

**AMTE**

Association of Mathematics  
Teacher Educators

1991-2011

*Celebrating 20 Years*

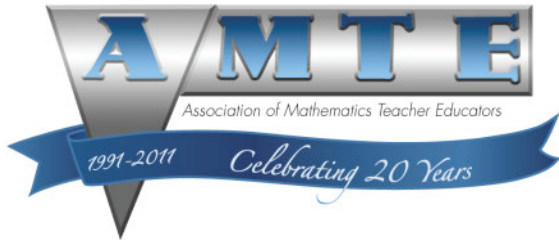
# SIXTEENTH ANNUAL CONFERENCE

FEBRUARY 9-11, 2012

WORTHINGTON RENAISSANCE FORT WORTH HOTEL

200 MAIN STREET, FORT WORTH, TEXAS 76102

TEL: 1-817-870-1000 FAX: 1-817-338-9176



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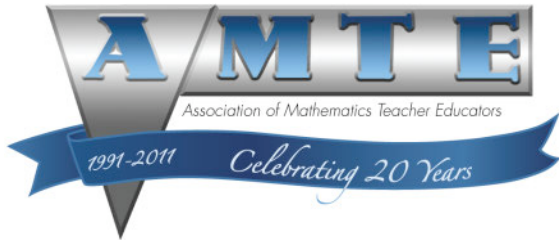
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## CONFERENCE SCHEDULE

Sixteenth Annual AMTE Conference  
February 9 – 11, 2012, Fort Worth, Texas

### Thursday, February 9, 2012

|                             |   |
|-----------------------------|---|
| 7:30a – 5:00p               | AMTE Registration Desk Open                       |
| Morning (varies, see pg.11) | Preconference Sessions (preregistration required) |
| 11:30a – 5:00p              | Exhibits Open                                     |
| 1:00p – 2:00p               | Concurrent Sessions                               |
| 2:15p – 3:00p               | Concurrent Sessions                               |
| 3:00p – 3:30p               | Break   |
| 3:30p – 4:30p               | Concurrent Sessions                               |
| 3:30p – 4:30p               | Committee Chairs' meeting – Treaty Oak Boardroom  |
| 5:00p – 6:30p               | <b>General Session – Grand Ballroom</b>           |

### Friday, February 10, 2012

|                 |  |
|-----------------|--|
| 7:00a – 8:00a   | Continental Breakfast – Rio Grande Room                  |
| 7:00a – 8:00a   | Advocacy Breakfast – Hacienda Room                       |
| 7:30a – 4:30p   | AMTE Registration Desk Open                              |
| 8:00a – 9:15a   | Concurrent Sessions                                      |
| 8:30a – 5:00p   | Exhibits Open  |
| 9:30a – 10:30a  | Concurrent Sessions                                      |
| 10:45a – 11:45a | Concurrent Sessions                                      |
| 11:45a – 1:00p  | Lunch – Rio Grande Room                                  |
|                 | Committee Meetings & Discussion Tables – Rio Grande Room |
| 1:00p – 2:00p   | Concurrent Sessions                                      |
| 2:15p – 3:00p   | Concurrent Sessions                                      |
| 3:00p – 3:30p   | Break  |
| 3:30p – 4:30p   | Concurrent Sessions                                      |
| 5:00p – 6:30p   | <b>Judith E. Jacobs Lecture – Grand Ballroom</b>         |
| 6:30p – 8:00p   | Dinner – Rio Grande Room                                 |
| 8:00p – 9:00p   | CCSS-M Swap Meet – Hacienda Room                         |

### Saturday, February 11, 2012

|                 |   |
|-----------------|---|
| 7:00a – 8:00a   | Continental Breakfast – Rio Grande Room             |
|                 | Affiliate Meetings                                  |
| 7:30a – 10:30a  | AMTE Registration Desk Open                         |
| 8:00a – 9:15a   | Concurrent Sessions                                 |
| 9:30a – 10:15a  | Concurrent Sessions                                 |
| 10:30a – 11:30a | Concurrent Sessions                                 |
| 11:45a – 1:30p  | <b>Lunch and Business Meeting – Rio Grande Room</b> |

## CONFERENCE INFORMATION

### Conference Registration Desk

Please stop by the AMTE Registration Desk, located on the Mezzanine Level on The Bridge, to obtain your conference materials, including the conference program and your nametag.

#### AMTE Registration Desk Hours:

|                       |                |
|-----------------------|----------------|
| Thursday, February 9  | 7:30a – 5:00p  |
| Friday, February 10   | 7:30a – 4:30p  |
| Saturday, February 11 | 7:30a – 10:30a |

### Finding the Conference Area

From your guestroom, take the elevator to the Mezzanine Level. Turn toward the wall of mirrors so you can walk across The Bridge to the AMTE registration area and the session rooms.

Conference session rooms are located on the Mezzanine Level (second floor) and the Trinity Level (first floor). A few meeting rooms are located on the Live Oak Level (third floor). Meals will be held in the Rio Grande Room on the Trinity Level.

### Wireless Internet Access

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

For conference attendees who stay at the Worthington Renaissance Hotel and whose hotel reservations show them attending the AMTE conference, internet access is available in your individual guestrooms and is complimentary. Directions on how to access wireless and wired internet service can be found in your guestroom. Hotel guests also have complimentary wireless internet access in the lobby, lobby bar, and BarWired.

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

### Hotel Parking Information

Discounted self-parking at the hotel is available for conference attendees for \$13.00 per car per day. This rate includes in and out privileges. In order to obtain this special discounted rate, you must mention that you are with the AMTE conference either as you exit the parking facility (for day guests) or when checking into the hotel (for overnight guests) and staff will charge the appropriate parking rate. Valet parking is available at a discounted rate of \$19.00 per day.

### Options for Thursday Dinner

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

### Conference Photographs

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

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

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

### 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.

## AMTE BOARD OF DIRECTORS 2011

### President

Marilyn Strutchens  
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### Anniversary Trivia

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

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

## AMTE SIXTEENTH ANNUAL CONFERENCE COMMITTEE

**AMTE Conference Director:** Susan Gay, University of Kansas

**Assistant Conference Director:** Carol Lucas, University of Central Oklahoma

### **Program Committee**

**Chair:** Keith Leatham, Brigham Young University

**Assistant Chair:** Suzanne Harper, Miami University

Amy Brown, Utah State University

Tonia Land, Iowa State University

Shannon Driskell, University of Dayton

Kelly Costner, Winthrop University

Janet Frost, Washington State University

Wendy Sanchez, Kennesaw State University

Ksenija Simie-Muller, Pacific Lutheran University

Shari Stockero, Michigan Technical University

Dawn Teuscher, Arizona State University

Michelle Chamberlin, University of Wyoming (2011 Program Chair)

Susan Gay, University of Kansas (AMTE Board)

### **Local Arrangements Committee**

**Co-Chairs:** Sandi Cooper, Baylor University, and Trena Wilkerson, Baylor University

#### **Registration Committee**

Jennifer Chauvot (CHAIR), University of Houston

Sandra Browning, University of Houston-Clear Lake

Beth Cory, Sam Houston State University

Shea Culpepper, University of Houston

Whitney Hanna, University of Houston

Carole Hayata, University of North Texas

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James Epperson, University of Texas-Arlington

Mark Klespis, Sam Houston State University

Nick Wasserman, Southern Methodist University

## ANNOUNCEMENTS

### Announcements:

- Make sure to **visit the exhibits!** Exhibitors include GYLO, NCSM, NCTM's MET Trust, Pearson, and John Wiley & Sons. Exhibits are open from 11:30 am – 5:00 pm on Thursday and 8:30 am – 5:00 pm on Friday. See page 6 for the complete listing of exhibitors.
- Try out the **AMTE Conference App** on your smartphone. See the flyer included in your conference folder for more details.
- Visit the **AMTE Facebook page!**
- Visit the “**20 Years of Supporting Mathematics Teacher Education**” table in the Exhibit area.
- Donate to the “**20 for 20**” campaign, supporting graduate student travel scholarships to attend next year's AMTE conference. A donation form is included in the folder and is also 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 8:00 PM in the Hacienda Room.
- Participate in a **discussion table** during lunch on Friday in the Rio Grande Room (topics are listed below). **AMTE Committees** will meet concurrently in the Rio Grande Room as well. See the flyer in your conference folder for table locations for each activity.

#### Discussion table topics:

1. Balancing the roles of teaching, research, and service (and maintaining a personal life)
  2. Connecting with MTEs in teaching institutions
  3. Connecting with MTEs in small colleges
  4. Writing proposals and seeking funding
  5. Writing for an audience of practitioners
  6. Mathematical knowledge for teaching
  7. Discourse in the mathematics classroom
  8. School and university partnerships and projects
- Read the special issue on equity in the *Journal of Mathematics Teacher Education*, available in the members only area of the AMTE website.

## 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 complementary conference registration.

<http://site.aace.org/awards/awards-ntli.htm>

This year's NTLI award winners are Hollylynne Lee, Gladis Kersaint, Suzanne Harper, Shannon Driskell, and Keith Leatham, for the paper entitled “Teachers' statistical problem solving with dynamic technology: Research results across multiple institutions”. The authors will present their paper (Session 67) Friday morning, February 10<sup>th</sup>, from 10:45a – 11:45a in the Brazos II room.





**AMTE thanks GYLO, our 2012 Silver Sponsor.**  
[www.gylo.com](http://www.gylo.com)

Pre-Register to attend GYLO's workshop for a chance to win one of these prizes!



**Pre-Registration Info**

Win by pre-registering for GYLO's workshop:

[GYLO.com/AMTE](http://GYLO.com/AMTE)  
Codeword: mathrules

Registrants also gain free access to preview a revolutionary Introductory Statistics course.



**Statistics 1**

GYLO (GetYa Learn On, LLC) will present an innovation in math education - a cross-platform digital course that integrates an e-textbook, game, and assessment reporting system. Statistics 1 is aligned with AP Standards, Common Core standards, and Texas Education Knowledge & Skill standards. **Attend to become a part of the technology transformation occurring in education.**

**Workshop Info**

Room: Pecos 1  
Time: Friday February 10th, 2012 at 1pm

For more info contact Dr. Michael Mayrath at: [mayrath@GYLO.com](mailto:mayrath@GYLO.com)



# The Brookhill

FOUNDATION

Thanks to the Brookhill Foundation: As we celebrate our 20th anniversary, we would like to thank the Brookhill Foundation, represented by Kathy Stumpf, for supporting the development of the Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs, and the two state conferences to support establishing EMS certification. In addition, the Brookhill Foundation sponsored meetings of the AMTE Common Core State Standards Task Force. The Brookhill Foundation's generosity has helped AMTE shape and/or contribute substantially to important national initiatives.

The one with the skills to teach mathematics more effectively will prime tomorrow's leaders for success.



**M.S., Mathematics Learning and Teaching**

**Program Emphases Include:**

- Developing mathematics content
- Analyzing student thinking
- Using technology in teaching
- Re-conceptualizing mathematics curriculums
- Implementing student-centered, problem-based instructional practices
- Mathematical practices of the Common Core State Standards (CCSS)

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\* Bureau of Labor Statistics, 2004-14

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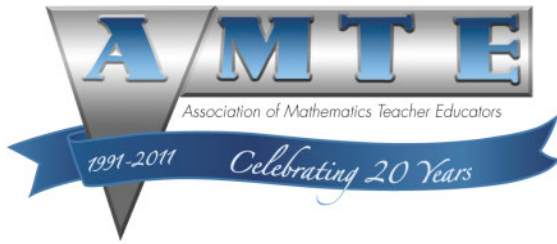
## ACKNOWLEDGEMENTS

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

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



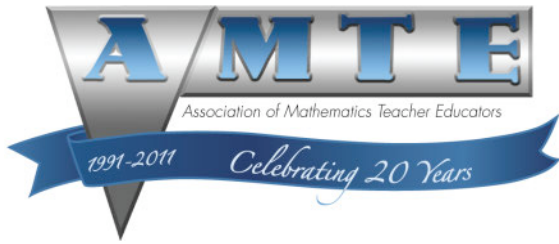
**Thanks to the AMTE Affiliate  
 Association of Mathematics Teacher Educators in Texas (AMTE-TX)  
 for hosting the AMTE 2012 Annual Conference.  
 All volunteers on the Local Arrangements Committee  
 are members of AMTE-TX.**



## EXHIBITORS

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

| Exhibitor Name                                 | Materials  |
|--|--|
| GYLO (GetYa Learn On)                          | GYLO is a leader in mobile learning & technology-based assessment. Stop by our booth or attend our workshop (Friday at 1pm in Pecos 1) to receive free products and preview GYLO's latest innovation in math education – Introductory Statistics: an integrated course for statistical reasoning skills. The course applies the principles of our research at Harvard and UT, and the content is aligned with Common Core State Standards and AP. The course can be used on the Web or downloaded as an iPad/iPhone app. Join us in leading the movement to utilize the pedagogical power technology to engage students and improve math education. Stop by our booth to learn about becoming a Beta Tester for GYLO's unreleased technologies and new products. |
| 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 2012, with emphasis on leadership development and interpreting and implementing the Common Core State Standards for Mathematics.  |
| NCTM's Mathematics Education Trust (MET)       | The National Council of Teachers of Mathematics will be displaying information about NCTM's MET Grants, Scholarships, and Awards that are available to math teachers and prospective teachers.   |
| Pearson  | Preview the latest print and online course solutions that will help you prepare students to teach mathematics. Our texts range from mathematical content to educational methods, and include ideas for applying methods and concepts to K-12 curriculum samples. See a sample of videos that illustrate children's mathematical reasoning and effective classroom instruction, and get ideas for engaging your students.   |
| 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>College Geometry Using the Geometer's Sketchpad</i> by Barbara E. Reynolds and William E. Fenton, and <i>Crossing the River with Dogs</i> by Ken Johnson, Ted Herr, and Judy Kysh. Also, preview books in Liberal Arts Math, Quantitative Reasoning, Geometry, and Math for Teachers as well as exciting new offerings in Math Methods from Robert Reys, Mary Lindquist, Diana V. Lambdin, and Nancy L. Smith and Joan Cohen Jones.   |



## PRECONFERENCE SESSIONS

Thursday Morning, February 9, 2012

The following Preconference Sessions will be held on Thursday morning, February 9, 2012. Each session required pre-registration.

| Time           | Num | Title  | Organizer/Sponsor   | Location        |
|----------------|-----|--|---|-----------------|
| 8:30a – 11:30a | 1   | Connecting and Empowering AMTE Affiliates  | AMTE Affiliate Connections Committee  | Live Oak IV     |
| 8:00a – 11:30a | 2   | Elementary Mathematics Specialists: Getting Started and Moving Forward   | Nicole Rigelman, Skip Fennell, the Elementary Mathematics Specialists & Teacher Leaders Project | West Fork I     |
| 8:00a – 12:00p | 3   | Framing and Analyzing (In)equity and Power in Mathematics Methods II   | Rochelle Gutiérrez and Julia Aguirre  | Live Oak V      |
| 8:30a – 11:30a | 4   | Increasing Professional Development Capacity: Common Challenges and Approaches to Preparing Math Leaders to Facilitate Professional Development Programs | Supporting Staff Developer's Project, Babette Moeller   | Live Oak III    |
| 8:30a – 11:30a | 5   | NCTM NCATE Program Reviewer Training Workshop  | NCTM  | Red Oak         |
| 8:30a – 11:30a | 6   | Professional Development at a Distance: Designing and Facilitating Online Courses for Inservice Mathematics Teachers                                     | Mathematics Teacher Leadership Center, Robert Powers  | Elm Fork II     |
| 8:30a – 11:30a | 7   | Sense Making and Reasoning with Technology – An Interactive Panel  | AMTE Technology in Mathematics Teacher Education Committee                                      | Elm Fork I      |
| 8:30a – 11:30a | 8   | Teacher Discourse Moves in Context   | Mathematics Discourse in Secondary Classrooms, Kate Johnson                                     | West Fork II    |
| 9:30a – 11:30a | 9   | Teaching Mathematics for Elementary Teachers Courses in Light of the Common Core Standards   | Susan Nickerson   | Trinity Central |
| 8:00a – 12:00p |     | 2011 Service, Teaching, and Research (STaR) Session  | NSF STaR Project, Robert Reys   | Hacienda        |

## Overview of Thursday, February 9, 2012

|                    | 1:00 - 2:00 pm   | 2:15 - 3:00 pm   | 3:30 - 4:30 pm   |
|--------------------|--|--|--|
| <b>Red Oak</b>     | 1. <i>Studying the Effects of an Analysis-based and Video-enhanced Preservice Mathematics Intervention on Beginning Classroom Practices</i> – Santagata & Yeh                              | 13. <i>An Examination of the Domains of Mathematical Knowledge for Teaching in Professional Development Settings</i> – Harmon                      | 25. <i>Actions a Mathematics Teacher Educator Uses to Develop Prospective Teachers' Pedagogical Content Knowledge</i> – Taylor   |
| <b>Bur Oak</b>     | 2. <i>Learning from Classroom Video: A State-wide Professional Development for Secondary Mathematics Teachers</i> – McCarthy & Manon   | 14. <i>Teacher-designed Project-based Learning Units: Outcomes and Implications</i> – Lee  | 26. <i>Meaningful Professional Development through a Graduate Degree Program</i> – Langrall, Guinee & Gobeyn   |
| <b>Post Oak</b>    | 3. <i>What Does It Take for Students to be Successful in an Online Mathematics Course?</i> – Hegeman   | 15. <i>Preservice Elementary Teachers' Noticing of Children's Mathematical Thinking: An Exploratory Study</i> – Castro Superfine & Groza           | 27. <i>Curriculum for Professional Development: Examining Teachers' Opportunities to Learn from Middle School Mathematics Curriculum Materials</i> – Males                                 |
| <b>Pecos I</b>     | 4. <i>Engaging in Dialogue about Researching Mathematics Teacher Educators' Practice Related to Teaching Diverse Populations</i> – McLeman, Vomvoridi-Ivanovic & Chval                     | 16. <i>Connecting Research Results on the Effects of Virtual Manipulatives with Mathematics Teacher Development</i> – Moyer-Packenham & Westenskow | 28. <i>NCATE + TEAC = CAEP and More: Accreditation Updates and Challenges</i> – King & Fennell   |
| <b>Pecos II</b>    | 5. <i>Fostering Productive and Powerful Mathematics Classroom Discourse: A Discussion of Research and Professional Education Perspectives</i> – Steele, Herbel-Eisenmann, Cirillo & Chapin | 17. <i>Research to Practice: Using Toulmin's Model to Reflect on Classroom Practice</i> – Smith, Conner, Wagner & Gleason                          | 29. <i>Struggling with Confidence: Academic Persistence among Secondary Mathematics Majors</i> – Champion & Wheeler  |
| <b>Brazos I</b>    | 6. <i>Exploring a Communication Structure for Connecting AMTE Members</i> – Wilkerson  | 18. <i>Community College Classroom Research—What We Have Learned</i> – Roznowski   | 30. <i>The Common Core and Mathematics Teacher Education: What Needs to Change?</i> – Kasmer, Dingman & Teuscher   |
| <b>Brazos II</b>   | 7. <i>"It's Crazy and They Told Me It Would Be:" Experiences of New Mathematics Teacher Educators</i> – Welder, Yow, Beisiegel & Eli   | 19. <i>The Mathematics Teacher Educator: A Resource for Your Teaching and Outlet for Your Writing</i> – MTE Editorial Panel                        | 31. <i>PreK-8 Preservice Teachers Analyzing Teaching, Learning, and Equity Through Multiple Mathematical Lenses</i> – Roth McDuffie, Bartell, Drake, Aguirre, Foote, Turner, Bolson & Land |
| <b>West Fork I</b> | 8. <i>Using Video Clips of Classroom Instruction to Measure Knowledge of Teaching Mathematics</i> – Sutton, Stoehr & Kalinec Craig   | 20. <i>Lesson Observations: Insights from Middle Grades Teachers</i> – Holbert & Barlow  | 32. <i>The Development of Prospective Teachers' Geometric Discourses</i> – Wang  |

|                     |   |  |   |
|---------------------|---|--|---|
| <b>West Fork II</b> | 9. <i>Developing Preservice Middle School Mathematics Teachers' Pedagogical Content Knowledge in the Area of Algebraic Reasoning</i> – Selmer & Bolyard   | 21. <i>Emerging Content Knowledge in a Geometry Course for Inservice K-8 Teachers</i> – Patterson & Janecki  | 33. <i>Realistic and Relevant Teacher Classroom Research</i> – Luebeck  |
| <b>Central</b>      | 10. <i>Theme: Students' Mathematical Strategies</i><br><br><i>Examining Student Work in the Preparation of Preservice Elementary School Teachers</i> – Busi & Jacobbe<br><br><i>Noticing Numeracy Now (N<sup>3</sup>): Developing Preservice Teachers' Professional Noticing of Children's Mathematical Thinking</i> – Thomas, Fisher & Schack<br><br><i>How Preservice Teachers Respond to Students' Invented Strategies for Whole Number Multiplication</i> – Son & Moseley | 22. <i>Theme: Learning Trajectories and the Common Core State Standards</i><br><br><i>Exploring the Common Core Standards through Learning Trajectories</i> – Wilson, Seaman, Floyd & Rich<br><br><i>Elementary Mathematics Teacher Leadership: Building Content and Capacity</i> – Parsons & Ryan | 34. <i>Converging Curriculum: Improving Teacher Efficacy in Providing Interventions for Struggling Students</i> – Maxwell & Pendleton       |
| <b>Elm Fork I</b>   | 11. <i>Assessment of Students on the Common Core—Take Charge!</i> – Kepner  | 23. <i>Using Reflective Teaching Cycles to Promote Higher-order Thinking Through Questioning</i> – Murray  | 35. <i>Assurances for Mathematics Educators' Program Enactment Fidelity</i> – Brosnan   |
| <b>Elm Fork II</b>  | 12. <i>Decoding Disciplinary Thinking: Unpacking Specialized Content Knowledge to Prepare Prospective K-12 Teachers</i> – Lovin & Schultz   | 24. <i>More than Cognitive Demand: Tracing Participatory Demand of Mathematical Tasks</i> – Otten  | 36. <i>Synchronous Online Discourse in a Technology Methods Course for Middle and Secondary Prospective Mathematics Teachers</i> – Starling |

