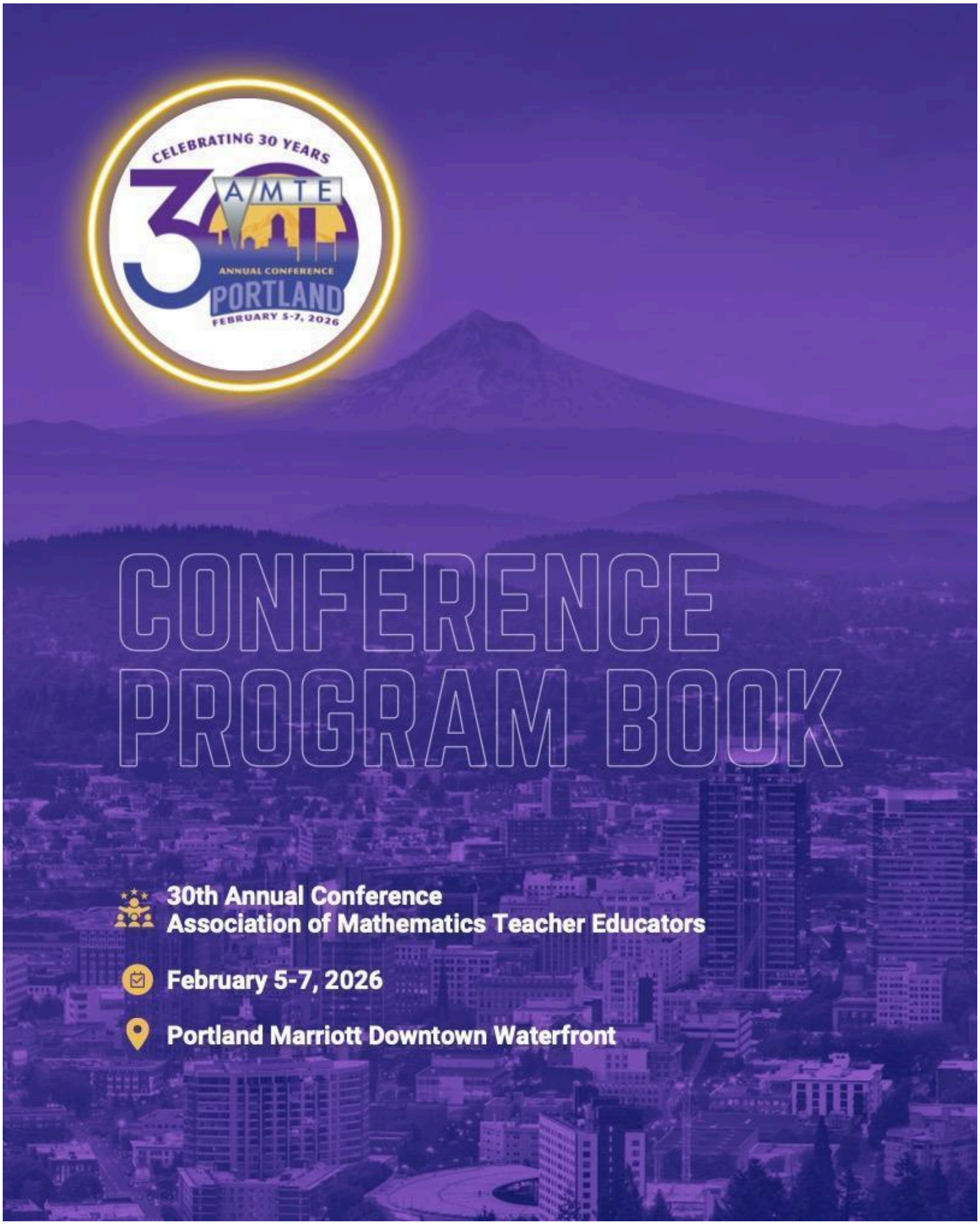
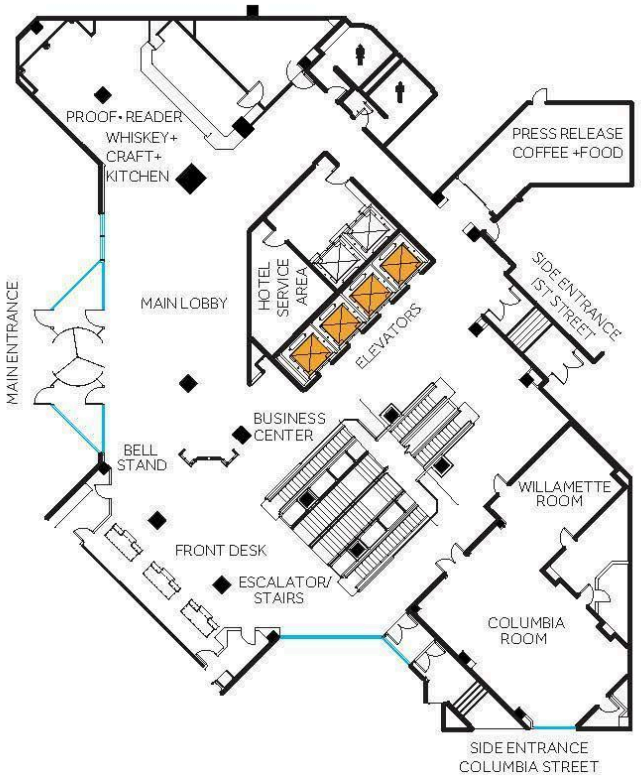


The information published within is as of January 23, 2026. Any future changes will be reflected in the conference app.

MAIN LOBBY



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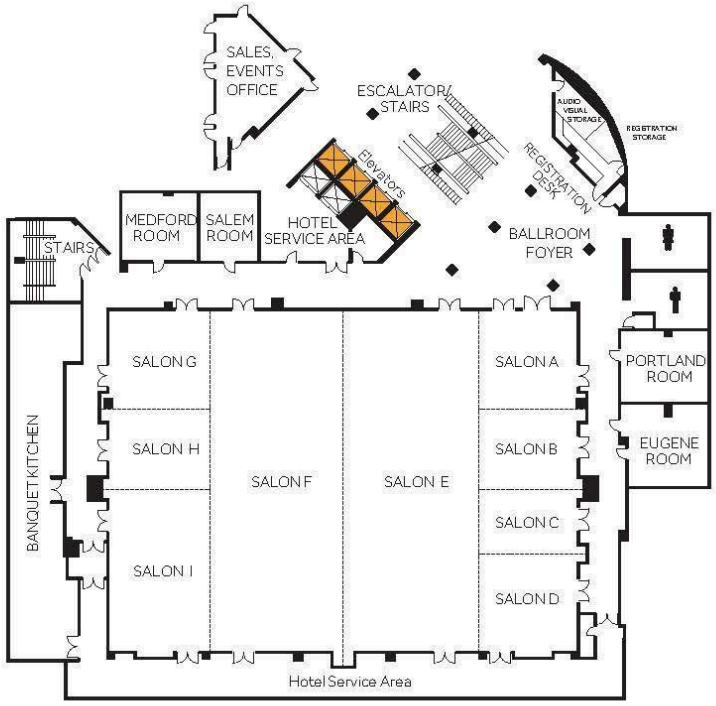

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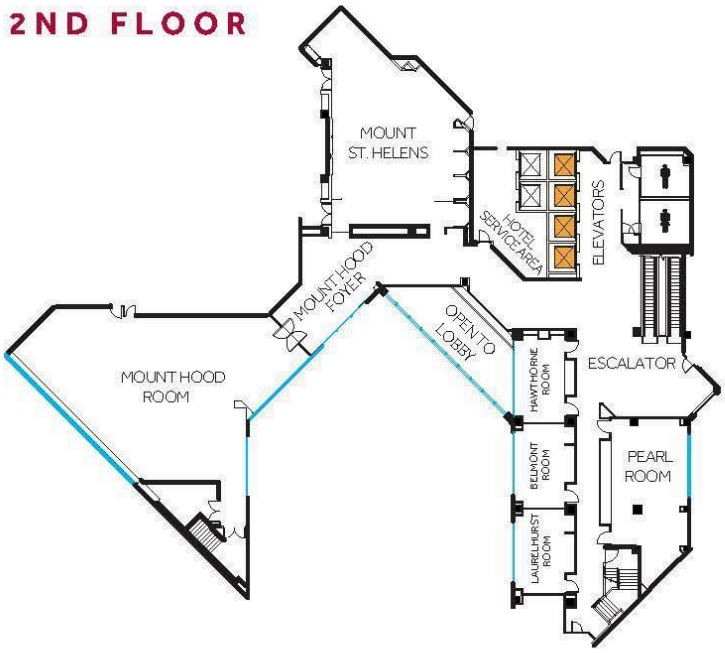

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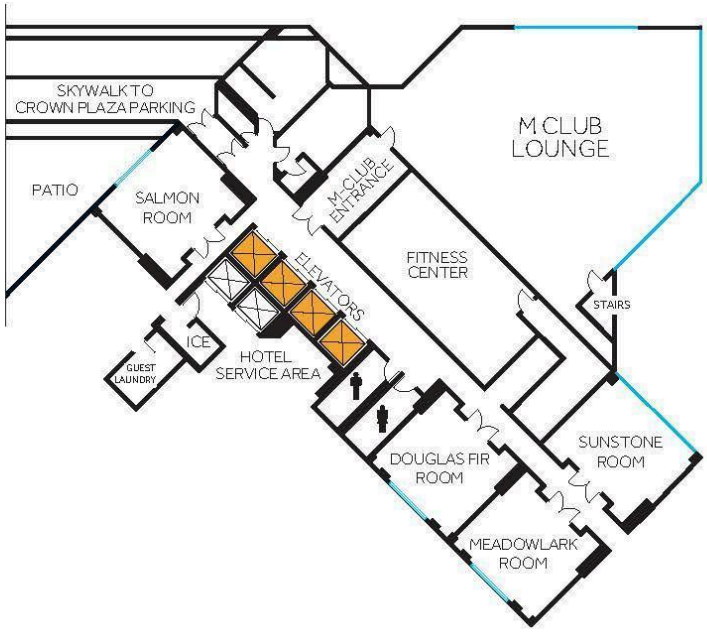

Interactive Table of Contents

Welcome

Dear AMTE Friends,
Welcome to the Thirtieth Annual Conference of the Association of Mathematics Teacher Educators (AMTE) in Portland, Oregon, at the Portland Marriott Downtown Waterfront.The AMTE annual conference is a cornerstone for fostering collaboration, growth, and the exchange of ideas among mathematics teacher educators and educational partners. Our goal is to create an inclusive and enriching environment that maximizes opportunities for sharing, learning, and connecting while prioritizing the safety and well-being of our community. In order to ensure broader participation and allow for meaningful engagement in the sessions and discussions, a virtual option will also be available to make the conference accessible to those unable to attend in person. The AMTE conference represents more than just a single event—it's a dynamic space where our growing and evolving community of educators come together to exchange ideas, envision new approaches, collaborate on potential solutions, and inspire one another to serve and advance the needs of our communities through mathematics education. Below are some highlights and things you can expect in the coming days:

INVITED SPEAKERS
Our opening keynote address *The Future We Teach For: Strengthening our Collective Voices and Actions in Mathematics Teacher Education* takes place in the Thursday General Session at 8:15 am in Salon E/F. Panel Members include:

- ***Katey Arrington****, NCSM: Leadership in Mathematics Education and The Charles A Dana Center*
- ***Rachael Brown****, Penn State Abington*
- ***Jennifer Wolfe****, University of Arizona*
- ***Charles E. Wilkes II****, University of California, Davis*
- **Enrique Galindo**, *Indiana University, Bloomington (Moderator)*

Our Advocacy Session *Ways to Advocate: Using your Voice to Create Change* takes place Thursday at 4:30 pm in Salon E/F. Panel Members include:

- ***Equitable Education: Shirley Burnett,*** *Jackson State University and* ***Alisha Gibson,*** *Jackson Public Schools*
- ***Funding Loss: Crystal Kalenic-Craig,*** *University of Texas San Antonio*
- ***Unions and Faculty Organizing: Courtney Koestler,*** *Ohio University*
- ***Policy Changes: Aubrey Neihaus,*** *Wichita State University*
- ***Immigration and Customs Enforcement and Public Schools: Katie Rupe,*** *Chicago Public Schools*
- ***LGBTQ+ Teachers: Kyle Whipple,*** *University of Wisconsin Eau Claire*

Hollylynne Lee will engage our community with the **Judith E. Jacobs Lecture** by giving a talk titled *Preparing Teachers for Modern Mathematics Curriculum: The Role of Mathematics Teacher Educators in Teaching and Learning About Data* on Friday afternoon at 4:30 pm in Salon E/F.

Jeff Shih, recipient of the **Nadine Bezuk Excellence in Leadership and Service Award**, will present a talk titled ***Reflecting on a Career of Service*** on Thursday at 11:00 am in Salon A

PROGRAM INFORMATION
There are 98 Individual Sessions, 29 Discussion Sessions, 104 Reports, 13 Extended Sessions, 12 Symposium Sessions, and 60 Poster Presentations on the program. Included in this are 39 hybrid sessions. There are 589 speakers on this year's program. There were 548 proposals submitted for review. The program committee accepted 63% of the proposals for the program including presentations, discussions and extended sessions, and reports. The program also includes 9 invited presentations, 3 award-winner sessions, 5 AMTE committee sessions (+2 committee posters), and 5 sessions presented by AMTE Sponsors.

OPENING MINDS TO ADVANCE EQUITY
Equity, diversity and inclusion remain at the heart of AMTE's mission and organizational commitment. Through the Opening Keynote, invited panel discussions, the Advocacy session, receptions for our community members, and many others sessions, our program offers meaningful opportunities to explore critical issues of equity and social justice. The conference serves as a powerful space to connect, recharge, build community, and foster collaboration. Let's make the most of our time together in Portland by showing up, standing out, and exemplifying inclusivity—empowering everyone to thrive.

Farshid Safi, *AMTE President*
Kim Gill*, AMTE Executive Director*
Cynthia Taylor*, AMTE AVP for Conferences*
Luke Reinke, *2026 AMTE AVP for Annual Conference Program*

Conference Schedule

2026 Annual AMTE Conference
February 4-7, 2026

Wednesday, February 4, 2026

4:30 pm - 7:30 pm	AMTE Registration Desk Open
5:30 pm - 7:00 pm	**STaR Reception**
7:00 pm - 8:00 pm	**Reception For BIPOC Scholars** (Menu)

Thursday, February 5, 2026

7:00 am - 4:30 pm	AMTE Registration Desk Open
7:00 am - 8:00 am	Breakfast (Menu)
8:00 am - 9:30 am	**Opening Session**
10:00 am - 4:30 pm	Exhibits Open
9:45 am - 10:45 am	Concurrent Sessions
11:00 am - 12:00 pm	Concurrent Sessions
12:00 pm - 1:10 pm	30th Anniversary Lunch (Menu)
1:15 pm - 2:00 pm	Concurrent Sessions
2:15 pm - 3:00 pm	Concurrent Sessions
3:00 pm - 4:15 pm	Poster Session and Snacks (Menu)
4:30 pm - 5:30 pm	**Advocacy Session**
6:00 pm - 7:30 pm	**Reception For Graduate Students & Early Career Faculty** (Menu)

Friday, February 6, 2026

7:00 am - 8:00 am	**Breakfast and Affiliate Meetings** (Menu)
7:00 am - 4:30 pm	AMTE Registration Desk Open
8:00 am - 4:30 pm	Exhibits Open
8:15 am - 9:00 am	Concurrent Sessions
9:15 am - 10:00 am	Concurrent Sessions
10:15 am - 11:00 am	Concurrent Sessions
11:15 am - 12:00 pm	Concurrent Sessions
12:00 pm - 1:40 pm	**Lunch and Business Meeting** (Menu)
1:45 pm - 2:30 pm	Concurrent Sessions
2:45 pm - 3:45 pm	Concurrent Sessions
3:45 pm - 4:15 pm	Afternoon Break & Snacks (Menu)
4:30 pm - 5:30 pm	**Judith E. Jacobs Lecture**
6:00 pm - 7:00 pm	**Reception For LGBTQIA+ Scholars** (Menu)

Saturday, February 7, 2026

7:00 am - 8:00 am	Breakfast (Menu)
7:00 am - 10:30 am	AMTE Registration Desk Open
8:15 am - 9:15 am	Concurrent Sessions
9:30 am - 10:15 am	Concurrent Sessions
10:30 am - 11:15 am	Concurrent Sessions
11:30 am - 12:15 pm	Concurrent Sessions
12:15 pm - 1:30 pm	**Networking Lunch** (Menu)

Conference Information

FINDING THE CONFERENCE AREA

Conference session rooms are located on the Lower Level One, Main Lobby Level, 2nd Floor, and 3rd Floor of the Marriott Portland Downtown Waterfront. For your convenience, maps are shared in the conference app and in this program. For other questions about hotel facilities, please contact the volunteers at the AMTE Registration Desk, the members of the Conference Committee, or hotel staff.

CONFERENCE REGISTRATION DESK

Please stop by the AMTE Registration Desk (Conference Registration Desk), located on Lower Level One to obtain your conference materials, including your nametag. Pre-printed programs are not available for this conference.

AMTE REGISTRATION DESK HOURS

WEDNESDAY	**4:30 PM - 7:30 PM**
THURSDAY	**7:00 AM – 4:30 PM**
FRIDAY	**7:00 AM - 4:30 PM**
SATURDAY	**7:00 AM - 10:30 AM**

CONFERENCE WEBSITE/APP INFORMATION

Use the free conference app to:

- View the conference program
- Organize your schedule
- Find more information about speakers and attendees
- Join informal Meet-Ups
- Share documents, participate in audience surveys, polls, and Q & A sessions
- Engage in discussions with other attendees during a session
- Engage attendees and colleagues around the world through social media

To access the app, please do the following:

1. Download Guidebook from the Apple App Store or Google Play.
2. Click **Find Guides** at the bottom of the main page of the app.
3. Select **"Have a passphrase?"**, enter **the passphrase amte2026**, and then select Continue.
4. Open the Conference Guide.

If you are unable to access the conference Guidebook, please contact amte-support@amte.net for assistance.
You can also access the web version of Guidebook at https://builder.guidebook.com/g/amte2026.

CANCELLATIONS & PROGRAM CHANGES

For updated lists of cancellations and other program changes, visit https://amte.net/content/program-updates-2026-annual-amte-conference-0 or the conference app.

SPONSORS & EXHIBITS

We appreciate the generous support of our sponsors and exhibitors. Please take an opportunity to thank them for their contributions to AMTE by visiting with them in the exhibit area located in the Ballroom Foyer on the Lower Level One.

THURSDAY	**10:00 AM – 4:30 PM**
FRIDAY	**8:00 AM – 4:30 PM**

WIRELESS INTERNET ACCESS

Conference attendees who are staying at the Portland Marriott Downtown Waterfront receive complimentary internet access in individual guestrooms for the duration of the conference. Directions on how to access wireless and wired internet service can be found in each guestroom. Complimentary wireless internet access is provided in the conference/meeting area of the hotel for conference attendees and for AMTE usage throughout the conference. Use the following information to access the conference network. **Login: Marriott_Bonvoy_CONFERENCE Password: AMTE26**

HOTEL PARKING

AMTE has a contracted parking rate of $39 for overnight guests and $25 for drive-in day parkers. Please also be aware that parking at the hotel is limited and based on availability. The hotel offers valet parking only and will be available on a

first-come first-served basis. Onsite parking is not guaranteed for overnight hotel guests and is subject to availability. There are several self-parking options within one block of the hotel that are walking distance to the property. A map of those locations will be available in the app.

CONFERENCE PHOTOGRAPHS
Photographs are being taken during the conference by AMTE member volunteers 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 Conference Director, Tonja Britt, at the conference or via email at conferencedirector@amte.net.

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

LOST AND FOUND
Please drop off any unclaimed found items at the AMTE Registration Desk or at the main desk in the hotel lobby.

COMMITTEE MEETINGS
AMTE Committees and Community Circles will meet during the conference according to the schedule provided by committee leaders. These meetings will take place in the Lower Level 2, Exhibit Hall and Laurelhurst, Mount Hood and Mount St. Helens on the 2nd Floor.

AFFILIATE MEETINGS
AMTE Affiliates will meet during breakfast on Friday Morning in Salon E/F located on Lower Level One. This is a great time to meet each other face-to-face and discuss a game plan for the upcoming year.

COLLABORATION SPACE
A space for collaboration and informal meetings among conference attendees will be available on the Main Lobby Level in the Columbia Room. Please take advantage of this area to share your conference experiences and engage in productive discussions with other conference attendees.

CONFERENCE MEALS
Breakfast and lunch will be provided for conference attendees for all conference days, Thursday, Friday, and Saturday. Afternoon snacks will be available Thursday and Friday, and light refreshments will be provided for AMTE-sponsored receptions. All meals have been carefully planned to accommodate dietary restrictions. A detailed menu with dietary information is available for attendees using the MENU LINK provided.

GENDER NEUTRAL RESTROOM - Located on 2nd Floor

ADDITIONAL SPACES FOR ATTENDEES
The following spaces are available for use by conference attendees. These rooms are located on the third floor. Visit the registration table to request key card access to each space.

- **Parents Room: Third Floor**
- **Prayer & Meditation Room: Third Floor**

Social Media

@AMTE.net

@AMTENews

amte_teachingmathteaching

@amtenews

*Use **#AMTE2026** to join public discussion around the conference.*

2026 AMTE Annual Conference Committee

CONFERENCES COMMITTEE

If you have questions, comments, or concerns throughout the conference, please notify one of these members of the Conferences Committee. They will be happy to assist you.

Cynthia Taylor (AVP for Conferences), Millersville University, cynthia.taylor@millersville.edu
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Frances Harper (Board Member-at-Large), University of Tennessee, fharper1@utk.edu
Tonja Britt (AMTE Conference Director), Civica, conferencedirector@amte.net

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Kristin Lesseig (Co-Chair), Washington State University - Vancouver, kristin.lesseig@wsu.edu
Melinda Knapp, Oregon State University-Cascades, melinda.knapp@osucascades.edu
Torrey Kulow, Portland State University, kulow@pdx.edu
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Gianna Shields, San José State University, gianna.shields@sjsu.edu

AMTE Committee Sessions

The work of AMTE is made possible by the efforts of its members through leadership roles, task forces, and committees. Please support the work of our committees by participating in conference sessions led by AMTE Committees. Information about those sessions are listed below and are designated throughout the program.

Collective Action Supporting Teachers and Mathematics Teacher Educators Task Force

Session 1, Thursday, February 5, 9:45 AM – 10:45 AM, Salon A (Hyb), Lower Level 1
Public Goods for the Public Good: Knowledge Translation as Advocacy

Get the Facts Out Task Force

Session 28, Thursday, February 5, 11:00 AM – 12:00 PM, Medford, Lower Level 1
Choose Your Own Adventure: Math Teacher Recruitment with Get the Facts Out

Membership Committee

Session 46, Thursday, February 5, 1:15 – 2:00 PM, Medford, Lower Level 1
AMTE Membership Committee: How Can You Be More Involved in AMTE?

Affiliate Committee

Session 70, Friday, February 6, 8:15 – 9:00 AM, Salon C, Lower Level 1
Articulating and Envisioning Affiliates' Organizational Process and Culture

Collective Action Supporting Teachers and Mathematics Teacher Educators Task Force

Session 83, Friday, February 6, 9:15 AM – 10:00 AM, Salon A (Hyb), Lower Level 1
Resilience in Research: Strategies and Supports

Collective Action Supporting Teachers and Mathematics Teacher Educators Task Force

Session 114, Friday, February 6, 11:15 AM – 12:00 PM, Salon A (Hyb), Lower Level 1
Courageous Conversations and Actions: Supporting Educators in Times of Crisis

Technology Committee

Session 115, Friday, February 6, 11:15 AM – 12:00 PM, Portland (Hyb), Lower Level 1
Judicious Use of Technology

Professional Development Committee

Session 157, Friday, February 6, 2:45 – 3:45 PM, Mount Hood, 2nd Floor
Stronger Together: Making Connections With Other Mathematics Teacher Educators

2026 AMTE Awards

The AMTE Board of Directors has established awards to recognize outstanding work in mathematics teacher education. Look for the call for nominations later this spring. For more information about AMTE awards or to nominate a colleague, visit our website at www.amte.net.

Judith Jacobs Lecture

Hollylynne Lee, North Carolina State University
Friday, February 6, 4:30 - 5:30 PM, Salon E/F, Lower Level 1
Preparing Teachers for Modern Mathematics Curriculum: The Role of Mathematics Teacher Educators in Teaching and Learning about Data

Nadine Bezuk Excellence in Leadership and Service Award

Jeffrey C. Shih, University of Nevada, Las Vegas
Session 19, Thursday, February 5, 11:00 - 12:00 PM, Salon A (Hybrid), Lower Level 1
Reflecting on a Career of Service

Early Career Award

Erica Litke, University of Delaware

2025 Early Career Award Winner Session

Courtney Baker, George Mason University, Session 145, Friday, February 6, 2:45 - 3:45 PM, Salon A (Hybrid), Lower Level 1, *Leveraging Inquiry as Leadership to Navigate Academic Challenges*

The 2026 Award Recipient, Erica Litke, has been asked to present at the 2027 AMTE Conference.

Elementary Mathematics Specialists Scholarships

Elisabeth Johnson, Meridianville, AL
Anne Agostinelli, Chicago, IL
Kimberly Thurston, Livermore, ME

Sponsored by The Math Learning Center

Susan Gay Graduate Student Conference Travel Scholarship

James Asare, *Washington State University*
Lauren Rigby, *University of Texas at Austin*
Katherine Mack, *University of Connecticut*
Sumer Smith, *University of Louisville*

AMTE Dissertation Award

Olanrewaju Oriowo, Rowan Cabarrus Community College
Dissertation Title: *The Black Woman's Toolkit: Stories of Persistence in Undergraduate Mathematics Courses*

Honorary Mention for 2026 Dissertation Award
Sheila Orr, Saginaw Valley State University
Dissertation Title: *Critically Conscious Mathematics Mentoring: A Praxis Study with Mentor Teachers Working for Justice*

2025 Dissertation Award Winner Session
Sandra Zuniga Ruiz, San José State University,
Session 103, Friday, February 6, 10:15 - 11:00 AM, Salon G, Lower Level 1

The 2026 Dissertation Award Winner has been asked to present at the 2027 AMTE Conference.

National Technology Leadership Initiative Award

Calli Shekell, Pennsylvania Western University
Session 34, Thursday, February 5, 11:00 - 2:00 PM, Douglas Fir, Third Floor
Using a Generative Artificial Intelligence Teaching Simulation to Examine Elementary Preservice Teachers' Instructional Skills

MTE Outstanding Reviewer Award

José Martinez Hinestroza, University of Texas at San Antonio

AMTE Conference Registration & Membership Scholarship

Krista Hocker, Lane Education Service District, Eugene, Oregon
Niranjon Chandra Paul, Cambridge International School, Doha, Qatar

Sponsors

Thank you to our sponsors for providing invaluable support for our conference and organization's activities and initiatives. In the program, see the **Gold and Silver Showcase Sessions: 23, 27, 87, and 151.**

The Math Learning Center — Gold Sponsor

The **Math Learning Center (MLC)** is a nonprofit publisher of elementary math curriculum. Our research-based Early Childhood to Grade 5 programs use visual models and engaging tools to turn abstract ideas into tangible understanding and build the critical thinking learners need to become curious, capable problem solvers.

If you're a college- and university-based mathematics teacher educator or one of their students, you can gain access to the full contents of the *Bridges® in Mathematics* Early Childhood–5 curriculum, as well as *Bridges Intervention* and *Concept Quests* via the Bridges University Program. MLC also sponsors the AMTE Elementary Mathematics Specialist Scholarships to enhance your knowledge of mathematics content, pedagogy, and leadership when you enroll in university coursework to become a certified mathematics specialist.

Sponsor Session 87: *Learning to Identify the Learning Goal in Curriculum Materials: Supporting Implementation with Integrity*

Budapest Semesters in Mathematics Education — Gold Sponsor

Summer@BSME (https://bsmeducation.com/) is a six-week summer study abroad program in Budapest, Hungary, designed for undergraduates, recent graduates, and in-service teachers interested in the learning and teaching of secondary mathematics. Participants take a variety of courses in mathematics education and complete a week-long field experience. Come experience Hungarian pedagogy based on guided discovery—which emphasizes problem solving, creativity, and communication—as well as the rich and vibrant culture of Hungary. Participants earn either undergraduate credit or graduate credit.

The Teachers Development Group — Gold Sponsor

Teachers Development Group (TDG) is an Oregon based 501(c)(3) non profit organization dedicated to improving PreK-Grade 12 students' mathematical understandings and achievements through professional learning for teachers and school leaders. Since 1998, we have partnered with PreK-12 schools and districts nationwide to support teachers and leaders to meet the needs of ALL students as they make sense of mathematics, solve problems, and see themselves as capable doers of mathematics. We support teachers and leaders in learning routines and actions to pay particular attention to the needs of students who are not yet full participants in the math classroom.

Sponsor Session 151: *Modifying Professional Learning Tools, Practices, and Decision-making for Equity-Oriented Teacher Learning and PreK-12 Math Instruction*

CPM — Gold Sponsor

CPM Educational Program is a California nonprofit 501(c)(3) empowering mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem solving, reasoning, and communication. CPM University Support provides complimentary curriculum materials to support pre-service teacher candidates, mathematics teacher educators, and mathematics curriculum reviewers and researchers. Please visit booth.cpm.org to learn more about CPM Educational Program and cpm.org/university to request complimentary access to CPM materials.

Sponsor Session 23: Growing a Collaborative Community of MTEs to Transform Secondary Mathematics Instruction

Maier Math Foundation — Silver Sponsor

The **Math Learning Center** created the **Maier Math Foundation** to inspire and enable all individuals to discover and develop their mathematical confidence and ability.The foundation is named in honor of Math Learning Center co-founder, Professor Gene Maier. His novel ideas, love for teaching, and engaging approach to math education inspired countless teachers and students as they embarked upon their lifelong math journeys.

Visual math models and inquiry-based, learner-focused instructional practices form the basis for our collaborations with educators, researchers, and other nonprofit organizations to pursue our common objectives of supporting current and future teacher educators.

Sponsor Session 27: *Building Coalitions to Get the Word Out about Evidence–Based Ambitious and Equitable Mathematics Teaching Practices*

Singapore Math — Sponsor

Singapore Math has been the trusted leader in Singapore math education since introducing the method to the U.S. in 1998. Their high-quality curricula help students build true math mastery by showing how and why math works through clear, proven problem-solving strategies. They support schools nationwide with resources that make strong math learning possible

Agile Mind — Sponsor

Agile Mind mathematics programs empower teachers and inspire students. Our blended learning curriculum programs connect math concepts to concrete experiences students can relate to—inspiring engagement, persistence, and achievement.

We believe students learn best when they are engaged, challenged, and supported. Agile Mind programs go beyond traditional curricula, empowering teachers to create compelling experiences in which every student can access critical concepts, embrace challenging work, persist through difficulty, and succeed. Our rigorous, blended learning approach fosters deep understanding of critical concepts through rich problem-solving activities, real-world connections, captivating animations, teacher-led meaningful classroom discussion, and student collaboration.

GOLD SPONSOR: Math Learning Center

The Math Learning Center

At The Math Learning Center (MLC), we believe everyone can make sense of math. Our innovative and standards-based instructional materials, related professional development, and suite of **complimentary resources** inspire and enable everyone to discover and develop their mathematical confidence and ability.

If you're a college- and university-based mathematics teacher educator or one of their students, you can gain access to the full contents of the Bridges® in Mathematics PK–5 curriculum, as well as Bridges Intervention and Concept Quests via the Bridges University Program

MLC also sponsors the AMTE Elementary Mathematics Specialist Scholarships to enhance your knowledge of mathematics content, pedagogy, and leadership when you enroll in university coursework to become a certified mathematics specialist.

mathlearningcenter.org/university
amte.net/about/ems

Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability.

GOLD SPONSOR: Budapest Semesters in Mathematics Education

GOLD SPONSOR: TEACHERS DEVELOPMENT GROUP

GOLD SPONSOR

TEACHERS DEVELOPMENT GROUP

A nationwide nonprofit partnering for over 25 years with PreK-12 teachers and leaders to transform math learning

Teachers Development Group

- Ensures every student's engagement as a full participant in doing math
- Deepens teachers' math knowledge for responsive teaching
- Offers strategies to refine instruction to build on students' strengths
- Fosters collaborative school communities

Mathematics Professional Learning Services

Customized and responsive to school and district needs

- Math Teaching or Coaching Studios
- Math Content Seminars
- Pedgagogical Seminars
- Leadership Seminars for Administrators & Coaches
- Job-embedded Math Coaching

Math Habits Tool

The foundation of our professional learning

- Centers Math Learning Habits for students
- Includes Instructional Math Teaching Routines and Actions
- Guides Lesson and Unit Planning
- Frames Teaching Observations

Math Habits is available as an iPad App

Contact us for more information.
info@teachersdg.org

GOLD SPONSOR: CPM

CPM Educational Program

Empowering mathematics students and teachers for over 30 years through exemplary curriculum, professional development, and leadership

CPM's University Support Program

- Complimentary access to teacher editions of CPM's secondary mathematics curricula as a resource for teacher preparation coursework, student teaching, curriculum review, and research
- Enroll at **CPM.org/university**

Teacher Edition Features

+ Team Roles and Groupworthy Tasks to support collaboration
+ Study Team Teaching Strategies to support engagement and equitable status
+ Problem-Based Learning to support conceptual understanding
+ Mixed Spaced Practice to support procedural proficiency

Sample Lessons

CPM Sample Lessons provide glimpses into the nature of tasks in CPM texts: **CPM.org/lessons**

Visit CPM.org/university

+ Enroll in the University Support Program.
+ Request print materials for your university's curriculum library.
+ Email CPM's research department.

CPM Educational Program **MORE MATH FOR MORE PEOPLE** CPM

SILVER SPONSOR: MAIER MATH FOUNDATION

Maier Math Foundation

The Math Learning Center created the Maier Math Foundation to inspire and enable all individuals to discover and develop their mathematical confidence and ability.

Visual math models and inquiry-based, learner-focused instructional practices form the basis for our collaborations with educators, researchers, and other nonprofit organizations to pursue our common objectives of supporting current and future teacher educators.

The foundation is named in honor of The Math Learning Center cofounder, Professor Gene Maier. His novel ideas, love for teaching, and engaging approach to math education inspired countless teachers and students as they embarked upon their lifelong math journeys.

maiermathfoundation.org
mathlearningcenter.org

Our mission is to empower individuals to develop their mathematical confidence and ability.

EXHIBITORS

AMTE appreciates the generous support of our exhibitors. Please take an opportunity to thank them for their contributions to AMTE by visiting with them in the exhibit area located in the Ballroom Foyer on the Lower Level One.

Exhibitor Hours:	Thursday	10:00 am – 4:30 pm
	Friday	8:00 am – 4:30 pm

Exhibitor	About The Exhibit
CPM Educational Program	CPM Educational Program is a California nonprofit 501(c)(3) empowering mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem solving, reasoning, and communication. CPM University Support provides complimentary curriculum materials to support pre-service teacher candidates, mathematics teacher educators, and mathematics curriculum reviewers and researchers. Please visit booth.cpm.org to learn more about CPM Educational Program and cpm.org/university to request complimentary access to CPM materials.
Get the Facts Out Task Force	Get the Facts Out (GFO) is an NSF-funded project between four national societies and the Colorado School of Mines, working together to repair the reputation of the teaching profession: the American Physical Society, the American Chemical Society, the American Association of Physics Teachers, and the Association of Mathematics Teacher Educators. GFO is a unique project designed to reach STEM majors and has the potential to significantly address teacher shortages in these high-need STEM disciplines. To change the conversation around STEM teacher recruitment at institutions across the country, GFO produces research-based, user-tested resources and messaging that faculty can use to help improve their teacher recruitment efforts. The resources and messages are designed to celebrate the positives of teaching and to provide students and faculty with facts that address misinformation and common misperceptions about teaching. Supported by the National Science Foundation under Grant No. 2337285. https://amte.net/content/get-facts-out Facebook: GettheFactsOut

Exhibitor	About The Exhibit
Maier Math Foundation and **Math Learning Center**	Visit the Math Learning Center & Maier Math Foundation booth to learn more about our sponsored sessions, free resources, and the Bridges University Program. College- or university-based mathematics teacher educators can also request free access to the Bridges Educator Site (BES). The BES contains the full contents of Bridges in Mathematics, Bridges Intervention, and Concept Quests in PDF format as well as a host of support and professional learning resources. As mission-driven organizations, the Math Learning Center & Maier Math Foundation promote equitable and effective mathematics teaching practices and provide free resources in hopes of contributing to elementary teacher preparation and professional development. Facebook: MLC.math Instagram: MLC.math X: @MLCmath Bluesky: MLCmath LinkedIn: The Math Learning Center
Teachers Development Group (TDG)	Teachers Development Group (TDG) is an Oregon based 501(c)(3) non profit organization dedicated to improving PreK-Grade 12 students' mathematical understandings and achievements through professional learning for teachers and school leaders. Since 1998, we have partnered with PreK-12 schools and districts nationwide to support teachers and leaders to meet the needs of ALL students as they make sense of mathematics, solve problems, and see themselves as capable doers of mathematics. We support teachers and leaders in learning routines and actions to pay particular attention to the needs of students who are not yet full participants in the math classroom. Stop by the TDG Exhibit Booth to chat with Mathematics Professional Learning Specialists to learn more about our work in schools, to try out the Math Habits APP, to hear about the TDG Sponsored Sessions for PreK-12 educators on Saturday, February 7, and to pick up a free gift. Learn more about our services at Teachersdg.org or contact TDGprogram@teachersdg.org for additional information.
Singapore Math	Singapore Math has been the trusted leader in Singapore math education since introducing the method to the U.S. in 1998. Their high-quality curricula help students build true math mastery by showing how and why math works through clear, proven problem-solving strategies. They support schools nationwide with resources that make strong math learning possible. Facebook: SingaporeMath Instagram: singaporemath Pinterest: singaporemathinc

Exhibitor	About The Exhibit
Agile Mind	Agile Mind mathematics programs empower teachers and inspire students. Our blended learning curriculum programs connect math concepts to concrete experiences students can relate to—inspiring engagement, persistence, and achievement. We believe students learn best when they are engaged, challenged, and supported. Agile Mind programs go beyond traditional curricula, empowering teachers to create compelling experiences in which every student can access critical concepts, embrace challenging work, persist through difficulty, and succeed. Our rigorous, blended learning approach fosters deep understanding of critical concepts through rich problem-solving activities, real-world connections, captivating animations, teacher-led meaningful classroom discussion, and student collaboration. www.agilemind.com Facebook: AgileMindInc LinkedIn: agile-mindl
AMTE Membership Committee	The AMTE Membership Committee focuses on member benefits and recruitment. Stop by the exhibit table to learn more about opportunities for professional growth within AMTE! Opportunities include initiatives such as Community Circles and the Early Career BIPOC Faculty Mentoring Program as well as other ways to get involved in AMTE and to take advantage of member resources. Please stop by our table to learn more! https://amte.net/content/amte-community-circles https://amte.net/membership
NCSM – Leadership in Mathematics Education	NCSM - Leadership in Mathematics Education is a mathematics education leadership organization that equips and empowers a diverse education community to engage in leadership that supports, sustains, and inspires high quality mathematics teaching and learning every day for each and every learner. Our bold leadership in the mathematics education community develops vision, ensures support, and guarantees that all students engage in equitable, high- quality mathematical experiences that lead to powerful, flexible uses of mathematical understanding to affect their lives and to improve the world. Stop by our booth for more information about NCSM, our publications and resources to support mathematics leaders. Facebook: mathedleadership X: @MathEdLeaders
AMTE Publications Division	The Publications Division of AMTE has three publications: *Mathematics Teacher Educator* journal (MTE), *Contemporary Issues in Technology and Mathematics Teacher Education* journal (CITE-Math), and *Connections* (AMTE's quarterly publication that provides organizational information and features peer-reviewed articles). The Division also spearheads the Professional Book Series. ***If you have questions or ideas for the editors of MTE, CITE-Math, and *Connections*, they will be at the table on Thursday from 3:00-4:00 and Friday from 3:45-4:15.*** Please stop by our table to chat with editors and learn more! https://amte.net/publications

Exhibitor	About The Exhibit
TODOS – Mathematics for All!	TODOS: Mathematics for ALL is a national professional organization that advocates for equity and excellence in mathematics education for ALL students - in particular, Latina/o students. TODOS advances educators' knowledge, develops and supports education leaders, generates and disseminates knowledge, informs the public, influences educational policies, and informs families about education policies and learning strategies. TODOS continues to advocate for a dual focus on social justice and excellence in mathematics with our upcoming book titled *Antiracist Mathematics Education: Stories of Acknowledgment, Action, and Accountability*. An amazing book of stories written for and by people who care; each story is a chapter of ideas grounded in the recent position statement, *The Mo(ve)ment to Prioritize Antiracist Mathematics*, and its four supporting commentaries. This book is important because racism continues to rear its ugly head in new and disturbing ways. This book is for students, teachers, parents & caregivers, administrators, and community members. Go to www.todos-math.org for updated information. Facebook: todosmath Instagram: todosmath

Thursday, February 5, 2026 7:00 AM - 8:00 AM

BREAKFAST

SALON E/F, LOWER LEVEL 1

We invite you to enjoy a light continental-style breakfast and join conversations to build and nurture our professional community.

