



## CALL FOR PROPOSALS

Twenty-Eighth Annual

Conference February 8 – 10, 2024

Rosen Centre Hotel

Orlando, FL

The Twenty-Eighth Annual Conference of the Association of Mathematics Teacher Educators will be held February 8-10, 2024, in Orlando, FL. A link to the online submission site will be available after April 1, 2023, at [www.amte.net](http://www.amte.net). Proposals must be submitted electronically by 11:59 PM PT on Sunday, May 15, 2023.

For 2020-24, the AMTE Board named the following priorities:

- *Provide resources and strategies for both the recruitment, retention, and diversification of the mathematics teacher pipeline.*
- *Provide resources and strategies for both the recruitment, retention, and diversification of the mathematics teacher educator pipeline.*
- *Engage mathematics teacher educators in opportunities designed to strengthen the research and research-based practices of mathematics teacher education, with a commitment to supporting understanding of how issues of social and racial justice undergird all of our work.*

When submitting proposals to any of the nine presentation strands, we encourage proposal writers to highlight connections to these priorities (when appropriate), as well as the [AMTE Standards for Preparing Teachers of Mathematics](#) (where appropriate). Connections to the standards and assumptions featured in AMTE's Standards document are listed below at the end of the nine presentation strand descriptions.

### Presentation Strands

AMTE values sessions that exhibit a strong research base and attend to the practice of developing mathematics teachers and mathematics teacher educators (university and K-12 based). Presentations focusing on the intersection of practice and research in mathematics teacher education are particularly encouraged. Sessions that focus on the sharing of resources related to mathematics teacher education should also be grounded in research or provide a theoretical basis for their work. Similarly, sessions focused on the results of recent research in mathematics teacher education should draw connections to mathematics teacher education practice. During the submission process, you will be asked to classify your presentation into one of the following strands that most closely aligns with your topic.

**Equity, Social Justice, and Mathematics Teacher Education:** Sessions related to equity, diversity, and social justice in mathematics teacher education. Includes efforts related to access, inclusion, respectful and fair engagement with others, and advocating for a more just and equitable mathematics education free of systemic forms of inequality such as those based on identity, race, class, language, national origin, culture, gender, age, sexual orientation, religion, and disability. (May relate to Standard C.4 or Assumption 1.)

**Mathematics Education Policy and Program Issues:** Sessions related to national or international policy as well as programmatic issues in mathematics education. Includes efforts focused on position statements, calls for action, national and state standards, accreditation, pathways towards teacher certification, teacher education programs, and recruitment and retention of teachers. (May relate to Standard P.5.)

**Mathematics Content and Curriculum:** Sessions related to making mathematics explicit in a variety of contexts, emphasizing multiple ways of knowing, expressing and using content, mathematical practices and processes, and curriculum. May include work on content courses for teachers as well as mathematics in diverse settings. (May relate to Standards C.1, C.3, P.2, or Assumption 3.)

**Mathematics Pedagogy:** Sessions related to the work of preparing prospective or practicing teachers in the realm of mathematics pedagogy and instructional practice. Includes efforts undertaken in methods and pedagogically-focused courses. (May relate to Standards C.2, P.3.)

**Practice-Based Experiences for Prospective Teachers:** Sessions related to providing opportunities for

prospective teachers to teach and to learn from their own teaching and the teaching of others. Includes experiences in school-based settings as well as teaching rehearsals, peer-teaching, classroom simulations, and other university-based experiences. Sessions related to the recruitment or support of mentor teachers are also invited. (May relate to Standards P.3.4, P.4.)

**Collaborations and Partnerships:** Sessions related to synergistic activity between mathematics educators and others such as, but not limited to, STEM educators, special educators, community partners, school partners, or international partners. Sessions related to STEM education are encouraged. Collaborative work between departments at a university may fit this category. (May relate to Standard P.1 or Assumption 4.)

**Professional Development:** Sessions related to the content and/or structure of, environments for, or policies surrounding professional development work with mathematics teachers, coaches, specialists, administrators, and other school personnel engaged in teacher leadership. Includes reports on teachers engaged in structured self-inquiry such as lesson study and action research. (May relate to Assumption 2.)

