



Association of Mathematics Teacher Educators

SEVENTEENTH ANNUAL CONFERENCE

JANUARY 24 - 26, 2013

ROSEN PLAZA HOTEL, ORLANDO, FLORIDA

9700 INTERNATIONAL DRIVE ORLANDO, FL 32819

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Association of Mathematics
Teacher Educators

CONFERENCE SCHEDULE

Seventeenth Annual AMTE Conference
January 24 - 26, 2013, Orlando, Florida

Thursday, January 24, 2013

7:00a – 5:00p	AMTE Registration Desk Open
9:30a – 5:00p	Exhibits Open
9:00a – 10:15a	Concurrent Sessions
10:30a – 11:30a	Concurrent Sessions
11:30a – 12:45p	Lunch and Discussion Tables – Ballroom C/D
12:45p – 1:45p	Concurrent Sessions
2:00p – 3:15p	Concurrent Sessions
3:15p – 3:45p	Break
3:45p – 4:30p	Concurrent Sessions
5:00p – 6:30p	General Session – Ballroom B

Friday, January 25, 2013

7:00a – 8:00a	Continental Breakfast – Ballroom C/D
7:00a – 8:00a	Advocacy Breakfast – Jack's Place Restaurant
7:30a – 4:45p	AMTE Registration Desk Open
8:00a – 8:45a	Concurrent Sessions
8:30a – 5:00p	Exhibits Open
9:00a – 10:15a	Concurrent Sessions
10:30a – 11:30a	Concurrent Sessions
11:30a – 1:00p	Lunch and Committee Meetings – Ballroom C/D
1:00p – 1:45p	Concurrent Sessions
2:00p – 3:15p	Concurrent Sessions
3:15p – 3:45p	Break
3:45p – 4:45p	Concurrent Sessions
5:15p – 6:30p	Judith E. Jacobs Lecture – Ballroom B
6:30p – 8:00p	Dinner – Ballroom C/D
7:30p – 8:45p	CCSS-M Swap Meet – Grand Ballroom Foyer

Saturday, January 26, 2013

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

CONFERENCE INFORMATION

Conference Registration Desk

Please stop by the AMTE Registration Desk, located in the Rosen Plaza Hotel on the First Floor at Registration C/D to obtain your conference materials, including the conference program and your nametag.

AMTE Registration Desk Hours:

Thursday, January 24	7:00a – 5:00p
Friday, January 25	7:30a – 4:45p
Saturday, January 26	7:30a – 10:30a

Finding the Conference Area

Conference session rooms are located on the Mezzanine Level (second floor) and the First Floor in the Grand Ballroom. Meals will be held in Ballroom C/D on the First Floor.

Wireless Internet Access

Complimentary wireless internet access in the conference/meeting area of the hotel for conference attendees is provided by AMTE for usage from Thursday, January 24 through Saturday, January 26. Using your laptop or mobile device, look for the following network or SSID – **AMTE** and use the Security Password – **2013amte**.

Guests at the Rosen Plaza Hotel receive complimentary internet access in individual guestrooms. Directions on how to access wireless and wired internet service can be found in each guestroom. Hotel guests also have complimentary wireless internet access in the lobby, lobby bar, and restaurants.

Hotel Parking Information

Self-parking at the Rosen Plaza Hotel is complimentary. Tell the parking booth attendant that you are attending the AMTE conference in order to receive free parking. Valet parking is also available for a fee. If you are staying overnight at the Rosen Plaza Hotel, please tell the hotel registration desk that you parked a car and are attending the AMTE Conference.

Options for Thursday Dinner

Check at the AMTE Registration Desk for information on nearby restaurants. Pointe Orlando is across the street from the hotel; this area has a variety of dining options.

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 Lynn Stallings of Kennesaw State University and Margaret Schroeder of University of Kentucky for serving as our conference photographers.

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

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

Personal Property

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.

Lost and Found

Please drop off any unclaimed found items at the AMTE Registration Desk. AMTE and the hotel are not responsible for stuff being left in the session rooms and in the conference area.

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AMTE SEVENTEENTH ANNUAL CONFERENCE COMMITTEE

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Program Committee

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Nesrin Sahin, University of Central Florida

Mercedes Sotillo, University of Central Florida

ANNOUNCEMENTS



AMTE Conference App

Download and try out the **AMTE Conference App** on your smartphone or tablet:

- iPhone or iPad:** **Go to the APP STORE and search for "AMTE".**
Android: **Go to GOOGLE PLAY APP STORE and search for "AMTE".**
Blackberry: **Go to BLACKBERRY APP WORLD and search for "AMTE".**

- The AMTE Conference App is free of charge
- Let the AMTE App help you navigate the conference!
- The app icon should look like the icon above.

Announcements:

- Make sure to **visit the exhibits!** Exhibitors include John Wiley & Sons, NCSM, NCTM's MET Trust, Pearson, and W. H. Freeman. Exhibits are open from 9:30 am – 5:00 pm on Thursday and 8:30 am – 5:00 pm on Friday. See page 13 for the complete listing of exhibitors.
- Visit the **AMTE Facebook page!**
- Donate to the Susan Gay Graduate Student Scholarship fund, supporting graduate student travel scholarships to attend next year's AMTE conference. A donation form is available on the AMTE website.
- Attend the **CCSS-M Swap Meet:** Sharing Learning Tasks for Prospective and Practicing Teachers, organized by AMTE's CCSS-M Task Force held on Friday evening starting at 7:30 PM in the Grand Ballroom Foyer.
- **AMTE Committees** will meet during lunch on Friday in Ballroom C/D. See the flyer in your conference folder for table locations for each activity.
- **AMTE Affiliates** will meet during breakfast on Saturday in Ballroom C/D. See the flyer in your conference folder for table locations for each activity.

- Participate in a **discussion table** during lunch on Thursday in Ballroom C/D (topics are listed below). See the flyer in your conference folder for table locations for each activity. The Mentoring Committee has organized an opportunity for AMTE Conference attendees to make connections and participate in **focused discussions during the lunch hour on Thursday**. Approximately half of the tables in the dining area will be identified with the topics for discussion, and each of these tables will have a facilitator who has experience and knowledge in the topic area. Whether you are seeking advice, have insights to share, want to make new connections, or desire to continue interacting around some of the conference session themes, you are invited to join a discussion table.

Table	Discussion Topic	Facilitator
1	Balancing the Roles of Teaching, Research and Service (and Maintaining a Personal Life)	Beth Herbel-Eisenmann, Michigan State University
2	Connecting with Mathematics Teacher Educators in Institutions with Large Teaching Loads	Sarah Bleiler, Middle Tennessee State University, and Shannon Driskell, University of Dayton
3	Connecting with Mathematics Teacher Educators from Small Colleges: When You're the Only One Playing a Multitude of Roles	M. Lynn Breyfogle, Bucknell University, and Tim Hendrix, Meredith College
4	Writing for an Audience of Practitioners: Shaping the Approach for Maximum Impact	Melissa Boston, Duquesne University, and Michelle Cirillo, University of Delaware
5	Mathematical Knowledge for Teaching: Research and Practice	Geoffrey Phelps, Educational Testing Service, and Michael Steele, Michigan State University
6	Discourse in the Mathematics Classroom: Continuing the Discussion	Jessica Pierson Bishop, University of Georgia, and William Zahner, Boston University
7	Professional Development Addressing Mathematics Content and its Placement in the Common Core: Focus on the Elementary Grade Bands	Sybilla Beckmann, University of Georgia, and Anita Wager, University of Wisconsin
8	Professional Development Addressing Mathematics Content and its Placement in the Common Core: Focus on the Middle-school Grade Bands	William Bush, University of Louisville
9	Professional Development Addressing the Mathematical Practices of the Common Core: Focus on the Elementary Grade Bands	Randolph Philipp, San Diego State University, and Holt Wilson, University of North Carolina at Greensboro
10	Professional Development Addressing the Mathematical Practices of the Common Core: Focus on the Middle-school Grade Bands	Margaret Smith, University of Pittsburgh, and Kristen Bieda, Michigan State University
11	Professional Development Addressing the Mathematical Practices of the Common Core: Focus on the High-school Grade Bands	David Slavit, Washington State University, and Gail Burrill, Michigan State University
12	Developing Prospective Elementary Teachers' Understanding and Performance as Framed by the Mathematical Practices of the Common Core	Denise Spangler, University of Georgia, and Mathew Felton, University of Arizona
13	Developing Prospective Secondary Teachers' Understanding and Performance as Framed by the Mathematical Practices of the Common Core	Christian Hirsch, Western Michigan University, and Alfinio Flores, University of Delaware
14	Mathematics Specialists and Mathematics Coaches: What is the Distinction?	Patricia Campbell, University of Maryland, and Lynsey Gibbons, University of Washington
15	Promoting Equitable Practices in Mathematics Teacher Education	Tonya Bartell, Michigan State University
16	Enlarging the Sphere: Increasing the Diversity of Mathematics Teachers and Mathematics Teacher Educators	Thomasenia Lott Adams, University of Florida
17	Teaching with Technology	Patricio Herbst, University of Michigan, and Karen Hollebrands, North Carolina State University

INFORMATION ABOUT AMTE AFFILIATES

Are you connected with an AMTE Affiliate? Does your state or regional area have an AMTE Affiliate? There are several opportunities to learn more about AMTE Affiliates during the annual conference.

- Look for a Table in the Registration/Exhibit area
 - Hosted by the Affiliates Connections Committee (ACC) – Come meet Members of ACC!
 - Information available about AMTE Affiliates

- Participate in the *Connecting and Empowering AMTE Affiliates* Session (Session #108)
 - Friday - 2:00pm - 3:15pm, Salon 3
 - Hear from Members of the ACC
 - Meet other Affiliate Leaders

- Come to Saturday Morning Breakfast
 - Tables will be designated for your AMTE Affiliate
 - Meet with your Affiliate or Plan a New Affiliate

If your state or regional area does not have an AMTE Affiliate and you are interested in organizing one, please contact the AMTE Affiliates Director, Sandi Cooper (sandra_cooper@baylor.edu). Also, you can find helpful information on the Affiliates section of the AMTE web site at <http://www.amte.net/affiliates>.

AMTE AFFILIATES

AMTE is proud to acknowledge and welcome members of its 21 affiliated organizations, highlighted in the map below, to the Seventeenth Annual AMTE Conference.

Affiliate

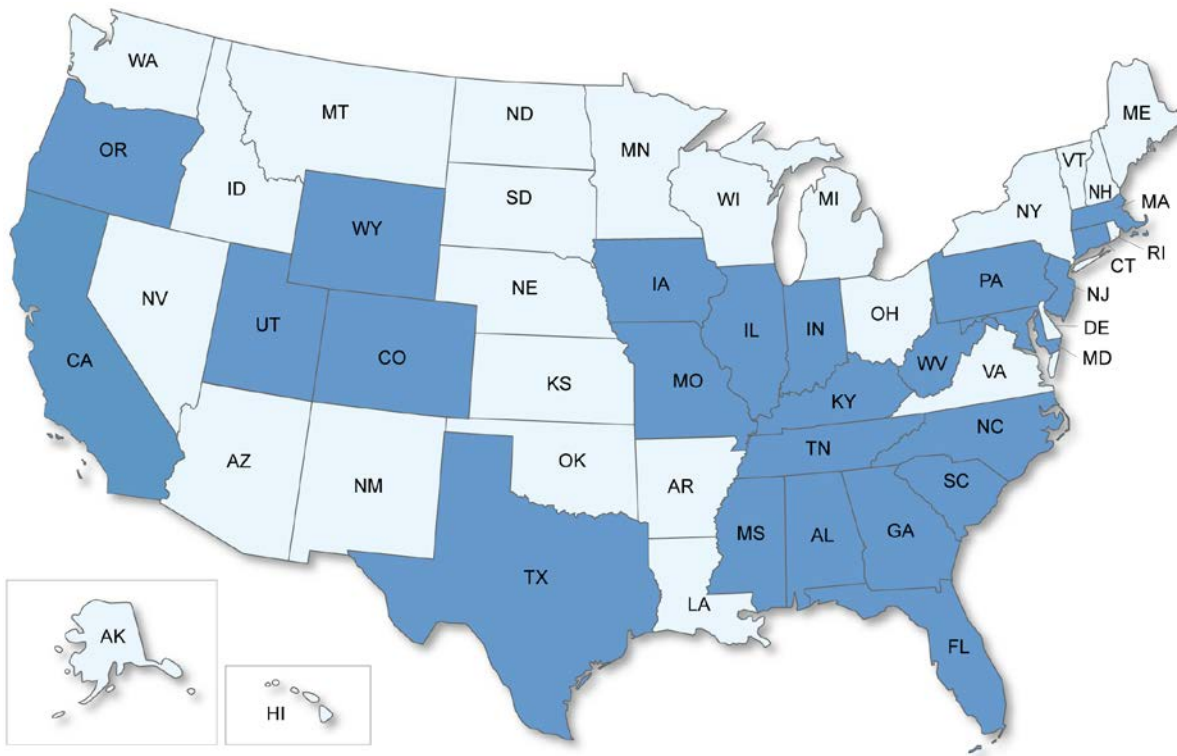
Illinois Mathematics Teacher Educators
 Utah Association of Mathematics Teacher Educators
 Florida Association of Mathematics Teacher Educators
 California Association of Mathematics Teacher Educators
 Association of Mathematics Teacher Educators of Connecticut
 Appalachian Association of Mathematics Teacher Educators
 Georgia Association of Mathematics Teacher Educators
 Tennessee Association of Mathematics Teacher Educators
 Association of Mathematics Teacher Educators--Texas
 Pennsylvania Association of Mathematics Teacher Educators
 Massachusetts Mathematics Association of Teacher Educators
 Missouri Mathematics Association for Advancement of Teacher Training
 South Carolina Association of Mathematics Teacher Educators
 New Jersey Association of Mathematics Teacher Educators
 Rocky Mountain Association of Mathematics Teacher Educators
 Teachers of Teachers of Mathematics, Oregon
 Mississippi Association of Mathematics Teacher Educators
 Association of Mathematics Teacher Educators of Alabama
 Iowa Association of Mathematics Teacher Educators
 Association of Maryland Mathematics Teacher Educators
 Hoosier Association of Mathematics Teacher Educators

Acronym

IMTE
 UAMTE
 FAMTE
 CAMTE
 AMTEC
 AAMTE
 GAMTE
 TAMTE
 AMTE-TX
 PAMTE
 MassMATE
 (MAT)²
 SCAMTE
 NJAMTE
 RMAMTE
 TOTOM
 MAMTE
 AMTEA
 IAMTE
 AMMTE
 HAMTE

Region

Illinois
 Utah
 Florida
 California
 Connecticut
 Appalachian Region
 Georgia
 Tennessee
 Texas
 Pennsylvania
 Massachusetts
 Missouri
 South Carolina
 New Jersey
 Rocky Mountain Area
 Oregon
 Mississippi
 Alabama
 Iowa
 Maryland
 Indiana



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.

THE NTLI AWARD

Since fall 2000, the Society for Information Technology and Teacher Education has been collaborating with four teacher education associations representing the content areas of mathematics, science, English language arts, and social studies education through the National Technology Leadership Initiative (NTLI). The NTLI Fellowship was established to recognize an exemplary presentation on technology at the annual conferences of each of these organizations. The purpose of the NTLI Fellowship is to encourage further dialog among professional associations regarding appropriate technology use in teacher education. Each year NTLI Fellows are invited to present at a two-hour symposium at SITE. They receive an award plaque and complimentary conference registration. <http://site.aace.org/awards/awards-ntli.htm> Thanks to Texas Instruments for their ongoing support of this award.

Look for information in next year's Call for Proposals to submit a paper for consideration for next year's Award.

AMTE SCHOLARSHIPS FOR ELEMENTARY MATHEMATICS SPECIALISTS

The purpose of this Elementary Mathematics Specialist Scholarship is to provide the recipient with \$1,000 of funding to enhance their mathematics knowledge, teaching, and leadership by enrolling in university coursework that will result in becoming a certified elementary mathematics specialist. Elementary mathematics specialists work as teachers, teacher leaders, or coaches and support effective mathematics instruction and student learning at the classroom, school, district, or state levels.

Congratulations to the first recipients of the EMS Scholarships:

- Gay Lynn Erb, Meridian, ID
- Marta Garcia, Asheville, NC
- Monica Hocter, Williamsburg, VA

Check the AMTE Website (<http://www.amte.net/about/ems>) in January 2013 for information about the next round of EMS Scholarships.

AMTE would like to thank our founding sponsor of the EMS Scholarships:



AMTE THANKS WIRELESS GENERATION, OUR 2013 SILVER SPONSOR.



Wireless Generation is proud to be a Silver Sponsor of the Association of Mathematics Teacher Educators

Session Showcase:
A Learning Trajectory Framework for the Mathematics Common Core:
Turnonccmath for Interpretation, Instructional Planning, and Collaboration.

Speakers:
Alan Maloney, Ph.D., Senior Research Fellow, Mathematics Education, NC State University
Jere Confrey, Ph.D., Chief Mathematics Officer, Wireless Generation &
Joseph D. Moore Distinguished University Professor of Mathematics Education,
North Carolina State University

Friday, January 25th, 10:30-11:30, Salon 4

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ACKNOWLEDGEMENTS

The Seventeenth 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;
- University of Central Florida College of Education, especially Larry Jaffe, Director of Technology and Facilities, Neel Shah, Senior Computer Specialist, and Dean Sandra Robinson, for technology and personnel support for the conference; and
- Tony Nguyen, Cathy Boyle, and Ceci Necochea, San Diego State University, for their support with registration and conference materials.



PREMIUM SPONSORS

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

Gold Sponsor – Math Learning Center

The Math Learning Center provides funding to support the Elementary Mathematics Specialist (EMS) Awards. The recipients of these awards receive funding to enhance their mathematics knowledge, teaching, and leadership by enrolling in university coursework that will result in becoming a certified elementary mathematics specialist.

The Math Learning Center is a nonprofit organization serving the K-12 education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based curriculum, resources, and professional development. Our products and services are used by educators throughout the United States and in several international locations.

Silver Sponsor – Wireless Generation

Wireless Generation was founded on the belief that technology needs to learn more about educators – not the other way around. Our pioneering products and services reflect a vision of how technical and human services must be combined to effectively serve both teachers and students. We've been working with K-12 educators for more than a decade to re-imagine school, starting by inventing assessments for wireless devices, to reinventing teaching and learning with new digital curricula. We now serve more than 200,000 educators and three million students across all 50 states with assessment and analysis, personalized curriculum, education data systems, and professional services. For more information, please visit: www.wirelessgeneration.com.



EXHIBITORS

AMTE thanks this year's Exhibitors for providing support for our conference.

Exhibitor Name	Materials
John Wiley & Sons	John Wiley & Sons has been a leader in educational publishing for over 200 years. Stop by the Wiley booth to see the latest editions of <i>The Heart of Mathematics: An Invitation to Effective Thinking</i> , 4th Edition by Edward B. Burger and Michael Starbird, and <i>Quantitative Reasoning: Tools for Today's Informed Citizen</i> , 2nd Edition by Alicia Sevilla and Kay Somers. Also, preview books in Liberal Arts Math, Quantitative Reasoning, Geometry, and Math for Teachers as well as exciting offerings in Math Methods from Robert Reys, Mary Lindquist, Diana V. Lambdin, and Nancy L. Smith and Joan Cohen Jones.
NCTM's Mathematics Education Trust (MET)	Learn about the many grants, scholarships, and awards available to math teachers and prospective teachers through the Mathematics Education Trust (MET) of the National Council of Teachers of Mathematics (NCTM). NCTM is the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research.
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 2013, with emphasis on leadership development and interpreting and implementing the Common Core State Standards for Mathematics.
Pearson	Pearson is the leading publisher for mathematics education, with bestselling products for courses in mathematical content and educational methods. Preview the latest print and online course solutions, designed for a variety of course formats, and see new ways to incorporate videos and e-manipulatives into online assessment. Get new ideas for applying methods and concepts to the K-12 curriculum.
W. H. Freeman	Authoritative for instructors, engaging for students, W.H. Freeman's textbooks and media across the mathematics curriculum emphasize both conceptual and computational skills. W.H. Freeman's statistics textbooks and media help students go beyond number-crunching to explore the real-world impact of the statistics profession. Available online and through a variety of print formats, W.H. Freeman's list is highly selective, allowing us to devote unparalleled time and attention to each course and title.