[Review the 2026 Attendee Menu Here]

OPENING SESSION

SALON E/F, LOWER LEVEL 1

The Future We Teach For: Strengthening our Collective Voices and Actions in Mathematics Teacher Education





Katey Arrington, *NCSM: Leadership in Mathematics Education and The Charles A. Dana Center, University of Texas at Austin*
Rachael Brown, *Pennsylvania State University Abington*
Jennifer Wolfe, *University of Arizona*
Charles E. Wilkes II, *University of California, Davis*
Enrique Galindo (Moderator), *Indiana University, Bloomington*

As mathematics teacher educators, we can use our collective voices and actions to influence policies and practices. In recent years, a concerning trend has emerged in educational policy that directly impacts mathematics classrooms and teacher education, including:

restricting attention to students who have been historically underserved, limiting efforts to address systemic inequities in mathematics education;

promoting narrow, procedural approaches to mathematics instruction, especially for students identified as needing additional support – thereby denying them access to rich, conceptual learning experiences;

imposing constraints on scholarship and professional autonomy, curbing educators' ability to engage in critical inquiry, innovate in pedagogy, and advocate for equity-focused practices.

As mathematics educators, researchers, and leaders, we must examine these challenges head-on. This interactive keynote invites us to reflect on how policy shapes practice, to reassert the importance of equity and depth in mathematics learning, and to envision a future where all students are empowered through meaningful mathematical experiences. We will explore how to develop some of the skills needed in the current climate as well as how to learn to share with others the importance and value of the work we are doing. As a follow up, three sessions during the conference will focus on continuing the conversations and extending key ideas.

Overview of Thursday Morning, February 5, 2026

	9:45 - 10:45 am	11:00 am - 12:00 pm
Salon A (Hyb)	*1. Public Goods for the Public Good: Knowledge Translation as Advocacy* - CAST-MTE Task Force	*19. Nadine Bezuk Excellence in Leadership and Service Award Session: Reflecting on a Career of Service* - Shih
Portland (Hyb)	*2. Mapping Consequential Cartographies: Using Digital Storymapping to Investigate Spatial Justice in Mathematics Education* - Yeh, Teng, Ou & Rigby	*20. Meeting the Challenge of Engaging with Issues of Social and Racial Justice in Your Work* - Van Zoest & Goffney
Eugene (Hyb)	*3. Developing Mathematics Teacher Educator Professional Praxis through a Book Study* - Raygoza, Orr, Soni, King & Burris	*21. A Tale of Two Nudges: Interpretation and Implementation of Instructional Suggestions* - Otten, Stewart, Candela & de Araujo
Hawthorne/ Belmont	*4. Characterizing Learning in Large Scale Mathematics Education Research Practice Partnerships* - McCulloch, Stephan, Schwartz, Mawhinney, Pugalenthi & Adefope	*22. Investigating Expertise and Perspectives within Professional Learning Communities of Elementary and Middle School Teachers* - Walkowiak & Anderson
Salon B	*5. Tracing Teachers' Recontextualization Trajectories in Adaptive Professional Development* - Ghousseini & Alapala	*23. Growing a Collaborative Community of MTEs to Transform Secondary Mathematics Instruction* - CPM
Salon C	*6. Preparation of Doctorates in Mathematics Education: Updates and Next Steps* - Shih & Galindo	*24. Blueprints for Tomorrow: Systems Thinking and Dreaming Beyond the Math We Know* - Payne & Turner
Salon D	*7. Leveraging Accreditation for Secondary Math Programmatic Improvement: Challenges and Opportunities* - Cirillo, Seiwell & Bieda	*25. Teaching with Artificial Intelligence: A Mathematics Teacher Educator's Journey in Modeling Instruction* - Naresh, Galanti & Yilmaz
Salon G	*8. Exploring the Landscape of Culturally Relevant, Responsive, and Sustaining Pedagogies in Mathematics Teacher Education* - Velasco, Salem & Kang	*26. Report Session: Computational Thinking*
Salon H	*9. Holding onto Mathematics Methods Education in Lean Times* - Anderson & Lai	*27. Building Coalitions to Get the Word Out About Evidence-Based Ambitious and Equitable Mathematics Teaching Practices* - Rigelman & Elliott
Medford	*10. Cultivating Joyful Practices in Elementary Content Courses: Possible but Not Promised* - Wickstrom, Wessman-Enzinger & Goodarzvand Chegini	*28. Choose Your Own Adventure: Math Teacher Recruitment with Get the Facts Out* - Waddell, Jr., Dyess, Amick & Lee
Willamette	*11. Distributions of Agency and Authority in Online Math Classes: Picking Technology Wisely* - Ruef & Jilk	*29. Co-Constructing Innovation: A Community of Practice Approach to Defining Effective Efforts in Mathematics Teacher Education* - Knapp, Swartz, Billings & Smithey
Mount St. Helens	*12. Leveraging Teacher Curiosity for Noticing* - Collins, van Es & Jacobs	*30. Principals, Coaches, and University Teacher Educators as Partners in Organizing Schools for Teacher Learning* - Gibbons & Kazemi
Mount Hood	*13. A Hole in My Syllabus or Target on My Back: Banned Books and Equitable Mathematics* - Wager	*31. Building Community to Center Equity and Justice in Mathematics Teacher Education* - Koestler & Thanheiser
Pearl	*14. Centering the Teacher Learning Experience to Drive Iterative Design and Development of Asynchronous Professional Learning* - Engledowl, De León Alejandro & Wonsavage	*32. Preservice Teachers' Capacity to Elicit, Interpret and Respond to Student Thinking*
Salmon	*15. Making It Work: Adapting Structured Mathematics Curricula in Early Childhood Classrooms* - Altshuler & Ward	*33. Report Session: Cohesive Preparation of Culturally Responsive Mathematics Teachers*
Douglas Fir	*16. Inquiry into Mathematics Teacher Educator Practice Using Universal Design for Learning* - Kastberg	*34. Report Session: Technology-Enhanced Teaching Simulations*
Meadowlark	*17. Report Session: Coaching and Supporting Beginning Teachers*	*35. Report Session: Supporting Diverse Populations of Students, Including Multilingual Students and Students with Disabilities*

	9:45 - 10:45 am	11:00 am - 12:00 pm
Salon A (Hyb)	*1. Public Goods for the Public Good: Knowledge Translation as Advocacy* - CAST-MTE Task Force	*19. Nadine Bezuk Excellence in Leadership and Service Award Session: Reflecting on a Career of Service* - Shih
Sunstone	*18. Report Session: The Development of Mathematics Coaches and Elementary Mathematics Specialists*	*36. Approaching Elementary Preservice Teacher Learning with a Pedagogies of Practice Lens* - Dick, Appelgate & Gupta

Session 1 **Salon A (Hyb), Lower Level 1**
AMTE Collective Action to Serve Teachers & Mathematics Teacher Educators (CAST-MTE) Task Force Session

Public Goods for the Public Good: Knowledge Translation as Advocacy

CAST-MTE Task Force

As political scrutiny intensifies, many educators face restrictions on syllabi content, fear of surveillance, and pressure to self-censor in their teaching and research. This session explores scholarly translation strategies that can help mathematics teacher educators produce *Public Goods* that communicate their work in digestible ways to legislators, administrators, and the public. This knowledge translation work can serve as levers for advocacy and change. We provide hands-on strategies for creating Public Goods based on teaching materials, research projects, professional development, and other scholarly activities in our field.

Session 2 **Portland (Hyb), Lower Level 1**
Teaching and Learning with Technology Symposium

Mapping Consequential Cartographies: Using Digital Storymapping to Investigate Spatial Justice in Mathematics Education

Cathery Yeh, *University of Texas at Austin*
Lawrence Teng, *University of Texas at Austin*
Aristotle Ou, *University of Texas at Austin*
Lauren Rigby, *University of Texas at Austin*

This interactive, multi-faceted session examines the pedagogical, methodological, and community-based applications of digital participatory mapping to illuminate consequential geographies in mathematics education across three contexts: K–12 classrooms, teacher preparation, and professional development. Participants will explore digital StoryMap artifacts and engage in discussions about the pedagogical, community, and policy implications of participatory mapping within their own context as mathematics educators and researchers. The session foregrounds place-based learning and participatory educational design and research as strategies to elevate spatial inquiry as a vehicle to deepen understanding of teacher and student identity, broaden access, and strengthen community agency in mathematics education.

Session 3 **Eugene (Hyb), Lower Level 1**
Development of Mathematics Teacher Educators Discussion Session

Developing Mathematics Teacher Educator Professional Praxis through a Book Study

Mary Candace Raygoza, *Saint Mary's College of California*
Sheila Orr, *University of Tennessee*
Siddhi Soni, *Eastern Connecticut State University*
Barbara King, *Florida International University*
Justin T Burris, *University of Houston*

In this session, we aim to highlight and further germinate principles and practices of collaborative work that centers equity and justice in our praxis as Mathematics Teacher Educators (MTEs). We, six MTEs from across the U.S., co-facilitated a virtual book study professional learning space for MTEs around the book Cultivating Mathematical Hearts (Zavala & Aguirre, 2023); we will detail our journey and reflections as facilitators of this book study and then open dialogue on transferable lessons from it as well as participants' own lived experiences with equity and justice-centered professional learning communities for MTEs.

Session 4 **Hawthorne/Belmont, 2nd Floor**
Collaborations and Partnerships
Individual Session

Characterizing Learning in Large Scale Mathematics Education Research Practice Partnerships

Allison McCulloch, *University of North Carolina at Charlotte*
Michelle Stephan, *University of North Carolina at Charlotte*
Catherine Schwartz, *East Carolina University*
Katherine Mawhinney, *Appalachian State University*
Premkumar Pugalenthi, *University of North Carolina at Charlotte*
Olufunke Adefope, *East Carolina University*

This session explores the role of Research-Practice Partnerships (RPPs) in fostering systemic change through collaborative design. Drawing on Wenger-Trayner & Wenger-Traynor's (2020) value creation framework, we will examine how conceptualizing learning as generating and translating value for a research-based instructional vision mobilizes knowledge within education systems. Participants will engage in discussions using our long-term RPP as a case study and focus on ways this approach can help us understand how new knowledge is generated and translated when diverse stakeholders engage with research and collaboratively design resources for educators and leaders in a state education system.

Session 5 **Salon B, Lower Level 1**
Professional Development and Coaching
Individual Session

Tracing Teachers' Recontextualization Trajectories in Adaptive Professional Development

Hala Ghousseini, *University of Wisconsin*
Burcu Alapala, *University of Missouri*

This presentation shares an adaptive professional development model grounded in classroom-embedded Learning Labs that supports elementary inservice teachers in facilitating mathematical argumentation. We examine how teachers' sensemaking co-evolves across PD and classroom contexts, highlighting two cases that illustrate distinct recontextualization trajectories. These cases show how teachers interpret and adapt ambitious teaching practices in relation to their instructional goals and classroom contexts. The session focuses on the design features of adaptive PD that enable this process and shares findings related to how teacher learning is shaped through iterative cycles of collaboration, experimentation, and reflection anchored in real classroom practice.

Session 6 **Salon C, Lower Level 1**
Development of Mathematics Teacher Educators
Discussion Session

Preparation of Doctorates in Mathematics Education: Updates and Next Steps

Jeff Shih, *University of Nevada, Las Vegas*
Enrique Galindo, *Indiana University, Bloomington*

This session will update the field on what has happened following the 2022 NSF-funded Doctoral Conference in Las Vegas. Discussion time will focus on how to move forward with the revision of the AMTE Principles to Guide the Design and Implementation of Doctoral Programs in Mathematics Education document.

Session 7 **Salon D, Lower Level 1**
Mathematics Education Policy and Program Issues
Discussion Session

Leveraging Accreditation for Secondary Math Programmatic Improvement: Challenges and Opportunities

Michelle Cirillo, *New Jersey Institute of Technology*
Amanda Seiwell, *University of Delaware*
Kristen Bieda, *Michigan State University*

We invite participants to explore how we might reclaim accreditation as a tool for advancing a robust and coherent vision of secondary mathematics teacher preparation. The central question guiding the session is: What opportunities and challenges arise when aligning secondary mathematics teacher preparation programs with NCTM's Standards in the context of CAEP accreditation? After a brief framing presentation highlighting key tensions and opportunities at the intersection of standards and compliance, participants will have opportunities to engage in smaller discussion groups focused on three topics.

Session 8 **Salon G, Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

Exploring the Landscape of Culturally Relevant, Responsive, and Sustaining Pedagogies in Mathematics Teacher Education

Richard Velasco, *University of Florida*
Wesam Salem, *University of Memphis*
Bona Kang, *Ohio Wesleyan University*

This discussion session engages mathematics teacher educators in exploring findings from a systematic literature review (2014–2023) on culturally relevant, responsive, and sustaining pedagogies (CRRSP) in mathematics teacher education. The session highlights trends, tensions, and research gaps, with emphasis on implications for practice, research, and policy. Participants will engage in collaborative discussion to envision strategies for bridging the theory-practice gap, supporting teacher enactment, and fostering equity-oriented instruction. Grounded in AMTE Standards C.4.3 and P.3.3 and aligned with long-term goals around social justice and teacher preparation, this session invites a reimagining of what it means to sustain students' cultural and mathematical strengths.

Session 9 **Salon H, Lower Level 1**
Mathematics Education Policy and Program Issues
Discussion Session

Holding onto Mathematics Methods Education in Lean Times

Frances Anderson, *University of Nebraska at Omaha*
Yvonne Lai, *University of Nebraska - Lincoln*

This discussion session is aimed at beginning a conversation with mathematics teacher educators. Mathematics methods courses often include practice-based teaching methods that engage PSMTs by simulating teaching of Pk-12 mathematics. Although specific content varies, guidance for mathematics and teaching practices generally applies across Pk-12. In this session, we suggest unifying elementary and secondary mathematics methods courses to "hold on" to mathematics methods in lean times. We discuss reciprocal exposure to each other's grade levels as means to actively engage with mathematics across more levels, potentially increasing pedagogical and curricular content knowledge.

Session 10 **Medford, Lower Level 1**
Mathematics Pedagogy
Individual Session

Cultivating Joyful Practices in Elementary Content Courses: Possible but Not Promised

Megan Wickstrom, *Montana State University*
Nicole M Wessman-Enzinger, *George Fox University*
Tannaz Goodarzvand Chegini, *Montana State University*

In this presentation we focus on developing preservice elementary teachers' productive dispositions toward mathematics through joy, a feeling of delight arising from a sense of well being or satisfaction. We will share preservice teachers' perceptions of joy in mathematics to better understand where joy exists in our classroom practices and why that matters. We will share tasks with mathematics teacher educators that allow future teachers to reflect on the intersection of joy and struggle in mathematics. Participants will leave our session with an expanded view of how to support future teachers as learners of mathematics through joyful mathematical practices.

Session 11 **Willamette, Main Lobby Level**
Teaching and Learning with Technology
Discussion Session

Distributions of Agency and Authority in Online Math Classes: Picking Technology Wisely

Jennifer Lynn Ruef, *University of Oregon*
Lisa M Jilk, *University of Oregon*

Technology choices affect equitable math education. This study of online mathematics instruction for preservice teachers examines how distributing small document cameras to students during COVID-19 distance-based instruction improved opportunities to share thinking, collaborate, and co-construct more inclusive learning communities. The study compares two terms of instruction of Zoom-based instruction: (1) the instructor used a document camera to "scribe" students' verbal descriptions of mathematical thinking and (2) all students and instructors had cameras and could share visual images and reports the students' experiences comparing the pedagogical modalities. The cameras played a key role in effectively distributing agency and authority to students.

Session 12 **Mount St. Helens, 2nd Floor**
Professional Development and Coaching
Individual Session

Leveraging Teacher Curiosity for Noticing

Katherine Collins, *University of North Carolina at Greensboro*
Elizabeth van Es, *University of California, Santa Barbara*
Victoria Jacobs, *University of North Carolina at Greensboro*

We will showcase the promising lens of curiosity to support teacher noticing by sharing findings from two projects. One project focused on teacher noticing of students' thinking in written strategies for fraction story problems in grades 3–5, and the other on teachers' narrating their classroom noticing practices with video of grades 6–9 mathematics classrooms. Participants will learn about guiding principles for selection and use of artifacts to leverage teacher curiosity, and they will "try on" a curiosity lens with artifacts and cases from the research. Data come from practicing teachers, but the ideas also apply to prospective teachers.

Session 13 **Mount Hood, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

A Hole in My Syllabus or Target on My Back: Banned Books and Equitable Mathematics

Anita A Wager, *Vanderbilt University*

In this session we will not only engage in joyful practice of exploring banned books and possible mathematics lessons to go with them, but discuss the dilemmas critical mathematics scholars face as we decide what we need to change (or not) about how and what we teach. As we explore possibilities for integrating math, literature, and social justice for educators and students to be empowered in critical conversations we will engage in our own critical conversations about ethical responsibilities.

Session 14 **Pearl, 2nd Floor**
Professional Development and Coaching
Symposium

Centering the Teacher Learning Experience to Drive Iterative Design and Development of Asynchronous Professional Learning

Christopher Engledowl, *Lastinger Center for Learning, University of Florida*
José David De León Alejandro, *Lastinger Center for Learning, University of Florida*
F. Paul Wonsavage, *Lastinger Center for Learning, University of Florida*

In this session, participants will hear about how iterative design and development of an asynchronous, online professional learning program for K-12 mathematics educators was supported by behavioral, cognitive and affective data sources that centered the teacher learning experience. Participants will have an opportunity to investigate some of the data used to make iterative changes, develop plausible inferences that support actionable insights, compare those with decisions made by the presenting authors, and reflect on and share ideas about how a similar approach could be effective in their local contexts.

Session 15 **Salmon, 3rd Floor**
Mathematics Pedagogy
Discussion Session

Making It Work: Adapting Structured Mathematics Curricula in Early Childhood Classrooms

Mari Altshuler, *University of Illinois, Urbana-Champaign*
Jennifer Ward, *Kennesaw State University*

Skilled teachers think on their feet, often changing plans before and during instruction to meet students' needs. Yet, in many schools, teachers use highly structured and prescriptive math curricula that leave limited room for flexibility. These curricula run the risk of stifling teachers' responsiveness. This may be especially true in early childhood classrooms, where teachers navigate balancing developmentally appropriate practices with schools' academic and behavioral expectations. In this session, we will discuss how early childhood teachers adapt math curricula and how math teacher educators can best support preservice and inservice teachers to use their agency to support students' mathematical learning.

Session 16 **Douglas Fir, 3rd Floor**
Development of Mathematics Teacher Educators
Discussion Session

Inquiry into Mathematics Teacher Educator Practice Using Universal Design for Learning

Signe Kastberg, *Purdue University*

Attendees will engage in reflective discussion of uses of Universal Design for Learning (UDL) as a lens for analyzing mathematics teacher educators' (MTEs) instructional activities and practices in the context of teacher education programs and mathematics methods. Three uses of UDL will be introduced and discussed: checklisting, revising, and transforming. These uses of UDL support MTEs in reimagining instructional activities and practices to support preservice teachers as curriculum developers and decision makers. The discussion will focus on sample MTE activities and practices through the lens of UDL principles and uses.

Session 17 **Meadowlark, 3rd Floor**
Report Session

Coaching and Supporting Beginning Teachers

Concept Map for Developing Visions of High Quality Mathematics Instruction with Beginning Teachers

Amber Brown*, University of South Florida*

Audience will learn about recent research and implications from a qualitative longitudinal collective case study on the evolution of beginning teachers' instructional visions to teach elementary mathematics. I will present a map of complex interrelated concepts in instructional vision to teach mathematics and how understanding this concept map could be utilized in professional development with beginning teachers, teacher preparation programs, and with other educational stakeholders. Learning how these concepts are related and can further prepare teachers to develop their own high-quality instructional visions for teaching mathematics. This session is intended for anyone who works with teacher candidates and beginning teachers.

Engaging Middle School Mathematics Teachers in Improvement Science in Tandem with Coaching Support

Elizabeth Harkey*, Auburn University*

This report shares details from a study that examined two middle school mathematics teachers' experiences working with their school's instructional coach over multiple weeks to utilize improvement science methods including Plan-Do-Study-Act cycles with a goal of enhancing their instructional practice. Findings will share how the teachers made changes to their instruction to better align with research-informed instructional practices and moved forward in developing an inquiry stance toward their professional learning. This report's findings are particularly relevant to coaches and individuals interested in the professional learning of teachers.

Exploring the Influence of Elementary Teachers' Participation in Holistic Individualized Coaching

Dionne Cross Francis*, University of North Carolina*
Boran Yu*, University of North Carolina at Chapel Hill*
Pavneet Kaur Bharaj*, California State University, Long Beach*
Anna Gustaveson*, University of North Carolina at Chapel Hill*
Kathryn Habib*, University of North Carolina at Chapel Hill*

The Coaching Model is grounded in the idea that beliefs, efficacy, identity, emotions, and knowledge are interconnected and significantly influence teachers' instructional practices and well-being, thus information about these attributes can be leveraged to enhance coaching. In this case study, we examine the effect of elementary teachers' participation in Holistic Personalized Coaching [HPC] designed to attend to their psychological and affective attributes alongside knowledge and skills, on their instructional practices. Results show that participation in coaching improved an elementary teacher's (Leanna's) instruction across all dimensions of the Mathematical Quality of Instruction instrument, strengthened her math-related identity and efficacy.

Session 18 **Sunstone, 3rd Floor**
Report Session

The Development of Mathematics Coaches and Elementary Mathematics Specialists

A Synthesis of the Instrumentation Used in Mathematics Specialist Research

Stefanie D Livers*, Bowling Green State University*
Kristin E. Harbour*, University of South Carolina*
Margret Hjalmarson*, National Science Foundation*
Courtney Baker*, George Mason University*

This report will synthesize the instrumentation used in mathematics specialist research. We will highlight the common instrumentation used and engage in discussion around methodological decisions and the need for the development of rigorous, quantitative measures.

Exploring Longitudinal Shifts in Novice Elementary Mathematics Specialists' Mathematical Knowledge for Teaching

Debra Fuentes*, Brigham Young University*
Susan Auslander*, University of Alabama*

Research findings across 3 years illuminate shifts in novice Elementary Mathematics Specialists' mathematical knowledge for teaching and how these changes relate to mathematics beliefs and instructional practices. Participants were 26 elementary teachers completing a program focused on their growth as ambitious and equitable mathematics teachers and teacher leaders. Analyses show significant positive changes in mathematical knowledge across the 3 years of the program, with most of the increases occurring in the first 2 years. Examination of these data in conjunction with beliefs and practice measures and interview data illuminates the complexity of contributing and constraining factors of mathematical knowledge growth.

Think, Wonder: Enhancing Coaching Practice Through Video Based Collaborative Learning

Kenley Bailey Ritter*, University of Idaho*
Cynthia Carson*, University of Rochester*

This study explores the use of video coaching clubs as a professional learning model for mathematics coaches. Through structured use of the "See, Think, Wonder" thinking routine, coaches analyzed video clips of real coaching conversations to develop their noticing skills, facilitate content-focused dialogue, and build a collaborative learning community. Findings offer insights into how thinking routines contribute to reflective discussions of coaching practice. This work addresses a critical gap in research on coach preparation and aligns with AMTE's mission by advancing research-based strategies for supporting mathematics teacher educators in their evolving roles.

Session 19 **Salon A (Hyb), Lower Level 1**
AMTE Nadine Bezuk Excellence in Leadership and Service Award Winner

Reflecting on a Career of Service

Jeff Shih, *University of Nevada, Las Vegas*

In this session, I will share stories and ponderings from my (ongoing!) career through the use of every appropriate meme I have ever shown.

Session 20 **Portland (Hyb), Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

Meeting the Challenge of Engaging with Issues of Social and Racial Justice in Your Work

Laura R Van Zoest, *Western Michigan University*
Imani Masters Goffney, *University of Maryland, College Park*

Learn about Critique—Reimagine—Redesign—Repeat, a process for engaging with issues of social and racial justice by decentering whiteness that emerged from our work investigating how existing research projects that were not designed to address equity concerns can be modified in authentic ways to address concerns for equity and justice retroactively. See how this process applies broadly to the work of mathematics teacher educators. Engage in thinking about what aspects of your work could benefit from Critique—Reimagine—Redesign—Repeat, and how to get started.

Session 21 **Eugene (Hyb), Lower Level 1**
Professional Development and Coaching
Individual Session

A Tale of Two Nudges: Interpretation and Implementation of Instructional Suggestions

Samuel Otten, *University of Missouri*
Maria Nielsen Stewart, *University of Missouri*
Amber G Candela, *University of Missouri - St. Louis*
Zandra de Araujo, *University of Florida*

This session involves instructional nudges—concise, practical suggestions designed to enhance teachers' current practices. Drawing on a multi-year, multi-state study with secondary mathematics teachers, we share how teachers interpreted and implemented two specific nudges, Reversal and One Paper. The implementations involve commonalities, even based on small nudges with no PD training or support, but there were also important differences that will be discussed. Attendees will examine how design features of the nudges influenced teacher sense-making and discuss implications for how we might support meaningful, sustainable instructional change in mathematics education.

Session 22 **Hawthorne/Belmont, 2nd Floor**
Professional Development and Coaching
Individual Session

Investigating Expertise and Perspectives within Professional Learning Communities of Elementary and Middle School Teachers

Temple A. Walkowiak, *North Carolina State University*
Robin Anderson, *North Carolina State University*

This session examines elementary and middle school teachers' expertise and perspectives in mathematics-focused, grade-level Professional Learning Communities (PLCs). At this session, participants will have the opportunity to: learn about our research project and its goals; analyze and discuss specific episodes from PLC meetings when teacher expertise was amplified; identify school, district, or state-level factors that appear to support or constrain the work of PLCs; and discuss implications for mathematics teacher educators and school/district leaders when working with practicing and prospective teachers to support their collaboration with each other in PLCs.

Session 23 **Salon B, Lower Level 1**
Gold Sponsor Session

CPM Educational Program - Growing a Collaborative Community of MTEs to Transform Secondary Mathematics Instruction

This session highlights examples of cross-institutional inquiry and collaborative structures that position Mathematics Teacher Educators (MTEs) as leaders in advancing problem-based, student-centered, and inclusive secondary mathematics instruction. Participants will explore opportunities for partnership with CPM and explore how a national network of MTEs can amplify individual efforts and drive field-wide change. CPM will share its vision for supporting a national network of 6–12 focused MTE's with collaboration, research grants, and free long-term access to instructional materials for use in teacher education coursework and fieldwork. Attendees will learn how the emerging network strengthens and builds coherence across teacher preparation programs.

Session 24 **Salon C, Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

Blueprints for Tomorrow: Systems Thinking and Dreaming Beyond the Math We Know

Rolonda L. Payne, *University of Maryland, College Park*
Blake Turner, *Marquette University*

This interactive session engages participants in reimagining mathematics education systems through the DREAMERS framework of reflecting, identifying, and dreaming. Using systems thinking and project data from mathematics educators, participants will analyze inequities, explore historical and structural influences, and identify strategies for meaningful change in mathematics education. Breakout groups will focus on examining systems of power and bridging theory to practice for transformation. The session concludes with a collaborative "Dreamathon," where participants move from critique to creativity, designing liberatory alternatives that center justice, equity, and collective action in mathematics education.

Session 25 **Salon D, Lower Level 1**
Development of Mathematics Teacher Educators
Discussion Session

Teaching with Artificial Intelligence: A Mathematics Teacher Educator's Journey in Modeling Instruction

Nirmala Naresh, *University of North Texas*
Terrie Galanti, *University of North Florida*
Zuhal Yilmaz, *North Carolina State University*

This session describes the use of design based research (DBR) to study how one mathematics teacher educator (MTE) integrated generative Artificial Intelligence in a mathematics modeling course for prospective secondary mathematics teachers (PMTs). Drawing on findings from four semesters of DBR, we examine how MTE instructional decisions evolved to support deeper mathematical thinking and support learner agency. We introduce a Learner-AI Engagement Protocol used both as an analytical lens and a pedagogical tool. This session is intended for mathematics content and methods course instructors seeking to integrate AI in ways that foster meaningful, critical engagement.

Session 26 **Salon G, Lower Level 1**
Report Session

Computational Thinking

Integrating AI and Modeling to Support Graduate Teaching Assistants' Computational Thinking in Professional Development

Rashmi Singh*, Appalachian State University*
Özge Gün*, Bartın University*

Graduate Teaching Assistants (GTAs) are central to undergraduate mathematics education instruction. Despite the growing importance of computational thinking (CT) in mathematics and STEM education, few professional development (PD) programs integrate CT, particularly for GTAs. We explore how engaging GTAs in real-world mathematical modeling activities, supported by artificial intelligence (AI) tools through prompt engineering and iterative refinement, may influence their CT self-efficacy, CT content knowledge, and instructional practices. This session shows how integrating AI and mathematical modeling tasks enhances engagement and computational thinking in entry-level mathematics courses. Teaching artifacts and reflection data will be shared to illustrate potential shifts in pedagogical approaches.

Computational Thinking in Mathematics Education: Future Opportunities and Challenges

David C. Webb*, University of Colorado, Boulder*
Marilyn Hartzell*, University of Colorado, Boulder*

According to Wing (2011), computational thinking (CT) involves cognitive processes that structure problems so that solution strategies can be executed by information processing agents. Integration of CT and mathematics (CT+Math) focuses on mathematical practices and strategic thinking that utilize technology to support pattern recognition, abstraction, algorithmic reasoning, and problem solving. Internationally, a number of countries have already integrated CT into their mathematics curriculum policy. What are potential future directions for CT+Math in the United States? In this report, we highlight current global shifts in CT+Math education and examine necessary changes in preservice courses and professional development for educators to support CT+Math.

Exploring Elementary Preservice Teachers' Knowledge and Perceptions through Math Focused Computational Thinking Problem Solving Tasks

Vecihi Serbay Zambak*, Monmouth University*
Michelle Schpakow*, Monmouth University*

We report on a study conducted with elementary preservice teachers (PSTs) who completed three computational thinking (CT) tasks in a mathematics methods course. These tasks were designed using microworlds, interactive environments with block based coding tools, focused on early elementary arithmetic concepts, such as place value, operations, and number lines. We share findings on how PSTs engaged with the CT tasks that influenced their development of mathematical knowledge for teaching, their CT knowledge, and their CT perceptions. Attendees will gain insights into practical ways to integrate CT into mathematics methods courses, supporting PSTs in developing knowledge and CT skills.

Session 27 **Salon H, Lower Level 1**
AMTE Sponsored Sessions (*Gold Sponsor)*

The Maier Math Foundation

Building Coalitions to Get the Word Out About Evidence-Based Ambitious and Equitable Mathematics Teaching Practices

Nicole René Rigelman, *Portland State University*
Rebekah Elliott, *Oregon State University*

How can we communicate effectively and convincingly about high-quality mathematics teaching and learning? In this session, we'll explore how to craft evidence-based, plain-language messages that support educators, families, and the broader public. Join us for a collaborative discussion on strategies for communication, advocacy, and coalition-building in mathematics education. We'll also share ways to stay engaged with ongoing efforts and connect with a growing network focused on impactful dissemination.

Session 28 **Medford, Lower Level 1**
AMTE Committee Sessions

Choose Your Own Adventure: Math Teacher Recruitment with Get the Facts Out

Glenn Waddell, Jr., *University of Nevada, Reno; NevadaTeach*
Sarah Roller Dyess, *University of Alabama in Huntsville*
Lisa Amick, *University of Kentucky*
Jean S. Lee, *University of California, San Diego*

Join the AMTE Get the Facts Out (GFO) Task Force for a "choose your own adventure" session where you'll learn about recruitment strategies, adapt GFO materials to your context, and collaborate with others to combat myths and elevate the profession. The GFO resources support the professionalization of and recruitment to the STEM teaching field, as the materials address common misperceptions using data about salary, benefits, diversity, and career satisfaction. Participants will choose their own adventure during the session, deciding which station(s) will be most beneficial to their recruitment needs.

Session 29 **Willamette, Main Lobby Level**
Development of Mathematics Teacher Educators
Individual Session

Co-Constructing Innovation: A Community of Practice Approach to Defining Effective Efforts in Mathematics Teacher Education

Melinda Knapp, *Oregon State University*
Barbara Ann Swartz, *West Chester University of Pennsylvania*
Esther Billings, *Grand Valley State University*
Montana Smithey, *Georgia Southern University*

In this session, we share findings from our ongoing Community of Practice (CoP) that supports Mathematics Teacher Educators' (MTEs) professional learning as they implement an innovative model of Practice Based Teacher Education (PBTE). Working collaboratively, we refine our instructional approaches and co-develop a responsive, practice-centered model of teacher education. We explore how the CoP has supported MTEs' decision-making around core teaching practices, responsiveness to teacher candidate (TC) thinking, and the development of TCs as professionals. The CoP fosters shared language, mutual accountability, and sustained engagement—key elements in our collective effort to improve and innovate mathematics teacher preparation.

Session 30 **Mount St. Helens, 2nd Floor**
Collaborations and Partnerships
Individual Session

Principals, Coaches, and University Teacher Educators as Partners in Organizing Schools for Teacher Learning

Lynsey Gibbons, *University of Delaware*
Elham Kazemi, *University of Washington*

Schools don't work well enough for teachers and students. There's little time or structures for adult collaboration and learning that make a difference for teachers or students. Schools can be reorganized to address historically inequitable practices and outcomes and nurture teacher and student learning. In this session, we discuss an approach to mathematics coaching and principal leadership that allows elementary teachers to collaborate in trusting and intentional ways to create classroom learning communities where children thrive. Participants will discuss these ideas through vignettes and case illustrations.

Session 31 **Mount Hood, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

Building Community to Center Equity and Justice in Mathematics Teacher Education

Courtney Koestler, *Ohio University*
Eva Thanheiser, *Portland State University*

This session supports mathematics teacher educators in building community to center equity and justice amid the current hostile sociopolitical climate for teachers and teacher educators. Drawing from AMTE Volume VI, we will come together to offer field-based examples, a six-part framework, and interactive discussions to develop shared understandings and practical strategies. Grounded in research and aligned with AMTE's mission, this session promotes collective action, relational learning, and systemic change through intentional community-building practices that sustain critical conversations and transformative efforts in mathematics teacher education.

Session 32 **Pearl, 2nd Floor**
Report Session

Preservice Teachers' Capacity to Elicit, Interpret and Respond to Student Thinking

How Tutors Learn Through Teaching Math: Comparing the Impact of Three Tutoring Models

Riku Sayuj*, University of Pennsylvania*
Caroline B Ebby*, University of Pennsylvania*
Janine Remillard*, University of Pennsylvania*

This report shares early findings from a study comparing three elementary math tutoring programs to understand how tutoring supports future teachers' development. Preliminary results suggest that structured tutoring with materials, and reflective supports enables deeper growth across three areas: noticing student mathematical thinking, reconceptualizing number concepts, and instructional decision-making. Tutors in less supported environments show more limited change. All tutors worked with foundational math concepts in one-on-one settings. The session will highlight developmental differences across programs and discuss implications for early field experiences. This session is intended for mathematics methods instructors, teacher educators, and program designers focused on early field experiences.

Noticing Beyond Correctness: Baseline Insights into Preservice Teachers' Interpretations of Student Thinking

Elizabeth Cunningham*, University of Michigan - Flint*
Caroline B Ebby*, University of Pennsylvania*
Jeramy Donovan*, University of Michigan - Flint*

This session presents emerging findings from a study examining preservice teachers' capacity to elicit, interpret, and respond to student thinking in additive reasoning. As part of a larger research project focused on the use of learning progressions in teacher preparation, we analyze data from two innovative instruments—the Work Sort and the Teacher Assessment of Student Knowledge (TASK). Preliminary results suggest that preservice teachers notice important features of students' additive thinking that go beyond correctness when they sort student work. We will share illustrative cases, patterns across instruments, and implications for teacher preparation programs.

Studying a Tool for Generating Formative Feedback from Simulated Mathematics Teaching Practice

Daniel Heck*, Horizon Research, Inc.*
Tim Boerst*, University of Michigan*

Our study investigated tools for engaging elementary preservice teachers (PSTs) in the mathematics pedagogy practice of eliciting and interpreting student thinking on number and operations tasks. This tool for teacher educators (TEs) provides an online platform for documenting a PST's performance, which then generates formative feedback TEs can use to support PSTs in improving their mathematics pedagogy practice. The study compared the system generated feedback for a range of PST performances to experienced TEs' independent judgments and suggested feedback for the same performances. The system's feedback included nearly all of what expert TEs identified plus areas TEs did not attend to.

Session 33 **Salmon, 3rd Floor**
Report Session

Cohesive Preparation of Culturally Responsive Mathematics Teachers

Transformative Pathways: Situated Learning and Critical Reflection in the Development of Mathematics Teacher Educators

Arpana Manjunath*, University of Houston*
Mandana Delavari*, University of Houston*
Patrick F Obot*, University of Houston*
Jennifer Chauvot*, University of Houston*

This study explores how facilitating rehearsals in practice-based mathematics methods courses can serve as a transformative professional learning site for novice mathematics teacher educators (NMTEs). Drawing from situated learning theory and Brookfield's four lenses of critical reflection – self, students, colleagues, and theory, the presentation highlights how structured rehearsals support NMTEs in interrogating assumptions, challenging deficit thinking, and cultivating equitable teaching practices. Insights from two semesters of collaborative rehearsal facilitation will be shared. This session will be valuable for methods course instructors, doctoral students, and faculty mentoring NMTEs who are designing practice-based learning experiences in mathematics teacher preparation courses.

Practice in Place: Preparing Justice-Oriented Teachers Through School-Embedded Learning

Rajeev Virmani*, Sonoma State University*

This report introduces the Collaborative Learning Event (CLE) model, a school-embedded, equity-focused approach to practice-based teacher preparation. CLEs are structured clinical experiences situated in the places where teacher candidates will work, centering the sociocultural and linguistic realities of local communities. Developed through strong school-university partnerships, CLEs engage candidates in cycles of rehearsal, enactment, and reflection around high-leverage teaching practices. This session will highlight how the CLE model prepares justice-oriented teachers by bridging theory and practice, supporting multilingual learners, and fostering collaborative professional learning. The session is intended for educators designing context-responsive clinical experiences in mathematics teacher preparation.

Teacher Educators' Characterizations of Program (In)coherence Around Cultural Responsiveness: Implications for Preparing Equitable Mathematics Teachers

Phi Nguyen*, University of Illinois, Chicago*

This report shares the results of a case study investigating how secondary teacher educators in one university characterize program (in)coherence around culturally responsive instruction. Analyzing interviews, we found that teacher educators reported that preservice teachers generally had repeated experiences with a set of unifying ideas around cultural responsiveness (conceptual coherence), but program components (e.g., methods courses, general education courses, student teaching) were not always organized to support progressively robust understanding of those ideas (structural incoherence). Our findings have implications for how mathematics teacher educators might collaborate with partners across different university departments and local schools to prepare equitable mathematics teachers.

Session 34 **Douglas Fir, 3rd Floor**
Report Session

Technology-Enhanced Teaching Simulations

Classroom Environment: What Secondary Mathematics Teacher Candidates Notice and How They Notice with Others

Casedy Ann Thomas*, Virginia Tech*

In this study, we examine how approximations of practice like mixed-reality simulations to build classroom environment can be implemented within mathematics methods coursework and accompanied by other instructional strategies to best support teacher candidates' noticing and development of ambitious instruction.