**Session 1** Red Oak  
**Pedagogical Content Knowledge**  
**Individual Session**

***Studying the Effects of an Analysis-based and Video-enhanced Preservice Mathematics Intervention on Beginning Classroom Practices***

Rossella Santagata, *University of California, Irvine*  
 Cathery Yeh, *University of California, Irvine*

This session will introduce and share findings from an intervention study focused on preparing preservice teachers to learn from their practice. We will examine sample video data and discuss coding dimensions that characterize the beginning mathematics practice of preservice teachers.

**Session 2** Bur Oak  
**Teacher Professional Development**  
**Individual Session**

***Learning from Classroom Video: A State-wide Professional Development for Secondary Mathematics Teachers***

Janice Lynn McCarthy, *University of Delaware*  
 Jon Rahn Manon, *University of Delaware*

In a five-year project, cohorts of secondary mathematics teachers from Delaware used video to study strategies to promote mathematics success for at-risk students. During this interactive session, we will discuss lessons learned using video vignettes and summary data.

**Session 3** Post Oak  
**Teaching and Learning with Technology**  
**Individual Session**

***What Does It Take for Students to be Successful in an Online Mathematics Course?***

Jennifer Hegeman, *Missouri Western State University*

To enhance student learning and reduce costs, colleges and universities are encouraged to redesign large-enrollment, multi-section courses using technology. What learning resources are essential in a fully online general studies mathematics course if student learning outcomes are to be improved?

**Session 4** Pecos I  
**Equity and Mathematics Education**  
**Discussion Session**

***Engaging in Dialogue about Researching Mathematics Teacher Educators' Practice Related to Teaching Diverse Populations***

Laura Kondek McLeman, *University of Michigan, Flint*  
 Eugenia Vomvoridi-Ivanovic, *University of South Florida*  
 Kathryn Chval, *University of Missouri*

In this discussion session, we will engage participants in a rich and focused dialogue related to researching the practice of mathematics teacher educators who address issues of race, class, gender, language, culture, and/or power in their teacher preparation courses.

**Session 5** Pecos II  
**Teacher Professional Development**  
**Discussion Session**

***Fostering Productive and Powerful Mathematics Classroom Discourse: A Discussion of Research and Professional Education Perspectives***

Michael D. Steele, *Michigan State University*  
 Beth Herbel-Eisenmann, *Michigan State University*  
 Michelle Cirillo, *University of Delaware*  
 Suzanne Chapin, *Boston University*

Classroom discourse promotes mathematical learning when it is both productive and powerful. This session synthesizes the current state of mathematics classroom discourse research, poses six key discussion questions related to mathematics classroom discourse, and posits future research directions.

**Session 6** Brazos I  
**AMTE Communications Committee**  
**Discussion Session**

***Exploring a Communication Structure for Connecting AMTE Members***

Trena Wilkerson, *Baylor University*

AMTE's Communications Task Force, recently named an AMTE committee, was charged with exploring ways to increase awareness and engagement of members in events and issues related to AMTE's mission. Participants are invited to provide feedback regarding current and potential initiatives and offer additional ideas to support communication.

**Session 7** Brazos II  
**Development of Mathematics Teacher Educators**  
**Individual Session**

***"It's Crazy and They Told Me It Would Be:" Experiences of New Mathematics Teacher Educators***

Rachael Mae Welder, *Hunter College, CUNY*  
 Jan Yow, *University of South Carolina*  
 Mary Beisiegel, *Harvard Graduate School of Education*  
 Jennifer Ann Eli, *University of Arizona*

In this session, we will present findings from a study comparing the self-reported "readiness" of new mathematics teacher educators for the various demands of their career with insights from existing research about the challenges faced by new mathematics teachers.

**Session 8** West Fork I  
**Mathematical Content Knowledge**  
**Individual Session**

***Using Video Clips of Classroom Instruction to Measure Knowledge of Teaching Mathematics***

Taliesin Sutton, *University of Arizona*  
 Kathleen Jablon Stoehr, *University of Arizona*  
 Crystal Kalinec Craig, *University of Arizona*

We discuss a novel approach to assess knowledge of teaching, and present our results supporting the validity of the measure. Additionally, we demonstrate how the online assessment can be customized for professional development, teacher preparation programs, and online research projects.

**Session 9**  
**Pedagogical Content Knowledge**  
**Individual Session**

**West Fork II**

***Developing Preservice Middle School Mathematics Teachers’  
Pedagogical Content Knowledge in the Area of Algebraic  
Reasoning***

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

The presentation shares an evidence-based project that took place in a middle school mathematics methods course through classroom and field based experiences focused on developing and implementing formative assessments of upper elementary and middle school students’ algebraic reasoning.

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**Session 10**  
**Pedagogical Content Knowledge**  
**Theme: Students’ Mathematical Strategies**  
**Brief Reports**

**Central**

***Examining Student Work in the Preparation of Preservice  
Elementary School Teachers***

Rich Busi, *University of Florida*  
Tim Jacobbe, *University of Florida*

This session will showcase a research study that investigated the effects of analyzing student work during an elementary mathematics content course. Differences between preservice teachers’ perceptions of and lessons learned from actual and reproduced student work will be examined.

***Noticing Numeracy Now (N<sup>3</sup>): Developing Preservice Teachers’  
Professional Noticing of Children’s Mathematical Thinking***

Jonathan Thomas, *Northern Kentucky University /  
Kentucky Center for Mathematics*  
Molly Fisher, *University of Kentucky*  
Edna O. Schack, *Morehead State University*

The Noticing Numeracy Now (N<sup>3</sup>) research project is aimed at determining the extent to which a learning experience focused on the professional noticing of children’s mathematical practices develops preservice teachers’ capacity to attend to, interpret, and respond with appropriate instruction.

***How Preservice Teachers Respond to Students’ Invented  
Strategies for Whole Number Multiplication***

Ji-Won Son, *University of Tennessee*  
Jeneva Moseley, *University of Tennessee*

This session presents findings of a study investigating preservice elementary teachers’ understanding and explanation of students’ invented strategies for whole number multiplication along with their understanding and explanation of the traditional algorithms.

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**Session 11**  
**Mathematics Education Policy and Program Issues**  
**Individual Session**

**Elm Fork I**

***Assessment of Students on the Common Core—Take Charge!***

Henry S. Kepner, *University of Wisconsin, Milwaukee*

This session provides an update on the efforts of the two multi-state consortia producing math assessments - high stakes, benchmarking, formative, starting in 2014-15. Recommendations for planning, use, and interpretation along with major areas of concern and difficulties will be presented.

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**Session 12**  
**Mathematical Content Knowledge**  
**Individual Session**

**Elm Fork II**

***Decoding Disciplinary Thinking: Unpacking Specialized Content  
Knowledge to Prepare Prospective K-12 Teachers***

LouAnn Lovin, *James Madison University*  
Kyle T. Schultz, *James Madison University*

We will recount efforts to engage prospective teachers in developing specialized content knowledge. Through decoding disciplinary thinking, we identified particular bottlenecks in their learning (obstacles that slow or stop learning) and developed tasks that help them move through these bottlenecks.

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**Session 13** **Red Oak**  
**Teacher Professional Development**  
**Individual Session**

**An Examination of the Domains of Mathematical Knowledge for Teaching in Professional Development Settings**

Shannon E. Harmon, *University of Mississippi*

The presenter will describe the examination of how different professional development foci revealed different domains of MKT. Data capturing MKT domains from participants within two schools will be shared including recorded professional development sessions, participant weekly reflections, and observation guides.

**Session 14** **Bur Oak**  
**Pedagogical Content Knowledge**  
**Individual Session**

**Teacher-designed Project-based Learning Units: Outcomes and Implications**

Jean S. Lee, *University of Indianapolis*

This session examines how to support preservice and inservice teachers to design and implement project-based learning (PBL) units. A framework to evaluate the rigor and relevance of PBL units and a model for teachers and educators to collaborate are shared.

**Session 15** **Post Oak**  
**Mathematical Content Knowledge**  
**Individual Session**

**Preservice Elementary Teachers' Noticing of Children's Mathematical Thinking: An Exploratory Study**

Alison Castro Superfine, *University of Illinois at Chicago*  
 Gabriela Groza, *University of Illinois at Chicago*

We will present a series of videocases designed to support preservice teachers in analyzing students' mathematical thinking, and discuss findings from a quasi-experimental study of preservice teachers' engagement with these videocases in a content course.

**Session 16** **Pecos I**  
**Teaching and Learning with Technology**  
**Individual Session**

**Connecting Research Results on the Effects of Virtual Manipulatives with Mathematics Teacher Development**

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

This presentation reports a meta-analysis showing virtual manipulatives have positive effects on student achievement with five unique affordances. Connect this research with your practice in a discussion of how these results can be used for mathematics teacher development. Bring laptops.

**Session 17** **Pecos II**  
**Pedagogical Content Knowledge**  
**Individual Session**

**Research to Practice: Using Toulmin's Model to Reflect on Classroom Practice**

Ryan C. Smith, *University of Georgia*  
 AnnaMarie Conner, *University of Georgia*  
 Patty Anne Wagner, *University of Georgia*  
 Brian Warren Gleason, *University of New Hampshire*

We propose Toulmin's (1958/2003) model of argumentation, in addition to research uses, to be a useful tool for prospective and practicing teachers in examining and reflecting on classroom practice. Examples from research and a secondary methods course will be presented.

**Session 18** **Brazos I**  
**AMATYC President**  
**Individual Session**

**Community College Classroom Research - What We Have Learned**

James Roznowski, *Harper College / AMATYC*

By providing examples of classroom research that has been done, I hope to show attendees that this is something they could do at their own campuses. The research projects I will choose to highlight will include work on classroom interaction (Vilma Mesa) and how developmental students think (James Stigler). The results of these research projects will also provide attendees with insight into student learning.

**Session 19** **Brazos II**  
**Mathematics Teacher Educator**  
**Discussion Session**

**The Mathematics Teacher Educator: A Resource for Your Teaching and Outlet for Your Writing**

MTE Editorial Panel, *Association of Mathematics Teacher Educators*

Participants will learn about the new journal, *The Mathematics Teacher Educator*. This will include the scope of the journal, the submission and review process, the possibilities afforded by the online format, and the timeline for the first issue.

**Session 20** **West Fork I**  
**Teacher Professional Development**  
**Individual Session**

**Lesson Observations: Insights from Middle Grades Teachers**

Sydney Margaret Holbert, *University of Mississippi*  
 Angela Till Barlow, *Middle Tennessee State University*

In our professional development project, middle grades teachers have the opportunity to visit fellow participants' classrooms and observe lessons taught by project faculty. In this session, we will share teacher insights regarding the impact of these lesson observations.

**Session 21** **West Fork II**  
**Mathematical Content Knowledge**  
**Individual Session**

***Emerging Content Knowledge in a Geometry Course for Inservice K-8 Teachers***

Cody Lynn Patterson, *University of Arizona*  
Maggie Janecki, *University of Arizona*

We will share some tasks used in a geometry course for K-8 teachers to extend content knowledge and problem solving skills. We will explore some samples of teachers' work that suggest a deepening of content knowledge and geometric reasoning.

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**Session 22** **Central**  
**Teacher Professional Development**  
**Theme: Learning Trajectories and the Common Core State Standards**  
**Brief Reports**

***Exploring the Common Core Standards through Learning Trajectories***

Peter Holt Wilson, *University of North Carolina at Greensboro*  
Carol Seaman, *University of North Carolina at Greensboro*  
Ana Floyd, *University of North Carolina at Greensboro*  
Wendy Rich, *University of North Carolina at Greensboro*

We describe a yearlong professional development project with elementary grades teachers from two schools that focused on learning trajectories and the Common Core State Standards.

***Elementary Mathematics Teacher Leadership: Building Content and Capacity***

Jan Parsons, *University of Delaware*  
Sarah Ryan, *University of Delaware*

The Elementary Mathematics Teaching Leadership Project focused on improving elementary teachers' mathematics knowledge and developing expertise in using instructional and assessment practices informed by knowledge of learning trajectories. We will share insights that emerged from this work.

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**Session 23** **Elm Fork I**  
**Teacher Professional Development**  
**Individual Session**

***Using Reflective Teaching Cycles to Promote Higher-order Thinking Through Questioning***

Eileen Murray, *SUNY New Paltz*

This session describes how a series of reflective teaching cycles influenced two 7th grade mathematics teachers' task implementation. The cycles provided the teachers an opportunity to discuss how their pedagogical strategies, such as questioning, influenced students' engagement in higher-order thinking.

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**Session 24** **Elm Fork II**  
**Teacher Professional Development**  
**Individual Session**

***More than Cognitive Demand: Tracing Participatory Demand of Mathematical Tasks***

Samuel Otten, *Michigan State University*

This session presents a framework for analyzing participatory demands placed on students within mathematical task enactments, which complements the existing framework for cognitive demand. Data from a study of middle school algebra classes are used to exemplify the framework.

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**Session 25** **Red Oak**  
**Development of Mathematics Teacher Educators**  
**Individual Session**

**Actions a Mathematics Teacher Educator Uses to Develop Prospective Teachers' Pedagogical Content Knowledge**

Cynthia Taylor, *Millersville University*

During this individual session, participants will engage in discussion around actions and purposes mathematics teacher educators (MTEs) may implement to develop elementary prospective mathematics teachers' pedagogical content knowledge. The actions and purposes of one elementary MTE will be shared.

**Session 26** **Bur Oak**  
**School and University Partnerships and Projects**  
**Individual Session**

**Meaningful Professional Development through a Graduate Degree Program**

Cynthia W. Langrall, *Illinois State University*  
 Trish Guinee, *Peoria Public Schools*  
 Susan Gobeyn, *Illinois State University / Peoria Public Schools*

In this session, we will present our work with teachers participating in a Master's degree program as a backdrop for initiating discussion about the role and potential of graduate study for teacher professional development.

**Session 27** **Post Oak**  
**Pedagogical Content Knowledge**  
**Individual Session**

**Curriculum for Professional Development: Examining Teachers' Opportunities to Learn from Middle School Mathematics Curriculum Materials**

Lorraine Marie Males, *Michigan State University*

This session focuses on the opportunities present for teacher learning in four middle school textbooks in the areas of introduction to variable and geometric transformations. Discussion will focus on pedagogical content knowledge and the implications for secondary teacher preparation.

**Session 28** **Pecos I**  
**Accreditation**  
**Individual Session**

**NCATE + TEAC = CAEP and More: Accreditation Updates and Challenges**

Karen King, *National Council of Teachers of Mathematics*  
 Francis (Skip) Fennell, *McDaniel College*

This session offers up-to-date information about NCATE and TEAC including their consolidation into CAEP. Drafts of new NCTM standards for program review will be shared for feedback. Participants will learn about current processes as well as changes on the horizon.

**Session 29** **Pecos II**  
**Mathematics Education Policy and Program Issues**  
**Discussion Session**

**Struggling with Confidence: Academic Persistence among Secondary Mathematics Majors**

Joe Champion, *Texas A&M University, Corpus Christi*  
 Ann Wheeler, *Texas Woman's University*

How can teacher educators support prospective secondary teachers through challenging mathematics courses populated primarily by non-teaching science majors? Session participants will engage in discussion and implications of the presenters' multi-institution study of mathematics performance and persistence among secondary mathematics majors.

**Session 30** **Brazos I**  
**Mathematics Education Policy and Program Issues**  
**Individual Session**

**The Common Core and Mathematics Teacher Education: What Needs to Change?**

Lisa Anne Kasmer, *Grand Valley State University*  
 Shannon W. Dingman, *University of Arkansas*  
 Dawn Teuscher, *Brigham Young University*

We describe how the Common Core has altered the curricular landscape with regards to what/when mathematical topics are taught. Based on this analysis, we propose areas where teacher education must adapt to meet the current needs of future teachers.

**Session 31** **Brazos II**  
**Equity and Mathematics Education**  
**Individual Session**

**PreK-8 Preservice Teachers Analyzing Teaching, Learning, and Equity Through Multiple Mathematical Lenses**

Amy Roth McDuffie, *Washington State University, Tri-Cities*  
 Tonya Gau Bartell, *University of Delaware*  
 Corey Drake, *Iowa State University*  
 Julia Aguirre, *University of Washington, Tacoma*  
 Mary Foote, *Queens College, CUNY*  
 Erin Turner, *University of Arizona*  
 Catherine Bolson, *Washington State University, Tri-Cities*  
 Tonia J. Land, *Drake University*

We share findings from a multi-university research project investigating preK-8 mathematics methods activities including video case study and curriculum analysis. We examine PSTs' development in analyzing, interpreting, and connecting mathematics, children's mathematical thinking, and community-based funds of knowledge.

**Session 32** West Fork I  
**Mathematical Content Knowledge**  
**Individual Session**

***The Development of Prospective Teachers' Geometric Discourses***

Sasha Wang, *Boise State University*

The study investigates the changes in prospective teachers' geometric discourses in Euclidean geometry, resulting from their participation in a university geometry course. In particular, these changes involve participants' routines of substantiation as well as their use of mathematical words.

**Session 33** West Fork II  
**Teacher Professional Development**  
**Individual Session**

***Realistic and Relevant Teacher Classroom Research***

Jennifer Luebeck, *Montana State University*

Engaging teachers in classroom research can inform practice, improve learning, and encourage reflection. But is it practical? Feasible? Sustainable? This session provides answers from a study of 45 teachers, and offers three models for introducing and embedding teacher classroom research.