Overview of Thursday Morning, January 24, 2013

	9:00 - 10:15 am	10:30 - 11:30 am
Salon 3	1. <i>Promoting Instruction Organized Around Students' Learning Trajectories</i> - Wilson, Edgington & Sztajn	13. <i>A Framework for Recognizing Teachable Moments in Mathematics Classrooms</i> - Leatham, Peterson, Stockero & Van Zoest
Salon 4	2. <i>Building Teaching and Learning Capacity in Urban Schools: A Focus on Teachers</i> - Manouchehri, Liu, Zhang, Zollinger, Roble, Enderson & Lamberg	
Salon 5	3. <i>Technology-Based Tasks in Mathematics Teacher Education</i> - Hollebrands, Lee, Dick, Jones, Berry, Mohr-Schroeder & Stallings	
Salon 6	4. <i>Transforming Secondary Mathematics Teacher Preparation: The Mathematics Teacher Education Partnership</i> - Martin, Strutchens & Mays	14. <i>Advanced Mathematics Content: A Comparative Analysis of CCSSM and Mathematics Textbooks for Teachers</i> - Quebec Fuentes, Switzer & Wasserman
Salon 7	5. <i>Using Simulations to Foster Preservice Mathematics Teachers' Self-Assessment, Learning, and Reflections on Teaching</i> - Trinter	15. <i>Forming Partnerships to Promote Technology as a Tool to Explore in Mathematics</i> - Haltiwanger & Horton
Salon 8	6. <i>Using Look For's to Consider the Common Core Content Standards and Standards for Mathematical Practice</i> - Fennell, Wray & Kobett	16. <i>Secondary Teacher Candidates' Perceptions of Teaching and Learning Mathematics Using Multicultural Activities</i> - Naresh & Harper
Salon 9	7. <i>Smarter Together: Re(learning) to Teach Elementary School Mathematics Using Complex Instruction</i> - Crespo, Featherstone, Jilk, Parks & Wood	17. <i>Use of Mathematical Quality of Instruction Protocol in a Video Club for Student Teachers</i> - Mitchell
Salon 10	8. <i>Hypothetical Learning Trajectories as Dynamic Tools: Insight into the Revising and Refining Process</i> - Kara, Eames, Cullen & Miller	18. <i>Actions a Mathematics Teacher Educator Uses to Enhance Prospective Teachers' Knowledge of Instructional Strategies</i> - Taylor
Salon 11	9. <i>Equity and Mathematics Education Brief Reports</i>	19. <i>Teacher Professional Development Brief Reports - Professional Learning Communities</i>
Salon 12	10. <i>Developing Language as a Foundation for Proportional Reasoning</i> - Rathouz, Cengiz & Rubenstein	20. <i>2012 Early Career Award Session: Managing "Realities" in Mathematics Teaching and Mathematics Teacher Education</i> - Boerst
Salon 13	11. <i>Assessments of Content Knowledge for Teaching (CKT) as Opportunities for Teacher Learning</i> - Phelps, Howell, Weren & Ruiz Diaz	21. <i>Building Statistical Knowledge for Teaching through the Study of Learning Trajectories</i> - Casey
Salon 14	12. <i>The Mathematical Education of Teachers II</i> - Lewis, Beckmann & Spangler	22. <i>Preparing Elementary Preservice Teachers to Teach the CCSSM Standards of Mathematical Practice</i> - Selmer & Bolyard

Session 1 Salon 3
Teacher Professional Development
Symposium

Promoting Instruction Organized around Students' Learning Trajectories

Peter Holt Wilson, *University of North Carolina at Greensboro*
 Cyndi Edgington, *North Carolina State University*
 Paola Sztajn, *North Carolina State University*

In this session, we share our work in developing a coding scheme for investigating teachers' instructional practices as a part of professional development focused on mathematics learning trajectories.

Session 2 Salon 4
Mathematical Content Knowledge
Extended Session (9:00 – 11:30)

Building Teaching and Learning Capacity in Urban Schools: A Focus on Teachers

Azita Manouchehri, *The Ohio State University*
 Yating Liu, *The Ohio State University*
 Pingping Zhang, *The Ohio State University*
 Scott Zollinger, *The Ohio State University*
 Amanda Roble, *The Ohio State University*
 Mary C. Enderson, *Old Dominion University*
 Teruni Lamberg, *University of Nevada-Reno*

We will report on the content of a one-year long professional development experience designed to advance teachers' knowledge for teaching mathematics in urban communities. Design principles guiding task development and a sample of tasks used will be shared.

Session 3 Salon 5
Teaching and Learning with Technology
Extended Session (9:00 – 11:30)

Technology-Based Tasks in Mathematics Teacher Education

Karen Hollebrands, *North Carolina State University*
 Hollylynn Lee, *North Carolina State University*
 Tom Dick, *Oregon State University*
 Dustin Jones, *Sam Houston State University*
 Robert Q. Berry, *University of Virginia*
 Margaret Mohr-Schroeder, *University of Kentucky*
 Lynn Stallings, *Kennesaw State University*

Mathematics teacher educators will have opportunities to solve mathematical tasks using various technology tools (e.g. Tinkerplots, Fathom, spreadsheets, dynamic geometry programs). Discussions will focus on strategies for preparing teachers to teach mathematics with technology. Bring a laptop!

Session 4 Salon 6
School and University Partnerships and Projects
Symposium

Transforming Secondary Mathematics Teacher Preparation: The Mathematics Teacher Education Partnership

W. Gary Martin, *Auburn University*
 Marilyn E. Strutchens, *Auburn University*
 Michael Mays, *West Virginia University*

The Common Core provides new challenges for secondary mathematics teacher preparation, but also new possibilities for collaboration. This session addresses a national partnership aimed at addressing the challenges by creating a common vision and a networked research and development framework.

Session 5 Salon 7
Teaching and Learning with Technology
Individual Session

Using Simulations to Foster Preservice Mathematics Teachers' Self-Assessment, Learning, and Reflections on Teaching

Christine Trinter, *Virginia Commonwealth University*

I present several simulation tasks used in mathematics pedagogy courses to provide occasions for preservice teachers to self-assess their mathematical and technology knowledge (and relearn mathematics and technology features) and use such tasks as springboards for discussions about TPACK.

Session 6 Salon 8
Pedagogical Content Knowledge
Discussion Session

Using Look For's to Consider the Common Core Content Standards and Standards for Mathematical Practice

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

Participants will discuss using "Look For's" in determining teacher and student engagement in the Mathematical Practices and particular CCSS content standards. Doing What Works materials for IES reports on Intervention, Fractions, and Problem Solving will be used in the session.

Session 7
Equity and Mathematics Education
Symposium

Salon 9

Smarter Together: Re(Learning) to Teach Elementary School Mathematics Using Complex Instruction

Sandra Crespo, *Michigan State University*
Helen Featherstone, *Brandeis University*
Lisa Jilk, *University of Washington*
Amy N. Parks, *University of Georgia*
Marcy B. Wood, *The University of Arizona*

This multi-faceted symposium features three presentations focused on teacher educators working together with inservice and preservice teachers to better understand Complex Instruction as a pedagogical practice for designing collaborative group work that promotes equity and excellence in the mathematics classroom.

Session 8
Pedagogical Content Knowledge
Individual Session

Salon 10

Hypothetical Learning Trajectories as Dynamic Tools: Insight into the Revising and Refining Process

Amanda L. Miller, *Illinois State University*
Melike Kara, *Illinois State University*
Cheryl L. Eames, *Illinois State University*
Craig Cullen, *Illinois State University*

We share findings from a longitudinal study aimed at refining hypothetical learning trajectories (HLTs) for spatial measurement. We will engage participants in analyzing student work using one HLT to highlight issues and strategies for building usable tools for teacher educators.

Session 9
Equity and Mathematics Education
Brief Report Sessions

Salon 11

Mathematics Teacher Educators' Conceptions of Equity

Eugenia Vomvoridi-Ivanovic, *University of South Florida*
Laura McLeman, *University of Michigan-Flint*

We briefly report findings from a qualitative study on how MTEs who make issues of equity a priority in their practice conceptualize equity in their teacher preparation courses and on the tensions and challenges they face as they do this.

Preservice Elementary Teachers' Understandings of Equity in Teaching Mathematics

Christa Jackson, *University of Kentucky*
Cindy Jong, *University of Kentucky*

We report findings from a study of preservice elementary teachers' (PSTs) understandings of equity in teaching mathematics. We present varied perspectives based on analyses of PSTs' reflections on readings about equity in a methods course and efforts for improvement.

Preservice Teachers' Investigations of Struggling Students: Developing More Equitable Mathematics Teaching Practices

Wendy Smith, *University of Nebraska-Lincoln*

I present evidence from seven preservice teachers conducting action research focused on better understanding how struggling students experience mathematics curricula, to provide a foundation for discussion of how action research can help preservice teachers develop more equitable teaching practices.

The Mathematics of Inclusion: An Exploration of the Scholars Program

Lidia Gonzalez, *York College, CUNY*

The Tensor Scholars Program, a mathematics circle at York College, challenges the under-representation of women and others in mathematics. This session focuses on the program and the impact of participation on students' mathematical/academic identities and beliefs about mathematics/mathematicians.

Session 10
Mathematical Content Knowledge
Individual Session

Salon 12

Developing Language as a Foundation for Proportional Reasoning

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

In this interactive session, we will discuss strategies we have found to support PSTs in developing language for understanding proportional relationships, solving proportional reasoning problems, and justifying the solutions. We will share samples of PST written work and video.

Session 11
Pedagogical Content Knowledge
Discussion Session

Salon 13

Assessments of Content Knowledge for Teaching (CKT) as Opportunities for Teacher Learning

Geoffrey Phelps, *Educational Testing Service*
Heather Howell, *Educational Testing Service*
Barbara Weren, *Educational Testing Service*
Shona Ruiz Diaz, *Educational Testing Service*

This session opens a dialogue with teacher educators about transforming measures of teacher knowledge into tools for developing teacher knowledge. Presenters will share results from a study of preservice teachers using CKT items from the Measures of Effective Teaching project.

Session 12
Mathematics Education Policy and Program Issues
Discussion Session

Salon 14

The Mathematical Education of Teachers II

W. James Lewis, *University of Nebraska-Lincoln*
Sybilla Beckmann, *University of Georgia*
Denise A. Spangler, *University of Georgia*

We will discuss the recently published *Mathematical Education of Teachers II* that makes recommendations for the mathematics that K-12 teachers should know to provide students with the mathematics education envisioned by the Common Core State Standards.

Session 13 Salon 3
Pedagogical Content Knowledge
Individual Session

A Framework for Recognizing Teachable Moments in Mathematics Classrooms

Keith Leatham, *Brigham Young University*
 Blake Peterson, *Brigham Young University*
 Shari Stockero, *Michigan Technological University*
 Laura Van Zoest, *Western Michigan University*

We describe a tool for identifying when student thinking provides a pedagogical opening for working towards a mathematical goal. Attendees will discuss ideas for using the tool to analyze and discuss instances of student mathematics thinking with teachers.

Session 14 Salon 6
Mathematical Content Knowledge
Individual Session

Advanced Mathematics Content: A Comparative Analysis of CCSSM and Mathematics Textbooks for Teachers

Sarah Quebec Fuentes, *Texas Christian University*
 J. Matt Switzer, *Texas Christian University*
 Nicholas Wasserman, *Southern Methodist University*

Advanced mathematics content knowledge is one component of the knowledge required for teaching. Through a comparative analysis, researchers explored the degree to which advanced mathematics content supporting the CCSSM aligned with content included in mathematics textbooks for teachers.

Session 15 Salon 7
Teaching and Learning with Technology
Individual Session

Forming Partnerships to Promote Technology as a Tool to Explore in Mathematics

Leigh Haltiwanger, *Clemson University*
 Bob Horton, *Clemson University*

This project overview will report the initial transformation of teacher beliefs through a professional development project designed to prepare teachers to implement a color graphing calculator as a tool to explore in middle school mathematics curriculum.

Session 16 Salon 8
Equity and Mathematics Education
Individual Session

Secondary Teacher Candidates' Perceptions of Teaching and Learning Mathematics Using Multicultural Activities

Nirmala Naresh, *Miami University*
 Suzanne R. Harper, *Miami University*

Informed and inspired by ethnomathematics research, we engaged teachers in multicultural mathematical learning experiences. Teachers questioned their traditionally held perceptions about the role of culture in the classrooms and moved a step closer towards attending to aspects of cultural diversity.

Session 17 Salon 9
Preservice Teacher Field Experiences
Individual Session

Use of Mathematical Quality of Instruction Protocol in a Video Club for Student Teachers

Rebecca Mitchell, *Boston College*

This presentation describes and shares findings from a student teacher video club that used the Mathematics Quality of Instruction (MQI) protocol. Participants will watch and code video-taped lessons and discuss implications of this work for student teacher mentoring.

Session 18 Salon 10
Development of Mathematics Teacher Educators
Individual Session

Actions a Mathematics Teacher Educator Uses to Enhance Prospective Teachers' Knowledge of Instructional Strategies

Cynthia E. Taylor, *Millersville University of Pennsylvania*

Participants will engage in discussion around actions and purposes mathematics teacher educators may implement to enhance prospective teachers' pedagogical content knowledge. Results from one mathematics teacher educator's classroom identified to enhance prospective teachers' knowledge of instructional strategies will be shared.

Session 19 Salon 11
Teacher Professional Development
Brief Report Sessions

Professional Learning Communities

A Professional Learning Community Built around Algebra, Educative Curriculum Materials (ECM), CCSS, and Technology

Judy Olson, *University of Hawaii*
 Fay Zenigami, *University of Hawaii*

This session will focus on a two-year professional development project that challenged teachers to deepen content and pedagogical knowledge by examining research and practices for teaching algebra, and developing ECM that integrated technology and CCSS standards and mathematical practices.

Community Development in Mathematics Professional Development

Rachael Eriksen Brown, *Knowles Science Teaching Foundation*

This session will share and interactively discuss a study exploring how a group of middle grades mathematics teachers developed into a community during a professional development course including using video to examine the framework used for analysis of facilitator moves.

Lessons Learned: Designing Effective Professional Development for K-12 Mathematics Teachers

Angel Rowe Abney, *Georgia College & State University*

During this session I will share successes and failures in planning professional development for K-12 mathematics teachers and will discuss what the teachers view as important and how their views agree with or differ from the views of mathematics educators.

Session 20
AMTE 2012 Early Career Award Winner
Individual Session

Salon 12

Managing “Realities” in Mathematics Teaching and Mathematics Teacher Education

Timothy Boerst, *University of Michigan*

This session will engage participants in considering key challenges of “real” contexts for teaching mathematics and learning to teach mathematics. Participants will explore ways of managing these challenges in the design, enactment, and assessment of practice-focused mathematics teacher education.

Session 21
Pedagogical Content Knowledge
Individual Session

Salon 13

Building Statistical Knowledge for Teaching through the Study of Learning Trajectories

Stephanie Casey, *Eastern Michigan University*

Learning trajectories and corresponding tasks related to two fundamental statistics topics, sampling variability and regression, have been created by the NSF-funded Project-SET. These will be shared and examined, along with the responses of expert secondary teachers to the tasks.

Session 22
Pedagogical Content Knowledge
Individual Session

Salon 14

Preparing Elementary Preservice Teachers to Teach the CCSSM Standards of Mathematical Practice

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

This participant-engaging session will share outcomes from a two-course sequence designed to deliberately connect preservice elementary teachers with the Standards for Mathematical Practice (SMP) in the Common Core State Standards for Mathematics (CCSSM) as both learners and teachers.

Thursday, January 24, 2013

11:30a – 12:45p



*Association of Mathematics
Teacher Educators*

Lunch and Discussion Tables

Ballroom C/D

During lunch, you're invited to participate in a Discussion Table (topics listed on page 7 of your program).

Overview of Thursday Afternoon, January 24, 2013

	12:45 - 1:45 pm	2:00 - 3:15 pm	3:45 - 4:30 pm
Salon 3	23. <i>Looking at How Mathematics Teacher Educators and Teachers Examine "Competing Beliefs"</i> - Vissa	35. <i>The Teaching and Learning of Fractions from East Asian Perspectives: Opportunities and Challenges of Common Core</i> - Son, Watanabe, Lo & Beckmann	45. <i>STEM Resident Teacher Professional Preparation Program</i> - Taylor, Hacımeroglu & Andreasen
Salon 4	24. <i>Supporting English Language Learners in Middle Grades Geometry: Findings from Fostering Mathematics Success of ELLs</i> - Nelson, Nikula, Moffett & Heck		46. <i>Examining Preservice Teachers' Rationales for Sequencing of Student Solution Paths</i> - Meikle
Salon 5	25. <i>Building our Understanding of Online Mathematics Teacher Education</i> - Silverman, Kastberg, Lynch-Davis, Dean & Chauvot		47. <i>Helping Special Educators Learn to Teach Mathematics From a Reform-Based Perspective</i> - Monroe, Bahr & Rino
Salon 6	26. <i>Secondary Teachers' Development of Foundational Understandings for Integrated Reasoning about Statistical Variation</i> – Peters	36. <i>Getting Preservice Elementary Teachers Involved through Problem-based Learning (PBL) Activities</i> - Banes & Miller	48. <i>Advancing Effective PD: The Journey of One State Initiative from Inservice to Preservice</i> - Hickman, Rubio & Burton
Salon 7	27. <i>Reading & Writing Group: A Tool to Support the Scholarship of Mathematics Teacher Educators</i> - Sanchez, Watanabe, Lischka & Hillen	37. <i>Mathematical Content Knowledge Brief Reports</i>	49. <i>Preservice Teachers of High School Mathematics: Predicting Success and Studying Persistence When Facing Mathematical Adversity</i> - Sinicrope & Preston
Salon 8	28. <i>Opportunities to Learn Mathematics with Early Field Experiences: Service Learning in a Mathematics Content Course</i> - Wang, Kinzel & Humphrey	38. <i>Inservice Secondary Teachers' Representations of Complex Numbers</i> - Karakok, Soto-Johnson & Anderson	50. <i>Examining Research on Teachers' Knowledge Needed for Teaching Mathematics with Technology Using the TPACK Framework</i> - Driskell, Browning, Johnston & Niess
Salon 9	29. <i>Digital Mathematics Textbooks: A Tool for Analysis</i> – Thomas	39. <i>Development of Teacher Reasoning that Supports Teaching Mathematics with Social Justice</i> - Baldinger & Jilk	51. <i>Using the Standards for Mathematical Practice to Frame Field Experience</i> - Hix & Lewis
Salon 10	30. <i>Growing STEM: Act Locally to Reach Globally!</i> - Cobbs & Luebeck	40. <i>Using Integers to Rethink the Role of Context in School Mathematics</i> - Bishop, Philipp, Whitacre, Stephan & Jacobs	52. <i>Understanding the Work of Mathematics Teacher Educators</i> - Superfine & Li
Salon 11	31. <i>Preservice Teacher Field Experiences Brief Reports</i>	41. <i>Pedagogical Content Knowledge Brief Reports</i>	53. <i>Rational Numbers: Ramp or Roadblock to Algebra?</i> - Jones & Sharon
Salon 12	32. <i>Supporting Preservice Teachers' Ability to Notice, Interpret, and Respond to Students during Relational Thinking Interviews</i> – van den Kieboom, Magiera & Moyer	42. <i>The Iterative Model Seeing, Trying, Reflecting Accelerates Preservice Teachers' Ability to Implement Key Teaching Practices</i> - Teuscher & Switzer	54. <i>Assessment for Learning: Grading Practices in Methods Courses at Two Universities and Implications for Equity</i> - McCloskey, Yoder & Lloyd
Salon 13	33. <i>Sustained Professional Development: A Vehicle for Promoting Mathematically Proficient Leaders in Elementary Schools</i> - Ivy & James	43. <i>Building a Professional Educator Community in the Era of the Common Core</i> - Whitesides & Umland	55. <i>Teacher Rates of Change: Designing Professional Development That Supports Individual Difference</i> - Frost
Salon 14	34. <i>Collaborating through the Math Alliance Project to Promote Mathematics Achievement of Struggling Learners</i> - Huinker & Winn	44. <i>Investigations into Secondary Mathematics Teacher Education Programs: Capstones, "Methods," and Algebra</i> - Newton, Kasten, Karunaratne, Kenney, Senk, He, Wortinger, Jung & Heid	56. <i>Leadership in Mathematics Begins at the Preservice Level</i> - Mitchell

Session 23 Salon 3
Pedagogical Content Knowledge
Individual Session

Looking at How Mathematics Teacher Educators and Teachers Examine “Competing Beliefs”

Jeanne Vissa, *Knowles Science Teaching Foundation*

When mathematics teacher educators work with early career teachers, they may notice the presence of tensions in competing beliefs, for the teachers and themselves. This session explores developing productive conversations around these tensions for deeper understanding of teaching and learning.

Session 24 Salon 4
Equity and Mathematics Education
Extended Session (12:45 – 3:15)

Supporting English Language Learners in Middle Grades Geometry: Findings from Fostering Mathematics Success of ELLs

Courtney Nelson, *Horizon Research, Inc.*
 Johannah Nikula, *Education Development Center*
 Gwen Moffett, *Horizon Research, Inc.*
 Daniel Heck, *Horizon Research, Inc.*

Participants will engage with elements of our research and professional development, including: instructional practices that support ELLs’ learning; selected tools and teacher and student assessments; and our process for creating challenging, yet accessible math tasks for ELLs.

Session 25 Salon 5
Teacher Professional Development
Extended Session (12:45 – 3:15)

Building our Understanding of Online Mathematics Teacher Education

Jason Silverman, *Drexel University*
 Signe Kastberg, *Purdue University*
 Kathleen Lynch-Davis, *Appalachian State University*
 Chrystal Dean, *Appalachian State University*
 Jennifer B. Chauvot, *University of Houston*

This interactive panel discussion will engage participants in conversations about important themes in online mathematics teacher education (OMTE). Our goal is to build a professional community of mathematics teacher educators interested in pursuing a collaborative agenda in OMTE.