AMTE National Technology Leadership Initiative Award Session: Using a Generative Artificial Intelligence Teaching Simulation to Examine Elementary Preservice Teachers' Instructional Skills

Calli Shekell*, Pennsylvania Western University*

This presentation shares results from a pilot study designed to provide early proof of concept for generative artificial intelligence (GenAI) digital teaching simulations. This study examines the proficiency of elementary preservice teachers in eliciting student thinking about strategies for adding within a GenAI teaching simulation and their perceptions about the usefulness of GenAI teaching simulations. Findings highlight how elementary preservice teachers elicited a GenAI student's mathematical sensemaking and followed up to probe more deeply about the student's conceptual understanding in this topic area. The GenAI simulation prompt and example transcripts will be made available for future use and adaptation.

Integrating ChatGPT into Methods Courses to Support Teacher Questioning Practices

Yuling Zhuang*, Texas A&M University*

This presentation highlights innovative approaches to integrating ChatGPT into a secondary mathematics methods course, aimed at enhancing preservice teachers' questioning strategies. We designed two specific learning activities: (1) using ChatGPT 4.0 to generate effective teacher questions, and (2) employing a custom GPT model to produce simulated middle-school student responses for authentic teaching practice. Findings demonstrate increased self-efficacy among preservice teachers and positive perceptions of utilizing AI tools within teacher preparation programs. Attendees will gain practical insights and adaptable resources to integrate GenAI into mathematics methods courses. The intended audience includes content/methods instructors, teacher educators, and instructional coaches.

Session 35 **Meadowlark, 3rd Floor**
Report Session

Supporting Diverse Populations of Students, Including Multilingual Students and Students with Disabilities

Coaching Secondary Mathematics Teachers for Teaching Multilingual Students: Initial Insights

Sunghwan Byun*, North Carolina State University*

In this session, we report on preliminary findings from a single case study focusing on one teacher's evolution of sense-making on teaching multilingual students in her 7th-grade mathematics classroom over a coaching sequence. Findings show that video-based coaching supported the teacher in identifying more nuanced ways to support her multilingual students, focusing on their mathematical thinking and communication. However, the teacher's deficit-based views became layered over the coaching sequence, and this suggests further study on effectively navigating deficit-based views during the coaching process.

"It Sometimes Feels Impossible": Teacher Candidates' Sensemaking of Problem Based Mathematics for Students with Disabilities

Rosa Chavez*, California State University, Fresno*
Faith Kwon*, Stanford University*

In this session, we report on findings from a study of elementary teacher candidates' sensemaking of ongoing debates around approaches for teaching mathematics to students with disabilities. Our study analyzed how 15 teacher candidates in Mild/Moderate Support Needs or Extensive Support Needs classrooms planned and implemented a problem-based lesson. Findings suggest that even though teacher candidates contend with tensions between inquiry-based approaches in mathematics methods courses and "explicit, systematic instruction" in classroom placements influenced sense-making, their own implementation of a problem-based task supported productive shifts in understanding for engaging students with disabilities in mathematical exploration through inquiry-based approaches.

Toward Equitable Inquiry-Oriented Instruction through Universal Design for Learning

Kristen Vroom*, Michigan State University*
Tenchita Alzaga Elizondo*, University of Texas Rio Grande Valley*

This presentation highlights Universal Design for Learning (UDL) as a promising framework for designing and implementing inquiry-oriented (IO) instruction with equity in mind. We will share how one postsecondary instructor used UDL principles and student feedback to design and revise her IO course. Our goal is to present UDL as a generative framework for instructors and teacher educators committed to fostering more equitable IO learning environments.

Session 36 **Sunstone, 3rd Floor**
Mathematics Pedagogy
Discussion Session

Approaching Elementary Preservice Teacher Learning with a Pedagogies of Practice Lens

Lara Dick, *Bucknell University*
Mollie Appelgate, *Iowa State University*
Dittika Gupta, *Midwestern State University*

Come learn about taking a pedagogies of practice approach with elementary preservice teachers (PSETs) and share your own experiences. This session provides time for discussion focused on the integration of the three pedagogies of practice (representations, decompositions and approximations of practice) into elementary content and methods courses. Participants will break into small groups for experience and resource sharing and will then reconvene as a whole group for sharing and brainstorming ways to develop a repository of resources that integrate pedagogies of practice into PSET coursework.

THURSDAY, FEBRUARY 5, 2026 12:00 PM - 1:10 PM

30TH ANNIVERSARY LUNCH SALON E/F, LOWER LEVEL 1

We invite you to enjoy lunch and celebrate the thirtieth anniversary of AMTE with your colleagues.

AMTE provides a buffet lunch for registered conference attendees.

[Review the 2026 Attendee Menu Here]

Overview of Thursday Afternoon, February 5, 2026

	1:15 PM – 2:00 PM	2:15 PM – 3:00 PM
Salon A (Hyb)	*37. The Mathematical Education of Teachers III and the Statistical Education of Teachers II: Preparing Teachers for the Next Decade* - Strutchens, Patterson, Martin, Rigelman & Peters (Symposium 1:15-2:30)	
Portland (Hyb)	*38. Using Simulated Rehearsals in an Asynchronous Coach Preparation Program* - Dula, Yilmaz, Schnegg, Sztajn, Shaver & Eleazer	*53. Creating Successful Mathematics Teacher Leadership Networks: Two Cases of Empowering Teacher Agency and Voice* - Campbell, Bolyard & Pinkney
Eugene (Hyb)	*39. Testing Generative AI* - Wolfe, Sawyer, Aga & Sutherland	*54. Report Session: Beliefs and Evaluations of the Use of AI Tools in Mathematics Teaching*
Hawthorne/ Belmont	*40. The Good, the Bad, and the Institutional: Thinking "Productive Disposition" Through a Politics of Emotion* - Cannon	*55. Content Courses as Contexts for Curricular Exploration: Benefits and Challenges* - Cox & Lo
Salon B	*41. Meeting the Moment: Are We Preparing Teachers to Meet Current and Future Challenges?* - Edson, Gillespie, Nicoll-Turner & Slanger-Grant (Symposium 1:15-2:30)	
Salon C	*42. Learning from Experts and Building Curricular Expertise: Analyzing our Elementary Mathematics Methods Courses for Equity* - Smith & Wilson (Extended Session 1:15-3:00)	
Salon D	*43. Preservice Teachers' Learning of Similar 3D Figures Using 3D Printing Technology* - Wang	*56. Learning and Assessment Tasks for Online Elementary Mathematics Specialist Programs* - Hudson & Creager
Salon G	*44. Using a Mapping Space to Identify, Unpack, and Rewrite Narratives: A Researcher–Teacher Partnership* - Myers, Gutierrez & Kokka (Extended Session 1:15-3:00)	
Salon H	*45. Using Mathematical Authority Diagrams to Foster Prospective Mathematics Teachers' Reflections* - Hamilton & Drimalla	*57. Connecting Research on Instructional Nudges to Teacher Education* - Partridge
Medford	*46. AMTE Membership Committee: How Can You Be More Involved in AMTE?* - MacDonald, Brass, Kang, Obot, McMillan & Snider	*58. Listening Session for Proposed Bylaw Changes* - Gill, Safi, Clark, & Thakker
Willamette	*47. Leveraging School Partnerships: Opportunities to Engage Teacher Candidates in Conceptually Based Interventions for All Students* - Lynch & Lynch	*59. Report Session: Supporting Quantitative and Statistical Literacy*
Pearl	*48. Report Session: Teacher Noticing*	*60. Preparing Preservice Math Teachers to Integrate Data Science into Secondary Math Education* - Weber & Gallivan
Salmon	*49. A Fraction Sense Intervention's Impact on Errors and Attitudes of 6th-Grade Students with Mathematics Difficulties* - Dyson, Guba, Anisiobi, Suchanec-Cooper & Botello (Symposium 1:15-2:30)	
Douglas Fir	*50. Report Session: Problem Posing*	*61. The Development of Teachers' Capacity to be Advocates for Their Students*
Meadowlark	*51. Report Session: The Professional Development of Instructors in Higher Education Contexts*	*62. Report Session: STEM Teacher Recruitment*
Sunstone	*52. Report Session: Acknowledging Competence*	*63. Report Session: The Experiences and Identities of Black Mathematics Teachers*

Session 37 **Salon A (Hyb), Lower Level 1**
AMTE Headquarters Sponsored Session
Symposium (1:15-2:30)

The Mathematical Education of Teachers III and the Statistical Education of Teachers II: Preparing Teachers for the Next Decade

Marilyn Elaine Strutchens, *Auburn University*
Cody Patterson, *Texas State University*
W Gary Martin, *Auburn University*
Nicole René Rigelman, *Portland State University*
Susan A. Peters, *University of Louisville*

The Mathematical Education of Teachers (MET) III (Conference Board of Mathematical Sciences [CBMS], 2026) and the Statistical Education of Teachers (SET) II (American Statistical Association [ASA], 2026) are two policy resources for all persons and entities concerned with the mathematical and statistical education of teachers. These books make recommendations for the mathematical and statistical knowledge and skills that teachers should know and the conditions under which the objectives should be attained. In this session, panel members will discuss the components of the books and how the books can be used to design teacher preparation programs and professional learning opportunities for teachers.

Session 38 **Portland (Hyb), Lower Level 1**
Development of Mathematics Teacher Educators
Individual Session

Using Simulated Rehearsals in an Asynchronous Coach Preparation Program

Jessica Dula, *Horizon Research, Inc.*
Zuhal Yilmaz, *North Carolina State University*
Julia Schnegg, *North Carolina State University*
Paola Sztajn, *North Carolina State University*
Elizabeth A Shaver, *North Carolina State University*
Vangela Y Eleazer, *Estes Hills Elementary School*

This session presents a simulation used in an asynchronous, self-paced K-2 coach preparation program designed to prepare participants' facilitation of coaching cycles focusing on promoting high-quality mathematics discourse with integrity. Key features of the program are twine-based simulated conversations where coaches rehearse questioning strategies and deepen their reflective coaching approach in a risk-free environment. This session shares the coach preparation program's design, engages participants with Twine-based coaching interaction simulations, explores how the simulated interactions and targeted feedback enhance mathematics coaching preparation for educators and leaders, and offers opportunities to interact with a coach who participated in the preparation program.

Session 39 **Eugene (Hyb), Lower Level 1**
Teaching and Learning with Technology
Individual Session

Testing Generative AI

Marcus Wolfe, *James Madison University*
Amanda Sawyer, *James Madison University*
Zareen Aga, *James Madison University*
Pierre Sutherland, *Sparx Learning*

We conducted a document analysis using 12 generative artificial intelligence tools, including ChatGPT (4.0 and o1), Claude AI, Julius AI, Gemini (AI and 2.0 Flash), WolframAlpha AI, Grok (2 and 3), MySnapChat AI, and Deepseek, to determine which is most accurate mathematically on the National Assessment of Educational Progress' nationwide mathematics assessment. Learn what implications this might have for mathematics teachers.

Session 40 **Hawthorne/Belmont, 2nd Floor**
Professional Development and Coaching
Individual Session

The Good, the Bad, and the Institutional: Thinking "Productive Disposition" Through a Politics of Emotion

Susan Cannon, *University of Georgia*

We share data from a multi-year study with inservice elementary teachers in rural Georgia. Our aim is to explore how inservice elementary teachers narrate their mathematical experiences from within a cultural politics of emotion and how those experiences align with a productive disposition. Drawing on data ranging from autobiographical narratives to 'silhouettes,' in which the teachers explored internal and external discourses, we trace the affective landscapes that form the teachers' evolving dispositions. Our presentation asks: How do emotions shape individual and collective bodies? And how might these shapings inform our work as mathematics teacher educators to promote productive dispositions?

Session 41 **Salon B, Lower Level 1**
Collaborations and Partnerships
Symposium (1:15-2:30)

Meeting the Moment: Are We Preparing Teachers to Meet Current and Future Challenges?

Alden Jack Edson, *Michigan State University*
Ryan Gillespie, *University of Idaho*
Anne Marie Nicoll-Turner, *Ann Arbor Public Schools*
Yvonne Slanger-Grant, *Michigan State University*

In a rapidly changing educational landscape, are we effectively preparing teachers to meet both current and future challenges? This session will focus on how feedback from targeted collaborations via professional learning in rural and urban settings can support teacher preparation. Through insights from research and practice, panelists will explore how strategic partnerships and tailored professional learning can equip teachers to meet diverse classroom needs. Together, we'll examine how these efforts can foster student success in mathematics education.

Session 42 **Salon C, Lower Level 1**
Mathematics Pedagogy
Extended Session (1:15-3:00)

Learning from Experts and Building Curricular Expertise: Analyzing our Elementary Mathematics Methods Courses for Equity

Erin Smith, *University of Nevada, Las Vegas*
Jonee Wilson, *University of Virginia*

Drawing from research of mathematics teacher educators with expertise in equity, our workshop will provide participants structured opportunities to critically analyze their standalone elementary mathematics methods course, identify a shared equity dimension gap within our courses (i.e., access, identity, power, assessment; Gutiérrez, 2012), and collaboratively develop an activity/assignment to address that gap. Workshop activities have the potential to promote participants' expertise of curricular knowledge for designing mathematics methods courses for equity.

Session 43 **Salon D, Lower Level 1**
Mathematics Content and Curriculum
Individual Session

Preservice Teachers' Learning of Similar 3D Figures Using 3D Printing Technology

Sasha Wang, *Boise State University*

This presentation explores how preservice elementary teachers develop conceptual understanding of similar 3D figures through an integrated bridge design module using 3D printing and TinkerCAD. Drawing on assessments, artifacts, and reflective data, the study examines how digital modeling and hands-on construction support spatial reasoning and pedagogical readiness. Findings highlight the effectiveness of multimodal, inquiry-based learning in deepening geometric thinking and preparing preservice elementary teachers to teach similarity with confidence and creativity.

Session 44 **Salon G, Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Extended Session (1:15-3:00)

Using a Mapping Space to Identify, Unpack, and Rewrite Narratives: A Researcher–Teacher Partnership

Marrielle Myers, *Kennesaw State University*
Rochelle Gutierrez, *University of Illinois, Urbana-Champaign*
Kari Kokka, *University of Nevada, Las Vegas*

This presentation focuses on a Mathematical Narratives Mapping Space that was created to support teacher candidates in a) understanding that narratives in mathematics are socially constructed, b) identifying the stakeholders who create and sustain narratives, c) unpacking harmful narratives, and d) considering how to craft and enact healthier narratives. In this workshop, we will a) present the mapping space, b) share examples of scenarios we mapped with our teacher partners, c) provide time for attendees to identify and unpack narratives in their contexts, and d) discuss how this tool is useful in supporting teachers' political knowledge and justice-oriented work.

Session 45 **Salon H, Lower Level 1**
Mathematics Pedagogy
Individual Session

Using Mathematical Authority Diagrams to Foster Prospective Mathematics Teachers' Reflections

Michael Hamilton, *College of Charleston*
James Hendrik Drimalla, *University of Virginia*

We report how mathematical authority diagrams were used to promote prospective elementary and middle grades mathematics teachers' (PTs') reflections on their future classrooms. Participants created mathematical authority diagrams at the beginning and end of a methods course and described similarities and differences across their diagrams. Additionally, participants explained what aspects of the course informed differences in their diagrams. We will highlight prominent changes in the PTs' two diagrams and aspects of the methods course that influenced changes to PTs' diagrams. Attendees will discuss how mathematical authority diagrams can be used as a reflection tool in their own teaching practice.

Session 46 **Medford, Lower Level 1**
AMTE Committee Sessions

AMTE Membership Committee: How Can You Be More Involved in AMTE?

Beth L MacDonald, *Illinois State University*
Amy Brass, *University of New Mexico*
Bona Kang, *Ohio Wesleyan University*
Patrick F Obot, *University Of Houston*
Brandon McMillan, *Brigham Young University*
Rachel B Snider, *The College of New Jersey*

This special session discusses membership resources with the goal of engaging more members. We expect to focus on Community Circles and awards/scholarship opportunities. To meet these foci, we plan to provide guidelines and opportunities for participants to briefly discuss Community Circles available through AMTE, ways to start a new Community Circle in AMTE, and guidelines associated with Community Circles. We also plan to describe awards and scholarships offered by AMTE with the ultimate goal of answering questions and providing timelines/foci for these awards and scholarships. Through these efforts, we aim to actively engage more AMTE members.

Session 47 **Willamette, Main Lobby Level**
Collaborations and Partnerships
Individual Session

Leveraging School Partnerships: Opportunities to Engage Teacher Candidates in Conceptually Based Interventions for All Students

Sararose Lynch, *Slippery Rock University*
Jeremy Lynch, *Slippery Rock University*

We will introduce conceptually- and strength-based focused instructional activities for methods courses, that are situated within a K-4 setting, to support teacher candidates' development of knowledge for working with neurodiverse students. This session is intended for methods instructors, from both mathematics and special education, to hear planning considerations and feedback from host teacher collaborators and faculty.

Session 48 **Pearl, 2nd Floor**
Report Session

Teacher Noticing

Discussions of Focal Moments From Classroom Videos: Practice-Based Professional Learning for Practicing Elementary Educators

Emily Saxton*, The Math Learning Center*
Corey Drake*, The Math Learning Center*

Video is a tool for representing practice in practice-based professional learning (PBPL), but the complex nature of classroom video footage creates design challenges. Observations of 15 workshop discussions of video from a grade 2 math lesson (2.NBT.1 & MP: Attend to Precision) were analyzed to determine which video excerpts drew elementary inservice teachers' attention and what equitable practices were noticed and discussed. Findings identified differences in what teachers noticed in video excerpts suggesting that some excerpts highlighted singular practices, while others made multiple equitable practices visible. Implications from these findings about video selection and editing can benefit PBPL designers.

Modules that Integrate Equitable Noticing to Rehumanize Methods for Teaching and Learning Elementary Mathematics

Jonathan Thomas*, University of Kentucky*
Cindy Jong*, University of Kentucky*
Crystal Kalinec-Craig*, University of Texas at San Antonio*
Naomi Jessup*, Georgia State University*
Molly H Fisher*, Rowan University*

This presentation aims to provide an overview of Project NORM (Noticing, Operationalizing and Rehumanizing Mathematics) with a focus on the development of modules that intersect noticing and equity for teacher educators to integrate into elementary mathematics methods courses such that the mathematics experiences of their students is rehumanized across multiple dimensions. Further, we will report our progress to date regarding a sophisticated, coordinated measurement approach regarding preservice elementary teachers (PSTs) equitable noticing capabilities.

Session 49 **Salmon, 3rd Floor**
Mathematics Content and Curriculum
Symposium (1:15-2:30)

A Fraction Sense Intervention's Impact on Errors and Attitudes of 6th-Grade Students with Mathematics Difficulties

Nancy Ileen Dyson, *University of Delaware*
Taylor-Paige Guba, *University of Delaware*
Ogochukwu Chidinso Anisiobi, *University of Delaware*
Heather Suchanec-Cooper, *University of Delaware*
Megan Botello, *University of Delaware*

Despite fundamental instruction in fractions that students receive in elementary school, many students with mathematics difficulties enter sixth grade with little or no understanding of fractions (Resnick, et al., 2016). Unfortunately, motivation for learning math often declines during middle school (Jacobs et al., 2002), creating a significant barrier to student success. Teachers need instructional approaches and evidence-based interventions to develop fraction sense and increase math motivation in these students. Our presentation will discuss the impact of a fraction intervention on errors made by students when solving fraction problems and on students' attitudes towards math in general and fractions in particular.

Session 50 **Douglas Fir, 3rd Floor**
Report Session

Problem Posing

Exploring Mathematical Problem Posing in Teacher Education

Jaepil Han*, University of Wyoming*
Yue Ma*, University of Delaware*
Stephen Hwang*, University of Delaware*
Jinfa Cai*, University of Delaware*

This systematic literature review examines how problem posing has been integrated into mathematics teacher education. We identified 13 empirical studies focusing on PSTs' engagement with problem posing activities. Preliminary findings suggest that recent studies increasingly emphasize problem posing as both a tool and a goal for assessing and enhancing preservice teachers' various cognitive and affective competencies. However, none of the studies addressed the development of teachers' competence in designing problem situations for students to pose problems or in facilitating problem posing-based learning. This gap highlights the need for future research on developing preservice teachers' competencies for learning mathematics through problem posing.

Preservice Elementary Teachers' Assessments of Word Problems Generated by Artificial Intelligence

Daniel L Clark*, Western Kentucky University*

In a mathematics content course focusing on rational numbers for preservice elementary teachers (PSETs), PSETs were asked to evaluate word problems generated by AI in terms of their categorization, solvability, coherence, inclusivity, and utility. PSETs showed a tendency to believe AI had responded correctly to prompts to create word problems of a given type when it had not. Implications of this and other findings will be discussed. Participants will also be engaged in an activity where they can both evaluate AI generated problems and discuss implications for teaching PSETs.

Session 51 **Meadowlark, 3rd Floor**
Report Session

The Professional Development of Instructors in Higher Education Contexts

Integrating Generative Artificial Intelligence (AI) to Foster Conceptual Thinking in Calculus

Hyunkyoung Yoon*, California State Polytechnic University, Pomona*

This professional development initiative targets calculus instructors, focusing on integrating generative artificial intelligence (AI) tools into their teaching practices. It aims to support instructors in developing AI-integrated Calculus I tasks designed to foster students' critical thinking and discourage simplistic problem-solving by copying problems or uploading images directly into AI tools. The mathematical content specifically connects to foundational Calculus I concepts, emphasizing deeper conceptual understanding. Insights gained from this work will benefit college-level calculus educators, particularly those interested in leveraging AI to enhance student engagement, problem-solving skills, and critical reasoning in mathematics classrooms.

Professional Organization Membership and Teaching Development Opportunities: Higher Education Mathematics Faculty and Their Experiences

Molly Bowen*, Baylor University*
Kristian Edosomwan*, University of Houston*

This session will share information about the relationship between professional organization membership and the use of various teaching methods and practices within higher education mathematics classrooms found in a national study. Recent research has found that teachers have the greatest impact on student achievement above any other factor in schooling. Hence, the faculty in introductory mathematics courses can play a pivotal role in students' experiences. Some methods and practices may be unknown due to the faculty's teaching preparation and experiences. However, professional organizations can be helpful in modeling and supporting the use of effective teaching methods and practices.

Session 52 **Sunstone, 3rd Floor**
Report Session

Acknowledging Competence

Assigning Competence: A Literature Review to Inform Mathematics Teacher Education

Charles Wilkes*, University of California, Davis*
Rosalie DeFino*, University of Wisconsin - La Crosse*

This session will report on preliminary findings from an ongoing literature review. The review focuses on the pedagogical practice of assigning competence, which involves publicly highlighting students' strengths and intellectual contributions in order to promote students' positive identity development and content learning. Geared towards informing research and practice in mathematics teacher education at all levels, this session will provide insights about the origins of assigning competence as a practice, ways that assigning competence and related practices have been taken up and investigated in mathematics education, and areas for future investigation.

Framing Student Contributions as Valuable to the Community: A Study of Preservice Teachers Acknowledging Competence

Rosalie DeFino*, University of Wisconsin - La Crosse*
Michele Cudd*, Morehead State University*

This session reports on preliminary findings from a qualitative study of elementary preservice teachers' (PSTs') responses to a course assignment focused on acknowledging competence. We zoom in on instances in which PSTs framed a student's contribution to a math discussion as being valuable to the community (e.g., "helping us understand"). This research brings to light the potential of acknowledging competence as a way for teachers to support students to view themselves as belonging to a mathematical community. Mathematics teacher educators who promote equity-oriented practices, teach methods courses, and/or lead professional development may be particularly interested in this session.

Session 53 **Portland (Hyb), Lower Level 1**
Professional Development and Coaching
Individual Session

Creating Successful Mathematics Teacher Leadership Networks: Two Cases of Empowering Teacher Agency and Voice

Matthew Campbell, *West Virginia University*
Johnna Bolyard, *West Virginia University*
Kristen Emily Pinkney, *West Virginia University*

This session shares two cases of developing mathematics teacher leadership networks that center teacher agency and voice as part of improvement efforts. These networks are part of a statewide networked improvement community involving middle and secondary math teachers, district leaders, higher education faculty, and state-level math officials. The presentation shares and examines supports for and challenges to these integrated teacher leadership networks, highlighting key takeaways from this work to date. Insights focus on research and practice for supporting teacher leadership across diverse contexts and on the conditions that have facilitated the development and success of these networks.

Session 54 **Eugene (Hyb), Lower Level 1**
Report Session

Beliefs and Evaluations of the Use of AI Tools in Mathematics Teaching

AI Chatbots in Mathematics Lesson Planning: Cultivating Critical Evaluation in Preservice Teachers

Zareen Aga*, James Madison University*
Amanda Sawyer*, James Madison University*
Marcus Wolfe*, James Madison University*

In this session you will learn practical ways to support middle and high school mathematics pre-service teachers (PSTs) in critically evaluating and effectively using AI tools in lesson planning. We will share findings from our research on PSTs' use of AI chatbots in lesson planning. You will gain insights about how PSTs critically evaluate AI-generated content and the role of their content knowledge/pedagogical content knowledge in guiding them. The session will also discuss the potential of using AI tools to enhance PSTs' technological pedagogical knowledge. This session is geared towards a broad audience connected to mathematics teacher education.

Navigating the Shift: Mathematics Teacher Educators' Beliefs, Concerns, and Practices around AI Technologies

Sebnem Atabas*, University of Saint Joseph*
Mahtob Aqazade*, Illinois State University*
Matthew Mauntel*, University of New Hampshire*

Due to recent advances in AI technologies, we explored mathematics teacher educators' perspectives on using AI, particularly their perceived beliefs and concerns, as well as their practices of using AI with their preservice teachers. MTEs shared that saving time and generating content as the AI's primary benefits, and were mostly concerned about the lack of critical thinking and the loss of independent thinking. Their common uses of AI were designing and analyzing lesson plans and tasks, and analyzing AI-generated outputs for mathematical accuracy. In this report, we will further discuss how these insights can support mathematics teacher education preparation programs.

Session 55 **Hawthorne/Belmont, 2nd Floor**
Mathematics Content and Curriculum
Discussion Session

Content Courses as Contexts for Curricular Exploration: Benefits and Challenges

Dana Christine Cox, *Miami University (Ohio)*
Jane-Jane Lo, *Western Michigan University*

Content courses for preservice elementary mathematics teachers can be the ideal place for an early experience with analyzing curricular resources and making connections between the mathematical content they are learning and that which they will be expected to teach. In this session, we will provide three examples to support a community discussion of the benefits and challenges associated with using K-12 curriculum documents and resources to provoke learning in content courses for preservice elementary mathematics teachers.

Session 56 **Salon D, Lower Level 1**
Development of Mathematics Teacher Educators
Individual Session

Learning and Assessment Tasks for Online Elementary Mathematics Specialist Programs

Rick A. Hudson, *University of Southern Indiana*
Mark A Creager, *University of Southern Indiana*

Educating prospective elementary mathematics specialists (EMSs) requires a different approach from training elementary teachers, as prospective EMSs require developing leadership skills in addition to impacting their content knowledge and pedagogy. This session will feature tasks that have been used to support prospective EMSs to hone their leadership skills in an online program. During this session, participants will identify some of the unique challenges presented by teaching EMSs in online programs, engage in learning and assessment tasks, and discuss issues in the assessing prospective EMSs.

Session 57 **Salon H, Lower Level 1**
Professional Development and Coaching
Individual Session

Connecting Research on Instructional Nudges to Teacher Education

Eric Partridge, *University of Alabama*

This individual session shares findings from a recent dissertation investigating instructional nudges (i.e., small, modest suggestions for teachers that are designed for easy implementation in their current practice) as a model for elementary mathematics professional development. The research focused on the factors that influenced teachers' nudge selection, the variation that existed when multiple teachers tried out the same nudge, and the prevalence of some hypothesized benefits of nudges as a model for professional development. Participants will have opportunities to connect findings shared on these topics to their work in teacher education.

Session 58 **Medford, Lower Level 1**
AMTE Sponsored Sessions

Understanding the Proposed Changes to the AMTE Constitution and Bylaws

Kim Gill, *AMTE Executive Director*
Farshid Safi, *AMTE President*
Dan Clark, *AMTE Associate Vice President for Constitution and Bylaws*
Nisha Thakker, *AMTE Legal Counsel, Tenebaum Law Group PLLC*

Join AMTE leadership for an informative session outlining proposed changes to the AMTE Constitution and Bylaws that will be brought forward for a vote at the Annual Business Meeting. This session will provide members with context for the proposed revisions, including the rationale, process, and anticipated impact on AMTE's governance and operations.

Executive Director Kim Gill and President Farshid Safi will share the organizational perspective while AVP Dan Clark will highlight the key areas of change. AMTE legal counsel, Nisha Thakker, Esq., will offer additional insight into best practices and compliance considerations.

This is an opportunity for members to gain clarity, ask questions, and engage in open dialogue ahead of the vote.

Session 59 **Willamette, Main Lobby Level**
Report Session

Supporting Quantitative and Statistical Literacy

Exploring Preservice Secondary Mathematics Teachers' Identity for Supporting Quantitative Literacy

Ashley Fabry*, Michigan State University*

Quantitative literacy is an empowering way to connect mathematics with the world, however it is given little attention in mathematics teacher education. In this session, I will discuss my research on the ways preservice secondary mathematics teachers envision supporting quantitative literacy in their designated, or future orientated, identity. I will provide a rationale for the importance of this work and share how I conceptualize designated identity and preservice teachers' role in supporting quantitative literacy. Then, I'll share findings and implications for how we can further preservice teacher education and research, which will be of interest to fellow teacher educators and researchers.

How Do Mathematics Teachers Teach Statistics, and How Can We Support Them?

Robert Schoen*, Florida State University*

Statistical literacy is more important now than at any time in history, but teachers have very little opportunity to learn statistics content or how to teach it. Using data from two randomized controlled trials of a middle grade statistics intervention, we will describe practice as usual in teaching statistics and compare it with instructional practice in the treatment condition classrooms. We will then discuss the generalizability of these findings and other programs designed to address this urgent and important topic. Join us if you have an interest in the statistical education of teachers or students.

Session 60 **Pearl, 2nd Floor**
Mathematics Content and Curriculum
Individual Session

Preparing Preservice Math Teachers to Integrate Data Science into Secondary Math Education

Eric Weber, *Iowa State University*
Heather Gallivan, *University of Northern Iowa*

This project responds to national calls for increased K-12 data science education by developing and evaluating a four-week module for preservice secondary mathematics teachers. The module focuses on visualization and classification of data points and optimization algorithms. Implemented over three years, iterative revisions to the module lessons on utilizing optimization algorithms to classify points were made to develop PSMT understanding. This included lessons that scaffolded preservice teachers from more familiar mathematics towards the unfamiliar data science content and writing pseudocode for optimization algorithms. Results suggest that these lessons significantly improved preservice teacher understanding of optimization concepts across the three iterations.

Session 61 **Douglas Fir, 3rd Floor**
Report Session

The Development of Teachers' Capacity to be Advocates for Their Students

Examining Math Teacher Identity Development in an Aggressively Partisan Context

Kristyn Sartin*, University of Oklahoma*

This multiple instrumental case study of 9 secondary math educators interpreting and responding to one state's reform that champions a MAGA agenda was analyzed through the lenses of dynamic systems model of math teacher identity and positioning theory. Key findings include shared interpretation of reform motivations and a shared response to protect and value vulnerable students, especially those from LGBTQ+ communities. Differences emerge based on the way participants position themselves in relation to the profession, the reform-privileged culture, and the government. Implications discussed for K-12 and higher education teacher educators to promote balanced teacher identity development in similar contexts.

Investigating Moral Formation in Mathematics Teacher Education

James Hendrik Drimalla*, University of Virginia*
Michael Hamilton*, College of Charleston*

To support prospective teachers to be ethical advocates for children, we explore how Francis Su's book Mathematics for Human Flourishing can be used in a mathematics methods course to elicit the ethical dimension of mathematics education. We have incorporated the book into a course for prospective elementary and middle school mathematics teachers and, in this report, we discuss how the book elicited the ethical dimension of mathematics education for the prospective teachers. Our findings illustrate why the field of mathematics education needs to take the moral formation of prospective mathematics teachers seriously.

Session 62 **Meadowlark, 3rd Floor**
Report Session

STEM Teacher Recruitment

Empowering Future Teachers Through Near Peer Mentoring: Insights from a STEM Camp

Colleen M. Eddy*, University of North Texas*
Nirmala Naresh*, University of North Texas*

Career changers in science, mathematics, and engineering explore the profession of teaching in a summer STEM camp as near-peer mentors (NPMs) for grades 7-12. We investigate NPMs' instructional impact on students through participation in this mentoring-based, experiential learning environment. This study contributes to ongoing efforts to strengthen teacher preparation pathways and promote educational equity through innovative STEM outreach. We share results in answering the following research question: How do NPM's descriptions of learning align with students' preferences and descriptions of learning? We also share details about STEM lessons from the summer camp.

Partnerships with Community and Tribal Colleges: Working to Recruit a Diverse Cohort of Teacher Candidates

Todd Frauenholtz*, Bemidji State University*

This session will discuss the recruitment of STEM preservice teachers and the partnerships we have made with community and tribal colleges in our rural region. Through these partnerships, we worked on recruiting a diverse set of students to matriculate to our university and complete our STEM education degrees. We will share about our partnerships, our recruitment steps, and our recruiting failures. This session we will discuss how we use Get the Facts Out material as recruitment tools and share feedback from our recruited preservice teachers.

Session 63 **Sunstone, 3rd Floor**
Report Session

The Experiences and Identities of Black Mathematics Teachers

Exploring the Intersection of Black Language Identity and Teacher Identity for Black Mathematics Teachers

Amelia Q. Rivera*, North Carolina State University*
Michael Bertrand Hoyes*, North Carolina State University*

This research report examines how the linguistic identity of African American English-speaking Black mathematics teachers intersects with their professional identity. Using critical discourse analysis and the Multidimensional Model of Racial Identity (Sellers et al., 1998), we analyzed teacher interviews to explore how Black Linguistic Identity (Baker-Bell, 2020) reflects and influences both racial and teacher identities in mathematics education. Preliminary findings reveal complex interactions between language use, cultural identity, and pedagogical practices. This research offers mathematics teacher educators insights for creating culturally responsive preparation programs that recognize and value linguistic diversity, directly addressing AMTE's commitment to social and racial justice.

Reframing Math Pedagogy Through the Lives of Black Women Teachers

Stephenie Tidwell*, Montclair State University*

This session shares emerging findings from a qualitative study centering five Black women elementary math teachers and how their personal, cultural, and historical experiences shape their pedagogical practices. Using Black feminist thought and historicized ecological systems theory, the study reveals how these educators challenge limitations in math instruction and support students' identity development. Attendees will have conversations around the role of lived experience in shaping transformative mathematics teaching and implications for future research and teacher preparation.

THURSDAY, FEBRUARY 5, 2026 3:00 PM - 4:15 PM

POSTER SESSION & REFRESHMENTS EXHIBIT HALL, LOWER LEVEL 2

Session 64
Join us for the 11th Annual AMTE Poster Session. The Poster Session is intended to facilitate sharing information and research through a visual display of material. This session allows an opportunity for informal discussions and interactions between the presenter(s) and the audience. Please note the set-up, viewing, and take-down times outlined below.

2:30 PM	Presenters set up posters
3:00 PM – 4:15 PM	**Poster presentations**
4:15 PM	Presenters remove posters

Refreshments are available.

[Review the 2026 Attendee Menu Here]

Session 64 **Lower Level 2 Exhibit Hall**
AMTE Poster Session

P01. Advancing Social Justice in Mathematics Education: A Case Study of Teachers' Practices

Anis Munfarikhatin, *Syracuse University*

How can mathematics teaching honor students' cultures and promote social justice? This session will share stories of a junior high school mathematics teacher who creatively integrated local knowledge into their lessons. Through measurement topics which is geometry connected with problem solving, they drew Indigenous systems, trade practices, and environmental navigation to make math more meaningful and empowering. Despite systemic challenges, these insights are for mathematics teacher educators, method instructors, and education leaders seeking support for equity-focused, culturally grounded teaching in diverse and historically marginalized communities.

P02. Affordances & Challenges of the Workshop Model vs. the Instructional Coaching Model for Professional Learning

Amy Lynne Cristofaro, *University of Central Florida*

Through the perspectives of a teacher and an instructional coach this session explores two professional learning models—seminar/workshop sessions and instructional coaching. Based on research and guidance from AMTE, NCTM, and multiple scholars like Aguilar, Huinker, and Knight. This session compares the advantages and challenges of each model. The session aligns with AMTE's goals by integrating research-based strategies with practical experiences to support mathematics education in diverse settings, aiming to enhance professional growth and instructional effectiveness.

P03. Amplifying Voices of Math Teacher Educators: Influence the Future of the Teaching Math Teaching Podcast

Joel Amidon, *University of Mississippi*
Jennifer Ann Wolfe, *University of Arizona*
Dusty Jones, *Sam Houston State University*

We invite you to come learn about the Teaching Math Teaching podcast, sponsored by AMTE. The Teaching Math Teaching podcast hosts conversations with math teacher educators to share their advice and expertise to support the professional growth of those who teach math teachers. The intended audience includes early career and experienced mathematics teacher educators in various roles in mathematics education. Come by and engage in a conversation with the co-hosts, so we may collectively refine the future of the podcast.

P04. A Multi-Case Content Analysis of Differentiation Concepts in Advanced Mathematics Textbooks

Bruce Graham, *North Carolina State University*

This poster focuses on a multi-case content analysis of two advanced mathematics textbooks to evaluate how they support the development of pre-service math teachers' conceptual understanding of the concept of differentiation. The analysis examines the extent to which chapters on differentiation utilize multiple mathematical representations and address varying levels of cognitive demand. Results indicate that while both textbooks offer some opportunities for conceptual development, they differ in their use of representations and cognitive demand. Ultimately, the analysis highlights the need for improved integration of representations and higher-level tasks to better support PSMTs' mathematical knowledge for teaching.

P05. A Semiotic Perspective On "Naming Fractions" Instruction

Barbara M Kinach, *Arizona State University*

Abstract: This study examines third graders' difficulties naming fractions using area models in a digital game-based curriculum, Spatial Temporal Mathematics. While learning to identify fractions, students struggled with recognizing the referent unit or whole. Analysis of classroom discourse and game visuals, through the lenses of semiotics and fraction instruction research, reveals a mismatch between two semiotic systems: abstract fraction symbols and visual representations. This disconnect hinders understanding. To address this, the study proposes targeted activities that bridge symbolic and visual representations, helping students connect fraction names and symbols to the area models presented in the digital game.

P06. A Teacher Learning Sequence for the Practice of Building on a MOST

Shari L Stockero*, Michigan Technological University*
Keith Leatham*, Brigham Young University*
Jenifer R Shaud*, Michigan Technological University*
Jade E Gregg*, Brigham Young University*

We share our conceptualization of and early results from a professional development design study focused on developing teachers' understanding of and ability to enact the teaching practices of recognizing and building on MOSTs. The poster will include our initial work around a Teacher Learning Sequence comprised of three components: learning goals, a hypothesized learning path, and a plan for learning activities. Attendees will consider what it might entail to prepare teachers to enact a complex teaching practice.

P07. Best Practices for AI-Mediated Data Science Lessons in PK-5 Mathematics Classrooms

Gianna Shields*, San José State University*

This poster highlights findings from a mathematics methods course in which elementary preservice teachers explored the integration of artificial intelligence and data science into early mathematics instruction. Grounded in data science progressions and AI planning tools, the study surfaces best practices and challenges related to lesson design, student inquiry, and ethical reflection. Key insights include the need for scaffolded support, collaborative reflection, and critical evaluation of AI outputs.

P08. Building Bridges: How Fraction and Ratio Understanding Supports Rational Function Reasoning

Nadine N Hinds*, University of Central Florida*
Farshid Safi*, University of Central Florida*

The study explores how secondary preservice teachers develop an understanding of progression and coherence across fractions, ratios, and rational functions in alignment with standards. Set in a content methods course, the research highlights how exploring the interconnectedness between content areas fosters a deeper understanding of the topics. Findings reveal that preservice mathematics teachers benefit from examining how early concepts, such as fraction and ratio relationships, evolve into more complex ideas like rational function operations. The study emphasizes the importance of strict attention to vertical coherence, providing practical information and implications for educators seeking to enhance secondary mathematics teacher preparation programs.