**Session 34** Central  
**Pedagogical Content Knowledge**  
**Individual Session**

***Converging Curriculum: Improving Teacher Efficacy in Providing Interventions for Struggling Students***

Valerie C. Maxwell, *University of Delaware*  
Vickie Pendleton, *University of Delaware*

The Converging Curriculum Project provides a mathematics community for teachers of special needs students. In this session, we will showcase the visual models and instructional strategies used to build teachers' content knowledge and to raise expectations for students' problem solving.

**Session 35** Elm Fork I  
**Development of Mathematics Teacher Educators**  
**Discussion Session**

***Assurances for Mathematics Educators' Program Enactment Fidelity***

Patti Brosnan, *The Ohio State University*

Participants will engage in and learn about strategies used to soften problems related to enactment fidelity. Brainstorming ideas for possible resolutions for common concerns and sources of frustration when trying to implement research-based ideas into K-12 classrooms will be explored.

**Session 36** Elm Fork II  
**Teaching and Learning with Technology**  
**Individual Session**

***Synchronous Online Discourse in a Technology Methods Course for Middle and Secondary Prospective Mathematics Teachers***

Tina Starling, *North Carolina State University*

What does a technology methods class look like online? Findings from a study conducted to examine prospective middle and secondary mathematics teachers' discourse in a synchronous, online environment will be shared. Bring your laptop for an added experience.

Thursday, February 9, 2012

5:00p - 6:30p



**General Session**

Grand Ballroom

***Lessons from Research: What Research Does and Does Not Tell Us***

Douglas H. Clements, *University at Buffalo, SUNY*

What is the state of early and elementary mathematics education? What does the research say? Douglas H. Clements paints a picture of where we stand, regarding standards, curriculum, teaching, and professional development. He draws several "lessons" from research—findings that support visions of new approaches to mathematics education, including information from recent publications that he co-authored, including the report of President Bush's National Math Advisory Panel, NCTM's Curriculum Focal Points, the National Research Council report on early mathematics, and the Common Core State Standards. At the core of these approaches are learning trajectories—research-based paths of learning and teaching. Participants will hear and see examples of projects using these approaches.

## Overview of Friday Morning, February 10, 2012

|                    | 8:00 - 9:15 am  | 9:30 - 10:30 am   | 10:45 - 11:45 am   |
|--------------------|---|---|--|
| <b>Red Oak</b>     | 37. <i>Using Videos to Assess Coaching Knowledge</i> – Barlow, Harmon & Yopp  | 49. <i>What Do We Mean by Computational Fluency?</i> – Keiser   | 61. <i>Preservice Elementary Teachers' Responses to Incorrect and Unanticipated Representations of Problem Solving Strategies</i> – Hallman                    |
| <b>Bur Oak</b>     | 38. <i>On Our Terms: Faculty of Color Negotiating the Academy</i> – Gutierrez, Aguirre, White & Strutchens  | 50. <i>Studying Two Approaches to an Elementary Field Experience: Outcomes Related to Quality of Teaching</i> – Galindo & Amador                                    | 62. <i>Building Coherence: Elementary Mathematics Methods Coursework and Fieldwork</i> – Brown & Karp  |
| <b>Post Oak</b>    | 39. <i>Virtual Worlds: Transforming Online Teacher Professional Development</i> – Mayes & Luebeck   | 51. <i>What Is Dynamic Number, and Why Should You Care?</i> – Steketee  | 63. <i>Examining K-3 Teacher Change Trajectories Across Participation in a Longitudinal Mathematical Professional Development Program</i> – Smith & Shen       |
| <b>Pecos I</b>     | 40. <i>Implementation of the Common Core State Standards: Updates from the Field</i> – Reys, Hirsch, Sztajn, Breyfogle & Shaughnessy                        | 52. <i>Developing Teachers' Essential and Usable Understandings: An Example from Ratio, Proportion, and Proportional Reasoning</i> – Zbiek                          | 64. <i>Encouraging Preservice Teachers to Include Mathematical Processes in Classroom Assessment</i> – Hunsader, Zorin & Thompson                              |
| <b>Pecos II</b>    | 41. <i>Learning to Assess: Using Project-based Learning to Teach Assessment in Secondary Mathematics Methods</i> – Hudson, Lee, Lahann, Ferguson & Lee      | 53. <i>Uncovering the Capstone Course</i> – Beisiegel, Chesler, Cox, Kenney, Newton & Stone   | 65. <i>Relationships between Preservice Elementary Teachers' Conceptions of Mathematics, Field Experiences, and Methods Coursework</i> – Hodges, Jong & Welder |
| <b>Brazos I</b>    | 42. <i>A Longitudinal Comparison of Teacher Gains on Two Mathematics Content Knowledge Measures: LMT and DTAMS</i> – Lubienski, Copur-Gencturk, Ball & Bush | 54. <i>Excellence in Teaching Award Session: (How) Can Mathematics Teaching Be Taught?</i> – Ball   | 66. <i>Developing the Concept of Ratio as a Foundation for Proportional Reasoning</i> – Rathouz & Rubenstein   |
| <b>Brazos II</b>   | 43. <i>Orchestrating Mathematical Discourse: What Does Technology Have to Do with It?</i> – Dick, Burrill, Olson & Cohen                                    | 55. <i>Developing a Learning Progression to Describe Mathematics Teachers' Learning of Formative Assessment Practices</i> – Fagan & Janssen                         | 67. <i>Teachers' Statistical Problem Solving with Dynamic Technology: Research Results across Multiple Institutions</i> – Lee, Harper, Kersaint & Leatham      |
| <b>West Fork I</b> | 44. <i>The Mathematical Education of Teachers</i> – Lewis, Beckmann & McCallum  | 56. <i>Supporting Generative Teacher Learning by Cultivating Productive Sociomathematical Norms in Mathematics Teacher Education</i> – Van Zoest, Stockero & Taylor | 68. <i>What can be Learned from Analyzing Teaching? A Comparison of Approaches</i> – Kline & Kling   |

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|---------------------|---|---|--|
| <b>West Fork II</b> | 45. <i>What is the Content of Methods? Opening Dialogues on Course Frames and Enactment</i> – Kastberg, Edenfield, Sanchez & Tyminski   | 57. <i>Game Show Math: Use Plinko to Enhance Prospective Teachers' Content Knowledge of Probability</i> – Naresh  | 69. <i>Becoming Experts: Preservice Teachers Learning to Analyze Children's Thinking in a Mathematics Content Course</i> – Li & Castro Superfine |
| <b>Central</b>      | 46. <i>Theme: Teacher Knowledge</i><br><i>Prospective K-8 Teachers' Inductive Reasoning</i> – Magiera<br><i>The Development of Algebraic Thinking in Preservice Teachers</i> – Hayata & Eddy<br><i>Preservice Elementary Teachers' Development of and Conceptions with Using Reasoning to Compare Fractions</i> – Tobias<br><i>Creating and Working from Definitions: Mathematical Knowledge for Teaching (MKT)</i> – Blume, Johnson, Shimizu & Graysay | 58. <i>Theme: Learning Trajectories and Mathematical Knowledge for Teaching</i><br><i>Building Mathematical Knowledge for Teaching of Preservice Teachers</i> – Somayajulu & Manouchehri<br><i>Connecting Learning Trajectories and Mathematical Knowledge for Teaching in Professional Development Settings</i> – Edgington, Wilson & Sztajn<br><i>Implications for the Integration of Learning Trajectories in Teacher Preparation</i> – Eames, Kara, Cullen & Miller | 70. <i>Charting the Course for Mathematics Leadership: Continuum of Professional Work in a Large Urban District</i> – Huinker & McLeod           |
| <b>Elm Fork I</b>   | 47. <i>STaR—Service, Teaching and Research—An Opportunity for New Doctorates in Mathematics Education</i> – Reys, Jackson, Safi, Newton & Moore   | 59. <i>Connecting the Standards for Mathematical Practice to Teaching Practices: Tools for Professional Learning</i> – Bay-Williams, McGatha, Kobett & Wray   | 71. <i>How Should We Prepare Elementary Mathematics Specialists? An Examination of One Successful Program</i> – Mason & Bitto                    |
| <b>Elm Fork II</b>  | 48. <i>What Do We (Mathematics Teacher Educators) View as Valid Mathematical Justification?</i> – Perkowski, Lannin, Elliott & Lesseig  | 60. <i>Culture in the Math Classroom: A Graduate Course for Inservice Secondary Mathematics Teachers</i> – Bartell, Parker & Novak  | 72. <i>A Number Sense Intervention for Urban Kindergartners At Risk for Mathematics Difficulties</i> – Dyson                                     |

Friday, February 10, 2012

7:00a - 8:00a



## Advocacy Breakfast

Hacienda Room

All conference participants are invited to attend AMTE's First Annual Policy and Advocacy Breakfast on Friday, February 10, from 7:00 to 8:00 AM in the Hacienda Room. Ken Krehbiel, NCTM's Associate Executive Director for Communications, will present a brief update on policy and advocacy issues nationally that may impact you and your work in teacher education. Then join the discussion regarding local and regional challenges you may face.

**Session 37** Red Oak  
**Development of Mathematics Teacher Educators**  
**Individual Session**

**Using Videos to Assess Coaching Knowledge**

Angela Till Barlow, *Middle Tennessee State University*  
 Shannon E. Harmon, *University of Mississippi*  
 David Yopp, *Montana State University*

This session describes the results of an investigation of the use of videos of a coaching pre-lesson conference and a post-lesson conference to assess coaching knowledge. Observations made by "knowledgeable" coaches will be compared with that of inservice K-8 coaches.

**Session 38** Bur Oak  
**Development of Mathematics Teacher Educators**  
**Individual Session**

**On Our Terms: Faculty of Color Negotiating the Academy**

Rochelle Gutierrez, *University of Illinois at Urbana-Champaign*  
 Julia Aguirre, *University of Washington, Tacoma*  
 Dorothy Y. White, *University of Georgia*  
 Marilyn E. Strutchens, *Auburn University*

This session offers a panel of experienced teacher educators of color who will share the tensions that have arisen in their attempts to negotiate the academy and their successful strategies for teaching methods courses, conducting research, and networking with others.

**Session 39** Post Oak  
**Teaching and Learning with Technology**  
**Discussion Session**

**Virtual Worlds: Transforming Online Teacher Professional Development**

Robert Lee Mayes, *Georgia Southern University*  
 Jennifer Luebeck, *Montana State University*

Professional development of mathematics teachers is going virtual, with a proliferation of online courses and programs. Existing online programs will share their experience on how to transform online programs. We invite you to share your expertise on online mathematics education.

**Session 40** Pecos I  
**Common Core State Standards**  
**Individual Session**

**Implementation of the Common Core State Standards: Updates from the Field**

Barbara J. Reys, *University of Missouri*  
 Christian Hirsch, *Western Michigan University*  
 Paola Sztajn, *North Carolina State University*  
 M. Lynn Breyfogle, *Bucknell University*  
 Michael Shaughnessy, *NCTM / Portland State University*

The panel will share work by professional associations, curriculum developers and professional development providers to support implementation of the CCSSM. Following brief presentations, audience discussion will be encouraged and facilitated.

**Session 41** Pecos II  
**Pedagogical Content Knowledge**  
**Individual Session**

**Learning to Assess: Using Project-based Learning to Teach Assessment in Secondary Mathematics Methods**

Rick A. Hudson, *University of Southern Indiana*  
 Jean S. Lee, *University of Indianapolis*  
 Paula Elmer Lahann, *Indiana University*  
 Leann Ferguson, *Indiana University*  
 Mi Yeon Lee, *Indiana University*

This session includes a participant discussion of what PSTs should understand about mathematical assessments. A presentation of an action research-based PBL unit which provided PSTs an opportunity to learn about assessing mathematical thinking while deepening their own content knowledge follows.

**Session 42** Brazos I  
**Mathematical Content Knowledge**  
**Symposium**

**A Longitudinal Comparison of Teacher Gains on Two Mathematics Content Knowledge Measures: LMT and DTAMS**

Sarah Theule Lubienksi, *University of Illinois at Urbana-Champaign*  
 Yasemin Copur-Gencturk, *University of Illinois at Urbana-Champaign*  
 Deborah Loewenberg Ball, *University of Michigan*  
 William Spencer Bush, *University of Louisville*

Researchers will present findings from a 3-year MSP initiative, focusing on how well DTAMS and LMT measures detected gains in teachers' mathematics knowledge under various conditions. LMT and DTAMS developers will then respond to this study, followed by audience discussion.

**Session 43** Brazos II  
**Teaching and Learning with Technology**  
**Symposium**

**Orchestrating Mathematical Discourse: What Does Technology Have to Do with It?**

Thomas Dick, *Oregon State University*  
 Gail Burrill, *Michigan State University*  
 Melfried Olson, *University of Hawaii*  
 Jessica Cohen, *Western Washington University*

Orchestrating productive mathematical discourse requires worthwhile tasks, questions that promote sense making and reasoning, and opportunities for students to share their thinking. Technology can be a powerful facilitator of all three.

**Session 44** West Fork I  
**The Mathematical Education of Teachers**  
**Individual Session**

**The Mathematical Education of Teachers**

William James Lewis, *University of Nebraska, Lincoln*  
 Sybilla Beckmann, *University of Georgia*  
 William McCallum, *University of Arizona*

We will update participants on the status of the revision of *The Mathematical Education of Teachers* and discuss key issues and recommendations the writers are considering. A question and answer period will seek feedback from conference participants.

**Session 45** **West Fork II**  
**Development of Mathematics Teacher Educators**  
**Discussion Session**

***What is the Content of Methods? Opening Dialogues on Course Frames and Enactment***

Signe Kastberg, *Purdue University*  
Kelly Edenfield, *Kennesaw State University*  
Wendy B. Sanchez, *Kennesaw State University*  
Andrew M. Tyminski, *Clemson University*

Participants will discuss the content of methods courses, specifically, how mathematics teacher educators frame methods courses and link course activities to the frames. Results of an initial survey exploring frames and associated activities used in methods courses will be shared.

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**Session 46** **Central**  
**Mathematical Content Knowledge**  
**Theme: Teacher Knowledge**  
**Brief Reports**

***Prospective K-8 Teachers' Inductive Reasoning***

Marta T. Magiera, *Marquette University*

In this session participants will examine a conceptual framework and the results of a study designed to characterize seven stages of preservice K-8 teachers' inductive reasoning in the context of solving problems that foster algebraic thinking.

***The Development of Algebraic Thinking in Preservice Teachers***

Carole Hayata, *University of North Texas*  
Colleen McLean Eddy, *University of North Texas*

The importance of developing algebraic thinking in students is well documented but the preparation of elementary teachers to develop this knowledge is not. This report describes a study that includes mathematical knowledge for teaching, to inform an elementary preparation program.

***Preservice Elementary Teachers' Development of and Conceptions with Using Reasoning to Compare Fractions***

Jennifer M. Tobias, *Illinois State University*

Two studies were conducted to analyze the ways in which preservice teachers develop and use reasoning strategies to compare fractions during and after instruction. Preservice teachers' development and conceptions will be examined through video clips and student work samples.

***Creating and Working from Definitions: Mathematical Knowledge for Teaching (MKT)***

Glendon Wilbur Blume, *Pennsylvania State University*  
Heather Johnson, *University of Colorado, Denver*  
Jeanne Shimizu, *Pennsylvania State University*  
Duane Graysay, *Pennsylvania State University*

This session reports results of a longitudinal case study of a prospective, then novice teacher's creation and use of mathematical definitions in the classroom and during task-based interviews. We discuss implications for extending high school teachers' understanding of mathematical defining.

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**Session 47** **Elm Fork I**  
**Development of Mathematics Teacher Educators**  
**Symposium**

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

Robert Reys, *University of Missouri*  
Christa Jackson, *University of Kentucky*  
Farshid Safi, *The College of New Jersey*  
Jill Newton, *Purdue University*  
Kevin C. Moore, *University of Georgia*

Newly hired mathematics education doctorates in colleges/universities (in their 1st or 2nd year) will share experiences. Participants will discuss challenges of their faculty positions and discuss ways STaR has facilitated their transition, through additional professional growth, and networking opportunities.

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**Session 48** **Elm Fork II**  
**Mathematical Content Knowledge**  
**Discussion Session**

***What Do We (Mathematics Teacher Educators) View as Valid Mathematical Justification?***

Michael Perkowski, *University of Missouri*  
John Lannin, *University of Missouri*  
Rebekah Elliott, *Oregon State University*  
Kristin Lesseig, *Washington State University, Vancouver*

Given the importance of reasoning and justification in mathematics classrooms, mathematics teacher educators must articulate a shared understanding of what constitutes a valid mathematical justification. Using various tasks, the presenters encourage discussion of the characteristics of a valid mathematical justification.

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**Session 49** **Red Oak**  
**School and University Partnerships and Projects**  
**Individual Session**

***What Do We Mean by Computational Fluency?***

Jane M. Keiser, *Miami University*

This presentation shares results from action research conducted in a middle school by teachers who were dealing with issues of change in computational fluency resulting from students learning from a reformed K-5 curriculum. A discussion of student work will follow.

**Session 50** **Bur Oak**  
**Preservice Teacher Field Experiences**  
**Individual Session**

***Studying Two Approaches to an Elementary Field Experience: Outcomes Related to Quality of Teaching***

Enrique Galindo, *Indiana University*  
 Julie Amador, *Indiana University*

We present results from a study focused on measures and predictors of teacher quality. Preservice teachers engaged in either a traditional field experience or in an innovative approach emphasizing an attention to student thinking and collaboration through Lesson Study.

**Session 51** **Post Oak**  
**Teaching and Learning with Technology**  
**Individual Session**

***What Is Dynamic Number, and Why Should You Care?***

Scott Steketee, *KCP Technologies*

The NSF-sponsored Dynamic Number Project develops Sketchpad-based curriculum and software enabling direct manipulation of numbers, fractions, and variables. It provides revealing representations of multiplication, exciting ways of constructing fractions, and enlightening explorations of function behavior and composition.

**Session 52** **Pecos I**  
**Mathematical Content Knowledge**  
**Individual Session**

***Developing Teachers' Essential and Usable Understandings: An Example from Ratio, Proportion, and Proportional Reasoning***

Rose Mary Zbiek, *Pennsylvania State University*

An example of developing content knowledge using Essential Understanding books is complemented by the bigger question and discussion of principles useful in helping prospective teachers develop content knowledge for use in planning, enacting, and reflecting on practice and policy.

**Session 53** **Pecos II**  
**Mathematics Education Policy and Program Issues**  
**Discussion Session**

***Uncovering the Capstone Course***

Mary Beisiegel, *Harvard Graduate School of Education*  
 Joshua Chesler, *California State University, Long Beach*  
 Dana Cox, *Miami University*  
 Rachael Kenney, *Purdue University*  
 Jill Newton, *Purdue University*  
 Jamalee Stone, *Black Hills State University*

This discussion session will focus on the status and importance of capstone courses for preservice secondary mathematics teachers. Conversation will be grounded in results from a national survey on the prevalence and nature of such courses in the United States.

**Session 54** **Brazos I**  
**AMTE Excellence in Teaching in Mathematics Education Award Winner**  
**Individual Session**

***(How) Can Mathematics Teaching Be Taught?***

Deborah Loewenberg Ball, *University of Michigan*

This session will engage participants in three fundamental challenges of the work of teaching mathematics teaching and explore ways of managing them in practice.

**Session 55** **Brazos II**  
**Teacher Professional Development**  
**Individual Session**

***Developing a Learning Progression to Describe Mathematics Teachers' Learning of Formative Assessment Practices***

Emily R. Fagan, *Education Development Center*  
 Susan E. Janssen, *Education Development Center*

We are creating a learning progression to describe middle school mathematics teachers' learning of a comprehensive set of formative assessment practices. The presenters will describe the structure and content of the progression and discuss key questions raised during its development.

