*

AMTE sponsored a conference in June 2010 for states interested in offering an Elementary Mathematics Specialist (EMS) certification. In this session we will share outcomes from that conference and discuss how AMTE might continue to support states in this initiative.

Session 71 Salon E
Development of Mathematics Teacher Educators
Symposium

STaR—Service, Teaching and Research—An Opportunity for New Doctorates in Mathematics Education

Robert Reys, *University of Missouri*
 Brian Fisher, *Pepperdine University*
 Jill Newton, *Purdue University*
 Farshid Safi, *The College of New Jersey*
 Rachael M. Welder, *Hunter College, The City University of New York*

In this session newly hired mathematics education doctorates in colleges/universities will share experiences. Participants will reflect on the challenges of their faculty positions and discuss ways the STaR project has facilitated their transition through additional professional growth and networking opportunities.

Session 72 Crystal Cove
Equity and Mathematics Education
Discussion Session

What Experiences in Methods Courses or Professional Development Best Prepare Teachers to Support ELLs?

Jennifer Bay-Williams, *University of Louisville*
 Sylvia Celedon-Pattichis, *University of New Mexico*
 Rochelle Gutierrez, *University of Illinois, Urbana-Champaign*
 Richard Kitchen, *The University of New Mexico*
 Denisse Thompson, *University of South Florida*

Teacher learning experiences targeting the needs of English language learners vary in focus (e.g., empathy or instructional strategies) and scope (e.g., a reading or unit). We will discuss activities and assessments that can impact kindergarten through grade twelve teachers' capacity to support ELLs.

Session 73 Conference Theater
Teacher Professional Development
Individual Session

Examining Teachers' Practice to Determine the Effectiveness of a Professional Learning Task

Kristie Jones Newton, *Temple University*
 Jon R. Star, *Harvard University*

What evidence can be seen in a teacher's practice that indicates the impact of practice-based professional development? In this session, we facilitate a discussion about this question, using our own research project as a starting point.

Session 74 Saddleback
School and University Partnerships and Projects
Individual Session

Sustaining Professional Development Partnerships for Enhancing Teacher Quality on Algebra and Technology in the Twenty-first Century

Jennifer M. Suh, *George Mason University*
 Patti Freeman, *Fairfax County Public Schools*
 Kat Meints, *Prince William County Schools*

This school-university design team will describe the design and implementation of a strategic mathematics professional learning model that included: content-focused summer institutes; academic year follow-up lesson study at school sites; and an ongoing support network via onsite and online mentoring.

Session 75 Trabuco
Pedagogical Content Knowledge
Individual Session

Using Podcasts to Examine Elementary Pre-service Teachers' Mathematics Knowledge for Teaching

Jennifer Kosiak, *University of Wisconsin, La Crosse*
 Heather Mathison, *University of Wisconsin, La Crosse*
 Jon F. Hasenbank, *University of Wisconsin, La Crosse*

Current efforts in mathematics education have sought to categorize specialized knowledge for teaching. In this session, we report on a project that utilized podcasts as a method for collecting, analyzing, and describing elementary teacher candidates' mathematics knowledge for teaching.

Session 76 Pelican Hill
Development of Mathematics Teacher Educators Roundtable Session

An Emerging Framework for Two Mathematics Educators Building Knowledge of Practice

Sarah Selmer, *West Virginia University*
Johnna Bolyard, *West Virginia University*

This presentation shares two mathematics teacher educators' efforts to improve practice through building a collaborative shared knowledge base. Through present efforts, an emergent design framework for sustainable, scholarly work focused on this work will also be shared.

Preparing Future Mathematics Teacher Educators through Reflecting on Their Philosophical Beliefs about Mathematics and Mathematics Education

Laura Lowe, *University of Georgia*
Laura Marie Singletary, *University of Georgia*

This session describes a mathematics education doctoral seminar in mathematics education designed to provide future mathematics teacher educators the opportunity to formally develop their philosophy of mathematics and mathematics education.

Graduate Teaching Assistants Teaching Prospective Elementary Teachers Geometry: Examining Mathematics TAs' Teaching Practices and Beliefs

Kimberly Cervello Rogers, *Michigan State University*

This qualitative, multiple case study dissertation uses classroom observations and interviews to examine the teaching practices, beliefs about mathematics teaching, instructional needs, and professional development opportunities of mathematics graduate teaching assistants who are teaching geometry to prospective elementary teachers.

Professional Development of Mathematics Instructors at the College Level: The Inquiry-based Learning Workshop Model

Stan Yoshinobu, *Cal Poly, San Luis Obispo*
Amelie Schinck, *Cal Poly, San Luis Obispo*

In this session a working model for professional development of college-level faculty will be shared and discussed.

Session 77 Shady Canyon
Pre-Service Teacher Field Experiences Individual Session

Thinking on the Brink: Facilitating the Learning of Pre-service Student Teachers through In-the-Moment Interjections

Travis Lemon, *Brigham Young University*
Blake Peterson, *Brigham Young University*

Have you ever wanted to interject during the lesson of a pre-service student teacher? Pre-service teachers often struggle to create rich discourse and capitalize on teachable moments. In-the-moment interjections made by a cooperating teacher will be shared and discussed.

Session 78 Quail Hill
Mathematical Content Knowledge Discussion Session

Studying the Impact of Methods Course Tasks on the Mathematical and Pedagogical Understanding of Prospective Teachers

Barbara M. Kinach, *Arizona State University*

What impact do "methods" course tasks have on the mathematics "content" knowledge and developing teaching practice of pre-service teachers? The organizer shares her experience with manipulative tasks to begin the discussion. The session aims to form a collaborative working group.

Session 79 Woodbridge
Mathematical Content Knowledge Individual Session

Developing Prospective Teachers' Understandings of Statistical Literacy

Jacob Klerlein, *Middle Tennessee State University*
Mary C. Enderson, *Middle Tennessee State University*

Statistical literacy is a relatively new topic for many mathematics teachers. In this session, tasks and problems, that have been developed and implemented in courses for prospective middle and secondary mathematics teachers, will be presented and discussed.

Session 80 Oak Creek
Pedagogical Content Knowledge Symposium

Understanding, Adapting, and Enacting: Developing Elementary Pre-service Teachers' Standards-based Curricular Knowledge and Use

Corey Drake, *Iowa State University*
Tonia Land, *Iowa State University*
Andrew Tyminski, *Clemson University*
Comfort J. Akwaji-Anderson, *Iowa State University*
Mary Gichobi, *Iowa State University*

We will present several activities we have designed to support the development of elementary pre-service teachers' curricular knowledge. We will share findings from pre-/post-semester curricular knowledge surveys, as well as instructor reflections and examples of pre-service teacher work.

Session 81 Santiago
Teacher Professional Development Individual Session

Listening, Reflecting, and Planning: The Use of Student Interviews in Teachers' Professional Development

Jeffrey J. Wanko, *Miami University*
Jane Keiser, *Miami University*
Beatriz D'Ambrosio, *Miami University*

Participants will analyze student interviews and corresponding teacher reflections. The group will discuss the use of student interviews as a catalyst for teachers' growth and development in planning instruction grounded in student knowledge.



Lunch

**Salon C/D
and Conference
Theater Terrace**

Committee meetings will take place in Salon C/D during lunch.

NOTES

OVERVIEW OF FRIDAY AFTERNOON, JANUARY 28, 2011

	1:00p - 1:45p	2:00p - 3:00p	3:15p - 4:00p
Salon A	82. <i>Insights from Project PRIME: The Impact of a Coaching Model in a Summer Institute</i> - Harmon & Barlow	95. <i>Joining with Teachers to Construct an Emergent Curriculum: Lessons from a Partnership in Grades Kindergarten through Six</i> - Galindo, Yoder, Rapacki & Cross	108. <i>Common Core State Standards and Assessment Consortia - History, Status, and What Are the Next Steps</i> - Kepner
Salon B	83. <i>Collaborative Lesson Study in Early Field Experiences</i> - Bieda, Huhn, Kelly & Males	96. <i>NCSM Resources for Mathematics Teacher Educators</i> – Briars & Mitchell	109. <i>Adapting Lesson Study to Improve the Quality of Elementary Pre-service Teachers' Reflection on Practice</i> - Tsegai & Galindo
Salon E	84. <i>Methods Course Materials for Pre-service Teachers Learning about and from Standards-based Curricula</i> - Land	97. <i>Playing/Changing the Game: Rethinking the Knowledge that Mathematics Teachers Need to Teach Marginalized Students</i> - Gutierrez	110. <i>Changing Teachers' Pedagogical Knowledge of Measurement through Professional Development</i> - Strother, Brendefur & Peck
Crystal Cove	85. <i>Examining Mathematics Knowledge for Teaching (MKT) through Classroom Observations</i> - Hasenbank, Kosiak & Mathison	98. <i>Mathematics Teacher Educator - New Journal of AMTE and NCTM</i> – Flores, Reys, and Smith	111. <i>Learning There Together: Mediated Field Experiences in Teacher Education</i> - Campbell, Zavala, Dunleavy, Cundard & Kazemi
Conference Theater	86. <i>Students' Mathematics Thinking: The "Struggles" Student Teachers Notice and the Thinking They Find "Interesting"</i> - Leatham & Peterson	99. <i>RTI (Response to Intervention) and Mathematics: The Potential for Mathematics Education</i> - Gersten & Karp	112. <i>Searching for Treasure: A Metaphor for Thinking about the Beginning Years of Academia</i> - Chauvot
Saddleback	87. <i>Using Empirical Classroom Results to Inform Modifications on a Hypothetical Learning Trajectory for Area</i> - Miller, Cullen & Tobias	100. <i>Pre-service Teachers' Understanding of Relational Thinking</i> - Moyer, Magiera & van den Kieboom	113. <i>Using Critical Discourse Focusing on Reason and Proof to Develop Mathematical Pedagogical Content Knowledge</i> - Gillow-Wiles
Trabuco	88. <i>Expansion in the Classroom: Teaching Pre-service Teachers to Incorporate More Math in Their Lessons</i> - Holaway	101. <i>Middle School Teachers' Conceptions of Justification: Why Use It in the Classroom?</i> - Thanheiser, Staples, Heim & McCaffrey	114. <i>Using an Equipartitioning Learning Trajectory to Restructure Prospective Elementary Teachers' Knowledge</i> - Mojica