P09. Building Strong Foundations: Supporting Second Graders with Learning Differences in Operations and Algebraic Thinking

Andrew Dwayne Williams Jr.*, University of Central Florida*

This presentation aims to explore strategies to support second grade students with learning differences. All while mastering operations and algebraic thinking. This will take place in an elementary setting, the focus is on creating inclusive learning environments that promote conceptual understanding, problem-solving, and math confidence. Students will Participate in hands-on activities, visual supports, and differentiated instruction aligned with algebraic reasoning operations. Insights include approaches to address diverse learning needs while maintaining high expectations. The display is designed for elementary instructors, special education faculty, instructional coaches, and teacher educators seeking practical tools to enhance mathematics instruction for learners with varied cognitive profiles.

P10. Coaching Candidates to Plan and Facilitate Mathematical Discussions

Luke Reinke*, University of North Carolina at Charlotte*

This poster describes a collaborative planning and coached rehearsal routine developed to support teacher candidates in developing their capacity to facilitate meaningful mathematical discourse. The instructor co-plans a lesson with candidates, candidates create a launch video, and then their peers complete the task asynchronously. Then, the candidates facilitate a discussion with peers acting as students, with coaching from the instructor. Candidates analyze a recording of the discussion using a video tagging platform. The poster will provide content course instructors with a tested and refined routine cycle that they can try in their own courses.

P11. Coaching Through Collective Lesson Examination: Building Coherence and Teacher Learning across Grades

Julia Schnegg*, North Carolina State University*
Elizabeth A Shaver*, North Carolina State University*
Paola Sztajn*, North Carolina State University*
Vangela Y Eleazer*, Estes Hills Elementary School*

This poster shares how an intentional approach to examining classroom video embedded within a Collective Lesson Examination step of a coaching cycle can support teacher reflection and promote instructional improvement goals across grade levels for K–2 elementary teachers. Findings from analysis of interviews with six teachers and one coach show that collective lesson examination supported teachers' professional growth by surfacing missed opportunities, encouraging learning from others' practices, fostering cross-grade collaboration, and creating shared goals and language for promoting high-quality discourse. This session is intended for mathematics teacher educators, including mathematics coaches and professional development facilitators, seeking to support teachers' practices.

P12. Comparing Traditional and AI Assisted Approaches to Integrated STEM Lesson Planning: A 5E Model Study

Hoyun Cho*, Capital University*

This poster presents findings from a comparative study examining how preservice elementary teachers develop integrated mathematics-science lesson plans using both traditional and AI assisted approaches. Utilizing the 5E instructional model, participants created paired lessons focusing on authentic cross-disciplinary connections for grades 3-5. The study analyzes differences in pedagogical decisions, creativity, standard integration quality, and differentiation strategies between both planning methods. Results provide insights into AI's potential as a collaborative planning partner while highlighting areas where traditional approaches may offer unique benefits. This research offers valuable guidance for mathematics teacher educators integrating AI tools into methods courses while maintaining pedagogical integrity.

P13. Competencies Targeted in Teaching Numbers and Operations

Melissa Troudt*, University of Wisconsin - Eau Claire*

This poster presents results from a survey of mathematics teacher educators in the United States who teach courses for preservice elementary teachers in the content area of Numbers and Operations. Since MTEs are charged with developing strong content knowledge but are working within constraints regarding time and other requirements, the survey asked the MTEs to self-describe the learning competencies and understandings they prioritize teaching in these courses. Our findings indicate similarities in influences on instructional decisions but variation in credits available for these courses. This poster invites discussion of our shared priorities for what mathematical understandings to emphasize.

P14. Components of a System of Support for Mathematics Coaches

Nicholas Kochmanski*, University of North Carolina at Greensboro*

In this poster session, we share findings from a partnership between researchers and district practitioners focused on the support of mathematics coaches. Specifically, we describe the system of support for mathematics coaches' on the job learning, attending to the components of the design, how they can work together, and what conditions might need to be in place for such a system to be successful. We share implications for research and practice related to supporting mathematics coaches' learning.

P15. Damath To Engage Learning

Nelli Kim Sia Acejo*, University of California*

This session introduces Damath and its interdisciplinary version, Sci-Damath, as inclusive board games designed to engage students in mathematics and science through game-based learning. Adapted from checkers, these games incorporate mathematical operations, cross-curricular content, and inclusive strategies for diverse learners. Drawing from research on gamification and classroom-tested practices, this session offers an innovative approach that supports AMTE's 2024–2028 goal of strengthening research-based practices in mathematics teacher education.

P16. Data Driven Inquiry in Rural Schools: A Professional Learning Model to Support Student Success in Mathematics

Kelly L Boles*, University of Tennessee*

We present a professional learning (PL) model that supports data-informed inquiry in rural secondary schools towards student mathematics success. This two-year blended model is built on partnerships between rural school teams and university researchers to identify focal areas, design interventions, and iteratively implement them using traditional data and teams' local rural knowledge. We outline core model components and highlight how practitioners' expertise is intentionally integrated. Preliminary findings from the first pilot year are shared, including teams' mathematics foci, selected PL activities, and feedback. The intended audience includes in-service teacher educators and others seeking to elevate local expertise in data-driven processes.

P17. Developing Vision and Agency: An Elementary Teacher's Journey to Implement Instructional Change in Mathematics

Rebecca Memmolo*, University of Delaware*

This poster presents a case study of an elementary teacher's experiences during ongoing professional learning to support facilitating student-centered classroom discussions. The findings illustrate how Leah, the teacher, engaged with the professional learning over time to shift her instructional vision—her images of ideal mathematics instruction—and her sense of agency—to what extent she thinks she can make instructional changes—as she implements instructional changes. This has implications for teacher educators to help teachers bridge the gap between their visions and instructional practice as teachers work toward instructional reforms.

P18. Elementary Classroom Discussion: Observing Schoolwide Change in Practice

Anne Garrison Wilhelm*, Washington State University*
Rebecca Memmolo*, University of Delaware*

In this poster presentation we will use graphical representations to share how 16 elementary teachers' classroom discussion facilitation develops in the context of a 3 year professional learning partnership. We describe patterns in changes as teachers move from an IRE pattern to more student-centered patterns. We also explore differences in these change patterns by grade band. We discuss implications for mathematics teacher educators as they support preservice or inservice teachers to develop classroom discussion facilitation practices.

P19. Exploring Reflections within an Online Master's Program Pedagogical Course

Blair Izard*, Empire State University*
Amanda Meiners*, Northwest Missouri State University*

The pandemic highlighted the need for flexibility and online learning, particularly for preservice or inservice teachers wanting to earn/enhance their credentials without relocating or leaving their current positions. SUNY Empire State University has been a leading online institution for decades, with teacher education programs that are "blended," fully online with synchronous components. For this study, we reviewed a final assignment that asked students to reflect on their learning within a mathematics content pedagogy course and saw three big categories representing what they learned: student-centered teaching approach, commitment to equitable practices, and value in collaboration and drawing on resources when lesson planning.

P20. Exploring Relations Between Elementary Teachers' Self Efficacy for Teaching Mathematics and Conceptions of Knowing Mathematics

Blake Nelson*, Washington State University*
Olga Hawranick*, Washington State University*

This poster will describe the relation between elementary teachers' self efficacy for teaching mathematics and their conceptions of what it means for their students to know mathematics. We explore inservice elementary teachers' perspectives collected via survey and interview at the start of a professional learning partnership. We examine relations between self efficacy and conceptions of what it means to know mathematics. Implications for mathematics teacher educators will be discussed.

P21. Exploring the Intentional Integration of Computing in Mathematics Teacher Preparation Programs

Rebekah Hanak*, University of Missouri*

This session presents findings from a qualitative, cross-case study examining how computing—such as programming and computational thinking—is integrated into two secondary mathematics teacher preparation programs. Drawing on interviews with mathematics teacher educators and analysis of curriculum materials, the study investigates how computing is conceptualized and represented in program design. Findings highlight variations in curricular approaches and instructional framing, offering insight into how mathematics teacher educators interpret and enact integration. This session will interest mathematics teacher educators, methods course instructors, and scholars focused on interdisciplinary curriculum design in teacher preparation.

Cancelled - P22. Fluent in Two Tongues, Silent in Math: The Hidden Challenges of Bilingual Educators

Constantino Lee Montes*, Washington State University*

This session explores the hidden challenges Spanish-English bilingual and bicultural mathematics educators face in bridging language, identity, and mathematics instruction. Drawing on literature and preliminary research, the session highlights ideological tensions, English-dominant preparation experiences, and the need for clinical practice in academic Spanish. Geared toward those working with bilingual elementary and secondary preservice and novice inservice teachers, the session offers implications for content/methods course instructors and program leaders committed to equitable preparation. Focused on algebra and general math content, this session contributes to conversations on building a linguistically diverse teaching force through sustained, justice-centered support.

P23. From Preservice to Novice: Number Talks Efficacy with Novice Teachers from an HBCU

Johanna Massey*, Alabama A&M University*

Setting: Elementary preservice teachers Focus: Previous African American pre-service teachers who are now novice teachers. Building efficacy in effective teaching practice Connected mathematics Content: Numbers and operations and algebraic thinking/ Key areas of insight or finding: Novice teachers have high Number Talks efficacy based on receiving instruction during intensive teacher training. They were prepared to teach Number Talks in their classrooms. Intended audience: Math course instructors.

P24. Grading for Growth: Standards-Based Grading in Elementary Mathematics Education

Jillian Mortimer*, Albion College*

This poster shares the experience of students and an instructor during an implementation of a standards-based grading (SBG) system in an elementary mathematics pedagogy course. Student surveys show a general sense of the usefulness of the feedback provided using a rubric focused on learning outcomes rather than a system of points or percentages. However, some students expressed frustration, especially those who typically earn high grades. In addition, challenges faced by the instructor in implementing a SBG system in an institution whose practices and policies are based on a traditional grading system are discussed.

P25. I Can Do Math Too: Increasing the Math Confidence of Black Youth through Math Camps

Kisha Moore*, Portland State University*

This session highlights a mathematics camp for black students in grades 4–7, designed to strengthen math identity, confidence, and engagement. Led by black teachers and mentors, the camp integrates culturally responsive teaching, lessons on black mathematicians and STEM careers, and engaging math games and activities focused on fractions and algebraic thinking. Data collected through pre- and post-surveys and clinical interviews provide insight into how representation and affirming instruction impact students' perceptions of mathematics. This session is intended for elementary and middle school teachers and administrators and equity-focused educators seeking strategies to support students' confidence growth and identity-affirming math learning environments.

P26. Impact of Academic and Financial Support on Community College Students' GPA and Graduation Rates

Reginald Dorcely*, Hostos Community College*
Moise Koffi*, Hostos Community College*
Nieves Angulo*, Hostos Community College*

This session explores how academic and financial support services impact academic consistency, retention, and graduation for underrepresented students in STEM, with a focus on mathematics and computer science. Drawing on data from a community college scholarship-based support program, the presentation shares quantitative and qualitative findings related to students' academic trajectories. Special attention is given to how support during the transition from high school to college affects success in gateway mathematics courses such as algebra and pre-calculus. Designed for secondary in-service mathematics teachers, instructional coaches, and teacher educators, this session emphasizes strategies to build a more diverse and supported STEM pipeline.

P27. Initiating Conversations to Integrate Critical Statistical Literacy Habits of Mind into Existing Teacher Preparation Courses

Nina G. Bailey*, Montclair State University*
Asja Alic*, Montclair State University*
Karoline Smucker*, Eastern Oregon University*

We will compare the findings of preservice teacher and adult critical statistical literacy habits of mind (CSLHM) enactment. Research suggests that preservice teachers are not and do not feel prepared to teach statistics and that taking university statistics content courses do not appear to support statistical literacy development. We aim to elicit conversations among mathematics teacher educators about how to integrate the CSLHM into existing teacher education curricula. This poster will interrogate the possibility that the adults demonstrated challenges that may be reflective of how statistics is traditionally taught highlighting the need to incorporate social issues and critical consciousness development.

P28. Instructional Nudges for Mathematics Teachers: Which are Favored and Why?

Olumide Banjo*, University of Missouri*
Samuel Otten*, University of Missouri*
Zandra de Araujo*, University of Florida*
Amber G Candela*, University of Missouri - St. Louis*

This poster presents findings from a study of instructional nudges, which are modest suggestions designed to incrementally improve mathematics teaching. From a set of 18 nudges, we identify the most popular based on 40 secondary teachers' reports of personal preference and frequency of use. We highlight three popular nudges—Leave a Trace, Confidence Meter, and Put a Bow On It—and we explore design features and teachers' preferences that contributed to their popularity. These insights about nudge-based incremental PD efforts can help teacher educators reflect on strategies for promoting instructional improvement for hard-to-reach teachers, aligning with AMTE's commitment to career-long professional learning.

P29. Introductory Calculus Instruction: A Model & Support for Secondary Teacher Candidates

Casey Griffin*, University of La Verne*
Amanda Lynn Mohammad Mirzaei*, Manhattanville University*

With this report, we consider ways in which secondary preservice teachers' experiences in a postsecondary active learning calculus course might impact both their perceived competence in the course material as well as their dispositions about how calculus can be taught at the secondary level. We share data related to calculus students' views on how particular pedagogical techniques impacted their perceived competence in the course material, and connect their insights to ambitious pedagogical practices for mathematics teacher candidates. We hope to garner feedback as we pursue future work exploring how candidates' calculus experiences impact their content knowledge and dispositions toward teaching.

P30. Learn About the AMTE STaR Program

Jennifer Ann Wolfe*, University of Arizona*
Anthony Fernandes*, University of North Carolina at Charlotte*
Belinda Edwards*, Kennesaw State University*
Amanda Jansen*, University of Delaware*

We invite you to come learn about the AMTE Service, Teaching, and Research (STaR) program. STaR is an early-career induction program for tenure-track faculty in the first or second year.

Cancelled - P31. Lessons in Ideational Resource Design: Supporting The Mathematics Identity Development of Black Girls Kyalamboka Brown*, Stanford University*

This qualitative interview study explores how mathematics teachers act as “identity workers” and the impact their verbal messages have on high-school-aged Black girls’ math identities. A case study reveals that a teacher’s approach to providing messages (or ideational resources) may have positive intent yet a negative impact on mathematics identity. This study has implications for the ways secondary teacher education can support educators’ planning of ideational resources to support the mathematics identity development of students from racially diverse backgrounds.

P32. Lines of Flight: Mapping Preservice Teachers' Becoming Through Number Talk Experiences

Hilary Tanck*, High Point University*

This poster explores the becoming of elementary preservice teachers through a Deluezoguattarian lens as they plan, enact, and reflect on Number Talks. We will focus on two core concepts: lines of flight (disruptive moments that escape normative pedagogical expectations), and smooth and striated spaces (the interplay between structured lesson plans and the fluidity of responsive teaching). Preliminary findings through document analysis of their planning, enactment, and reflections reveal Number Talks as spaces where preservice teachers navigate multiplicities of mathematical thinking and breaking of traditional teaching approaches. This poster invites mathematics teacher educators to consider Number Talks as spaces of becoming.

P33. Mathematics Is Not a Competition!: Disrupting Traditional Math Logics in Classrooms

Brittany L Marshall*, San Diego State University*

This poster is appropriate for all grade levels (early childhood, elementary preservice teachers, secondary inservice teachers). The focus is on classroom experiences of minoritized children from intentionally neglected communities. As this deals with the classroom experience, all mathematical content is connected. This poster offers a theoretical and analytical framework for understanding the beliefs and structures that determine who and what belongs in mathematics classrooms. The intended audience is all teacher educators, coaches and faculty members who teach and research mathematics education.

P34. Math Writing for PreService Teachers: Methods and Purpose of Including Math Writing in Teacher Education Programs

Tessa L. Arsenault*, University of Texas at El Paso*
Yuling Zhuang*, Texas A&M University*

In this presentation, we share the results from a literature review examining math writing (MW) for preservice math teachers (PSMTs). The questions answered in the presentation include: What theories are the studies based on for introducing MW to PSMTs? What instructional approaches have been used for introducing PSMTs to MW? What outcomes are documented from PSMTs following MW instruction? The results from this literature review align closely with Standards C.1, C.2, and C.3 of the AMTE Standards for Preparing Teachers of Mathematics (AMTE, 2017), highlighting the necessity and timely importance of MW in math teacher education.

P35. Mentoring and Collaborative Teaching Experiences of International Graduate Teaching Assistants in Mathematics

Hilda Asuo Baffour*, Western Michigan University*
Edward Agunya Asoo*, Western Michigan University*

This poster highlights four key insights from the experiences of two international graduate teaching assistants who collaboratively taught an undergraduate mathematics course that satisfies students' quantitative reasoning skills. They were part of a collaborative team that was adapting Peter Liljedahl’s Building Thinking Classrooms framework for use in the course. The team included a faculty mentor who collaboratively taught the earliest section of the course with one of the international graduate teaching assistants, with the rest of the team present. These insights illustrate how mentoring and collaborative teaching experiences can support international graduate teaching assistants to become effective teachers of mathematics.

P36. Navigating Policy and Practice: The Role of Shifting Standards for Mathematics Educators

Alberto Leiro*, University of Central Florida*
Farshid Safi*, University of Central Florida*

This poster examines how Florida's transition from the Mathematics Florida Standards to the Benchmarks for Excellent Student Thinking standards influences mathematics teaching practices. Through a conceptual analysis of state policy documents and mathematics education literature, the exploration highlights how evolving standards affect the balance between procedural fluency and conceptual understanding. Key challenges during standards transitions are discussed alongside actionable recommendations for supporting instructional shifts, including targeted professional development and assessment alignment. Practical implications support mathematics methods instructors and teacher educators in designing coursework and learning experiences that also help preservice teachers navigate policy changes and implement equitable, conceptually rich instruction.

P37. Negotiating Meaning for Fluency, Conceptual Understanding, and Problem Solving with a Team of K-5 Educators

Catherine Schwartz*, East Carolina University*
Olufunke Adefope*, East Carolina University*
Katherine Baker*, Elon University*

This proposal highlights the importance of collaborative co-design as a form of professional learning for K-5 educators. Over three years, a team of 24 elementary educators—teachers, coaches, district leaders, and researchers—worked together to refine a shared vision of high-quality mathematics instruction (HQMI), focusing on fluency, problem-solving, and conceptual understanding. By negotiating definitions and instructional approaches, they developed a coherent statewide perspective. Through structured activities, retreats, and research methodologies, this project documents how professional learning within social learning spaces leads to more aligned instructional visions.

P38. Novice Teachers' Enactment of Math Talk Learning Communities through Number Talks

Margaret Therese Ellis*, University of Delaware*

Using the Math Talk Learning Community framework (Hufferd-Ackles et al., 2004), this study analyzed six elementary novice teachers' Number Talk enactments with fifth graders in an elementary mathematics methods course. Initial findings show all teachers primarily scored at Level 1 across components with some internal variations, meaning they began pursuing student thinking but remained central leaders. Teachers elicited multiple strategies, with some instances of Level 2 practices like asking followup questions or prompting connections across ideas. The work contributes to understanding novice teacher development of facilitating discussion, suggesting the framework's components may require further decomposition and scaffolding in for novice teachers.

P39. Perspectives of Students Who Dislike K-12 Mathematics

Amrit Bahadur Thapa*, Eastern New Mexico University*

This session shares findings from a qualitative study exploring students' perspectives on their dislike of K–12 mathematics. Drawing from interviews in a college quantitative reasoning course, the research identifies key factors contributing to math aversion, including irrelevant content, rigid assessments, lack of teacher support, and learning disabilities. The study offers insights into how undergraduate coursework may help mitigate these experiences. With implications for curriculum, pedagogy, and assessment reform, this session will be valuable for elementary and secondary methods instructors, mathematics education faculty, and those interested in supporting students who have historically struggled with mathematics.

P40. Practice-Based Instructional Activities Examining Interventions for Exceptional Learners: Examples for Methods Coursework

Jeremy Lynch*, Slippery Rock University*
Sararose Lynch*, Slippery Rock University*

We will introduce conceptually- and strength-based focused instructional activities for methods courses to support teacher candidates' development of knowledge for working with exceptional students. These activities are grounded in evidence-based practices from both mathematics education (NCTM, 2014) and special education (CEC & CEEDAR, 2017). A crosswalk between the National Council of Teachers of Mathematics Principles to Actions Mathematics Teaching Practices and the Council for Exceptional Children's High Leverage Practices in Special Education (2017) will be shared with resources and instructional activities that align to specific practices. This session is intended for methods instructors from both mathematics and special education.

P41. Preparing Preservice Teachers for Purposeful Technology Integration Through Building Technological Pedagogical Mathematical Knowledge

Elizabeth A Welke*, Northeast Community College*
Antonia Mary Collett*, University of Wyoming*
Amanda Irene Atherton*, University of Wyoming*

This poster provides a framework to strengthen preservice teachers' technological pedagogical mathematical knowledge, utilizing two technology models evaluating purpose and benefits of integrating technology. An activity is shared alongside technology barriers, challenges, and implications to enhance mathematics teacher education.

P42. "Priority Standards:" How Do States' Mathematics Standards Documents Prioritize Content?

Phi Nguyen*, University of Illinois, Chicago*
Ashley N Schmidt*, University of Wisconsin - Milwaukee*

This poster shares the results of a qualitative content analysis of 50 states' standards documents regarding if and how they prioritize mathematics content. We found that 40 states described some form of prioritized content, through general descriptions of focal areas for each grade or the identification of specific standards or clusters as "priority." We suggest that the different ways states prioritize content have implications for how potentially educative the guidance is for teachers. This raises questions for how mathematics teacher educators should support teacher candidates in accessing, interpreting, and analyzing such priority standards guidance.

P43. Providing Access to All Through an Authentic Project Evoking Empathy Through Guided Inquiry

Alyssa Harbin*, University of Central Florida*

This poster highlights an empathy-centered, inquiry-based mathematics project implemented with fourth grade students. Rooted in community engagement, students designed a new city skate park to honor a former student, integrating concepts of area, perimeter, and spatial reasoning. The project fostered critical thinking, collaboration, and personal connection to mathematics. Insights include how student centered, realworld tasks can promote equity and deepen mathematical understanding. The session offers implications for elementary preservice teacher preparation and aims to support content/methods course instructors and teacher educators in designing authentic, empathy driven learning experiences that align with national recommendations for equitable and meaningful mathematics instruction.

P44. Recruiting and Retaining STEM Teachers through an Experiential Learning Partnership

Michael Daiga*, Wittenberg University*
Annie Roth*, Great Smoky Mountains Institute at Tremont; Wittenberg University*

For the past three years, Wittenberg University and the Great Smoky Mountains Institute at Tremont (GSMIT) partnered to cultivate preservice teachers' understanding of how to teach STEM actively in outdoor environments. This poster presentation will share how the partnership developed including efforts to recruit and cultivate K-12 teachers and Noyce scholars, while also describing how preservice teachers are participating in GSMIT's exemplary professional learning community called the Schoolyard Network.

P45. Redesigning Elementary School Methods through School University Partnerships

Janet Kay Stramel*, Fort Hayes State University*

This poster highlights a practice-based redesign of elementary mathematics methods courses built around school-university partnerships. Preservice teachers engaged in co-planned field experiences that emphasized the Standards for Mathematical Practice, productive struggle, and interdisciplinary connections across both math and science. The poster showcases course structure, sample activities, student reflections, and mentor feedback. Key insights include increased teacher candidate confidence, deeper connections between theory and practice, and improved mentor engagement. This session is intended for methods instructors, teacher educators, and university supervisors interested in clinical partnerships that support reflective teaching and community-engaged preparation of future math educators.

P46. Simulated Teacher Learning Communities: Designing AI Supported Practice Spaces for Responsive Teaching in Elementary Mathematics

Jennifer Osuna*, Stanford University*
Shuman Wang*, Stanford University*

This proposal presents an innovative design-based research project focused on supporting novice teachers in developing the complex skills of responsive teaching in mathematics. We describe the development of an AI-supported simulated professional learning community (TeacherCollab), where early-career teachers engage with AI-generated teacher agents to collaboratively analyze student mathematical thinking using an asset-based lens. Grounded in the literature on responsive teaching, practice-based teacher education, and the potential of generative AI to approximate professional practice, this project offers a novel model for equitable, scalable teacher learning.

P47. Standards-Based Grading in an Elementary Content Course: Teacher Candidates' Use and Perceptions

Brooke Krejci*, University of Wisconsin - River Falls*

This study explores the implementation of standards-based grading in an elementary mathematics content course for 40 teacher candidates. Unlike traditional grading, Standards-based grading emphasizes mastery, formative feedback, and equity. Over 80% of teacher candidates utilized reassessment opportunities, with many reporting increased clarity in expectations, targeted studying, and connections to future teaching. These results support current research advocating for reform in assessment practices, encouraging mathematics teacher educators to reflect on how grading practices influence conceptual understanding, self-assessment, and equitable outcomes in mathematics education.

P48. Strengthening Rural Mathematics Education: A Mixed Methods Study of Curriculum, Instruction, and Professional Learning

Cynthia Carson*, University of Rochester*

This mixed methods study examines rural middle grades mathematics education across the U.S., focusing on curriculum, instruction, and professional learning. Through surveys, interviews, case studies, and structured dialogue, the project explores current practices, contextual challenges, and factors affecting the implementation of rigorous mathematics instruction. Findings aim to inform stakeholders about the gaps between existing practices and those in economically competitive regions, offering actionable recommendations for sustainable improvement. This work supports AMTE's mission by enhancing research-based practices and advancing the preparation, recruitment, retention, and diversification of mathematics teachers in rural contexts, promoting greater equity and effectiveness in mathematics education.

P49. Subtracting Stress, Adding Strength: Mindfulness for Preservice Math Teachers

Maggan Quist*, University of Nebraska - Lincoln*

This poster shares preliminary findings from a dissertation study exploring how a mindfulness-based intervention impacted the stress levels, teacher identity, and social-emotional competence of preservice mathematics teachers. Participants engaged in mindfulness practices during their practicum and student teaching semesters. Using transcendental phenomenology, this study captures the shared experiences of preservice math teachers navigating the demands of the classroom. The poster highlights research-based implications for supporting preservice teachers' well-being and resilience. Attendees will engage with the study design, key findings, and practical applications for integrating mindfulness into mathematics teacher preparation programs.

P50. Supporting Mathematics Teachers Implementing Groupworthy Tasks

Barbara Ann Swartz*, West Chester University of Pennsylvania*

Groupwork provides opportunities to learn communication and collaboration skills, but how can teachers ensure all students are engaging with the content during groupwork? Groupworthy tasks used within the Complex Instruction framework provide structures needed for students to access challenging mathematics content, along with developing the skills of inclusion and respect by engaging with others. This poster session shares how teachers learn to design such tasks and utilize these frameworks in their teaching to support every student in their classroom when working in groups.

P51. Supporting Teacher Candidates with the Content and Confidence Needed for Mathematics Licensure Tests

Katherine Baker*, Elon University*
Heather Barker*, Elon University*
Emily C Elrod*, Elon University*

This poster overviews the development process and product of a preparation support system for teacher candidates taking their mathematics test required for licensure. We share how the support system addresses candidates' obstacles to licensure and also supports our decision-making in courses. While our project is specific to elementary teacher candidates, the process can be applied to other tests and licensure support needs. We will also highlight our future directions of studying the effectiveness of our test preparation support and teacher candidates' confidence levels in test-taking and the various content areas.

P52. The Significant Role of UDL in Differentiating Mathematics Instruction

Shruti Raman*, University of Central Florida*

This session explores Differentiation and the Universal Design for Learning Framework across the K-12 mathematics instruction. Grounded on equitable access and learner identity, the session presents a framework developed through educator feedback, data analysis, and research on learner agency. Attendees will examine ways to design safe and inclusive spaces that invite and honor learners with all abilities, foster discourse and elevate student thinking. Focused on building conceptual understanding and growth mindset, this session is ideal for educators, coaches, and instructional leaders aiming to support all learners in accessing rich mathematical content.

P53. Transforming Math Attitudes through STEM

Jarrett O'Brian Anderson*, University of Central Florida*

Middle school is typically a time of identity development for many students. During this presentation, we will discuss studies related to the ways that student attitudes towards mathematics become increasingly negative as students advance in grade level. Luckily, there is a growing body of research in this area suggesting that STEM activities can promote positive attitudes toward mathematics and can lead to increased levels of student engagement and achievement. Classroom teachers would be well advised to take notice of such activities in order to re-engage students in learning, doing and enjoying mathematics.

P54. Unpacking Hidden Barriers: An Activity for Teacher Candidates to Identify Bias in Assessments

Ashley M Williams*, Muskingum University*

This report session presents an activity designed to train teacher candidates to identify potential bias in mathematics assessments. Candidates, acting as external evaluators, analyzed elementary and secondary assessments containing intentionally embedded cultural, linguistic, and socioeconomic biases. The session will detail the task, including how candidates identified bias types, explained the impact on students, and suggested improvements. Attendees will examine the task and sample student reflections, discuss improving and adapting the task for various contexts, and discuss the activity's implications for fostering equitable assessment practices in teacher preparation.

P55. Using Analysis, Design, Development, Implementation, and Evaluation Model to Support STEM Leaders in Instructional Design

Premkumar Pugalenthi*, University of North Carolina at Charlotte*
David Pugalee*, University of North Carolina at Charlotte*
Christopher Raymond Gordon*, Lenoir-Rhyne University*
Alisa Wickliff*, University of North Carolina at Charlotte*

This session examines how the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model supports STEM instructional leaders in their instructional design. Participants, including curriculum specialists and instructional coaches, engaged in a STEM professional learning community to develop instructional materials that integrate Makey Makey and Coding into their PK12 Classrooms. This session will explore how the ADDIE model guided educators through each phase of instructional design, providing insights into improving alignment between instructional goals, strategies, and resources. Intended for instructional leaders, coaches, and curriculum developers, this session offers strategies for using the ADDIE model as a tool for effective STEM instructional design.

P56. Using Data to Improve Teacher Retention in an Asynchronous Professional Development Course for Educators

F. Paul Wonsavage*, Lastinger Center for Learning, University of Florida*
José David De León Alejandro*, Lastinger Center for Learning, University of Florida*
Christopher Engledowl*, Lastinger Center for Learning, University of Florida*

In this poster presentation, we share our team's experience understanding the challenge of teacher retention in our PD program and how we used quantitative data trends from our learning management system and qualitative user feedback to improve teacher retention. By sharing our experience, our goal is for other mathematics educators to be able to apply our insights to improve their own work designing methods courses and professional learning opportunities for both preservice and in-service teachers.

P57. Using Generative AI as a Stimulus for Preservice Teacher Questioning

Jelena Byers*, Purdue University*
Signe Kastberg*, Purdue University*

This poster will focus on an activity sequence utilizing generative artificial intelligence in elementary mathematics methods to help preservice teachers consider questions to be used with students who have completed a mathematical task. Opportunities for participants to connect to their instructional activities utilizing generative artificial intelligence will be provided. Participants can hope to walk away with an understanding of a way mathematics teacher educators can utilize the tool to help their preservice teachers stimulate planning questions for mathematics lessons.

P58. "Wait, Teaching Pays That Much?": Changing Student Perceptions through Get the Facts Out Presentations

Sandra A. Lampley*, University of Alabama in Huntsville*
Dana Lynn Skelley*, University of Alabama in Huntsville*
Sarah Roller Dyess*, University of Alabama in Huntsville*
Janice Burrows*, University of Alabama in Huntsville*

This poster session provides insights into using Get the Facts Out presentations to recruit high school and college students into the mathematics teacher education field. We share our experiences utilizing Get the Facts Out presentations with high school and college students. Pre/post assessment data will be shared to evaluate the effectiveness of the presentation and focus group data provide student perceptions about mathematics teaching as a career. Findings suggest presentations were effective at increasing students' knowledge about teaching and positively impacting some perceptions about teaching. Focus group data also provides suggestions for future recruitment and retention needs.

P59. We Been Talkin': Black Mathematics Teachers Confrontin' Anti-Black Linguistic Racism and Reclaimin' through Resistance

Amelia Q. Rivera*, North Carolina State University*
Latasha Reid-Daniels*, North Carolina State University*
Shawna A. Daniels*, North Carolina State University*

Part of a larger study, using Baker-Bell's (2020) Black Linguistic Identities: internalized anti-Black linguistic racism, linguistic double-consciousness, and linguistically liberated; this interdisciplinary critical narrative analysis explores the Black linguistic identities of Black secondary in-service mathematics educators. To understand their experiences impacting their Black linguistic identity we pose: How does anti-Black linguistic racism affect the linguistic identities of Black mathematics educators? Findings suggest evidence of internalization of and navigating resistance to the anti-Black linguistic racism and these identities are fluid and contextual suggesting the need for teacher educators to utilize intentional anti-racist language practices as these educators develop their teacher identity.

P60. Why Is Making STEM Connections Difficult? Insights From Experienced K-12 Teachers

Elyssa Stoddard*, State University of New York at Oneonta*

STEM education, including the role of mathematics in STEM, is a current priority in K-12 education. As such, it follows that developing K-12 teachers' abilities to effectively teach STEM, especially in ways that make the role of mathematics clear, is a priority for mathematics teacher educators. To do that, it is necessary to understand potential barriers to teachers' doing so. This poster shares survey findings which identify potential barriers to experienced K-12 teachers of STEM in making connections between STEM disciplines. Recommendations to address these barriers will also be shared.

AMTE

ADVOCACY SESSION

SALON E/F, LOWER LEVEL 1

Ways to Advocate: Using Your Voice to Create Change

Equitable Education: Shirley Burnett, Jackson State University
Alisha Gibson, Jackson Public Schools

Funding Loss: Crystal Kalenic-Craig, University of Texas at San Antonio

Unions and Faculty Organizing: Courtney Koestler, Ohio University

Policy Changes: Aubrey Neihous, Wichita State University

ICE and Public Schools: Katie Rupe, Chicago Public Schools

LGBTQ+ Teachers: Kyle Whipple, University of Wisconsin - Eau Claire

Moderator: Liza Bondurant, Mississippi State University

We are in a historic moment that requires that we advocate for ourselves, our colleagues, our students, and education in general. This session will feature a panel of advocates working in various spheres of math education (e.g., policy, K-12 schools, union organizing, funding, and queer teachers' rights) to ensure that gains are not lost, and harm is mitigated for those at risk. The session will begin with short introductions to orient participants to the various panelists and their work, then proceed with more direct questions aimed at the participants' advocacy work.

Thursday, February 5, 2026 6:00 PM - 7:30 PM

RECEPTION FOR GRADUATE STUDENTS & EARLY CAREER FACULTY

MT. HOOD, SECOND FLOOR

Graduate Students and early career faculty in their first three years are invited to join the AMTE Board of Directors and leadership at Mt. Hood on the second floor for a reception. Light refreshments will be served.

[Review the 2026 Attendee Menu Here]

Reception Sponsored by the Maier Math Foundation

Friday, February 6, 2026 7:00 AM - 8:00 AM

BREAKFAST & AFFILIATE MEETINGS SALON E/F, LOWER LEVEL 1

Tables will be designated for AMTE Affiliate groups to meet during Friday morning's breakfast.