**Session 56** **West Fork I**  
**Teacher Professional Development**  
**Individual Session**

***Supporting Generative Teacher Learning by Cultivating Productive Sociomathematical Norms in Mathematics Teacher Education***

Laura Van Zoest, *Western Michigan University*  
 Shari Stockero, *Michigan Technological University*  
 Cynthia Taylor, *Millersville University*

We will examine sociomathematical norms that we have found supportive of generative teacher learning and engage participants in discussing what sociomathematical norms could contribute to generative learning in their teacher education venues and how such norms could be cultivated.

**Session 57**  
**Mathematical Content Knowledge**  
**Individual Session**

West Fork II

***Game Show Math: Use Plinko to Enhance Prospective Teachers' Content Knowledge of Probability***

Nirmala Naresh, *Miami University*

Prospective teachers engaged in Plinko Analysis, a high-interest math lesson set in an exciting real-life context that combines probability, Pascal's triangle, and data analysis concepts. Come on down! Together let's explore Plinko probabilities and reflect on our probability teaching experiences.

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**Session 58**  
**Pedagogical Content Knowledge**  
**Theme: Learning Trajectories and Mathematical Knowledge for Teaching**  
**Brief Reports**

Central

***Building Mathematical Knowledge for Teaching of Preservice Teachers***

Ravi Somayajulu, *The Ohio State University*  
Azita Manouchehri, *The Ohio State University*

The study is aimed at investigating the nature of prospective secondary teachers' mathematical knowledge as it pertains to the analysis of student thinking in geometry and to explore the impact of a course that would help further enhance this knowledge.

***Connecting Learning Trajectories and Mathematical Knowledge for Teaching in Professional Development Settings***

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

We share findings from a design experiment in professional development. We examine teachers' engagement with learning tasks that although designed to focus on children's mathematics and to support teachers' pedagogical content knowledge had embedded opportunities for surfacing teachers' content knowledge.

***Implications for the Integration of Learning Trajectories in Teacher Preparation***

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

The goals of this presentation are to: 1) share fifth grade students' thinking about the relationship between area and perimeter, and 2) discuss implications of using learning trajectories in teacher preparation and professional development programs.

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**Session 59**  
**Teacher Professional Development**  
**Individual Session**

Elm Fork I

***Connecting the Standards for Mathematical Practice to Teaching Practices: Tools for Professional Learning***

Jennifer Bay-Williams, *University of Louisville*  
Maggie McGatha, *University of Louisville*  
Beth Kobett, *Stevenson University*  
Jonathan A. Wray, *Howard County Public Schools*

The student proficiencies described in the Mathematical Practices are a good launching point for considering effective teacher practices. We will share such a model, and a collection of related tools for use in professional development, coaching, or field experiences.

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**Session 60**  
**Equity and Mathematics Education**  
**Individual Session**

Elm Fork II

***Culture in the Math Classroom: A Graduate Course for Inservice Secondary Mathematics Teachers***

Tonya Gau Bartell, *University of Delaware*  
Frieda Parker, *University of Northern Colorado*  
Jodie Novak, *University of Northern Colorado*

We describe a graduate course for in-service secondary mathematics teachers designed to support the teachers in understanding and implementing culturally responsive pedagogies in their classrooms. The goal is that their students become internally motivated and, ultimately, more successful math learners.

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**Session 61** Red Oak  
**Preservice Teacher Field Experiences**  
**Individual Session**

***Preservice Elementary Teachers' Responses to Incorrect and Unanticipated Representations of Problem Solving Strategies***

Allyson Hallman, *University of Georgia*

Preservice elementary teachers' (PSTs) responses to children's unanticipated and incorrect representations of problem solving are discussed. Two video clips of children working with PSTs to solve non-routine mathematics problems are analyzed and time is provided for audience discussion.

**Session 62** Bur Oak  
**Preservice Teacher Field Experiences**  
**Individual Session**

***Building Coherence: Elementary Mathematics Methods Coursework and Fieldwork***

Elizabeth Todd Brown, *University of Louisville*  
 Karen Karp, *University of Louisville*

The presentation will provide mathematics teacher educators an opportunity to examine teacher work samples and video enactments to dialogue about the structural coherence of field experiences. These artifacts can be used to measure preservice teacher mathematical content and pedagogical knowledge.

**Session 63** Post Oak  
**Teacher Professional Development**  
**Individual Session**

***Examining K-3 Teacher Change Trajectories Across Participation in a Longitudinal Mathematical Professional Development Program***

Wendy M. Smith, *University of Nebraska, Lincoln*  
 Yinjing Shen, *University of Nebraska, Lincoln*

We offer an analysis of K-3 teachers who participated in a program to earn K-3 Mathematics Specialist Certificates. We created teacher change trajectories by analyzing various coursework across time. Change trajectories were more complex than anticipated, and were not linear.

**Session 64** Pecos I  
**Pedagogical Content Knowledge**  
**Individual Session**

***Encouraging Preservice Teachers to Include Mathematical Processes in Classroom Assessment***

Patricia D. Hunsader, *University of South Florida, Sarasota-Manatee*  
 Barbara Zorin, *University of South Florida*  
 Denisse R. Thompson, *University of South Florida*

Participants will engage in a process used to sensitize elementary preservice teachers to the role that mathematical processes can play in classroom assessments, including using a framework to analyze test items, and modifying items to better reveal student thinking.

**Session 65** Pecos II  
**Preservice Teacher Field Experiences**  
**Individual Session**

***Relationships between Preservice Elementary Teachers' Conceptions of Mathematics, Field Experiences, and Methods Coursework***

Thomas E. Hodges, *Western Carolina University*  
 Cindy Jong, *University of Kentucky*  
 Rachael Mae Welder, *Hunter College, CUNY*

This session describes the development of and findings from the Mathematics Experiences and Conceptions Surveys (MECS) designed to study the evolution of preservice elementary teachers' dispositions, beliefs, and attitudes towards mathematics teaching and learning, within the context of related mathematical experiences.

**Session 66** Brazos I  
**Mathematical Content Knowledge**  
**Individual Session**

***Developing the Concept of Ratio as a Foundation for Proportional Reasoning***

Margaret Rathouz, *University of Michigan, Dearborn*  
 Rheta Rubenstein, *University of Michigan, Dearborn*

How do we support elementary preservice teachers' development of knowledge about ratios and their relationships to fractions? What makes this domain so challenging? During this interactive session, participants will analyze tasks and future teachers' thinking around ratios.

**Session 67** Brazos II  
**Teaching and Learning with Technology**  
**National Technology Leadership Initiative Award Winner**  
**Individual Session**

***Teachers' Statistical Problem Solving with Dynamic Technology: Research Results across Multiple Institutions***

Hollylynne Lee, *North Carolina State University*  
 Suzanne Harper, *Miami University*  
 Gladis Kersaint, *University of South Florida*  
 Keith R. Leatham, *Brigham Young University*

We provide details of a cross-institutional study that examined prospective teachers' statistical investigations using dynamic software (Fathom and TinkerPlots). We will include opportunities to examine data samples and to discuss issues and strategies for mathematics teacher education and future research.

**Session 68** West Fork I  
**Pedagogical Content Knowledge**  
**Individual Session**

***What can be Learned from Analyzing Teaching? A Comparison of Approaches***

Kate Kline, *Western Michigan University*  
 Gina Kling, *Western Michigan University*

In this session, participants will examine and discuss the impact of two different frameworks (based on NCTM documents) for helping preservice elementary school teachers analyze the effectiveness of teaching moves as seen in classroom videotapes.

**Session 69**  
**Mathematical Content Knowledge**  
**Individual Session**

West Fork II

***Becoming Experts: Preservice Teachers Learning to Analyze Children's Thinking in a Mathematics Content Course***

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

Our purpose in this session is to discuss findings from a study of preservice teachers' engagement with a collection of videocases in a mathematics content course designed to support preservice teachers in analyzing children's mathematical thinking.

**Session 70**  
**School and University Partnerships and Projects**  
**Individual Session**

Central

***Charting the Course for Mathematics Leadership: Continuum of Professional Work in a Large Urban District***

DeAnn Huinker, *University of Wisconsin, Milwaukee*  
Kevin McLeod, *University of Wisconsin, Milwaukee*

A school-university partnership developed a continuum of formative assessment practices as a roadmap for teacher leadership in mathematics. This continuum acknowledged change as a multi-year, developmental process for schools. Students made significant gains and narrowed achievement gaps in mathematics.

**Session 71**  
**Development of Mathematics Teacher Educators**  
**Individual Session**

Elm Fork I

***How Should We Prepare Elementary Mathematics Specialists? An Examination of One Successful Program***

Marguerite Mary Mason, *The College of William and Mary*  
Laura E. Bitto, *The College of William and Mary*

This presentation will focus on what competencies are required for Elementary Mathematics Specialists and a model of how to develop and implement a successful program for Elementary Mathematics Specialist certification.

**Session 72**  
**Equity and Mathematics Education**  
**Individual Session**

Elm Fork II

***A Number Sense Intervention for Urban Kindergartners At Risk for Mathematics Difficulties***

Nancy Dyson, *University of Delaware*

This session will present the results of the first two years of a five-year study to develop and test a number sense intervention for urban kindergartners. Participants will also have an opportunity to interact with intervention activities and materials.

Friday, February 10, 2012

11:45a - 1:00p



**Lunch**

Rio Grande Room

During lunch, join a Discussion Table (topics listed below). AMTE Committees will meet concurrently in the Rio Grande Room as well. See the flyer in your conference folder for table locations for each activity.

**Discussion table topics:**

1. Balancing the roles of teaching, research, and service (and maintaining a personal life)
2. Connecting with MTEs in teaching institutions
3. Connecting with MTEs in small colleges
4. Writing proposals and seeking funding
5. Writing for an audience of practitioners
6. Mathematical knowledge for teaching
7. Discourse in the mathematics classroom
8. School and university partnerships and projects

## Overview of Friday Afternoon, February 10, 2012

|                    | 1:00 - 2:00 pm  | 2:15 - 3:00 pm  | 3:30 - 4:30 pm   |
|--------------------|---|---|--|
| <b>Red Oak</b>     | 73. <i>Creating Authentic Performance Demands in Guided Rehearsals: The Teacher Educator "Acting the Student"</i> – Beasley                       | 85. <i>Novice Secondary Mathematics Teachers' Feelings of Preparedness</i> – Gleason  | 97. <i>Attending to the Thinking of Others: Strategies for Active Student Involvement</i> – Marcinek   |
| <b>Bur Oak</b>     | 74. <i>Minding the Gap: Preparing Middle and High School Teachers to Teach Reasoning in Geometry</i> – Cirillo                                    | 86. <i>Principles of High-quality Instruction</i> – Corey & Lewis   | 98. <i>Functions Facilitating Discourse</i> – Hendrix  |
| <b>Post Oak</b>    | 75. <i>Analyzing Student Work as a Reflection on Practice: Tools for Research and Professional Development</i> – Boston & Steele                  | 87. <i>Tracking Inservice and Preservice Teachers' Evolving Conceptions of High-quality Mathematics Instruction</i> – Munter                          | 99. <i>Using Video Case Studies to Examine Technological Pedagogical Content Knowledge (TPACK)</i> – Garrett   |
| <b>Pecos I</b>     | 76. <i>A New Way to Learn Math: Integrated E-Textbooks, Games, and Assessments using Web/Mobile Synchronized Apps</i> – Nihalani & Mayrath        | 88. <i>The Impact of Lesson Study on PSTs' Development of Conceptual and Practical Tools</i> – Jacobbe & Busi   | 100. <i>Supporting and Studying Teacher Learning about Reasoning and Proving</i> – Smith   |
| <b>Pecos II</b>    | 77. <i>Using Geometry Learning Progressions as a Tool for Teaching and Analyzing Teaching</i> – Joswick & Gilchrist                               | 89. <i>Comparing Elementary Preservice Teacher Problem Solving Activities in Traditional Versus Distance Course Formats</i> – Brown, Bolyard & Selmer | 101. <i>Partnerships in Mediated Professional Development: University and Local Facilitators Improving the Learning of Spatial Measurement</i> – Gilbertson, Zielinski, Meyers & Buntton |
| <b>Brazos I</b>    | 78. <i>Partnering to Teach K-8 Teachers: Reflections from a Statewide MSP Project</i> – Mawhinney, Dick, Hendrix & Schwartz                       | 90. <i>New Resources for Teachers to Promote Reasoning and Sense Making in Classrooms</i> – Shaughnessy   | 102. <i>Studying Mathematics Classrooms using Student Cams: Implications for Teacher Education</i> – Chval   |
| <b>Brazos II</b>   | 79. <i>Decentering: A Lens for Examining Teacher Focus on Students' Mathematical Thinking and Teacher Questioning</i> – Teuscher, Moore & Carlson | 91. <i>The Preparation and Development of Math Teachers According to NAEP</i> – Mohr, Walcott & Hudson  | 103. <i>Toward a "New Normal" in High School Mathematics Instruction</i> – Riser, Manon, McCarthy, Maxwell & Pendleton   |
| <b>West Fork I</b> | 80. <i>Supporting Prospective and Practicing Teachers: Sharing Middle and High School Students' Conceptions of Integers</i> – Lamb & Philipp      | 92. <i>Elementary Preservice Teachers' Generalizations and Justifications of Figural Patterns</i> – Strand  | 104. <i>Developing Preservice Teachers' Adaptive Performance through Instructional Routines</i> – Ghousseini & Beasley   |

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|---------------------|---|--|--|
| <b>West Fork II</b> | 81. <i>Analysis of a Statewide Scale-up of a Mathematics Professional Development Course</i> – Carney   | 93. <i>Theme: Preservice Teachers and Dynamic Geometry</i><br><br><i>Investigating the Geometric Reasoning of Preservice Teachers in a Dynamic Geometry Environment</i> – Lee<br><br><i>Prospective Teachers' Design and Implementation of Technology-based Geometry Tasks</i> – Hollebrands, Lee, Starling & Gonzalez   | 105. <i>Activities to Develop Teachers' Robust Statistical Understandings</i> – Peters   |
| <b>Central</b>      | 82. <i>Secondary Mathematics Teachers as Non-traditional Graduate Mathematics Students</i> – Young, Champion & Ives                               | 94. <i>Theme: University/School Partnerships in Preservice Elementary Teacher Field Experiences</i><br><br><i>It Takes a Village: Investigating the Critical Role Clinical Faculty Play in Mathematics Teacher Education</i> – Rino & Bahr<br><br><i>Experiences, Explanations, and Third Spaces: A New Model for Preservice Elementary Mathematics Teacher Education</i> – Wood, Turner, Koestler & Civil | 106. <i>Using Strategies to Promote Discourse in School Mathematics: A Professional Development Program</i> – Walkowiak & Taylor |
| <b>Elm Fork I</b>   | 83. <i>Using Field-based Assignments to Develop Visions of and Skills with Best Practices in Teaching Mathematics</i> – Rigelman & Post           | 95. <i>Challenges in Developing Probability Content Knowledge for K-8 Mathematics Specialists</i> – Smith & Hjalmarson   | 107. <i>Mathematics Education Capstone Courses: Landscapes and Horizons</i> – Matthews, Shoaf & Winsor                           |
| <b>Elm Fork II</b>  | 84. <i>Challenges and Successes in Teaching Mathematics as Sociopolitical in Preservice K-8 Content Courses</i> – Felton, Simic-Muller & Menéndez | 96. <i>Toward Evidence-based Teaching Practices: Information Literacy, Mathematics Education Research, and Preservice Elementary Teachers</i> – van Ingen  | 108. <i>Validating Proofs: A Teaching Experiment with Prospective Secondary Mathematics Teachers</i> – Bleiler & Thompson        |

**Session 73** Red Oak  
**Pedagogical Content Knowledge**  
**Individual Session**

***Creating Authentic Performance Demands in Guided Rehearsals: The Teacher Educator "Acting the Student"***

Heather Beasley, *University of Michigan*

Participants will watch video segments of guided rehearsals to investigate and discuss how "acting the student" enables the teacher educator to deliberately work with novice teachers on the demands of ambitious instruction and to scaffold their performances.

**Session 74** Bur Oak  
**Pedagogical Content Knowledge**  
**Individual Session**

***Minding the Gap: Preparing Middle and High School Teachers to Teach Reasoning in Geometry***

Michelle Cirillo, *University of Delaware*

Teachers and activities designed by teachers are critical components to students' understandings of reasoning and proof (Herbst, 2002). This session focuses on strategies for preparing secondary teachers to address the curriculum gap from informal to formal reasoning in geometry.

**Session 75** Post Oak  
**Teacher Professional Development**  
**Individual Session**

***Analyzing Student Work as a Reflection on Practice: Tools for Research and Professional Development***

Melissa Boston, *Duquesne University*  
 Michael D. Steele, *Michigan State University*

In this session, we explore how using student work as a reflection on instruction provides teacher educators with a valuable tool for professional development and for research.

**Session 76** Pecos I  
**Teaching and Learning with Technology**  
**Individual Session**

***A New Way to Learn Math: Integrated E-Textbooks, Games, and Assessments using Web/Mobile Synchronized Apps***

Priya Nihalani, *GYLO (GetYa Learn On, LLC)*  
 Michael Mayrath, *GYLO (GetYa Learn On, LLC)*

This session will debut cutting-edge technologies for teaching and assessing math. Attendees will receive free accounts for an Introductory Statistics e-textbook/game. This digital course uses the principles of our Harvard and UT Austin research. Bring your laptop and/or iOS device.

**Session 77** Pecos II  
**Pedagogical Content Knowledge**  
**Individual Session**

***Using Geometry Learning Progressions as a Tool for Teaching and Analyzing Teaching***

Candace Joswick, *The Ohio State University*  
 Sarah Gilchrist, *The Ohio State University*

Learning progressions are playing an increasingly prominent role within mathematics education. Our study examines (a) how preservice teachers understand and use learning progressions in geometry and (b) how a learning progression perspective can be used to analyze teaching.

**Session 78** Brazos I  
**School and University Partnerships and Projects**  
**Individual Session**

***Partnering to Teach K-8 Teachers: Reflections from a Statewide MSP Project***

Katherine J. Mawhinney, *Appalachian State University*  
 Lara M. Dick, *Meredith College*  
 Timothy Mark Hendrix, *Meredith College*  
 Catherine Schwartz, *East Carolina University*

A statewide MSP project will report on a systemic K – 8 effort to promote both increased content knowledge and sustainable partnerships. Participants will discuss the role of Standards and research to enhance teaching practice and deepen mathematical understanding.

**Session 79** Brazos II  
**Pedagogical Content Knowledge**  
**Individual Session**

***Decentering: A Lens for Examining Teacher Focus on Students' Mathematical Thinking and Teacher Questioning***

Dawn Teuscher, *Brigham Young University*  
 Kevin C. Moore, *University of Georgia*  
 Marilyn Paula Carlson, *Arizona State University*

This session explores the interplay between teachers' decentering actions and their question types and purposes. Specifically, we illustrate transitions in the nature of teachers' questioning as a result of their increasing attempts to determine and build on students' mathematical thinking.

**Session 80** West Fork I  
**Mathematical Content Knowledge**  
**Individual Session**

***Supporting Prospective and Practicing Teachers: Sharing Middle and High School Students' Conceptions of Integers***

Lisa Lorraine Clement Lamb, *San Diego State University*  
 Randolph Philipp, *San Diego State University*

We will draw upon analyses of 80 interviews to share secondary students' conceptions of integers. Our goal is to engage participants in discussing how to use this sometimes surprising information to support work with practicing and prospective teachers.