**Development of Mathematics Teacher Educators:** Sessions related to the preparation of individuals to serve as mathematics teacher educators (e.g., teacher leaders, university faculty, consultants, mathematics specialists, coaches) in P-12 schools, institutions of higher learning, or other organizations. Includes efforts related to the continuing professional development of mathematics teacher educators. (May relate to Standard P.3.5 or Assumption 5.)

**Teaching and Learning with Technology:** Sessions related to supporting teachers to teach mathematics with technology or mathematics teacher educators' use of technology as a platform for teacher education. Includes efforts related to Technological Pedagogical Content Knowledge (TPACK). *Please read the NTLI Fellowship description at the end of this document.* (May relate to Standard C.2.5.)

### Session Formats for Presentations

The AMTE Annual Conference provides participants with opportunities to examine and discuss current issues at the intersection of research and practice in mathematics teacher education. With the exception of Reports and Posters, sessions must actively engage participants, and the ways in which a presentation will involve participants must be described in the proposal. The following are potential formats for presentations arranged in order of duration. Individual Sessions and Symposia have options for session duration. *The program committee reserves the right to adjust session durations to fit the confines of the program.*

**Reports:** Reports allow for presentations that can be shared in a concise manner. Presentations will foreground either research or teaching with a connection to research or theory *and* practice. Preliminary results or initial findings from teaching or research ideas may be particularly appropriate. Audience engagement is typically not a component of these reports. The program committee will group 2 - 4 submissions on similar topics in the same session, and a member of the committee will moderate the session. Each report typically will have 10 minutes to present and 5 minutes to field questions/comments. During the last 15 minutes of the session, presenters and attendees will engage in a group discussion sharing feedback, providing suggestions, considering related ideas, and exploring possible collaborations. Successful Reports typically have one person present and use a minimum number of presentation slides with only pertinent information.

**Individual Sessions:** Individual Sessions allow for project overviews and updates, descriptions of local, state, national, or international initiatives, and research or practice reports. Such sessions are 45 or 60 minutes and typically have 1-3 session presenters. At least one-third of the time must be allocated for active participant engagement.

**Poster Session:** The Poster Session is intended to facilitate sharing of information and research through a visual display of material rather than a formal oral presentation. This session allows an opportunity for informal discussions and interaction between the presenter(s) and the audience. Each poster must fit on a 36" x 48" foam display board that will be provided and mounted on an easel. The Poster Session will run 60 minutes and at least one presenter must be with each poster during the session.

**Discussion Sessions:** Discussion Sessions allow AMTE attendees to hold rich, focused discussions around issues of shared interest and are 60 minutes. Discussion Sessions should begin with a brief presentation by

the organizers (no more than 15 minutes) to provide a question or idea to frame the discussion. Proposals must include the key question(s) and/or key idea(s) that will be the central focus/foci guiding the session.

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

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

**Extended Sessions:** Extended Sessions are 120 minutes and allow presenters to choose one of several different formats. Regardless of format, at least half of the time must be allocated for participant interaction.

Extended Session formats include:

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

### Materials and Information to Submit with a Proposal

Proposals will be submitted using All Academic, our online conference management system. A link to this submission website will be available after April 1, 2023, at [www.amte.net](http://www.amte.net). Prior to submitting a proposal, you will need to:

- Create a new All Academic account; and
- Have each of your co-speakers create an individual All Academic account.

Proposals must be de-identified for review, including the title, session description, and references. Do not name authors, presenters, panelists, institutions, states, counties, cities, projects, or websites. Instead, use “Author (year)” for citations and references, and “X” for specific names or identifying information (e.g., “Project X”). Additional identifying information is saved as a property of Word and PDF files even if it does not appear in the written text. You must access and remove this data stored in the file properties prior to submission. [SIAM has an informative how-to guide.](#) **Proposals will not be reviewed if they contain identifying author/project information.**