Session 26 Salon 6
Mathematical Content Knowledge
Individual Session

Secondary Teachers’ Development of Foundational Understandings for Integrated Reasoning about Statistical Variation

Susan Peters, *University of Louisville*

This session presents findings from a study investigating factors identified by secondary statistics teachers who exhibited integrated reasoning about variation as deepening their understandings of variation. Discussion focuses on commonalities and differences in teachers’ experiences and implications for teacher education.

Session 27 Salon 7
Development of Mathematics Teacher Educators
Discussion Session

Reading & Writing Group: A Tool to Support the Scholarship of Mathematics Teacher Educators

Amy F. Hillen, *Kennesaw State University*
 Wendy Sanchez, *Kennesaw State University*
 Tad Watanabe, *Kennesaw State University*
 Alyson E. Lischka, *Kennesaw State University*

The presenters will share their experiences in leading a mathematics education reading and writing group at their university. Participants will then consider the benefits of such groups and how to develop similar groups at their institutions and/or across institutions.

Session 28 Salon 8
Preservice Teacher Field Experiences
Individual Session

Opportunities to Learn Mathematics with Early Field Experiences: Service Learning in a Mathematics Content Course

Sasha Wang, *Boise State University*
 Margaret Kinzel, *Boise State University*
 Michael Humphrey, *Boise State University*

This session describes the impact of service-learning as an active learning experience, in which K-8 prospective teachers assist in mathematics classrooms at local elementary schools, while attending a mathematics content course before admission to a teacher education program.

Session 29 Salon 9
Teaching and Learning with Technology
Individual Session

Digital Mathematics Textbooks: A Tool for Analysis

Amanda Thomas, *University of Missouri*

Digital mathematics textbooks are increasingly popular in schools and often advertised as more engaging than print textbooks. This session will engage participants in using a tool for analyzing digital mathematics textbooks and present results of a related study.

Session 30 Salon 10
School and University Partnerships and Projects
Individual Session

Growing STEM: Act Locally to Reach Globally!

Georgia Ann Cobbs, *The University of Montana*
 Jennifer Luebeck, *Montana State University*

In Montana we have STEM efforts ranging from individual teachers, to a local school district, to collaboration with and work within universities, to help achieve our governor’s initiative to integrate STEM at all levels of education. We will share highlights of each.

Session 31
Preservice Teacher Field Experiences
Brief Report Sessions

Salon 11

Student Perspectives on the Impact of Early Field Experiences Teaching Mathematics in a Developing Country

Rebecca K. Walker, *Grand Valley State University*
Lisa Anne Kasmer, *Grand Valley State University*

Explore the design, implementation, and impact of teaching in Africa for preservice mathematics teachers. Those who participated in the program reported increases in self-efficacy, flexibility, reflection, and appreciation for collaboration. How this applies to US classrooms will also be considered.

Teachers' Induction into the Practices of Guided Reinvention: A New Clinical Model

Michelle Stephan, *University of North Carolina at Charlotte*
Diana Underwood-Gregg, *Purdue University Calumet*
Gayle Millsaps, *Purdue University Calumet*
Marcia Weller Weinhold, *Purdue University Calumet*

This research develops a model for mentoring undergraduate elementary preservice teachers into the reinvention approach to mathematics teaching. This approach is a form of inquiry teaching that blends standards-based instruction and Realistic Mathematics Education design theory.

Focused Field Experiences using iPads & Apps

Timothy M. Hendrix, *Meredith College*

Helping preservice teachers focus early field experiences on important development of mathematical concepts, meaningful classroom interactions and discourse is a challenge. iPads and app LessonNote can help preservice teachers focus attention, promoting an integrated view of teaching and learning mathematics.

Session 32
Pedagogical Content Knowledge
Discussion Session

Salon 12

Supporting Preservice Teachers' Ability to Notice, Interpret, and Respond to Students During Relational Thinking Interviews

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

We will engage participants in a discussion about our research using activities designed to develop preservice teachers' ability to notice, interpret, and respond to students' relational thinking during clinical interviews. Participants will analyze video-clips of clinical interviews preservice teachers conducted.

Session 33
Teacher Professional Development
Individual Session

Salon 13

Sustained Professional Development: A Vehicle for Promoting Mathematically Proficient Leaders in Elementary Schools

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

In this session, we will describe a recent partnership-based project involving sustained professional experiences for second and third grade teachers. We will discuss relevant data and the transferability of the model.

Session 34
Equity and Mathematics Education
Individual Session

Salon 14

Collaborating through the Math Alliance Project to Promote Mathematics Achievement of Struggling Learners

DeAnn Huinker, *University of Wisconsin-Milwaukee*
Judith A. Winn, *University of Wisconsin-Milwaukee*

General and special education teachers and teacher educators examined issues of explicitness and conceptual understanding in meeting needs of special education and other students who struggle in mathematics. Differential impacts occurred on math knowledge, expectations of student learning, and collaboration.

Note: Committee Chairs Meeting will be held from 2:00 – 3:15 in Salon 2.

Session 35 Salon 3
Mathematical Content Knowledge
Symposium

The Teaching and Learning of Fractions from East Asian Perspectives: Opportunities and Challenges of Common Core

Ji-Won Son, *The University of Tennessee-Knoxville*
 Tad Watanabe, *Kennesaw State University*
 Jane-Jane Lo, *Western Michigan University*
 Sybilla Beckmann, *University of Georgia*

Using East Asian curriculum materials as a lens, we will examine the treatment of fractions and fraction addition and subtraction and discuss ways to enhance preservice teachers' mathematical knowledge for teaching fractions aligned with the Common Core State Standards.

Session 36 Salon 6
Mathematical Content Knowledge
Individual Session

Getting Preservice Elementary Teachers Involved through Problem-Based Learning (PBL) Activities

Brandon Cody Banes, *Middle Tennessee State University*
 L. Diane Miller, *Middle Tennessee State University*

Results from two studies on the use of Problem-based learning (PBL) will be shared. Attendees will work through a PBL scenario and begin to create a PBL activity for use in their own classrooms.

Session 37 Salon 7
Mathematical Content Knowledge
Brief Report Sessions

Developing a Research-based Calculus for Future Elementary Teachers

Karen Allen Keene, *North Carolina State University*
 Alina Duca, *North Carolina State University*

We discuss research results from an ongoing study intended to provide a calculus experience that is useful and engaging for preservice elementary teachers. Details of the design, tasks, and results of piloting of the calculus course are discussed.

K-8 Teachers' Production and Evaluation of Arguments in Different Mathematical Contexts

Yating Liu, *The Ohio State University*
 Patti Brosnan, *The Ohio State University*

Twenty K-8 inservice teachers participated in this exploratory study directed by a professional development program. Participants' capability to produce and evaluate mathematically valid arguments, and how such capability may impact their understanding and assessment of students' reasoning was examined.

Making Sense of the Partitive Model of Division of Fractions: Conceptual Challenges for Preservice Teachers

Charles Hohensee, *University of Delaware*
 Amanda Jansen, *University of Delaware*

We investigated the use of dual number line representations and a spreading out evenly metaphor to develop preservice teachers' understanding of the partitive model of division with fractions. Results suggest several conceptual hurdles on the way to a robust understanding.

The Effects of College Mathematics Courses on Preservice Teachers' Mathematical Content Knowledge Using TEDS-M Findings

Shawn D. Broderick, *The University of Georgia*

This study explored the effects of college mathematics courses on preservice middle school teachers' mathematical content knowledge from the Teacher Education and Development Study in Mathematics (TEDS-M). Certain courses had significant effects. Implications for teacher education programs will be discussed.

Session 38
Mathematical Content Knowledge
Individual Session

Salon 8

Inservice Secondary Teachers' Representations of Complex Numbers

Gulden Karakok, *University of Northern Colorado*
Hortensia Soto-Johnson, *University of Northern Colorado*
Stephenie Anderson, *University of Northern Colorado*

We will share inservice secondary mathematics teachers' representations for the arithmetic of complex numbers, which they discovered in a professional development program. The audience will partake in the PD activities designed to promote a dynamic view of complex numbers.

Session 39
Teacher Professional Development
Symposium

Salon 9

Development of Teacher Reasoning that Supports Teaching Mathematics with Social Justice

Evra Baldinger, *University of California-Berkeley*
Lisa Jilk, *University of Washington*

We describe a model for professional development focused on implementing the equity-focused pedagogy Complex Instruction, and report preliminary findings about productive shifts in teacher reasoning about students, mathematics and intelligence. Participants will engage in a discussion about artifacts of data.

Session 40
Pedagogical Content Knowledge
Symposium

Salon 10

Using Integers to Rethink the Role of Context in School Mathematics

Jessica Pierson Bishop, *University of Georgia*
Randolph Philipp, *San Diego State University*
Ian Whitacre, *Florida State University*
Michelle Stephan, *University of North Carolina at Charlotte*
Victoria Jacobs, *University of North Carolina at Greensboro*

Teachers may leave preparation programs believing that certain practices are good or bad: For example, a good teaching practice could be using contexts. In this symposium, we rethink our stance on contexts drawing from video of 160 integer-based, student interviews.

Session 41
Pedagogical Content Knowledge
Brief Report Sessions

Salon 11

Preservice Teachers Learning to Teach By Studying Teaching

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

This session shares a project that explores learning by preservice teachers through a video club concurrent with student teaching internship. The focus is preservice teachers learning to provide experiences for elementary students to develop the Standards for Mathematical Practice (CCSSI, 2010).

Prospective Elementary Teachers' Interpretations of a Classroom Scenario

Ginger Rhodes, *University of North Carolina at Wilmington*
Shelby Morge, *University of North Carolina at Wilmington*
Heidi J Higgins, *University of North Carolina at Wilmington*

We will discuss a study about prospective elementary teachers' views of the world and how those views influence their interpretations of a classroom scenario. We also explore implications for teacher education.

Supporting Mathematics Classroom Discourse in Traditionally Low Performing Schools

Tracey Holliday Howell, *University of North Carolina at Greensboro*
Peter Holt Wilson, *University of North Carolina at Greensboro*

We share research findings on instructional practices that support discourse in challenging schools. Findings suggest the need for greater support for teachers in learning instructional practices that engender students' abilities to justify and explain their reasoning to meet the CCSSM.

Using Student Problem Solving Responses to Develop Inservice Teachers' Knowledge of Content and Students

Pingping Zhang, *The Ohio State University*

In order to contribute to the development of teachers' knowledge of content and students, this study analyzed 566 students' responses to designed patterns and measurement problems, concerning types of approaches, explanations for them, and possible interpretations for students' understanding.

Session 42
Pedagogical Content Knowledge
Discussion Session

Salon 12

***The Iterative Model Seeing, Trying, Reflecting Accelerates
Preservice Teachers' Ability to Implement Key Teaching Practices***

Dawn Teuscher, *Brigham Young University*
J. Matt Switzer, *Texas Christian University*

We will focus on the importance of prospective teachers moving through the iterative cycle of seeing, trying, and reflecting to demonstrate competence with key teaching practices. Specifically, we discuss prospective teachers' use of video to analyze and develop teaching practices.

Session 43
Teacher Professional Development
Discussion Session

Salon 13

***Building a Professional Educator Community in the Era of the
Common Core***

Ellen Whitesides, *University of Arizona*
Kristin Umland, *University of New Mexico*

This workshop will engage participants in the interactive educator community: *Illustrative Mathematics*. This online community illustrates the Common Core through sets of tasks, and recognizes and builds the expertise of teacher leaders through developing and reviewing tasks.

Session 44
Mathematics Education Policy and Program Issues
Symposium

Salon 14

***Investigations into Secondary Mathematics Teacher Education
Programs: Capstones, "Methods," and Algebra***

Jill Newton, *Purdue University*
Sarah Kasten, *Northern Kentucky University*
Susitha Karunaratne, *Purdue University*
Rachael Kenney, *Purdue University*
Sharon Senk, *Michigan State University*
Jia He, *Michigan State University*
Kari Wortinger, *Purdue University*
Hyunyi Jung, *Purdue University*
Mary Kathleen Heid, *The Pennsylvania State University*

In this session, we report research related to several aspects of secondary mathematics teacher education programs, including texts and technology used in "methods" courses, the range of capstone courses, and opportunities to learn algebra and how to teach algebra.

Session 45 Salon 3
School and University Partnerships and Projects
Individual Session

STEM Resident Teacher Professional Preparation Program

Rosemarye Taylor, *University of Central Florida*
 Erhan Selcuk Haciomeroglu, *University of Central Florida*
 Janet Andreasen, *University of Central Florida*

Participants will understand the process and products of RPT3, a co-created system for STEM teacher preparation, designed by University of Central Florida interdisciplinary faculty and five partner school districts. By cross-disciplinary teaming and co-responsibility for outcomes, the expectation is more effective teachers.

Session 46 Salon 4
Pedagogical Content Knowledge
Individual Session

Examining Preservice Teachers' Rationales for Sequencing of Student Solution Paths

Erin M. Meikle, *University of Delaware*

An intervention was developed and implemented in a methods course to help preservice teachers develop productive selecting and sequencing strategies for promoting the mathematical goals during discussion. The presenter will share findings from this study and implications for teacher preparation

Session 47 Salon 5
Equity and Mathematics Education
Individual Session

Helping Special Educators Learn to Teach Mathematics from a Reform-Based Perspective

Eula Ewing Monroe, *Brigham Young University*
 Damon L. Bahr, *Brigham Young University*
 Joseph Samuel Rino, *Brigham Young University*

This case study describes the movement of five special educators toward reform-based mathematics and identifies components within professional development affecting that movement. Growth in beliefs, knowledge, and practices occurred in a broad, balanced manner across the duration of the project.

Session 48 Salon 6
Pedagogical Content Knowledge
Individual Session

Advancing Effective PD: The Journey of One State Initiative from Inservice to Preservice

Beth Hickman, *AMSTI- Auburn University*
 Terri Rubio, *AMSTI- Auburn University*
 Megan Elizabeth Burton, *Auburn University*

This session will share how state math initiative specialists and university faculty partnered to shape an effective inservice professional development to best meet pedagogical content needs of preservice elementary teachers. Hands-on activities, study findings, and program video will be shared.

Session 49 Salon 7
Mathematics Education Policy and Program Issues
Individual Session

Preservice Teachers of High School Mathematics: Predicting Success and Studying Persistence when Facing Mathematical Adversity

Ron Preston, *East Carolina University*
 Rose Sinicrope, *East Carolina University*

Findings of this study indicated first mathematics course grades are a predictor of program success; and preservice teacher beliefs about intelligence are not. While almost half of the participants faced adversity by repeating a mathematics course, this session examines reasons for persisting and success in teaching.

Session 50 Salon 8
Teaching and Learning with Technology
Individual Session

Examining Research on Teachers' Knowledge Needed for Teaching Mathematics with Technology Using the TPACK Framework

Shannon O.S. Driskell, *University of Dayton*
 Christine Browning, *Western Michigan University*
 Christopher Johnston, *American Institutes for Research*
 Maggie Niess, *Oregon State University*

Findings will be reported from an analysis of mathematics education research that explored how the TPACK framework and four TPACK components can be used to analyze and describe preservice and inservice teachers' development of TPACK. This session includes opportunity for discussion.

Session 51 Salon 9
Preservice Teacher Field Experiences
Individual Session

Using the Standards for Mathematical Practice to Frame Field Experience

Jennifer M. Lewis, *Wayne State University*
 Sherry Hix, *North Georgia College and State University*

This session will bring together contrasting examples of teacher education courses, one elementary and one secondary, from different institutions both using the Standards for Mathematical Practice as a framework for structuring preservice teachers' field experiences.

Session 52 Salon 10
Development of Mathematics Teacher Educators
Individual Session

Understanding the Work of Mathematics Teacher Educators

Alison Castro Superfine, *University of Illinois at Chicago*
 Wenjuan Li, *University of Illinois at Chicago*

Our purpose in this session is to discuss findings from an empirical investigation of the practices of mathematics teacher educators as they teach content courses for preservice elementary teachers.

Session 53
Mathematical Content Knowledge
Individual Session

Salon 11

Rational Numbers: Ramp or Roadblock to Algebra?

Dustin Jones, *Sam Houston State University*
Valerie Sharon, *Sam Houston State University*

We will discuss the work of 330 prospective elementary teachers who attempted to solve an equation without a calculator. Several different correct pathways were used. Errors in computation with rational numbers occurred more often than errors in algebraic processes.

Session 54
Equity and Mathematics Education
Individual Session

Salon 12

Assessment for Learning: Grading Practices in Methods Courses at Two Universities and Implications for Equity

Andrea McCloskey, *The Pennsylvania State University*
Gina Borgioli Yoder, *Indiana University Purdue University Indianapolis*
Gwendolyn Lloyd, *The Pennsylvania State University*

We report our efforts to implement more equitable and meaningful grading practices in our elementary mathematics methods courses. We share data on outcomes and compare our findings with existing research on equity and assessment in teacher education.

Session 55
Teacher Professional Development
Individual Session

Salon 13

Teacher Rates of Change: Designing Professional Development That Supports Individual Difference

Janet Hart Frost, *Washington State University*

Participants will explore data on variations in teachers' response to professional development, including areas of instructional change or failure to change. The audience will help generate ideas for effective learning opportunities that both support and guide individual teachers' responses.

Session 56
Presidential Exchange Series
Individual Session

Salon 14

Leadership in Mathematics Begins at the Preservice Level

Suzanne Mitchell, *President, National Council of Supervisors of Mathematics*

Leadership is about how to influence people. Higher education faculty have a unique leadership opportunity to share instructional ideas and resources to influence mathematics leaders. Come learn about the new resource tools and strategies that NCSM has to offer which you can use with preservice and inservice teachers.



Mathematics Education in a Time of Crisis: For What Purpose?

Eric (Rico) Gutstein, *University of Illinois at Chicago*

Teaching critical mathematics has always been important but never more than today because of the crises that affect our lives and the potential for youth to contribute to the solutions—now and as they grow. For me, we (math educators, teachers, researchers, learners) need deep understandings of both our larger sociopolitical contexts and of how to teach and learn mathematics to understand and transform the world. In this talk, I will try to provide a window into developing, teaching, and learning critical mathematics in an urban high school. I will argue that doing this work requires different knowledges of, and places different demands on, teacher educators and teachers. In part, it draws on how we understand the dialectics of the larger crises and concomitant opportunities that face us, and more importantly, how we respond.

Participate in Friday's Equity Learn & Reflect Strand

A Learn & Reflect strand focused on equity is part of this year's conference. The strand, organized using a structure similar to the one used by NCTM, begins with Thursday's General Session presentation by Eric (Rico) Gutstein. At the conclusion of this session, five reflection questions will be posed for attendees to consider. On Friday, some sessions have been designated as part of the Learn & Reflect strand. People who are interested will attend all of these sessions together and then gather during the final session on Friday from 3:45 to 4:45 p.m. to participate in small group discussions about the reflection questions led by the AMTE Equity Task Force members and Rico Gutstein.

Reflection Questions (posed by Equity Task Force)

1. What experiences and expertise do you bring to work related to equity and teacher education that you would be willing to share?
2. As you move through sessions, what are some things that surprise you? What might those surprises tell you about what you believe, value, or assume to be true about equity issues?
3. Doing work related to equity is complex. Given your context, what are some dilemmas/tensions that you are grappling with after learning from the work of others in these sessions?
4. Certain populations of students have been historically marginalized in mathematics. How can we talk about these issues and the needs of specific learners, while avoiding labels and categorizations?
5. What are the pressing issues that could potentially have a real impact on your work, your colleagues' work and your students in mathematics education?

Equity-Designated Learn & Reflect Sessions

Friday Session	Title	Presenter(s)
Session 60 Salon 6 8:00 – 8:45a	Supporting Elementary Teachers as they Learn to Implement Complex Instruction in Mathematics Classrooms	Bryan Fede, Gemma Mojica & Marta Civil
Session 62 Salon 8 8:00 – 8:45a	Elementary Preservice Teachers' Beliefs about Teaching Mathematics to Students of Color in Urban, High-Needs Schools	Heather Gallivan
Session 78 Salon 11 9:00 – 10:15a	Presentation #1: Developing Academic Language that Helps Preservice Teachers Support ELLs Presentation #2: Three Teacher Suggested Strategies for Supporting English Learners while Teaching Percents in Connected Mathematics Presentation #3: Providing Equitable Learning Opportunities for ELL Students: A Case Study Presentation #4: Removing Roadblocks: Selecting and Implementing High Cognitive Demand Mathematics Tasks with English Language Learners	Presentation #1: Jo Ann Cady, Kristin Rearden & Jessica Livingston Presentation #2: Sarah A. Roberts Presentation #3: Lisa Anne Kasmer Presentation #4: Zandra de Araujo
Session 87 Salon 8 10:30 – 11:30a	Investigating the Achievement Gap: Issues of Equity and the NAEP Teacher Questionnaire	Rick A. Hudson, Crystal Walcott & Doris Mohr
Session 93 Salon 14 10:30 – 11:30a	Seeing the World Through Mathematics: Using Mathematics to Explore Social Justice Issues	Lisa Poling
Session 95 Salon 3 1:00 – 1:45p	A Cultural Awareness Unit To Develop Preservice Teachers' Multicultural Mathematics Dispositions	Dorothy Y. White, Victor Brunaud-Vega, Kanita DuCloux & Dario A. Gonzalez
Session 102 Salon 10 1:00 – 1:45p	Equity-Focused Professional Development for Algebra I Teachers in Urban Districts: Building an eCommunity of Practice	Emily Bonner
Session 118 Salon 13 2:00 – 3:15p	Analyzing Issues of (In)equity and Power in Mathematics Methods Courses	Rochelle Gutierrez, Julia Aguirre & Tonya Bartell
Session 121 Salon 3 3:45 – 4:45p	Reflection and Action: Debriefing on the Equity Strand	AMTE Equity Task Force Members & Rico Gutstein

Friday, January 25, 2013

7:00a - 8:00a



Association of Mathematics
Teacher Educators

Friday Breakfast

Ballroom C/D

On Friday morning from 7:00 to 8:00 a.m., you have two choices for breakfast.