**Session 81**  
**Teacher Professional Development**  
**Individual Session**

**West Fork II**

***Analysis of a Statewide Scale-up of a Mathematics Professional Development Course***

Michele Carney, *Boise State University*

A statewide professional development course was implemented for all K-12 mathematics teachers and administrators. This session focuses on the background and content of the course, and discussion of findings regarding increased teacher knowledge, change in beliefs, and improved student achievement.

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**Session 82**  
**Mathematics Education Policy and Program Issues**  
**Discussion Session**

**Central**

***Secondary Mathematics Teachers as Non-traditional Graduate Mathematics Students***

Elaine Young, *Texas A&M University, Corpus Christi*  
Joe Champion, *Texas A&M University, Corpus Christi*  
Sarah E. Ives, *Texas A&M University, Corpus Christi*

Secondary teachers find a graduate degree in education or their field of discipline to be professionally valuable. This session will draw on the professional and academic outcomes and implications of secondary mathematics teachers enrolled in grant-funded graduate mathematics content courses.

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**Session 83**  
**Preservice Teacher Field Experiences**  
**Individual Session**

**Elm Fork I**

***Using Field-based Assignments to Develop Visions of and Skills with Best Practices in Teaching Mathematics***

Nicole Rigelman, *Portland State University*  
Gina Post, *Wittenberg University*

The session will illustrate ways in which the use of field-based assignments in mathematics methods courses supports teacher candidates' ability to make connections between university and clinical learning experiences and the development of visions of and skills with research-based practices.

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**Session 84**  
**Equity and Mathematics Education**  
**Symposium**

**Elm Fork II**

***Challenges and Successes in Teaching Mathematics as Sociopolitical in Preservice K-8 Content Courses***

Mathew D. Felton, *University of Arizona*  
Ksenija Simic-Muller, *Pacific Lutheran University*  
José María Menéndez, *Pima Community College*

This session focuses on engaging K-8 preservice teachers in thinking about mathematics as sociopolitical in content courses. We examine common successes and challenges that cut across our work as well as the specifics of the contexts in which we work.

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**Session 85** **Red Oak**  
**Preservice Teacher Field Experiences**  
**Individual Session**

***Novice Secondary Mathematics Teachers' Feelings of Preparedness***

Brian Warren Gleason, *University of New Hampshire*

Secondary mathematics teachers were interviewed about their perceptions of their preparation to teach. Their experiences suggest that earlier and more frequent field experiences could result in improved engagement by prospective teachers in preparation program activities, leading to better actual preparation.

**Session 86** **Bur Oak**  
**Teacher Professional Development**  
**Individual Session**

***Principles of High-quality Instruction***

Doug Corey, *Brigham Young University*  
 Jennifer Lewis, *Wayne State University*

We argue that a central obstacle to educational improvement in mathematics is the lack of a widely shared, robust conception of high-quality instruction. We present a conceptualization of high-quality instruction that will animate work towards improved mathematics learning.

**Session 87** **Post Oak**  
**Teacher Professional Development**  
**Individual Session**

***Tracking Inservice and Preservice Teachers' Evolving Conceptions of High-quality Mathematics Instruction***

Charles Munter, *University of Pittsburgh*

This session introduces an interview-based assessment that models teachers' (and others') trajectories of conceptions of high-quality instruction along critical dimensions of mathematics classroom practice, providing a method for indexing individuals' learning as it relates to inservice or preservice supports.

**Session 88** **Pecos I**  
**Preservice Teacher Field Experiences**  
**Individual Session**

***The Impact of Lesson Study on PSTs' Development of Conceptual and Practical Tools***

Tim Jacobbe, *University of Florida*  
 Rich Busi, *University of Florida*

This session will present findings from a research study that investigated the conceptual and practical tools preservice teachers developed through a mediated field-based experience. These field experiences involved the PSTs engaging in lesson study to create a community of practice.

**Session 89** **Pecos II**  
**Pedagogical Content Knowledge**  
**Individual Session**

***Comparing Elementary Preservice Teacher Problem Solving Activities in Traditional Versus Distance Course Formats***

Amy Bingham Brown, *Utah State University*  
 Johnna Bolyard, *West Virginia University*  
 Sarah Selmer, *West Virginia University*

This project presents outcomes of a problem solving session conducted with elementary preservice teachers (PTs) in three delivery formats: face-to-face; online; and interactive broadcast. Goals included promoting PTs' content and problem-solving pedagogy and examining advantages/limitations of instructional features within course formats.

**Session 90** **Brazos I**  
**NCTM President**  
**Individual Session**

***New Resources for Teachers to Promote Reasoning and Sense Making in Classrooms***

Michael Shaughnessy, *NCTM / Portland State University*

This session will present a newly developed collection of reasoning tasks, and some new video clip clusters of high school students engaged in reasoning that have been recently created by the Task Writing and Video Library NCTM task forces.

**Session 91** **Brazos II**  
**Mathematics Education Policy and Program Issues**  
**Individual Session**

***The Preparation and Development of Math Teachers According to NAEP***

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

Participants will discuss implications of data from the mathematics teacher questionnaire of the National Assessment of Educational Progress (NAEP). Implications of the NAEP data shared will be discussed in light of the current challenges to traditional licensing pathways.

**Session 92** **West Fork I**  
**Mathematical Content Knowledge**  
**Individual Session**

***Elementary Preservice Teachers' Generalizations and Justifications of Figural Patterns***

Krista Strand, *Portland State University*

During this session, I will share results from a teaching experiment that built on elementary preservice teachers' existing knowledge and incoming strategies to help them develop their generalization and justification skills while they worked on figural pattern tasks.

**Session 93** **West Fork II**  
**Teaching and Learning with Technology**  
**Theme: Preservice Teachers and Dynamic Geometry**  
**Brief Reports**

***Investigating the Geometric Reasoning of Preservice Teachers in a Dynamic Geometry Environment***

Mi Yeon Lee, *Indiana University*

The Geometer's Sketchpad (GSP) was used to investigate 27 preservice teachers' (PSTs') geometric reasoning. Depending on PSTs' ranking on the Van Hiele scale, they used different strategies when solving problems using the program, demonstrating that GSP facilitated PSTs' geometric reasoning.

***Prospective Teachers' Design and Implementation of Technology-based Geometry Tasks***

Karen Hollebrands, *North Carolina State University*  
Hollylynn Lee, *North Carolina State University*  
Tina Starling, *North Carolina State University*  
Marggie D. Gonzalez, *North Carolina State University*

A study was conducted to examine the ways in which prospective mathematics teachers design and implement geometry tasks using The Geometer's Sketchpad with middle school students enrolled in a high school geometry course. Findings from this study will be shared.

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**Session 94** **Central**  
**Preservice Teacher Field Experiences**  
**Theme: University/School Partnerships in Preservice Elementary Teacher Field Experiences**  
**Brief Reports**

***It Takes a Village: Investigating the Critical Role Clinical Faculty Play in Mathematics Teacher Education***

Joseph S. Rino, *Brigham Young University*  
Damon L. Bahr, *Brigham Young University*

A study investigating the relationships between changes in the dispositions of preservice elementary education teachers toward reform-based mathematics education during a pre-student teaching field practicum and their perceptions of the clinical faculty who supported that practicum will be shared.

***Experiences, Explanations, and Third Spaces: A New Model for Preservice Elementary Mathematics Teacher Education***

Marcy Britta Wood, *University of Arizona*  
Erin Turner, *University of Arizona*  
Courtney Koestler, *University of Arizona*  
Marta Civil, *University of Arizona*

We will describe our work in bringing together university mathematics educators and mentor teachers in an effort to improve the learning of preservice teachers. Using a framework of experiences and explanations, we discuss our successes and tensions.

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**Session 95** **Elm Fork I**  
**Mathematical Content Knowledge**  
**Individual Session**

***Challenges in Developing Probability Content Knowledge for K-8 Mathematics Specialists***

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

Participants will consider the probability content knowledge needed by K-8 Mathematics Specialists when working with teachers who teach "experimental" and "theoretical" probabilities. Presenters will share results of a study investigating the obstacles faced by Mathematics Specialists in developing that knowledge.

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**Session 96** **Elm Fork II**  
**Pedagogical Content Knowledge**  
**Individual Session**

***Toward Evidence-based Teaching Practices: Information Literacy, Mathematics Education Research, and Preservice Elementary Teachers***

Sarah Ann van Ingen, *University of South Florida*

This session provides an opportunity to engage in focused discussion about how to prepare preservice mathematics teachers to apply research to practice. Attention will be given to how information literacy skills form the foundation needed to apply research to practice.

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**Session 97** **Red Oak**  
**Mathematical Content Knowledge**  
**Individual Session**

***Attending to the Thinking of Others: Strategies for Active Student Involvement***

Tibor Marcinek, *Central Michigan University*

The presentation describes strategies designed to help preservice elementary teachers learn an important aspect of MKT—responding to the thinking of others. The impact of the strategies will be discussed and hands-on experience for the participants will be provided.

**Session 98** **Bur Oak**  
**Pedagogical Content Knowledge**  
**Individual Session**

***Functions Facilitating Discourse***

Timothy Mark Hendrix, *Meredith College*

Function is a fundamental mathematical concept and useful for facilitating preservice secondary teachers' understanding of and dialogue about both content and pedagogical content knowledge. Participants will interact with tasks and samples of student work and dialogue to promote discourse.

**Session 99** **Post Oak**  
**Teaching and Learning with Technology**  
**Individual Session**

***Using Video Case Studies to Examine Technological Pedagogical Content Knowledge (TPACK)***

Lauretta Garrett, *Tuskegee University*

Participants will view video from a case study using Geometer's Sketchpad. A framework will be provided for analyzing the video for evidence of the researcher's technological, pedagogical, and content knowledge (TPACK). Similar video preparation of preservice teachers will be discussed.

**Session 100** **Pecos I**  
**Pedagogical Content Knowledge**  
**Individual Session**

***Supporting and Studying Teacher Learning about Reasoning and Proving***

Margaret S. Smith, *University of Pittsburgh*

In this session participants will analyze and discuss materials intended to develop teachers' capacity to reason and prove and to productively engage their students in such practices. Data from a pilot study of teacher learning will be presented.

**Session 101** **Pecos II**  
**Teacher Professional Development**  
**Individual Session**

***Partnerships in Mediated Professional Development: University and Local Facilitators Improving the Learning of Spatial Measurement***

Nicholas J. Gilbertson, *Michigan State University*  
 Carrie Zielinski, *Oakland Schools*  
 Karen Meyers, *Regional Math & Science Center*  
 Michelle Bunton, *Regional Math & Science Center*

This presentation describes an ongoing professional development partnership between a university based elementary curriculum research project and regional K-12 partners. The successes, complexities and challenges of implementing mediated professional development and developing conceptual understanding of spatial measurement will be discussed.

**Session 102** **Brazos I**  
**AMTE Early Career Award Winner**  
**Individual Session**

***Studying Mathematics Classrooms using Student Cams: Implications for Teacher Education***

Kathryn Chval, *University of Missouri*

Participants will view video clips filmed by third grade students who wore head-mounted cameras and discuss an intervention that helped teachers learn about how to support the development of mathematics and language, enhance curriculum materials, and facilitate productive student interactions.

**Session 103** **Brazos II**  
**Teacher Professional Development**  
**Individual Session**

***Toward a "New Normal" in High School Mathematics Instruction***

Jamila Riser, *Delaware Mathematics Coalition*  
 Jon Rahn Manon, *University of Delaware*  
 Janice Lynn McCarthy, *University of Delaware*  
 Valerie C. Maxwell, *University of Delaware*  
 Vickie Pendleton, *University of Delaware*

Participants will learn about a state-wide project, Toward A "New Normal" in High School Mathematics Instruction, and discuss the challenges and affordances provided by the national context which provides stake-holders with a renewed opportunity for managing change in mathematics classrooms.

**Session 104** **West Fork I**  
**Pedagogical Content Knowledge**  
**Individual Session**

***Developing Preservice Teachers' Adaptive Performance through Instructional Routines***

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

The session will engage participants in an exploration and discussion of the use of instructional routines in a practice-based mathematics methods course, and the opportunities to learn for preservice teachers about content and ambitious teaching practices.

**Session 105** West Fork II  
**Mathematical Content Knowledge**  
**Individual Session**

**Activities to Develop Teachers' Robust Statistical Understandings**

Susan A. Peters, *University of Louisville*

Participants engage with concept-building activities that promote teaching and learning consistent with CBMS and GAISE recommendations for statistics education. Discussion focuses on features of the activities identified by teachers as effective for developing their robust statistical understandings.

**Session 106** Central  
**Teacher Professional Development**  
**Individual Session**

**Using Strategies to Promote Discourse in School Mathematics: A Professional Development Program**

Temple Walkowiak, *North Carolina State University*  
Christine Taylor, *North Carolina State University*

Participants will learn about, practice, and reflect on strategies that promote mathematical discourse, adapted from literacy education. We will describe our experiences implementing the strategies with elementary mathematics coaches and teachers, and we will share their feedback on classroom use.

**Session 107** Elm Fork I  
**Mathematical Content Knowledge**  
**Discussion Session**

**Mathematics Education Capstone Courses: Landscapes and Horizons**

Michael Edward Matthews, *University of Nebraska at Omaha*  
Mary-Margaret Shoaf, *Baylor University*  
Matthew S. Winsor, *Illinois State University*

This session will discuss the current research, successful classroom strategies and activities, and challenges (landscapes) in capstone classes for future secondary teachers and the future initiatives and directions (horizons).

**Session 108** Elm Fork II  
**Pedagogical Content Knowledge**  
**Individual Session**

**Validating Proofs: A Teaching Experiment with Prospective Secondary Mathematics Teachers**

Sarah Bleiler, *University of South Florida*  
Denisse R. Thompson, *University of South Florida*

Researchers have called for explicit instruction related to teachers' validation of mathematical arguments. We share a teaching experiment implemented with prospective secondary mathematics teachers, and engage in discussion about benefits and needed changes in such approaches.

Friday, February 10, 2012

5:00p - 6:30p



**Judith Jacobs Lecture**

Grand Ballroom

***Interpreting the Common Core: What Might it Look Like in Classrooms?***

*Deborah Schifter, Education Development Center*

I will present samples of student work and classroom video that illustrate teachers and students engaging with a constellation of content and practice standards related to the Common Core's emphasis on the properties of the operations.



**Dinner**

Rio Grande Room



Join us in celebrating AMTE's 20<sup>th</sup> Anniversary.

Dinner music will be provided by the Sonore Saxophone Quartet, to find out more about them, visit <http://saxophonestreet.com>.



**CCSS-M Swap Meet**

Hacienda Room

***Sharing Learning Tasks for Prospective and Practicing Teachers***  
*Mathematics Task Force Members*

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



## Overview of Saturday Morning, February 11, 2012

|                    | 8:00 - 9:15 am   | 9:30 - 10:15 am   | 10:30 - 11:30 am   |
|--------------------|--|---|--|
| <b>Red Oak</b>     | 109. <i>Learning to Look beyond the Surface: Preservice Teacher Reflections on Sequenced K-3 Mathematics Classroom Experiences</i> – Fillingim & Witherspoon           | 121. <i>The Impact of Problem-solving Workshops on Inservice Teachers' Mathematical Knowledge for Teaching</i> – White                          | 133. <i>Scaffolding Preservice Teachers' Analysis of Teaching and Learning using the Mathematical Tasks Framework</i> – Kuleshova        |
| <b>Bur Oak</b>     | 110. <i>Promoting Mathematical Reasoning with Preservice and Inservice Mathematics Teachers</i> – Lesseig, Elliott, Lannin & Perkowski                                 | 122. <i>Mathematics Vocabulary and English Learners: A Study of Students' Mathematical Thinking</i> – Monroe                                    | 134. <i>A Framework for the Effective Orchestration of Mathematical Discussion</i> – Bahr & Monroe                                       |
| <b>Post Oak</b>    | 111. <i>A Structured Inquiry of Research in Mathematics Educational Technology: Findings and Implications</i> – Ronau, Rakes, Bush & Pugalee                           | 123. <i>Reflecting on Writing: Developing Preservice Teachers' Pedagogical Content Knowledge in Mathematics</i> – Kenney                        | 135. <i>Creating Opportunities for TPACK Development in Preservice Secondary Mathematics Teachers</i> – Cox & Harper                     |
| <b>Pecos I</b>     | 112. <i>Mathematical Knowledge for Teaching Fractions from East Asian Perspectives: Opportunities and Challenges of Common Core</i> – Watanabe, Lo, Son & Beckmann     | 124. <i>Using Progressions for the Common Core State Standards for Mathematics in Professional Development</i> – Beckmann & McCallum            | 136. <i>Engaging Teachers in Exploring the Role of Culture in Mathematics Teaching and Learning</i> – Novak, Dollard & Parker            |
| <b>Pecos II</b>    | 113. <i>Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12</i> – Martin, Strutchens, Bearden, Morgan, Norton & Royster | 125. <i>Building the Knowledge for Teaching Elementary Mathematics: Portraits of Prospective Teachers' Distinct Experiences</i> – Swars & Smith | 137. <i>Developing Teachers' Pedagogical Practices for Reasoning-and-Proving: Learning to Modify Textbook Tasks</i> – Arbaugh & Smith    |
| <b>Brazos I</b>    | 114. <i>Designing and Using Simulations to Assess Preservice Teachers' Enacted Mathematics Teaching Practice</i> – Boerst, Ball, Sleep, Shaughnessy & Lai              | 126. <i>Leadership Resources to Influence Your Preservice and Inservice Teacher Leader Interactions</i> – Mitchell                              | 138. <i>Using Interviews with Preservice Teachers as a Tool to Motivate Them to Learn Mathematics</i> – Thanheiser & Philipp             |
| <b>Brazos II</b>   | 115. <i>Designing Practice-based Mathematics Teacher Education Experiences using Virtual and Interactive Technologies</i> – Crespo, Herbst, Aaron & Moore-Russo        | 127. <i>Developing TPACK in Prospective Middle School Mathematics Teachers</i> – Nickerson, Gruver & Druken                                     | 139. <i>Building Reflective Secondary Preservice Teachers: A Co-constructed Triad of Collaboration</i> – Eli, Anhalt, Fernandez & Wilson |
| <b>West Fork I</b> | 116. <i>Examining How Preservice Teachers Identify, Analyze, and Interpret Elementary Students' Relational Thinking</i> – van den Kieboom, Magiera & Moyer             | 128. <i>Preparing Mathematics Teachers for Diversity through Community Engagement: An Investigative Study</i> – Bonner & Ruiz                   | 140. <i>Mathematical Practices: The Key to Improving Teachers' Content Knowledge</i> – Jacobs  |

|                     |   |   |   |
|---------------------|---|---|---|
| <b>West Fork II</b> | 117. <i>Algebra: Crossroads between Educational Policy, Teacher Education, and Teacher Self-efficacy</i> – Eddy, Fuentes, Sorto, Wilkerson, Cooper, Parker, Mallam & Ward                           | 129. <i>Using Prediction Questions as a Vehicle for Professional Development</i> – Billings & Kasmer  | 141. <i>Teaching Teachers to Implement a Comprehensive Approach to Formative Assessment in Middle Grades Mathematics Classrooms</i> – Gross   |
| <b>Central</b>      | 118. <i>Developing Proportional Reasoning for Teaching in an Asynchronous Learning Environment</i> – Lynch-Davis, D'Ambrosio & Kastberg   | 130. <i>Theme: Becoming a Mathematics Teacher Educator</i><br><br><i>Learning on the Job: The Preparation of Mathematics Teacher Educators</i> – Kimani & Olanoff<br><br><i>Transitioning Doctoral Students to Teacher Educators: A Reflective Mathematics Teacher Educators Group Model</i> – Ng, Shumway & Westenskow | 142. <i>Theme: Addressing Issues of Equity with Preservice Teachers</i><br><br><i>Measuring Preservice Teachers' Dispositions toward Teaching Mathematics for Social Justice</i> – Jong & Hodges<br><br><i>Preparing Teachers to Teach Algebra to Students with Mathematical Learning Disabilities: Insights from Practicing Teachers</i> – Lynch<br><br><i>Propelling PSTs along the Equitable Teaching Continuum: A Recipe for Teaching Mathematics to ALL Students</i> – Akwaji-Anderson |
| <b>Elm Fork I</b>   | 119. <i>Designing Professional Development to Address Identified Gaps in Middle-grade Teachers' Knowledge of Mathematics and Pedagogy</i> – Campbell, Smith, Nishio, Jones, Griffin, DePiper & Rust | 131. <i>Teachers' Preconceptions as Determinants of their Experiences in a Mathematics Professional Development Program</i> – Abel  | 143. <i>Content-focused Coaching: Maximizing the Effectiveness of University-District Partnerships</i> – Liebars & Fraivillig   |
| <b>Elm Fork II</b>  | 120. <i>Supporting Innovative Secondary Collaborations through School-University Partnerships: Embedding Inquiry into Practice</i> – Frost, Slavitt, Roth McDuffie & Coomes                         | 132. <i>Examining Preservice Teachers' Understandings of the Magnitude of Large Numbers</i> – Brass & Harkness  | 144. <i>Insights between CCSSM and PSSM Content Standards: Implications for High School Mathematics Teacher Educators</i> – Thomas & Edson  |



**Session 109** **Red Oak**  
**Preservice Teacher Field Experiences**  
**Individual Session**

***Learning to Look beyond the Surface: Preservice Teacher Reflections on Sequenced K-3 Mathematics Classroom Experiences***

Jennifer "Filly" Fillingim, *Austin Peay State University*  
 Mary Lou Witherspoon, *Austin Peay State University*

Preservice teachers (PTs) taught and reflected upon four three-day mathematics "mini-units" across sequenced K-3 grade levels. This session explores the impact of the teaching/reflection process on developing PTs' pedagogical content knowledge and insights into K-3 students' mathematical learning behaviors.