[Review the 2026 Attendee Menu Here]

AMTE Affiliate Directory

Illinois Mathematics Teacher Educators (IMTE)
Utah Association of Mathematics Teacher Educators (UAMTE)
Florida Association of Mathematics Teacher Educators (FAMTE)
California Association of Mathematics Teacher Educators (CAMTE)
Pennsylvania Association of Mathematics Teacher Educators (PAMTE)
Association of Mathematics Teacher Educators of Connecticut (AMTEC)
Georgia Association of Mathematics Teacher Educators (GAMTE)
Tennessee Association of Mathematics Teacher Educators (TAMTE)
New Jersey Association of Mathematics Teacher Educators (NJAMTE)
Mississippi Association of Mathematics Teacher Educators (MAMTE)
Association of Mathematics Teacher Educators of Alabama (AMTEA)
Teachers of Teachers of Mathematics, Oregon (TOTOM)
Missouri Mathematics Association for Advancement of Teacher Training ((MAT)^2)
Association of Mathematics Teacher Educators in Texas (AMTE-Tx)
Iowa Association of Mathematics Teacher Educators (IOWA AMTE)
Association of Maryland Mathematics Teacher Educators (AMMTE)
Hoosier Association of Mathematics Teacher Educators (HAMTE)
Association of Mathematics Teacher Educators of North Carolina (AMTE-NC)
Michigan Association of Mathematics Teacher Educators (MI-AMTE)
Wisconsin Association of Mathematics Teacher Educators (WI-AMTE)
Virginia Association of Mathematics Teacher Educators (VA-AMTE)
Kentucky Association of Mathematics Teacher Educators (KAMTE)
New York State Association of Mathematics Teacher Educators (NYSAMTE)
Nevada Association of Mathematics Teacher Educators (AMTE-NV)

Overview of Friday Morning, February 6, 2026

	8:15 AM - 9:00 AM	9:15 AM - 10:00 AM	10:15 AM - 11:00 AM	11:15 AM - 12:00 PM
Salon A (Hyb)	*65. Presidential Exchange*: Advocating for Transformative Change - Buckhalter, Benken, Kokka, Tchertchian & Safi	*83. Resilience in Research: Strategies and Supports* - CAST-MTE Task Force	*96. Best Practices for AI Mediated Data Science Lessons in PK-5 Mathematics Classrooms* - Shields	*114. Courageous Conversations and Actions: Supporting Educators in Times of Crisis* - CAST-MTE Task Force
Portland (Hyb)	*66. Developing Master Teaching Fellows Understanding of Mechatronics to Transform STEM Learning Environments* - Sears, Arthur & Jackson	*84. Walking with Community: Elementary Prospective Teachers Learning to Identify Community Mathematics Knowledge Alongside Families* - Harper, Orr, Matsebula, Zelaya Zapata & Bowers	*97. AMTE Headquarters Sponsored Session: BIPOC Conversations: Unpacking Our Contexts, Navigating Our Constraints, and Articulating Our Commitments*	*115. Judicious Use of Technology* - Conway, Kebreab, Casler-Failing, Menke & Welji
Eugene (Hyb)	*67. Rethinking Grading in an Elementary Methods Course* - Neel-Romine, Prough, Menke & Mannix	*85. AMTE Headquarters Sponsored Session: Mathematical Modeling - Reimagining an interdisciplinary and comprehensive approach* - Galluzo	*98. Instructional Circles as a Professional Development Model for Mathematics Teacher Educators* - Kirschner, Li, Winfun-Cook & Lindfors-Navarro (Extended Session)	
Hawthorne/ Belmont	*68. Building Partnerships to Advance Mathematics Teacher Education Research, Policy, and Practice* - Paolucci & Nucci (Extended Session)		*99. Mentors as Authentic Narrators in Teacher Education: Creating a Learning Community for Secondary Teacher Candidates* - Lesseig, Wilhelm, Asare & Akmal	*116. Understanding and Supporting Preservice Elementary Teachers' Conceptions of Volume* - Mensah & Wickstrom
Salon B	*69. Professionally Developing Ourselves: Exploring the Diverse Pathways into Early Childhood Mathematics Teacher Education* - Pinilla, Moldavan, Ward, Altshuler & Zhang (Extended Session)		*100. Reimagining Math Teacher Preparation & Professional Development with Generative AI* - Lannin & LaCroix (Extended Session)	
Salon C	*70. Articulating and Envisioning Affiliates' Organizational Process and Culture* - Kulow, Anderson & Keith	*86. Seeing Mathematics Pedagogy through Young Children's Eyes: Perspectives on Video Club* - Vescio & Underwood	*101. Elementary Preservice Teachers' Struggles with Mathematics Problem Solving and Scaffolds Offered for Success* - Forte	*117. Understanding Mechanisms for Translating Professional Development to Ambitious Mathematics Teaching and Student Learning* - McKie & Riser
Salon D	*71. Leveraging Teaching Simulations focused on Eliciting and Interpreting Student's Mathematical Thinking in Elementary Methods Courses* - Boerst, Garcia, Gonzalez, Heck & Kwon (Symposium 8:15-9:30)		*102. Teacher Education Programs' Admissions Processes: What Do Applicant Essays Reveal?* - Slavit & Roth McDuffie	*118. Secondary Mathematics Teachers Thin Slicing: A Multiple Case Study* - Frazee, Cardetti, Cavanna & Staples
Salon G	*72. Centering Families in Mathematics Teacher Education* - Harper, Knighten, Rhodes, Lennox & Kreider	*87. Learning to Identify the Learning Goal in Curriculum Materials: Supporting Implementation with Integrity* - Drake & Wallus	*103. Dissertation Award Session. Storytelling & Matemáticas: Engaging in the Complexity of Justice-oriented Mathematics Teaching* - Zuniga Ruiz	*119. Teachers Learn to Teach Mathematics Through Problem Posing: Promises and Challenges* - Muirhead, Brown, Hwang, Han & Cai
Salon H	*73. Developing Teachers' Facilitation Strategies to Build Number Sense in K–2 Learners with Interactive Simulations* - Carter & Celedón-Pattichis (Extended Session)		*104. Datarific! Data Science and Statistics Teacher Education Curriculum Workshop* - Casey, Lee, Hudson, Mojica, Thrasher & Abel (Extended Session)	

	8:15 AM - 9:00 AM	9:15 AM - 10:00 AM	10:15 AM - 11:00 AM	11:15 AM - 12:00 PM
Medford	*74. Individual Classroom Studies as Professional Development for Grades 6-8 Mathematics Teachers* - Champion, Welder, Carney & Amador	*88. Facilitating Prospective Middle-Level Teachers' Generation of Statistical Investigative Questions* - Peters, Zbiek & Kpotosu	*105. Mentoring Mentors Through Practice Based Remote Professional Learning* - Garcia & Claiborne	*120. Report Session: Supporting Mathematics Teachers in Creating Caring and Growth-Oriented Classroom Communities*
Willamette	*75. Mapping Existing Math Teacher Educators' Work to Social Justice Pedagogical and Content Knowledge for Teachers* - Neihaus	*89. Preservice Elementary Teachers' Talk Moves in Facilitating Mathematics Discussions* - Kim & Levin	*106. Report Session: Clinical Field Experiences of Preservice Teachers*	*121. Evolving Perspectives of Mathematics: Preservice Teachers Engage with Math and Social Inequality* - Pham
Mount St. Helens	*76. Exploring a Theory of Action: Supporting Mathematics Teachers' Learning to Teach with Drafting and Revising* - Jansen	*90. How Teachers Make Sense of Using Observation Rubrics to Make Incremental Shifts to Instructional Practice* - Litke, Wilson & Akridge	*107. Responding to the Science of Math Movement: Navigating Pushback Against Mathematics Education Research-Aligned Teaching* - Jasien (Extended Session)	
Mount Hood	*77. Rethinking Mathematics Teacher Preparation: Aligning Content and Sequencing with Mathematics Pathways* - Perez-Rice & Arrington	*91. The Wisdom They Carry: Mathematics Teachers of Color Reflecting Before Taking Action* - Gutierrez, Myers & Kokka	*108. Teaching Statistics for Social Justice: A Framework for Equitable and Empowering Data Investigations* - Barker & Elrod (Extended Session)	
Pearl	*78. Disrupting What's Seen (and Unseen): Seeing Through Systems of Oppression* - Turner, Walton, Johnson & Ziegler Zimmerman (Extended Session)		*109. A Little Help from My "Friend": Exploring Prospective Teachers Use of Artificial Intelligence in Planning* - Males, Quist, Liu & Hassani	*122. Cultivating Culturally Responsive Mathematics Educators Through Collaborative Math Modeling: Preservice Teachers Bridging Theory and Practice* - Banks, Drabek & Brown
Salmon	*79. Powerless and Empowered: Preservice Teachers' Explorations of Social Issues Using Data Activities* - Brass	*92. From Static to Alive: Shaping Perceptions of Mathematics through Writing in Discrete Math* - Barba	*110. Report Session: Reflective Practices and Development of Mathematics Teacher Educators*	*123. Mathematics Teacher's Five-Year Journey with Culturally Relevant Pedagogy: Before, During and After a Professional Development* - Thomas
Douglas Fir	*80. Report Session: Teaching and Learning with Technology*	*93. Positive Mathematical Identity Development of Preservice Teachers*	*111. "They" in First Grade: Discursive Authors and Time-Space Norms* - Edelen	*124. Supporting Teacher Candidates to Identify and Leverage Students' Mathematical Strengths* - Wallace & Hood
Meadowlark	*81. Report Session: Asset-based Approaches to Mathematics Teaching and Learning*	*94. Report Session: Preservice Teachers' Capacity to Support the Development of Students' Early Number Concepts*	*112. Report Session: Teachers' Capacity to Teach Algebra*	*125. Using Hivemind Simulations to Help Novice and Experienced Teachers Increase Their Responsiveness to Student Thinking* - Goldsmith-Markey & Valerio
Sunstone	*82. Report Session: Advanced Mathematics Courses*	*95. Report Session: Metaphors for Mathematics Teaching, Learning and Identity*	*113. Report Session: Mathematical Proof*	*126. Using Kaktovik Numerals to Develop Student Understanding of Place Value* - Payne & Fox

Session 65 **Salon A (Hyb), Lower Level 1**
AMTE President Exchange

Presidential Exchange Session 1 - Advocating for Transformative Change

Brian Buckhalter, *NCSM Leadership in Mathematics Education, President*
Babette Benken, *Research Council on Mathematical Learning, President-Elect*
Kari Kokka, *TODOS Mathematics for ALL, President-Elect*
Eddie Tchertchian, *American Mathematical Association of Two-Year Colleges, President*
Moderator: Farshid Safi, *Association of Mathematics Teacher Educators, President*

Join the presidential exchange panel discussion as leadership representatives from national organizations discuss updates and share joint efforts towards advocating for transformative change. This is the first of two presidential exchanges during the conference as participants can share in collaborative efforts within and across organizations.

Session 66 **Portland (Hyb), Lower Level 1**
Teaching and Learning with Technology
Individual Session

Developing Master Teaching Fellows Understanding of Mechatronics to Transform STEM Learning Environments

Ruthmae Sears, *University of South Florida*
Stephanie Arthur, *University of South Florida*
Brandy Bradshaw Jackson, *Aecern, Creators of Scoutlier*

This presentation describes 10 secondary STEM Master Teaching Fellows (MTFs) perspectives of workshops designed to develop their understanding of mechatronics and how to apply it within their learning environments. Given the interdisciplinary nature of mechatronics, the workshops amplified how technology can be used to enhance and transform STEM teaching and learning. For our programmatic improvement efforts, data were garnered via Qualtrics surveys. The results suggest that MTFs valued hands-on learning experiences, perceived the workshop enhanced their knowledge about mechatronics, and appreciated the supportive community. The findings can support teacher educators in identifying creative ways to integrate technology within their programs.

Session 67 **Eugene (Hyb), Lower Level 1**
Mathematics Pedagogy
Individual Session

Rethinking Grading in an Elementary Methods Course

LeAnn Neel-Romine, *Ball State University*
Sam Prough, *Ball State University*
Jenna Menke, *Ball State University*
Josh Mannix, *Ball State University*

As we ask elementary preservice teachers to consider ambitious and equitable teaching and assessment, we realized that we as mathematics teacher educators also need to consider how we assess our students. Keeping in mind ambitious and equitable teaching practices, ways in which in-service teachers are assessed in their classrooms, and sustainability for instructors, we underwent the process of revising the grading and assessment that occurred in an elementary methods course. In this session, we detail our process and provide guidance to other mathematics teacher educators who want to rethink how they assess preservice teachers.

Session 68 **Hawthorne/Belmont, 2nd Floor**
Collaborations and Partnerships
Extended Session (8:15-10:00)

Building Partnerships to Advance Mathematics Teacher Education Research, Policy, and Practice

Catherine Paolucci, *Mathematical Association of America*
Drew Nucci, *WestEd*

This working group session will support participants in identifying and building partnerships that can accelerate progress in mathematics teacher education aligned with recommendations in the national Future Directions for Mathematics Education Research, Policy, and Practice report. Participants will engage in facilitated activities designed to help build new cross-sector collaborations and action plans focused on the preparation of mathematics teachers across all grade levels. Collaborations emerging from the session will develop a clear set of next steps for integrating and leveraging unique combinations of experiences, expertise, and perspectives to set goals, seek funding, and take action.

Session 69 **Salon B, Lower Level 1**
Development of Mathematics Teacher Educators
Extended Session (8:15-10:00)

Professionally Developing Ourselves: Exploring the Diverse Pathways into Early Childhood Mathematics Teacher Education

Robyn K Pinilla, *University of Texas at El Paso*
Alesia Mickle Moldavan, *Georgia Southern University*
Jennifer Ward, *Kennesaw State University*
Mari Altshuler, *University of Illinois, Urbana-Champaign*
Aidong Linda Zhang, *Wayne State College*

This extended working group session will explore early childhood mathematics teacher educators' (ECMTEs) academic and professional pathways for developing content and pedagogical expertise spanning nursery, pre-, and early elementary-school-aged children. While early childhood mathematics is expansive and critical to children's later academic success, teacher and teacher educator preparation varies widely. To develop collective understandings of the necessary expertise, ideas for professional development, and supportive resources, this working group will begin with story-sharing and evolve into an optional self-study of those stories and professional development trajectories that could be useful to others navigating becoming an ECMTE.

Session 70 **Salon C, Lower Level 1**
AMTE Affiliate Committee Session

Articulating and Envisioning Affiliates' Organizational Process and Culture

Torrey Kulow, *Portland State University*
Robin Anderson, *North Carolina State University*
Julia Keith, *Orange County Public Schools*

Affiliate representatives use ideas from organizational theory (specifically organizational process and culture) to explore and exchange effective strategies for engaging in affiliate activities, including growing and maintaining membership.

Session 71 **Salon D, Lower Level 1**
Practice-Based Experiences for Prospective or Practicing Educators
Symposium (8:15-9:30)

Leveraging Teaching Simulations Focused on Eliciting and Interpreting Student's Mathematical Thinking in Elementary Methods Courses

Tim Boerst, *University of Michigan*
Nicole Garcia, *University of Michigan*
Monica Gonzalez, *East Carolina University*
Daniel Heck, *Horizon Research, Inc.*
Minsung Kwon, *California State University, Northridge*

This session builds on a decade-long project that has advanced the use of teaching simulations in teacher education and seeks to illustrate how these teaching simulations can be incorporated by other TEs. In this session, we aim to familiarize teacher educators (TEs) with materials for enacting teaching simulations focused on eliciting and interpreting student thinking for formative assessment, illustrate how two TEs, from outside of the research project, integrated the use of the teaching simulations into their elementary mathematics methods courses, and engage participants in considering how the simulations could be used in their contexts.

Session 72 **Salon G, Lower Level 1**
AMTE Sponsored Sessions

Centering Families in Mathematics Teacher Education

Frances Harper, *University of Tennessee*
Latrenda Knighten, *National Council of Teachers of Mathematics*
Shereese Rhodes, *NAFSCE Family Math Advisory Council*
Sonja Lennox, *NAFSCE Family Math Advisory Council*
Holly Kreider, *NAFSCE Center for Family Math*

Preparing teachers of mathematics to engage families is a crucial, though often overlooked, component of equity-focused teacher education. In mathematics education, family and community engagement topics appear in fewer than 10% of courses nationally (Caspe & Hernandez, 2021). Inspired by diverse perspectives and existing practices, this panel will present a reimagining of mathematics teacher preparation with families at the center. Specifically, the panel will share preliminary findings from an NSF-funded distributed convening that brought together parent leaders, math teachers, and math teacher educators to explore the core competencies teachers need to effectively partner with families around students' math learning, promising practices for preparing math educators to partner with families, systemic challenges and opportunities, and a series of innovative ideas to pilot in practice. Emerging themes from the first two meetings suggest that meaningful preparation for family math engagement requires re-centering teacher education in community partnership, infusing families' cultural mathematical practices and leadership throughout coursework and field experiences, and building systemwide supports that make collaboration between families, educators, and institutions both expected and sustainable.

Session 73 **Salon H, Lower Level 1**
Teaching and Learning with Technology
Extended Session (8:15-10:00)

Developing Teachers' Facilitation Strategies to Build Number Sense in K–2 Learners with Interactive Simulations

Catherine Carter, *University of Colorado, Boulder*
Sylvia Celedón-Pattichis, *University of Texas at Austin*

In this workshop, preliminary ongoing research findings will be shared to highlight promising pedagogical strategies for using interactive simulations in K–2 classrooms. Video clips of students using the simulations and reflections from teachers will be shown. Attendees will directly engage with simulations while exploring lessons used by teachers to connect with the ongoing research. Discussion will follow as attendees reflect on ways the sims and lessons might support multilingual learners and shifts in student engagement.

Session 74 **Medford, Lower Level 1**
Professional Development and Coaching
Individual Session

Individual Classroom Studies as Professional Development for Grades 6-8 Mathematics Teachers

Joe Champion, *Boise State University*
Rachael Mae Welder, *Boise State University*
Michele Carney, *Boise State University*
Julie Amador, *University of Idaho*

Learn about a new collaborative teacher professional development model from a large-scale teacher-research alliance with grades 6-8 mathematics. The model, Individual Classroom Studies, is based on action research, but with collaboration and support structures to support teachers' classroom-based experimentation with research-based instructional practices. Includes sample artifacts and data about student learning and engagement from 70 rural teachers. Join us to consider how this approach can support instructional change, contribute to research on teaching and learning, and be adapted for a wide range of professional learning contexts.

Session 75 **Willamette, Main Lobby Level**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

Mapping Existing Math Teacher Educators' Work to Social Justice Pedagogical and Content Knowledge for Teachers

Aubrey Neihaus, *Wichita State University*

In the work to create more equitable mathematics education classrooms and systems, we have many theories to incorporate into our courses and programs—from critical care pedagogies to teaching mathematics for social justice, complex instruction, and considerations of learners' identities and funds of knowledge. In this session, I share the findings from a project to map these theories to Dyches and Boyd's (2017) theoretical framework of social justice pedagogical and content knowledge. This work shows areas where the framework might be expanded, as well as opportunities for the field of mathematics teacher education to strengthen social justice knowledge of teachers.

Session 76 **Mount St. Helens, 2nd Floor**
Mathematics Pedagogy
Individual Session

Exploring a Theory of Action: Supporting Mathematics Teachers' Learning to Teach with Drafting and Revising

Amanda Jansen, *University of Delaware*

Attendees at this session will be introduced to Rough Draft Math (incorporating rough drafting and revising into opportunities to learn mathematics) as an approach for supporting the development of positive identities toward mathematics learning as well as students' ongoing mathematics learning (Jansen, 2020). Additionally, attendees will have an opportunity to reflect upon (and critique and revise) a theory of action that addresses how teachers can learn to enact drafting and revising in their mathematics classrooms. To put the theory of action into practice, we will explore a toolkit of strategies that leaders can use to support teachers.

Session 77 **Mount Hood, 2nd Floor**
Mathematics Education Policy and Program Issues
Individual Session

Rethinking Mathematics Teacher Preparation: Aligning Content and Sequencing with Mathematics Pathways

Tammi Perez-Rice, *Charles A. Dana Center, University of Texas at Austin*
Katey Arrington, *NCSM: Leadership in Mathematics Education; Charles A. Dana Center, University of Texas at Austin*

This session examines how traditional mathematics content and sequencing in teacher preparation programs often misalign with the goals of future educators and do not reflect mathematics pathways. Focusing on elementary preservice teachers, we explore how mathematics pathways need to be a foundation of teacher preparation. Participants will review research, analyze a state-level model, and engage in collaborative discussion to evaluate and revise course sequences. The session is ideal for content/methods course instructors, teacher preparation faculty, and math education leaders interested in aligning coursework with teacher competencies and the evolving needs of diverse learners.

Session 78 **Pearl, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Extended Session (8:15-10:00)

Disrupting What's Seen (and Unseen): Seeing Through Systems of Oppression

Blake Turner, *Marquette University*
Margaret Walton, *Towson University*
Jade Johnson, *University of Maryland, College Park*
Mary E Ziegler Zimmerman, *University of Maryland, College Park*

This session introduces an intervention using animated storyboards to support elementary and secondary preservice teachers in developing multidimensional noticing—attending to student thinking while also recognizing how race, gender, and systemic oppression shape classroom interactions. Participants will engage with storyboards, reflect on who and what they notice, and consider how biases and systems of power affect their noticing. The session offers insights for methods instructors and teacher educators seeking to foster equity-focused noticing practices and provides tools to support preservice teachers in naming, analyzing, and disrupting racialized and gendered dynamics in mathematics teaching and learning.

Session 79 **Salmon, 3rd Floor**
Mathematics Content and Curriculum
Individual Session

Powerless and Empowered: Preservice Teachers' Explorations of Social Issues Using Data Activities

Amy Brass, *University of New Mexico*

This session will share results of using data activities for exploring social issues related to wealth distribution and tuition changes with middle grades preservice teachers. One focus of this session is using data activities with preservice teachers in ways that model the integration of mathematical goals and social justice goals. Participants will engage in and analyze the data activities and discuss affordances, limitations, and considerations of their use in classrooms. This session will be of interest to mathematics teacher educators seeking ways to incorporate statistical literacy tasks focused on social justice in their work with preservice teachers.

Session 80 **Douglas Fir, 3rd Floor**
Report Session

Teaching and Learning with Technology

PreService Teachers and Robots: Developing TPACK in a Mathematics Methods Course

Shelli L Casler-Failing*, Georgia Southern University*

This session will report on research conducted in a middle grades and secondary crosslisted mathematics methods course as preservice teachers experienced learning about, and with, the TI-Nspire CX II CAS calculator, TI-Innovator Rover™, and the Python programming language. Findings will be disseminated, as well as PSTs' self-reported successes and challenges as they learned to code and create lessons with the Rovers. This report session will also share strategies for MTEs contemplating the integration of similar experiences in their courses and how to help make robotics accessible for PSTs after graduation in their classrooms.

Using Technology to Support PreService Teachers Exploring Quadrilaterals: The Affordances of Different Representational Systems

W Gary Martin*, Auburn University*
Elizabeth Harkey*, Auburn University*

This report shares research that explored the affordances of exploring quadrilaterals with preservice teachers using multiple representational systems including consideration of quadrilateral properties and constructions using dynamic geometry, consideration of their symmetries using dynamic geometry, and designing them in a block-based coding environment. Findings will share how the preservice teachers were able to leverage and coordinate different representations to build their understanding. This report will be especially valuable for content and methods course instructors, as well as educators interested in leveraging technology to deepen preservice teachers' understanding of geometric concepts.

Session 81 **Meadowlark, 3rd Floor**
Report Session

Asset-based Approaches to Mathematics Teaching and Learning

A Meta-Synthesis of the Term "Asset" in the Journal of Mathematics Teacher Education

Minah Kim*, Northern Arizona University*

With the suggestion for asset-based approaches for equitable teaching and learning, this study conducts a meta-synthesis of assets in the Journal of Mathematics Teacher Education. Seventeen empirical or conceptual articles that include "asset" are selected, and through the meta-ethnography method, the definitions, uses, and roles of 'asset' were examined. This study implies that the definition of assets is broadly defined, and there is little research that directly investigates assets. This study suggests further development of a solid concept of assets and "asset-based" mathematics teacher education.

Teachers' Attributions for Students' Mathematical Success and Struggle

Selim Yavuz*, Indiana University, Bloomington*
Anna Gustaveson*, University of North Carolina at Chapel Hill*
Dionne Cross Francis*, University of North Carolina*
Naomi Jessup*, Georgia State University*

In our study, we explore teachers' attributions for students' mathematical success and struggle, focusing on how these beliefs affect equitable learning opportunities. We interviewed 22 pre–service and in-service mathematics teachers. We identified three categories of attributions: individual traits, environmental factors, and educational practices. While internal attributions were most common, teachers also recognized socio-cultural and systemic influences. Our findings suggest that engaging teachers in critical reflection on attribution beliefs may challenge deficit thinking and promote more equitable teaching. This work contributes to mathematics teacher education by highlighting attributions as a productive entry point for addressing issues of social and racial justice.

Session 82 **Sunstone, 3rd Floor**
Report Session

Advanced Mathematics Courses

A Mixed-Methods Study on AP Precalculus and Student Outcomes in AP Calculus AB&BC

Natasha Paunovska*, Florida International University*
Barbara King*, Florida International University*

This mixed methods study investigates the impact of AP Precalculus on student outcomes in AP Calculus AB and BC. Drawing on data from Miami-Dade County Public Schools, the quantitative component analyzes exam scores and demographic variables for over 2,600 students. The qualitative component features interviews with AP Precalculus and Calculus teachers to explore curriculum implementation and student readiness. Guided by Ecological Systems Theory, the study examines how individual, instructional, and institutional factors shape student success. Findings aim to inform curriculum design, teacher preparation, and placement practices, offering insights into how AP Precalculus influences equity and achievement in advanced mathematics.

Preservice Teacher Reflections on Impacts of Advanced Perspectives Mathematics Courses

Dan Ilaria*, West Chester University of Pennsylvania*
Jenifer Hummer*, West Chester University of Pennsylvania*

This session discusses secondary preservice teacher reflections after taking Advanced Perspective Mathematics classes that connect advanced math courses, such as Abstract Algebra and Real Analysis, to secondary teaching scenarios. Reflections from participants shared how their participation in the course positively impacted their understanding of the content in their advanced math course. They also shared how the teaching scenarios impacted their pedagogical practices around language and knowledge for teaching. The intended audience is for content/methods course instructors and program directors.

Session 83 **Salon A (Hyb), Lower Level 1**
AMTE Collective Action to Serve Teachers & Mathematics Teacher Educators (CAST-MTE) Task Force Session

Resilience in Research: Strategies and Supports

CAST-MTE Task Force

This session will explore the profound impact of recent federal and state-level policy changes on mathematics education research. Participants will hear from educators whose grants were canceled or delayed, and discuss strategies for sustaining research agendas amid funding uncertainty. Topics include adapting research focus, pursuing alternative funding sources, and supporting graduate students through institutional instability. This session responds to the needs MTEs voiced in a recent survey for spaces to share stories, strategize, foster solidarity and take collective action. The session will also highlight collective advocacy efforts and offer tools for navigating shifting priorities in grant-making agencies. Join us to share experiences, build resilience, and strategize for the future of equity-centered mathematics education research.

Session 84 **Portland (Hyb), Lower Level 1**
Collaborations and Partnerships
Individual Session

Walking with Community: Elementary Prospective Teachers Learning to Identify Community Mathematics Knowledge Alongside Families

Frances Harper, *University of Tennessee*
Sheila Orr, *University of Tennessee*
Temvelo Matsebula, *University of Tennessee*
Francia Iszamar Zelaya Zapata, *University of Tennessee*
David Bowers, *University of Tennessee*

In this session, we share efforts to build prospective teachers' capacity for family and community engagement through an assignment in our elementary mathematics methods course. Participants will explore how this assignment supports collaboration with families to co-create learning experiences, including a community-led math walk. We will discuss lessons learned and invite critical reflection on how this work might evolve. Attendees will leave with ideas for establishing community partnerships and designing similar co-created experiences to support future mathematics teachers in connecting math learning to students' lived experiences.

Session 85

Eugene (Hyb), Lower Level 1

AMTE Sponsored Sessions

Mathematical Modeling - Reimagining an interdisciplinary and comprehensive approach

Benjamin Galluzo, *COMAP*

Mathematical modeling is often perceived as too time-consuming or too open-ended to fit within existing curricula. This session reframes modeling through the mathematical modeling mindset, emphasizing ways of thinking already present in many classrooms (math and beyond) that support accessible and instructionally aligned modeling. During this session we will explore how cultivating this mindset enhances student growth as critical, quantitative thinkers across varied disciplines and at their intersections.

Session 86 **Salon C, Lower Level 1**
Practice-Based Experiences for Prospective or Practicing Educators
Individual Session

Seeing Mathematics Pedagogy through Young Children's Eyes: Perspectives on Video Club

Jamie Vescio, *Vanderbilt University*
Karen Underwood, *Vanderbilt University*

This session will examine how two novel models of video-based teacher learning in elementary settings, one centered on children's mathematical pedagogy and the other on children's video data interpretations of their own mathematical engagement, can support mathematics educators to conceptually orient towards their students in more humanizing ways. The overarching question guiding this session is as follows: What could a Video Club look like where practitioner, researcher and student voices are all at the table? We will ground discussion in data from both video-learning contexts in order to facilitate participant dialogue, particularly as it relates to their own practices and contexts.

Session 87 **Salon G, Lower Level 1**
AMTE
Sponsored Sessions *(Gold Sponsor)*

The Math Learning Center

Learning to Identify the Learning Goal in Curriculum Materials: Supporting Implementation with Integrity

Corey Drake, *The Math Learning Center*
Michael John Wallus, *The Math Learning Center*

In this session, we will share a framework for supporting educators to implement curriculum materials with integrity. We will focus specifically on the importance of learning to identify the learning goal. Identifying a learning goal is complex work that includes anticipating students' thinking and recognizing how the session learning goal fits within the mathematical stories of the unit and the grade level. We will share specific strategies and tools teacher educators can use to support this work with practicing teachers using their current curriculum materials or prospective teachers using Bridges in Mathematics materials available through the Bridges University Program.

Session 88 **Medford, Lower Level 1**
Mathematics Content and Curriculum
Individual Session

Facilitating Prospective Middle-Level Teachers' Generation of Statistical Investigative Questions

Susan A. Peters, *University of Louisville*
Rose Mary Zbiek, *Pennsylvania State University*
Christian Kwame Kpotosu, *Pennsylvania State University*

Current recommendations for pre-K–12 teacher education in statistics call for teachers to experience the entire statistical problem-solving process, of which formulating questions is a key component. Research focused on the generation of statistical investigative questions suggests that teachers struggle to craft investigable questions. We share strategies, activities, and assessments we used to develop prospective middle-level teachers' facilities in generating statistical investigative questions and present preliminary results from our research on this work. Participants will examine criteria for good statistical investigative questions and engage in activities designed to facilitate generating questions that reflect the criteria.

Session 89 **Willamette, Main Lobby Level**
Mathematics Pedagogy
Individual Session

Preservice Elementary Teachers' Talk Moves in Facilitating Mathematics Discussions

Ok-Kyeong Kim, *Western Michigan University*
Mariana Elaine Levin, *Western Michigan University*

In this session, we share our analysis of preservice elementary teachers' talk moves in facilitating discussions on strategies for number and operations. We elaborate on patterns of talk moves in mini teaching sessions, including individual moves commonly used, connected moves, and consequences. We will share tools we developed to support and assess learning: a three stage planning tool (anticipating student thinking and strategies, planning potential teacher questions, and reflecting on teaching), a coding scheme for teacher moves, and rubrics for self assessment. We aim to engage content/pedagogy course instructors in discussing strategies to support preservice teachers' learning to facilitate mathematics discussions.

Session 90 **Mount St. Helens, 2nd Floor**
Professional Development and Coaching
Individual Session

How Teachers Make Sense of Using Observation Rubrics to Make Incremental Shifts to Instructional Practice

Erica Litke, *University of Delaware*
Jonee Wilson, *University of Virginia*
Samantha Akridge, *University of Delaware*

In this session, we present the ways in which one coaching model used a set of classroom observation rubrics to support teachers to develop more equitable instructional practices. We share teachers' reflections on using these rubrics to analyze teaching practice, focusing on the ways in which the rubrics influenced planning and instruction. We consider how teachers perceive the use of observation rubrics in professional learning. Participants will engage in discussion around the ways in which mathematics teacher educators can and do use observation rubrics with teachers as tools for learning, as opposed to solely as tools for research or evaluation.

Session 91 **Mount Hood, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

The Wisdom They Carry: Mathematics Teachers of Color Reflecting Before Taking Action

Rochelle Gutierrez, *University of Illinois, Urbana-Champaign*
Marrielle Myers, *Kennesaw State University*
Kari Kokka, *University of Nevada, Las Vegas*

This session draws from a national project supporting teacher candidates (TCs) to deepen their knowledge for teaching and to navigate the politics of their schools. As three women of Color teacher educators, we showcase the voices of secondary TCs of Color reflecting on teaching scenarios where marginalized students are harmed. In planning for action, these TCs of Color considered several aspects of their own identities (e.g., race, gender, dis/abilities) alongside the communities to whom they held themselves accountable and the communities who were present. Their sophisticated knowledge and plans for intervention offer important implications for teaching, teacher education, and professional development.

Session 92 **Salmon, 3rd Floor**
Mathematics Content and Curriculum
Individual Session

From Static to Alive: Shaping Perceptions of Mathematics through Writing in Discrete Math

Kimberly Barba, *Fairfield University*

This session shares findings from a Writing in the Disciplines (WID) redesign of an undergraduate Discrete Mathematics course. Students engaged with diverse mathematical genres - literature, films, research, and textbooks - to explore mathematics as a dynamic, creative discipline. The session highlights how this approach shifted students' perceptions of mathematics, deepened their mathematics identity, and strengthened their proof writing through genre and audience awareness. Attendees - particularly mathematics content instructors, methods faculty, and curriculum developers - will engage with sample student writing and course materials and explore how writing-rich instruction can promote belonging, agency, and new ways of knowing in mathematics.

Session 93 **Douglas Fir, 3rd Floor**
Report Session

Positive Mathematical Identity Development of Preservice Teachers

Learning About Preservice Teacher Math Anxiety: What Do Different Data Sources Offer Mathematics Teacher Educators?

Amy Daniel*, Montclair State University*
Nina G. Bailey*, Montclair State University*

In this report, we investigate four different data sources that can help mathematics teacher educators learn about their students' math anxiety: validated survey scales, written narratives, interviews, and classroom observations. We will present empirical evidence that highlights the affordances and constraints of each data source from our study of preservice elementary teachers. Our goal is for mathematics teacher educators to consider how they can leverage these data sources to better understand and support their math anxious students.

My Greatest Subject is Me: Supporting PSTs in Connecting Strengths to Math Identity and Belonging

Lateefah Id-Deen*, Kennesaw State University*

This report shares findings from a strengths-based, identity-affirming experience implemented in an elementary mathematics methods course. Preservice teachers identified personal strengths and connected them to varied forms of mathematical smartness to explore what it means to belong in math spaces. Reflections and artifacts revealed shifts in how preservice teachers understood their own math identities and how they intended to create learning environments where their students feel seen, valued, and capable. This work illustrates how centering identity and redefining smartness can foster both belonging and engagement in mathematics classrooms.

Session 94 **Meadowlark, 3rd Floor**
Report Session

Preservice Teachers' Capacity to Support the Development of Students' Early Number Concepts

Early Childhood Preservice Teachers' Use of Questions in Children's Literature-based Mathematics Teaching

Lizhen Chen, *Western Washington University*
Rebecca S Borowski, *Western Washington University*

This study examines early childhood preservice teachers' questioning in children's literature-based mathematics mini-lessons in a university methods course. The lessons targeted birth-to-second-grade concepts. Building on the teacher questioning framework (Chen et al., 2020), analyses of 20 preservice teachers' enacted lessons revealed two key findings: a) preservice teachers predominantly asked mathematics-focused questions grounded in literary contexts; b) while follow-up strategy and verification questions were common, their cognitive demand was often compromised when over-scaffolding reduced opportunities for child-led reasoning. Preservice teachers need targeted support to sustain the rigor of high-cognitive-demand questions by encouraging children's independent mathematical thinking rather than preempting solutions.

Preservice Teachers' Thinking about Teaching Number Concepts and the Number Line

Seanyelle Yagi, *University of Hawai'i at Mānoa*
Linda Venenciano, *Pacific University*

Our project focuses on approaches to enhance early elementary preservice teachers' (PST) understanding of number concepts and the number line that are easily overlooked yet have a big impact on learning. We present preliminary findings from a comparative study of PST content knowledge and pedagogical content knowledge for teaching unit, quantity, and number related to the number line. Learning experiences for one group of PST were grounded in a counting first perspective, while the other group experienced innovative tasks emphasizing quantitative relationships in a measurement context. We will share the tasks and instructional approaches we used in our methods courses.

Session 95 **Sunstone, 3rd Floor**
Report Session

Metaphors for Mathematics Teaching, Learning and Identity

Metaphors as Windows into the Process of Becoming a Teacher of Mathematics

Kathryn Habib, *University of North Carolina at Chapel Hill*
Boran Yu, *University of North Carolina at Chapel Hill*
Pavneet Kaur Bharaj, *California State University, Long Beach*

We explore how elementary PSTs conceptualize their emerging identities as mathematics teachers through metaphor. Drawing on data from a graduate level mathematics methods course, we analyzed beginning and end of semester metaphor reflections from 20 participants. Findings revealed five key identity-related themes, emotion, agency, flexibility, vulnerability, and ongoing development, closely aligned with existing teacher identity literature. The study highlights the value of metaphor as a reflective tool to surface implicit beliefs and tensions in identity development. This session will be of interest to methods course instructors, teacher educators, and program designers seeking insight into supporting mathematics identity formation in teacher preparation.

Music as a Metaphor and Context for Mathematics Pedagogy

Lee Melvin Peralta, *New York University*

This report explores how music as metaphor and context can transform teaching and learning by elevating the affective, embodied dimensions of classroom practice among elementary and secondary mathematics teachers. I examine the link between music and mathematics while going beyond their surface-level connections to attune to how music can shift teacher assumptions about the nature of mathematics, teaching, and learning. Concepts such as rhythm, improvisation, and composition can support relational and creative approaches to classroom practice. However, integrating music and mathematics raises challenges posed by both disciplines' technical demands. These insights are intended for mathematics teachers and teacher educators.

Session 96 **Salon A (Hyb), Lower Level 1**

Best Practices for AI Mediated Data Science Lessons in PK-5 Mathematics Classrooms

Gianna Shields, *San José State University*

This interactive workshop highlights research-based strategies for preparing preservice teachers to design AI-mediated data science lessons in PK–5 mathematics. Based on lesson planning and reflection data from a methods course, the session shares tools, sample artifacts, and best practices grounded in Youcubed's Big Ideas, the California Mathematics Framework, and AI competencies. Participants will use a custom Cognitive Rigor Matrix to analyze lesson samples and discuss approaches for scaffolding AI tool use, fostering student inquiry, and addressing ethical concerns. This session is intended for content and methods course instructors, teacher educators, preservice teachers and those supporting early childhood and elementary teacher preparation.

Session 97 **Portland (Hyb), Lower Level 1**
AMTE Sponsored Sessions

BIPOC Conversations: Unpacking Our Contexts, Navigating Our Constraints, and Articulating Our Commitments

This panel discussion offers a space for BIPOC faculty to discuss their contexts, commitments, and constraints in a political climate of surveillance, restrictions, and pressure to self-censor. By cultivating community and collective agency aligned with AMTE's strategic goals, we seek to create a sanctuary for BIPOC scholars to translate political pressure into sustainable advocacy and solidarity.

Session 98 **Eugene (Hyb), Lower Level 1**
Development of Mathematics Teacher Educators
Extended Session (10:15-12:00)

Instructional Circles as a Professional Development Model for Mathematics Teacher Educators

Sara Kirschner, *University of Maryland, College Park*
Wenjuan Li, *College of Staten Island*
Candies Winfun-Cook, *University of Mississippi*
Heather Lindfors-Navarro, *Northern Arizona University*

This session will present the Instructional Circle model and discuss its affordances for mathematics teacher educator professional learning. After discussing our group's use of instructional circles and their influence on the practices of our group members, session attendees will engage in an actual instructional circle about a common problem of practice in math teacher education. Attendees will gain an understanding of the instructional circle as a promising model to enrich their professional learning and consider implications of the model for their work.

Session 99 **Hawthorne/Belmont, 2nd Floor**
Practice-Based Experiences for Prospective or Practicing Educators
Individual Session

Mentors as Authentic Narrators in Teacher Education: Creating a Learning Community for Secondary Teacher Candidates

Kristin Lesseig, *Washington State University Vancouver*
Anne Garrison Wilhelm, *Washington State University*
James Owusu Asare, *Washington State University*
Tariq Akmal, *Washington State University*

In this session, we draw on data from a 4-year scholarship project to demonstrate the critical role experienced mentors played in the learning of secondary teacher candidates. In monthly workshops and structured in-between work, mentors were able to bridge the theory-to-practice divide by connecting readings to relevant examples from their classroom. Mentors embodied dispositions toward humanizing mathematics we hoped to instill, and also legitimized and provided incremental strategies for addressing challenges to enacting asset-based, equitable math teaching practices. Our workshop model provides an example of how a teacher preparation program can embed supportive field experiences across varied settings.

Session 100 **Salon B, Lower Level 1**
Teaching and Learning with Technology
Extended Session (10:15-12:00)

Reimagining Math Teacher Preparation & Professional Development with Generative AI

John Lannin, *University of Missouri*
Tiffany LaCroix, *University of Missouri*

This session presents findings from K-12 mathematics teachers across two states regarding their Generative AI (GAI) professional development experiences and learning needs. Attendees will gain insights into what practicing teachers report receiving and what they look for in GAI training. Participants will explore how these findings can inform GAI integration in university courses and professional development (PD) programs. Ample collaboration time will be provided for attendees to explore GAI instructional models and tools and PD initiatives tailored to their institutional contexts.

Session 101 **Salon C, Lower Level 1**
Mathematics Pedagogy
Individual Session

Elementary Preservice Teachers' Struggles with Mathematics Problem Solving and Scaffolds Offered for Success

Frank Forte, *Raritan Valley Community College*

Elementary preservice teachers often struggle with solving nonroutine mathematics problems, and this impacts the way they teach problem solving. This research project explores the struggles that preservice teachers experienced while solving problems and whether and how the use of scaffolds helped them to recover. I will explore the connection between specific struggles and scaffolds and also explore some mathematics problems to make conjectures about the types of struggles that preservice teachers might experience and what scaffolds might help them overcome that struggle. This can also benefit math teacher educators as they incorporate problem solving into their courses.

Session 102 **Salon D, Lower Level 1**
Mathematics Education Policy and Program Issues
Individual Session

Teacher Education Programs' Admissions Processes: What Do Applicant Essays Reveal?

David Slavit, *Washington State University Vancouver*
Amy Roth McDuffie, *Washington State University*

Findings from a 5-year qualitative study on admissions processes of 35 teacher education programs (TEPs) are presented. After a brief discussion of our methodology, framework, and preliminary findings, we focus on results specific to our analysis of applicant essays. We analyzed the content and focus of the essay-related documents, aspects and characteristics of the essay responses, and relationships between the essay responses and admissions decisions. Most essay documents contained prompts for applicants' perspectives and experiences as well as DEIJ-related prompts. Holistic narratives that articulated clear visions of mathematics teaching were viewed more favorably. Implications for the field will be discussed.

Session 103 **Salon G, Lower Level 1**
AMTE Dissertation Award Session

Storytelling & Matemáticas: Engaging in the Complexity of Justice-oriented Mathematics Teaching

Sandra Zuniga Ruiz, *San José State University*

The stories we tell about who we are, where we have been, and our hopes of becoming influence and shape our approaches to teaching mathematics. After all, teaching is identity work. In this session, I will showcase how storytelling creates opportunities for (un)learning narratives about who does math, what math is, and what it means to be good at math for preservice teachers of color. We will end with a collective commitment towards creating more joyful and humanizing math classrooms
Teaching and Learning with Technology
Individual Session

Session 104 **Salon H, Lower Level 1**
Mathematics Pedagogy
Extended Session (10:15-12:00)

Datarific! Data Science and Statistics Teacher Education Curriculum Workshop

Stephanie Casey, *Eastern Michigan University*
Hollylynne Lee, *North Carolina State University*
Rick A. Hudson, *University of Southern Indiana*
Gemma Mojica, *North Carolina State University*
Emily Thrasher, *North Carolina State University*
Rachel Abel, *North Carolina State University*

This workshop will prepare university mathematics teacher educators to use the newly revised teacher education curriculum materials from the ESTEEM project to develop secondary preservice teachers' knowledge, skills, and disposition for teaching data science and statistics. Participants will engage with a sample of activities from the materials, including classroom video analysis, data investigations using CODAP software, and comparisons of statistical tasks. Guidance regarding implementation of the materials, including importing them into learning management systems, using their modular structure to adapt to individual settings, and supporting preservice teachers' learning, will also be included.