1. Continental breakfast will be served in **Ballroom C/D**.
2. The Advocacy Breakfast will be held in **Jack's Place Restaurant** on the First Floor of the Rosen Plaza Hotel to hear from Ken Krehbiel, National Council of Teachers of Mathematics Associate Executive Director for Communications, who will provide insight on the reauthorization of ESEA (NCLB), Race to the Top Support, funding for the National Science Foundation and Department of Education Programs of interest to our members, and other issues of importance to our organization. All conference attendees are invited to attend, but please note that seating is limited for the Advocacy Breakfast.

Overview of Friday Morning, January 25, 2013

	8:00 - 8:45 am	9:00 - 10:15 am	10:30 - 11:30 am
Salon 3	57. <i>Using Reflective Teaching Cycles to Explore the Difference Between Rationalizing and Reflecting on Practice</i> – Murray	70. <i>How Should the Climate of Increasing Teacher Accountability Affect What We Do as Teacher Educators?</i> - Van Zoest, Philipp, Strutchens & Breyfogle	83. <i>Move It or Lose It: Realizing the Potential of Dynamic Geometry for Middle School Instruction</i> - Brown, Gaba & Gregson
Salon 4	58. <i>Validity of Content Knowledge for Teaching Assessments</i> - Howell, Phelps & Weren	71. <i>Teaching Fraction Multiplication and Division: A Workshop for Instructors of Elementary Mathematics Content Courses</i> - Olanoff, Masingila, Kimani & Magner	84. <i>A Learning Trajectory Framework for the Common Core: Turnonccmath for Interpretation, Instructional Planning, and Collaboration</i> – Maloney & Confrey
Salon 5	59. <i>Experiences That Motivate Preservice Teachers to Learn Mathematics: Creating and Enacting Family Math Night Activities</i> – Thanheiser & Fasteen	72. <i>Algebraic Thinking – Developing Preservice Teachers’ Pedagogical Content Knowledge with Technology Enhanced Experiences</i> - Samek, Rhine & Charles	
Salon 6	60. <i>Supporting Elementary Teachers as They Learn to Implement Complex Instruction in Mathematics Classrooms</i> - Fede, Mojica & Civil	73. <i>Writing and Reviewing for Mathematics Teacher Educator</i> - Boston, Flores, Kersaint, King, Dick, Rubenstein, Spangler & Lambdin	85. <i>Landing a Job in Institutions of Higher Education: Advice from Research and Experience</i> - Teuscher, Reys & Dingman
Salon 7	61. <i>The T-MATH Framework: A Comprehensive Model for Examining Preservice Teachers’ Knowledge of Mathematical Technology Tools</i> - Johnston & Moyer-Packenham	74. <i>Establishing STEM-Focused Schools with Diverse Student Populations</i> - Slavitt, Roth McDuffie & Lesseig	86. <i>Studying the Effects of Teacher Preparation on Teachers’ Mathematics Content and Pedagogical Content Knowledge</i> - Berk, Cline & Gallivan
Salon 8	62. <i>Elementary Preservice Teachers’ Beliefs about Teaching Mathematics to Students of Color in Urban, High-Needs Schools</i> – Gallivan	75. <i>Developing Mathematics Content Knowledge for Secondary Teachers: Taking Steps to Meet the Challenge</i> - Enderson, Manouchehri, Shockey, Leatham, Bush, Burrill & Somayajulu	87. <i>Investigating the Achievement Gap: Issues of Equity and the NAEP Teacher Questionnaire</i> - Hudson, Walcott & Mohr
Salon 9	63. <i>Preservice Secondary Mathematics Teachers’ Analysis of Teaching and Learning: Attributions of Causality of Student Learning</i> – Kuleshova	76. <i>Professional Development Discourse: Defining Sociopedagogical Norms to Talk about Mathematics Instruction</i> - Sztajn, Heck & Nelson	88. <i>Enhancing Teachers’ Capacity to Teach Mathematics in the Common Core through Professional Development Materials</i> - Suzuka & Shaughnessy
Salon 10	64. <i>Development of Preservice Teacher Identities in Relation to University and School Contexts</i> – Hodges	77. <i>Technological Resources to Help Prepare Teachers to Teach the Common Core</i> - Wray, Graybeal & Strickland	89. <i>Building a Foundation for Professional Vision in Elementary Mathematics Methods Courses through Reflective Practices</i> - Safak & Rumsey
Salon 11	65. <i>Pedagogical Content Knowledge Brief Reports</i>	78. <i>Equity and Mathematics Education Brief Reports</i>	90. <i>Teacher Professional Development Brief Reports - Online Professional Development</i>
Salon 12	66. <i>Applying NAEP Now</i> - Goodson-Espy, Lynch-Davis & Pugalee	79. <i>Using Technology in Developing Mathematical Knowledge for Secondary Teaching</i> - Heid	91. <i>Addressing Primary Students’ Varied Perceptions of Mathematical Representations</i> - Buchheister
Salon 13	67. <i>Learning to Learn from Teaching: Teachers’ Use of Lesson Experiments during Professional Development</i> - Spitzer & Shore	80. <i>Preparing Preservice Elementary Teachers to Promote Problem Solving in the Common Core Era</i> - Wilburne	92. <i>AMTE Award Winner Session – What Works In Improving Inservice Teacher and Student Achievement in Mathematics</i> - Collins
Salon 14	68. <i>Teachers Using Data to Improve Instruction: Difficulties Connecting Teaching and Learning</i> – Wieman	81. <i>Integrating Content and Pedagogy Instruction in Mathematics Teacher Preparation</i> - Bahr & Jeppsen	93. <i>Seeing the World through Mathematics: Using Mathematics to Explore Social Justice Issues</i> - Poling
Ballroom B	69. <i>Geometry Assessments for Secondary Teachers (GAST)</i> - Bush, Mohr-Schroeder, Ronau & Lee	82. <i>Teaching and Learning to Find/Build Mathematical Structure</i> - Bass	94. <i>Elaborating How Tasks Shape Classroom Discourse</i> - Herbel-Eisenmann, Johnson & Cirillo

Session 57 Salon 3
Teacher Professional Development
Individual Session

Using Reflective Teaching Cycles To Explore The Difference Between Rationalizing And Reflecting On Practice

Eileen C. Murray, *Harvard Graduate School of Education*

This session describes how reflective teaching cycles helped a 7th-grade mathematics teacher transition from rationalizing to critically reflecting on her practice. This transition allowed her to consider the facilitation or hindrance of higher-order thinking in practice.

Session 58 Salon 4
Pedagogical Content Knowledge
Individual Session

Validity of Content Knowledge for Teaching Assessments

Heather Howell, *Educational Testing Service*
 Geoffrey Phelps, *Educational Testing Service*
 Barbara Weren, *Educational Testing Service*

Assessments of content knowledge for teaching designed as part of the *Measures of Effective Teaching* project are examined for validity. The presentation focuses on cognitive interview data providing strong evidence to support the theoretical and empirical basis for these assessments.

Session 59 Salon 5
Mathematical Content Knowledge
Individual Session

Experiences That Motivate Preservice Teachers to Learn Mathematics: Creating and Enacting Family Math Night Activities

Eva Thanheiser, *Portland State University*
 Jodi Fasteen, *Portland State University*

Motivating prospective elementary teachers (PSTs) to learn mathematics in their content courses remains a constant challenge. We share how one experience (creating and enacting a family math night) helped PSTs learn mathematics content and feel more motivated to learn.

Session 60 Salon 6
Equity and Mathematics Education
Individual Session

Supporting Elementary Teachers as they Learn to Implement Complex Instruction in Mathematics Classrooms

Bryan Fede, *University of North Carolina at Chapel Hill*
 Gemma Mojica, *University of North Carolina at Chapel Hill*
 Marta Civil, *University of North Carolina at Chapel Hill*

Complex Instruction (CI) is one approach to engaging all children with meaningful and significant mathematics. Findings from a study of eight elementary mathematics teachers who learned about CI strategies and began to implement these in their practice will be shared.

Session 61 Salon 7
Teaching and Learning with Technology
Individual Session

The T-MATH Framework: A Comprehensive Model for Examining Preservice Teachers' Knowledge of Mathematical Technology Tools

Christopher Johnston, *American Institutes for Research*
 Patricia S. Moyer-Packenham, *Utah State University*

This session showcases the T-MATH Framework, the result of research with 144 preservice elementary teachers. We make recommendations for mathematics teachers educators, including instructional tasks which capitalize on teachers' knowledge of technology and ways to evaluate and integrate technology in teaching.

Session 62 Salon 8
Equity and Mathematics Education
Individual Session

Elementary Preservice Teachers' Beliefs about Teaching Mathematics to Students of Color in Urban, High-Needs Schools

Heather Gallivan, *University of Delaware*

This presentation presents results of a study examining elementary preservice teachers' beliefs about, sense of preparedness towards, and intentions regarding teaching mathematics to students of color in urban, high-needs schools at various stages of their teacher education program.

Session 63 Salon 9
Pedagogical Content Knowledge
Individual Session

Preservice Secondary Mathematics Teachers' Analysis of Teaching and Learning: Attributions of Causality of Student Learning

Angelina Kuleshova, *Florida State University*

This presentation will report the results of a study that examined the nature of preservice secondary mathematics teachers' analyses, focusing on preservice teachers' attributions of students' unsuccessful learning and achievement while analyzing their own teaching.

Session 64 Salon 10
Preservice Teacher Field Experiences
Individual Session

Development of Preservice Teacher Identities in Relation to University and School Contexts

Thomas E. Hodges, *University of South Carolina*

This session describes the use of normative and personal identities (Cobb, Gresalfi, & Hodge, 2009) to understand how elementary PSTs come to identify with particular forms of mathematics instruction in light of priorities established in university and school contexts.

Session 65
Pedagogical Content Knowledge
Brief Report Sessions

Salon 11

Exploring Preservice Elementary Teachers' Co-development of Mathematical Knowledge for Teaching and Conceptions about Mathematics

Cindy Jong, *University of Kentucky*
Rachael M. Welder, *Hunter College-City University of New York*

This presentation reports findings from an exploration of preservice elementary teachers' development of Mathematical Knowledge for Teaching (MKT) and potential connections between teachers' MKT and conceptions (defined as attitudes, beliefs, and dispositions) about mathematics teaching and learning.

Students' Conceptions of Mathematics as Sensible and Related Instructional Practices

Maureen M. Grady, *The Pennsylvania State University*

Mathematics teachers need to help students see mathematics as sensible. This session will examine a list of action-oriented indicators that students have such a conception of mathematics and will discuss instructional practices associated with development of this conception.

Session 66
Mathematical Content Knowledge
Individual Session

Salon 12

Applying NAEP Now

Tracy J. Goodson-Espy, *Appalachian State University*
Kathleen Lynch-Davis, *Appalachian State University*
David Pugalee, *University of North Carolina at Charlotte*

This study developed instructional modules based on NAEP for mathematics content and methods courses for preservice elementary and middle school teachers and examined their impact on mathematical content knowledge and self-efficacy beliefs about teaching mathematics.

Session 67
Teacher Professional Development
Individual Session

Salon 13

Learning to Learn From Teaching: Teachers' Use of Lesson Experiments during Professional Development

Sandy M. Spitzer, *Towson University*
Felice Shore, *Towson University*

This session will describe a professional development program designed to help middle school mathematics teachers learn from their teaching through lesson experiments. We will examine teachers' growth in analyzing their practice based on student learning and critique our own interventions.

Session 68
Teacher Professional Development
Individual Session

Salon 14

Teachers Using Data to Improve Instruction: Difficulties Connecting Teaching and Learning

Robert Wieman, *Rowan University*

This session describes research about how teachers connected teaching and learning while engaging in inquiry into their practice. The subtle variations of these connections demonstrate the complexity of seemingly straightforward calls for teachers to use data to improve instruction.

Session 69
Pedagogical Content Knowledge
Individual Session

Ballroom B

Geometry Assessments for Secondary Teachers (GAST)

William Bush, *University of Louisville*
Margaret Mohr-Schroeder, *University of Kentucky*
Robert Ronau, *University of Louisville*
Carl W. Lee, *University of Kentucky*

The purpose of the NSF-funded GAST project is to develop assessments that measure secondary mathematics teachers' knowledge for teaching geometry, specifically area/volume and similarity/congruence. The assessments were designed with a validity framework for predicting effective geometry teaching and student achievement.

Session 70 Salon 3
AMTE Task Force Chairs
Symposium

How Should the Climate of Increasing Teacher Accountability Affect What We Do as Teacher Educators?

Laura Van Zoest, *Western Michigan University*
 Randolph Philipp, *San Diego State University*
 Marilyn E. Strutchens, *Auburn University*
 Lynn Breyfogle, *Bucknell University*

Expectations for teachers are changing. AMTE Task Force Chairs (CCSM; MET2; NCTM-NCATE Standards) will use their documents as lenses to promote discussion about how teacher educators' responsibilities to our students are changing. The group discussion will focus on needed responses.

Session 71 Salon 4
Development of Mathematics Teacher Educators
Discussion Session

Teaching Fraction Multiplication and Division: A Workshop for Instructors of Elementary Mathematics Content Courses

Dana Olanoff, *Widener University*
 Joanna Masingila, *Syracuse University*
 Patrick M. Kimani, *California State University-Fullerton*
 Jodelle S.W. Magner, *Buffalo State College*

We will look at multiple models and ways of presenting fraction multiplication and division and discuss the strengths and limitations of each. We will then discuss how these models might fit into a progression for teaching these topics to prospective teachers.

Session 72 Salon 5
Pedagogical Content Knowledge
Extended Session (9:00 – 10:30)

Algebraic Thinking – Developing Preservice Teachers' Pedagogical Content Knowledge with Technology Enhanced Experiences

Linda Samek, *George Fox University*
 Steve Rhine, *Willamette University*
 Mike Charles, *Pacific University*

Multiple studies examine students' algebraic struggles along with strategies to overcome conceptual obstacles. The size of this resource makes it inaccessible to preservice teachers. Experience technology resources that invite teachers to engage in research-based thinking about learning and teaching algebra.

Session 73 Salon 6
Mathematics Teacher Educator
Symposium

Writing and Reviewing for Mathematics Teacher Educator

Denise A. Spangler, *University of Georgia*
 Melissa Boston, *Duquesne University*
 Alfinio Flores, *University of Delaware*
 Gladis Kersaint, *University of South Florida*
 Karen King, *National Council of Teachers of Mathematics*
 Tom Dick, *Oregon State University*
 Rheta Rubenstein, *University of Michigan-Dearborn*
 Diana Lambdin, *Indiana University*

Members of the Editorial Board for *Mathematics Teacher Educator* will provide information about the scope and purpose of the journal, criteria for manuscripts, and statistics on the journal to date (e.g., manuscripts received, acceptance rate, turnaround time).

Session 74 Salon 7
School and University Partnerships and Projects
Discussion Session

Establishing STEM-Focused Schools with Diverse Student Populations

David Slavit, *Washington State University Vancouver*
 Amy Roth McDuffie, *Washington State University Tri-Cities*
 Kristin Lesseig, *Washington State University Vancouver*

Cases of two school-university partnerships will ground a discussion of possible roles and responsibilities of mathematics teacher educators within the STEM school movement. Topics addressed include school development, teacher development, curriculum, and student outcomes, with particular attention to underrepresented students.

Session 75 Salon 8
Mathematical Content Knowledge
Discussion Session

Developing Mathematics Content Knowledge for Secondary Teachers: Taking Steps to Meet the Challenge

Mary C. Enderson, *Old Dominion University*
 Azita Manouchehri, *The Ohio State University*
 Tod Shockey, *University of Toledo*
 Keith Leatham, *Brigham Young University*
 William Bush, *University of Louisville*
 Gail F. Burrill, *Michigan State University*
 Ravi Somayajulu, *Eastern Illinois University*

This session, focused on mathematics knowledge, will report on methods to develop knowledge for teachers. Participants will engage in a group conversation related to specific aspects of secondary mathematics education and the kind of knowledge that needs to be nurtured.

Session 76
Teacher Professional Development
Discussion Session

Salon 9

Professional Development Discourse: Defining Sociopedagogical Norms to Talk about Mathematics Instruction

Paola Sztajn, *North Carolina State University*
Daniel Heck, *Horizon Research, Inc.*
Courtney Nelson, *Horizon Research, Inc.*

The goal of this session is to engage participants in conversations about the need for sociopedagogical norms in professional development, that is, norms that guide discourse about mathematics instruction. Participants will collaboratively define and test what such norms should include.

Session 77
Teaching and Learning with Technology
Symposium

Salon 10

Technological Resources to Help Prepare Teachers to Teach the Common Core

Jonathan Wray, *Howard County Public Schools, MD*
Christy Graybeal, *Hood College*
Tricia Strickland, *Hood College*

This symposium will focus on how the Core Challenge website (www.corechallenge.org) and the Common Core Look-fors (CCL4s) iPad application have been used to help preservice teachers of mathematics develop their mathematical and pedagogical understanding of the CCSSM.

Session 78
Equity and Mathematics Education
Brief Report Sessions

Salon 11

Developing Academic Language that Helps Preservice Teachers Support ELLs

Jo Ann Cady, *The University of Tennessee-Knoxville*
Kristin Rearden, *The University of Tennessee-Knoxville*
Jessica Livingston, *Amherst Elementary School, TN*

Since academic language and linguistic complexity used in mathematics assessments potentially place ELLs at a disadvantage, this session offers suggestions for blending three well known strategies for overtly addressing language and developing preservice teachers' academic language that supports ELLs.

Three Teacher Suggested Strategies for Supporting English Learners while Teaching Percents in Connected Mathematics

Sarah A. Roberts, *Iowa State University*

This session will share three teacher suggested strategies for supporting English learners during a Connected Mathematics percents unit. We will explore how these might support ELs and what teachers' suggestions tell us about teachers' conceptualizations of supporting ELs in mathematics.

Providing Equitable Learning Opportunities for ELL Students: A Case Study

Lisa Anne Kasmer, *Grand Valley State University*

Classrooms are more diverse, and PSTs need tools to meet the needs of those learning mathematics in languages not understood. PSTs' experiences teaching ELLs in mathematics classrooms in Tanzania and suggestions based on experiences and research will be shared.

Removing Roadblocks: Selecting and Implementing High Cognitive Demand Mathematics Tasks with English Language Learners

Zandra de Araujo, *University of Missouri*

I will discuss a study examining teachers' use of mathematics tasks with English Language Learners. Participants will examine interview excerpts and discuss ways in which teacher educators might counter misconceptions related to the use of high cognitive demand tasks with ELLs.

Session 79
Mathematical Content Knowledge
Individual Session

Salon 12

Using Technology in Developing Mathematical Knowledge for Secondary Teaching

Mary Kathleen Heid, *The Pennsylvania State University*

The framework for Mathematical Understanding for Secondary Teaching is a practice-based description of mathematical knowledge for secondary mathematics teachers. Participants will discuss the use of technology-based problems in engaging teachers in three components of Mathematical Understanding for Secondary Teaching framework.

Session 80
Mathematical Content Knowledge
Individual Session

Salon 13

Preparing Preservice Elementary Teachers to Promote Problem Solving in the Common Core Era

Jane M. Wilburne, *The Pennsylvania State University-Harrisburg*

Two universities incorporated cognitively-challenging problems into mathematics courses for preservice elementary teachers. Discussions regarding the effect on students' problem-solving self efficacy, confidence, and competence will occur. Participants will examine sample problems and share insights for implementation in the Common Core era.

Session 81
Pedagogical Content Knowledge
Discussion Session

Salon 14

Integrating Content and Pedagogy Instruction in Mathematics Teacher Preparation

Damon L. Bahr, *Brigham Young University*
Amy Jeppsen, *Brigham Young University*

Findings from a study of fifteen teacher preparation programs integrating content and pedagogy instruction will be shared, followed by a sharing of perspectives by session participants. A series of well-defined research questions and one or more research collaborations should result.

Session 82
Mathematical Content Knowledge
Discussion Session

Ballroom B

Teaching and Learning to Find/Build Mathematical Structure

Hyman Bass, *University of Michigan*

Theory building as companion to problem solving: The audience will engage in activities to find/build mathematical structure, illustrating a curricular version of theory building. This amplifies the CCSSM mathematical practice #7, "Look for and make use of mathematical structure."

Session 83 Salon 3
Teaching and Learning with Technology
Individual Session

Move It or Lose It: Realizing the Potential of Dynamic Geometry for Middle School Instruction

Susan Ann Gregson, *University of Cincinnati*
 Jessica Brown, *University of Cincinnati*
 Deepika Gaba, *University of Cincinnati*

We will discuss an approach to helping preservice middle-grades teachers effectively embrace the potential of dynamic geometry tools. Rationale for improving how we engage candidates with such tools will be provided. Candidates will share their perspectives on the process.