Pelican Hill	89. <i>Technological Pedagogical Content Knowledge (TPACK) – Roundtable Sessions: (a) Driskell, Browning, Harrington, Johnston & Niess; (b) Zelkowski; (c) Mudzimir & Shafer</i>	102. <i>Pre-service Teacher Course and Program Design – Roundtable Sessions: (a) Abney & Shiver; (b) Joswick & Manouchehri; (c) Benjamin; (d) Metlitzky & Landman</i>	115. <i>Classroom Connectivity Technology – Roundtable Sessions: (a) Pape, Cifuentes, Prosser, & Wider-Lewis; (b) Hicks; (c) Olson, Gilbert & Olson</i>
Shady Canyon	90. <i>Preparing Teachers to Teach Mathematics to Culturally Diverse Students: Insights from a Community-based Field Experience - Vomvoridi-Ivanovic</i>	103. <i>Pivotal Teaching Moments - Stockero, Van Zoest & Taylor</i>	116. <i>Encouraging Pre-service Teachers' Relational Thinking through Exploring the Hierarchical Classification of Quadrilaterals: A Teaching Experiment - Ng</i>
Quail Hill	91. <i>Are Models Tools for Understanding or Algorithms to Memorize? - Moon</i>	104. <i>Developing Consumers of Coaching - Yopp & Burroughs</i>	117. <i>Language Use with Defining the Whole to Develop Pre-service Elementary Teachers' Understanding of Fractions - Tobias</i>
Woodbridge	92. <i>Using Online Discussion Boards to Promote Re-formation of Pre-service Elementary Teachers' Beliefs about Teaching Mathematics - Webel</i>	105. <i>Tracing Pedagogical Moves in Algebra through Student Solution Strategies - Nix, Lepak, Seashore & Reinholz</i>	118. <i>Mathematics Teachers' Selection and Use of Instructional Materials - Edenfield</i>
Oak Creek	93. <i>Problem Solving Pen-pals: A Partnership between Pre-service Teachers and Kindergarten through Grade Six Students to Improve Problem Solving - Bolyard & Lynch</i>	106. <i>Teaching Pre-service Teachers How to Reason about Statistics - Huey</i>	119. <i>Session canceled</i>
Santiago	94. <i>"Random" Thoughts about Probability and Statistics: The Development of Kindergarten through Grade Eight Mathematics Specialists' Understandings - Smith & Hjalmarson</i>	107. <i>Developing an Equity Pedagogy for Mathematics: An Investigation of Pre-service Teachers' Conceptions - Johnson</i>	120. <i>Instructional Perspectives on Combinations and Permutations – Cadwallader Olsker, Engelke & Annin</i>

Session 82 Salon A
Teacher Professional Development
Individual Session

Insights from Project PRIME: The Impact of a Coaching Model in a Summer Institute

Shannon Harmon, *University of Mississippi*
 Angela Till Barlow, *University of Mississippi*

Presenters will describe the coaching model utilized in their summer institute for middle school mathematics teachers. Video footage of project participants engaging in the coaching process will be discussed. Insights will be shared regarding the impact of the model.

Session 83 Salon B
School and University Partnerships and Projects
Individual Session

Collaborative Lesson Study in Early Field Experiences

Kristen Bieda, *Michigan State University*
 Craig Huhn, *Holt High School*
 Amy Kelly, *Mason High School*
 Josh Males, *Mason High School*

This session will present and discuss an initiative between high school mathematics teachers and teacher education faculty to support mentoring of pre-service teachers and promote mentor teacher development through collaborative lesson study.

Session 84 Salon E
Pedagogical Content Knowledge
Individual Session

Methods Course Materials for Pre-service Teachers Learning about and from Standards-based Curricula

Tonia Land, *Iowa State University*

We describe a set of elementary methods course materials we have developed, piloted, and researched. The materials are structured around the use of Standards-based curriculum materials, the Framework for Analyzing Teaching, and children's mathematical thinking.

Session 85 Crystal Cove
Pedagogical Content Knowledge
Individual Session

Examining Mathematics Knowledge for Teaching (MKT) through Classroom Observations

Jon F. Hasenbank, *University of Wisconsin, La Crosse*
 Jennifer Kosiak, *University of Wisconsin, La Crosse*
 Heather Mathison, *University of Wisconsin, La Crosse*

We report on the development, validation, and pilot of two observation instruments for measuring MKT of mathematics teachers. The projects aim to improve upon existing assessment systems by increasing consistency across programs and enhancing the resolution of the data collected.

Session 86 Conference Theater
Pedagogical Content Knowledge
Individual Session

Students' Mathematics Thinking: The "Struggles" Student Teachers Notice and the Thinking They Find "Interesting"

Keith Rigby Leatham, *Brigham Young University*
 Blake Peterson, *Brigham Young University*

We characterize the thinking student teachers notice when asked to identify instances when students were struggling with mathematics. Come discuss what these novice teachers found "interesting," plausible explanations for somewhat surprising results, and implications for mathematics teacher education programs.

Session 87 Saddleback
Pedagogical Content Knowledge
Individual Session

Using Empirical Classroom Results to Inform Modifications on a Hypothetical Learning Trajectory for Area

Amanda Miller, *Illinois State University*
 Craig Cullen, *Illinois State University*
 Jennifer M. Tobias, *Illinois State University*

This session will share findings on how fourth graders develop conceptions of area. Their mathematical thinking across five lessons, as part of our work with developing a learning trajectory for area, will be illustrated through video clips and work samples.

Session 88 Trabuco
Development of Mathematics Teacher Educators
Individual Session

Expansion in the Classroom: Teaching Pre-service Teachers to Incorporate More Math in Their Lessons

Calli Holaway, *University of Alabama*

Beginning teachers often have difficulty in designing activities that incorporate several mathematical topics. This session will explore how mathematics teacher educators can assist pre-service teachers in expanding "mathematics-limited" activities to include more mathematics as well as higher-order thinking skills.

Session 89 Pelican Hill
Technological Pedagogical Content Knowledge (TPACK)
Roundtable Sessions

Preparing Teachers to Integrate Technology in Teaching Mathematics: What the Research Tells Us

Shannon O. Driskell, *University of Dayton*
Christine Browning, *Western Michigan University*
Rachel A. Harrington, *Western Oregon University*
Christopher Johnston
Margaret L. Niess, *Oregon State University*

We will report on the findings of our synthesis with regards to what we currently know about preparing future teachers to integrate technology in their teaching and make recommendations on areas that need additional research. Session includes opportunity for discussion.

A Longitudinal Study of a Secondary Mathematics Pre-service Program's TPACK Developmental Effectiveness: Lessons Learned

Jeremy S. Zekowski, *The University of Alabama*

For two years, a cohort of secondary mathematics pre-service teachers participated in a new approach to improving their TPACK and beliefs about teaching secondary mathematics through multiple forms of technology. Essential was not initially in their vocabulary; some changed their beliefs.

Helping Pre-service Teachers Develop Technological Pedagogical Content Knowledge (TPACK) through Integration of Methods and Modeling Courses

Rejoice Mudzimiri, *Montana State University*
Kathryn G. Shafer, *Ball State University*

This session describes the impact of concurrent enrollment in a methods and a technology-intensive mathematical modeling course on the development of TPACK in pre-service teachers. A description of the collaboration and major findings will be presented and discussed.

Session 90 Shady Canyon
Equity and Mathematics Education
Individual Session

Preparing Teachers to Teach Mathematics to Culturally Diverse Students: Insights from a Community-based Field Experience

Eugenia Vomvoridi-Ivanovic, *University of South Florida*

This session discusses the affordances and constraints of a community-based field experience where pre-service elementary teachers interact with parents, teachers, and culturally diverse students in an after-school mathematics enrichment program in conjunction with their university-based mathematics methods course.

Session 91 Quail Hill
Pedagogical Content Knowledge
Individual Session

Are Models Tools for Understanding or Algorithms to Memorize?

Kyunghee Moon, *University of California, Santa Barbara*

Models are widely used as tools to support mathematical understanding. However, even for teachers, constructing models and understanding mathematical meanings embedded in models might not be easy. How prospective secondary mathematics teachers make sense of models will be discussed.

Session 92 Woodbridge
Pedagogical Content Knowledge
Individual Session

Using Online Discussion Boards to Promote Re-formation of Pre-service Elementary Teachers' Beliefs about Teaching Mathematics

Corey Weibel, *Montclair State University*

In this session, a methods instructor will share how online discussions gave pre-service elementary teachers opportunities to share different beliefs about teaching mathematics and consider and revise them in light of class activities and field experiences.

Session 93 Oak Creek
School and University Partnerships and Projects
Individual Session

Problem Solving Pen-pals: A Partnership between Pre-service Teachers and Kindergarten through Grade Six Students to Improve Problem Solving

Johnna Bolyard, *West Virginia University*
Sararose Lynch, *Frankfort Middle School*

A Problem-Solving Pen-Pal project between pre-service teachers and sixth graders identified weaknesses in metacognitive skills in both groups. These results prompted instructional changes at both the middle school and pre-service levels designed to address these needs.

Session 94 Santiago
Mathematical Content Knowledge
Individual Session

"Random" Thoughts about Probability and Statistics: The Development of Kindergarten through Grade Eight Mathematics Specialists' Understandings

Toni M. Smith, *George Mason University*
Margret A. Hjalmarson, *George Mason University*

Participants will engage with tasks used to study the development of mathematics specialists' understandings of randomness and its role in statistics/probability; will learn the results of that study; and will discuss implications for the development of teachers and teacher leaders.

Session 95 Salon A
School and University Partnerships and Projects
Individual Session

Joining with Teachers to Construct an Emergent Curriculum: Lessons from a Partnership in Grades Kindergarten through Six

Enrique Galindo, *Indiana University*
 Gina Borgioli Yoder, *Indiana University Purdue University at Indianapolis*
 Lauren J. Rapacki, *Indiana University*
 Dionne Cross, *Indiana University*

We share our approach and lessons learned from a partnership project supporting kindergarten through grade six teachers in fostering students' algebraic thinking. Success has been the result of building trust by constructing together an emergent curriculum responsive to teachers' needs.

Session 96 Salon B
NCSM President
Individual Session

NCSM Resources for Mathematics Teacher Educators

Diane J. Briars, *National Council of Supervisors of Mathematics President*
 Suzanne Mitchell, *NCSM President-Elect, Arkansas State University*

Learn about the latest NCSM resources to support the development of mathematics teacher educators, coaches, and teachers including the PRIME Leadership Framework, position papers and other print materials, along with videos, assessments and student work samples from the Inside Mathematics website.

Session 97 Salon E
AMTE Excellence in Scholarship in Mathematics Teacher Education Award Winner

Playing/Changing the Game: Rethinking the Knowledge that Mathematics Teachers Need to Teach Marginalized Students

Rochelle Gutierrez, *University of Illinois, Urbana-Champaign*

More than just content or pedagogical knowledge, teachers must develop "political knowledge" and become comfortable with uncertainty, seeing tension as a means to develop new knowledge. I highlight what this means in practice for pre-service teachers.

Session 98 Crystal Cove
Association of Mathematics Teacher Educators
Individual Session

Mathematics Teacher Educator - New Journal of AMTE and NCTM

Alfinio Flores, *University of Delaware*
 Barbara J. Reys, *University of Missouri*
 Margaret (Peg) Smith, *University of Pittsburgh*

This session will highlight the details of the new journal, introduce the first editor and editorial panel, and discuss the solicitation of manuscripts and timeline for publication of the first issue. Questions and suggestions from the audience are encouraged.

Session 99 Conference Theater
Equity and Mathematics Education
Individual Session

RTI (Response to Intervention) and Mathematics: The Potential for Mathematics Education

Russell Gersten, *Instructional Research Group*
 Karen S. Karp, *University of Louisville*

This session addresses the evidence base for RTI in mathematics. We will clarify the level of evidence for the eight recommended practices and discuss, with active audience input, the potential for mathematics education to play a leading role in this initiative.

Session 100 Saddleback
Mathematical Content Knowledge
Individual Session

Pre-service Teachers' Understanding of Relational Thinking

John C. Moyer, *Marquette University*
 Marta T. Magiera, *Marquette University*
 Leigh A. van den Kieboom, *Marquette University*

Participants will discuss the results of our research investigation into classroom and fieldwork activities designed to enhance pre-service teachers' relational thinking ability. The activities included a requirement to conduct and analyze interviews aimed at determining students' relational thinking ability.

Session 101 Trabuco
Teacher Professional Development
Individual Session

Middle School Teachers' Conceptions of Justification: Why Use It in the Classroom?