**Session 110** **Bur Oak**  
**Mathematical Content Knowledge**  
**Discussion Session**

***Promoting Mathematical Reasoning with Preservice and Inservice Mathematics Teachers***

Kristin Lesseig, *Washington State University, Vancouver*  
 Rebekah Elliott, *Oregon State University*  
 John Lannin, *University of Missouri*  
 Michael Perkowski, *University of Missouri*

Participants will investigate teachers' mathematical work to clarify reasoning processes such as conjecturing, generalizing, and justifying emphasized in recent NCTM publications. These examples ground further discussion of challenges and possibilities that emerge when focusing on these processes with teachers.

**Session 111** **Post Oak**  
**Teaching and Learning with Technology**  
**Symposium**

***A Structured Inquiry of Research in Mathematics Educational Technology: Findings and Implications***

Robert Ronau, *University of Louisville*  
 Christopher Rakes, *Institute of Education Sciences*  
 Sarah B. Bush, *Bellarmino University*  
 David Pugalee, *University of North Carolina, Charlotte*

This session will share results from five analyses of a database created through a systematic review of mathematics educational technology literature. A discussion will be held to elicit audience questions that may be answered by the dataset.

**Session 112** **Pecos I**  
**Mathematical Content Knowledge**  
**Symposium**

***Mathematical Knowledge for Teaching Fractions from East Asian Perspectives: Opportunities and Challenges of Common Core***

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

Using East Asian curriculum materials as a lens, we will examine and discuss ways to improve our efforts to foster prospective teachers' mathematical knowledge for teaching fractions, in particular, multiplication and division, aligned with the Common Core State Standards.

**Session 113** **Pecos II**  
**School and University Partnerships and Projects**  
**Symposium**

***Fostering Mathematics Teacher Leadership through Multiple Venues: A Perspective Across Grades K-12***

W. Gary Martin, *Auburn University*  
 Marilyn E. Strutchens, *Auburn University*  
 Bradley Bearden, *Dadeville High School*  
 Lisa Morgan, *Jim Pearson Elementary School*  
 Rae Norton, *East Smiths Station Elementary School*  
 Stacy Royster, *Opelika High School*

Perspectives of mathematics teacher educators and teacher leaders on fostering teacher leadership in multiple venues within a school-university partnership—including graduate coursework in mathematics and mathematics education, leadership workshops, and interactions in other forums—will be explored.

**Session 114** **Brazos I**  
**Pedagogical Content Knowledge**  
**Symposium**

***Designing and Using Simulations to Assess Preservice Teachers' Enacted Mathematics Teaching Practice***

Timothy A. Boerst, *University of Michigan*  
 Deborah Loewenberg Ball, *University of Michigan*  
 Laurie Sleep, *University of Michigan*  
 Meghan M. Shaughnessy, *University of Michigan*  
 Yvonne Lai, *University of Michigan*

The goal of teaching preservice teachers to do the work of mathematics teaching requires developing assessments that evaluate enacted practice. This session explores the design of performance assessments that focus on practice, but can be implemented outside of K-12 classrooms.

**Session 115**  
**Pedagogical Content Knowledge**  
**Symposium**

**Brazos II**

***Designing Practice-based Mathematics Teacher Education Experiences using Virtual and Interactive Technologies***

Sandra Crespo, *Michigan State University*  
Patricio Herbst, *University of Michigan*  
Wendy Aaron, *University of Michigan*  
Deborah Moore-Russo, *University of Buffalo*

This session explores opportunities for teacher learning that are opened up when combining cartoon-based representations of teaching and networked collaborative environments. Participants will have opportunities to explore these tools and be invited to try them in their teacher education contexts.

**Session 116**  
**Pedagogical Content Knowledge**  
**Discussion Session**

**West Fork I**

***Examining How Preservice Teachers Identify, Analyze, and Interpret Elementary Students' Relational Thinking***

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

This session will engage participants in a discussion about activities designed to assist preservice teachers in identifying, analyzing, and interpreting students' relational thinking. We will share video of preservice teachers conducting interviews and their written analysis of students' thinking.

**Session 117**  
**Mathematics Education Policy and Program Issues**  
**Symposium**

**West Fork II**

***Algebra: Crossroads between Educational Policy, Teacher Education, and Teacher Self-efficacy***

Colleen McLean Eddy, *University of North Texas*  
Sarah Quebec Fuentes, *Texas Christian University*  
M. Alejandra Sorto, *Texas State University*  
Trena Wilkerson, *Baylor University*  
Sandi Cooper, *Baylor University*  
Yolanda Parker, *University of Texas Arlington*  
Winifred A. Mallam, *Texas Woman's University*  
Elizabeth K. Ward, *Texas Wesleyan University*

Addressing the call in educational policy that students have access to algebra from a teacher education perspective, this presentation highlights the need, development, and use of an algebra self-efficacy instrument. Participants will discuss how the instrument can inform teacher preparation programs.

**Session 118**  
**Teacher Professional Development**  
**Discussion Session**

**Central**

***Developing Proportional Reasoning for Teaching in an Asynchronous Learning Environment***

Kathleen Lynch-Davis, *Appalachian State University*  
Beatriz S. D'Ambrosio, *Miami University*  
Signe Kastberg, *Purdue University*

Findings from implementation of an online module designed to enhance teachers' understanding of proportional reasoning for teaching will be shared. Participants will discuss proportional reasoning for teaching and the potential of asynchronous learning environments as spaces for teacher professional development.

**Session 119**  
**Teacher Professional Development**  
**Symposium**

**Elm Fork I**

***Designing Professional Development to Address Identified Gaps in Middle-grade Teachers' Knowledge of Mathematics and Pedagogy***

Patricia F. Campbell, *University of Maryland*  
Toni M. Smith, *George Mason University*  
Masako Nishio, *University of Maryland*  
Toya D. Jones, *University of Maryland*  
Matthew Griffin, *University of Maryland*  
Jill M. Neumayer DePiper, *University of Maryland*  
Amber H. Rust, *University of Maryland*

In a recent project studying the relationship between teacher knowledge and student achievement, the speakers identified expected and essential understandings not widely held by teachers. Participants will review and critique professional development materials designed to address these understandings.

**Session 120**  
**School and University Partnerships and Projects**  
**Symposium**

**Elm Fork II**

***Supporting Innovative Secondary Collaborations through School-University Partnerships: Embedding Inquiry into Practice***

Janet Hart Frost, *Washington State University, Spokane*  
David Slavitt, *Washington State University, Vancouver*  
Amy Roth McDuffie, *Washington State University, Tri-Cities*  
Jacqueline Coomes, *Eastern Washington University*

We present analysis of three innovative school-university partnerships, with a focus on building school-university and teacher-teacher relationships, supporting teachers in conducting collaborative inquiry and laying open one's practice, negotiating systemic constraints and affordances, and responding to teacher beliefs and perspectives.

**Session 121** **Red Oak**  
**Mathematical Content Knowledge**  
**Individual Session**

***The Impact of Problem-solving Workshops on Inservice Teachers' Mathematical Knowledge for Teaching***

Diana White, *University of Colorado, Denver*

Math Teachers' Circles are a professional development opportunity for middle-level inservice mathematics teachers that focuses on mathematical problem solving. We discuss results from a study of the impact of associated summer immersion workshops on participating teachers' mathematical knowledge for teaching.

**Session 122** **Bur Oak**  
**Equity and Mathematics Education**  
**Individual Session**

***Mathematics Vocabulary and English Learners: A Study of Students' Mathematical Thinking***

Eula Ewing Monroe, *Brigham Young University*

During a fractions unit that included deliberate instruction in mathematics vocabulary, students engaged in varying levels of mathematical discourse, using mathematics vocabulary and everyday language; gained procedural and conceptual knowledge of fractions; and expressed increased confidence in their mathematics abilities.

**Session 123** **Post Oak**  
**Pedagogical Content Knowledge**  
**Individual Session**

***Reflecting on Writing: Developing Preservice Teachers' Pedagogical Content Knowledge in Mathematics***

Rachael Kenney, *Purdue University*

Using writing prompts in mathematics allows preservice teachers to enhance their own mathematical understanding and their understanding of students' knowledge and misconceptions. I discuss how writing, coupled with reflective practice, can be used to expand preservice teachers' pedagogical content knowledge.

**Session 124** **Pecos I**  
**Mathematical Content Knowledge**  
**Individual Session**

***Using Progressions for the Common Core State Standards for Mathematics in Professional Development***

Sybilla Beckmann, *University of Georgia*  
 William McCallum, *University of Arizona*

This session will provide an opportunity for participants to examine Grades 6 - 8 Progressions on Ratio and Proportional Relationships and on Expressions and Equations and to discuss their use as frameworks or starting points in professional development workshops.

**Session 125** **Pecos II**  
**Mathematical Content Knowledge**  
**Individual Session**

***Building the Knowledge for Teaching Elementary Mathematics: Portraits of Prospective Teachers' Distinct Experiences***

Susan Lee Swars, *Georgia State University*  
 Stephanie Z. Smith, *Georgia State University*

This mixed methods, multiple case study examined the experiences of two groups of elementary prospective teachers (n=12) completing distinct mathematics content courses. The findings revealed perspectives on knowing, learning, and teaching mathematics as experienced in the context of these courses.

**Session 126** **Brazos I**  
**NCSM President**  
**Individual Session**

***Leadership Resources to Influence Your Preservice and Inservice Teacher Leader Interactions***

Suzanne Mitchell, *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 resource tools and strategies which you can use to influence administrators and teachers.

**Session 127** **Brazos II**  
**Teaching and Learning with Technology**  
**Individual Session**

***Developing TPACK in Prospective Middle School Mathematics Teachers***

Susan Nickerson, *San Diego State University*  
 John Gruver, *San Diego State University*  
 Bridget Druken, *San Diego State University*

We are developing a Web-based book, Dynabook, for middle school mathematics teachers and special education teachers. We discuss the ongoing development and research project and invite participants to revise the technological book and activities for learning and teaching proportional reasoning.

**Session 128** **West Fork I**  
**Equity and Mathematics Education**  
**Individual Session**

***Preparing Mathematics Teachers for Diversity through Community Engagement: An Investigative Study***

Emily Peterek Bonner, *University of Texas at San Antonio*  
 Elsa Ruiz, *University of Texas at San Antonio*

This session will present findings from a semester-long study that engaged undergraduate level mathematics education students in a community and student-based project. Results show that teachers gained community-based mathematics knowledge and student confidence in mathematics was affected positively.

**Session 129**  
**Teacher Professional Development**  
**Individual Session**

West Fork II

***Using Prediction Questions as a Vehicle for Professional Development***

Esther Billings, *Grand Valley State University*  
Lisa Anne Kasmer, *Grand Valley State University*

Explore how we used prediction questions with K-8 teachers as a professional development tool for promoting sense making of mathematics. In addition, we will share a framework for analyzing how professional development practices are transferred and enacted in teachers' classrooms.

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**Session 130**  
**Development of Mathematics Teacher Educators**  
**Theme: Becoming a Mathematics Teacher Educator**  
**Brief Reports**

Central

***Learning on the Job: The Preparation of Mathematics Teacher Educators***

Patrick M. Kimani, *California State University, Fullerton*  
Dana Olanoff, *Syracuse University*

Two novice MTEs will present how taking inquiry as a stance facilitated learning within their community of practice. The presentation will focus on how they grew in supporting the development of PSTs' content knowledge.

***Transitioning Doctoral Students to Teacher Educators: A Reflective Mathematics Teacher Educators Group Model***

Dicky Ng, *Utah State University*  
Jessica Shumway, *Utah State University*  
Arla Westenskow, *Utah State University*

This session shares a model for transitioning doctoral students to teach mathematics methods courses through a reflective group where faculty mentor doctoral students in developing, implementing, and revising the content of a mathematics method course for preservice elementary teachers.

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**Session 131**  
**Teacher Professional Development**  
**Individual Session**

Elm Fork I

***Teachers' Preconceptions as Determinants of their Experiences in a Mathematics Professional Development Program***

Todd Abel, *Appalachian State University*

This session will present research results that indicate that teacher preconceptions and informal knowledge play a significant role in shaping their learning experiences and a discussion of implications and of ways in which organizers might take preconceptions into account.

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**Session 132**  
**Mathematical Content Knowledge**  
**Individual Session**

Elm Fork II

***Examining Preservice Teachers' Understandings of the Magnitude of Large Numbers***

Amber Brass, *Arizona State University*  
Shelly Harkness, *University of Cincinnati*

Join our conversation about the strategies that 130 preservice teachers (elementary, middle, and secondary) used when they completed a task involving the relationship between large numbers. Preservice teachers' work samples and implications for our practice will be discussed.

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**Session 133** Red Oak  
**Pedagogical Content Knowledge**  
**Individual Session**

***Scaffolding Preservice Teachers' Analysis of Teaching and Learning using the Mathematical Tasks Framework***

Angelina Kuleshova, *Florida State University*

In this presentation I describe an instructional approach to facilitate preservice teachers' effective use of the Mathematical Tasks Framework to analyze their own teaching. Data will illustrate the opportunities for learning from teaching afforded by the Mathematical Tasks Framework

**Session 134** Bur Oak  
**Pedagogical Content Knowledge**  
**Individual Session**

***A Framework for the Effective Orchestration of Mathematical Discussion***

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

We will share an 8-component framework that we use in professional development settings and discuss research that demonstrates its use assists teachers in learning to orchestrate discussions in ways that move an entire class forward toward important mathematical understandings.

**Session 135** Post Oak  
**Teaching and Learning with Technology**  
**Individual Session**

***Creating Opportunities for TPACK Development in Preservice Secondary Mathematics Teachers***

Dana Cox, *Miami University*  
 Suzanne Harper, *Miami University*

Findings from a research study investigating the development of TPACK are presented. Participants will discuss cases crafted from data collected and engage in identifying and describing what it means to move along the continuum of learning to teach with technology.

**Session 136** Pecos I  
**Equity and Mathematics Education**  
**Individual Session**

***Engaging Teachers in Exploring the Role of Culture in Mathematics Teaching and Learning***

Jodie Novak, *University of Northern Colorado*  
 Clark Dollard, *Metropolitan State College of Denver*  
 Frieda Parker, *University of Northern Colorado*

We will describe a mini-course for mathematics teachers that explores the role of culture in mathematics teaching and learning. Participants will review mini-course assignments, read excerpts from teacher assignments and discuss the impacts on teachers' perceptions of equity and diversity.

**Session 137** Pecos II  
**Teacher Professional Development**  
**Individual Session**

***Developing Teachers' Pedagogical Practices for Reasoning-and-Proving: Learning to Modify Textbook Tasks***

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

Participants will engage in a set of activities, developed for use in secondary mathematics teacher education, focused on modifying textbook tasks to enhance opportunities for reasoning-and-proving. Participants will also discuss using the activities with preservice and inservice secondary mathematics teachers.

**Session 138** Brazos I  
**Mathematical Content Knowledge**  
**Individual Session**

***Using Interviews with Preservice Teachers as a Tool to Motivate Them to Learn Mathematics***

Eva Thanheiser, *Portland State University*  
 Randolph Philipp, *San Diego State University*

Helping prospective elementary school teachers (PSTs) recognize that they have something to learn from university mathematics courses remains a constant challenge. We share one way to help PSTs recognize the limitations of their mathematical knowledge, thereby motivating them to learn.

**Session 139** Brazos II  
**Preservice Teacher Field Experiences**  
**Individual Session**

***Building Reflective Secondary Preservice Teachers: A Co-constructed Triad of Collaboration***

Jennifer Ann Eli, *University of Arizona*  
 Cynthia Oropesa Anhalt, *University of Arizona*  
 Maria Lorelei Fernandez, *Florida International University*  
 Patricia S. Wilson, *University of Georgia / National Science Foundation*

Models for mentoring preservice teachers (PSTs) during student teaching with a focus on the interactions between secondary PSTs, mentor teachers, and university supervisors will be shared from three universities. Video clips featuring debriefing sessions will be deconstructed, analyzed, and discussed.

**Session 140** West Fork I  
**Mathematics Education Policy and Program Issues**  
**Individual Session**

***Mathematical Practices: The Key to Improving Teachers' Content Knowledge***

Judith Ellen Jacobs, *University of Michigan*

Teachers' content knowledge is based on their ability to do and teach mathematics using the CCSS' Mathematical Practices. This session will present ideas for teaching teachers using the "Practices" and teaching them how to use the "Practices" in their classrooms.

**Session 141**  
**Teacher Professional Development**  
**Individual Session**

West Fork II

**Teaching Teachers to Implement a Comprehensive Approach to Formative Assessment in Middle Grades Mathematics Classrooms**

Fred E. Gross, *Education Development Center*

We are currently designing professional development to support teachers' implementation of a comprehensive set of formative assessment practices. The presenter will describe the principles behind the PD, its structure and content, and preliminary changes in teachers' use of these practices.

**Session 142** Central  
**Equity and Mathematics Education**  
**Theme: Addressing Issues of Equity with Preservice Teachers**  
**Brief Reports**

**Measuring Preservice Teachers' Dispositions toward Teaching Mathematics for Social Justice**

Cindy Jong, *University of Kentucky*  
Thomas E. Hodges, *Western Carolina University*

This session describes the development of and findings from the Social Justice scale within the Mathematics Experiences and Conceptions Surveys (MECS) designed to measure preservice elementary teachers' dispositions toward teaching mathematics for social justice over time.

**Preparing Teachers to Teach Algebra to Students with Mathematical Learning Disabilities: Insights from Practicing Teachers**

Sararose Devore Lynch, *West Virginia University*

This session addresses the current state of Algebra I instruction for students with Mathematical Learning Disabilities (MLD), as identified through a dissertation. Findings of the study will be shared and examined to identify implications for preservice mathematics education courses.