Session 84 Salon 4
AMTE Silver Sponsor Session
Individual Session

A Learning Trajectory Framework for the Common Core: Turnonccmath for Interpretation, Instructional Planning, and Collaboration

Alan Maloney, *North Carolina State University*
 Jere Confrey, *Wireless Generation and North Carolina State University*

This presentation describes how Turnonccmath.net leverages research on mathematics learning to unpack the K-8 CCSS-M into learning trajectories that depict the development of student reasoning across grades. Discussion will include incorporation of learning trajectories in teacher education programs.

Session 85 Salon 6
Development of Mathematics Teacher Educators
Discussion Session

Landing a Job in Institutions of Higher Education: Advice from Research and Experience

Robert Reys, *University of Missouri*
 Dawn Teuscher, *Brigham Young University*
 Shannon Dingman, *University of Arkansas*

This session will provide an update on job searches by institutions of higher education for mathematics educators that were done during 2011-12. It will examine trends over the last decade and offer practical advice for looking for jobs.

Session 86 Salon 7
Mathematical Content Knowledge
Individual Session

Studying the Effects of Teacher Preparation on Teachers' Mathematics Content and Pedagogical Content Knowledge

Dawn Berk, *University of Delaware*
 Laura Cline, *University of Delaware*
 Heather Gallivan, *University of Delaware*

We will discuss initial findings from a longitudinal study investigating the effects of mathematics teacher preparation on teacher knowledge. Data on teachers' mathematical content and pedagogical content knowledge, and hypotheses about how teacher preparation impacts teacher knowledge, will be presented.

Session 87 Salon 8
Equity and Mathematics Education
Symposium

Investigating the Achievement Gap: Issues of Equity and the NAEP Teacher Questionnaire

Rick A. Hudson, *University of Southern Indiana*
 Crystal Walcott, *Indiana University-Purdue University Columbus*
 Doris Mohr, *University of Southern Indiana*

This session focuses on three studies of the NAEP teacher questionnaire. We examine the national results and longitudinal trends from an equity perspective, specifically focusing on differences according to race, socio-economic status, English proficiency, and eligibility for special education services.

Session 88 Salon 9
Teacher Professional Development
Individual Session

Enhancing Teachers' Capacity to Teach Mathematics in the Common Core through Professional Development Materials

Kara Suzuka, *University of Michigan*
 Meghan M. Shaughnessy, *University of Michigan*

Presenters discuss features of materials that support teachers' capacity to teach the mathematics in the common core through a distinctive form of professional development for elementary mathematics teachers that integrates elements of professional learning and grounds learning opportunities in practice.

Session 89 Salon 10
Preservice Teacher Field Experiences
Discussion Session

Building a Foundation for Professional Vision in Elementary Mathematics Methods Courses through Reflective Practices

Elif Safak, *Illinois State University*
 Chepina Rumsey, *Kansas State University*

This session aims to present current research, successful classroom strategies, activities, and challenges in methods courses for elementary preservice teachers regarding reflective practices, as a backdrop for initiating discussion about role/potential of methods course activities for development of professional vision.

Session 90
Teacher Professional Development
Brief Report Sessions

Salon 11

Student Interaction in Online Environments: What Would Vygotsky Say?

Shea Mosley Culpepper, *University of Houston*
Jennifer B. Chauvot, *University of Houston*

Informed by sociocultural theory and the work on community of practice, this presentation reports on findings with respect to the development of social interaction in an online environment over the course of a two-year master's program for middle school teachers.

Developing Grades 3-5 Teachers' MCKT and PCK in an Online Professional Development Program

Stephen J. Pape, *Johns Hopkins University*
Sherri Prosser, *University of Florida*

Participants will engage in discussion of *Prime Online*, PD for general and special education grades 3-5 teachers focused on: (1) teachers' MCKT and PCK; (2) pedagogy for teaching diverse learners; and (3) reflecting on practice through teacher inquiry.

Online Lesson Study – Opening the Closed Doors

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 examples of lesson study activities, analysis of teacher engagement and the resultant research.

Session 91
Pedagogical Content Knowledge
Discussion Session

Salon 12

Addressing Primary Students' Varied Perceptions of Mathematical Representations

Kelley E. Buchheister, *University of South Carolina*

I highlight primary students' interpretations of commonly used representations and discuss how these perceptions correspond to the child's understanding of addition and subtraction. I also include instructional strategies to help students make connections across representations of the same mathematical idea.

Session 92 Salon 13
Nadine Bezuk Award for Excellence in Leadership and Service in Mathematics Teacher Education
AMTE Award Winner-- Individual Session

What Works In Improving Inservice Teacher and Student Achievement in Mathematics

Anne M. Collins, *Lesley University*

Students whose teachers participate in a sustained pedagogical content driven professional development consistently outperform their peers. We will examine what it takes to support teachers who strive to change their instructional practice to better meet the needs of their students.

Session 93 Salon 14
Equity and Mathematics Education
Discussion Session

Seeing the World through Mathematics: Using Mathematics to Explore Social Justice Issues

Lisa Poling, *Appalachian State University*

The goal of this session is to consider how mathematics can be used in elementary education programs to bring awareness to social justice issues, engaging critical thinking skills to explore the policies that create disparity.

Session 94 Ballroom B
Teacher Professional Development
Individual Session

Elaborating How Tasks Shape Classroom Discourse

Beth Herbel-Eisenmann, *Michigan State University*
Kate Johnson, *Michigan State University*
Michelle Cirillo, *University of Delaware*

We offer a lens for analyzing tasks to make apparent how tasks support students to use discourse practices suggested in CCSS Mathematical Practices. Participants will explore tasks and observe teachers discussing the discourse students might use when solving those tasks.

Friday, January 25, 2013

11:30a - 1:00p



Association of Mathematics
Teacher Educators

**Friday Lunch and
Committee Meetings**

Ballroom C/D

Join us for lunch in Ballroom C/D. Committees will meet during lunch at designated tables.

Overview of Friday Afternoon, January 25, 2013

	1:00 - 1:45 pm	2:00 - 3:15 pm	3:45 - 4:45 pm
Salon 3	95. <i>A Cultural Awareness Unit to Develop Preservice Teachers' Multicultural Mathematics Dispositions</i> - White, Brunaud-Vega, DuCloux & Gonzalez	108. <i>Connecting and Empowering AMTE Affiliates</i> - Burton, Smith, Coomes, Walker & Franz	121. <i>Reflection and Action: Debriefing on the Equity Strand- AMTE Equity Task Force Members & Gutstein</i>
Salon 4	96. <i>Examining the Impact of a Three-Year Multi-Faceted Mathematics Professional Development Project in an Elementary School</i> - Olson, Zenigami & Olson	109. <i>A Software Tool for Authoring Online Experiences in Mathematics Teacher Development</i> - Herbst, Chazan, Chieu, Aaron & Moore-Russo	
Salon 5	97. <i>Comparing Teacher Education Curricular Models for Statistical Content Knowledge</i> – Francis, Hudson & Perez	110. <i>Implementing an Innovative Elementary Mathematics and Science Field Experience: The Iterative Model Building (IMB) Approach</i> - Galindo, Amador, Norton & Rapacki	
Salon 6	98. <i>Formalizing a School-University Partnership: What's in it for me?</i> - Franz & Ivy	111. <i>Publishing Research in Mathematics Teacher Education for Diverse Audiences</i> - Arbaugh, Breyfogle, Langrall, Lloyd & Smith	122. <i>Supporting Mathematical Noticing during an Early Field Experience</i> – Stockero
Salon 7	99. <i>Enhancing Preservice Teachers' Pedagogical Content Knowledge via a Self-Survey of the CCSS Mathematical Practices</i> - Hunsader & Hansen	112. <i>Developing Practical Images of the Standards for Mathematical Practice to Support Preservice Teachers</i> - Lee, Roberts, Courtney & Cochran	123. <i>Structured Task Analysis as a Means of Teacher PCK Development in Professional Development</i> - Parker, Novak & Powers
Salon 8	100. <i>Integrating Knowledge: A Model of Secondary Mathematics Teacher Preparation</i> - Barker, Winsor & Kirwan	113. <i>Core Math Tools and Its Affordances for Mathematics Teacher Educators and for Prospective Teachers</i> - Hirsch, Zbiek, Hopfensperger & Martin	124. <i>Prospective Teachers' Understanding of Variability in a Technology Methods Course</i> - Starling
Salon 9	101. <i>Elementary Preservice Teachers' Models of Children's Thinking in an Early Field Experience</i> - Lee & Galindo	114. <i>Promoting Mathematical Conversations After the Correct Answer</i> - Jacobs & Martin	125. <i>Using Video to Support High School Teachers' Noticing of Student Algebraic Thinking</i> - Walkoe
Salon 10	102. <i>Equity-Focused Professional Development for Algebra I Teachers in Urban Districts: Building an eCommunity of Practice</i> - Bonner	115. <i>Supporting K-12 Teachers' Implementation of the Common Core Mathematical Practices: The Context of Algebra-Related Concepts</i> – van den Kieboom & Magiera	126. <i>Middle Grades Preservice Teachers' Experiences with Proof and Reasoning Focused Instruction</i> - Bostic
Salon 11	103. <i>Mathematics Education Policy & Program Issues Brief Reports - Program Models</i>	116. <i>Mathematics Education Policy & Program Issues Brief Reports - Standards Focused</i>	127. <i>Technology Brief Reports</i>
Salon 12	104. <i>Mathematical Content Understanding for Teaching: A Study of Undergraduate STEM Majors</i> - Poon	117. <i>Specialized Content Knowledge in Teaching: Understanding Middle School Students' Statistical Thinking</i> - Browning & Goss	128. <i>Developing Teaching Capacity for Making Productive Use of Mathematical Errors</i> - Bray & Santagata
Salon 13	105. <i>Supporting Teachers' Understanding of the Role of Technology in Mathematics Instruction: The Amplifier and Reorganizer Metaphor</i> - Sherman	118. <i>Analyzing Issues of (In)equity and Power in Mathematics Methods Courses</i> - Gutierrez, Aguirre & Bartell	129. <i>Teaching Procedures Well: Observing and Supporting Prospective Teacher Development through Representations, Justifications, Generalizations, and Definitions</i> - Zbiek, Cannon, Johnson & Bonafini
Salon 14	106. <i>The Perspectives of Teacher Leaders on Mathematics, Learning, and Teaching: Supporting Reform-Oriented Teaching</i> - Goss, Breitstein, Nair & Chamberlin	119. <i>Learning Mathematics through Teaching: A Study of Preservice Teachers' Preparedness for Teaching High School Mathematics</i> - McCrone, Chaar, Gleason & Portnoy	130. <i>Computational Estimation Skill and Preservice Teachers: Operation Type and Teachers' View</i> - Son & Hu
Ballroom B	107. <i>Incorporating Number Sense in Preparing Elementary Teachers in the Common Core Era</i> - Gojak	120. <i>Designing Synergies of "Content" in Practice-Based Professional Development</i> - Boerst, Suzuka & Owens	131. <i>Instructional Interaction in a Web-Enhanced AP Calculus AB Course</i> - Einfeld & Nguyen

Session 95 Salon 3
Equity and Mathematics Education
Individual Session

A Cultural Awareness Unit to Develop Preservice Teachers' Multicultural Mathematics Dispositions

Dorothy Y. White, *University of Georgia*
 Victor Brunaud-Vega, *University of Georgia*
 Kanita DuCloux, *Western Kentucky University*
 Dario A. Gonzalez, *University of Georgia*

This session describes a cultural awareness unit in a mathematics methods course to develop preservice teachers' multicultural mathematics dispositions (MCMD). Participants will learn about MCMD, engage in a unit activity, and provide suggestions for improvement.

Session 96 Salon 4
Teacher Professional Development
Individual Session

Examining the Impact of a Three-Year Multi-Faceted Mathematics Professional Development Project in an Elementary School

Melfried Olson, *University of Hawaii*
 Fay Zenigami, *University of Hawaii*
 Judy Olson, *University of Hawaii*

This session describes the process and results of a three-year school-wide professional development project that challenged teachers to deepen their content knowledge and knowledge of how children learn mathematics, and reflect on pedagogical processes that foster mathematics communication and reasoning.

Session 97 Salon 5
Mathematical Content Knowledge
Individual Session

Comparing Teacher Education Curricular Models for Statistical Content Knowledge

Dionne Cross Francis, *Indiana University*
 Rick A. Hudson, *University of Southern Indiana*
 Arnulfo Perez, *Indiana University*

We will describe the results of a study investigating the effectiveness of three curricular approaches for developing statistical content knowledge of elementary PSTs. The multi-methods study involved 150 PSTs from a large Midwestern university.

Session 98 Salon 6
School and University Partnerships and Projects
Individual Session

Formalizing a School-University Partnership: What's in it for me?

Dana Pomykal Franz, *Mississippi State University*
 Jessica Ivy, *Mississippi State University*

In this session we will share data and challenges from a multifaceted school-university partnership that includes continuous needs monitoring and response between university faculty and inservice teachers and fostering mentoring relationships between teacher candidates and inservice teachers.

Session 99 Salon 7
Pedagogical Content Knowledge
Individual Session

Enhancing Preservice Teachers' Pedagogical Content Knowledge via a Self-Survey of the CCSS Mathematical Practices

Patricia "Tricia" D. Hunsader, *University of South Florida-Sarasota-Manatee*
 Heidi Hansen, *Bemidji State University*

Participants will review and discuss a survey of the CCSS Mathematical Practices being piloted with preservice teachers in mathematics methods courses. The survey is both a formative assessment tool for teacher educators and a means of self-reflection for preservice teachers.

Session 100 Salon 8
Mathematical Content Knowledge
Individual Session

Integrating Knowledge: A Model of Secondary Mathematics Teacher Preparation

David Barker, *Illinois State University*
 Matthew Winsor, *Illinois State University*
 James Vincent Kirwan, *Illinois State University*

In this session we present a model for secondary mathematics teacher preparation that connects teachers' knowledge of mathematics and pedagogy through the integration of a content and methods course. The model, strategies for implementation, and research findings will be discussed.

Session 101 Salon 9
Preservice Teacher Field Experiences
Individual Session

Elementary Preservice Teachers' Models of Children's Thinking in an Early Field Experience

Mi Yeon Lee, *Indiana University*
 Enrique Galindo, *Indiana University*

We studied how PSTs develop models of children's thinking in an innovative field experience. Participants interviewed pairs of children and built models of their thinking weekly. This study can inform how to design teacher education programs focused on students' thinking.

Session 102 Salon 10
Equity and Mathematics Education
Individual Session

Equity-Focused Professional Development for Algebra I Teachers in Urban Districts: Building an eCommunity of Practice

Emily Bonner, *University of Texas at San Antonio*

This session will provide an overview of an equity-focused, year-long professional development program for Algebra I teachers in an urban city. I will discuss strides and setbacks that the program experienced in terms of teachers' culturally responsive mathematics practices.

Session 103 Salon 11
Mathematics Education Policy and Program Issues
Brief Report Sessions

A Statewide Approach to Building an Elementary Mathematics Specialist Program

Courtney E. Lockridge, *Deer Creek Public Schools, OK*
Saeed Sarani, *Oklahoma State Regents for Higher Education*

This session provides an avenue to examine one state's initiative in developing the statewide Elementary Mathematics Specialist certification program and includes implications for policy and research.

Moving from Student Teaching to a Residency Model: Tennessee's Ready 2 Teach Initiative in Action

Ryan Andrew Nivens, *East Tennessee State University*

Tennessee's Ready2Teach initiative, a statewide teacher education reform, will be discussed with a description of its enactment at one regional university. Discussion will focus on how to utilize 300 hours of co-teaching in addition to student teaching.

Building a Statewide Collaborative to Improve Existing Teacher Certification Programs

Jim Gleason, *The University of Alabama*
Jeremy Zelkowski, *The University of Alabama*
David Dempsey, *Jacksonville State University*
Lauretta Garrett, *Tuskegee University*

This session will discuss a statewide collaborative approach to examining mathematics teacher education programs, certification paths, and the condition of teacher education in Alabama in light of MET2, the revised NCATE/NCTM SPA standards, and APLU's Mathematics Teacher Education Partnership guiding principles.

Session 104 Salon 12
Mathematical Content Knowledge
Individual Session

Mathematical Content Understanding for Teaching: A Study of Undergraduate STEM Majors

Rebecca Poon, *University of California-Berkeley*

In this session, I will present a framework for examining the nature of mathematical understanding of three foundational early algebra topics and discuss various aspects of the inquiry methods that were used in the study of STEM majors' mathematical understanding.

Session 105 Salon 13
Teaching and Learning with Technology
Individual Session

Supporting Teachers' Understanding of the Role of Technology in Mathematics Instruction: The Amplifier and Reorganizer Metaphor

Milan Sherman, *Portland State University*

This session will discuss a framework that can support teachers' understanding of the role of technology in mathematics instruction, and describe an activity that was designed and implemented to make this distinction salient for teachers.

Session 106 Salon 14
Development of Mathematics Teacher Educators
Individual Session

The Perspectives of Teacher Leaders on Mathematics, Learning, and Teaching: Supporting Reform-Oriented Teaching

Melissa L. Goss, *University of Northern Colorado*
Alisa Breistein, *University of Northern Colorado*
Reshmi Nair, *University of Northern Colorado*
Michelle Chamberlin, *University of Wyoming*

Teacher leaders' perspectives on mathematics learning and teaching are important in their work with mathematics teachers. We describe the perspectives of teacher leaders on mathematics, learning, teaching, and leadership upon entry and throughout a Mathematics Teacher Leadership Program.

Session 107 Ballroom B
Presidential Exchange Series
Individual Session

Incorporating Number Sense in Preparing Elementary Teachers in the Common Core Era

Linda Gojak, *John Carroll University and President, National Council of Teachers of Mathematics*

As new standards shift from broad mathematical content to a focus on number and operations in the elementary grades, sense making is critical for developing conceptual understanding and procedural fluency. Let's help students build number sense in preparation for teaching.

Session 108 Salon 3
Mathematics Education Policy and Program Issues
Discussion Session

Connecting and Empowering AMTE Affiliates

Megan Elizabeth Burton, *Auburn University*
 Stephanie Zeyer Smith, *Georgia State University*
 Jacqueline Rene Coomes, *Eastern Washington University*
 Christine Walker, *Utah Valley University*
 Dana Pomykal Franz, *Mississippi State University*

Affiliate leaders, participants, and AMTE Affiliate Connections Committee members will discuss issues, share useful information and ideas, communicate lessons learned, as well as generate new ideas to initiate and grow AMTE affiliates during this interactive session.

Session 109 Salon 4
Teaching and Learning with Technology
Extended Session (2:00 – 4:30)

A Software Tool for Authoring Online Experiences in Mathematics Teacher Development

Patricio Herbst, *University of Michigan*
 Daniel Chazan, *University of Maryland*
 Vu-Minh Chieu, *University of Michigan*
 Wendy Rose Aaron, *Oregon State University*
 Deborah Moore-Russo, *SUNY Buffalo*

We demonstrate *Plan*, an authoring tool included in LessonSketch. *Plan* permits mathematics teacher educators to create online experiences for their students to navigate, comment, create, and share representations of practice. We provide support for the audience to start using it.

Session 110 Salon 5
Preservice Teacher Field Experiences
Extended Session (2:00 – 4:30)

Implementing an Innovative Elementary Mathematics and Science Field Experience: The Iterative Model Building (IMB) Approach

Enrique Galindo, *Indiana University*
 Julie Amador, *University of Idaho*
 Anderson Norton, *Virginia Tech*
 Lauren Rapacki, *Indiana University*

We share our field experience approach that incorporates a focus on students' thinking and Lesson Study. We use videos and materials to engage participants with the research behind our approach while learning what is needed for implementation at their institutions.

Session 111 Salon 6
Development of Mathematics Teacher Educators
Symposium

Publishing Research in Mathematics Teacher Education for Diverse Audiences

Fran Arbaugh, *The Pennsylvania State University*
 Lynn Breyfogle, *Bucknell University*
 Cynthia Langrall, *Illinois State University*
 Gwendolyn Lloyd, *The Pennsylvania State University*
 Peg Smith, *University of Pittsburgh*

In this interactive panel discussion, members of editorial teams from five national and international journals (JRME, JMTE, JTE, MTE, and TCM) will discuss publishing mathematics teacher education research for diverse researcher and practitioner audiences.

Session 112 Salon 7
Pedagogical Content Knowledge
Symposium

Developing Practical Images of the Standards for Mathematical Practice to Support Preservice Teachers

Jean S. Lee, *University of Indianapolis*
 Sarah A. Roberts, *Iowa State University*
 Scott A. Courtney, *Kent State University*
 Jill A. Cochran, *Berry College*

Speakers from three connected, yet independent studies share their successes and barriers at incorporating the CCSS for Mathematical Practice into their secondary and middle school methods courses. Participants are invited to discuss problems and tasks related to the studies.

