



CALL FOR PROPOSALS

Nineteenth Annual Conference

February 12-14, 2015

Rosen Plaza Hotel

Orlando, FL

The Nineteenth Annual Conference of the Association of Mathematics Teacher Educators will be in Orlando, Florida, February 12-14, 2015. The conference sessions will begin Thursday morning. A link to the online submission site will be available after April 1, 2014 at www.amte.net. Proposals must be submitted electronically by Thursday, May 15, 2014.

For 2014, the AMTE Board named three priorities:

- Focusing explicit attention on the connections among mathematics teacher education practice, research, and policy;
- Connecting with members year round; and
- Enhancing the suite of AMTE membership benefits for early career mathematics teacher educators' professional development.

We encourage proposal writers to highlight connections to these priorities, as appropriate, when submitting proposals to any of the nine presentation strands.

Presentation Strands

All presentations on both practice and research in mathematics teacher education are welcome. Sessions related to practice may include presenting or sharing resources for mathematics teacher educators. You will be asked to classify your presentation according to one of the following strands that most closely aligns with your topic.

Development of Mathematics Teacher Educators: Sessions related to the work of preparing individuals (teacher leaders, university faculty, consultants) to serve as mathematics teacher educators in K-12 schools, institutions of higher learning, or other organizations. Includes efforts related to the continuing professional development of mathematics teacher educators, including those early in their careers. *Sessions related to the work of practicing mathematics teacher educators likely belong under another strand.*

Equity and Mathematics Education: Sessions related to equitable practices in mathematics teacher education. Includes increasing the diversity of mathematics teachers and mathematics teacher educators and sharing practices that effectively enable teachers to better serve the range of learners in their classrooms.

Mathematical Content Knowledge: Sessions related to the preparation of preservice and/or inservice teachers in the realm of mathematical content knowledge. Includes efforts undertaken in content courses and content-based professional development.

Mathematics Education Policy and Program Issues: Sessions related to national or international policy as well as programmatic issues in mathematics education. Includes position statements, calls for action, national and state standards, accreditation, alternative teacher certification, and teacher education programs.

Pedagogical Content Knowledge: Sessions related to the preparation of preservice and/or inservice teachers in the realm of pedagogical content knowledge. Includes efforts undertaken in methods courses and pedagogically focused professional development.

Preservice Teacher Field Experiences: Sessions related to the experiences and impact of preservice teachers attending and working in K-12 school settings in mathematics education. Includes early field experiences as well as student teaching and internships.

School and University Partnerships and Projects: Sessions reporting on efforts of collaboration between K-12 schools and institutions of higher learning in mathematics education. Includes a focus on the components or aspects related to mathematics teacher education within these projects or partnerships.

Teacher Professional Development: Sessions related to the structure of, environments for, or policies surrounding professional development work with mathematics teachers and teacher leadership. Includes reports on teachers engaged in structured self-inquiry such as lesson study and action research.

Teaching and Learning with Technology: Sessions related to the use of technology in teaching and learning mathematics or in mathematics teacher education. Includes practice and research related to Technological Pedagogical Content Knowledge (TPACK). *Please read the NTLI Fellowship description at the end of this document.*

Session Formats for Presentations

The AMTE Board of Directors believes that the AMTE Annual Conference should provide participants with an opportunity to examine and discuss current issues in mathematics teacher education and professional development. Therefore, all sessions must provide opportunities for participants to be actively engaged. The details on how you will involve participants in your session must be included in your proposal. The following are potential formats for presentations. Each format includes options for session durations. **The program committee reserves the right to adjust session lengths to fit the confines of the program.**

Brief Reports: Brief Reports allow for presentations that can be given in a concise manner. Final project reports, teaching or research ideas in progress, proposals, or prospectuses may be particularly appropriate. The program committee will group two to four submissions on similar topics in the same session, and a member of the committee will moderate the session. Each brief report will have 10 minutes to present and 5 minutes to field questions/comments. In the last 15 minutes of the session, presenters and attendees will engage in a group discussion sharing feedback, providing suggestions, considering related ideas, and exploring possible collaborations. While a Brief Report will typically be submitted by 1-3 people, each group should carefully consider how to make best use of their time to provide the maximum information within the 10 minute presentation. Having only one person present and using a few slides with only the pertinent information are techniques others have successfully used.

Individual Sessions: Individual sessions allow for project overviews and updates, local and state initiatives, and brief research or practice reports. Such sessions are 45 or 60 minutes and typically have 1-3 presenters. At least 1/3 of the time must be allocated for participant interaction.

Discussion Sessions: Discussion sessions allow AMTE attendees to hold rich, focused discussions around issues of shared interest and are 60 or 75 minutes. Discussion sessions should begin with a brief presentation by the organizers (no more than 15 minutes) designed to provide a framing idea for the session, followed by open discussion.