Eva Thanheiser, *Portland State University*
 Megan Staples, *University of Connecticut*
 Krista Heim, *Portland State University*
 Carolyn McCaffrey, *Portland State University*

We share (a) how middle school teachers who incorporate justification into their classrooms regularly think about justification and its role in their classrooms and (b) how that thinking changed over their participation in a prolonged professional development experience focused on justification.

Session 102 Pelican Hill
Pre-service Teacher Course and Program Design Roundtable Sessions

Preparing Math Majors to Teach

Angel Rowe Abney, *Georgia College & State University*
Janet M. Shiver, *Central Washington University*

This session will provide an overview of a newly developed track for mathematics majors wishing to teach. We will discuss our motivation for its development, the curriculum structure, course content, and the struggles and successes of the first implementation.

Bridging Theory and Practice: Course Design in Secondary Mathematics Teacher Preparation

Candace Joswick, *The Ohio State University*
Azita Manouchehri, *The Ohio State University*

Two specific courses have been designed that attempt to help secondary teachers gain greater understanding of current research on learning and teaching of mathematics and ways in which this body of work can inform their instructional design and assessment.

Content Knowledge for Teaching Middle/Secondary Mathematics

Diane Benjamin, *Edgewood College*

This session explores an innovative undergraduate course for middle-secondary pre-service teachers aimed at solidifying content knowledge needed for teaching. Overview of research underpinnings, learning objectives, activities and projects, and initial assessment findings are included. Concrete examples offer a launching-point for dialog.

From In-service to Pre-service: A Professional Development Program Moves Forward

Lilian Metlitzky, *Cal Poly, Pomona*
Greisy Winicki Landman, *Cal Poly, Pomona*

We will discuss the expansion of the SMI (Strengthening Mathematics Instruction) in-service program into pre-service classes. Participants will be exposed to the framework underpinning it; they will be engaged in some tasks designed for pre-service teachers and will analyze them.

Session 103 Shady Canyon
Development of Mathematics Teacher Educators Individual Session

Pivotal Teaching Moments

Shari L. Stockero, *Michigan Technological University*
Laura R. Van Zoest, *Western Michigan University*
Cynthia E. Taylor, *University of Missouri*

We will illustrate the construct of pivotal teaching moments and engage participants in discussions about how teacher educators might improve teachers' abilities to base instruction on student thinking by supporting them in learning to recognize and respond to such moments.

Session 104 Quail Hill
Teacher Professional Development Individual Session

Developing Consumers of Coaching

David Yopp, *Montana State University*
Elizabeth Burroughs, *Montana State University*

This presentation examines a model for orienting teachers who are receiving mathematics coaching. It describes the development of and results from an instrument designed to measure and communicate teachers' needs to coaches.

Session 105 Woodbridge
Pedagogical Content Knowledge Individual Session

Tracing Pedagogical Moves in Algebra through Student Solution Strategies

Sarah Nix, *University of California, Berkeley*
Jerilynn Lepak, *Michigan State University*
Kimberly Seashore, *University of California, Berkeley*
Daniel Reinholz, *University of California, Berkeley*

We will share our characterization of "good" algebra word problems, those problems which can be used to develop and assess robust student understanding. We will also explore how teaching practices influence strategies students employ in solving complex algebraic word problems.

Session 106 Oak Creek
Mathematical Content Knowledge Individual Session

Teaching Pre-service Teachers How to Reason about Statistics

Maryann Elizabeth Huey, *The University of Missouri*

This interactive session will focus on the development of middle and high school pre-service mathematics teachers' statistical reasoning during a content course. Responses to real-world tasks will be shared, and implications for teaching and designing statistics content courses will be discussed.

Session 107 Santiago
Equity and Mathematics Education Individual Session

Developing an Equity Pedagogy for Mathematics: An Investigation of Pre-service Teachers' Conceptions

Delayne Johnson, *Clemson University*

This study examined pre-service teachers' conceptions of equity and explanations of why race was/was not addressed as relevant to equity in mathematics. We will examine participants' responses and explore implications for equipping future teachers to develop an equity pedagogy.

Session 108 Salon A
Mathematics Education Policy and Program Issues
 Individual Session

Common Core State Standards and Assessment Consortia - History, Status, and What Are the Next Steps?

Henry Sieber Kepner, *University of Wisconsin, Milwaukee*

Recently, the standards/assessment movement has been dominated by the political arena. This session will look at the process and focus on challenges NCTM has in gaining influence, and impact on these decisions. Participants will share experiences across states and consortia.

Session 109 Salon B
Pre-Service Teacher Field Experiences
 Individual Session

Adapting Lesson Study to Improve the Quality of Elementary Pre-service Teachers' Reflection on Practice

Samuel K. Tsegai, *Indiana University*
 Enrique Galindo, *Indiana University*

We share results from an NSF-funded project that supports future elementary teachers to learn to reflect on practice using lesson study. Lesson study is used both to scaffold their reflections on practice and to examine the quality of their reflections.

Session 110 Salon E
Pedagogical Content Knowledge
 Individual Session

Changing Teachers' Pedagogical Knowledge of Measurement through Professional Development

Sam Strother, *Boise State University*
 Jonathan Brendefur, *Boise State University*
 Duane Peck, *Boise State University*

First, this presentation will highlight a professional development project. Second, it will focus on the change in teachers' knowledge related to key ideas in measurement. Finally, it will highlight the changes in the teachers' instructional practices over the eight months of professional development.

Session 111 Crystal Cove
Pre-Service Teacher Field Experiences
 Individual Session

Learning There Together: Mediated Field Experiences in Teacher Education

Sunshine Campbell, *Evergreen State College*
 Maria del Rosario Zavala, *University of Washington*
 Teresa Kathleen Dunleavy, *University of Washington*
 Adrian Cundard, *University of Washington*
 Elham Kazemi, *University of Washington*

Educators from one elementary/secondary teaching program present findings on the impact of common field experiences in methods courses. Rich learning opportunities were gained by novice teachers, classroom teachers and teacher educators. Designs and challenges will be discussed.

Session 112 Conference Theater
Development of Mathematics Teacher Educators
 Individual Session

Searching for Treasure: A Metaphor for Thinking about the Beginning Years of Academia

Jennifer Chauvot, *University of Houston*

Aspects of a classic mathematics problem are compared to experiences of junior faculty seeking promotion and tenure. Drawing from this analysis and from literature about the professional development of mathematics teacher educators, recommendations to support junior faculty are provided.

Session 113 Saddleback
Mathematical Content Knowledge
 Individual Session

Using Critical Discourse Focusing on Reason and Proof to Develop Mathematical Pedagogical Content Knowledge

Henry Gillow-Wiles, *Oregon State University*

Analysis of written and video-taped discourse from a ten day summer institute focusing on reasoning and proof skills indicated that changes in understanding coincided with changes in the structure of student discourse. Further research will utilize Scoop Portfolios.

Session 114 Trabuco
Pedagogical Content Knowledge
 Individual Session

Using an Equipartitioning Learning Trajectory to Restructure Prospective Elementary Teachers' Knowledge

Gemma Mojica, *University of North Carolina, Greensboro*

Results will be shared from work on using a learning trajectories approach to support prospective teachers as they restructure their knowledge. Instructional activities that can be utilized within a methods course to support this development will be discussed.

Session 115
Classroom Connectivity Technology
Roundtable Sessions

Pelican Hill

Professional Development to Support Community College Teachers' Implementation of Classroom Connectivity Technology

Stephen Joseph Pape, *University of Florida*
Paula Cifuentes, *Florida Gateway College*
Sherri Prosser, *University of Florida*
Felicia Wider-Lewis, *University of Florida*

This session will describe a year-long professional development project to support community college mathematics instructors in implementing classroom connectivity technology. The faculty examined classroom discourse and learned to use the TI-Nspire with Navigator as a tool to facilitate their instructional practices.

Algebra Teaching Knowledge with Technology: What Does It Look Like?

Sarah Jane Hicks, *Rockhurst University*

I will illustrate secondary algebra teaching and knowledge with the new TI-Nspire calculator and engage participants in discussing what knowledge teachers should possess and utilize while teaching high school algebra with technology along with implications for teacher education.

The Nexus between Formative Assessment and Technology in Networked Classrooms. What Have We Learned?

Judith Olson, *University of Hawaii*
Michael Gilbert, *University of Massachusetts, Boston*
Melfried Olson, *University of Hawaii*

This session will report on a professional development research project with seventh-grade teachers. The session will discuss the interaction of teacher content knowledge, formative assessment, student and teacher discourse, pedagogical issues and establishing social norms, and issues in implementing technology.

Session 116
Mathematical Content Knowledge
Individual Session

Shady Canyon

Encouraging Pre-service Teachers' Relational Thinking through Exploring the Hierarchical Classification of Quadrilaterals: A Teaching Experiment

Dicky Noto Afiah Ng, *Utah State University*

This session shares a teaching experiment with pre-service elementary teachers in developing their geometric reasoning by exploring the hierarchical structure of quadrilaterals. Three different strategies were compared: (a) imposition of properties, (b) relaxation of properties, and (c) both imposition and relaxation.

Session 117
Mathematical Content Knowledge
Individual Session

Quail Hill

Language Use with Defining the Whole to Develop Pre-service Elementary Teachers' Understanding of Fractions

Jennifer M. Tobias, *Illinois State University*

A classroom teaching experiment was conducted in an elementary mathematics content course to examine pre-service teachers' development of fraction concepts and operations. Development of language use with fractions will be examined through video clips and student work samples.

Session 118
Mathematics Education Policy and Program Issues
Individual Session

Woodbridge

Mathematics Teachers' Selection and Use of Instructional Materials

Kelly W. Edenfield, *Kennesaw State University*

This presentation highlights the findings of a dissertation study that examined a group of high school teachers' evaluation, selection, and use of mathematics instructional materials during their first implementation of a new course in the state mathematics curriculum.

Session 120
Mathematical Content Knowledge
Individual Session

Santiago

Instructional Perspectives on Combinations and Permutations

Todd Cadwallader Olsker, *California State University, Fullerton*
Nicole Engelke, *California State University, Fullerton*
Scott Annin, *California State University, Fullerton*

When solving counting problems, students are taught to use a combination formula when order does not matter, and to use a permutation formula when order does matter. We suggest that this is a false dichotomy and will present alternatives.



Judith E. Jacobs Lecture

Salon A/B

***Learning for Tomorrow:
Challenges and Opportunities in Mathematics Teacher Education***

Joan Ferrini-Mundy, *Michigan State University*

Mathematics teacher educators face novel challenges and unprecedented opportunities today. A recent report of the President's Council of Advisors on Science and Technology calls on the nation to "recruit and train 100,000 great STEM teachers over the next decade who are able to prepare and inspire students." How can the mathematics teacher education community assume leadership in designing, implementing, and studying the impact of such preparation? Mathematics should be the focal point of the current "STEM education" movement, especially with the availability of Common Core State Standards. What is the role for the mathematics teacher education community? And, the educational landscape is changing rapidly. Students already have access to learning tools "anytime, anywhere." Teachers have direct access to the data and tools used by mathematicians and scientists. Exciting activities are underway in mathematics teacher education and professional development today. As we look toward tomorrow, what are the implications and possibilities for research and practice in teacher preparation and professional development?