Session 113 Salon 8
Teaching and Learning with Technology
Symposium

Core Math Tools and Its Affordances for Mathematics Teacher Educators and for Prospective Teachers

Christian Hirsch, *Western Michigan University*
 Rose Mary Zbiek, *The Pennsylvania State University*
 Patrick W. Hopfensperger, *University of Wisconsin-Milwaukee*
 W. Gary Martin, *Auburn University*

In this symposium, we will provide an overview of the features of NCTM's recently released CCSSM-oriented, public domain software, Core Math Tools, together with three perspectives on its use with prospective secondary school mathematics teachers.

Session 114 Salon 9
Pedagogical Content Knowledge
Discussion Session

Promoting Mathematical Conversations after the Correct Answer

Victoria Jacobs, *University of North Carolina at Greensboro*
 Heather Martin, *University of California-Davis*

Building on a study of 129 elementary school teachers, this session will use video and written work to highlight conversations after the correct answer and to introduce and allow practice with a toolbox of teacher moves to enhance these conversations.

Session 115 Salon 10
School and University Partnerships and Projects
Discussion Session

Supporting K-12 Teachers' Implementation of the Common Core Mathematical Practices: The Context of Algebra-Related Concepts

Marta T. Magiera, *Marquette University*
Leigh A. Van Den Kieboom, *Marquette University*

We will share analyses of data from a professional development program designed to support grades 6-10 teachers in implementing a problem-based approach to teaching and learning algebra-related concepts. Participants will engage in analyzing video-clips of classroom instruction.

Session 116 Salon 11
Mathematics Education Policy and Program Issues
Brief Report Sessions

A Framework for Inservice Teacher Content Analyses of Textbooks Regarding the CCSSM Content Standards

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

We will present the framework utilized by the teachers to map the mathematical landscape of selected CCSSM content in the textbooks used in their district, as well as their findings and contemplations of the importance of the research project.

The Shifting Landscape: Analysis of CCSSM Middle Grades Standards with Prior State Standards

Dung Tran, *University of Missouri*
Shannon Dingman, *University of Arkansas*

It is important to note and emphasize areas where content and learning progressions are markedly different from previous standards. In this session we will share results from our comparative analysis of CCSSM middle grades standards with pre-CCSSM state standards.

What's All the Fuss about STEM?

Jennifer Luebeck, *Montana State University*
Georgia Ann Cobbs, *The University of Montana*

Experts warn that STEM education must become a priority, but many K-12 educators are uncertain what "STEM" should look like. This discussion examines STEM in the mathematics classroom and the roles of students, teachers, and teacher educators in its implementation.

Session 117 Salon 12
Mathematical Content Knowledge
Individual Session

Specialized Content Knowledge in Teaching: Understanding Middle School Students' Statistical Thinking

Christine Browning, *Western Michigan University*
Joshua Goss, *Western Michigan University*

We will analyze the development of middle school students' understandings of statistical measures of center when interacting with concrete and technological tools. The analysis will then inform adaptations to teacher preparation courses to better develop specialized content knowledge for teaching statistics.

Session 118 Salon 13
Equity and Mathematics Education
Discussion Session

Analyzing Issues of (In)equity and Power in Mathematics Methods Courses

Rochelle Gutierrez, *University of Illinois at Urbana-Champaign*
Julia Aguirre, *University of Washington at Tacoma*
Tonya Bartell, *Michigan State University*

Participants will learn of theoretical frames used by experts in the field and will have opportunities to become a "learner" through activities presented. Participants will also discuss common challenges and solutions to addressing equity in mathematics methods courses.

Session 119 Salon 14
Mathematical Content Knowledge
Symposium

Learning Mathematics through Teaching: A Study of Preservice Teachers' Preparedness for Teaching High School Mathematics

Sharon Marie McCrone, *University of New Hampshire*
May Chaar, *University of New Hampshire*
Brian W. Gleason, *University of New Hampshire*
Neil Portnoy, *University of New Hampshire*

Participants will engage with researchers to learn about three components of a project to improve preservice secondary teachers' mathematical content knowledge for teaching. These components include curriculum module development, practicum experiences, and assessments of PSTs' content knowledge.

Session 120 Ballroom B
Teacher Professional Development
Discussion Session

Designing Synergies of "Content" in Practice-Based Professional Development

Tim Boerst, *University of Michigan*
Kara Suzuka, *University of Michigan*
Susanna H. Owens, *University of Michigan*

Practicing elementary mathematics teachers need opportunities to enhance their mathematical knowledge and proficiency with core teaching practices. In this session participants will consider synergies created by working on mathematics and teaching practice in integrated ways through practice-based professional development materials.

Session 121 Salon 3
Equity and Mathematics Education
Discussion Session

Reflection and Action: Debriefing on the Equity Strand

AMTE Equity Task Force Members
 Eric (Rico) Gutstein, *University of Illinois at Chicago*

Participants who attended the Equity Learn and Reflect strand will come together to debrief the questions posed in the opening session. These questions focus on self-reflection, reflection on one's own practice, and plans for action.

Session 122 Salon 6
Preservice Teacher Field Experiences
Individual Session

Supporting Mathematical Noticing during an Early Field Experience

Shari Stockero, *Michigan Technological University*

The session describes an early field experience designed to incorporate best practices and findings from the mathematics education literature. Key aspects include video analysis using the *Studiocode* software, sustained focus on mathematics, discussion of shared experiences, and substantial MTE involvement.

Session 123 Salon 7
Pedagogical Content Knowledge
Individual Session

Structured Task Analysis as a Means of Teacher PCK Development in Professional Development

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

We describe a process of analyzing and articulating the mathematics and pedagogical content knowledge (PCK) in a math task that has been used in professional development to support teachers' understanding of PCK.

Session 124 Salon 8
Mathematical Content Knowledge
Individual Session

Prospective Teachers' Understanding of Variability in a Technology Methods Course

Tina T. Starling, *North Carolina State University*

We often use dynamic technology tools to help prospective teachers engage with content in meaningful ways. This session will report the ways in which prospective teachers seemed to understand variability in light of such tools. The results may surprise you.

Session 125 Salon 9
Teacher Professional Development
Individual Session

Using Video to Support High School Teachers' Noticing of Student Algebraic Thinking

Janet Dawn Walkoe, *Northwestern University*

The use of video clubs to help teachers attend to student algebraic thinking in the classroom will be discussed. In addition, a novel on-line "tagging tool" to explore teachers' reasoning about student thinking will be demonstrated.

Session 126 Salon 10
Pedagogical Content Knowledge
Individual Session

Middle Grades Preservice Teachers' Experiences with Proof and Reasoning Focused Instruction

Jonathan Bostic, *Bowling Green State University*

The purpose of this session is to explore middle grades mathematics teachers' perceptions of and experiences using manipulatives to prove mathematics topics. Participants will reason with manipulatives and collaboratively reflect on ways to promote reasoning and proof during preservice coursework.

Session 127
Teaching and Learning with Technology
Brief Report Sessions

Salon 11

DGS for SSMK: Using Dynamic Geometry Software for the Development of Specialized Subject Matter Knowledge

Traci L. Carter, *Clemson University*
Vecihi Serbay Zambak, *Clemson University*

In presenting the results of research on the influence of dynamic geometry software on the development of preservice mathematics teachers' specialized subject matter knowledge, we will explore implications for the future direction of instructional technology courses in teacher education programs.

Teachers' Implementation of Pre-constructed Dynamic Sketches in Three Technology Intensive High School Algebra 1 Classrooms

Charity Cayton, *North Carolina State University*

This report utilizes frameworks from current research regarding cognitive demand of mathematical tasks, technology task design, and teacher implementation of technology tasks to examine teachers' use of pre-constructed, dynamic geometry sketches in three 1-1 laptop, high school Algebra 1 classrooms.

Collaboration among Mathematics and Science Preservice Teachers for an Integrated Lesson for Effective Reasoning with Technology

S. Asli Özgün-Koca, *Wayne State University*
David Grueber, *Wayne State University*

In this presentation, we will share our experiences and our approach to developing an integrated course for mathematics and science preservice centered around technology. The analysis of preservice teachers' integrated lesson plans and reflections will be presented.

Session 128
Pedagogical Content Knowledge
Individual Session

Salon 12

Developing Teaching Capacity for Making Productive Use of Mathematical Errors

Wendy Bray, *University of Central Florida*
Rossella Santagata, *University of California-Irvine*

This interactive session will examine specific teaching practices that leverage the potential of errors as "springboards for learning." Participants and speakers will analyze a video episode using a tool designed to support teachers with analyzing productive error-handling practices.

Session 129
Mathematical Content Knowledge
Individual Session

Salon 13

Teaching Procedures Well: Observing and Supporting Prospective Teacher Development through Representations, Justifications, Generalizations, and Definitions

Rose Mary Zbiek, *The Pennsylvania State University*
Tenille Cannon, *The Pennsylvania State University*
Kim Johnson, *The Pennsylvania State University*
Fernanda Bonafini, *The Pennsylvania State University*

Given the importance of procedures in mathematics and their prominence in curriculum, teachers need to teach procedures well. This session offers a research-based method for assessing procedure-focused lessons and for preparing and mentoring emerging teachers.

Session 130
Mathematical Content Knowledge
Individual Session

Salon 14

Computational Estimation Skill and Preservice Teachers: Operation Type and Teachers' View

Ji-Won Son, *The University of Tennessee-Knoxville*
Qintong Hu, *The University of Tennessee-Knoxville*

This session presents findings of a study investigating the relationship between preservice teachers' proficiency level in estimation, their self-reported mathematical knowledge, their views of the meaning of computational estimation, and their views of the importance of teaching it.

Session 131
Teaching and Learning with Technology
Individual Session

Ballroom B

Instructional Interaction in a Web-Enhanced AP Calculus AB Course

Dana Michelle Einfeld, *Baldwin County Schools, AL*
Giang-Nguyen Thi Nguyen, *University of West Florida*

This paper reports how the use of technology promotes interactions, framed within Moore's (1989) Model in Instructional Interaction, in an AP Calculus AB course taught in a 21st century, technology rich classroom.

Friday, January 25, 2013

5:15p - 6:30p



Association of Mathematics
Teacher Educators

Judith E. Jacobs Lecture

Ballroom B

The Invisible 10% - Preparing Teachers to Teach Mathematics to Students with Special Needs

Karen S. Karp, *University of Louisville*

Did you know that approximately 10% of our school population includes students identified as having special needs? With the implementation of the CCSS for all students and the use of support systems like Rtl, mathematics teachers are charged with providing instruction to all students! As mathematics teacher educators, how are we preparing and supporting teachers of mathematics for these far more inclusive responsibilities?

Friday, January 25, 2013

6:30p - 8:00p



Association of Mathematics
Teacher Educators

Friday Dinner

Ballroom C/D

Join us for dinner in Ballroom C/D.

Friday, January 25, 2013

7:30p – 8:45p



Association of Mathematics
Teacher Educators

CCSS-M Swap Meet

Grand Ballroom Foyer

Swap interesting and useful professional learning tasks that you use with prospective and practicing teachers related to CCSS-M!

Saturday, January 26, 2013

7:00a - 8:00a



Association of Mathematics
Teacher Educators

Saturday Continental Breakfast

Ballroom C/D

Join us for continental breakfast in Ballroom C/D. Affiliates will meet during breakfast at designated tables.

Overview of Saturday, January 26, 2013

	8:00 - 8:45 am	9:00 - 10:15 am	10:30 - 11:30 am
Salon 3	132. <i>The Host Teacher Mentoring Program: Building Capacity for Mentoring Preservice Mathematics Teachers</i> - Powers & Parker	143. <i>Building a Theoretically-Grounded Practice of Methods Instruction</i> - Sanchez	154. <i>Team-Teaching Experiences of a Mathematician and Mathematics Teacher Educator: An Interpretative Phenomenological Case Study</i> - Bleiler
Salon 4	133. <i>Online Resources and Tools to Enhance Professional Development of Elementary Educators</i> - Peisach & Hemler	144. <i>NCTM NCATE/CAEP Program Reviewer Training</i> - O'Neal	
Salon 5	134. <i>Connecting Teachers' Beliefs to Their Implementations of a Mathematical Decision-Making Curriculum: Implications for Professional Development</i> - Holstein & Keene	145. <i>Preparing Teacher Leaders in Issues of Equity and Mathematics Education: Teachers Share Their Experiences</i> - Felton, McGraw, Bouwens, Clarkson & Hackett	155. <i>Inquiring about Parent-Child Collaborations in a Mathematics Methods Course: Practical Experiences for Informing Practices</i> - Mistretta
Salon 6	135. <i>Preparing Teachers to Link Research to Practice: The Journey Toward Equitable Teaching</i> - van Ingen	146. <i>Building Partnerships: A Collaborative Lesson-Study Experience in a Preservice Mathematics Methods Course</i> - Shumway, Bostwick, Anderson & Tucker	156. <i>Principles for Developing Algebra Lessons for the Connected Classroom Context</i> - Sharma, Pape, Peace, Prosser & Cifuentes
Salon 7	136. <i>Recruitment Strategies and STEM Undergraduates' Decisions to Become a Mathematics Teacher</i> - Fernandez, Joseph & Anhalt	147. <i>What Do Elementary Preservice Teachers Notice and Discuss in One-Cycle Lesson Study?</i> - Males, Smith, He, Crespo, Bieda & Clark	157. <i>The Nature of Feedback Given to Elementary Student Teachers during Observations of Mathematics Lessons</i> - Schwartz, Poling & Richardson
Salon 8	137. <i>Using Programming Activities to Motivate Exploration of Foundational Algebraic Concepts</i> - Lim & Freudenthal	148. <i>Developing as a Mathematics Teacher Educator: Living Contradictions</i> - Kastberg, Harkness, Naresh, Cox & Keiser	158. <i>Equivalent Expressions: Middle School Teachers' Expressed Understanding of the Tiling Pools Problem</i> - Hallagan
Salon 9	138. <i>Connecting Professional Development to Practice: Creating an Authentic Classroom Environment</i> - Holbert, James & Buckhalter	149. <i>Teachers' Noticing of Children's Understanding of Linear Measurement</i> - Wickstrom, Baek, Tobias & Cullen	159. <i>Using Culturally Ambitious Teaching Practices to Support Urban Mathematics Teaching and Learning</i> - Waddell
Salon 10	139. <i>The Role of Rigor in Mathematical Proof</i> - Cirillo & Herbst	150. <i>Learning in, from, and for Ambitious Teaching of Mathematics in Urban Secondary Schools</i> - Lampert	160. <i>Connecting Teacher Discourse Moves to Mathematical and Social Goals</i> - Steele, McAneny, Herbel-Eisenmann & Cavanna
Salon 11	140. <i>Pedagogical Content Knowledge Brief Reports</i>	151. <i>Equity and Mathematics Education Brief Reports</i>	161. <i>Teacher Professional Development Brief Reports - Teacher Leaders & Math Coaching</i>
Salon 12	141. <i>Video Case Study Showing Mathematical Growth and Development of an "At-Risk" Student across Two Years</i> - Giardina & Brosnan	152. <i>Multiplicative Structure as a Foundation: Analysis of Preservice Elementary Teachers' Developing Conceptions of Number Theory</i> - Feldman & Salinas	162. <i>Working with a Variety of Advanced Digital Technologies to Foster Preservice Teachers' TPACK</i> - Edwards, Özgün-Koca & Meagher
Ballroom B	142. <i>Responding to Mathematical Disagreements: Reactions of Elementary Teachers</i> - Baxter, Gaddy & Barlow	153. <i>What Teachers Need to Know and Be Able to Do to Engage Students in Reasoning-and-Proving</i> - Smith, Arbaugh & Steele	163. <i>Common Core-Based Instruction for Elementary-aged ELL and Low-SES Learners: Pathways for Teacher Professional Development</i> - Erchick, Joswick & Joseph

Session 132 Salon 3
Preservice Teacher Field Experiences
 Individual Session

The Host Teacher Mentoring Program: Building Capacity for Mentoring Preservice Mathematics Teachers

Robert Powers, *University of Northern Colorado*
 Frieda Parker, *University of Northern Colorado*

We describe the design and impact of the *Host Teacher Mentoring Program* (HTMP), a university-based program that supports inservice mathematics teachers who serve as host teachers and mentors of preservice secondary teachers.

Session 133 Salon 4
Teaching and Learning with Technology
 Individual Session

Online Resources and Tools to Enhance Professional Development of Elementary Educators

Betsy Peisach, *Maryland Public Television*
 Pat Hemler, *Maryland Public Television*

Learn about *Mathlanding*, a new website that harnesses the best of the web for use as an effective, technology-driven professional development tool. The site provides teacher educators with rich resources to support elementary educators in building knowledge and practice.

Session 134 Salon 5
Teacher Professional Development
 Individual Session

Connecting Teachers' Beliefs to Their Implementations of a Mathematical Decision-Making Curriculum: Implications for Professional Development

Krista Holstein, *North Carolina State University*
 Karen Allen Keene, *North Carolina State University*

Participants will learn about a study that examined the relationship between teachers' conceptions and curricular implementation. Participants will watch clips of teacher interviews and brainstorm about the consequences of teacher conceptions and how conceptions might be addressed in professional development.

Session 135 Salon 6
Equity and Mathematics Education
 Individual Session

Preparing Teachers to Link Research to Practice: The Journey toward Equitable Teaching

Sarah van Ingen, *University of South Florida*

This presentation will report findings based on a qualitative study that examined how preservice teachers think about applying education research to their teaching practices for the purpose of increasing equity for all students. Implications for teacher preparation will be discussed.

Session 136 Salon 7
Mathematics Education Policy and Program Issues
 Individual Session

Recruitment Strategies and STEM Undergraduates' Decisions to Become a Mathematics Teacher

Maria Lorelei Fernandez, *Florida International University*
 Esther Joseph, *Florida International University*
 Cynthia Oropesa Anhalt, *The University of Arizona*

Strategies for recruiting strong STEM students (e.g., Learning Assistant experiences) into mathematics education majors will be shared. Research involving surveys, interviews, observations and case studies on the effectiveness of the strategies and implications for recruitment approaches will be discussed.

Session 137 Salon 8
Teaching and Learning with Technology
 Individual Session

Using Programming Activities to Motivate Exploration of Foundational Algebraic Concepts

Kien H. Lim, *University of Texas at El Paso*
 Eric Freudenthal, *University of Texas at El Paso*

iMPaCT-Math learning modules provide an experiential-visual context for students to investigate and discuss observable phenomena. These programming-related activities allow students to make connections across multiple representations: statements in a program, computational process, graphical output, and underlying mathematical concepts in algebra.

Session 138 Salon 9
Teacher Professional Development
 Individual Session

Connecting Professional Development to Practice: Creating an Authentic Classroom Environment

Sydney Margaret Holbert, *University of Mississippi*
 Julie James, *University of Mississippi*
 Brian Buckhalter, *Oxford School District-Oxford, MS*

Observations of standards-based classrooms have been shown to impact teachers' beliefs about teaching mathematics. This session will describe the establishment of an authentic classroom environment observed by inservice teachers during a summer professional development institute.

Session 139 Salon 10
Pedagogical Content Knowledge
 Individual Session

The Role of Rigor in Mathematical Proof

Michelle Cirillo, *University of Delaware*
 Patricio Herbst, *University of Michigan*

Drawing on empirical data, we discuss the role of rigor in school mathematics proof. The overarching question addressed is: What dilemmas related to rigor in proof might teachers face, and how might they be prepared to deal with them?

Session 140
Pedagogical Content Knowledge
Brief Report Sessions

Salon 11

Effective Ways to Teach Test Validity and Reliability to Preservice Teachers

Woong Lim, *Kennesaw State University*

The presenter shares effective methods to teach test validity and reliability to preservice teachers. Student feedback demonstrated that preservice teachers realized the limitations of teacher-produced testing and developed a more critical perspective of using testing data to judge children's performance.

A Preservice Secondary Mathematics Teacher's Implementation of a Solids of Revolution Task: Learning to Launch

Jennifer Ann Eli, *The University of Arizona*

A case study of a secondary PST's implementation of a launch for a problem-based lesson will be presented. Using the Mathematical Tasks Framework (Stein et al., 2009), teaching dilemmas that arose in the PST's learning to launch will be discussed.

Pedagogical Content Knowledge for Algebra - An International View

Hyunyi Jung, *Purdue University*

This presentation, based on the presentations at the International Congress on Mathematical Education held in Korea, will provide an opportunity to explore how other nations have improved pedagogical preparation of algebra teachers.

Session 141
Equity and Mathematics Education
Individual Session

Salon 12

Video Case Study Showing Mathematical Growth and Development of an "At-Risk" Student across Two Years

Mary Kathryn Giardina, *The Ohio State University*
Patti Brosnan, *The Ohio State University*

A video case will be shown and analyzed by researchers and participants to demonstrate how a student who was not expected to succeed in mathematics did so through the use of CGI instruction.

Session 142
Pedagogical Content Knowledge
Individual Session

Ballroom B

Responding to Mathematical Disagreements: Reactions of Elementary Teachers

Wesley A. Baxter, *Middle Tennessee State University*
Angeline K. Gaddy, *Middle Tennessee State University*
Angela T. Barlow, *Middle Tennessee State University*

Based on the results of our research study, session participants will examine elementary mathematics teachers' perceptions of mathematical disagreements and then assess their own understanding of how teachers' use of such mathematical disagreements impacts student learning.