**Propelling PSTs along the Equitable Teaching Continuum: A Recipe for Teaching Mathematics to ALL Students**

Comfort E. Akwaji-Anderson, *Iowa State University*

This session will focus on Equity in Mathematics Education and Mathematics Teacher Education. Lessons learned from one group's journey of infusing the National Council of Supervisors of Mathematics' (NCSM, 2008) PRIME Leadership Framework into a methods course will be shared.

**Session 143** Elm Fork I  
**School and University Partnerships and Projects**  
**Discussion Session**

**Content-focused Coaching: Maximizing the Effectiveness of University-District Partnerships**

Cathy Liebars, *The College of New Jersey*  
Judith Fraivillig, *Rider University*

Early findings from our Content-Focused Coaching work reveal insights into the rewards and challenges of coaching for both classroom teachers and university faculty. We discuss a framework to guide this university-district collaborative model of coaching.

**Session 144** Elm Fork II  
**Mathematics Education Policy and Program Issues**  
**Individual Session**

**Insights between CCSSM and PSSM Content Standards: Implications for High School Mathematics Teacher Educators**

Amanda Thomas, *University of Missouri*  
Alden J. Edson, *Western Michigan University*

This session will describe the results of a detailed alignment study between high school Common Core State Standards and PSSM. Participants are invited to discuss implications CCSSM poses regarding what mathematics teachers need to know and be able to teach.

Saturday, February 11, 2012

11:45a - 1:30p



**Lunch and Business Meeting**

Rio Grande Room

**AMTE and Business Meeting**  
Marilyn E. Strutchens, *Auburn University*

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## AMTE EVENTS AT THE 2012 NCTM AND NCSM ANNUAL CONFERENCES IN PHILADELPHIA, PENNSYLVANIA

### AMTE Special Interest Session at the NCSM Conference

Wednesday afternoon, April 25, 2012  
Time and Location TBA

### AMTE Reception at the NCTM Conference

Thursday, April 26, 2012  
6:00 - 7:30 pm  
Rooms 401 - 403  
Philadelphia Marriott Downtown Hotel

All members and interested persons are invited to attend.

For more detailed information,  
please see [www.amte.net](http://www.amte.net).

## AMTE'S 2013 ANNUAL CONFERENCE

We invite you to attend and speak at next year's Seventeenth Annual AMTE Conference, which will be held on January 24 - 26, 2013, in Orlando, Florida. The *Call for Proposals* will be available on the AMTE website ([www.amte.net](http://www.amte.net)) by March 9, 2012 and in the next issue of *AMTE Connections*. Suzanne Harper of Miami University ([harpersr@muohio.edu](mailto:harpersr@muohio.edu)) is the Program Chair. **The deadline for submitting proposals is May 15, 2012.**

The 2014 Conference will be held somewhere in the southwestern part of the United States. Stay tuned for more information!



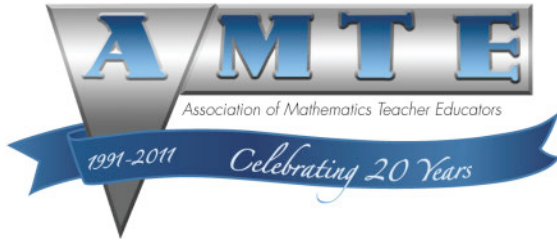
### Anniversary Trivia

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

1993 in Seattle, WA

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

8661

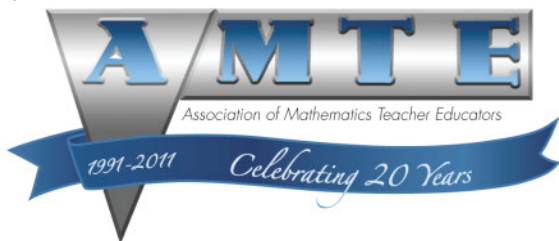


## **HISTORY OF THE JUDITH E. JACOBS LECTURE**

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.

| <b>Year</b> | <b>Judith E. Jacobs Lecturer</b> | <b>Affiliation</b>                               | <b>Title of Talk</b>   |
|-------------|----------------------------------|--|--|
| 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>                       |



## AMTE LEADERSHIP

### STANDING COMMITTEES

#### **Affiliate Connections Committee**

**2009-2012 (Complete term on Feb. 11, 2012)**

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**2010-2013**

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**2011-2014**

Diana Erchick, Ohio State University at Newark, OH; [erchick.1@osu.edu](mailto:erchick.1@osu.edu)  
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**2012-2015 (Begin term on Feb. 11, 2012)**

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## **Constitution and By-laws Committee**

**2010-2012 (Complete term on Feb. 11, 2012)**

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**2010-2013**

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**2012-2015 (Begin term on Feb. 11, 2012)**

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***Research on Mathematics Teacher Education Advisory Committee (RMTEAC)***

**2009-2012 (Complete term on Feb. 11, 2012)**

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***Technology and Mathematics Teacher Education Committee***

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**2010-2013**

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## TASK FORCES

### Advocacy Task Force

*Established April 2010, target completion date: Fall 2011*

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### AMTE 20<sup>th</sup> Anniversary Task Force

*Established February 2010, target completion date: Fall 2011.*

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Barbara Reys, University of Missouri, MO; [reysb@missouri.edu](mailto:reysb@missouri.edu)  
Marilyn Strutchens, Auburn University, AL; [strutme@auburn.edu](mailto:strutme@auburn.edu) (AMTE President)

### AMTE-NCTM Joint Task Force on MTE Journal

*Established May 2010, target completion date: Fall 2011*

#### AMTE representatives:

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### Common Core State Standards Task Force

*Established April 2011, target completion date: Spring 2012*

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### **Ad Hoc Committee to review Professional Development Recommendations for the CCSS**

Beth Herbel-Eisenmann, Michigan State University, MI  
Gladis Kersaint, University of South Florida, FL  
Randy Philipp, San Diego State University, CA  
Denise Spangler, University of Georgia, GA  
Marilyn Strutchens, Auburn University, AL  
Dorothy White, University of Georgia, GA

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### **2012 Annual Conference – Program Committee**

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### **2012 Annual Conference – Local Arrangements Committee**

**Co-Chairs:** Sandi Cooper, Baylor University, TX, and Trena Wilkerson, Baylor University, TX

**Registration Committee Chair:** Jennifer Chauvot, University of Houston, TX

**Technology Committee Chair:** Dusty Jones, Sam Houston State University, TX

### **2013 Annual Conference – Program Committee**

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### **2013 Annual Conference – Local Arrangements Committee**

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Janet Andreasen, University of Central Florida  
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Ann Assad, Austin Peay State University  
David Barker, Illinois State University  
Angela Till Barlow, Middle Tennessee State University  
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Elliott Bird, Long Island University, CW Post College  
Sarah Bleiler, University of South Florida  
Johnna Bolyard, West Virginia University  
Melissa Boston, Duquesne University  
Amber Brass, Arizona State University  
Sue Brown, University of Houston, Clear Lake  
Amy Bingham Brown, Utah State University  
Barbara A. Burns, Canisius College  
Rich Busi, University of Florida  
Jo Ann Cady, University of Tennessee  
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Alison Castro Superfine, University of Illinois at Chicago  
Nesrin Cengiz, University of Michigan, Dearborn  
Michelle Chamberlin, University of Wyoming  
Joshua Chesler, California State University, Long Beach  
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 Kim A. Markworth, Western Washington University  
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 Michael Edward Matthews, University of Nebraska at Omaha  
 Robert Lee Mayes, Georgia Southern University  
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 Laura Kondek McLeman, University of Michigan, Flint  
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 Meg Moss, University of North Carolina, Asheville  
 Eileen Murray, SUNY, New Paltz  
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 Jeanette Palmiter, Portland State University  
 Susan A. Peters, University of Louisville  
 Kathleen Pitvorec, University of Illinois at Chicago  
 Lisa L. Poling, Appalachian State University  
 Rebecca Poon, University of California, Berkeley  
 Gina Post, Wittenberg University  
 Frank Pullano, Winthrop University  
 Christopher Rakes, Institute of Education Sciences  
 Margaret Rathouz, University of Michigan, Dearborn  
 Max Singerman Ray, The Math Forum @ Drexel University  
 Ginger Rhodes, University of North Carolina, Wilmington  
 Wendy Rich, University of North Carolina, Greensboro  
 Sheryl J. Rushton, Utah State University  
 Farshid Safi, The College of New Jersey  
 Wendy B. Sanchez, Kennesaw State University  
 Saeed Sarani, Oklahoma State Regents for Higher Education  
 Cynthia L. Schneider, University of Texas at Austin  
 Kyle T. Schultz, James Madison University  
 Kimberly H. Seashore, University of California, Berkeley  
 Sarah Selmer, West Virginia University  
 Nirali Shah, University of California, Berkeley  
 Ksenija Simic-Muller, Pacific Lutheran University  
 Rose Sinicrope, East Carolina University  
 David Slavit, Washington State University, Vancouver  
 Ryan C. Smith, University of Georgia  
 Wendy M. Smith, University of Nebraska, Lincoln  
 Denise A. Spangler, University of Georgia  
 Michael D. Steele, Michigan State University  
 Shari Stockero, Michigan Technological University  
 Cynthia Taylor, Millersville University  
 Dawn Teuscher, Brigham Young University  
 Amanda Thomas, University of Missouri  
 Angela Chan Turrou, University of California, Los Angeles  
 Ronald Twitchell, Utah State University  
 Andrew M. Tyminski, Clemson University  
 Kathryn E. Van Wagoner, Utah State University  
 Eugenia Vomvoridi-Ivanovic, University of South Florida  
 Christine Walker, Utah Valley University  
 Temple Walkowiak, North Carolina State University  
 Sasha Wang, Boise State University  
 Tad Watanabe, Kennesaw State University  
 Susan Weiss, Solomon Schechter Day School of Greater Boston  
 Janet A. White, Millersville University of Pennsylvania  
 Trena Wilkerson, Baylor University  
 Peter Holt Wilson, University of North Carolina, Greensboro  
 Rose Mary Zbiek, Pennsylvania State University  
 Jeremy S. Zekowski, University of Alabama

## PUBLICATIONS

**Publications Director:** Alfinio Flores

### **AMTE Special Issue of JMTE**

**Editor:** Marilyn Strutchens, Auburn University, AL; [STRUTME@auburn.edu](mailto:STRUTME@auburn.edu)

#### **Editorial Board:**

Jenny Bay-Williams, University of Louisville, KY; [j.baywilliams@louisville.edu](mailto:j.baywilliams@louisville.edu)

Robert Q. Berry III, University of Virginia, VA; [robertqberry@gmail.com](mailto:robertqberry@gmail.com)

Kathryn Chval, University of Missouri, MO; [chvalkb@missouri.edu](mailto:chvalkb@missouri.edu)

Marta Civil, University of Arizona and CEMELA, AZ; [civil@math.arizona.edu](mailto:civil@math.arizona.edu)

Beatriz D'Ambrosio, Miami University, OH; [dambrobs@muohio.edu](mailto:dambrobs@muohio.edu)

Carol E. Malloy, University of North Carolina-Chapel Hill, NC; [cmalloy@email.unc.edu](mailto:cmalloy@email.unc.edu)

Dorothy White, University of Georgia, GA; [dywhite@uga.edu](mailto:dywhite@uga.edu)

### **Newsletter**

**EDITOR:** Trena Wilkerson, Baylor University, [mailto:trena\\_wilkerson@baylor.edu](mailto:mailto:trena_wilkerson@baylor.edu) (Sept. 2010-Jan 2013)

#### **Editorial Panel:**

##### **2009-2012 (Complete term Feb. 11, 2012)**

Karen Karp, University of Louisville, KY; [karen@louisville.edu](mailto:karen@louisville.edu)

Bob Mayes, University of Wyoming, WY; [rmayes2@uwyo.edu](mailto:rmayes2@uwyo.edu)

##### **2010-2013**

David Barnes, NCTM, VA; [dbarnes@nctm.org](mailto:dbarnes@nctm.org)

Beth Burroughs, Montana State University, MT; [burrough@math.montana.edu](mailto:burrough@math.montana.edu)

##### **2011-2014**

Lorraine Gregory, Lake Superior State University, MI, [lgregory@lssu.edu](mailto:lgregory@lssu.edu)

Babette Benken, California State University-Long Beach, CA; [bbenken@csulb.edu](mailto:bbenken@csulb.edu)

##### **2012-2015 (Begin term on Feb. 11, 2012)**

Johnny Lott, University of Montana, MT, [jlott@mso.umt.edu](mailto:jlott@mso.umt.edu)

Additional committee member to be confirmed

### **CITE Journal Editors (2008-2012)**

#### **Term: (Complete term Feb. 11, 2012)**

**CO-EDITOR:** Christine Browning, Western Michigan University, MI; [christine.browning@wmich.edu](mailto:christine.browning@wmich.edu)

#### **Term: (current to 2014)**

**CO-EDITOR:** Denny St. John, Central Michigan University, MI; [stjoh1d@cmich.edu](mailto:stjoh1d@cmich.edu)

#### **Term: (begins term on Feb. 11, 2012 through 2016)**

**CO-EDITOR:** Doug Lapp, Central Michigan University, MI; [lapp1da@cmich.edu](mailto:lapp1da@cmich.edu)

#### **CITE Reviewers**

Donna Berlin

Beth Bos

Gail Burrill

Jo Ann Cady

Gregory Chamblee

Dwayne Channell

Kyle Cheney

Lynn Columba

Beth Cory

Cheryl Crowe

Nicole Fonger

Jeff Frykholm

Joe Garofalo  
Tracy Goodson-Espy  
Jeffrey Hall  
Suzanne Harper  
Margret Hjalmarson  
Robert M. Horton  
Gwendolyn Johnson  
Iris Johnson  
Christopher Johnston  
Dustin Jones  
Virginia Keen  
Gladys Kersaint  
Olga Kosheleva  
Douglas Lapp  
Jill Martin Rend  
Amy McDuffie  
Sarah Meltzer  
Patricia MoyerPackenham  
Leah Nillas  
Judy O'Neal  
S. Asli Ozgun-Koca

Neil Pateman  
Drew Polly  
David Pugalee  
Christopher Rakes  
Jayson Richardson  
Mark Rodriguez  
Robert Ronau  
Kathryn Shafer  
Jason Silverman  
Ajay Singh  
Wendy Smith  
Alejandra Sorto  
Denny St. John  
Dorian Stoilescu  
Daniel Tillman  
Elizabeth van Es  
Angela Walmsley  
Zhonghe Wu  
Rose Zbiek  
Jeremy Zelkowski

**Mathematics Teacher Educator Editorial Panel (2011 – 2014)**  
*(will begin rotating off in 2013)*

**AMTE Representatives**

Denise Spangler, University of Georgia, GA; [dspangle@uga.edu](mailto:dspangle@uga.edu)  
Alfinio Flores, University of Delaware, DE; [alfinio@math.udel.edu](mailto:alfinio@math.udel.edu)  
Tad Watanabe, Kennesaw State University, GA; [twatanab@kennesaw.edu](mailto:twatanab@kennesaw.edu)

**NCTM Representatives:**

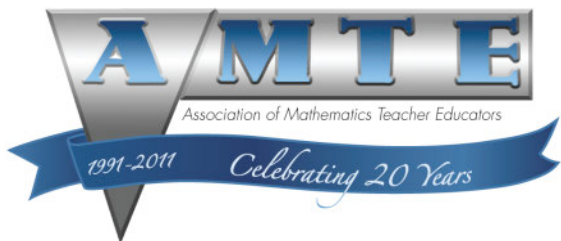
Diana Lambdin, Indiana University, IN; [Lambdin@indiana.edu](mailto:Lambdin@indiana.edu)  
Rheta Rubenstein, University of Michigan-Dearborn, MI; [rrubens@umd.umich.edu](mailto:rrubens@umd.umich.edu)  
Tom Dick, Oregon State University, OR; [tpdick@math.oregonstate.edu](mailto:tpdick@math.oregonstate.edu)



**Anniversary Trivia**

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

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



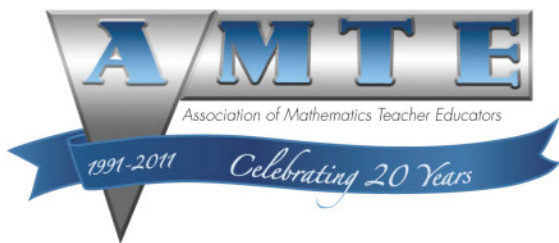
# AGENDA

## AMTE 2012 Business Meeting

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

- |   |  |
|---|--|
| <p>A. Welcome, Review of 2011 Strategic Priorities</p> <p>B. Approval of the Minutes</p> <p>C. Treasurer &amp; Membership Report</p> <p>D. Committee and Task Force Reports</p> <p style="padding-left: 20px;"><i>Committees:</i></p> <ul style="list-style-type: none"> <li>Affiliates Connections</li> <li>Awards</li> <li>Communications</li> <li>Constitution and Bylaws</li> <li>Membership</li> <li>Mentoring</li> <li>Nominations and Elections</li> <li>Program</li> <li>Research</li> <li>Technology (and NTLE Award)</li> </ul> <p style="padding-left: 20px;"><i>Task Forces/Special Initiatives:</i></p> <ul style="list-style-type: none"> <li>Advocacy</li> <li>Common Core State Standards Task Force</li> <li>EMS Initiative</li> </ul> <p>E. Publications</p> <ul style="list-style-type: none"> <li><i>Mathematics Teacher Education Journal</i></li> <li><i>JMTE Equity Special Issue</i></li> <li><i>Connections Newsletter</i></li> <li>CITE Journal</li> <li>TE-MAT</li> </ul> <p>F. Conferences</p> <p>G. Recognitions</p> <ul style="list-style-type: none"> <li>Program &amp; Local Arrangements Committee</li> <li>Outgoing Board &amp; Committee Members</li> </ul> <p>H. Other Business</p> <p>I. Installation of new Board Members</p> <p>J. 2012 Strategic Priorities &amp; Announcements</p> <p>K. Adjournment</p> | <p>Marilyn Strutchens</p> <p>Maggie McGatha</p> <p>Lynn Stallings, Nadine Bezuk</p><br><p>Brian Townsend, Chair</p> <p>Doug Corey, Chair</p> <p>Trena Wilkerson, Chair</p> <p>Bill Speer, Chair</p> <p>Gail Burrill, Chair</p> <p>Pat Campbell, Chair</p> <p>Christine Thomas, Chair</p> <p>Keith Leatham, Chair</p> <p>Corey Drake, Chair</p> <p>Jeff Shih, Chair</p><br><p>Skip Fennell, Chair</p> <p>Lynn Breyfogle</p> <p>Maggie McGatha &amp; Nicole Rigelman</p><br><p>Peg Smith, Editor</p> <p>Marilyn Strutchens</p> <p>Trena Wilkerson</p> <p>Christine Browning &amp; Denny St. John</p> <p>David Pugalee</p><br><p>Susan Gay</p> <p>Nadine Bezuk &amp; Marilyn Strutchens</p><br><p>Nadine Bezuk &amp; Marilyn Strutchens</p> <p>Marilyn Strutchens</p> |
|---|--|





## **MINUTES**

### **AMTE 2011 Business Meeting**

Saturday, January 29, 2011  
Hyatt Hotel, Irvine, CA

Barbara Reys, President, called the meeting to order at 11:53 am.

#### **Welcome, Review of 2010 Strategic Priorities**

Barbara Reys welcomed the members and reviewed the 2010 Board Priorities of launching the MTE journal, continuing the EMS Initiative, and developing an advocacy plan.

#### **Approval of the Minutes**

Lynn Breyfogle, Secretary, called for any changes to the minutes and there were none. Kate Riley 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 \$185 in the operating budget.

Executive Director, Nadine Bezuk, reported that the membership promotion was successful and shared the membership figures as of the conference: 877 in 2009; 1017 in 2010; 1225 in 2012.