Session 105 **Medford, Lower Level 1**
Professional Development and Coaching
Individual Session

Mentoring Mentors Through Practice Based Remote Professional Learning

Nicole Garcia, *University of Michigan*
Brit Claiborne, *Boston University*

This session examines a professional development design focused on supporting elementary mathematics mentor teachers to model strong eliciting practice for preservice teachers and provide practice-focused feedback. Together we will examine video of simulations and coaching sessions from the professional development, considering the impact of these activities on mentoring practice and ways these could be adapted for use in other contexts. This session will be of interest to those who work with and support mentor teachers.

Session 106 **Willamette, Main Lobby Level**
Report Session

Clinical Field Experiences of Preservice Teachers

Fostering Teacher Agency through Cycles of Repeated Reflection

Anna Bloodworth*, University of Georgia*

This research report addresses the challenge of supporting prospective secondary teachers as they move beyond imitation towards self-authored practice. Drawing on sociocultural theories of identity and agency, I analyze how repeated reflection on early field experiences supported one prospective teacher's development of nuanced pedagogical reasoning. Findings suggest that sustained focus on specific teaching aspects through iterative reflection provided a space for her agency. I connect these findings to a proposed modification to student teaching involving structured cycles of enactment and reflection on specific practices. This session offers insights for methods instructors, supervisors, and program designers seeking to cultivate self-authored practice.

Paid Mathematics Interns and the Value of Belonging in Their Placement

Glenn Waddell, Jr.*, University of Nevada, Reno; NevadaTeach*
Robert J. Quinn*, University of Nevada, Reno*

Due to teacher shortages in mathematics, school districts often seek to hire mathematics preservice teachers from universities to fill long term substitute positions during their clinical teaching experience. While these student teachers earn a substitute's salary, they do not receive the typical support nor do they always feel welcome in their school placement. This qualitative study examines the experience of seven secondary mathematics paid preservice teachers. The results of this study can help universities identify strategies that support their students holding paid positions during their clinical semester and could lead to improved retention rates.

Session 107 **Mount St. Helens, 2nd Floor**
Mathematics Content and Curriculum
Extended Session (10:15-12:00)

Responding to the Science of Math Movement: Navigating Pushback Against Mathematics Education Research-Aligned Teaching

Lara Jasien, *CPM Educational Program* **(Gold Sponsor)**

This workshop investigates the central claims of a growing movement—Science of Math—that rejects much of mathematics education research. All MTEs—from content and methods instructors to coaches and special education faculty—are welcome as all support teachers in navigating the contentious climate of mathematics education. We will actively investigate how the claims of the Science of Math align or conflict with our existing understandings of high quality mathematics instruction. We will reflect on why the Science of Math appeals to some education stakeholders and cocraft compassionate, research-based responses to some of the more problematic claims of the Science of Math movement.

Session 108 **Mount Hood, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Extended Session (10:15-12:00)

Teaching Statistics for Social Justice: A Framework for Equitable and Empowering Data Investigations

Heather Barker, *Elon University*
Emily C Elrod, *Elon University*

This interactive session introduces the Teaching Statistics for Social Justice (TSSJ) framework—an adaptation of Gutstein's Teaching Mathematics for Social Justice model—to support critical, equity-focused statistics instruction. Participants will explore assignments built on the framework, analyze real student responses from a college statistics course, and consider how to integrate socially relevant data into their own classrooms or teacher preparation programs. Grounded in culturally relevant pedagogy and aligned with AMTE standards, this session offers concrete strategies to help learners use data to question, reflect, and advocate for justice. Participants will leave with adaptable tools and a planning template for their own TSSJ-aligned task.

Session 109 **Pearl, 2nd Floor**
Teaching and Learning with Technology
Individual Session

A Little Help from My "Friend": Exploring Prospective Teachers Use of Artificial Intelligence in Planning

Lorraine M Males, *University of Nebraska - Lincoln*
Maggan Quist, *University of Nebraska - Lincoln*
Alex Liu, *University of Washington*
Azadeh Hassani, *University of Nebraska - Lincoln*

This session describes how prospective 6-12 mathematics teachers used AI in planning, focusing on how they used it, how they perceived it supporting opportunities for student learning, and other ways in which they think it could be used. Data from six annotated lesson plans and thirteen reflections revealed that while PSTs used AI sparingly—for one or two aspects like Universal Design for Learning principles or enhancing teaching practices—they found it beneficial for creating deep, engaging, and inclusive opportunities. PSTs also identified ways AI could have improved lessons, such as estimating timing and anticipating student thinking, underscoring areas for future teacher education.

Session 110 **Salmon, 3rd Floor**
Report Session

Reflective Practices and Development of Mathematics Teacher Educators

Collective Inquiry: A Routine for Mathematics Teacher Educators' Professional Learning

Jonathan Watkins*, Ball State University*
Alees Lee*, Weber State University*
Nicholas Kochmanski*, University of North Carolina at Greensboro*
Terrie Galanti*, University of North Florida*

This session introduces a novel routine intended to support mathematics teacher educators (MTEs) in improving their work with prospective mathematics teachers. Termed collective MTE inquiry, the routine consists of (a) the selection of a common mathematics task, (b) one-on-one planning conversations between MTEs and a colleague, (c) the implementation of the common task, (d) one-on-one debriefing conversations between MTEs and a colleague, and (e) a collective debriefing. We share a case in which four MTEs at different institutions enacted the routine, highlighting the insights the MTEs gained and the aspects of the routine that were generative for MTE learning.

Mathematics Teacher Educators Reflect on the Challenges of Supporting Preservice Teachers' Critical Consciousness Development

Robin Anderson*, North Carolina State University*
Bruce Graham*, North Carolina State University*
Cyndi Edgington*, North Carolina State University*
Ruby Ellis*, North Carolina State University*

This report shares findings from an exploratory qualitative study investigating mathematics teacher educators' reflective practices as they piloted modules focused on developing critical consciousness in preservice teachers in undergraduate methods courses. Drawing on the compass for preparing teacher candidates with political conocimiento framework (Meyers et al., 2023), the study analyzed 76 MTE reflections. Preliminary findings highlight challenges MTEs faced, including facilitating difficult conversations, connecting identity/socio-political issues to mathematics, addressing white supremacy culture and anti-Blackness, and navigating instructor identity/positionality.

Session 111 **Douglas Fir, 3rd Floor**
Mathematics Pedagogy
Individual Session

"They" in First Grade: Discursive Authors and Time-Space Norms

Daniel Edelen, *Georgia State University*

In this session, we explore how first graders used "they" to shape their early elementary mathematics block. Drawing on Bakhtin's chronotope concept and an interactional ethnographic approach, we analyze ten weeks of classroom video to show how "they" signaled the origin of numbers and equations, regulated pacing, and organized how time should be spent. Our findings reveal a shared time-space framework and hidden curriculum that defined what counts as doing mathematics. Participants will leave with strategies for helping teachers notice and challenge discursive routines in their classrooms that shape children's learning opportunities.

Session 112 **Meadowlark, 3rd Floor**
Report Session

Teachers' Capacity to Teach Algebra

Engaging Elementary Preservice Teachers in Early Algebra Activities Involving Paper Model Concrete Representations of Indeterminable Unknowns

Charles Hohensee*, University of Delaware*
A Pio Albina*, Alagappa University*

The study in this report examined how to prepare elementary preservice teachers to teach early algebra. We specifically compared the use of paper models versus the use of ellipses diagrams to represent and explore indeterminable unknowns with elementary preservice teachers. Results showed that preservice teachers who explored indeterminable unknowns with the paper models (the new approach) did better on a post test than preservice teachers who explored indeterminable unknowns with ellipsis diagrams (the business as usual approach). The intended audience for this presentation is elementary and middle school mathematics teacher educators with interest in preparing preservice teachers to teach early algebra.

Secondary Mathematics Teachers' Knowledge of Algebra for Teaching: A Literature Review

Sadrack Luden Pagiling*, Michigan State University*
Ahmad Wachidul Kohar*, Michigan State University*

This review synthesizes 22 studies from 2010 to 2025 on secondary mathematics teachers' knowledge to teach algebra effectively. Our report examines teachers' content knowledge and pedagogical content knowledge, including understanding student thinking and common errors. Surprisingly, only 4 of 22 articles utilized the Knowledge of Algebra for Teaching framework, indicating that only a few scholars have considered advanced mathematics as teachers' knowledge domain. Findings reveal the importance of integrating deep content knowledge with pedagogical practice and connecting secondary algebra to advanced mathematics. These insights offer valuable guidance for mathematics teacher educators and professional development facilitators seeking to strengthen algebra instruction.

Session 113 **Sunstone, 3rd Floor**
Report Session

Mathematical Proof

CLAIMBot's Behaviors When Supporting Elementary Prospective Teachers in Revising Mathematical Arguments

Hyejin Park*, Drake University*

In this session, mathematics teacher educators can explore ways to use an Artificial Intelligence (AI)-based chatbot, CLAIMBot, in mathematics education courses. We designed CLAIMBot to support prospective teachers (PTs) in developing their proof construction and evaluation skills required for teaching proof in school mathematics, drawing on research on learning and teaching proof and AI-based chatbots. We will share different supportive actions used by CLAIMBot while interacting with PTs to help PTs improve their original arguments to make them more proof-like, as well as how PTs evaluated the work of CLAIMBot as a proof assistant based on their experience with it.

Teaching Proof by the Book: What State Standards Tell Mathematics Educators

Shahab Abbaspour*, Missouri State University*

This session presents findings from a mixed methods study examining how mathematical proof is positioned in the state mathematics standards of California, Missouri, and Massachusetts. Focusing on the full process of proof, including conjecturing, generalizing, and justifying, we analyzed the frequency and nature of proof-related expectations across grade levels and mathematical domains. Our findings highlight significant gaps between research-based recommendations and current standards, particularly in the elementary grades and non geometry content. This session is intended for mathematics content and methods course instructors, curriculum developers, and teacher educators interested in aligning standards with equitable, research-informed approaches to teaching mathematical reasoning.

Session 114 **Salon A (Hyb), Lower Level 1**
AMTE Collective Action to Serve Teachers & Mathematics Teacher Educators (CAST-MTE) Task Force Session

Courageous Conversations and Actions: Supporting Educators in Times of Crisis

CAST-MTE Task Force

EAs political scrutiny intensifies, many educators face restrictions on syllabi content, fear of surveillance, and pressure to self-censor. This session will feature a panel discussion sharing some of the experiences of our colleagues working within these systems at the intersection of political pressures and targeted groups of faculty, students, and staff. Through this session, we seek to reify the emotional and professional toll of these challenges, offer guidance on maintaining professional and personal integrity, using coded language strategies, and finding ways to engage in community-building towards institutional, state, and national advocacy.

Session 115 **Portland (Hyb), Lower Level 1**
AMTE Technology Committee Session

Judicious Use of Technology

Basil Conway, *Columbus State University*
Lybrya Kebreab, *California State Polytechnic University, Pomona*
Shelli L Casler-Failing, *Georgia Southern University*
Jenna Menke, *Ball State University*
Shaffiq N. Welji, *University of Georgia*

This session will provide an opportunity for teachers, coaches, and teacher educators of all levels to discuss the importance of using technology judiciously in teaching, how we prepare preservice teachers to make thoughtful decisions about the integration of technology, and the critical evaluation processes that we should use to assess and adapt emerging technologies.

Session 116 **Hawthorne/Belmont, 2nd Floor**
Mathematics Content and Curriculum Individual Session

Understanding and Supporting Preservice Elementary Teachers' Conceptions of Volume

Nana Boahen Mensah, *Montana State University*
Megan Wickstrom, *Montana State University*

In this session we will explore preservice elementary teachers' conceptions of volume measurement in relation to Mathematical Knowledge for Teaching by exploring three key competencies: unit structuring, justification of volume formulas, and unit conversions. We will unpack and share strategies preservice teachers use to reason about volume and what it reveals about their understanding. We will share tasks that mathematics teacher educators can utilize in their classroom to help promote conceptual understanding. Participants will leave our session with an expanded view of preservice teachers' knowledge of volume measurement, why it matters, and how to support them as learners.

Session 117 **Salon C, Lower Level 1**
Professional Development and Coaching
Individual Session

Understanding Mechanisms for Translating Professional Development to Ambitious Mathematics Teaching and Student Learning

Jamila Riser, *Delaware Math Coalition*
Kelly Alexandra McKie, *University of Delaware*

This session presents findings from a project exploring how professional development translates to ambitious mathematics teaching and student learning. We focus on a structured lesson analysis cycle using educative curriculum materials that fosters deep and specific conversations among teachers and instructional coaches (referred to as connectors). We discuss how this approach led to teachers identifying significant changes in their practices, changes that aligned with ambitious teaching. Attendees will engage in reflecting on the mechanisms that supported these changes in practice. This session aligns with AMTE goals on strengthening research and research-based practices and supporting the professional learning of MTEs and leaders.

Session 118 **Salon D, Lower Level 1**
Mathematics Pedagogy
Individual Session

Secondary Mathematics Teachers Thin Slicing: A Multiple Case Study

Leah M Frazee, *Central Connecticut State University*
Fabiana Cardetti, *University of Connecticut*
Jillian M Cavanna, *University of Hartford*
Megan Staples, *University of Connecticut*

We present findings from a multiple case study of three experienced secondary mathematics teachers participating in a five-year teacher leader development program who have been consistently writing and implementing thin sliced tasks. The insights from analysis include the processes teachers use to design tasks, challenges faced in task design, and ways in which variation theory is used. In the session, mathematics teacher educators, coaches, and researchers will engage in task design using a teacher's method to help inform a generative discussion about how we can support preservice and practicing teachers with this rapidly growing approach to curricular task design.

Session 119 **Salon G, Lower Level 1**
Professional Development and Coaching
Individual Session

Teachers Learn to Teach Mathematics Through Problem Posing: Promises and Challenges

Faith Muirhead, *University of Delaware*
Amy Brown, *University of Delaware*
Stephen Hwang, *University of Delaware*
Jaepil Han, *University of Wyoming*
Jinfa Cai, *University of Delaware*

This session is to discuss research on teaching mathematics through problem posing and consider how that research might be used to catalyze instructional change. We will address three questions: (1) What is mathematical problem posing, and what is a problem-posing task? (2) How can teachers build effectively on students' posed problems in classroom instruction? and (3) How can teachers be supported to learn to teach mathematics through problem posing? Attendees will engage with a mathematical problem-posing task and participate in small-group discussions of problem posing through the lenses of broadening the purposes for learning mathematics and developing deep mathematical understanding.

Session 120 **Medford, Lower Level 1**
Report Session

Supporting Mathematics Teachers in Creating Caring and Growth-Oriented Classroom Communities

Educators' Beliefs Related to Fostering a Culture of Growth in Mathematics Classrooms

Kathy Sun*, Santa Clara University*
Erica Slate Young*, Appalachian State University*

This brief report will share findings from an analysis of a validated survey that furthers understanding of K-12 educators' beliefs related to fostering a culture of growth (mindset) in mathematics classrooms. Through examining eight constructs associated with fostering a culture of growth in mathematics classrooms, this presentation will highlight areas where educators' beliefs were more and less likely to align with a culture of growth. Findings will be of interest to mathematics teacher educators (MTEs) seeking to support a culture of growth in mathematics classrooms and collaborate with other content area educators.

Secondary Mathematics Teachers' Conceptualizations and Enactments of Caring for Racially Minoritized Students

Karin Brown*, University of Michigan*

Too many racially minoritized students in US schools have negative mathematical learning experiences. However, teachers can facilitate more positive experiences through caring. Prior research describes caring practices relatively generally. Instead, this study provides detailed descriptions of caring. Participants are four white women secondary mathematics teachers nominated by principals for effectiveness with students of color. Data comprise interviews and classroom observations. Findings suggest that caring is particularly important in mathematics, but time constraints hinder relationship-building. Furthermore, participants varied in how they considered race while caring. Results may strengthen teachers' and teacher educators' knowledge of working toward racial equity through caring.

Session 121 **Willamette, Main Lobby Level**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

Evolving Perspectives of Mathematics: Preservice Teachers Engage with Math and Social Inequality

Autumn Pham, *Portland State University*

This session shares findings from a study on preservice teachers' perspectives on mathematics and social issues before and after an elementary mathematics content course that integrated concepts such as measures of central tendency and ratios with real-world data on racial, economic, and social inequality. Students expanded their view of mathematics—from abstract symbols and logic to a human-centered activity, a tool for understanding social contexts, and a means of empowerment and agency. The session introduces the Mathematical Conceptualization & Empowerment (MCE) Framework and includes a hands-on activity. It is designed for educators, researchers, and curriculum designers committed to equity in mathematics teacher preparation.

Session 122 **Pearl, 2nd Floor**
Practice-Based Experiences for Prospective or Practicing Educators
Individual Session

Cultivating Culturally Responsive Mathematics Educators Through Collaborative Math Modeling: Preservice Teachers Bridging Theory and Practice

Stephanie Banks, *Skidmore College*
Elizabeth Drabek, *Skidmore College*
Sydney Brown, *Skidmore College*

This session will share a collaborative partnership between an elementary math methods course, local schools, and alumni. Undergraduate teacher candidates designed locally relevant and culturally responsive math modeling tasks for 2nd grade and 6th grade students. Teacher candidates will share how the partnership enabled them to adapt curriculum and design relevant, meaningful math modeling tasks to engage students in real world contexts. Furthermore, teacher candidates will discuss the integration of culturally responsive mathematics teaching practices and the ability to design and practice enacting their lessons. Teacher candidates will share the benefits of observing and providing feedback to their peers.

Session 123 **Salmon, 3rd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

Mathematics Teacher's Five-Year Journey with Culturally Relevant Pedagogy: Before, During and After a Professional Development

Casedy Ann Thomas, *Virginia Tech*

In this session we will discuss a longitudinal case study in which we worked to understand how an elementary mathematics teacher took up culturally relevant pedagogy (CRP) over the course of five consecutive years by examining the teacher's first three years within the profession, a year of her involvement in a district-developed professional development opportunity on CRP, and then her instruction a year after her involvement in the professional development. This session is intended to engage the audience with data sources and spark critical conversations with colleagues.

Session 124 **Douglas Fir, 3rd Floor**
Mathematics Pedagogy
Individual Session

Supporting Teacher Candidates to Identify and Leverage Students' Mathematical Strengths

Matt Wallace, *University of California, Davis*
Andrew Hood, *University of California, Davis*

Teacher candidates (TCs) have a lot to consider when planning and teaching a lesson. Students' mathematical strengths must be among those considerations. In this interactive session we'll discuss the importance of considering student strengths, and share our multidimensional approach to support secondary TCs to identify and leverage student strengths to promote participation, increase content accessibility, and cultivate positive math identities. We'll discuss key theoretical and pedagogical features of our approach and offer illustrative examples. We will also share and discuss key findings, including shifts in the strengths that TCs identified and leveraged as they moved through a methods course sequence.

Session 125 **Meadowlark, 3rd Floor**
Practice-Based Experiences for Prospective or Practicing Educators
Individual Session

Using Hivemind Simulations to Help Novice and Experienced Teachers Increase Their Responsiveness to Student Thinking

Lindsay Thompson Goldsmith-Markey, *La Salle University*
Jennifer Lynn Valerio, *University of Pennsylvania*

Simulations, a kind of practice-based approach, are often used to help teachers develop proficiency in responding to emergent student thinking. These approaches give teachers an opportunity to try out responsive teaching moves in a low-risk setting before enacting them with students. Hivemind simulations help teachers work together to learn to be responsive while facilitating productive struggle and eliciting and representing students' ideas. This session includes a live Hivemind simulation, collaborative video analysis, and a description of qualitative findings about the benefits of Hivemind simulations. It is appropriate for teacher educators working with preservice and inservice teachers at all grade levels.

Session 126 **Sunstone, 3rd Floor**
Mathematics Content and Curriculum
Individual Session

Using Kaktovik Numerals to Develop Student Understanding of Place Value

Anna Payne, *University of Wyoming*
Ryan Fox, *Belmont University*

Working with preservice elementary teachers, we show how to move future math teachers out of their comfort zone to learn new mathematical content that mirrors students' development of content found in state standards documents on number and place value. We have seen future teachers work through their own struggles to develop their own strategies. From there, preservice elementary teachers can make comparisons to how future elementary students learn algorithms for whole-number computations. We hope other teachers of content courses for future elementary teachers come to learn from us and for us to learn from you!

LUNCH & BUSINESS MEETING **SALON E/F, LOWER LEVEL 1**

Please join us for lunch, organizational updates, and official AMTE proceedings.

[Review the 2026 Attendee Menu Here]

Overview of Friday Afternoon, February 6, 2026

	1:45 PM – 2:30 PM	2:45 PM – 3:45 PM
Salon A (Hyb)	*127. Navigating AI in Mathematics Education: A Framework for Teacher Agency and Student Thinking* - Greenlee	*145. Early Career Award Session: Leveraging Inquiry as Leadership to Navigate Academic Challenges* - Baker
Portland (Hyb)	*128. Empowering Mathematics Teachers to Disrupt Deficit-Based Language, Routines, and Systems* - Steele	*146. Supporting Preservice Teachers in Developing Culturally Relevant Mathematics Lesson Plans* - Salem & Condon
Eugene (Hyb)	*129. An Iterative Model for Teacher Educator Learning: Developing Expertise in Supporting Early Career STEM Teachers* - Perry & Wilson	*147. Report Session: Instructional Practices and Routines Aimed at Developing Number Sense*
Hawthorne/ Belmont	*130. Integrating Activities for Exposure and Experience with Equitable Mathematics in Elementary Methods Courses* - Mohammad Mirzaei & Smith	*148. The Sky's the Limit: Codesigning a Four Day Thematic Unit to Promote Playful Mathematics* - Underwood & Wager
Salon B	*131. Practicing Coaching: How Elementary Mathematics Specialists in Training Experienced Structured Opportunities to Mentor Prospective Teachers* - LaCroix, Stewart & Webel	*149. Engaging Preservice Teachers with Critical Mathematics Activities in Current Times* - Fernandes & Bondurant
Salon C	*132. Is Gen-Z Over Tech? Examining the Technological Experiences and Perspectives of Gen-Z Preservice Teachers* - Menke & Stoddard	*150. Report Session: Supporting Preservice and Inservice Teachers in Enacting Culturally Relevant and Critical Pedagogy*
Salon D	*133. Beyond Burnout: A Model for Supporting and Retaining Early Career Mathematics Teachers* - Amick & Jasien	*151. Modifying Professional Learning Tools, Practices, and Decision-Making for Equity-Oriented Teacher Learning and Prek-12 Math Instruction* - Heaton, Board, Allen, Choi, Fredericks & Jackson
Salon G	*134. Dynamic Geometry Environments: Impact on Students' Construction of Geometric Arguments* - Hoyes, Hollebrands, Mojica, Ellis & Chandler	*152. Numeracy is No Act: Two States Leveraging Legislation for Systemic Change* - Dyess, Witherspoon, Marin, Bay-Williams, Barlow, Byrd, Auslander & Burton
Salon H	*135. Supporting Preservice Teachers to Connect to Students' Out-of-School Mathematical Experience* - Prough, Watkins, Woodward & Gatza	*153. How to Use Puzzles, Tensions, and Enduring Dilemmas to Support Coaches' Professional Learning* - Kimmerling, Guarino & Gibbons
Medford	*136. Strengthening Math Coaching by Focusing on Specific and Measurable Goals* - van Ingen Lauer, Stewart, Tanner & De Vizio	*154. Defining Productive Struggle in Mathematics Learning* - Kamlue & Van Zoest
Willamette	*137. STEM Bootcamp: A Professional Development to Support Teachers to Effectively Implement Technology in Their Classrooms* - Hensberry	*155. Practical Applications Integrating Content and Methods: Case Study of Diagnostic Interviews in Teacher Preparation Courses* - Litster
Mount St. Helens	*138. Toward Operationalizing Racial Equity Pedagogy in Elementary Math Classrooms* - Bartell	*156. The Collective Work of Recruiting, Retaining, Developing and Sustaining Mathematics Teacher Educators of Color* - Nifoussi, Bernal & Loewenberg Ball
Mount Hood	*139. Mentoring for Responsive Teaching: Exploring Collaborative Pedagogical Reasoning* - Remillard, Ghousseini, Sayuj, Bapat & Dailey	*157. Stronger Together: Making Connections With Other Mathematics Teacher Educators* - Rothrock, Byun, Harper, Perry & Wheeler
Pearl	*140. Report Session: Development of Secondary Mathematics Teachers*	*158. Supporting Generation P: Innovating Instruction in Elementary Math Methods* - Waddell
Salmon	*141. How Can We Integrate Mathematics and Coding in Elementary Classrooms?* - Wong, Bloodworth, Kleiman & Conner	*159. Counting What Counts: Reimagining Quality Assessment in Early Childhood Mathematics* - Beisly
Douglas Fir	*142. Reimagining Fraction Instruction: A Research-Based Intervention for PSTs' Conceptual and Strategic Proficiency* - Liu	*160. Behind the Scenes: Designing Online Learning Systems with Artificial Intelligence for Teaching Mathematics* - Han, Yankova, Cho & Copur-Gencturk
Meadowlark	*143. Report Session: Teaching and Learning with Technology*	*161. Report Session: The Facilitation of Professional Development Experiences*

	1:45 PM – 2:30 PM	2:45 PM – 3:45 PM
Sunstone	*144. Mathematics Teacher Educators Ponder and Plan: Prioritizing the 5 Practices in K-12 Preservice Preparation* - Smucker, Freeland, Bitto & Schmidt	*162. Report Session: Developing Preservice Teachers' Understanding of Fractions*

Session 127 **Salon A (Hyb), Lower Level 1**
AMTE Sponsored Sessions

Navigating AI in Mathematics Education: A Framework for Teacher Agency and Student Thinking

Michael Greenlee, *NCSM: Leadership in Mathematics Education, Charles A. Dana Center, University of Texas at Austin*

As AI tools rapidly enter mathematics classrooms, teacher educators play a critical role in helping teachers make thoughtful, student-centered decisions about technology use. This session introduces AMTE participants to the new Educational Technology & AI Guidance for Mathematics Leaders document–a framework designed to keep teacher judgment, equity, and student reasoning at the center of AI-related choices. We will explore key components of the guidance, including the Spectrum of Technology Integration, the role of the teacher in AI-enhanced classrooms, and the Educational Technology Guidance Rubric. Participants will consider how these tools support conversations with preservice and inservice teachers about evaluating AI, fostering mathematical thinking, and designing classrooms where students–not algorithms–do the thinking. Opportunities for reflection and discussion will help attendees connect the framework to their own teacher preparation and professional learning contexts.

Session 128 **Portland (Hyb), Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

Empowering Mathematics Teachers to Disrupt Deficit-Based Language, Routines, and Systems

Mike Steele, *Ball State University*

Preservice and practicing teachers who take an asset-based perspective in their classroom are critical to advance justice and equity in mathematics teaching and learning. These teachers frequently encounter challenges with colleagues, administrators, and systems in which they are situated embody deficit-based perspectives. How can teachers productively encourage shifts from deficit to asset-based perspectives? We share strategies for disrupting deficit-based language, instructional routines, and systems of teaching and learning.

Session 129 **Eugene (Hyb), Lower Level 1**
Development of Mathematics Teacher Educators
Individual Session

An Iterative Model for Teacher Educator Learning: Developing Expertise in Supporting Early Career STEM Teachers

Ayanna Perry, *Knowles Teacher Initiative*
Gina L Wilson, *Knowles Teacher Initiative*

This session introduces the Model for Teacher Educator Learning (MTEL), an iterative cycle of inquiry, professional learning, and dissemination that supports teacher educators in developing responsive, equity-focused supports for early-career secondary STEM teachers. We share insights from a multi-year effort to help teachers lead collegial conversations about equitable instruction. Designed for teacher educators and professional development facilitators, this session offers tools and reflection protocols grounded in the MTEL to support teacher leadership and shift classroom practice. Participants will explore how the model shaped our work and consider how it might inform their own professional learning in mathematics and science education.

Session 130 **Hawthorne/Belmont, 2nd Floor**
Mathematics Pedagogy
Individual Session

Integrating Activities for Exposure and Experience with Equitable Mathematics in Elementary Methods Courses

Amanda Lynn Mohammad Mirzaei, *Manhattanville University*
Ethan Smith, *Washington State University Tri-Cities*

We will discuss ongoing research about the impact of experience with and exposure to equitable mathematics on teacher candidates in elementary mathematics methods courses. We frame the work in the creation of a shared mathematics methods course designed around providing teacher candidates experiences with and exposure to equitable mathematics teaching. We created course component timelines to understand how teacher candidates' thinking evolved around equitable mathematics teaching and learning over the semester. We will engage with participants in considering design elements of learning activities that can help foster equitable mathematics dispositions and practices for elementary teacher candidates.

Session 131 **Salon B, Lower Level 1**
Professional Development and Coaching
Individual Session

Practicing Coaching: How Elementary Mathematics Specialists in Training Experienced Structured Opportunities to Mentor Prospective Teachers

Tiffany LaCroix, *University of Missouri*
Maria Nielsen Stewart, *University of Missouri*
Corey Webel, *University of Missouri*

In this interactive session, we will share findings from a virtual collaboration model where elementary math specialists in training (EMSTs) mentored preservice elementary teachers (PTs) in planning, teaching, and reflecting on a Number Talk. Data from reflective writings revealed that EMSTs generally experienced the opportunity to mentor PSTs positively, with some describing a substantial impact on their developing identities as leaders in mathematics teaching. Participants who work with elementary PSTs or EMSTs will be invited to reimagine collaborative learning environments through brainstorming innovative methods assignments and leadership pairings.

Session 132 **Salon C, Lower Level 1**
Teaching and Learning with Technology
Individual Session

Is Gen-Z Over Tech? Examining the Technological Experiences and Perspectives of Gen-Z Preservice Teachers

Jenna Menke, *Ball State University*
Elyssa Stoddard, *State University of New York at Oneonta*

Mathematical action technology is increasing in popularity at the same time that Gen-Z is entering the teaching profession. One might assume that Gen-Z preservice teachers are well equipped and excited to teach mathematics with technology, but we found that there is more to unpack with this generation. Better understanding the technological experiences and perspectives of this generation cohort is critical for mathematics teacher educators who are preparing their preservice teachers to teach with mathematical action technology.

Session 133 **Salon D, Lower Level 1**
Professional Development and Coaching
Individual Session

Beyond Burnout: A Model for Supporting and Retaining Early Career Mathematics Teachers

Lisa Amick, *University of Kentucky*
Lara Jasien, *CPM Educational Program* **(Gold Sponsor)**

This session shares findings from a multi-year study of a five-day professional learning institute designed to support early-career secondary mathematics teachers. Through survey data, interviews, and observations, the study explores how specific program elements—collaborative networks, equitable instructional tools, and leadership development—contribute to job satisfaction and long-term retention. Participants will engage with data vignettes, reflect on challenges in their own contexts, and leave with strategies for designing professional learning that sustains teacher enthusiasm and reduces burnout. This session is ideal for mathematics teacher educators, PD providers, and mentors focused on teacher development, induction, and retention.

Session 134 **Salon G, Lower Level 1**
Teaching and Learning with Technology
Individual Session

Dynamic Geometry Environments: Impact on Students' Construction of Geometric Arguments

Michael Bertrand Hoyes, *North Carolina State University*
Karen Hollebrands, *North Carolina State University*
Gemma Mojica, *North Carolina State University*
Ruby Ellis, *North Carolina State University*
Kayla Chandler, *East Carolina University*

This session examines how students develop geometric arguments when using Geometer's Sketchpad to explore midpoint quadrilaterals, analyzing student videos through Toulmin's argumentation model. Our findings reveal how specific dynamic geometry environment features influence students' creation and justification of arguments, particularly how dynamic features support them in developing and articulating mathematical justifications. We present implications for teacher preparation with concrete strategies for leveraging technology to enhance proof-making experiences.

Session 135 **Salon H, Lower Level 1**
Practice-Based Experiences for Prospective or Practicing Educators
Individual Session

Supporting Preservice Teachers to Connect to Students' Out-of-School Mathematical Experience

Sam Prough, *Ball State University*
Jonathan Watkins, *Ball State University*
Jerry Woodward, *Ball State University*
Andrew Gatza, *Ball State University*

We share how five sections of preservice teachers enrolled in an elementary math methods course engage with their students' families around mathematics and make sense of how these experiences influence their lesson planning. We describe the common themes in the teachers' reflections and how the preservice teachers take up those experiences in their lesson planning, ranging from superficial to specific community connections. We will engage the audience in some of the activities designed by the preservice teachers and reflections on how teacher educators can better support preservice teachers to make meaningful connections to students' out-of-school experiences.

Session 136 **Medford, Lower Level 1**
Professional Development and Coaching
Individual Session

Strengthening Math Coaching by Focusing on Specific and Measurable Goals

Sarah van Ingen Lauer, *University of South Florida*
Gail Stewart, *University of South Florida; Hillsborough County Public Schools*
Elise Tanner, *Hillsborough County Public Schools*
Emily De Vizio, *Hillsborough County Public Schools*

We present findings from a Research Practice Partnership that was developed based on the Small Change model for educational change. In this context, the small change the partnership focused on was supporting K-12 mathematics coaches (n = 35) to co-create instructional goals with teachers that were specific and measurable. We present baseline data on coaching instructional goals prior to coaching professional development. Then we describe the sequence of coaching professional learning opportunities, and then we present coaching data from post-professional learning and follow-up to demonstrate how coaching improved.

Session 137 **Willamette, Main Lobby Level**
Professional Development and Coaching
Individual Session

STEM Bootcamp: A Professional Development to Support Teachers to Effectively Implement Technology in Their Classrooms

Karina K. R. Hensberry, *University of South Florida*

We share the impact of a multi-day professional development for K-12 teachers in STEM fields on teachers' comfort level and self-efficacy for integrating technology in their classrooms. The professional development focused on building teachers' TPACK through hands-on experiences. Teachers were supported to write technology-driven lessons and troubleshoot problems. Results from surveys and interviews indicate teachers gained confidence with the tools, effectively taught with technology over the next school year, and developed a desire to continue learning and implementing more technology. We focus on how mathematics teacher educators can better support teachers to confidently and effectively implement innovative technology into instruction.

Session 138 **Mount St. Helens, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

Toward Operationalizing Racial Equity Pedagogy in Elementary Math Classrooms

Tonya Rae Bartell, *Michigan State University*

Drawing on existing research on racial equity pedagogy generally, culturally relevant and sustaining pedagogies in mathematics, and justice-centered approaches in mathematics, we propose a framework conceptualizing and beginning to hypothesize operationalizations of racial equity practices in elementary mathematics that might be expected of prospective teachers developing racial equity pedagogies.

Session 139 **Mount Hood, 2nd Floor**
Mathematics Pedagogy
Individual Session

Mentoring for Responsive Teaching: Exploring Collaborative Pedagogical Reasoning

Janine Remillard, *University of Pennsylvania*
Hala Ghousseini, *University of Wisconsin*
Riku Sayuj, *University of Pennsylvania*
Arati Sudhir Bapat, *University Wisconsin*
Anna Dailey, *Boston University*

This presentation will engage participants in exploring an approach to supporting novice teachers to learn to teach mathematics responsively in collaboration with experienced mentors. The approach leverages the role of mentor teachers in clinical settings, supporting them to make their reasoning related to responsive teaching visible to novices. Drawing from a design-based research project, presenters will introduce a mentoring practice, Collaborative Pedagogical Reasoning, and invite the audience to discuss examples of it from project data. Attendees will also be invited to offer refinements of the concept and consider its potential for supporting the development of responsive teaching in classroom contexts.

Session 140 **Pearl, 2nd Floor**
Report Session

Development of Secondary Mathematics Teachers

ReCulturing Classroom Cultures to Support Detracking

Lisa M Jilk*, University of Oregon*
Krista Foltz Hocker*, Lane Education Service District*
Estelle Woodbury*, University of California, Davis*
Jennifer Lynn Ruef*, University of Oregon*

This report describes how secondary math teachers from a Research-Practitioner Partnership (RPP) framed ideas about mathematics, intelligence and students that emerged from an online Book Study about Complex Instruction as a possible pedagogical framework to support de-tracking efforts across a county-wide public school district.

Supporting the Unicorns: Programming to Develop and Sustain Experienced Secondary Math Teachers in Under-Resourced Schools

Megan Staples*, University of Connecticut*
Jillian M Cavanna*, University of Hartford*
Leah M Frazee*, Central Connecticut State University*

Experienced, secondary mathematics teachers, particularly those in under-resourced districts, are increasingly rare, maybe even as rare as unicorns. We report on our Math Teacher Leader grant (years 1 - 3) that aimed to support these unicorn teachers to grow their pedagogy and capacity as math teacher leaders, thus broadening their impact and supporting change. We share information about the program, key components, and evidence of impact from multiple sources including a teacher comprehensive survey, student surveys, leadership projects, coursework and interviews. The intended audience is math teacher educators interested in supporting and sustaining experienced secondary math teachers.

Session 141 **Salmon, 3rd Floor**
Mathematics Content and Curriculum
Individual Session

How Can We Integrate Mathematics and Coding in Elementary Classrooms?

Webster Wong, *University of Georgia*
Anna Bloodworth, *University of Georgia*
Jennifer Kleiman, *University of Georgia*
AnnaMarie Conner, *University of Georgia*

This individual session explores a fundamental challenge in STEM education: How can we integrate mathematics and coding in elementary classrooms, rather than simply teaching the two disciplines in the same lesson? Through hands-on experience with educational robots in a 4th-grade geometry unit, participants will examine the potential and challenges of the integration of these two disciplines. We will investigate when and how integration enhances learning and begin a meaningful discussion about creating integrated STEM experiences in elementary classrooms.

Session 142 **Douglas Fir, 3rd Floor**
Mathematics Content and Curriculum
Individual Session

Reimagining Fraction Instruction: A Research-Based Intervention for PSTs' Conceptual and Strategic Proficiency

Jinqing Liu, *University of Scranton*

This session presents a research-based intervention designed to support elementary preservice teachers (PSTs) in developing conceptual understanding and strategic flexibility in teaching fractions. Centered on a fraction ordering task, the intervention engages PSTs in exploring multiple comparison strategies and justifying their mathematical validity. Findings highlight increased conceptual depth, expanded strategy use, and improved problem solving success. Participants—especially mathematics content and methods course instructors—will experience core components of the intervention and discuss its adaptability. The session addresses key challenges in fraction instruction and offers practical tools for enhancing fraction sense in teacher preparation programs.

Session 143 **Meadowlark, 3rd Floor**
Report Session

Teaching and Learning with Technology

From Solvers to Teachers: Leveraging Amplify Classroom for Formative Assessment Practices

Suzanne Rushton Harper, *Miami University (Ohio)*
Dana Christine Cox, *Miami University (Ohio)*

We explored Amplify Classroom (formerly called Desmos Activity Builder) to create bridges between Preservice Secondary Mathematics Teachers' experiences as problem solvers and their beliefs about technology and formative assessment practices. PSMTs gain experience as problem solvers in technology-rich environments designed around key formative assessment strategies including eliciting student thinking, providing immediate feedback, and fostering mathematical autonomy. Findings show these experiences, when combined with opportunities for scaffolded reflection, positively impact TPACK development as well as beliefs about how technology supports formative assessment practice. Practical strategies for implementing lessons within Amplify Classroom will be shared.

Orchestrating AI in Mathematics Classrooms: A Modular Approach to Teaching and Learning that Redefines Teacher Roles

Hee-jeong Kim, *Korea University, Korea*

In this session, participants will explore how mathematics teachers orchestrate AI-enhanced learning environments using a modular instructional model. Emphasis is placed on the teacher's evolving role as orchestrator, shaping AI integration to maintain conceptual depth and instructional coherence. Drawing on classroom vignettes and video excerpts from Korean digital innovation schools, participants will analyze teacher practices using the framework of instrumental orchestration. Activities include small-group discussion, mapping teacher strategies to orchestration types (e.g., guide-at-work, link-screen-and-board, monitor-and-guide), and collaborative reflection on pedagogical implications. The session concludes with a discussion on preparing future mathematics educators for AI-mediated instruction.

Session 144 **Sunstone, 3rd Floor**
Development of Mathematics Teacher Educators
Discussion Session

Mathematics Teacher Educators Ponder and Plan: Prioritizing the 5 Practices in K-12 Preservice Preparation

Karoline Smucker, *Eastern Oregon University*
Sean P. Freeland, *Carlow University*
Laura E Bitto, *McDaniel College*
Ashley N Schmidt, *University of Wisconsin - Milwaukee*

This session will explore the strengths and challenges of introducing the five practices to preservice teachers. The five practices instructional model promotes rich mathematical discussions which support students' reasoning and sense making. Our recent preliminary analysis of mathematics teacher educators' introduction of the five practices in their preservice teacher courses revealed several common challenges. While existing research has showcased the use of this model by inservice teachers, we aim for this discussion session to lead to action on how the five practices can best be used by mathematics teacher educators to support preservice teacher development.