Dinner

Salon C/D

NOTES

OVERVIEW OF SATURDAY, JANUARY 29, 2011

	8:00a - 8:45a	9:00a - 10:15a
Salon A	121. <i>The Teacher Education and Development Study in Mathematics: Preparation for Teaching in 17 Countries</i> - Senk & Tatto	134. <i>Common Core State Standards (CCSS) and the Preparation of Teachers of Mathematics</i> - Kersaint, McCallum, Silver & Reys
Salon B	122. <i>Effect of Lesson Implementation, Assessment of Student Work and Reflection on Pre-service Teachers' Understanding of Fractions</i> - Wilkerson, Cooper, Meyer & Baker	135. <i>Scaling Practice-based Professional Development: Issues and Design Considerations</i> - Boerst, Sleep, Suzuka, Ball, Wray & Kobett
Salon E	123. <i>Teachers' Descriptions of Worthwhile Mathematical Tasks: Experiences Implementing a Task-based, Reform-oriented Curriculum</i> - Singletary, de Araujo & Lowe	136. <i>Understanding the Role of Mathematics in Emerging Practice through Balance among Mathematics, Sensitivity and Management</i> - Zbiek, Heid & Blume
Crystal Cove	124. <i>Action Research about Facilitating High Quality Teacher Action Research</i> - Heaton & Smith	137. <i>Mathematics Teacher Noticing: Seeing through Teachers' Eyes</i> - Philipp, Sherin, Jacobs, Goldsmith, Santagata, Seago & van Es
Conference Theater	125. <i>Preparing Pre-service Teachers to Help Children Develop Proportional Reasoning</i> - Assad & Vogel	138. <i>Advocating for Mathematics Teacher Education Programs in a Time of Challenge</i> – Strutchens, Karp & Cronin
Saddleback	126. <i>Supporting Pre-service Teachers in Understanding Themselves as Mathematics Teachers</i> - Neumayer DePiper & Edwards	139. <i>Clinical Interviews: Window into Pre-service Teachers' Learning about Students' Mathematical Thinking</i> - Magiera, Moyer & van den Kieboom
Trabuco	127. <i>Articulated Learning Trajectories in Middle-Grades Mathematics Textbooks: Implications for Teacher Education Programs and Coursework</i> - Olson	140. <i>Content-focused Methods Courses: Integrating Pedagogy and Mathematical Content that Is Central to the Grade Seven through Twelve Curriculum</i> - Steele, Smith & Hillen
Pelican Hill	128. <i>Professional Development of Teachers – Roundtable Sessions: (a) Bahr & Monroe; (b) Culpepper, Hanna & Vyas; (c) Novak & Powers</i>	141. <i>Exploration of an Instructional Activity: The Learning of Pre-service Teachers, In-service Teachers, and Elementary Students</i> - Hintz, Chan & Kelley-Petersen

Shady Canyon	<i>129. Supporting the Mathematical Development of Graduate Pre-service Elementary Teachers - Welder & Champion</i>	<i>142. Capturing Classroom Practices that Lead to Competence with Complex Algebraic Tasks - Kim, Lepak, Levin, Louie, Reinholz, Shah, Wernet, & Floden</i>
Quail Hill	<i>130. Toward the Development of Critically Conscious Pre-service Elementary Teachers - Hensberry & Bostic</i>	<i>143. Meaningfully Integrating Field Experience and Methods - Hughes, Noh & Balong</i>
Woodbridge	<i>131. Mathematics Lesson Planning Practices - Amador</i>	<i>144. Leverage Points in Teacher Knowledge: Examining Relationships between Content Knowledge and Pedagogical Content Knowledge of Practicing Teachers - Dingman, Kent, Empson & Baek</i>
Oak Creek	<i>132. Pre-service Teachers' Problem Solving Strategies and Math Anxiety in Relation to Contextual Versus Non-contextual Problems - Nisbet, Molina & Fernandez</i>	<i>145. Establishing Valid Mathematical Justification for Teachers and Students - Campbell, Lesseig, Perkowski, Elliott, & Lannin</i>
Santiago	<i>133. Pre-service Teachers' Explanation of Students' Invented Strategies for Whole Number Subtraction - Son & Matheny</i>	<i>146. International Teaching Experiences Informing and Shaping our Practices in Teacher Education - Hillman, Moskowitz, Stein & Beckmann</i>

Session 121 Salon A
Mathematics Education Policy and Program Issues
Individual Session

The Teacher Education and Development Study in Mathematics: Preparation for Teaching in 17 Countries

Sharon Louise Senk, *Michigan State University*
 Maria Teresa Tatto, *Michigan State University*

This session provides a description of the design and first findings of the TEDS-M Study, including the level and depth of the mathematics and related teaching knowledge attained by prospective primary and lower secondary school teachers and opportunities to attain such knowledge

Session 122 Salon B
Pedagogical Content Knowledge
Individual Session

Effect of Lesson Implementation, Assessment of Student Work and Reflection on Pre-service Teachers' Understanding of Fractions

Trena Wilkerson, *Baylor University*
 Sandi Cooper, *Baylor University*
 Rachele Meyer, *Baylor University*
 Betty Ruth Baker, *Baylor University*

In a study on teaching and learning fractions, elementary pre-service teachers worked with kindergarten-third grade students in an urban elementary school. Presenters will share effects on understandings held by the pre-service teachers, both in terms of mathematical and pedagogical content knowledge.

Session 123 Salon E
Pedagogical Content Knowledge
Individual Session

Teachers' Descriptions of Worthwhile Mathematical Tasks: Experiences Implementing a Task-based, Reform-oriented Curriculum

Laura Marie Singletary, *University of Georgia*
 Zandra de Araujo, *University of Georgia*
 Laura Lowe, *University of Georgia*

This session will focus on the findings of a study exploring teachers' experiences implementing a task-based, reform-oriented curriculum. Issues discussed will include challenges and benefits of teaching with tasks for teachers and students, as well as implications for teacher educators.

Session 124 Crystal Cove
Teacher Professional Development
Individual Session

Action Research about Facilitating High Quality Teacher Action Research

Ruth M. Heaton, *University of Nebraska, Lincoln*
 Wendy M. Smith, *University of Nebraska, Lincoln*

We describe what we have learned and prompt discussion about high quality teacher research and how to help teachers engage in it from our five-year effort to guide over 150 middle level math teachers through teacher research projects.

Session 125 Conference Theater
Pedagogical Content Knowledge
Individual Session

Preparing Pre-service Teachers to Help Children Develop Proportional Reasoning

Dorothy Ann Assad, *Austin Peay State University*
 Jackie Vogel, *Austin Peay State University*

The implementation of a methods course, centered on proportional reasoning in grades 4-6, is described. A study of the content and pedagogy in the sixth grade MathScape curriculum provides a model for teaching and deepens understanding of content.

Session 126 Saddleback
Equity and Mathematics Education
Individual Session

Supporting Pre-service Teachers in Understanding Themselves as Mathematics Teachers

Jill M. Neumayer DePiper, *University of Maryland*
 Ann Edwards, *University of Maryland*

This session engages participants in and reports on an intervention designed to support pre-service elementary teachers in thinking critically about their understandings of themselves as mathematics teachers and their practice. Implications for pre-service teacher education will be discussed.

Session 127 Trabuco
Mathematics Education Policy and Program Issues
Individual Session

Articulated Learning Trajectories in Middle-Grades Mathematics Textbooks: Implications for Teacher Education Programs and Coursework

Travis A. Olson, *University of Nevada, Las Vegas*

Results are reported from a mathematical content analysis of articulated learning trajectories related to the development of patterning concepts in four middle-grades textbook series. Time for discussion of implications for teacher education programs, and course content and activities, is provided.

Session 128
Professional Development of Teachers
Roundtable Sessions

Pelican Hill

An Integrated Model of Teacher Change (IMTC) in an Era of Mathematical Reform

Damon Bahr, *Brigham Young University*
Eula Ewing Monroe, *Brigham Young University*

The IMTC represents a synthesis of teacher change research conducted from disciplinary, psychological, and sociological positions within three domains—beliefs, knowledge, and practice. This model facilitates both the development of outcomes for and the conducting of inquiry into teacher learning.

Building Community in Online Learning Environments

Shea Mosley Culpepper, *University of Houston*
Whitney Grese Hanna, *University of Houston*
Anita Vyas, *University of Houston*

Informed by sociocultural theory and the research on communities of practice, this presentation highlights how developers of an online masters program for middle school math/science teachers focused on building a community of practice among the participants.

Using Authentic Scholarly Practice in an Online Teacher Professional Development Course

Jodie Novak, *University of Northern Colorado*
Robert Powers, *University of Northern Colorado*

This session presents the philosophy of the Mathematics Teacher Leadership Center master's program and two authentic performance tasks used for teaching and evaluation purposes during an online teacher professional development course on teaching geometry for secondary teachers.

Session 129
Mathematical Content Knowledge
Individual Session

Shady Canyon

Supporting the Mathematical Development of Graduate Pre-service Elementary Teachers

Rachael M. Welder, *Hunter College, The City University of New York*
Joe Champion, *Texas A&M University, Corpus Christi*

This session focuses on the mathematical content preparation of career switchers enrolled in graduate elementary teacher preparation programs. Session participants will engage in discussion arising from results of the presenters' mixed methods study of ten graduate pre-service teachers.

Session 130
Equity and Mathematics Education
Individual Session

Quail Hill

Toward the Development of Critically Conscious Pre-service Elementary Teachers

Karina K. R. Hensberry, *University of Florida*
Jonathan David Bostic, *University of Florida*

This session will provide participants with an opportunity to engage in collaborative reflection among teacher educators and discuss the results of two interventions aimed at developing pre-service elementary mathematics teachers who are critically conscious.

Session 131
Teacher Professional Development
Individual Session

Woodbridge

Mathematics Lesson Planning Practices

Julie Amador, *Indiana University*

This session will describe the mathematics lesson planning practices of elementary school teachers and will provide an analysis of lesson plan enactment during the teaching process. Implications for educators of pre-service and in-service teachers will be highlighted.

Session 132
Pedagogical Content Knowledge
Individual Session

Oak Creek

Pre-service Teachers' Problem Solving Strategies and Math Anxiety in Relation to Contextual Versus Non-contextual Problems

Leslie D. Nisbet, *Florida International University*
Roxanne Molina, *Florida International University*
Maria L. Fernandez, *Florida International University*

Findings from a research study investigating the use of contextual versus non-contextual problems as a strategy for reducing math anxiety in an elementary math methods course will be presented. Contextual and non-contextual problems, teacher strategies, and perceptions will be shared.

Session 133
Pedagogical Content Knowledge
Individual Session

Santiago

Pre-service Teachers' Explanation of Students' Invented Strategies for Whole Number Subtraction

Ji Won Son, *University of Tennessee*
Ellen Burleson Matheny, *University of Tennessee*

This session presents findings of a study investigating pre-service teachers' understanding and explanation of students' invented strategies and the traditional algorithms for whole number subtraction. Implications for teacher education are discussed in accordance with the findings of the study.

Session 134 Salon A
Mathematics Education Policy and Program Issues Symposium

Common Core State Standards (CCSS) and the Preparation of Teachers of Mathematics

Gladis Kersaint, *University of South Florida*
 William G. McCallum, *University of Arizona*
 Edward A. Silver, *University of Michigan*
 Barbara J. Reys, *University of Missouri*

This panel discussion addresses implications of the Common Core State Standards, adopted by 35+ states for the preparation of mathematics teachers. A summary of needed work will be highlighted. Perspectives from the mathematics and mathematics education community will be shared.