#### **Committee and Task Force Reports**

##### **Committees:**

##### **Affiliates Connections**

Angela Barlow, Chair, thanked the committee for their work on increasing communication with the affiliate organizations, interviewing each affiliate president, and putting on their first pre-conference presentation. She also announced the 19<sup>th</sup> and newest affiliate member of AMTE is the Iowa Chapter, there were no members available so Barbara will take the plaque to Iowa when she presents at their meeting in a few weeks. Angela was presented an award thanking her for her service.

##### **Awards**

Doug Corey, Incoming Chair, thanked the outgoing committee members. He reminded the members that part of the committee's charge is to accept nominations for the various awards. He encouraged everyone to consider nominating their colleagues. He also asked if anyone has suggestions for new awards, the committee welcomes input.

##### **Constitution and Bylaws**

Bill Speer, Chair, reported that in addition to editorial changes made to the constitution, he had two motions for members to consider and vote upon. The first motion was a constitutional change for making a new membership status called Emeritus. Bill reminded the membership that a constitutional change requires 20% of those present to vote for the motion and if it passes it will then put it to a vote of the general membership.

**MOTION:** Add to Article IV (Membership) Section 1 (Types) "D. Emeritus Membership shall be open to all retired individuals who are interested in the goals of AMTE as stated in Article III."

And Add to Article IV (Membership) Section 2 (Privileges) "C. Student Members and Emeritus Members shall have all the rights and privileges of regular members." Unanimously approved.

The second motion was to make changes to the By-laws, which requires a majority vote at the annual conference to be enacted.

**MOTION:** Add the following to Article I (Membership) Section 2 (Dues) "...Dues for Student Members and Emeritus Members shall be 50% of regular members dues." Unanimously approved.

### **Membership**

Lynn Breyfogle, Board Representative, thanked the Membership Committee for their hard work this year. She reported that they nearly reached their membership goal of 1250, created a new membership category, and developed a report about the usefulness of hosting an AMTE exhibit at the NCTM Conference. She also encouraged those attending the NCTM Conference to sign up to volunteer to work at the exhibit booth.

### **Mentoring**

Teresa Gonske, representative from the committee, shared several initiatives the committee has enacted this year. They sought new ways to help support early career and graduate students during the conference. There was a graduate student reception on Thursday, early career and doctoral reception on Friday, and session held on Friday. Ongoing work includes developing a presence on the web, working on a mentoring handbook, and establishing the Susan Gay Conference travel scholarship. Barbara Reys also mentioned that she has charged the committee to consider if AMTE should take on formal sponsorship after the STaR grant has finished in three years.

### **Nominations and Elections**

Marilyn Strutchens, President-elect, represented the committee and thanked all of the candidates for running in the election. She announced the two incoming Board Members, Maggie McGatha (Secretary) and Beth Herbel-Eisenmann (Member At-large). She encouraged members to consider submitting nominations for the two positions voted upon this fall, Member-at-Large and President-Elect.

### **Research**

Peg Smith, Chair, thanked the committee for their work this year. She outlined a few initiatives the committee worked on this year, including research updates in a column in the *Connections* newsletter. They are also beginning to develop a collection of "my favorite articles" which are suggested by committee members, then summarized and include a commentary of how they have been useful. Eventually they hope to invite Board Members and members to contribute to the collection. They are also developing video interviews with researchers on innovative research practices they hope to post on the website. She hoped that both would be available in the next six months. Barbara thanked Peg for her leadership by presenting her with a plaque.

### **Technology (and NTLI Award)**

Enrique Galindo, Chair, reported on the two visible tasks of the committee. The first was the pre-session that focused on TPACK standards. He thanked the presenters, Suzanne Mathews and Tom Dick, and two others who assisted, Bob Ronau and Chris Jones. The second task is the selection of NTLI award winner that recognizes presentations of research studies using technology. Committee members attend each of the identified sessions (there were 19 this year). This year's NTLI presentation award goes to Judith Olson, Michael Gilbert, & Melfried Olson for their presentation "Nexus between formative and assessment and technology in networked classrooms. What have we learned?" The award comes with free registration to the CITE Conference and \$1,000 from AMTE to support travel. Enrique thanked the Board for adding a budget line item to support this award, since TI was not able to support it this year.

## ***Task Forces/Special Initiatives:***

### **Advocacy Task Force**

Skip Fennell reported that the task force intended to look where this organization contribute to the national scene. He reported that they first began with what AMTE had already done, which was being involved in the revision CBMS MET document, planning for the 3<sup>rd</sup> Planning Math Forum, sitting on CBMS Board, and working with NCSM, NCTM, AACTE to make joint position statements. The task force sponsored a session with special speaker Della Cronin from Washington Partners who helps NCTM in DC. He thought they might think about policy issues for the long term, and in the future host an advocacy session at the meeting to learn about advocacy issues.

### **Mathematics Teacher Education Journal**

Alfinio Flores, Chair of the Journal Task Force and Publications Director, summarized the process and announced the editor and editorial panel. Editor is Peg Smith, associate editor is Melissa Boston, and the editorial panel representing both NCTM and AMTE are: Tad Watanabe, Denise Spangler, Tom Dick, Rheta Rubenstein, Diana Lambdin, and Alfinio Flores.

### **EMS Initiative**

Maggie McGatha thanked her co-chair, Nicole Rigelman, and reminded the members that last year we announced finishing Phase I, and this past year we worked on Phase II. This phase provided support for 12 states (over 20 applied) to come to a conference focused on planning for their state's developing a plan for EMS. All of this work was supported by the Brookhill Foundation and Maggie asked Kathy Stump (representative from Brookhill) to stand and be recognized. Barbara also announced that Brookhill has offered support for a second conference for teams from the other states who were not able to attend last year's conference.

## **Publications**

### **Monograph Series**

Marilyn Strutchens, Series Editor, thanked the Monograph #7 editors, Johnny Lott and Jenny Luebeck, for their hard work and excellent monograph. Marilyn also thanked Tony Nguyen and Nadine Bezuk for their work behind the scenes and the authors and reviewers for their contributions.

### **Connections Newsletter**

Trena Wilkerson, Editor, thanked Libby Knott and editorial panel for helping her with the transition as editor. Trena announced that the Connections Newsletter has moved from 3 to 4 issues a year, and they are working to make it more interactive and useful to the membership.

### **CITE Journal**

Christine Browning, Co-editor, reminded the Membership that the CITE journal is available on line ([www.citejournal.org](http://www.citejournal.org)) free. She reminded the membership that the purpose of the journal is to provide a forum for reporting on research and engaging in a dialog about best practices related to any area of technology and mathematics teacher preparation. She highlighted several recent articles from our members and invited members to be reviewers or submit papers.

### **TE-MAT**

David Pugalee announced that many new resources have been reviewed and posted on the TE-MAT website ([te-mat.org](http://te-mat.org)) and asked members to visit the TE-MAT website very soon.

## **Conferences**

Susan Gay, Conference Director, thanked the members for choosing to attend the conference and encouraged attendees to fill out a conference evaluation on line. She announced that AMTE 2012 will be at the Renaissance Hotel in FT. Worth, TX across from Sundance Square February 9-12.

Michelle Chamberlain, Program Chair, announced that there were 360 proposals submitted which resulted in 170 presentations. It took 176 reviewers in order for each proposal to be reviewed 4 times. On the program there were 365 presenters, including the two new types of sessions: Discussion sessions and Roundtable sessions. She welcomed feedback for improving the conference for next year, and reminded

members about the proposal deadlines.

## **Recognitions**

### **Program & Local Arrangements Committee**

Nadine Bezuk, Executive Director, thanked Mark Ellis and Sandi Alaux for co-chairing the local arrangements for the conference.

### **Installation of new Board Members**

Barbara Reys thanked outgoing Board members Lynn Breyfogle (Secretary) and Gladis Kersaint (Member At-large) for their service and welcomed incoming members Maggie McGatha (Secretary) and Beth Herbel-Eisenmann (Member At-large). Barbara also thanked the over 150 members who are involved in AMTE standing committee, task force, review panel, program committee, or project teams, and invited others who were interested in serving AMTE to fill out a volunteer form.

Barbara introduced the new President of AMTE, Marilyn Strutchens, who concluded the meeting.

## **2012 Strategic Priorities & Announcements**

Marilyn thanked Barbara Reys for her work as President and for the work that she will be doing as Past-president.

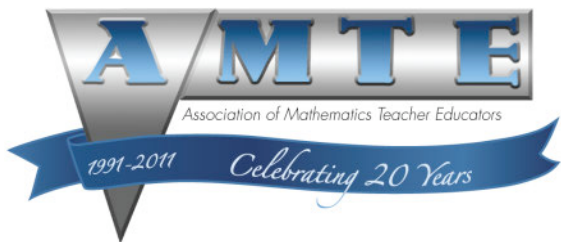
Marilyn outlined the ongoing priorities of the Board from 2010: MTE journal, AMTE 20<sup>th</sup> Anniversary Celebration, EMS Initiative, AMTE Sponsorships, Advocacy and Policy Issues.

She announced that the Board will be working on the following Action Priorities for 2012: 1) Develop a stronger communication plan to increase opportunities for members to communicate and collaborate, 2) Provide guidance and resources for MTEs related to implementations of CCSS, and 3) Establish an AMTE Foundation/Trust Fund

Nadine Bezuk extended thanks to John Wilkins the photographer for the conference, and Tony Nguyen AMTE's webmaster and graphic designer of the 20<sup>th</sup> Anniversary logo.

Marilyn adjourned the meeting at 1:02pm.

Respectfully submitted by Lynn Breyfogle.



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

### **Description of Awards**

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

### **Recipients of AMTE Awards since inception are:**

#### **Excellence in Teaching in Mathematics Teacher Education** (next award in 2015)

Deborah Loewenberg Ball (2012)  
Margaret (Peg) Smith (2009)  
Randy Philipp (2006)

#### **Nadine Bezuk Excellence in Leadership and Service in Mathematics Teacher Education** (next award in 2013)

Nadine Bezuk (2011)  
Francis (Skip) Fennell (2010)  
Bill Bush (2007)

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

Rochelle Gutiérrez (2011)  
Frank Lester (2008)

#### **Early Career Award** (awarded annually)

Timothy Boerst (2012)  
Kathryn Chval (2011)  
Beth Herbel-Eisenmann (2010)  
John Lannin (2009)

Complete information on these awards is available on the AMTE website at [www.amte.net](http://www.amte.net).

### **Deadline for Nominations**

Nominations for the **Nadine Bezuk Excellence in Leadership and Service Award** must be received by **September 30, 2012**. For the **Early Career Award**, nominations must be received by **October 15, 2012**.

### **Procedure for Review of Materials**

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

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

## 2013 Nadine Bezuk Award for Excellence in Leadership and Service in Mathematics Teacher Education

The 2013 Nadine Bezuk Excellence in Leadership and Service Award is intended to recognize a colleague for a unique contribution in service should have 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. 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, writing and participating in grants, conferences, symposia, academies, supervisor of a student affiliate organization).
- 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 (local, state, national level).
- e. An unusual commitment to the support of mathematics teachers in the field (such as distinctive mentoring experiences).

### Criteria for the Nadine Bezuk Excellence in Leadership and Service Award

The nominee for the Nadine Bezuk Excellence in Leadership and Service Award should be an active member of the mathematics teacher education community 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 the Nadine Bezuk Excellence in Leadership and Service 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 the particular focus area (service, teaching, scholarship). Self-nominations will not be considered. Nomination materials should include those stated in each section above.

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

Electronic submissions should be sent to Tony Nguyen at [tonguyen@projects.sdsu.edu](mailto:tonguyen@projects.sdsu.edu).

Hard copy submissions should be sent to:

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

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

## 2013 Early Career Award

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

### Criteria for Early Career Award

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

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

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

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

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

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

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

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

### Documentation required for Early Career Award:

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

### Nomination Process

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

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

Electronic submissions should be sent to Tony Nguyen at [tonguyen@projects.sdsu.edu](mailto:tonguyen@projects.sdsu.edu).

Hard copy submissions should be sent to:

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

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



### **Anniversary Trivia**

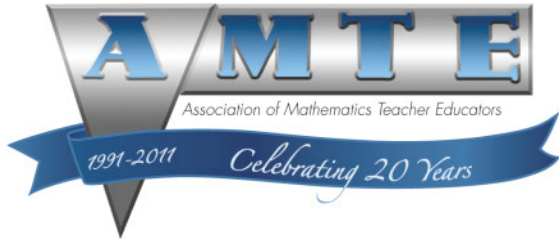
What year did AMTE present the first “Excellence in Service in Mathematics Teacher Education” Award? And who was the first recipient?

2007, Bill Bush

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

2008, Frank Lester





## **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 the papers published during 2011 in CITE-Math's 4 issues.

Greenes, C., Wolfe, S., Weight, S., Cavanagh, M., & Zehring, J. (2011). Prime the Pipeline Project (P<sup>3</sup>): Putting knowledge to work. *Contemporary Issues in Technology and Teacher Education*, 11(1). Retrieved from <http://www.citejournal.org/vol11/iss1/mathematics/article1.cfm>

Bos, B. (2011). Professional development for elementary teachers using TPACK. *Contemporary Issues in Technology and Teacher Education*, 11(2). Retrieved from <http://www.citejournal.org/vol11/iss2/mathematics/article1.cfm>

Meagher, M., Özgün-Koca, S. A., & Edwards, M. T. (2011). Preservice teachers' experiences with advanced digital technologies: The interplay between technology in a preservice classroom and in field placements. *Contemporary Issues in Technology and Teacher Education*, 11(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?

Go to <http://site.ace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance> and complete an information form online. You also need to select CITE-Math as the journal you are willing to review.

After you have completed the online form, please send an email to 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? (other areas you know well, experiences that might be useful, etc.)

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

## CALL FOR READERS!

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

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

### **Bonus Journal Features**

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

### **For More Information**

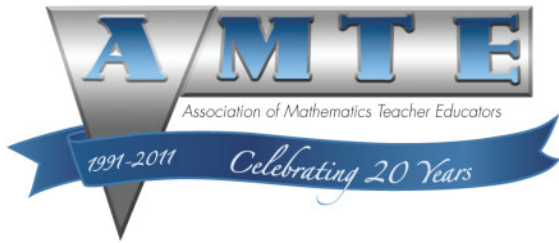
For further information, please feel free to contact one of the co-editors of *CITE-Math*:

- Denny St. John ([stjoh1d@cmich.edu](mailto:stjoh1d@cmich.edu)) or
- Doug Lapp ([lapp1da@cmich.edu](mailto:lapp1da@cmich.edu))

### **CITE Journal SPONSORS**

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

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



## **MATHEMATICS TEACHER EDUCATOR:**

*Call for Authors and Reviewers*

The new online journal *Mathematics Teacher Educator* (MTE) is a joint publication of the Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM). The mission of *MTE* is to contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. Therefore, all manuscripts should be crafted in a manner that makes the *scholarly* nature of the work apparent.

Manuscripts should contain a description of the issue or problem 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).

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 impacting teachers' beliefs, knowledge and/or practices*
- Manuscripts that describe the use of *broadly applicable tools and frameworks in mathematics teacher education*
- Manuscripts that address *programmatic issues*
- Manuscripts that address *external factors that impact mathematics teacher education policy and programs issues*

Because one of the goals of the journal is to build a knowledge base for the field, we particularly encourage submissions that deliberately build on prior published work. 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 location in the text. All manuscripts should be formatted according to the 6<sup>th</sup> edition of the APA Manual.

*MTE* will use a double-blind peer review process and be indexed in ISSN. The first issue of the journal is planned for summer of 2012 with two issues per volume. We invite mathematics teacher educators, including mathematicians, teacher leaders, school district mathematics experts, and others to consider reviewing for *MTE*.

**To submit a manuscript, volunteer to be a reviewer, and to learn more about *MTE*, please visit [www.nctm.org/mte](http://www.nctm.org/mte).**

**A more detailed version of the call for manuscripts is also available at this site.**

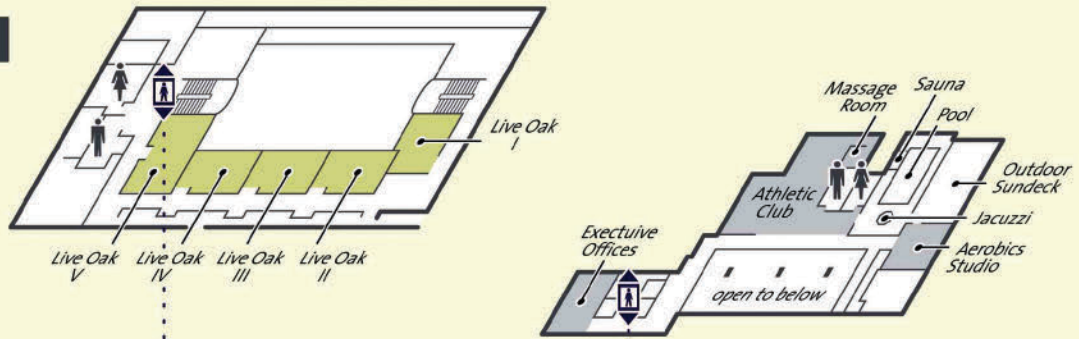
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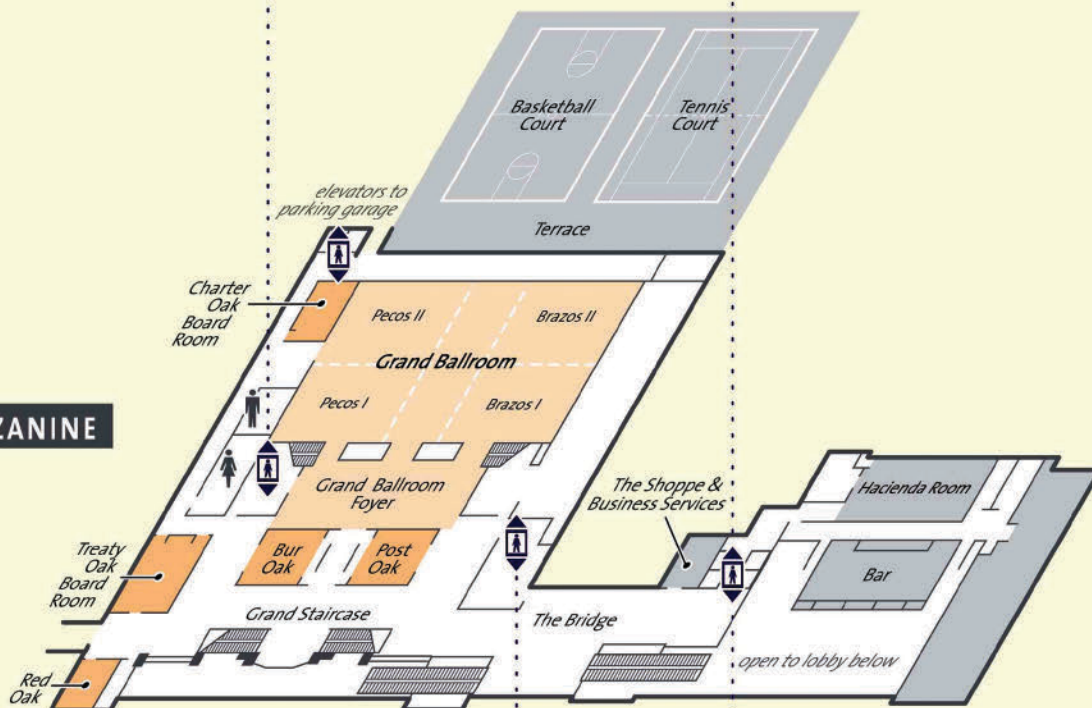
200 MAIN STREET - DOWNTOWN FORT WORTH  
INSIDE THE WORTHINGTON RENAISSANCE HOTEL

# WORTHINGTON RENAISSANCE FORT WORTH HOTEL

## LIVE OAK



## MEZZANINE



## TRINITY