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

<b>Presenter Information</b>	Provide presenter names in the order they should appear in the conference program.
<b>Session Information</b>	Provide the presentation strand, session format, and duration, if applicable.
<b>Title</b>	Provide an informative title of no more than 15 words; <b><i>do not</i></b> include acronyms or hyphens in your title. The title must be <b><i>de-identified</i></b> .
<b>Session Description</b>	Provide a brief description of the session (up to 40 words) to be included in the program. The description must be <b><i>de-identified</i></b> .
<b>Proposal</b>	All proposals must be: a) <b><i>de-identified</i></b> for review; b) a maximum of two pages excluding references; c) single-spaced, 12-pt font, with 1-inch margins; and d) pdf format. <b><i>Proposals longer than two pages (not including references) will not be reviewed.</i></b> Proposals cannot include links to external websites that include additional content about the proposal. Proposals must provide sufficient information for reviewers to use the review criteria below and include some detail of how the session

	will be organized in the proposed time frame.
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**Resources to Consider when Preparing a Proposal**

With the exception of the Poster Session, the conference venue will provide a screen and digital projector for each room. *Presentations requiring audio must indicate their request as part of the proposal submission.* No other equipment will be provided by AMTE. For the Poster Session, a 36” high x 48” wide foam board, binder clips, and an easel or table will be provided. Laptop computers and/or audio speakers are not appropriate for use in the Poster Session. Internet access will be available to presenters and attendees in all conference areas.

**Proposal Review Criteria**

Proposals will be reviewed according to the following criteria:

<b>Presentation Goals</b>	To what extent does the proposal describe goals for the session that are appropriate for an AMTE audience, including what participants may have the opportunity to learn by participating in the session?
<b>Relationship to AMTE’s Mission</b>	To what extent is the proposed topic related to AMTE’s mission to promote the improvement of mathematics teacher education, K-12?
<b>Connection to Research or Theory</b>	To what extent does the proposal include connections to existing research or theoretical perspectives?
<b>Connection to Practice</b>	To what extent does the proposal indicate evidence of informing the practice of mathematics educators?
<b>Engagement &amp; Plan for Session*</b>	To what extent does the proposal describe a well-planned session that actively engages participants?
<b>Quality of Ideas</b>	To what extent does the proposal describe high-quality ideas?

*\* Reports and Poster proposals will not be reviewed for Engagement & Plan for Session.*

**Limits on Participation**

Regardless of session format, an individual may serve as lead presenter for one session and may appear no more than twice within the program. Lead presenters must be listed first in the author order in All-Academic.

**AT LEAST ONE PRESENTER FOR A SESSION MUST BE REGISTERED FOR THE CONFERENCE BY SEPTEMBER 15, 2023, OR THE SESSION WILL BE CANCELED.**

**CONTRIBUTORS NOT REGISTERED BY THIS DATE WILL BE LISTED ON THE PROGRAM WITH A DESIGNATION AS A NON-PRESENTING CONTRIBUTOR.**

**Questions**

If you have questions regarding a proposal topic, session format, or the submission process, please contact:

Jennifer Ward, Program Chair  
 Kennesaw State University  
 E-mail: [programchair@AMTE.net](mailto:programchair@AMTE.net)

## NTLI Fellowship Award Information

If you are planning a technology presentation for the 2024 AMTE Conference, please consider submitting a paper for the National Technology Leadership Initiative (NTLI) Fellowship Award! The AMTE NTLI Fellowship is awarded annually to recognize exemplary research (one presentation with an accompanying original paper) regarding appropriate technology use in mathematics teacher education. To indicate interest, please check the box on your All Academic proposal submission. After proposals have been reviewed and acceptances are announced, the Technology Committee chair will contact you with further details. Applicants will be asked to submit a paper (eight single-spaced pages maximum) in order to be considered for this award. All papers submitted for the Fellowship are reviewed by the AMTE Technology Committee.

The deadline for the paper submissions is October 30, 2023.

The winner of the award receives travel funding (\$1200) to present at the annual conference of the Society for Information Technology and Teacher Education, and the paper is extended and forwarded to be reviewed for publication in the Contemporary Issues in Technology and Teacher Education journal ([www.citejournal.org](http://www.citejournal.org)).

Contact Erin Krupa ([eekrupa@ncsu.edu](mailto:eekrupa@ncsu.edu)) for questions and information about the review criteria.