Session 135 Salon B
Teacher Professional Development Symposium

Scaling Practice-based Professional Development: Issues and Design Considerations

Timothy A. Boerst, *University of Michigan*
 Laurie Sleep, *University of Michigan*
 Kara Suzuka, *University of Michigan*
 Deborah Loewenberg Ball, *University of Michigan*
 Jon Wray, *Howard County Public Schools*
 Beth McCord Kobett, *Stevenson University*

This symposium uses examples from a materials development project to consider ways in which the field can increase access to high-quality practice-based professional development while simultaneously developing the capacity of those who facilitate such professional learning opportunities.

Session 136 Salon E
Mathematical Content Knowledge Symposium

Understanding the Role of Mathematics in Emerging Practice through Balance among Mathematics, Sensitivity and Management

Rose Mary Zbiek, *The Pennsylvania State University*
 M. Kathleen Heid, *The Pennsylvania State University*
 Glen Blume, *The Pennsylvania State University*

Participants use and evaluate a research-developed tool to understand how emerging teachers' mathematical content knowledge concurrently supports and conflicts with the mathematical experiences found in their classrooms as they strive to balance mathematics with concern for students and management issues.

Session 137 Crystal Cove
Teacher Professional Development Symposium

Mathematics Teacher Noticing: Seeing through Teachers' Eyes

Randolph Philipp, *San Diego State University*
 Miriam Gamoran Sherin, *Northwestern University*
 Victoria Jacobs, *San Diego State University*
 Lynn Goldsmith, *Education Development Center*
 Rossella Santagata, *University of California, Irvine*
 Nanette Seago, *WestEd*
 Elizabeth van Es, *University of California, Irvine*

The editors and several authors of a soon-to-be published edited book will lead this interactive symposium addressing the definition, operationalization, recent research, new developments, and professional development implications for the study of mathematics teacher noticing.

Session 138 Conference Theater
AMTE Advocacy Task Force Discussion Session

Advocating for Mathematics Teacher Education Programs in a Time of Challenge

Marilyn E. Strutchens, *Auburn University*
 Karen S. Karp, *University of Louisville*
 Della Cronin, *Washington Partners*

In this session participants will discuss ways that the Association of Mathematics Teacher Educators can more effectively advocate on behalf of mathematics teacher educators in discussions related to teacher education policy. Participants will also learn practical strategies for sharing their opinions and expertise with elected officials charged with developing education laws so that the concerns of math teacher educators are considered in any new policies.

Session 139 Saddleback
Mathematical Content Knowledge Symposium

Clinical Interviews: Window into Pre-service Teachers' Learning about Students' Mathematical Thinking

Marta T. Magiera, *Marquette University*
 John C. Moyer, *Marquette University*
 Leigh A. van den Kieboom, *Marquette University*

In this session we will characterize two types of clinical interviews we use in our practice with pre-service teachers and engage participants in a discussion of the role of clinical interviews in mathematics teacher preparation programs.

Session 140 **Mathematical Content Knowledge Symposium** **Trabuco**

Content-focused Methods Courses: Integrating Pedagogy and Mathematical Content that Is Central to the Grade Seven through Twelve Curriculum

Michael David Steele, *Michigan State University*
Margaret S. Smith, *University of Pittsburgh*
Amy Hillen, *Kennesaw State University*

Supporting secondary teachers in developing the specialized content knowledge needed for teaching can be challenging in typical teacher preparation experiences. In this session, we discuss a model for integrating systematic study of mathematics content into mathematics methods courses.

Session 141 **Pedagogical Content Knowledge Symposium** **Pelican Hill**

Exploration of an Instructional Activity: The Learning of Pre-service Teachers, In-service Teachers, and Elementary Students

Allison Hintz, *University of Washington, Bothell*
Angela Grace Chan, *University of California, Los Angeles*
Megan Kelley-Petersen, *University of Washington*

Participants will explore the affordances of "Instructional Activities" for mathematics teaching and learning from the angle of pre-service teacher, in-service teacher, and elementary student. Artifacts of practice from three research studies will provide the basis for discussion.

Session 142 **Development of Mathematics Teacher Educators Symposium** **Shady Canyon**

Capturing Classroom Practices that Lead to Competence with Complex Algebraic Tasks

Hee-jeong Kim, *University of California, Berkeley*
Jerilynn Lepak, *Michigan State University*
Mariana Levin, *University of California, Berkeley*
Nicole Louie, *University of California, Berkeley*
Daniel Reinholz, *University of California, Berkeley*
Niral Shah, *University of California, Berkeley*
Jamie Lynn Wernet, *Michigan State University*
Robert E. Floden, *Michigan State University*

In this session we will share the development and initial results of an analytic scheme for observing mathematics classroom instruction. Participants will have the opportunity to use the scheme on a video clip and discuss the results of the observation.

Session 143 **Pre-Service Teacher Field Experiences Discussion Session** **Quail Hill**

Meaningfully Integrating Field Experience and Methods

Elizabeth K. Hughes, *University of Northern Iowa*
Jihwa Noh, *University of Northern Iowa*
Megan Elizabeth Balong, *University of Northern Iowa*

Secondary pre-service teachers find the field experience portion of their methods classes to be valuable while professors find it difficult to integrate within courses. Why is this and what can we do to mediate this tension? Let's talk!

Session 144 **Teacher Professional Development Individual Session** **Woodbridge**

Leverage Points in Teacher Knowledge: Examining Relationships between Content Knowledge and Pedagogical Content Knowledge of Practicing Teachers

Shannon W. Dingman, *University of Arkansas*
Laura W. Kent, *University of Arkansas*
Susan Empson, *University of Texas*
Jae M. Baek, *Illinois State University*

We examine relationships between practicing teachers' common content knowledge (CCK) and knowledge of content and students (KCS), and how these forms of teacher knowledge can inform the development of professional development that can foster development of teachers' specialized content knowledge (SCK).

Session 145 **Mathematical Content Knowledge Discussion Session** **Oak Creek**

Establishing Valid Mathematical Justification for Teachers and Students

Matthew Campbell, *Oregon State University*
Kristin Lesseig, *Oregon State University*
Michael Perkowski, *University of Missouri*
Rebekah Elliott, *Oregon State University*
John Lannin, *University of Missouri*

This discussion session will engage participants in a focused investigation of the role of mathematical justification in teacher and student learning. Using math tasks, video, and productions of teachers' and students' justifications, conversations will be grounded in specific artifacts.

Session 146 **Teacher Professional Development Symposium** **Santiago**

International Teaching Experiences Informing and Shaping our Practices in Teacher Education

Susan Hillman, *Saginaw Valley State University*
Stuart Moskowitz, *Humboldt University*
Robert Stein, *California State University, San Bernardino*
Sybilla Beckmann, *University of Georgia*

Experiences working with mathematics teachers in schools around the world provide a global perspective to mathematics teacher education. Discussion will address ways these experiences inform and shape our teaching practices in preparing future teachers and teacher leaders.



Closing Session

Salon A/B

It's Your Choice: Research and Practice Pathways in STEM Education

William F. Tate, *Washington University in St. Louis*

A growing bi-partisan movement seeks expansion in routes that credential and develop STEM education professionals. What are central underpinnings guiding this movement? We examine this and explore the potential significance of research and practice pathways in mathematics teacher education.



Lunch and Business Meeting

Salon C/D

AMTE EVENTS AT THE 2011 NCTM AND NCSM ANNUAL CONFERENCES IN INDIANAPOLIS, INDIANA

AMTE Special Interest Session at the NCSM Conference

Wednesday afternoon, April 13, 2011
2:45 – 4:15 pm
Location TBA

AMTE Reception at the NCTM Conference

Thursday, April 14, 2011
6:00 - 7:30 pm
Marriott Ballroom 3 & 4
Indianapolis Marriott Hotel Downtown

All members and interested persons are invited to attend.

For more detailed information,
please see www.amte.net.

AMTE's 2012 ANNUAL CONFERENCE

We invite you to plan to attend and speak at next year's Sixteenth Annual AMTE Conference, which will be held on February 9 - 11, 2012, in Fort Worth, Texas. The *Call for Proposals* will be available on the AMTE website (www.amte.net) by March 4, 2011 and in the next issue of *AMTE Connections*. Keith Leatham of Brigham Young University (kleatham@mathed.byu.edu) will be the Program Chair. **The deadline for submitting proposals is May 13, 2011.**

The 2013 Conference will be held somewhere in the southeastern part of the United States. Stay tuned for more information!



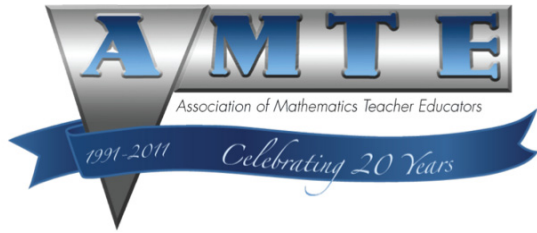
Anniversary Trivia

In what year and what city were the first AMTE-arranged sessions at the NCSM Annual Meeting presented?

1993 in Seattle, WA

In what year did AMTE become an Affiliate member of NCTM?

1961



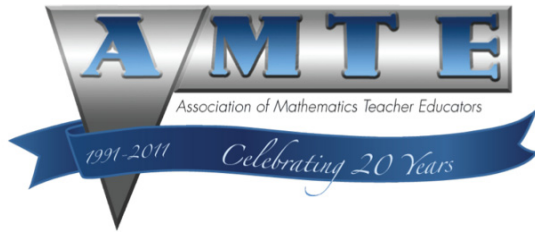
HISTORY OF THE JUDITH E. JACOBS LECTURE

The Judith E. Jacobs Lecture was established in 2003 to honor Dr. Judith E. Jacobs, one of the founding members of AMTE. Dr. Jacobs was instrumental in developing AMTE into a national organization and in the development of the AMTE conference with its current structure and emphasis on interaction. Judith Jacobs is an active member who served as the treasurer, the president, and as the first executive director. The Judith Jacobs Lecture was established after Dr. Jacobs completed her tenure as AMTE Executive Director.

Dr. Jacobs gave the first lecture where she described what it means to be a mathematics teacher educator and outlined how being a mathematics teacher educator is different from being a mathematics teacher, a career professional developer, or a researcher in mathematics education research. She challenged us to recognize our roles as mathematics teacher educators and through this organization, an outlet was created to share and learn from each other.