Session 145 **Salon A (Hyb), Lower Level 1**
AMTE Early Career Award Winner Session

Leveraging Inquiry as Leadership to Navigate Academic Challenges

Courtney Baker, *George Mason University*

Mathematics teacher educators are navigating an increasingly complex educational landscape marked by policy threats, teacher shortages, and systemic inequities. This Early Career Award session invites participants to explore inquiry not only as a pedagogical tool, but as a transformative stance toward leadership. Drawing from everyday interactions, participants will consider how inquiry fosters reflection, cultivates community, and supports intentional, distributed leadership across roles and contexts. Through collaborative dialogue, participants will consider how purposeful questions can guide our professional choices, disrupt the status quo, and help us reimagine leadership as a relational, responsive, and transformative force in our field.

Session 146 **Portland (Hyb), Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

Supporting Preservice Teachers in Developing Culturally Relevant Mathematics Lesson Plans

Wesam Salem, *University of Memphis*
Lara Condon, *University of Memphis*

The primary goal of this session is to discuss the recommendations for supporting preservice teachers (PSTs) to incorporate Culturally Relevant Mathematics Teaching (CRMT) principles (Zavala & Aguirre, 2024) into their instruction. This session will provide a space for participants to examine the findings of our research study that examined the PSTs' lesson plans and associated reflective writings to understand how preservice teachers balance mathematical rigor with student support and integrate students' cultural identities and knowledge into mathematics instruction. The guiding question for this discussion session is: How can we expand the implementation of the CRMT framework in PSTs' instructional plans?

Session 147 **Eugene (Hyb), Lower Level 1**
Report Session

Instructional Practices and Routines Aimed at Developing Number Sense

Number Sense in the Elementary Classrooms: A Snapshot of Teacher Practices

Derya Can*, Burdur Mehmet Akif Ersoy University*
Berna Tataroğlu Taşdan*, Dokuz Eylul University*
Burcu Durmaz*, Süleyman Demirel University*
Kübra Polat*, Sivas Cumhuriyet University*
Sebnem Atabas*, University of Saint Joseph*
Ipek Saralar*, Ministry of National Education*
Havva Kevser Yıldırım Sır*, Süleyman Demirel University*

This session presents findings from a systematic study of elementary mathematics classrooms examining teacher practices that support number sense development. Through analysis of 177 hours of observations across 10 classroom teachers, we identified three teaching profiles that differ in quality of mathematical discourse, questioning depth, strategy diversity, and student engagement. The study reveals gaps between theoretical frameworks and classroom implementation, with implications for number sense instruction. Particularly relevant for elementary mathematics methods instructors, coaches, and professional development providers interested in enhancing teaching practices related to numbers and operations. Findings offer practical insights for fostering rich mathematical discussions and conceptual understanding.

The "How Many" Routine: A Catalyst for Computational Fluency and Broadening Student Participation

Gina Kling*, Hope College*
Jen Munson*, Northwestern University*
Sarah Larison*, Purdue University*

The "How Many" number sense routine is designed to develop computational fluency through rich class discussion and shared sensemaking. Yet despite their indications of potential for impactful mathematical learning, number sense routines in general lack research directly studying the influence of the routine on the development of number sense (Matney et al., 2020). This research report will explore results from a study implementing "How Many" in four elementary classrooms in which student fluency, participation, and teacher discourse moves were analyzed. Implications for how elementary mathematics teacher educators might apply this work to their contexts will be discussed.

Who's Listening? Who's Leading? Exploring Student Idea Sharing with Social Network Analysis in Number Talks

Candace Joswick*, University of Texas at Arlington*
Miriam Sanders*, University of Wyoming*
Brandon McMillan*, Brigham Young University*

This presentation examines inservice teachers' orient questions during Number Talks, particularly aimed to increase students' engagement with peers' mathematical solutions and strategies. Drawing on video data and a two-phase analysis—discourse analysis and social network analysis—we identified who was invited to participate, who responded, and whose thinking was discussed. Our findings suggest that teachers must intentionally use particular orienting questions to create opportunities for students to attend to, reflect on, and build upon their classmates' solutions and strategies—that are taken up. We will discuss student-centered discourse and understanding how teacher moves shape mathematical engagement and classroom interaction patterns.

Session 148 **Hawthorne/Belmont, 2nd Floor**
Collaborations and Partnerships
Individual Session

The Sky's the Limit: Codesigning a Four Day Thematic Unit to Promote Playful Mathematics

Karen Underwood, *Vanderbilt University*
Anita A Wager, *Vanderbilt University*

In this session we explore how professional development focused on modifying curriculum to make mathematics more playful presented opportunities for collaboration between teachers and researchers. This study is part of a larger project to support playful mathematics in grades K-2, in which we facilitated PD for a week each summer and on four Saturdays during the school year. Our goal for this session is to engage in thoughtful conversations around how co-designing and modifying curriculum can be leveraged as a way to provide space for teacher agency in enacting more humanizing forms of mathematics.

Session 149 **Salon B, Lower Level 1**
Development of Mathematics Teacher Educators
Discussion Session

Engaging Preservice Teachers with Critical Mathematics Activities in Current Times

Anthony Fernandes, *University of North Carolina at Charlotte*
Liza Bondurant, *Mississippi State University*

In this session we invite participants, both novice and experienced, to collaboratively reflect on their experiences related to designing and implementing critical mathematics activities in an increasingly restrictive educational and political climate. We will briefly share some of our experiences related to statistics modules focused on systemic racism, and navigating resistance. We seek to build a supportive community for this work that goes beyond the conference.

Session 150 **Salon C, Lower Level 1**
Report Session

Supporting Preservice and Inservice Teachers in Enacting Culturally Relevant and Critical Pedagogy

Elementary Preservice Teachers' Conceptions of Culturally Grounded Pedagogy: Insights from Teaching Cases

Tracy E Dobie*, University of Utah*
Liza Romina Escobar*, University of Utah*
Angela Warnock*, University of Utah*

In this research, we explore how teacher-developed cases, or rich narratives of complex situations encountered in schools, can both surface and advance elementary preservice teachers' thinking about enacting culturally grounded pedagogy in mathematics. We analyzed 102 preservice teachers' written responses to case prompts from three cases that were implemented in math methods courses 2-4 times each. We describe how preservice teachers thought about dismantling status and power hierarchies and challenging dominant perspectives and share future directions for case implementation based on findings. This presentation is for anyone interested in using cases as a tool in math teacher education.

Fostering Critical Data Literacy and Community through Real-World Visualizations in Mathematics Teacher Education

Eva Thanheiser*, Portland State University*
Hans-Stefan Siller*, University of Würzburg*
Nina Unshelm*, Julius-Maximilians-Universität Würzburg*

This session presents classroom-tested activities for preservice mathematics teachers designed to develop critical data literacy and community. Participants will explore tasks involving community infographics and analyzing global temperature visualizations. Using student work and reflections, the session demonstrates how these activities highlight that mathematical representations involve choices that influence interpretation. It shows how framing, scale, and context carry value-laden implications, disrupting the view of mathematics as neutral. The session also illustrates how these tasks foster community-building through personal connection and shared reflection. Participants will receive concrete ideas for adapting these strategies in their own teacher education programs.

Innovative Teaching Tool to Help Sustain K-5 Student Engagement during Culturally Responsive Math Modeling Lessons

Jennifer Suh*, George Mason University*
Julia Aguirre*, University of Washington Tacoma*
Erin Turner*, University of Arizona*
Mary Alice Carlson*, Montana State University*

This session introduces an innovative teaching tool—the CRMM Teacher Move Table—designed to support elementary teachers in facilitating culturally responsive mathematical modeling. Grounded in classroom-based research, the tool provides practical, phase-aligned facilitative moves that promote inclusive participation, honor student thinking, and connect math to students' lived experiences. Participants will analyze classroom video clips, identify key teacher moves, and engage in collaborative discussions on how to apply these strategies in their own contexts. This session supports teacher educators and professional developers in preparing teachers to enact rigorous, real-world modeling tasks that are both mathematically rich and culturally responsive.

Session 151 **Salon D, Lower Level 1**
AMTE Sponsored Session *(Gold Sponsor)*

Teacher Development Group

Modifying Professional Learning Tools, Practices, and Decision-Making for Equity-Oriented Teacher Learning and Prek-12 Math Instruction

Ruth M Heaton, *Teachers Development Group*
Jill Board, *Teachers Development Group*
Shelly Allen, *Teachers Development Group*
Carolyn Choi, *Teachers Development Group*
Julie Fredericks, *Teachers Development Group*
Kara Jackson, *University of Washington*

We know little about learning of professional development providers who are revising professional learning opportunities to be more equity-oriented. Leaders and service providers from Teachers Development Group, a nonprofit offering job-embedded teacher and leader learning opportunities nationwide share practices and perspectives featuring their own learning. They make their learning visible through their reflections on changes and rationale for changes in practices, tools and decision-making as session participants work on a math task in a mini professional learning experience. The session concludes with a discussion of new collaborative lines of inquiry prompted by the “wisdom of practice” findings offered in this session.

Session 152 **Salon G, Lower Level 1**
Mathematics Education Policy and Program Issues
Symposium

Numeracy is No Act: Two States Leveraging Legislation for Systemic Change

Sarah Roller Dyess, *University of Alabama in Huntsville*
Taajah Witherspoon, *University of Alabama at Birmingham*
Katherine Ariemma Marin, *University of Louisville*
Jennifer Bay-Williams, *University of Louisville*
Angela T. Barlow, *University of South Alabama*
Kelly O. Byrd, *University of South Alabama*
Susan Auslander, *University of Alabama*
Megan Burton, *Auburn University*

This session offers a forum to engage in critical conversations about the ways state legislation shapes both P-12 mathematics instruction and teacher education. We will share two current examples of statewide mathematics legislation: Alabama Numeracy Act and Kentucky Numeracy Counts Act, and describe how teacher educators have partnered with vested others to improve K-6 instruction and teacher preparation. Participants will engage in discussions about systemic efforts in their own states and how we can support MTEs across states, and explore strategies for building strong partnerships to improve teacher education for preservice and practicing teachers.

Session 153 **Salon H, Lower Level 1**
Development of Mathematics Teacher Educators
Discussion Session

How to Use Puzzles, Tensions, and Enduring Dilemmas to Support Coaches' Professional Learning

Christina Kimmerling, *University of California, Irvine*
Jody Guarino, *University of California, Irvine*
Lynsey Gibbons, *University of Delaware*

This session uses puzzles, tensions, and enduring dilemmas coaches face in their work to generate rich discussion in coach professional learning. Grounded in three settings where coaches work, we will start the session by briefly introducing how these challenges arise and serve as openings for individual and collective sensemaking and learning. Participants will then engage in facilitated discussion around key prompts, supported by artifacts, to consider practical issues in supporting coaches to lead teacher learning. The aim is for participants to leave with ideas for designing future coach learning experiences responsive to these real world challenges.

Session 154 **Medford, Lower Level 1**
Mathematics Pedagogy
Discussion Session

Defining Productive Struggle in Mathematics Learning

Nitchada Kamlue, *Western Michigan University*
Laura R Van Zoest, *Western Michigan University*

What are the elements for defining productive struggle? This discussion session will deconstruct definitions of productive struggle identified in a systematic review of how productive struggle is defined in research investigating productive struggle in mathematics learning (including the learning of prospective teachers). The group will then engage with a framework developed from the systematic review to (re)construct an agreed-upon definition(s) of productive struggle. To connect research to practice, the attendees will analyze illustrative cases of learners' written responses and conversation when comparing the fraction pair, 6/7 and 7/8, to test out the definition.

Session 155 **Willamette, Main Lobby Level**
Mathematics Pedagogy
Discussion Session

Practical Applications Integrating Content and Methods: Case Study of Diagnostic Interviews in Teacher Preparation Courses

Kristy Litster, *Valdosta State University*

This discussion session explores recommendations for planning, implementing, analyzing student thinking, and reflecting on learning tasks that support integration of specialized math content knowledge and pedagogical content knowledge. It will use K-12 diagnostic interview assignments as an initial case to discuss recommendations when implementing different phases of the child interviews. Recommendations are based on a variety of factors such as course type, timing in preparation program design, access to resources, and K-12 students. It will then discuss how these recommendations relate to other assignments that support the integration content and methods.

Session 156 **Mount St. Helens, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

The Collective Work of Recruiting, Retaining, Developing and Sustaining Mathematics Teacher Educators of Color

Victoria Nifoussi, *University of Michigan*
Gabrielle Elizabeth Bernal, *California State University, Monterey Bay*
Deborah Loewenberg Ball, *University of Michigan*

This session draws on an ongoing research project to learn from women mathematics teacher educators of Color. Building on and extending a session we led at AMTE 2025, this year's proposed session is designed with two goals in mind: (1) to hear and center the voices of our project participants and (2) to create space for those who attend our session to engage in the issues, including rewards and challenges, faced by early career women of Color who navigate predominantly White contexts in pursuing their goals.

Session 157 **Mount Hood, 2nd Floor**
AMTE
Professional Development for Members Committee Session

Stronger Together: Making Connections With Other Mathematics Teacher Educators

Katrina Rothrock, *University of Wisconsin - Eau Claire*
Sunghwan Byun, *North Carolina State University*
Frances Harper, *University of Tennessee*
Ayanna Perry, *Knowles Teacher Initiative*
Ann Wheeler, *Texas Woman's University*

This round-table session is designed to provide opportunities for MTEs to make connections with others interested in discussing and strengthening similar parts of their careers. Anticipated topics include: writing and research habits, designing methods courses, writing successful conference proposals, developing research collaborations, mentorship connections, and partnerships between universities and K-12 communities.

Session 158 **Pearl, 2nd Floor**
Development of Mathematics Teacher Educators
Discussion Session

Supporting Generation P: Innovating Instruction in Elementary Math Methods

Katie J. Waddell, *Gannon University*

Today's elementary teacher candidates -members of Generation Pandemic (Gen P)—enter the classroom with educational experiences profoundly shaped by COVID-19. As students, they endured remote learning, academic disruptions, and more. Yet, they also developed resilience, adaptability, and fresh perspectives on teaching and learning. As instructors of elementary mathematics methods courses, we must rethink our approaches to better support these preservice teachers. By innovating our instructional strategies, we can address learning gaps and prepare Gen P to thrive as elementary classroom teachers. This session explores how generative AI, practice-based instruction, and open educational resources can support and enhance preservice teacher learning.

Session 159 **Salmon, 3rd Floor**
Mathematics Pedagogy
Discussion Session

Counting What Counts: Reimagining Quality Assessment in Early Childhood Mathematics

Amber Beisly, *University of Oklahoma*

This session presents research on evaluating high quality early childhood mathematics environments through multiple data sources, including the COEMET observation tool. We investigate how tools developed for older students align or don't with the dynamic, informal nature of early math learning. The study offers insights into measuring math specific quality, bridging the gap between general classroom quality frameworks and math specific practices. Participants will explore implications for preservice and inservice teacher education. Key audiences include early childhood methods instructors, coaches, and researchers interested in observational tools and instructional quality.

Session 160 **Douglas Fir, 3rd Floor**
Teaching and Learning with Technology
Individual Session

Behind the Scenes: Designing Online Learning Systems with Artificial Intelligence for Teaching Mathematics

Ahreum Han, *University of Southern California*
Nickolina Yankova, *University of Southern California*
Jinhyo Cho, *University of Southern California*
Yasemin Copur-Gencturk, *University of Southern California*

This session offers a behind-the-scenes look at how an online learning system, enhanced by artificial intelligence, supports the development of content and pedagogical content knowledge for teaching mathematics. Grounded in educational research and structured task design, the system engages preservice teachers in interactive activities that provide adaptive, personalized support. We will share key design decisions and the technological foundations of the system, highlighting the use of ratios and proportional reasoning as the focal content area. Participants will gain insights into AI-supported system design, multi-agent decision-making processes, and implications for creating scalable, responsive learning environments in teacher education.

Session 161 **Meadowlark, 3rd Floor**
Report Session

The Facilitation of Professional Development Experiences

Evolution of a Professional Development Observation Protocol: Noticing Aspects of Distinguished Facilitation

Julie Amador*, University of Idaho*
Michele Carney*, Boise State University*

This session presents the development and use of the Mathematics Content and Pedagogy Professional Development Observation Protocol, designed to analyze facilitation practices in rural mathematics professional development delivered via video. The protocol was designed to support understanding of local and centralized facilitation models, offering insight into instructional support structures unique to rural settings. We will describe the protocol's iterative development, its focal dimensions (e.g., Student Thinking, Discourse), and its broader applicability for researchers and teacher educators. Attendees will gain practical tools for analyzing and refining professional learning experiences delivered via video and expanding beyond rural contexts.

Examining Learning in a Facilitator Professional Development Centered Around the TRU for Professional Growth Framework

Helene Leonard*, Montclair State University*

This session will report on preliminary findings of a study exploring a facilitator professional development focused on reflective facilitation (adapted from Smith, 2001) and Teaching for Robust Understanding for Professional Growth (TRU-PG) framework (Schoenfeld, 2015). In particular, the problems of practice facilitators face when enacting effective professional development (PD) aligned with AMTE's mission and goals. Session attendees will learn about the design of the facilitator professional development as well as overall findings of this year-long facilitator professional development.

Examining the Alignment of Teachers' Practice with a Professional Development Program's Instructional Vision

Ryan Gillespie*, University of Idaho*
Rachael Mae Welder*, Boise State University*

Adaptive programs of teacher PD respond to the goals, interests, and priorities of teachers, schools, and districts. However, frameworks for informing and guiding PD program adaptations are lacking. We present an emergent framework assessing alignment between teachers' instructional practices and goals, as described in responses to a brief questionnaire, and a large-scale, adaptive PD program for middle-school teachers' vision. Our framework assists PD designers and facilitators in tailoring programs to teachers' existing practices. This ensures PD is relevant and builds upon teachers' current understanding and skills, ultimately leading to more effective professional growth and improved student outcomes in mathematics education.

Session 162 **Sunstone, 3rd Floor**
Report Session

Developing Preservice Teachers' Understanding of Fractions

Preservice Teachers' Learning and Perspectives on Game Elements in Fraction Instruction

Seyedehkhadijeh Azimi Asmaroud*, Virginia State University*
Boram Lee*, Utah State University*

This session explores the effect of game-based learning on elementary preservice teachers enrolled in a mathematics content course, focusing on fraction concepts, specifically part-whole relationships and equivalent fractions. Using pre and post-tests alongside reflective surveys, the study involved 32 preservice teachers and examined both quantitative learning gains and qualitative insights into their experiences with an educational game and interactive app. Findings include qualitative and quantitative analysis of improvements in fraction understanding, preservice teachers' feedback on game design, and implications for integrating games into teacher education.

Concrete Materials and Problem Sequencing: Strengthening Preservice Teachers' Conceptual Understanding of Fraction Division

Stacey C Zimmerman*, Western Carolina University*
Bima Sapkota*, University of Kentucky*

With the appropriate support, preservice teachers (PSTs) can build confidence and clarity in understanding fraction division. While often seen as a difficult topic, research shows that handson, visual strategies help shift PSTs from relying on procedures to developing deeper conceptual reasoning. This study examined the impact of a 75-minute, sequenced session using concrete materials to explore fraction division. Analysis of pre- and post-assessments revealed improved accuracy and a greater use of conceptual strategies. These findings highlight the potential of sense-making activities to support PSTs' growth and align with AMTE's goals for advancing research-based mathematics teacher education.

Preservice Teachers' Knowledge Profiles of Fraction Multiplication Using Area Models

Tegan William Nusser*, Bradley University*
Brooke Krejci*, University of Wisconsin - River Falls*
Bima Sapkota*, University of Kentucky*
Bona Kang*, Ohio Wesleyan University*

This presentation will share results from a study on 30 undergraduate preservice teachers' use of and ability to explain area models depicting fraction multiplication. The study offers insights into how preservice teachers develop and refine their understanding of fraction multiplication through pictorial representations. The findings suggest that certain explanatory sub profiles tend to recur more consistently than others. Consequently, content course instructors may benefit from using these subprofiles to guide task sequencing and instructional strategies, as they provide a more nuanced lens for interpreting preservice teachers' conceptualizations of fraction multiplication

Friday, February 6, 2026 3:45 PM - 4:15 PM

AFTERNOON BREAK & SNACKS — HALLWAY, LOWER LEVEL 1

This is a great time to stretch, network with colleagues, and visit the exhibitors. Refreshments are provided.

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[Review the 2026 Attendee Menu Here]

Friday, February 6, 2026 4:30 PM - 5:30 PM

JUDITH E. JACOBS LECTURE — SALON E/F, LOWER LEVEL 1

Preparing Teachers for Modern Mathematics Curriculum: The Role of Mathematics Teacher Educators in Teaching and Learning about Data

Hollylynne Lee, North Carolina State University

Leading organizations endorse a more modern approach to K-12 mathematics and states across the U.S. are rolling out mathematics standards and high school courses and pathways with a stronger emphasis on statistics and data science. Mathematics teacher education is key for preparing teachers for this modern curriculum. This session will reflect on how mathematics teacher educators have played a role in advancing statistics and data science education through several research projects and teacher education curriculum efforts. We will consider how mathematics teacher preparation can transform K-12 data education to prepare learners for the data-influenced world of their future.

Saturday, February 7, 2026 7:00 AM - 8:00 AM

BREAKFAST

SALON E/F, LOWER LEVEL 1

Join colleagues for breakfast and informal conversation.

[Review the 2026 Attendee Menu Here]

Overview of Saturday, February 7, 2026

	8:15 AM – 9:15 AM	9:30 AM - 10:15 AM	10:30 AM - 11:15 AM	11:30 AM - 12:15 PM
Salon A (Hyb)	*163. Presidential Exchange* - Advocating for Transformative Change - Knighten, Seda, Che, McKinney & Safi	*180. Math Teaching is More Than Pushing Play: Free Video Cases for Exploring Digital Curricula Pedagogy* - Rhine, Driskell, Harrington & Wheeler	*197. Preparing Future Mathematics Teachers for AI-Enhanced Instruction: Exploring TPACK, Generative Technologies, and Equitable Pedagogies* - Abassian, Hinds & Leiro	*208. Responsive Professional Development for Curricular and Pedagogical Innovation: The Case of Balancing Acts* - Panorkou, Greenstein, Leonard & Provost
Portland (Hyb)	*164. The Once and Future Resistance: Bridging Past and Future through Queer Advocacy and Art* - Lee-Hassan, Garner, Koestler & Whipple	*181. Conceptualizing Argument(ation) Quality in Mathematics and STEM Classrooms* - Foster, Kleiman, Conner, Singletary & Bieda (Symposium 9:30-10:45)		*209. What-If-Not Reimagined: AI-Enhanced Modeling Problem-Posing Practices of Mathematics Teacher Educators* - Kohar, Hidayat & Pagiling
Eugene (Hyb)	*165. Centering Acknowledgement, Action, and Accountability in Equity-Focused Professional Learning* - Pollitt, Rupe & Kalinec-Craig	*182. Advancing the Role of Data Science Education in Engaging and Empowering Student Data Literacy* - Drozda & Martinez	*198. Using Interaction Geography to Visualize Teachers' Movement* - Garner & Chapman (Extended Session)	
Hawthorne/ Belmont	*166. Highlighting Potential for Mentor Teacher Learning in Clinical Settings Through Use of Equity-Oriented "Co-Learning" Tools* - Fink, Knapp & Stafford	*183. Moments that Count: Making Invisible Critical Events Visible Through Mathematics Autobiographies* - Ellis & Freeland	*199. Ethnomodeling in Action: MTEs Bridging Culture, Identity, and Mathematical Content in Elementary Teacher Preparation Coursework* - Soni & Harbin	*210. From Classroom to Catalyst: Elevating Mathematics Teacher Leaders to Impact Beyond the Classroom Walls* - Penny, Keith, Bush, Brooks, Maldonado & Boston
Salon B	*167. Ethnomodelling Diverse Mathematical Activity and Reasoning* - Tsutsui	*184. Preservice Teachers' Rough-Draft Orientation and Engagement with Others' Mathematical Thinking* - Cengiz-Phillips, Krebs & Rathouz	*200. Unlocking Math With Open Tasks: An Incremental Professional Learning Opportunity for Algebra I Teachers* - Donham & Ritter	*211. Hidden in Plain Sight: What Drawings Can Tell Us About Preservice Teacher's Math Beliefs* - Beisly
Salon C	*168. Report Session: Mathematics Situated in Meaningful and Locally Relevant Contexts*	*185. Introducing Asynchronous Connecting Mathematics to the Real World Talk Routine* - Han	*201. Report Session: The Relationship between Elementary Mathematics Teachers and Mathematics Curriculum Materials*	*212. Report Session: Integration of Mathematical and Social Emotional Learning*
Salon D	*169. Recruiting, Diversifying, and Preparing Teachers of Dual Enrollment Classes: A Panel Discussion* - McLeod, Boyce, Boyd & Miller	*186. Approximations of Practice in Studio Professional Learning: Insights for MTEs and Teacher Agency* - Roberts, Elliott & Lesseig (Symposium 9:30-10:45)		*213. A Rigorous Alternative to the t-test Suitable for Middle School Data Investigations* - Hasenbank
Salon G	*170. Building Critical Community for Equity: Identity Sharing and Courageous Conversations in Mathematics Teacher Education* - Goldstein	*187. Exploring the Tensions of an Asset-Based Approach to Supporting Elementary Teacher Learning with Data Science* - Scott & Druken	*202. Thinking Classrooms = Engaging Classrooms* - Barrett, Franz & Waters	*214. Transforming Math Instruction With Generative AI: Implications for Math Teachers' Professional Learning* - Nucci & Nielsen
Salon H	*Cancelled - 171. Filling a Critical Gap: Introducing a Tool to Support Conceptual Understanding in Mathematics Instruction* - Mattei	*188. Supporting Early Childhood Teachers in Enacting Developmentally Appropriate (Mathematics) Practices* - Woods, Pinilla, Mainzer & MacDonald (Symposium 9:30-10:45)		*215. Go Figure! The Use of Figural Patterns in the Development of Functional Reasoning* - McNamee

	8:15 AM – 9:15 AM	9:30 AM - 10:15 AM	10:30 AM - 11:15 AM	11:30 AM - 12:15 PM
Medford	*172. Tensions and Possibilities for Facilitating Asset Based Noticing in Teacher Professional Development* - Larison, Kimmerling & van Es	*189. Collaborating with Elementary Mathematics Specialists on Curriculum to Enhance Students' Writing* - Casa, Cardetti & Mack	*203. Positioning K-8 Classroom Teachers as Mathematics Instructional Leaders* - Bush, Boston, Brooks & Maldonado	*216. Tensions in Designing and Implementing Mathematics with Social and Political Issues Tasks* - Han
Willamette	*173. Report Session: Supporting the Mathematical Development of Multilingual Learners*	*190. Amplifying Mathematics Instructional Practice with AI: Real-World Use Cases Across Education Contexts* - Liu & Males (Extended Session)		*217. Designing Interactive Professional Learning for Mathematics Teachers with AI as a Facilitator* - Yankova, Cho, Han & Copur-Gencturk
Mount St. Helens	*174. Two Tools for Teachers to Improve Their Practices: Collaboration between Researchers, Districts, and Teachers* - Roth McDuffie, Heikila, Teuscher, Dingman & Olson	*191. Mathematics Teacher Leaders, Leading from Their K-5 Classrooms: Exploring Their Varied Positionings* - Rigelman & Auslander	*204. A Social Justice Action Categorization Tool for Building Reflexivity and Agency* - Robinson	
Mount Hood	*175. Supporting Development of Essential Works of Teaching: Unpacking and Repacking Lessons Using a Mathematical Lens* - Lee & Reiten	*192. Formative Assessment Routines for Supporting Identify-Affirming Mathematical Modeling Practices in K-2 Classrooms* - Turner, Aguirre, Carlson & Suh		
Pearl	*176. Voices of the Rebellion: Mathematics Education Under the Watch of the State* - Castle	*193. Lessons from a Research-Practice Partnership:A Collaborative Approach to Understanding Mathematics Specialists' Influence* - Bolyard & Baker	*205. Building Joy and Justice in Teaching Mathematics: On Partnerships, Inclusion, Belonging, and Centering Identity* - Plack, Salomone & Simpson	*218. The Influence Of Students' Mathematical Mindsets On District Professional Development* - Gillette & Pete
Salmon	*177. Supporting Preservice and Inservice Teachers in Enacting Instruction that Honors Students' Communities, Home experiences, and Values*	*194. AI as Thinking Partner for Adapting Elementary Mathematics Tasks* - Ozgun-Koca, Edwards & Meagher	*206. Report Session: Anticipating, Selecting and Sequencing Student Responses to Tasks*	*219. Report Session: Teacher Noticing*
Douglas Fir	*178. Report Session: The Cultural Relevance of Mathematics Tasks and Curriculum*	*195. Report Session: Professional Development of Mathematics Teachers*	*207. Mathematical Modeling Task Design to Support the Development of Mathematical Thinking* - Welji	*220. Color Connected Representations as an Integral Element of Preservice Teacher Content Courses* - McKinney
Meadowlark	*179. Report Session: The Experiences of Bilingual and other Minoritized Preservice and Inservice teachers*	*196. An Examination of Identities in Teaching and Learning for Equity Oriented Mathematics Education* - McVicar, Perez, Patel & King (Symposium 9:30-10:45)		*221. Report Session: The Teaching of Rate*

Session 163 **Salon A (Hyb), Lower Level 1**
AMTE President Exchange

Presidential Exchange - Advocating for Transformative Change

Latrenda Knighten, *National Council of Teachers of Mathematics*
Pam Seda, *Benjamin Banneker Association*
Megan Che, *School Science and Mathematics Association*
Eboney McKinney, *Association of State Supervisors of Mathematics*
Moderator: Farshid Safi, *Association of Mathematics Teacher Educators*

Join the presidential exchange panel discussion as leadership representatives from national organizations discuss updates and share joint efforts towards advocating for transformative change. This is the second of two presidential exchanges during the conference as participants can share in collaborative efforts within and across organizations.

Session 164 **Portland (Hyb), Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

The Once and Future Resistance: Bridging Past and Future through Queer Advocacy and Art

Alexa Lee-Hassan, *University of Illinois, Chicago*
Brette Garner, *University of Denver*
Courtney Koestler, *Ohio University*
Kyle S Whipple, *University of Wisconsin - Eau Claire*

This hybrid session is applicable to all grades and mathematics education in general. The participants will consider and engage with art as activism and advocacy in the context of queer populations, their push for equity, and other intersecting forms of oppression. Art connects to mathematics in multiple ways, which we'll discuss during the session. Participants will discuss strategies for creative insubordination in mathematics teacher education and create their own art for activism. In-person participants will have access to art supplies in the session; online participants should bring their own art supplies (physical or digital).

Session 165 **Eugene (Hyb), Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

Centering Acknowledgement, Action, and Accountability in Equity-Focused Professional Learning

Monique Pollitt, *Puget Sound Educational Service District*
Kathryn Mary Rupe, *Chicago Public Schools*
Crystal Kalinec-Craig, *University of Texas at San Antonio*

This discussion session will support mathematics teachers and teacher educators in creating humanizing and actionable mathematics classrooms and family partnerships. Using the Acknowledgement, Action, and Accountability (AAA) framework from NCSM and TODOS, the session introduces TODOS's Starter Packs that promote reflection, community building, and praxis around issues such as supporting families, multilingual learners, and 2SLGBTQIA+ students. Participants will explore "starter packs" that include reflective prompts, resources, and actionable strategies to foster equity-focused mathematics professional learning and serve the evolving needs of students, educators, schools, and communities.

Session 166 **Hawthorne/Belmont, 2nd Floor**
Practice-Based Experiences for Prospective or Practicing Educators
Individual Session

Highlighting Potential for Mentor Teacher Learning in Clinical Settings Through Use of Equity-Oriented "Co-Learning" Tools

Heather Fink, *Portland State University*
Melinda Knapp, *Oregon State University*
Taylor Stafford, *University of Washington*

While there is real potential for mentor teacher (MT) learning in clinical settings, not much is known about what and how MTs might learn through the work of mentoring teacher candidates (TCs). Layering their own professional learning on top of their K-12 students' and TC's learning needs is unrealistic for MTs without appropriate structures and tools. In response, our team developed tools (e.g., "co-learning" protocols) to support TC-MT dyads in learning together about equity-oriented instruction. This presentation highlights the potential for MT learning in clinical experiences by examining what and how two MTs reported learning while using "co-learning" tools.

Session 167 **Salon B, Lower Level 1**
Mathematics Content and Curriculum
Discussion Session

Ethnomodelling Diverse Mathematical Activity and Reasoning

Matthew Tsutsui, *Portland State University*

This discussion setting invites curriculum instructors, math teachers and teacher educators of all age groups to examine how ethnomodelling (Rosa & Orey, 2010) can serve as a pedagogical approach for rich mathematical discussion and assessment. We will focus on ethnomodelling activities in the domain of high school and undergraduate mathematics -- geometry and trigonometry specifically -- as examples, and assess the mathematical reasoning (Jeannotte & Kieren, 2017) that can be reasonably assessed from them. The goal for participants is the ability to elicit and assess students' mathematical reasoning in diverse ways through ethnomodelling.

Session 168 **Salon C, Lower Level 1**
Report Session

Mathematics Situated in Meaningful and Locally Relevant Contexts

Broadening Ideas About the Usefulness of Mathematics: Teacher Perspectives on Examples for Middle School Classrooms

Liza Romina Escobar*, University of Utah*
Tracy E Dobie*, University of Utah*
Bailey Ondricek*, University of Utah*

In this presentation, we will share examples of uses of mathematics we developed for middle school teachers. The examples engage students in thinking about how math can be used in relational ways, such as to help, connect with, or care for people or the environment. We share results from a survey completed by 85 teachers who offered feedback on the examples, and discuss findings related to concerns about parent pushback and discrepancies in preferred length/format of the examples. This session is intended for anyone who is interested in partnering with teachers to help students see math as useful.

Preparing Preservice Elementary Teachers to Enact Environment Focused Math Tasks

Bailey Ondricek*, University of Utah*

One role of mathematics teacher educators is to prepare preservice teachers (PSTs) to teach meaningful mathematics and explore mathematics in context. Topics related to the environment offer an avenue for youth to engage with locally relevant mathematics and recognize the critical role of math in addressing these environmental issues. In this presentation, we describe three environmentally focused math tasks that we developed and highlight the benefits and challenges PSTs perceived as they anticipated implementing such tasks in the classroom.

Relevant Roots: Elementary Mathematics Lessons for Community Justice

Alesia Mickle Moldavan*, Georgia Southern University*
Montana Smithey*, Georgia Southern University*

This research report examines how elementary teachers created justice-oriented interdisciplinary lessons using the CARE framework—Community, Alignment, Resources, and Engagement. Through professional development, teachers explored the CARE framework alongside ways to integrate children's literature and community issues to support student empowerment and interdisciplinary learning. Data sources included teacher-created lessons and interviews, analyzed through open coding to understand how CARE components were applied. Findings highlight which components were most successfully used and which were challenging. Implications for teacher educators and coaches include how CARE components can support lesson planning that promotes relevant and action-driven mathematics instruction rooted in students' lived experiences.

Session 169 **Salon D, Lower Level 1**
Mathematics Education Policy and Program Issues
Symposium

Recruiting, Diversifying, and Preparing Teachers of Dual Enrollment Classes: A Panel Discussion

Kevin McLeod, *University of Wisconsin - Milwaukee*
Steven Boyce, *Portland State University*
Suzanne Boyd, *University of Wisconsin - Milwaukee*
Nathaniel Miller, *University of Northern Colorado*

What are the characteristics of successful dual enrollment programs? What should high school teachers know in order to teach dual enrollment classes? How might programs expand and diversify access to dual credit teaching and learning opportunities? Participants will discuss these questions after hearing from panel members about their own initiatives in preparing dual enrollment instructors. This session will be of interest to college instructors (in both mathematics and mathematics education) and K-12 education leaders who are, or wish to be, involved in dual enrollment collaborations.

Session 170 **Salon G, Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

Building Critical Community for Equity: Identity Sharing and Courageous Conversations in Mathematics Teacher Education

Elle Goldstein, *Portland State University*

This interactive workshop explores how identity and community shape equity in mathematics teacher education. Participants will engage with tools such as the Social Identity Wheel and norms for courageous conversations to reflect on privilege, marginalization, and power. Drawing on insights from prospective and practicing teachers, the session offers practical strategies for building inclusive learning environments and supporting difficult but necessary dialogue around equity and justice. Through structured reflection and collaborative activities, attendees will leave with tools, language, and actionable steps to foster critical community in their own classrooms, programs, and professional learning spaces.

Cancelled - Session 171 **Salon H, Lower Level 1**
Mathematics Pedagogy
Individual Session

Filling a Critical Gap: Introducing a Tool to Support Conceptual Understanding in Mathematics Instruction

Jessica Lynn Mattei, *University of Indiana, Bloomington*

This session introduces the Teaching Moves for Conceptual Understanding (TMCU) tool, a classroom level observation and reflection framework for conceptual mathematics instruction in grades 6–12. Designed for coaches, supervisors, and teacher educators, the tool includes eight pedagogical domains and a "conceptual signature" reflection scale that highlights instructional patterns and growth areas. Participants will analyze sample classroom moments and observation data to explore how the TMCU supports teacher reflection, formative feedback, and professional learning focused on reasoning and sense making. The session also shares how the tool addresses gaps in Tier 1 instruction and outlines plans for ongoing research and development.

Session 172 **Medford, Lower Level 1**
Professional Development and Coaching
Individual Session

Tensions and Possibilities for Facilitating Asset Based Noticing in Teacher Professional Development

Sarah Larison, *Purdue University*
Christina Kimmerling, *University of California, Irvine*
Elizabeth van Es, *University of California, Santa Barbara*

Asset-oriented pedagogies and perspectives are integral to supporting students' learning and their developing identities as mathematicians. In this session, we explore what constitutes asset-based perspectives and how to support them in professional learning contexts. We share examples of asset-based noticing from three professional development contexts, focusing on how they were co-constructed among teachers, and the role of the facilitator in supporting the development of teachers' asset-oriented noticing.

Session 173 **Willamette, Main Lobby Level**
Report Session

Supporting the Mathematical Development of Multilingual Learners

Act 0 as an Equity Tool: Preparing Emergent Bilinguals for Cognitively Demanding Math Tasks

Jiyeong Yi*, Iowa State University*
Shristi Shrestha*, Iowa State University*
Jasmine Sourwine*, Iowa State University*

This session highlights how high school inservice teachers leveraged Act 0—a pre-task phase—to support Emergent Bilinguals (EBs) in accessing rigorous mathematics. We share how teachers used Act 0 strategies to build shared understanding, connect to students' lived experiences, and foster mathematical language development. Classroom examples illustrate how Act 0 promotes participation, clarifies task contexts, and provides entry points for EBs. We discuss the impact of collaborative PD on teacher practice and explore how Act 0 can be used to increase math accessibility and equity in diverse classrooms.

Embodied Discourse to Make Mathematics Language Routines Accessible

Evelyn M Vera-Flandez*, University of California, Santa Barbara*
Sarah A Roberts*, University of California, Santa Barbara*
Nurgul Isik*, University of California Santa Barbara*
Lakshmi A García*, University of California, Santa Barbara*

This presentation seeks to introduce conference participants to embodied discourse within the context of our profession learning project, in which middle grades, in-service teachers learned about mathematics language routines (MLRs). We make interdisciplinary multimodal connections as we share how teachers used their bodies, spatial orientations, and material structures, along their vocal streams, to make MLRs accessible to students. We add to the existing research in multimodal and equitable mathematics education, and we see our findings as being particularly applicable to professional learning providers, coaches, and those whose work focuses on multilingual learners.