Session 143 Salon 3
Pedagogical Content Knowledge
Discussion Session

Building a Theoretically-Grounded Practice of Methods Instruction

Wendy Sanchez, *Kennesaw State University*

This session offers participants opportunities to hear about the progress of a Working Group on the content of methods, and discuss their own practices within the context of a larger research agenda concerning empirical evidence about methods frameworks and activities.

Session 144 Salon 4
Mathematics Education Policy and Program Issues
Extended Session (9:00 – 11:30)

NCTM NCATE/CAEP Program Reviewer Training

Judy O'Neal, *National Council of Teachers of Mathematics*

This session is designed to prepare mathematics and mathematics education faculty to serve as reviewers of mathematics program reports from teacher education programs seeking NCATE/CAEP accreditation and to provide existing reviewers with the latest updates on the process.

Session 145 Salon 5
Development of Mathematics Teacher Educators
Symposium

Preparing Teacher Leaders in Issues of Equity and Mathematics Education: Teachers Share Their Experiences

Mathew D. Felton, *The University of Arizona*
 Rebecca McGraw, *The University of Arizona*
 Elizabeth Bouwens, *Tucson Unified School District, AZ*
 Sarah Clarkson, *Tucson Unified School District, AZ*
 Margaret Hackett, *Sunnyside Unified School District, AZ*

The Master Teachers of Mathematics program is focused on developing elementary mathematics leadership. A panel of four teachers will share their experiences, results from the project will be shared, and issues in preparing teacher leaders will be discussed.

Session 146 Salon 6
School and University Partnerships and Projects
Individual Session

Building Partnerships: A Collaborative Lesson-Study Experience in a Preservice Mathematics Methods Course

Jessica Shumway, *Utah State University*
 Andrea Bostwick, *Edith Bowen Laboratory School, Logan, UT*
 Katie Anderson, *Utah State University*
 Stephen Tucker, *Utah State University*

Lesson study promotes collaboration among preservice teachers, inservice teachers, and university instructors. This session will report on the use of lesson study in Elementary Mathematics Methods in which preservice teachers plan and test lessons in a partner school.

Session 147 Salon 7
Preservice Teacher Field Experiences
Symposium

What Do Elementary Preservice Teachers Notice and Discuss in One-Cycle Lesson Study?

Lorraine Marie Males, *University of Nebraska-Lincoln*
 Jia He, *Michigan State University*
 Sandra Crespo, *Michigan State University*
 Kristen N. Bieda, *Michigan State University*
 D. Lee Clark, *Michigan State University*

This session reports an analysis of preservice elementary teachers' participation and learning in a one-cycle Lesson Study. We focused particularly on the nature, depth, and impact of post-lesson debriefing sessions and discuss the potential of Lesson Study for preservice teachers' learning.

Session 148 Salon 8
Development of Mathematics Teacher Educators
Symposium

Developing as a Mathematics Teacher Educator: Living Contradictions

Signe Kastberg, *Purdue University*
 Shelly Sheats Harkness, *University of Cincinnati*
 Nirmala Naresh, *Miami University*
 Dana Christine Cox, *Miami University*
 Jane Keiser, *Miami University*

This session will include three explorations of contradictions between mathematics teacher education practice and professed beliefs and values. Participants will discuss the potential of living contradictions to motivate scholarly inquiry and the development of mathematics teacher educator practices.

Session 149 Salon 9
Pedagogical Content Knowledge
Discussion Session

Teachers' Noticing of Children's Understanding of Linear Measurement

Megan H. Wickstrom, *Illinois State University*
 Jae Baek, *Illinois State University*
 Jennifer Tobias, *Illinois State University*
 Craig Cullen, *Illinois State University*

This session will discuss the findings of a study that focused on two elementary school teachers' noticing of children's understanding of linear measurement. Participants will code and discuss data as well as discuss implications for teacher professional development.

Session 150 **Equity and Mathematics Education** **Individual Session** **Salon 10**

Learning in, from, and for Ambitious Teaching of Mathematics in Urban Secondary Schools

Magdalene Lampert, *Boston Teacher Residency*

Participants will analyze tools and pedagogies developed to prepare novice teachers to teach secondary mathematics ambitiously and will investigate novices' use of these tools in diverse classrooms serving large numbers of English Language Learners and students with special needs.

Session 151 **Equity and Mathematics Education** **Brief Report Sessions** **Salon 11**

Improving Mathematics Education in Self-Contained Special Education Classrooms

Helen Thouless, *University of Washington*

A presentation of an on-going professional development program in mathematics for special education teachers of self-contained classes and its impacts on the mathematical learning of the students in these classes.

Oral Retelling of Word Problems: A Comprehension Strategy Whose Time Has Come?

Carrie S. Cutler, *University of Houston-Downtown*
Eula Ewing Monroe, *Brigham Young University*

The available research on oral retellings in mathematics suggests that retellings help students construct meaning for word problems. We review research on oral retellings, teach a model for using this comprehension strategy, and invite participants to discuss collaborative research possibilities.

Reciprocal Funds of Knowledge in PreK Mathematics

Anita A. Wager, *University of Wisconsin-Madison*

I present findings from a study of PD for culturally and developmentally appropriate preK mathematics. Through engagement with families in multiple activities, teachers broadened notions of children's understanding of mathematics and the resources of the home that supported that understanding.

The Instructional Practices of Highly Effective Teachers of Black Students: Case Studies from Mathematics Classrooms

Karina K. R. Hensberry, *University of Colorado-Boulder*

This session will provide participants with an opportunity to learn about and discuss the results of two case studies on the mathematics pedagogy of teachers identified as highly effective with traditionally under-performing students.

Session 152 **Mathematical Content Knowledge** **Individual Session** **Salon 12**

Multiplicative Structure as a Foundation: Analysis of Preservice Elementary Teachers' Developing Conceptions of Number Theory

Ziv Feldman, *Boston University*
Alejandra Salinas, *Boston University*

This session will share results of a recent research study examining preservice elementary teachers' developing conceptions of elementary number theory. Discussion will focus on the critical role of multiplicative structure in enhancing preservice teachers' understanding.

Session 153 **Pedagogical Content Knowledge** **Symposium** **Ballroom B**

What Teachers Need to Know and Be Able to Do to Engage Students in Reasoning-and-Proving

Peg Smith, *University of Pittsburgh*
Fran Arbaugh, *The Pennsylvania State University*
Michael D. Steele, *Michigan State University*

In this session, participants will analyze materials designed to support the development of teachers' capacity to enact reasoning-and-proving activities in their classrooms and discuss research findings regarding what teachers learned from their experiences with the materials.

Session 154 Salon 3
Development of Mathematics Teacher Educators
 Individual Session

Team-Teaching Experiences of a Mathematician and Mathematics Teacher Educator: An Interpretative Phenomenological Case Study

Sarah K. Bleiler, *Middle Tennessee State University*

I present the results from an interpretative phenomenological case study investigating the lived experiences of a mathematician and a mathematics teacher educator as they collaborated to team-teach a mathematics content and a mathematics methods course for prospective secondary mathematics teachers.

Session 155 Salon 5
Pedagogical Content Knowledge
 Individual Session

Inquiring about Parent-Child Collaborations in a Mathematics Methods Course: Practical Experiences for Informing Practices

Regina Marie Mistretta, *St. John's University*

This session describes ways a group of preservice teachers acquired understandings about 'how' and 'why' parents and children work together the way they do in mathematics. Tasks, modes of inquiry, findings, and developed practices for supporting classroom families are shared.

Session 156 Salon 6
Teaching and Learning with Technology
 Discussion Session

Principles for Developing Algebra Lessons for the Connected Classroom Context

Anu Sharma, *University of Florida*
 Stephen J. Pape, *Johns Hopkins University*
 Matthew Peace, *Florida Gateway College*
 Sherri Prosser, *University of Florida*
 Paula Cifuentes, *Florida Gateway College*

This presentation describes the creation of lesson plans for a TI-Nspire Navigator™ connected classroom. The audience will participate in a demonstration of sample lessons followed by a discussion of principles for the development of lesson plans for the connected classroom.

Session 157 Salon 7
Preservice Teacher Field Experiences
 Discussion Session

The Nature of Feedback Given to Elementary Student Teachers during Observations of Mathematics Lessons

Catherine Schwartz, *East Carolina University*
 Lisa Poling, *Appalachian State University*
 Kerri Richardson, *University of North Carolina at Greensboro*

Data examining the mathematics-specific feedback on lesson observation forms given to elementary student teachers (n = 250) will be shared. Participants will then engage in small and whole group discussion surrounding the nature and form of feedback given by university supervisors.

Session 158 Salon 8
Mathematical Content Knowledge
 Individual Session

Equivalent Expressions: Middle School Teachers' Expressed Understanding of the Tiling Pools Problem

Jean E. Hallagan, *SUNY Oswego*

This session describes a teaching experiment for inservice teachers enrolled in an online graduate course that promoted a semiotic perspective of teaching mathematics, including concepts of equivalent expressions. The author presents data from an online discussion on the "Tiling Pools" problem.

Session 159 Salon 9
Equity and Mathematics Education
 Individual Session

Using Culturally Ambitious Teaching Practices to Support Urban Mathematics Teaching and Learning

Lanette R. Waddell, *Vanderbilt University*

This presentation focuses on the conceptualization of culturally ambitious teaching practices in mathematics that exemplify the tenets of culturally relevant pedagogy – academic achievement, cultural competence, and critical consciousness.

Session 160 Salon 10
Teacher Professional Development
 Individual Session

Connecting Teacher Discourse Moves to Mathematical and Social Goals

Michael D. Steele, *Michigan State University*
 Kathleen Mary McAneny, *University of Delaware*
 Beth Herbel-Eisenmann, *Michigan State University*
 Jillian Cavanna, *Michigan State University*

Rich mathematics classroom discourse can advance both mathematical and social goals. In this session, we engage participants in considering how teacher discourse moves can support achieving mathematical and social goals. Data from teachers' responses to the activity will be presented.

Session 161
Teacher Professional Development
Brief Report Sessions

Salon 11

Professional Vision for Mathematics Coaching

Lynsey Gibbons, *University of Washington*

This session explores what, in addition to being a relatively accomplished teacher, do mathematics coaches need to know and be able to do in order to engage teachers in activities that are likely to support their development of high-quality instructional practices.

Using Video as a Mechanism to Prepare Mathematics Coaches to Influence Teachers' Beliefs and Practices

Amanda Roble, *The Ohio State University*

Videos are used to cause an imbalance between mathematics coaches' beliefs and practices about how students learn mathematics which impacts the coached classroom teachers' beliefs and practices. The use of video and discussion in our mathematics-coaching program will be shared.

Preparing Teacher Leaders in Facilitating the Problem Solving Cycle: A Mathematics Professional Development Model

Rajeev K. Virmani, *University of San Francisco*
Hilda Borko, *Stanford University*

The Mathematics Leadership Preparation model supports teacher leaders learning to facilitate the Problem-Solving Cycle professional development model. We will describe the models and share initial findings about novice leaders' facilitation moves and conversations around mathematics, pedagogy, and student thinking.

Session 162
Teaching and Learning with Technology
Individual Session

Salon 12

Working with a Variety of Advanced Digital Technologies to Foster Preservice Teachers' TPACK

Michael Todd Edwards, *Miami University*
S. Asli Özgün-Koca, *Wayne State University*
Michael Meagher, *Brooklyn College-CUNY*

We will share our experiences of how our preservice teachers improved their TPACK via the use of novel capabilities of various advanced digital technologies including teacher design of online tutorial videos and analysis of student work captured with Livescribe™ Smartpens.

Session 163
Equity and Mathematics Education
Symposium

Ballroom B

Common Core-Based Instruction for Elementary-Aged ELL and Low-SES Learners: Pathways for Teacher Professional Development

Diana Brandy Erchick, *The Ohio State University at Newark*
Candace Joswick, *The Ohio State University*
Manjula Joseph, *The Ohio State University*

Our project provided student-centered, CCSSM-guided professional development for teachers of ELL and low-SES students in an underperforming elementary school. The study uncovered student and teacher change based on students' small-group work; teacher responses to whole-class instruction; and ESL teachers' pedagogy.

Saturday, January 26, 2013

11:30a - 1:30p



Association of Mathematics
Teacher Educators

**Saturday Lunch and
Business Meeting**

Ballroom C/D

AMTE Business Meeting

Marilyn E. Strutchens, AMTE President and Auburn University, presiding.

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AMTE EVENTS AT THE 2013 NCTM AND NCSM ANNUAL CONFERENCES IN DENVER, COLORADO

AMTE Special Interest Session at the NCSM Conference

Wednesday afternoon, April 17, 2013
Time and Location TBA

AMTE Reception at the NCTM Conference

Thursday, April 18, 2012

6:00 - 7:30 pm

Mineral Hall D/E

Hyatt Regency Denver Hotel

All members and interested persons are invited to attend.

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

Volunteer at the AMTE Exhibit Booth

NCTM Annual Meeting, April 17-20, 2013

Are going to be at the NCTM Annual Meeting in Denver? If so, make plans to help staff the AMTE Booth in the Exhibit Hall at NCTM. You would only need to spend 1-2 hours at the booth promoting AMTE and the AMTE Affiliates. It's a great opportunity to meet new people, recruit new members, and visit with colleagues as they come through the exhibit hall. To volunteer, please contact Sandi Cooper (sandra_cooper@baylor.edu) or fill out a volunteer card and return to the registration desk.

AMTE'S 2014 ANNUAL CONFERENCE

We invite you to attend and speak at next year's Eighteenth Annual AMTE Conference, which will be held on February 6 - 8, 2014, in Irvine, California. The *Call for Proposals* will be available on the AMTE website (www.amte.net) by March 1, 2013 and in the next issue of *AMTE Connections*. Shannon Driskell of the University of Dayton (sdriskell1@udayton.edu) is the Program Chair. **The deadline for submitting proposals is May 15, 2013.**

Stay tuned for more information about the 2015 Conference.



Association of Mathematics
Teacher Educators

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. 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.

Year	Judith E. Jacobs Lecturer	Affiliation	Title of Talk
2013	Karen Karp	University of Louisville	<i>The Invisible 10% - Preparing Teachers to Teach Mathematics to Students with Special Needs</i>
2012	Deborah Schifter	Education Development Center	<i>Interpreting the Common Core: What Might It Look Like in the Classrooms?</i>
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>



Association of Mathematics
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Common Core State Standards Task Force

Established April 2011, target completion date: Spring 2013

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Craig Willey, Indiana University-Indianapolis
Peter Holt Wilson, University of North Carolina at Greensboro
Matthew Winsor, Illinois State University
Marcy B. Wood, The University of Arizona
Emily Joy Yanisko, University of Maryland
Gina Borgioli Yoder, Indiana University-Purdue University Indianapolis
Erica Slate Young, University of Alabama-Huntsville
Fay Zenigami, University of Hawaii

PUBLICATIONS

Publications Director: Christine Browning, University of Western Michigan, christine.browning@wmich.edu

Newsletter

(Editor), Trena Wilkerson, Baylor University, Trena_Wilkerson@baylor.edu (Sept. 2010-Jan. 2014)

Editorial Panel:

2011 -2014

Lorraine Gregory, Lake Superior State University, lgregory@lssu.edu
Babette Benken, California State University-Long Beach, bbenken@csulb.edu

2012 -2015

Johnny Lott, The University of Montana, jlott@mso.umt.edu

2013 -2016

Nancy Dyson, University of Delaware, ndyson@udel.edu
L. Diane Miller, Middle Tennessee State University, diane.miller@mtsu.edu
Sarah Roberts, Iowa State University, sroberts@iastate.edu

CITE Journal Editors

Term: (through 2014)

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

Term: (through 2016)

CO-EDITOR: Doug Lapp, Central Michigan University, MI; lapp1da@cmich.edu

CITE Reviewers

Donna Berlin, The Ohio State University
Beth Bos, Texas State University-San Marcos
Christine Browning, Western Michigan University
Gail Burrill, Michigan State University
Jo Ann Cady, The University of Tennessee
Gregory Chamblee, Georgia Southern University
Kyle Cheney, University of Memphis
Lynn Columba, Lehigh University
Beth Cory, Sam Houston State University
Thomas Dick, Oregon State University
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Jeff Frykholm, University of Colorado-Boulder
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Natheer Gharaibeh, Al-Balqa Applied University
Tracy Goodson-Espy, Appalachian State University
Suzanne Harper, Miami University
Margret Hjalmarsen, Purdue University
Robert M. Horton, Clemson University
Alissa Johnson, Kaplan University
Gwendolyn Johnson, University of South Florida
Iris Johnson, Miami University
Christopher Johnston, George Mason University
Dustin Jones, Sam Houston State University
Virginia Keen, University of Dayton
Gladys Kersaint, University of South Florida

Cathy Kinzer, New Mexico State University
Olga Kosheleva, University of Texas at El Paso
Jill Martin Rend, Indiana University of Pennsylvania
Amy McDuffie, Washington State University Tri-cities
Sarah Meltzer, Western Carolina University
Patricia Moyer Packenham, Utah State University
Leah Nillas, Illinois Wesleyan University
Judy O'Neal, North Georgia College & State University
Asli Ozgun-Koca, Wayne State University
Neil Pateman, University of Hawaii
David Pugalee, University of North Carolina Charlotte
Christopher Rakes, University of Louisville
Jayson Richardson, University of Kentucky
Mark Rodriguez, Sacramento State University
Robert Ronau, University of Louisville
Kathryn Shafer, Ball State University
Jason Silverman, Drexel University
Ajay Singh, University of Oregon
Wendy Smith, University of Nebraska-Lincoln
Alejandra Sorto, Texas State University-San Marcos
Dorian Stoilescu, University of Western Sydney
Daniel Tillman, University of Texas at El Paso

Elizabeth van Es, University of California-Irvine
Angela Walmsley, St. Louis University
Tharanga Wijetunge, Central Michigan University
Zhonghe Wu, National University

Jamaal Young, University of North Texas
Rose Zbiek, The Pennsylvania State University
Jeremy Zelkowsky, The University of Alabama

Mathematics Teacher Educator Journal

Editor: Margaret (Peg) Smith, University of Pittsburgh, pegs@pitt.edu
Melissa Boston, Associate Editor, Duquesne University, bostonm@duq.edu

Editorial Panel:

2011 - 2013

Tom Dick, Oregon State University, tpdick@math.oregonstate.edu
Alfinio Flores, University of Delaware, alfinio@math.udel.edu

2011 - 2014

Rheta Rubenstein, University of Michigan-Dearborn, rrubenst@umd.umich.edu
Diana Lambdin, Indiana University, lambdin@indiana.edu

2011 - 2015

Denise Spangler (Chair), University of Georgia, dspangle@uga.edu
Tad Watanabe, Kennesaw State University, twatanab@kennesaw.edu



Association of Mathematics
Teacher Educators

AGENDA

AMTE 2013 Business Meeting

Saturday, January 26, 2013
Rosen Plaza Hotel, Orlando, FL

A. Welcome, Review of 2012 Strategic Priorities

Marilyn Strutchens

B. Approval of the Minutes

Maggie McGatha

C. Treasurer & Membership Report

Lynn Stallings, Nadine Bezuk

D. Committee and Task Force Reports

Committees:

Affiliates Connections
Awards
Communications
Constitution and Bylaws
Membership
Mentoring
Nominations and Elections
Program
Research
Technology (and NTLI Award)

Megan Burton, Chair
Doug Corey, Chair
Trena Wilkerson, Chair
Jane Cushman, Chair
Eric Milou, Chair
Pat Campbell, Chair
Christine Thomas, Chair
Suzanne Harper, Chair
Corey Drake, Chair
Tom Dick, Chair

Task Forces/Special Initiatives:

Common Core State Standards Task Force
MET II Review Task Force
Equity Task Force

Lynn Breyfogle, Chair
Randolph Philipp, Chair
Rochelle Gutierrez and Beth Herbel-Eisenmann, Co-chairs
Barbara Reys and Jon Star, Co-chairs
Marilyn Strutchens, Chair

STaR Program
NCATE Review Task Force

E. Publications

Mathematics Teacher Education Journal
Connections Newsletter
CITE Journal

Peg Smith, Editor
Trena Wilkerson, Editor
Denny St. John and Doug Lapp, Co-editors
Susan Gay
Nadine Bezuk & Marilyn Strutchens

F. Conferences

G. Recognitions

Program & Local Arrangements Committee Chairs
Outgoing Board Members & Committee Chairs

H. Other Business

I. Installation of new Board Members

Nadine Bezuk & Marilyn Strutchens

J. 2013 Strategic Priorities & Announcements

Fran Arbaugh

K. Adjournment



Association of Mathematics
Teacher Educators

MINUTES

AMTE 2012 Business Meeting

Saturday, February 11, 2012
Renaissance Worthington, Fort Worth, TX

Marilyn Strutchens, President, called the meeting to order at 12:04 pm.

Welcome, Review of 2011 Strategic Priorities

Marilyn Strutchens welcomed the members and reviewed the 2011 Board Priorities of (1) Develop a stronger communication plan, (2) Provide guidance and resources for MTEs related to implementation of CCSS, and (3) Establish an AMTE Foundation.

Approval of the Minutes

Maggie McGatha, Secretary, called for any changes to the minutes and there were none. Barbara Reys moved to accept the minutes, Jenny Bay-Williams seconded. Unanimously approved.