Judith E. Jacobs Lecturers

Year	Judith E. Jacobs Lecturer	Affiliation	Title of Talk
2011	Joan Ferrini-Mundy	Michigan State University	<i>Learning for Tomorrow: Challenges and Opportunities in Mathematics Teacher Education</i>
2010	James Hiebert	University of Delaware	<i>Building Knowledge for Helping Teachers Learn to Teach: An Alternative Path for Teacher Education</i>
2009	Jeremy Kilpatrick	University of Georgia	<i>Going to War with the Army You Have</i>
2008	Ed Silver	University of Michigan	<i>Mathematics Teacher Education in Dodge City: Desperately Seeking Wyatt Earp and Henry Poincare</i>
2007	Deborah Loewenberg Ball	University of Michigan	<i>The Core and Contemporary Challenges of Mathematics Teacher Education</i>
2006	Judith Sowder	San Diego State University	<i>Preparing Elementary Teachers: The Role of Reasoning about Numbers and Quantities</i>
2005	Glenda Lappan	Michigan State University	<i>Reflections on a Lifetime of Work: Why Curriculum Matters</i>
2004	Thomas J. Cooney	University of Georgia	<i>The Role of Mathematics Teacher Education: Reform or Enculturation?</i>
2003	Judith E. Jacobs	California State Polytechnic University - Pomona	<i>Improving Mathematics Education: Mathematics Teacher Educators Lead the Way</i>



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Akwaji-Anderson, Comfort J.	<i>Iowa State University</i>	comforta@iastate.edu	80
Amador, Julie	<i>Indiana University</i>	jamador@indiana.edu	131
Annin, Scott	<i>California State University, Fullerton</i>	sannin@fullerton.edu	120
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Baek, Jae M.	<i>Illinois State University</i>	jbaek@ilstu.edu	144
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Baker, Betty Ruth	<i>Baylor University</i>	Betty_Ruth_Baker@baylor.edu	122
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2010-2013

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Awards Committee

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2009-2012

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2010-2013

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Constitution and By-laws Committee

2010-2012

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Established 4-20-10, target completion date: Fall 2010

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Established May 2010, target completion date: Fall 2011

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 Anita Lenges, The Evergreen State College
 Xuhui Li, California State University-Long Beach
 Cathy Liebars, The College of New Jersey
 Gwendolyn Lloyd, Penn State University
 Kevin LoPresto, Radford University
 LouAnn Lovin, James Madison University
 Monique Lynch, National Council of Teachers of Mathematics
 Marta Magiera, Marquette University
 Lorraine Males, Michigan State University
 Azita Manouchehri, The Ohio State University
 Hope Marchionda, Western Kentucky University
 Susann Mathews, Wright State University
 Kelly McCormick, University of Southern Maine
 Ann McCoy, University of Central Missouri
 Kevin McLeod, University of Wisconsin-Milwaukee
 Sherry Meier, Illinois State University
 Gayle Millsaps, Purdue University-Calumet
 Rebecca Mitchell, Boston College
 Roxanne Molina, Florida International University
 Kyunghee Moon, University of California, Santa Barbara
 Shelby Morge, University of North Carolina Wilmington
 Eileen Murray, University of Georgia
 Nirmala Naresh, Miami University
 Jill Newton, Purdue University
 Dicky Ng, Utah State University
 Giang-Nguyen Nguyen, Florida State University
 Patricia Nugent, Bradley University
 Julie Nurnberger-Haag, Michigan State University
 Dana Olanoff, Syracuse University
 S. Asli Ozgun-Koca, Wayne State University
 Stephen Pape, University of Florida
 Nikita Patterson, Kennesaw State University
 Barba Patton, University of Houston-Victoria
 Duane Peck, Boise State University
 Lauren Persky, University of Washington
 Christine Phelps, Central Michigan University
 Kathleen Pitvorec, University of Illinois
 Drew Polly, UNC Charlotte
 Gina Post, Wittenberg University
 Margaret Rathouz, University of Michigan-Dearborn
 Robert Ronau, University of Louisville
 George Roy, University of South Florida St. Petersburg
 Farshid Safi, The College of New Jersey
 Kyle Schultz, James Madison University
 Ruthmae Sears, University of Missouri
 Kimberly Seashore, University of California, Berkeley
 Sarah Selmer, West Virginia University
 Valerie Sharon, Sam Houston State University
 Meghan Shaughnessy, University of Michigan
 Milan Sherman, University of Pittsburgh
 Ksenija Simic-Muller, Pacific Lutheran University
 Ajay Singh, University of Oregon
 Wendy Smith, University of Nebraska-Lincoln
 Stephanie Smith, Georgia State University
 Ryan Smith, North Carolina State University
 Marvin Smith, Kennesaw State University
 Michael Steele, Michigan State University
 Jeremy Strayer, Indiana State University
 Gabriel Stylianides, University of Pittsburgh
 Shannon Sweeny, Michigan State University
 Sylvia Taube, Sam Houston State University
 Rukiye Taylan, University of Missouri
 Megan Taylor, Harvard University Graduate School of Education
 Cynthia Taylor, University of Missouri
 Dawn Teuscher, Arizona State University
 Amanda Thomas, University of Missouri-Columbia
 Jennifer Tobias, Illinois State University
 Juliana Utley, Oklahoma State University
 Laura Van Zoest, Western Michigan University
 Eugenia Vomvori-Ivanovic, University of South Florida
 Anita Wager, University of Wisconsin-Madison
 Crystal Walcott, Indiana University Purdue University Columbus
 Jane Wilburne, Penn State Harrisburg
 Peter Wiles, Eastern Illinois University
 Trena Wilkerson, Baylor University
 P. Holt Wilson, University of North Carolina - Greensboro
 Greisy Winicki Landman, Dept of Mathematics, Cal Poly Pomona
 Jeremy Zelkowski, The University of Alabama

PUBLICATIONS

Publications Director: Alfinio Flores

AMTE Monograph Series

Series Editor (2008-2011): Marilyn Strutchens, Auburn University, AL; strutme@auburn.edu

Seventh Monograph

Co-Editor: Johnny Lott, University of Mississippi, University, MS; jlott@olemiss.edu
Co-Editor: Jennifer Luebeck, University of Montana, Bozeman, MT; luebeck@math.montana.edu
Jane Keiser, Miami University of Ohio, OH; keiserjm@muohio.edu
Carol Malloy, University of North Carolina, NC; cmalloy@email.unc.edu
Eric Milou, Rowan University, NJ; milou@rowan.edu
Melfried Olson, University of Hawaii, HI; melfried@hawaii.edu
Laura Spielman, Radford University, VA; lspielman@radford.edu
Sheri Stockero, Michigan Technological University, MI; stockero@mtu.edu
Amy Hillen, Kennesaw State University, GA; ahillen@kennesaw.edu
Dorothy White, University of Georgia, GA; dywhite@uga.edu
Trena Wilkerson, Baylor University, TX; Trena_Wilkerson@baylor.edu
Marilyn Strutchens, Auburn University, AL; strutme@auburn.edu (AMTE Board)

AMTE Special Issue of JMTE

Editor: Marilyn Strutchens, Auburn University, AL; STRUTME@auburn.edu

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Carol E. Malloy, University of North Carolina, Chapel Hill, NC; cmalloy@email.unc.edu
Dorothy White, University of Georgia, GA; dywhite@uga.edu

Newsletter

EDITOR: Trena Wilkerson, Baylor University, mailto:trena_wilkerson@baylor.edu (Sept. 2010-Jan 2013)

Editorial Panel:

2009-2011 (Complete term Jan. 29, 2011)

Sarah Kasten, University of Northern Kentucky, KY; kastens1@msu.edu
Bob Reys, University of Missouri, MO; reysr@missouri.edu

2009-2012

Karen Karp, University of Louisville, KY; karen@louisville.edu
Bob Mayes, University of Wyoming, WY; rmayes2@uwyo.edu

2010-2013

David Barnes, NCTM, VA; dbarnes@nctm.org

Beth Burroughs, Montana State University, MT; burrough@math.montana.edu

2011-14 (Begin term Jan. 30, 2011)

Lorraine Gregory, Lake Superior State University, MI, lgregory@lssu.edu

Babette Benken, California State University-Long Beach, CA; bbenken@csulb.edu

CITE Journal Editors (2008-2011)

Term: (current to 2012)

CO-EDITOR: Christine Browning, Western Michigan University, MI; christine.browning@wmich.edu

Term: (current to 2014)

CO-EDITOR: Denny St. John, Central Michigan University, MI; stjoh1d@cmich.edu

Gladis Kersaint, University of South Florida; kersaint@coedu.usf.edu (**AMTE Board**)

CITE Reviewers (see website for list of volunteers)



Anniversary Trivia

What was the name of AMTE's first publication? When was it distributed?

Principles to Guide the Design and Implementation of Doctoral Programs in Mathematics Education, January 2003



MINUTES

AMTE 2010 Business Meeting

Saturday, January 30, 2010
Hyatt Hotel, Irvine, CA

Barbara Reys, President, called the meeting to order at 12:18 pm.

Welcome, Review of 2009 Strategic Priorities

Barbara welcomed the members and outlined the 2009 Board priorities: a) Redesign AMTE website, b) Investigate establishing MTE journal, c) Launch EMS initiative, d) Develop Policies and Procedures Manual

Approval of the Minutes

Lynn Breyfogle, Secretary, asked for amendments. Fran Arbaugh moved to approve the Minutes as written. Kate Riley seconded. Unanimously approved.

Treasurer & Membership Report

Gary Martin, Treasurer, provided the mid-year financial report. There was a small return from last year's conference. He noted that the majority of income is from membership dues and the Annual Conference. The organization currently has approximately \$85,000 in reserves, which is appropriate for a non-profit (keeping at least ½ of annual expenses in reserve). He reminded the membership not to think of reserves as something we can spend because we need to keep it in order to survive a major unintended event (e.g., poor weather impacting conference attendance).

Nadine Bezuk, Executive Director, reported that membership has grown over the past three years. In 2007 there were 610 members, in 2008 there were 877, and in 2009 there were 1017 members. Barbara encouraged the Membership Committee to consider the goal of 2,000 members by the organization's 20th Anniversary in 2011.

Committee and Task Force Reports

Committees:

Affiliates Connections

Jane Wilburne, Chair, thanked the committee members for their work this year. She reported that the primary goal this year was to provide guidance to the Website Revision Task Force related to the affiliate page. She reported that the Affiliate Committee had a productive affiliate session at the conference with many excellent new suggestions. Barbara officially thanked Jane as Chair with a plaque. Angela Barlow will be taking over as Chair. Barbara also recognized the new Charter Membership from the Association of Mathematics Teacher Educators of Alabama (AMTEA). Gary Martin accepted the plaque on behalf of AMTEA.

Awards

Kate Riley, Chair, reported that the committee started reviewing materials in September to select the Outstanding Mathematics Teacher Educator Award (OMTEA) for Excellence in Service and the Early Career Award (ECA). Kate encouraged members to consider submitting nominations for the 2011 Award and reminded them of the deadlines (September 30th for OMTEA and October 15th for ECA). Information regarding the awards is found on pages 71-73 of conference program. Kate was honored with a plaque for her service as Chair.

Constitution and Bylaws

Bill Speer, incoming Chair, thanked E. Todd Brown, Sue McMillan, and Bonnie Oppenheimer for their service this past year. He noted no changes to the Constitution or Bylaws at this time.

Membership

Incoming Chair, Larry Campbell, reported on behalf of Barbara Dougherty. He reminded the members that the charge of the committee is to reach out to existing members and future members. He suggested that members could help by filling out the on-line membership survey, due Feb. 15th. He pointed out a pink handout in the Conference folders asking members to help staff the AMTE booth at the NCTM Annual Conference. A drawing was held for members who had submitted names for referral for membership. AMTE flashdrives were awarded to winners: Christine Thomas; Jane Wilburne (who deferred because she already had one); Mary Sullivan; Vivienne Faurot.

Mentoring

Mary Enderson, Chair, announced that one of the goals of the Mentoring Committee goal is to be more visible at the conference. She reported that they had a good social last night event for new mathematics teacher educators and a productive mentoring session at the conference. Mary also reported that the Committee is in the process of developing a Mentoring guidebook. She encouraged members to provide suggestions for other things they can do for first time conference attendees and graduate students and early career faculty.