Symposia: Symposia allow presenters to choose one of several different formats for a 60 or 75 minute session. Regardless of format, at least 1/3 of the time must be allocated for participant interaction. The Symposia session formats include:

- *Thematic Presentation:* One substantive presentation with two prepared critiques or responses regarding a specific relevant theme or issue for the AMTE audience.
- *Panel Discussion:* Panelists address salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster interaction.
- *Multi-Faceted Presentation:* Consists of several presentations focusing on the same issue from different perspectives or related aspects.

Extended Sessions: Extended sessions are two hours and may be scheduled throughout the conference, Thursday to Saturday. These sessions allow presenters to choose one of several different formats, yet regardless of format, at least 1/2 of the time must be allocated for participant interaction. The Extended Session formats include:

- *Interactive Panel Discussion:* Panelists address salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster significant participant interaction.
- *Working Group:* Assembles a group of people to work in collaboration towards some goal or to consider a particular issue relevant to mathematics teacher educators.
- *Workshop:* Provides opportunities for participants to engage with course, technology, and/or assessment materials relevant to mathematics teacher education.

Materials and Information to Submit with a Proposal

Proposals will be submitted using All Academic, an online conference management system. A link to this online submission site will be available after April 1, 2014, at www.amte.net. Prior to submitting a proposal, you will need to:

- 1) **Create your own All-Academic Account, and**
- 2) **Have each of your co-speakers create an individual All-Academic Account.**

You will also need to **blind** your title, session description, and entire proposal. Therefore, do not include the author(s), university, state, county, or city names; project titles; or websites. Instead use Author (year) for citations and references and state X, city X, project X, etc., for any identifying information.

If a proposal is not blind, it will not be reviewed.

Be prepared to submit the following information for each proposed session:

Presenter Information: Provide required information for all presenters, including name, affiliation and position, mailing address, phone number, and e-mail address. **Please use the name of each presenter, affiliation, and e-mail address as it should appear in the program.**

Session Information: Provide the requested presentation strand, session format, and session duration.

Session Description: Provide an informative title (up to 15 words) and a brief description of the session (up to 40 words) to be listed in the program. Both the title and session description must be blinded. **Please use appropriate upper and lower case.**

Proposal: All proposals must be: a) *blind* for review; b) two-pages (including references); c) single spaced, 12-pt font, with 1-inch margins; and d) pdf format. ***If a proposal is longer than two pages, including references, it will not be reviewed.*** Your proposal should provide sufficient information to allow reviewers to apply the review criteria (see below), including some detail on how the session will be organized in the proposed time frame.

Proposal Review Criteria

The proposal will be reviewed according to the following criteria:

- Clarity of Proposal - To what degree is the proposal clearly written?
- Background Information - To what degree does the proposal include relevant background information to support the proposal topic?
- Relevance to AMTE Audience - To what degree is the proposal topic relevant to the AMTE membership?
- Presentation Outcomes - To what degree are the presentation goals and outcomes clear and important?
- Presentation Engagement - To what degree does the proposal describe how participants will be actively engaged?

- Evidence of Impact - To what degree does the proposal indicate evidence of past or potential future impact? Examples of such evidence include impact on practice, research results, or potential impact from the presentation itself.
- Presentation Organization - To what degree does the proposal provide a clear and appropriate outline of how the time during the session will be allocated?

Limits on Participation

Each individual may serve as lead presenter for no more than one session and can appear no more than twice on the program. The lead presenter must personally certify that all listed presenters have confirmed their willingness to participate in the session.

**ALL PRESENTERS MUST BE REGISTERED FOR THE CONFERENCE
BY SEPTEMBER 15, 2014 OR THEIR SESSION WILL BE CANCELLED.**

Questions

If you have questions regarding proposal topic, format, or submission, please contact:

Dusty Jones, Program Chair
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Box 2206
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NTLI Fellowship Award Information

If you are planning a technology presentation for the 2015 AMTE Conference, please consider submitting a paper for the National Technology Leadership Initiative (NTLI) Fellowship Award! The AMTE NTLI Fellowship is awarded annually to recognize exemplary research (one presentation with an accompanying original paper) regarding appropriate technology use in mathematics teacher education.

To indicate interest, please check the box on your All-Academic proposal submission. After proposals have been reviewed and acceptances are announced, the Technology Committee chair will contact you with further details. Applicants will be asked to submit a paper (8 single-spaced pages maximum) in order to be considered for this award. All papers submitted for the Fellowship are reviewed by the AMTE Technology Committee. The deadline for the paper submissions is October 31, 2014.

The winner of the award receives travel funding (\$1200, made possible by a donation from Texas Instruments) to present at the annual conference of the Society for Information Technology and Teacher Education, and the paper is extended and forwarded to be reviewed for publication in the *Contemporary Issues in Technology and Teacher Education* journal (www.citejournal.org).

Contact S. Asli Özgün-Koca (aokoca@wayne.edu) for questions or more information about the award review criteria.