Treasurer & Membership Report

Lynn Stallings, Treasurer, presented the expenditures and income from the past year. There was a net income of \$490 in the operating budget. In 2010 the Board set the goal of setting aside one year's operating expense (\$80,000) as cash reserves. We currently have \$51,116. AMTE has been awarded \$83,000 in grants from The Brookhill Foundation this year.

Committee and Task Force Reports

Committees:

Affiliates Connections

Marilyn Strutchens, President, thanked the committee for their work.

Awards

Diana Erchick, Member, thanked the outgoing members of the committee Richard Millman, & Randy Philipp. New members are Stephen Pape and Courtney Koestler. Next year's awards are the *Early Career Award*, the *Nadine Bezuk Excellence in Leadership and Service Award*, and *The Susan Gay AMTE Conference Scholarships*. All information for the awards is on the website. The committee encourages the membership to nominate people for awards.

Communications

Trena Wilkerson, Chair, explained that the task force has become a standing committee. She welcomed two new members Enrique Galindo and Jeff Shih. Highlights of the committee's work include a FaceBook page, a conference app, resources on the website, tools to support communication for members, and policies regarding communication issues.

Constitution and Bylaws

Jane Cushman, member, reported that at the 2011 AMTE Business Meeting held in Irvine, California, the members present approved motions prepared by the AMTE C&B Committee regarding the establishment a new category of membership, Emeritus Member. The AMTE C&B Committee also assisted by preparing appropriate language for use in the review, ballot, and voting process as

publicized in the AMTE Newsletter. New members to the committee are Jane Cushman and Crystal Dean.

Membership

Gail Burrill, Chair, thanked the outgoing members of the committee and welcomed the new members: Lisa Kasmer, Travis K. Miller, and Jennifer Luebeck. Highlights of the committee's work include reviewing strategies for getting new members, collaborating with the affiliates committee to work on joint membership, suggesting changes to the website to encourage affiliate members to join.

Mentoring

Pat Campbell, Chair, thanked the two outgoing members, Tracey Goodson-Espy and Teresa Gonske, and welcomed new members Angela Barlow and Hala Ghouseni. Highlights of the committee's work include the Early Career Reception for early career and graduate students, discussion tables focused on mentoring topics at Friday's lunch, and a review of the STaR program to see if AMTE could sponsor this initiative in the future.

Nominations and Elections

Barbara Reys, Board Representative, thanked the members of the committee. AMTE elected a new president-elect, Fran Arbaugh and Member-at-Large, Stephen Pape.

Program

Suzanne Harper, assistant chair, thanked the committee for its work. She announced that proposals for the 2013 conference in Orlando, FL will be accepted on the AllAcademic system beginning March 8.

Research

Corey Drake, Chair, thanked the outgoing members Elizabeth Hughes and Rick Kitchen and welcomed new members, Mary Foote and Jason Silverman. He asked members to suggest ways the Research Committee can serve the membership. The Research Committee has an article in each newsletter to spark discussion among the membership.

Technology (and NTLA Award)

Jeff Shih, Chair, described the highlights of the committee's work as the pre-conference session and the NTLA Award. This year the NTLA award, sponsored by TI, was a paper.

Task Forces/Special Initiatives:

Advocacy Task Force

Skip Fennell, Chair, indicated the highlight of the committee's work was the advocacy breakfast with Ken Krehbiel from NCTM. He suggested that AMTE might want to consider an advocacy toolkit similar to NCTM.

Common Core State Standards Task Force

Gary Martin, member, reported that the task force received support from The Brookhill Foundation for a face-to-face meeting in Atlanta. Additional highlights of the committee's work include a section on the AMTE website for resource related to CCSS-M, the CCSS-M Swap Meet at this meeting, and a new blog, (AMTE and the Common Core) amtecommoncore.wordpress.com

EMS Initiative

Nicole Rigelman, Co-chair, shared the highlights of the EMS Initiative including the EMS Standards, a joint position statement, and two national EMS conferences. She explained that future plans might include a conference for IHE focused on program planning for EMS.

20th Anniversary Task Force

Marilyn thanked Jenny Bay-Williams for her work as Chair of the 20th Anniversary Task Force and also thanked all members of the Task Force.

Publications

Mathematics Teacher Education Journal

Peg Smith, Editor, reported that the journal starting accepting manuscripts in October and they have received 45 manuscripts. The average length of time for manuscript decision is 94 days. There are 374 reviewers in the database and Peg invited members to become reviewers. She thanked the members of the editorial panel for the tremendous amount of work they have engaged in this year in getting the submission system up and going. Peg admitted there had been a few glitches in the system and she expressed her appreciation for everyone's patience. The first issue of the journal should be ready for publication at the end of summer.

JMTE Equity Special Issue

Marilyn Strutchens, President, thanked the editorial panel for the hard work on the special issue which is available free online to AMTE members.

Connections Newsletter

Trena Wilkerson, Editor, discussed the policy for submitting manuscripts for the newsletter and reminded the membership the policy is on the website for their review. The committee is discussing publication options for the newsletter such as electronic version versus a PDF version.

CITE Journal

Marilyn thanked Christine for her service as the outgoing editor and welcomed incoming co-editors, Doug Lapp and Denny St. John.

Conferences

Susan Gay, Conference Director, thanked the membership for attending the conference and invited the membership to next year's conference in Orlando.

Recognitions

Program & Local Arrangements Committee

Marilyn thanked the local committee for their hard work in making the conference a success.

Marilyn thanked the following for their work on the conference:

Sandi Cooper and Trena Wilkerson, co-chairs, local arrangements

Dustin Jones, Technology chair

Jennifer Chauvot, Registration Chair

Outgoing Board & Committee Members

Marilyn Strutchens thanked outgoing Board members Barbara Reys (Past-President) and Randy Philipp (Member At-large) and Alfinio Flores (Publications Director) for their service. Marilyn also thanked the 150+ members who are involved in AMTE standing committees, task forces, review panels, program committees, or project teams, and invited others who were interested in serving AMTE to fill out a volunteer form.

Marilyn introduced the new President of AMTE, Fran Arbaugh, who concluded the meeting.

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Other Business

New Affiliates

The following new affiliates were recognized:

- Association of Maryland Mathematics Teacher Educators (AMMTE) – 20th affiliate during the 20th anniversary
- Hoosier AMTE

Installation of new Board Members

Marilyn Strutchens welcomed incoming Board members Stephen Pape (Member At-large) and Fran Arbaugh (President-Elect).

2012 Strategic Priorities & Announcements

Marilyn outlined the following Action Priorities for 2012:

- Recruiting, serving, and supporting members;
- Supporting equitable practices in mathematics teacher education; and
- Engaging AMTE members in the review and enactment of the Mathematics Education of Teachers (MET2).
- Ongoing priorities include
 - Elementary Mathematics Specialists,
 - Communication,
 - CCSS-M task force, and
 - Advocacy.

Other Announcements

Marilyn mad the following announcements:

- The MET2 draft is now available on the CBMS website: [met2Draft.pdf](#)
- AMTE Special Interest session at NCTM: April 25, 2:45-3:45 pm in room 108 in the Convention Center, Philadelphia, PA.
- AMTE Reception at NCTM: Thursday, April 26, 6:00-7:30 pm in room 401-403 in Philadelphia Marriott Downtown Hotel.
- See Larry Campbell if you can help with the AMTE Booth at NCTM.
- Send in your Volunteer Form for AMTE

Adjournment

Marilyn adjourned the meeting at 1:17 pm.

Respectfully submitted by Maggie McGatha.



Association of Mathematics
Teacher Educators

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

2014 Award for Excellence in Scholarship in Mathematics Teacher Education

The 2014 Excellence in Scholarship Award is intended to recognize a colleague for a unique contribution in scholarship that has made a significant and lasting contribution to mathematics teacher education, directly and indirectly. The nominee shall have demonstrated commitment to mathematics teacher education through one or more of the following areas:

- a. The dissemination of research findings and publication of materials offering unique perspectives on the professional growth of mathematics teachers.
- b. The useful in the preparation or continuing growth of mathematics teachers.
- c. Design of innovative preservice or inservice programs.
- d. The contribution of theoretical perspectives that have pushed the field forward.

Criteria for Excellence in Scholarship Award

The nominee of the Excellence in Scholarship Award should be an active member of AMTE and have at least five years of commitment to mathematics teacher education. He or she should have made unique contributions to the field of mathematics teacher education. Unique contributions should be considered in the broadest sense possible.

Documentation required for Excellence in Scholarship Award:

- a. A current vita of the nominee, focused on excellence in scholarship in mathematics teacher education (5 page limit).
- b. A letter of nomination documenting the nominee's eligibility for the award, related to the criteria listed above.
- c. Additional letters of support (no more than four) for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.

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; all application materials should be submitted electronically to Tony Nguyen at tonguyen@projects.sdsu.edu.

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

2014 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 an AMTE member and 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 inservice 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 preservice or inservice 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; all application materials should be submitted electronically to Tony Nguyen at tonguyen@projects.sdsu.edu.

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



SUSAN GAY AMTE CONFERENCE SCHOLARSHIP FOR GRADUATE STUDENTS

Description of Awards

The Susan Gay AMTE Conference Scholarship, named after Susan Gay in honor of her extraordinary service to AMTE over many years as conference director, president, secretary, and board member-at-large, was established to provide graduate students financial support to attend the AMTE annual conference. Each year up to four graduate students will receive the award, which will cover the cost of graduate student early registration and an additional \$400 to offset the cost of attending the conference. To qualify, one must be a graduate student making steady progress toward completion.

Application Process

Graduate students can fill out an application for the Susan Gay AMTE Conference Scholarships online at the AMTE website at <http://www.amte.net>. The online applications will be available within a few weeks of the end of the AMTE annual conference. The deadline for completed applications will be posted on the AMTE website and announced via email to all AMTE members.

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.ace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance>). Inquiries about potential manuscript topics are welcomed.

Listed below are two of the papers published during 2012 in CITE-Math's 4 issues.

Roy, G. J., Vanover, C., Fueyo, V., & Vahey, P. (2012). Providing professional support to teachers who are implementing a middle school mathematics digital unit. *Contemporary Issues in Technology and Teacher Education*, 12(2). Retrieved from <http://www.citejournal.org/vol11/iss3/mathematics/article1.cfm>

Lee, H. S., Kersaint, G., Harper, S., Driskell, S. O., & Leatham, K. R. (2012). Teachers' statistical problem solving with dynamic technology: Research results across multiple institutions. *Contemporary Issues in Technology and Teacher Education*, 12(3). Retrieved from <http://www.citejournal.org/vol11/iss3/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?

Please go to <http://site.ace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance> and provide information 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 one of the CITE-Math co-editors, Denny St. John (stjoh1d@cmich.edu) or Doug Lapp (lapp1da@cmich.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? Include other areas you know well, experiences that might be useful, etc.

Please contact Denny St. John (stjoh1d@cmich.edu) for more information.

CALL FOR READERS AND COMMENTS!

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 publication.

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.

CITE Journal SPONSORS

The *CITE Journal* is a peer-reviewed online journal, established by these 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



Association of Mathematics
Teacher Educators

MATHEMATICS TEACHER EDUCATOR: Call for Manuscripts

The mission of *Mathematics Teacher Educator (MTE)* is to contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. This online journal provides a forum for sharing practitioner knowledge related to the preparation and support of teachers of mathematics as well as for verifying and improving that knowledge over time. The journal is thus a tool that uses the personal knowledge that mathematics educators gain from their practice to build a trustworthy knowledge base that can be shared with the profession.

Therefore, all manuscripts should be crafted in a manner that makes the *scholarly* nature of the work apparent. Toward that end, manuscripts should contain a description of the problem or issue of mathematics teacher education that is addressed, the methods/interventions/tools that were used, the means by which these methods/interventions/tools and their results were studied and documented, and the application of the results to practice (both the authors' practice and the larger community).

The nature of evidence in a practitioner journal is different from that in a research journal, but evidence is still critically important to ensuring the scholarly nature of the journal. Thus, authors must go beyond simply describing innovations to providing evidence of their effectiveness. Note that *effectiveness* implies that something is *better* and not just *different* as a result of the innovation. In addition, authors should make explicit the specific contribution to our knowledge. Findings should be reported with enough warrants to allow the construction or justification of recommendations for policy and practice.

We offer some examples of broad categories of manuscripts that might be appropriate for this journal. The categories are meant to be illustrative but not exhaustive.

- Manuscripts that describe *effective ways of influencing teachers' knowledge, practices, or beliefs*: Manuscripts about these interventions might include a description of activities, tasks, or materials (e.g., cases, articles, software) that are used by a teacher educator to influence teachers in some way. These manuscripts would include a rationale for the intervention, a careful description of the intervention, documentation of evidence of the impact of the intervention (e.g., classroom transcript, teacher work, interview data, assessment results), and a discussion of how this intervention might be used by others.
- Manuscripts that describe the use of *broadly applicable tools and frameworks in mathematics teacher education*: Such tools and frameworks are generally portable across a range of settings (e.g., grade level, preservice/in-service) and are not idiosyncratic to the instructor. Again, such manuscripts would include a careful description of the tool, its use (including modifications to the tool, changes in setting, etc., if this tool has been discussed previously in the literature), and evidence of the effectiveness of the tool. Although space might not permit the inclusion of the tool in its entirety in the manuscript, it could be made available online for other professionals to use, modify, enhance, and study. Examples of such tools might include a classroom observation protocol, a task analysis framework, a textbook analysis tool, assessment tasks, or framework for an entire teacher education program.
- Manuscripts that address *programmatic issues*: Such manuscripts might be empirical or philosophical/theoretical in nature. In either case, manuscripts should clearly situate the issue within

the field and the existing literature, fully articulate the means of addressing the issue, and offer readers some analysis of the effectiveness of the means of addressing the issue. For instance, an author might report the results of a survey of capstone courses for secondary majors with an analysis of the pros and cons of different models and a suggestion for a new model. Similarly, an author might elaborate on different models for elementary mathematics specialists in schools and note limitations and advantages of each model, providing examples from practice where available.

- Manuscripts that address *external factors that have an impact on mathematics teacher education policy and programs issues*: Such manuscripts would articulate an issue and clearly identify the impact that this issue has on mathematics teacher education (e.g., factors that affect teacher education directly and factors that affect schools directly, which then affect teacher education, such as Title I, special education, English Language Learners, accreditation, Common Core State Standards, tracking). For instance, an author might review the literature on school practices with respect to equity and diversity and provide evidence of the impact of these various practices on mathematics teacher education. Additionally, the manuscript might describe effective ways of challenging such effects.

Because one of the goals of *MTE* is to build a knowledge base for the field, we particularly encourage submissions that deliberately build on prior published work. Manuscripts should include careful descriptions of how previous methods/interventions/tools have been modified and should articulate comparisons or contrasts with earlier reported results. Articles should provide a connection to the existing knowledge base in mathematics teacher education and should be grounded in theory or previously published articles. Similarly, to enable others to build on work that is published in *MTE*, authors should provide sufficient detail to allow for verification, replication in other contexts, or modification by subsequent authors. In this way, the journal will help the field make incremental improvements in practice over time.

Logistics

Because *MTE* is published in electronic format, we encourage authors to take advantage of the possibilities of this medium by including items such as student work, videos, applets, hyperlinks, and other items that enhance the manuscript. Appropriate permission for such items must be submitted before such a manuscript will be accepted for publication. In addition, color can be used to the extent that it enhances the submission.

MTE uses a double-blind peer review process, is indexed in ISSN, and is available (from January 2013) through JSTOR. The first issue was published in September 2012, with two issues per volume planned for the foreseeable future.

Manuscripts should be no longer than 25 pages of text or 6,250 words (exclusive of references). For ease of reading by reviewers, all figures and tables should be embedded in the correct locations in the text. All manuscripts should be formatted according to the guidelines of the *Publication Manual of the American Psychological Association* (6th edition). Manuscripts not conforming to these specifications may be returned without review.

Please submit manuscripts using the online manuscript submission and review system at <http://mte.msubmit.net>.

Mathematics Teacher Educator is a joint publication of the Association of Mathematics Teacher Educators ([AMTE](#)) and the National Council of Teachers of Mathematics ([NCTM](#)). The editor for 2011-2015 is Margaret (Peg) Smith, University of Pittsburgh.

**To volunteer to be a reviewer or to learn more about *MTE*, please visit www.nctm.org/mte.
A more detailed version of the call for manuscripts is also available at this site.**



Association of Mathematics
Teacher Educators

MATHEMATICS TEACHER EDUCATOR: Call for Editor

The Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM) seek applications for Editor of their joint on-line journal *Mathematics Teacher Educator* for a term beginning May 2014.

Mission and Goals

The journal contributes to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. The journal provides a means for practitioner knowledge related to the preparation and support of teachers of mathematics not only to be public, shared, and stored, but also verified, and improved over time (Hiebert, Gallimore, & Stigler, 2002). *Mathematics Teacher Educator* is a scholarly, peer-reviewed, online journal.

Audience

The primary audience of *Mathematics Teacher Educator* is practitioners in mathematics teacher education, broadly defined as anyone who contributes to the preparation and professional development of Pre-K–12 preservice and inservice teachers of mathematics. Mathematics teacher educators include mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others.

Requirements and Qualifications

Required: The Editor will have a clear understanding of the goals and mission of the journal and agree to maintain a journal that respects them.

- The Editor should have previous experience with scholarly/practitioner journals as editor; member of editorial panel or board; editor of a department; or other substantive editorial experience. The Editor should demonstrate an understanding of the amount of time and resources needed for different editorial processes, such as reviewing, rewriting, and formatting.
- The Editor should be well versed in practices and issues of mathematics teacher education, including professional development and preservice preparation of teachers of mathematics.
- The Editor must be a current member of both AMTE and NCTM.

Desirable: Experience with or vision for online publishing.

Responsibilities

The Editor will

- assign reviewers to manuscripts;
- decide what articles are published in the journal, using expert advice from reviewers, including the Editorial Panel;
- communicate decisions with feedback to authors and reviewers; and
- attend meetings with the Editorial Panel and report on the status of the journal.

Term

The term for the Editor will be three years plus one year as Editor-designate. The year as Editor-Designate begins May 2014; the Editor-designate will begin receiving manuscripts in Fall 2014 (at a time mutually agreeable to the current Editor and the Editor-Designate). The individual selected will serve as Editor from May 2015 through May 2018.

Support

AMTE and NCTM will provide the Editor with a small budget for local expenses (e.g., mailing, telephone calls, basic supplies) and an internet-based manuscript processing system.

To Apply

Applicants should submit a vita and a letter of application describing relevant experiences as a scholar of mathematics teacher education, with editorial work, and with managerial aspects of running a journal.

If selected for an interview, applicants will need to document support from their local institution for serving as editor (e.g., release from teaching; graduate student assistant; clerical support), or clarify the favorable working conditions that would facilitate the role of the editor.

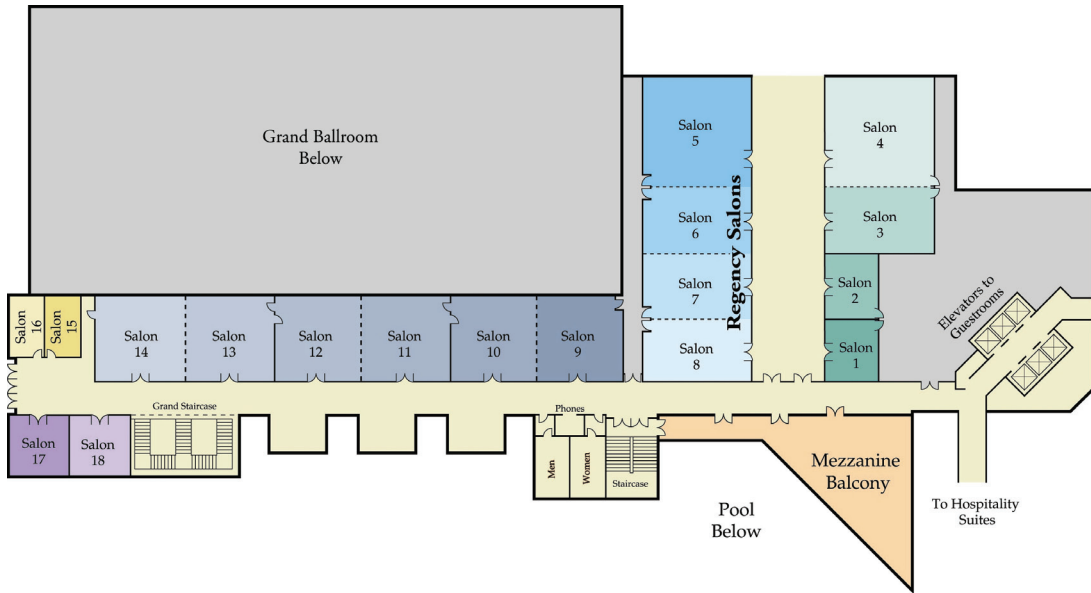
Applicants may learn more about the journal at <http://www.nctm.org/mte> and by contacting the current editor, Margaret Smith (pegs@pitt.edu). Candidates should submit their applications via email to Denise Spangler (dspangle@uga.edu), no later than August 31, 2013. Finalists will participate in a distance interview. Final selection of an editor will be made by the Presidents of AMTE and NCTM and is anticipated in spring 2014.

Reference

Hiebert, J., Gallimore, R., & Stigler, J. W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3-15.

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