Nominations and Elections

Skip Fennell, Chair, announced that Rheta Rubenstein is the incoming Chair. Skip reminded the membership that in 2011 the organization will be looking for a Secretary and Membership-at-Large position on the Board of Directors. He announced that the newly elected officers for this next year are Amy Roth McDuffie (Member-at-Large), Lynn Stallings (Treasurer), and Marilyn Strutchens (President-Elect). Skip was presented a plaque for his service as chair.

2010 Conference Program

Jennifer Chauvot, Chair, thanked the committee, Susan Gay, Nadine Bezuk, and reviewers for all the work they did in preparation for this year's conference. Jennifer noted that the biggest accomplishment was to use the new on-line system (AllAcademic) for proposal review. Barbara acknowledged that Jennifer devoted a great deal of time to learning the program and thanked her for her work. Michelle Chamberlain will be the Chair for next year's conference. The Local Arrangements Chair, Mark Ellis, thanked the membership and presenters for their cooperation and wonderful sessions. Both Jennifer and Mark were thanked with a plaque for their service.

Research

Peg Smith, incoming Chair, provided the report. Peg reported that this is the newest AMTE Standing Committee. Peg announced that their first research commentary will appear in the next *Connections* Newsletter. She reported that the Committee has brainstormed a number of interesting items to inform the membership about relevant research. They plan to have a develop a research section on the new website that will include a variety of resources and information related to research on mathematics teacher education.

Technology (and NTLI Award)

Bob Ronau, Chair, announced that Enrique Galindo is the incoming chair. Bob reported that the Pre-session sponsored by the Technology Committee went well and they had several breakout sessions trying out new technology. If members have other ideas, send them to Enrique. The NTLI Winners for 2010 are Todd Grundmeier and Carole Simard for Session 142: *The van Hiele levels of prospective secondary mathematics teachers*. Bob was thanked for his service as Chair with a plaque.

Task Forces:

Equity

Edd Taylor, co-Chair, reported that the Task Force worked this last year to think about ways to support our membership in sharing their work and providing professional development around the issues of equity. Edd thanked the Board for putting the Task Force together. He reported that the Task Force has completed its work with a final report to the Board. Barbara thanked Edd with a plaque and announced that the Board will think carefully about the report over the next few months and will act on the recommendations.

Elementary Mathematics Specialists

Barbara Reys, Chair, announced that this particular Task Force has finished the original charge, which was to develop and disseminate standards for EMS professionals (a copy of the final document was provided to members

at the conference sponsored by the Brookhill Foundation). Barbara reminded the membership that this was one of the Board's priorities for 2009.

AMTE Journal

Barbara gave the report on behalf of Alfinio Flores, Chair of the Task Force. Barbara was pleased to announce the Board has decided to launch a new practitioner education journal. She announced that the Call for Journal Editor will come out soon.

Website Redesign

Gary Martin, Chair, noted that the Task Force has worked hard but the true heroes are Mike Klass (long time Webmaster) and Tony Nguyen (new Webmaster), who did all of the technical work. Barbara reported that in the last 36 hours there were 320 users and 2500 unique page views of the new website that included computers from India, France, Argentina, Chile, Russia, Ethiopia. Phase I is done and Phase II, which should be running by the NCTM Conference, will include a new system for keeping membership information (to replace MemberClicks) and will result in a substantial cost savings for AMTE.

Publications

Monographs

Marilyn Strutchens reported that everyone should have received a copy of Monograph 6 with their registration materials. Marilyn thanked co-editors, Hollylynne Stohl Lee and Denise Mewborn, and the editorial panel for their hard work. She also thanked those that submitted manuscripts and published in the monograph. Marilyn announced that the co-editors for Monograph 7, Jenny Leubeck and Johnny Lott, and panel members have been working hard. Marilyn reminded the membership about the special issue of JMTE on Equity organized by AMTE and pointed out the Call on page 68 of the program.

Connections Newsletter

Barbara announced on behalf of *Connections* editor, Libby Knott, that the number of issues grew this year from 3 to 4 (published every 3 months). The editorial panel is considering transitioning from a pdf format for the Newsletter to a more interactive, web-based format.

CITE Journal

Christine Browning, co-Editor of CITE, reminded members that the CITE Journal publishes professional practice articles on innovative approaches to integrating technology into mathematics teacher education. She encouraged members to check out pp. 74 and 75 of the conference program for further details on paper submissions, how to become a reviewer, and how to provide a reaction to a published CITE-Math paper.

TE-MAT

David Pugalee, Chair, described that this database was developed to support professional development providers in mathematics and science. He explained that the database can be searched by grade level, author, title, type of course. David distributed a flyer about TE-MAT with sample of a review. He encouraged people to visit the TE-MAT website in the next year and alert David if materials members are using are not a part of the collection.

Conferences

Susan Gay, Conference Director, announced that there is a Conference Feedback Survey on line and you should receive an e-mail to prompt you for feedback. Susan reminded the membership that the 2007 AMTE Conference was in Irvine and with that in mind to let us know how things went this year. As of yet, there is no contract signed for the Conference in 2011. In terms of location in the US, we are in alignment with NCTM and MAA and we are trying to get off the rotation next year. Look for the announcement later this month. 2012 will be in Ft. Worth, TX at the Renaissance Hotel.

Recognitions

Barbara asked for a round of applause for the 125 members who are directly involved with the work of AMTE. She also reminded members that there is plenty of work for others to do and encouraged people to volunteer. Barbara thanked the three outgoing Board Members: Jenny Bay-Williams (Past President), Fran Arbaugh (Member At Large), and Gary Martin (Treasurer) with a plaque for their service to the organization.

Installation of new Board Members

Nadine and Barbara called the newly elected Board Members up to the front to be acknowledged and given their official name badges. This included: Marilyn Strutchens (President Elect), Lynn Stallings (Treasurer), and Amy Roth McDuffie (Member-at-Large).

2010 Strategic Priorities

Barbara recapped the success of the Board for addressing the Priorities set for the 2009 year and presented the 2010 Strategic Priorities: 1) Launch the AMTE Journal; 2) Develop and act on advocacy plan for mathematics teacher education; 3) Continue the EMS Initiative; 4) Plan celebration of 20th Anniversary of AMTE

New Business:

Membership Dues

Barbara presented a motion from the Board: *The AMTE Board recommends increasing dues to \$80/year (regular members) effective July 1, 2010.* Barbara outlined the rationale - AMTE has had an increase in initiatives and outreach, increased national presence of AMTE and accompanying demands, new website, enhanced features to come; development and launch of new AMTE journal. Maggie McGatha seconded the motion. After asking for comment or questions and receiving none, a "call for the question" was made by Bob Ronau. The motion was unanimously approved by a vote of the membership present.

Announcements

Barbara announced there will be another AMTE Reception at the NCTM Conference Thursday, April 22, 2010 from 6:00 - 7:30 pm in the Torrey Room of the San Diego Marriott Hotel and Marina.

Barbara also thanked John Wilkins (California State University-Dominguez Hills) for acting as our professional photographer during the conference.

Adjournment

Bob Ronau made a motion to adjourn the meeting, Lynn Stallings seconded. Barbara adjourned the meeting at 1:15.

Respectfully submitted by Lynn Breyfogle.



Anniversary Trivia

In what year did an AMTE president represent AMTE at a meeting of CBMS?
And who was the president?

1999, Susan Gay



AMTE'S AWARDS: THE EXCELLENCE IN MATHEMATICS TEACHER EDUCATION AWARD AND THE EARLY CAREER AWARD

Description of Awards

The Board of Directors of the Association of Mathematics Teacher Educators has established two awards to be given annually to two mathematics teacher educators of national recognition at the Annual Meeting of the AMTE. The purpose of these awards is to recognize excellence in each area of mathematics teacher education (teaching, service, research). The purpose of the first award, the **Excellence Award**, rotates every three years, focusing on a different area: **Excellence in Teaching**; **Excellence in Service**; and **Excellence in Scholarship**. The second award, the **Early Career Award**, recognizes a mathematics teacher educator who, while early in his/her career, has made distinguished contributions and shows exceptional potential for leadership in these areas.

Recipients of AMTE Awards since inception are:

Excellence in Teaching in Mathematics Teacher Education (next award in 2012)

Margaret (Peg) Smith (2009)
Randy Philipp (2006)

Excellence in Service in Mathematics Teacher Education (next award in 2013)

Francis (Skip) Fennell (2010)
Bill Bush (2007)

Excellence in Scholarship in Mathematics Teacher Education (next award in 2014)

Rochelle Guitierrez (2011)
Frank Lester (2008)

Early Career Award (awarded annually)

Beth Herbel-Eisenmann (2010)
John Lannin (2009)

Complete information on these awards is available on the AMTE website at www.amte.net.

Deadline for Nominations

Nominations for the **Excellence in Scholarship Award** must be received by **September 30, 2011**. For the **Early Career Award**, nominations must be received by **October 15, 2011**.

Procedure for Review of Materials

The AMTE Awards Committee, a seven-member committee, will review the materials and select the award winner yearly. Nominations will be reviewed by the committee, and the award recipients will be notified by late November, so that the person can have time to make arrangements to attend the AMTE conference.

The award recipients will receive a plaque and be recognized at the AMTE meeting in the year in which he or she receives the award. The winner of the Excellence Award will give a featured presentation at the AMTE Annual Conference in the year they receive the award. The winner of the Early Career Award will be recognized at the annual AMTE meeting and asked to contribute an article for the Summer *AMTE Connections* Newsletter and to lead a mentoring session for other early career mathematics education faculty at the annual AMTE meeting.

2012 Award for Excellence in Teaching in Mathematics Teacher Education

The Excellence in Teaching Award is intended to recognize a colleague for a unique contribution to the pedagogy of mathematics teacher education. We invite nominations that highlight an individual's innovative practices in teaching. The following are examples of demonstrations of innovations in teaching preservice or inservice mathematics teachers:

- a. Implementation of effective and innovative teaching practices.
- b. Demonstration of innovative teaching methods (e.g. publications, materials, video)
- c. Recipient of awards in teaching.

Documentation required for Award for Excellence Awards:

- a. A current vita of the nominee.
- b. A letter of nomination from an established colleague documenting evidence that supports nominee's contributions in the particular focus area (service, teaching, scholarship) for which he or she is nominated.
- c. Additional letters of support (no more than **two**) from individuals (e.g., colleagues within and outside of the individual's institution, recent doctoral graduates mentored by the nominee) knowledgeable of the nominee's contributions relative to the focus area. Multiple authored letters are accepted.

Nomination Process

AMTE members can nominate a mathematics teacher educator who meets the criteria for the particular focus area (service, teaching, scholarship). Self-nominations will not be considered. Nomination materials should include those stated in each section above.

The committee will review applications in an electronic format. *Therefore, applicants are encouraged to submit all application materials electronically.*

Electronic submissions should be sent to Tony Nguyen at tonguyen@projects.sdsu.edu.

Hard copy submissions should be sent to:

Tony Nguyen
c/o Nadine Bezuk
Attn: AMTE Award Nomination
Center for Research in Mathematics and Science Education (CRMSE)
6475 Alvarado Road, Suite 206
San Diego, CA 92120

Please be sure that all items in the nomination materials are clearly labeled with the name of the nominee.

2012 Early Career Award

The Board of Directors of the Association of Mathematics Teacher Educators (AMTE) has established an **Early Career Award**. The Early Career Award will be given on an annual basis, and the recipient recognized at the annual meeting of the AMTE. The purpose of this award is to recognize a mathematics teacher educator who, while early in his/her career, has made distinguished contributions and shows exceptional potential for leadership in one or more areas of teaching, service, and/or scholarship.

Criteria for Early Career Award

The nominee for the Early Career Award should be a mathematics teacher educator practicing in the field no later than 10 years after receipt of a doctoral degree.

The Early Career Award is intended to recognize a colleague's contributions in his or her program of teaching, service, and/or scholarship within the first decade after receiving a doctoral degree. We invite nominations that highlight an individual's innovative contributions in one or more areas of teaching, service, and/or scholarship.

Teaching: Contributions in the area of teaching preservice or in-service mathematics teachers may include one or more of the following areas:

- a. Implementation of effective and innovative teaching practices.
- b. Demonstration of innovative teaching methods (e.g. publications, materials, video)
- c. Recipient of awards in teaching from department, college, university and/or national entities.

Service: Contributions in the area of service to mathematics teacher education may include one or more of the following areas:

- a. Active participation in advancing the development and improvement of mathematics teacher education (e.g., membership and leadership roles in state, national, and international organizations).
- b. Active promotion and participation in activities promoting quality mathematics teacher education (e.g., creator of programs, coordinator of programs, author of and participant in grants, conferences, symposia, academies).
- c. Active participation in the governmental and political areas to promote and protect beneficial legislation, to promote better awareness, and/or to build better communication.
- d. Active promotion and participation in school-university-community-government partnerships that have advanced mathematics teacher education at the local, state, and/or national level.
- e. An unusual commitment to the support of mathematics teachers in the field (e.g., distinctive mentoring experiences).

Scholarship: Contributions in the area of scholarship to mathematics teacher education may include one or more of the following areas:

- a. Dissemination of research findings offering unique perspectives on the preparation or professional development of mathematics teachers.
- b. Publication of materials useful in the preparation or continuing professional development of mathematics teachers.
- c. Design of innovative pre-service or in-service programs.
- d. Contribution of theoretical perspectives that have pushed the field forward.

Documentation required for Early Career Award:

- a. A current vita of the nominee.
- b. A letter of nomination from an established colleague documenting evidence that supports nominee's contributions in the particular focus area (service, teaching, scholarship) for which he or she is nominated.
- c. Additional letters of support (no more than **two**) from individuals (e.g., colleagues within and outside of the individual's institution, recent doctoral graduates mentored by the nominee) knowledgeable of the nominee's contributions relative to the focus area. Multiple authored letters are accepted.

Nomination Process

AMTE members can nominate a mathematics teacher educator who meets the criteria for eligibility. Self-nominations will not be considered. The three areas of teaching, service, and scholarship shall be weighted equally in the evaluation of the nomination materials. Nominees do not need to demonstrate exceptional work in every area, and may be considered for exemplary work in only one area.

The committee will review applications in an electronic format. *Therefore, applicants are encouraged to submit all application materials electronically.*

Electronic submissions should be sent to Tony Nguyen at tonguyen@projects.sdsu.edu.

Hard copy submissions should be sent to:

Tony Nguyen
c/o Nadine Bezuk
Attn: AMTE Award Nomination
Center for Research in Mathematics and Science Education (CRMSE)
6475 Alvarado Road, Suite 206
San Diego, CA 92120

Please be sure that all items in the nomination materials are clearly labeled with the name of the nominee.



Anniversary Trivia

What year did AMTE present the first “Excellence in Service in Mathematics Teacher Education” Award? And who was the first recipient?

2007, Bill Bush

What year did AMTE present the first “Excellence in Scholarship in Mathematics Teacher Education” Award? And who was the recipient?

2008, Frank Lester



CALL FOR MANUSCRIPTS!

Share research regarding issues of technology use in mathematics teacher education. If you have an expository paper focusing on innovative approaches to integrating technology into teacher education, submit those to the "Current Practice" section of CITE.

The *CITE-Math Journal* provides a forum for a dialog about best practices of utilizing technology in the preparation of mathematics teachers. Papers may address any area of research in technology and mathematics teacher education, dealing with either preservice and inservice issues. Papers will be reviewed on the following criteria: relevance to technology and mathematics teacher education research, originality, clarity of expression, and literature support.

A wide range of formats and approaches to scholarship are accepted, including qualitative research, quantitative research, and theoretical pieces. Articles will be published in an electronic format as well as in corresponding versions (pdf) suitable for print. An electronic format allows articles to be published in a timely fashion and allows for the inclusion of various media including applets, color graphics, photographs, video, etc. Manuscripts may be submitted online through the journal website (<http://site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance>). Inquiries about potential manuscript topics are welcomed.

Listed below are the papers published during 2010 in CITE-Math's 4 issues.

Volume 10, Issue 1 2010

Niess, M. L. & Walker, J. M. (2010). Guest editorial: Digital videos as tools for learning mathematics. *Contemporary Issues in Technology and Teacher Education*, 10(1). Retrieved from <http://www.citejournal.org/vol10/iss1/mathematics/article1.cfm>

Volume 10, Issue 2 2010

Berry, R. Q., III, Bull, G., Browning, C., Thomas, C. D., Starkweather, K., & Aylor, J. H. (2010). Preliminary considerations regarding use of digital fabrication to incorporate engineering design principles in elementary mathematics education. *Contemporary Issues in Technology and Teacher Education*, 10(2). Retrieved from <http://www.citejournal.org/vol10/iss2/editorial/article1.cfm>

Volume 10, Issue 4 2010

Shafer, K. G. (2010). The proof is in the screencast. *Contemporary Issues in Technology and Teacher Education*, 10(4). Retrieved from <http://www.citejournal.org/vol10/iss4/mathematics/article1.cfm>

CALL FOR REVIEWERS!

Reviewers serve an important function in evaluating the research submitted to *CITE-Math* as we consider papers regarding issues and innovative uses of technology use in mathematics teacher education. Members of the review board are given no more than three manuscripts per year, with usually four weeks to complete each review.

Interested?

Go to <http://site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance> and complete an information form online. You also need to select CITE-Math as the journal you are willing to review. After you have completed the online form, please send an email to the CITE-Math co-editor, Christine Browning (Christine.browning@wmich.edu) with responses to the following questions:

What are your areas of expertise in mathematics education, technology, and research?

What types of articles do you feel particularly able to review?

Are there other things that you might tell us that will help us send you the most appropriate articles to review? (other areas you know well, experiences that might be useful, etc.)

Questions? Contact Christine Browning (christine.browning@wmich.edu) for more information.

CALL FOR READERS!

Read an article and post your comments online in response to published articles in CITE-Math

The CITE Journal has a unique Commentary feature which permits readers to author short responses to published articles. This feature takes advantage of an interactive medium, which is designed to encourage ongoing, peer-reviewed dialog. Readers are encouraged to provide scholarly responses to a published article using an online commentary strand linked to the article. Comments will be peer reviewed prior to publishing.

Bonus Journal Features

The journal's online medium also allows and encourages authors to demonstrate the technologies about which they are writing, including video and audio segments, animation, virtual reality, web links, and simulations.

For More Information

For further information, please feel free to contact one of the co-editors of *CITE-Math*:

- Christine Browning (christine.browning@wmich.edu), or
- Denny St. John (stjoh1d@cmich.edu)

CITE Journal SPONSORS

The *CITE Journal* is an online, peer-reviewed journal, established and jointly sponsored by five professional associations:

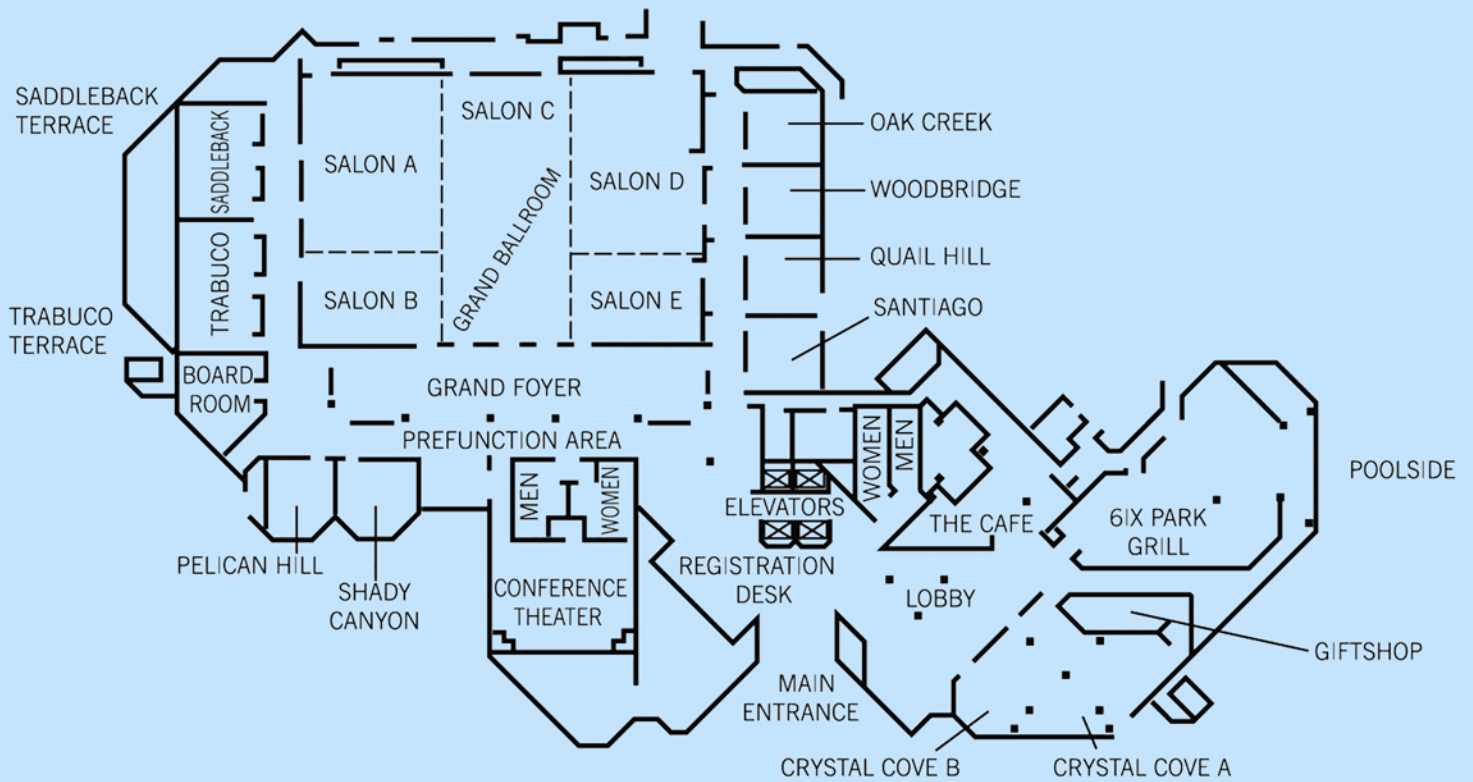
- **AMTE** – Association of Mathematics Teacher Educators
- **ASTE** – Association of Science Teacher Educators
- **CEE** – Conference on English Education of the National Council of Teachers of English
- **NCSS-CUFA** – College and University Faculty Assembly of the National Council for the Social Studies
- **SITE** – Society for Information Technology and Teacher Education

NOTES

NOTES

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LOBBY LEVEL (FIRST FLOOR)



♿ ALL MEETING ROOMS, PUBLIC PHONES, AND PUBLIC RESTROOMS ARE WHEELCHAIR ACCESSIBLE

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