Number Talks and Multilingual Learners: Whole-Class Discourse and Mathematical Competence

Jana Dean*, Mathematics Education Collaborative*
Heather Christine Byington*, Washington State University*

This report presents findings from a critical ethnographic study that explored how the Number Talk routine influences multilingual learners' mathematical competence. Eight third- and fourth-grade multilingual students engaged in Number Talks along with their language-of-instruction peers. Communication scaffolds in the context of voluntary sharing, negotiated meaning, and using ambiguity as a resource maintained student agency and helped language learners find entry into the routine and develop computational flexibility. For content course instructors and coaches, this study highlights Number Talks as a replicable routine for developing teachers' capacity to scaffold communication, sustain cognitive demand, and facilitate asset-oriented mathematics instruction.

Session 174 **Mount St. Helens, 2nd Floor**
Collaborations and Partnerships
Symposium

Two Tools for Teachers to Improve Their Practices: Collaboration between Researchers, Districts, and Teachers

Amy Roth McDuffie, *Washington State University*
Tara Heikila, *Washington State University*
Dawn Teuscher, *Brigham Young University*
Shannon Dingman, *University of Arkansas*
Travis Austin Olson, *University of Nevada, Las Vegas*

In this symposium, we describe the collaborative process and results from designing and validating two tools with middle school mathematics teachers to improve their practice: a survey and an observation protocol. These tools aim to formatively assess and provide feedback to teachers on their use of curricular reasoning in their practices (i.e., how teachers reason about and use their curriculum). The symposium consists of three presentations focusing on: survey development, observation protocol development, and results from using the tools with teachers. Participants will discuss these tools and ways to support teachers in improving their practices.

Session 175 **Mount Hood, 2nd Floor**
Mathematics Pedagogy

Discussion Session

Supporting Development of Essential Works of Teaching: Unpacking and Repacking Lessons Using a Mathematical Lens

Alees Lee, *Weber State University*
Lindsay Reiten, *University of Northern Colorado*

Adopting a curricular resource package (e.g., CPM, Illustrative Mathematics, OpenUp) provides many benefits to teachers; however, implementing this type of curriculum requires a specific teaching skillset - one that emphasizes using a mathematical lens to examine and enact a curricular lesson. As such, we see formulating content specific learning goals by unpacking a lesson and then repacking the lesson with that learning goal in mind as essential works of teaching. Come join our conversation to consider ways to support preservice teachers in developing their capacity to unpack and repack a curricular lesson using a mathematical lens.

Session 176 **Pearl, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Discussion Session

Voices of the Rebellion: Mathematics Education Under the Watch of the State

Sarah Castle, *University of Idaho*

Across the nation, mathematics educators are navigating changing academic and legislative landscapes that are in contention with their commitments as educators. This discussion session focuses on understanding how changes in state policies are impacting mathematics teacher preparation and mathematics classrooms. We will explore strategies to support inclusive learning environments that use different pedagogies to support learners and how to support our preservice teachers in doing this. You will engage in collective reflection and meet committed colleagues who share your values and offer strategies for maintaining our commitment to equity, inclusion, and student-centered teaching within today’s evolving educational climate.

Session 177 **Salmon, 3rd Floor**
Report Session

Supporting Preservice and Inservice Teachers in Enacting Instruction that Honors Students' Communities, Home experiences, and Values

Preparing Mathematics Teachers to Weave Place-Based Practices into Curriculum Design

Stacy M.T. Potes*, University of Hawai'i at Mānoa*

This presentation shares findings from a piloted course, Aloha ʻĀina Mathematics designed to prepare PK-20 teacher candidates to create interdisciplinary, culturally rich, place-based units grounded in Indigenous values. Through a two-eyed seeing approach, participants explored the integration of mathematics with ecological, cultural, and community contexts. Using digital photo journals, preservice teachers documented their evolving understanding of mathematics as a relational, relevant, and transformative discipline. Attendees will gain practical strategies for designing coursework that honors both Indigenous and Western ways of knowing, preparing future educators to create meaningful and responsive learning experiences rooted in place and culture.

Mathematics in the Garden: Cultivating Preservice Teachers' Pedagogies for Social Justice

Leanna Lucero*, New Mexico State University*
Mariana Alvidrez*, New Mexico State University*
Angela VE Owens*, New Mexico State University*

This study explores how early elementary preservice teachers, enrolled in a mathematics methods course at a Southwestern university, used a garden-centered field trip to design lessons integrating math and social justice. Set in a Latinx-majority borderland community, the project emphasized critical consciousness and culturally relevant pedagogy. Findings show that preservice teachers connected basic math concepts (e.g., addition, subtraction, data analysis) with real-world issues like food access and economic injustice. Participants shifted from worksheet-based tasks to community-centered inquiry. This work offers insights for content/methods instructors and teacher educators seeking to develop equity-focused, experiential approaches in early childhood and elementary mathematics education.

Teachers and Mathematics Teacher Educators as Co-researchers: Eliciting Latinx Children's Perspectives to Provoke Pedagogical Imagination

Jose Martinez Hinestroza*, University of Texas at San Antonio*

Gloria Guzman Pedroza, *San Marcos Consolidated ISD*

Socorro Huerta Mancilla, *Austin ISD*

Cesar Vela Ibarra, *San Marcos Consolidated ISD*

This study addresses the research question: How can Latinx, bilingual children's perspectives provoke teachers' pedagogical imagination to integrate mathematics and home experiences? Critical mathematics (teacher) education helped challenge the positioning of MTEs as knowledge-bearers in this participatory research. We conducted focus groups with children to elicit perspectives on their homes practices and mathematics lessons. These insights informed the co-design and implementation of lessons that integrated children's experiences and mathematics. Collaborative data analysis revealed teachers and the MTE as learners of children's experiences. Simultaneously, tensions emerged between integrating mathematics and experiences, and notions of authenticity and social justice.

Session 178 **Douglas Fir, 3rd Floor**
Report Session

The Cultural Relevance of Mathematics Tasks and Curriculum

A Collaborative Discussion and Analysis on Adapting an Existing Curriculum to be Culturally Relevant

Samantha Wald*, Michigan State University*

This session will engage mathematics teacher educators in a collaborative discussion and analysis on a graduate student and first year teacher's work on adapting lessons and tasks within an existing curriculum to be culturally relevant. During this collaborative session, the presenter will (a) provide an overview of theoretical background; (b) orient the participants to the study; (c) engage participants in a collaborative and interactive analysis and discussion of a task adaptation; and (d) discuss implications for future adaptation work.

Reimagining Math Curriculum for Belonging and Rigor

Kenya Lawrence*, North Carolina State University*
Tierra Fender*, University of North Carolina at Charlotte*

This research explores how two high school math programs promote or inhibit a sense of belonging through tasks focused on functions. By aligning the Belonging Centered Instruction framework with the Standards of Mathematical Practice, the study evaluates curriculum through a dual lens of rigor and relevance. Results highlight the need for greater cultural grounding and collaboration in curriculum design. The study provides both a replicable method and a practical guide to inform equitable instructional planning.

Reimagining Textbook Problems to Support Critical Thinking Through Social Issues in Professional Development

Madhavi Vishnubhotla*, The New School*
Debasmita Basu*, The New School*

This session shares findings from a professional development workshop with middle school inservice mathematics teachers focused on reworking textbook problems to engage students in critical thinking about social issues. Teachers explored varied interpretations of justice-oriented teaching, analyzed traditional tasks, and revised them using a questioning framework designed to support classroom discussions. The workshop responded to a common concern—that designing socially relevant lessons is time-consuming—by offering a practical approach that builds from existing materials. This session is relevant for mathematics teacher educators, methods instructors, and professional development leaders seeking to support teachers in integrating equity within everyday instruction.

Session 179 **Meadowlark, 3rd Floor**
Report Session

The Experiences of Bilingual and other Minoritized Preservice and Inservice teachers

Reimagining the History of Mathematics: A Culturally Sustaining Approach for Preparing Bilingual Mathematics Teachers

Tenchita Alzaga Elizondo*, University of Texas Rio Grande Valley*

This session presents a redesigned undergraduate History of Mathematics course for preservice middle and secondary teachers at a Hispanic-Serving Institution. The course centers students' linguistic and cultural assets through a Culturally Sustaining Pedagogy framework. Participants will learn how bilingual assignments, such as digital Padlet boards and narrative cuentos, connected global math histories with students' familial and cultural experiences. Student reflections reveal increased confidence, stronger teacher identity, and deeper engagement with mathematics. This session will be of interest to mathematics content instructors, methods faculty, and teacher educators committed to equity, bilingualism, and culturally responsive content course design.

Women Latine Bilingual Teachers' Experiences in Mathematics: A Counter-Story

Weverton Ataide Pinheiro*, Texas Tech University*

This session presents findings from a counter-storytelling study of bilingual Latine women teachers' experiences with mathematics. Grounded in LatCrit and post-qualitative methodology, the research highlights how these teachers navigated and resisted dominant narratives that often exclude them from mathematics spaces. Participants, who work across K–12 settings, shared how their families, cultural values, and bilingualism shaped their identities as mathematics doers. Key insights focus on how mathematics can be reimagined to honor multilingual and multicultural ways of knowing. This session will be of particular interest to mathematics methods instructors, teacher educators, and scholars focused on equity and identity in mathematics education.

Investigating Secondary Mathematics Teacher Effectiveness and Retention in the California State University System

Babette Benken*, California State University, Long Beach*
Cristina Runnalls*, California State Polytechnic University, Pomona*
Julie McNamara*, California State University, East Bay*
Peter Gao*, San José State University*
Sayonita Ghosh Hajra*, California State University, Sacramento*

This project investigates early career effectiveness and retention among secondary math teacher credential completers across eight minority-serving public universities in California. Focusing on teachers in both high-need and non high-need districts, the session will share findings identifying factors influencing persistence and attrition in the first five years. Drawing on survey data from over 300 completers, initial findings highlight key supports and challenges shaping teacher trajectories. The session will share preliminary results and engage participants in discussion around strengthening preparation, credential-to-induction transitions, and long-term retention strategies to better support high-quality math educators in today's classrooms.

Session 180 **Salon A (Hyb), Lower Level 1**
Mathematics Pedagogy
Individual Session

Math Teaching is More Than Pushing Play: Free Video Cases for Exploring Digital Curricula Pedagogy

Steven Rhine, *Pacific University*
Shannon Driskell, *University of Dayton*
Rachel Allison Harrington, *George Fox University*
Ann Wheeler, *Texas Woman's University*

The session will be an opportunity for engaging with the Toolkit for Enacting Digital Curricula, a freely available video database of instructional clips and interviews of teachers as they consider how to modify digital curricula to meet their students' needs and achieve the CCSS Mathematical Practices. Participants will be able to engage with the database and brainstorm ways in which the video clips might be used to better prepare preservice teachers or provide professional development for inservice teachers to work with digital curricula effectively.

Session 181 **Portland (Hyb), Lower Level 1**
Mathematics Pedagogy
Symposium (9:30-10:45)

Conceptualizing Argument(ation) Quality in Mathematics and STEM Classrooms

Jonathan Foster, *University at Albany*
Jennifer Kleiman, *University of Georgia*
AnnaMarie Conner, *University of Georgia*
Laura M. Singletary, *Lee University*
Kristen Bieda, *Michigan State University*

This symposium brings together three scholars to discuss conceptualizations of argumentation quality in mathematics/STEM classrooms. Through a critical dialogue, attendees will examine a common episode of argumentation and explore different perspectives on what constitutes high-quality argumentation. Join us to contribute to this important discussion on argumentation quality.

Session 182 **Eugene (Hyb), Lower Level 1**
AMTE Sponsored Sessions

Advancing the Role of Data Science Education in Engaging and Empowering Student Data Literacy

Zarek Drozda, *Data Science 4 Everyone*
Aly Martinez, *Student Achievement Partners*

This session will highlight ways to engage students in data science education, and support teachers and teacher educators in comprehensive data literacy efforts. Tools and resources shared will offer guidance to make high quality instruction a reality for all students. Participants will learn about advances in data science education and ways to empower students to succeed in an ever changing world.

Session 183 **Hawthorne/Belmont, 2nd Floor**
Development of Mathematics Teacher Educators
Individual Session

Moments that Count: Making Invisible Critical Events Visible Through Mathematics Autobiographies

Brittney Ellis, *Texas State University*
Sean P. Freeland, *Carlow University*

This interactive session will expand on participant conceptions of “mathematics autobiography” instructional activities by connecting research on mathematics identity, critical events in identity development, and mathematics teacher education. We will collaboratively define, reflect on, and share findings about critical events – stories about an experience that changed the storyteller’s understanding or perspective – shared in math autobiographies by preservice teachers in elementary and secondary mathematics methods and content courses across five U.S. institutions. We will brainstorm how attention to such events can inform methods course design and teacher professional learning, focusing on actionable takeaways for math teacher educators.

Session 184 **Salon B, Lower Level 1**
Mathematics Content and Curriculum
Individual Session

Preservice Teachers’ Rough-Draft Orientation and Engagement with Others’ Mathematical Thinking

Nesrin Cengiz-Phillips, *University of Michigan - Dearborn*
Angela Krebs, *University of Michigan - Dearborn*
Margaret Rathouz, *University of Michigan - Dearborn*

In this interactive session, we aim to foster dialogue among teacher educators about supporting PST engagement in their peers’ mathematical thinking and representations about numbers and operations. We will share a revised framework we are using to analyze PSTs’ levels of engagement with others’ thinking during whole-group discussions about mathematical tasks where confusions arise. We will highlight instances of correspondence between rough draft elements and levels of PST engagement with peers’ thinking, and explore how these elements interact.

Session 185 **Salon C, Lower Level 1**
Mathematics Content and Curriculum
Individual Session

Introducing Asynchronous Connecting Mathematics to the Real World Talk Routine

Simon Byeonguk Han, *Portland State University*

In this session, participants will learn about the (Asynchronous) Connecting Mathematics to the Real World Talks routine. I will introduce the routine and present my analysis of how preservice teachers engaged in the routine in their mathematics content course. The goals of the presentation are to 1) introduce (Asynchronous) Connecting Mathematics to the Real World Talk, 2) unpack and analyze how a group of preservice teachers participated in Asynchronous Connecting Mathematics to the Real World Talks, and 3) discuss how participants might adapt the Connecting Mathematics to the Real World Talks in their classrooms.

Session 186 **Salon D, Lower Level 1**
Practice-Based Experiences for Prospective or Practicing Educators
Symposium (9:30-10:45)

Approximations of Practice in Studio Professional Learning: Insights for MTEs and Teacher Agency

Sarah A Roberts, *University of California, Santa Barbara*
Rebekah Elliott, *Oregon State University*
Kristin Lesseig, *Washington State University Vancouver*

Mathematics Studio is a K–12 practice-based professional learning (PL) model that centers live classroom teaching with inservice teachers. In this session we discuss Studio's adaptability to take up approximations of practice in three distinct ways: the Studio teacher's rehearsal of mathematics language routines, teachers rehearsing conferring with students in preparation for a Studio lesson, and Studio as a space for teachers to collectively investigate strategies to promote mathematical discourse in inclusive mathematics classrooms in real time. We see our findings as being particularly applicable to PL providers, coaches, and those whose work focuses on approximations of practice and Studio.

Session 187 **Salon G, Lower Level 1**
Professional Development and Coaching
Individual Session

Exploring the Tensions of an Asset-Based Approach to Supporting Elementary Teacher Learning with Data Science

Mallika Scott, *California State University, Fullerton*
Bridget K Druken, *California State University, Fullerton*

In this session, we share our work as mathematics teacher educators (MTEs) supporting preservice and inservice elementary teachers to deepen their own understanding of data science while fostering rich data science learning for their students. We offer case studies from three elementary-focused projects - mathematics content courses, mathematics methods courses, and inservice professional development workshops - for collective analysis, focusing on possibilities and tensions of trying to maintain an asset-based approach towards both teachers and children. Participants will discuss noticings and wonderings from case studies and make connections to their own MTE practice.

Session 188 **Salon H, Lower Level 1**
Collaborations and Partnerships
Symposium (9:30-10:45)

Supporting Early Childhood Teachers in Enacting Developmentally Appropriate (Mathematics) Practices

Dawn Woods, *Oakland University*
Robyn K Pinilla, *University of Texas at El Paso*
Emily Mainzer, *York College of Pennsylvania*
Beth L MacDonald, *Illinois State University*

In this Symposium (panel) Session, presenters will share four distinct cases to offer insights into building (and sustaining) collaborative early childhood research-practice-partnerships. Each of these cases was specifically designed with partners to work with teachers to incorporate and enact developmentally appropriate mathematics practices alongside their district's mathematics curriculum. Session participants will have the opportunity to discuss the affordances and constraints of the frameworks used in building and sustaining collaborative partnerships.

Session 189 **Medford, Lower Level 1**
Mathematics Content and Curriculum
Individual Session

Collaborating with Elementary Mathematics Specialists on Curriculum to Enhance Students' Writing

Tutita Casa, *University of Connecticut*
Fabiana Cardetti, *University of Connecticut*
Katherine Mack, *University of Connecticut*

This session presents a case study with an elementary mathematics coach and a teacher leader implementing lessons designed to have students learn how to write mathematically. After third graders were introduced to various types of writing and their purposes, they learned how to write explanations about unit fractions and arguments about non-unit fractions. Results of their curricular decisions, including the reasons why they followed and departed from the lessons, will be shared. Participants will learn how to support teachers in designing and implementing curriculum to help forge alignment across the intended, implemented, and achieved curriculum focused on discourse practices.

Session 190 **Willamette, Main Lobby Level**
Teaching and Learning with Technology
Extended Session (9:30-11:15)

Amplifying Mathematics Instructional Practice with AI: Real-World Use Cases Across Education Contexts

Alex Liu, *University of Washington*
Lorraine M Males, *University of Nebraska - Lincoln*

This panel showcases four real-world use cases of AI-powered instruction across mathematics teacher education contexts, ranging from lesson planning and critical thinking development in preservice programs to formative assessment use in field placements. Drawing from teacher preparation programs and K–12 district implementation, panelists will illustrate how AI augments pedagogical practices, and supports reflective learning. Attendees will explore how educators use conversational agents and rubric-based tools, and examine how school districts leverage teacher-AI interactions to guide professional learning. The session is appropriate for mathematics teacher educators, methods instructors, and education leaders, addressing AMTE's Candidate Standard C.1.6 (supporting teachers in using technological tools).

Session 191 **Mount St. Helens, 2nd Floor**
Development of Mathematics Teacher Educators
Individual Session

Mathematics Teacher Leaders, Leading from Their K-5 Classrooms: Exploring Their Varied Positionings

Nicole René Rigelman, *Portland State University*
Susan Auslander, *University of Alabama*

Two elementary mathematics specialist (EMS) programs partnered with local districts to collaboratively prepare and study ways that 46 EMSs were positioned as teacher leaders. As experienced teachers, these EMSs leveraged the mathematical content, pedagogy, and leadership knowledge and skills gained through their programs, and did so in ways that influenced both their students' and colleagues' learning to differing degrees. We will examine rich descriptions of how these novice leaders actualized their leadership in support of ambitious mathematics instruction relative to a research-informed "leadership pathway" and consider how this informs the work of teacher educators and district leaders who support EMSs.

Session 192 **Mount Hood, 2nd Floor**
Practice-Based Experiences for Prospective or Practicing Educators
Individual Session

Formative Assessment Routines for Supporting Identify-Affirming Mathematical Modeling Practices in K-2 Classrooms

Erin Turner, *University of Arizona*
Julia Aguirre, *University of Washington Tacoma*
Mary Alice Carlson, *Montana State University*
Jennifer Suh, *George Mason University*

In this presentation, we share culturally responsive mathematical modeling formative assessment routines. Culturally responsive mathematical modeling is an approach that integrates students' cultural backgrounds and lived experiences into the process of mathematical modeling. Co-designed with classroom teachers, these routines support K-2 teachers as they learn to elicit, interpret, and respond to student thinking and to generate evidence of student engagement of identity-affirming mathematical modeling practices such as posing problems and analyzing models. Participants will analyze videos and student work from routine enactments, and discuss how the routines enhance teachers' formative assessment of student engagement in mathematical modeling.

Session 193 **Pearl, 2nd Floor**
Collaborations and Partnerships
Individual Session

Lessons from a Research-Practice Partnership:A Collaborative Approach to Understanding Mathematics Specialists' Influence

Johnna Bolyard, *West Virginia University*
Courtney Baker, *George Mason University*

This presentation for K-12 and university participants shares ongoing efforts to develop a collaborative and equitable research-practice partnership (RPP) between university researchers and school partners to study the complex phenomenon of school-based mathematics specialists. Over the past three years, our RPP has experienced an ongoing evolution as we sought to create a common vision for work that supports the aims of all participants. The goal of this session is to share three shifts in our research process and collaboration that have allowed us to create a collaborative, mutually beneficial space to study the work and influence of school-based mathematics specialists.

Session 194 **Salmon, 3rd Floor**
Teaching and Learning with Technology
Individual Session

AI as Thinking Partner for Adapting Elementary Mathematics Tasks

Todd Todd Edwards, *Miami University (Ohio)*
Asli Ozgun-Koca, *Wayne State University*
Michael Singer Meagher, *Brooklyn College*

This session highlights how elementary preservice teachers engaged with AI tools to adapt mathematical tasks for classroom use, with a focus on early mathematics learning. Participants (n = 70) varied in their use of AI, with some refining prompts to meet pedagogical goals while others remained exploratory. We share insights into how AI can support or constrain task adaptation and discuss implications for integrating AI in teacher preparation. This session is intended for mathematics methods instructors, teacher educators, and others interested in supporting future teachers' engagement with emerging technologies in mathematics education.

Session 195 **Douglas Fir, 3rd Floor**
Report Session

Professional Development of Mathematics Teachers

Reflecting in Action: How Teachers Connect Lesson Study Learning to Practice

Marley Angelita Murrell*, Stanford University*
Meghan Durkin*, Stanford University*
Hilda Borko*, Stanford University*

This session explores how early elementary school inservice educators connect their professional learning from a lesson study cycle to their own mathematics instruction. Drawing on interviews with video-stimulated recall portions, from a research-practice partnership in a large urban district, the study highlights how teachers made instructional shifts, reflected on student thinking, and aligned their teaching with their professional identity. Participants will gain insights on how professional learning can be translated into teaching, making this session valuable for content/methods course instructors, coaches, and educational leaders.

Session 196 **Meadowlark, 3rd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Symposium (9:30-10:45)

An Examination of Identities in Teaching and Learning for Equity Oriented Mathematics Education

Elzena McVicar, *University of Washington*
Rodney Andres Perez, *University of Washington*
Puja Patel, *University of Washington*
James King, *University of Washington*

Equity-oriented mathematics teaching and learning must begin with identity work.This session examines varied ways identity is conceptualized and taken up in equity-oriented mathematics education. Across five presentations, we explore both practical and theoretical concerns related to identity. Our work spans across domains: race, culture, language, disability, and class. We illustrate (1) how teachers can cultivate equity-oriented dispositions through technologies and relationships and (2) how students' experiences and mathematics identity formation illuminate the political clarity teachers need to disrupt dominant normative paradigms. We end with a group discussion on clearly envisioning what equity-oriented mathematics education can look like.

Session 197 **Salon A (Hyb), Lower Level 1**
Teaching and Learning with Technology
Individual Session

Preparing Future Mathematics Teachers for AI-Enhanced Instruction: Exploring TPACK, Generative Technologies, and Equitable Pedagogies

Aline Abassian, *University of Central Florida*
Nadine N Hinds, *University of Central Florida*
Alberto Leiro, *University of Central Florida*

This session shares insights from a mathematics methods course for elementary preservice teachers who explored the use of generative artificial intelligence tools to support lesson planning and instructional design. Framed by the Technological Pedagogical Content Knowledge (TPACK) model, the session highlights how prospective teachers used AI to design tasks, anticipate student thinking, and reflect on equitable instruction. Findings include patterns in how teachers engaged with mathematical content and technology, as well as challenges related to bias and responsible AI use. The session is intended for mathematics methods instructors, field supervisors, and others preparing future teachers for technology-rich classrooms.

Session 198 **Eugene (Hyb), Lower Level 1**
Teaching and Learning with Technology
Extended Session (10:30-12:15)

Using Interaction Geography to Visualize Teachers' Movement

Brette Garner, *University of Denver*
Katherine Carr Chapman, *Vanderbilt University*

In this workshop, participants will learn how to use an open-source visualization tool: the Interaction Geography Slicer (IGS). The IGS allows teacher educators and researchers to transcribe movement in the classroom and to visualize it over space and time. Participants will gain hands-on experience using the IGS and discuss ways that they might use the IGS in their own work. To participate fully, participants should bring a computer; tablets may also work. The workshop is applicable to participants from any grade level and content area.

Session 199 **Hawthorne/Belmont, 2nd Floor**
Development of Mathematics Teacher Educators
Individual Session

Ethnomodeling in Action: MTEs Bridging Culture, Identity, and Mathematical Content in Elementary Teacher Preparation Coursework

Siddhi Soni, *Eastern Connecticut State University*
Alyssa Harbin, *University of Central Florida*

This session explores how mathematics teacher educators (MTEs) can integrate ethnomodeling—an approach that combines ethnomathematics and mathematical modeling—into teacher preparation programs to support culturally responsive and equitable teaching. Grounded in research and aligned with AMTE's mission, it highlights how engaging elementary prospective teachers in ethnomodeling tasks helps connect mathematical content to students' identities, cultures, and lived experiences. The session emphasizes the role of MTEs in modeling this pedagogy, preparing future teachers to honor students' cultural knowledge. Participants will engage in tasks, reflect on their own practices, and leave with concrete strategies for embedding equity-oriented modeling in mathematics methods courses.

Session 200 **Salon B, Lower Level 1**
Professional Development and Coaching
Individual Session

Unlocking Math With Open Tasks: An Incremental Professional Learning Opportunity for Algebra I Teachers

Melissa Donham, *Sam Houston State University*
Kenley Bailey Ritter, *University of Idaho*

This session shares findings from a professional learning project with secondary inservice Algebra I teachers focused on using open tasks to support students with varying readiness levels. Through a scaffolded, step-by-step model, teachers learned to modify curriculum tasks, implement them in their classrooms, and reflect on their practice. The session will be of interest to mathematics teacher educators, professional development facilitators, and secondary instructional coaches seeking practical approaches to task design in algebra classrooms. Attendees will explore example tasks and consider implications for supporting teachers' sustained use of open tasks.

Session 201 **Salon C, Lower Level 1**
Report Session

The Relationship between Elementary Mathematics Teachers and Mathematics Curriculum Materials

Making Sense of Mathematics Curricular Transitions

Kelly Alexandra McKie*, University of Delaware*
Margaret Therese Ellis*, University of Delaware*
Erica Litke*, University of Delaware*

This research investigated how elementary teachers made sense of and responded to the implementation of a new mathematics curriculum following professional learning centered on ambitious teaching practices with a different curriculum. Using sensemaking theory as a guiding framework, we investigated the complex process of curriculum enactment, emphasizing how teachers adapted to and engaged with the new materials. The results revealed a range of teacher responses—from actively modifying and personalizing the new curriculum to selectively resisting or disregarding it in favor of familiar approaches and prior curricula. These findings highlight the critical role of teacher sensemaking in supporting effective curriculum implementation.

Identifying Misalignment Between the Rigor of Student Tasks and Instructions for Teacher Enactment

Raisa June Ebner*, Washington State University*

This document analysis of Elementary mathematics curriculum focuses on the teacher-facing parts of instructional resources (e.g., Teacher guides, Teacher dashboards, unit guides). It looks at these enactment instructions through the lens of supporting rigorous and nonprocedural mathematical tasks. This report will present places where the teacher-facing parts of instructional resources might support or impede the teacher's ability to maintain the rigor of the task for the students. If institutional resources provide teachers with the information and advice they need to make adaptations that center students' mathematical reasoning, we can support them in providing rigorous experiences for all their students.

Session 202 **Salon G, Lower Level 1**
Mathematics Pedagogy
Individual Session

Thinking Classrooms = Engaging Classrooms

Diane Barrett, *University of Hawai'i at Hilo*
Dana Pomykal Franz, *Mississippi State University*
Nathan Waters, *Waiakea High School*

Professional development is an important component of both improving practice and creating working conditions that encourage retention of all teachers, especially novice teachers. This session presents ideas for secondary preservice and inservice teachers who wish to focus on actively engaging their students in critical thinking. Learning how to create engaging classrooms for students is a benefit for both students and teachers. The authors have worked collaboratively with a high school geometry teacher to study how Building Thinking Classrooms aligns with the research and provides a structure that allows students to increase their understanding of mathematics while increasing teacher retention.

Session 203 **Medford, Lower Level 1**
Professional Development and Coaching
Individual Session

Positioning K-8 Classroom Teachers as Mathematics Instructional Leaders

Sarah B. Bush, *University of Central Florida*
Melissa Boston, *Duquesne University*
Lisa Ann Brooks, *University of Central Florida*
Angel Maldonado, *University of Central Florida*

We consider how to empower K-8 teachers as mathematics instructional leaders to initiate and sustain improvements within their schools, as a practical model of enacting change by developing leadership from within. We share theoretical framework and findings from a 5-year National Science Foundation project. We utilized a longitudinal mixed methods approach, collecting data on teachers' knowledge, instructional practices, leadership practices, and self-perception of growth throughout the project, triangulated with focus group data and logs of leadership activities. Findings indicate positive changes in teachers' knowledge and practices and in their role as instructional leaders in their schools, district, and mathematics education community.

Session 204 **Mount St. Helens, 2nd Floor**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

A Social Justice Action Categorization Tool for Building Reflexivity and Agency

Molly Robinson, *Portland State University*

In this session we will share a tool for categorizing social justice actions to support MTEs and teachers of all grade levels in reflecting on their own social justice practice, as well as developing their own and their students' social justice agency through envisioning a variety of possible social justice actions. We will share how we have used this tool in a social justice mathematics college capstone course in which the central mathematical focus was data analysis and visualizations to understand and communicate about racial and social justice issues.

Session 205 **Pearl, 2nd Floor**
Collaborations and Partnerships
Individual Session

Building Joy and Justice in Teaching Mathematics: On Partnerships, Inclusion, Belonging, and Centering Identity

Leah Plack, *Portland Metro STEM Partnership*
Stephanie Anne Salomone, *University of Portland*
Megan M Simpson, *Stoller Middle School*

Stakeholders have long observed that all students do not have equal access to relevant, joyful and inclusive math curriculum and experiences. To address this inequity, our regional STEM hub, along with teachers, higher-education content experts, and culturally-based organization leaders, have developed and iterated the Building Joy and Justice in Mathematics Through Inclusive Practices Institutes and PLCs. This session covers lessons learned, inspiration for instructional shifts, and opportunities to build a Joy and Justice-aligned lesson. The intended audience for this session is K-8 classroom teachers, building administrators, instructional coaches, teacher-educators, and those interested in the benefits of multi-stakeholder partnerships.

Session 206 **Salmon, 3rd Floor**
Report Session

Anticipating, Selecting and Sequencing Student Responses to Tasks

Differences in Elementary and Secondary Preservice Math Teachers' Selecting and Sequencing of Students' Proportional Reasoning Responses

Aaron Brakoniecki*, Boston University*
David Glassmeyer*, Kennesaw State University*

In this session, we report on a comparison of how preservice elementary and secondary math teachers decided to select and sequence student responses to a proportional reasoning task. This study found that between these two groups, there were statistically significant differences in the amount of (and which) student work teachers' selected to be presented, and its ordering. The explanations teachers provided illuminate different beliefs about the role of the math teacher and imagined student abilities. This session will provide attendees opportunities to reflect on how these decisions may highlight differences in how we work with elementary and secondary mathematics teachers.

Unpacking Teacher Anticipation in Number Talks: Insights from Mathematical Writing

Miriam Sanders*, University of Wyoming*
Candace Joswick*, University of Texas at Arlington*
Micayla Gooden*, Texas A&M University*

This session explores how middle grades mathematics teachers anticipate student thinking when planning Number Talks, with a focus on their use of mathematical writing. By analyzing teachers' written anticipation across different mathematical writing subgenres, we identify patterns in depth and reasoning. Participants will engage with a rubric for assessing anticipation depth, examine teacher examples, and discuss implications for improving instructional planning.

Session 207 **Douglas Fir, 3rd Floor**
Mathematics Content and Curriculum
Individual Session

Mathematical Modeling Task Design to Support the Development of Mathematical Thinking

Shaffiq N. Welji, *University of Georgia*

This session focuses on how modeling can be used with secondary students and preservice teachers to develop their independence, self-reflection, and other aspects of mathematical thinking. It explores principles for designing tasks where students receive intrinsic feedback, progress through iterative learning cycles, consider generalizability, and have freedom to explore. The session also considers aspects of task design and implementation that can make modeling more playful and create more opportunities for students to think deeper about the mathematics. This session will conclude with examples of function, geometric, statistic, and calculus modeling aligned with these design principles and results from classroom experience.

Session 208 **Salon A (Hyb), Lower Level 1**
Professional Development and Coaching
Individual Session

Responsive Professional Development for Curricular and Pedagogical Innovation: The Case of Balancing Acts

Nicole Panorkou, *Montclair State University*
Steven Greenstein, *Montclair State University*
Helene Leonard, *Montclair State University*
Amanda Provost, *Montclair State University*

We will present an overview of our innovative, responsive, iteratively designed Balancing Acts professional development. Balancing Acts uses physical and digital balance scales to give students the experiential groundings for thinking about equality and equivalence in math and science. Session attendees will learn about the design and findings of our PD. We will also share how the PD's responsive nature allowed teachers to serve as collaborators in the design of the activities, tailoring them to their specific contexts and students. Session attendees will explore teacher-created tasks and participate in activities that focus on analyzing student reasoning during Balancing Acts lessons.

Session 209 **Portland (Hyb), Lower Level 1**
Teaching and Learning with Technology
Individual Session

What-If-Not Reimagined: AI-Enhanced Modeling Problem-Posing Practices of Mathematics Teacher Educators

Ahmad Wachidul Kohar, *Michigan State University*
Dayat Hidayat, *Purdue University*
Sadrack Luden Pagiling, *Michigan State University*

This session explores the implementation of What-If-Not (WIN) strategy with ChatGPT to pose K-12 modeling tasks. Through a collaborative self-study, we—three mathematics teacher educators, explored ChatGPT's role as a co-designer during our problem-posing processes. We generated original modeling tasks, iteratively refining them with ChatGPT. Using thoughtful prompt engineering techniques, we iteratively structured our problem-posing practices guided by the WIN strategy and our knowledge on modeling task principles: authenticity, cognitive richness, epistemological richness, motivational or illustrative, and mathematical richness. Our critical reflections revealed that ChatGPT-enhanced WIN supports effective heuristics for meaningful modeling-related problem-posing, proving valuable for preservice teacher education.

Session 210 **Hawthorne/Belmont, 2nd Floor**
Development of Mathematics Teacher Educators
Individual Session

From Classroom to Catalyst: Elevating Mathematics Teacher Leaders to Impact Beyond the Classroom Walls

Kelly Penny, *Orange County Public Schools*
Julia Keith, *Orange County Public Schools*
Sarah B. Bush, *University of Central Florida*
Lisa Ann Brooks, *University of Central Florida*
Angel Maldonado, *University of Central Florida*
Melissa Boston, *Duquesne University*

In this session we explore strategies to empower elementary and secondary teacher leaders at school, district, state, and national levels. District and school administrators, mathematics education faculty, and mathematics educators will leave with strategies and insights to recognize the power of teacher leadership and set goals to elevate classroom mathematics teachers as leaders.

Session 211 **Salon B, Lower Level 1**
Mathematics Pedagogy
Individual Session

Hidden in Plain Sight: What Drawings Can Tell Us About Preservice Teacher's Math Beliefs

Amber Beisly, *University of Oklahoma*

This session explores how early childhood preservice teachers' drawings provide insight into their mathematical beliefs and instructional orientations. Research shows teachers' math beliefs significantly impact instructional quality and student achievement. Using the draw a math teacher assessment tool in addition to other assessment methods, researchers analyzed drawings to categorize their teaching approaches as traditional, transitional, or constructivist. Findings reveal most participants exhibited transitional approaches, emphasizing positive environments and manipulative use while still incorporating traditional elements. The session discusses implications for teacher preparation programs addressing math anxiety and helping preservice teachers develop robust constructivist practices that can positively shape children's mathematical experiences.

Session 212 **Salon C, Lower Level 1**
Report Session

Integration of Mathematical and Social Emotional Learning

Incorporating the Emotionally Responsive Elementary Mathematics Model into Daily Practice

Kateri Sternberg*, University of Delaware*
Leigh McLean*, University of Delaware*

This session will share the Emotionally Responsive Elementary Mathematics model, a framework for understanding how social and emotional supports can be implemented in mathematics instruction to support students' engagement and learning. We will explore how this model can be utilized by mathematics teacher educators to support elementary teachers to emotionally regulate during mathematics instruction.

Integrating Elementary Mathematics Tasks and Social Emotional Learning

Amanda Sugimoto*, Portland State University*

In this report, participants will learn about a set of elementary mathematics lessons developed by a team of mathematics teacher educators and elementary teachers that integrated mathematical content with social emotional learning (SEL) competencies. The lessons included (a) a math talk that integrated measurement concepts and social-awareness skills, (b) a geometry lesson that integrated self-awareness skills, and (c) a math unit that integrated sorting and responsible decision making skills. The goal of this report is to engage mathematics teacher educators in identifying ways that they can support the evolving SEL instructional needs of mathematics teachers.

Session 213 **Salon D, Lower Level 1**
Mathematics Content and Curriculum
Individual Session

A Rigorous Alternative to the t-test Suitable for Middle School Data Investigations

Jon Hasenbank, *Grand Valley State University*

This session highlights an alternative to a traditional t-test that uses the mean absolute deviation (MAD) in place of the standard deviation, making it suitable for use in a middle school setting. The new k-test accounts for sample size and agrees with the traditional test in 97% to 99% of trials. It can be used to establish concrete rules of thumb for identifying meaningful differences based on the MAD. With this new tool, teachers and curriculum authors can bring closure to more data investigations while foreshadowing important principles regarding the role of sample size in statistical inference.

Session 214 **Salon G, Lower Level 1**
Teaching and Learning with Technology
Individual Session

Transforming Math Instruction With Generative AI: Implications for Math Teachers' Professional Learning

Drew Nucci, *WestEd*
Sarah Nielsen, *WestEd*

We interviewed 15 K-12 STEM teachers across the AI-adoption spectrum to surface their Generative AI (GenAI) uses for lesson planning, instruction, assessment, and professional learning. In this session, we'll describe their GenAI use cases as (1) a substitute for their current practices, (2) an amplification for efficiency, and/or (3) a transformation of teaching and learning. We will tie GenAI use to teachers' views on pedagogy and share teachers' insights on how they learn to deploy GenAI for instructional tasks. Methods instructors, coaches, and instructional leaders will have time to discuss the implications for mathematics education, professional development, and teacher education.

Session 215 **Salon H, Lower Level 1**
Mathematics Content and Curriculum
Individual Session

Go Figure! The Use of Figural Patterns in the Development of Functional Reasoning

Hollee Anna McNamee, *Portland State University; Hillsboro School District*

This session explores how figural patterns can enhance secondary students' understanding of algebraic functions through a visual and collaborative approach that deepens reasoning and broadens access. Together, we'll review the research that outlines key considerations in the implementation of figural patterns while we explore them collaboratively. Given Algebra's critical role in student success and disparities in outcomes, the approach will deepen our curricular toolbox for secondary math activities that support diverse classrooms. This work session is designed for preservice teachers, current teachers, instructional coaches, and instructors in mathematics teacher preparation programs.

Session 216 **Medford, Lower Level 1**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

Tensions in Designing and Implementing Mathematics with Social and Political Issues Tasks

Simon Byeonguk Han, *Portland State University*

In this session, participants will learn about two tensions that a group of Mathematics Teacher Educators experienced when designing and implementing Mathematics with Social and Political Issues Tasks for elementary classrooms. The first tension arose when we tried to address both mathematics goals and real-world goals in the design process. When we tried to connect mathematics and real-world ideas and goals to the existing standards (e.g., Common Core State Standards, Social Justice Standards), we experienced another tension. We will discuss how we would deal with those tensions.

Session 217 **Willamette, Main Lobby Level**
Teaching and Learning with Technology
Individual Session

Designing Interactive Professional Learning for Mathematics Teachers with AI as a Facilitator

Nickolina Yankova, *University of Southern California*
Jinhyo Cho, *University of Southern California*
Ahreum Han, *University of Southern California*
Yasemin Copur-Gencturk, *University of Southern California*

To address past challenges around accessibility and flexibility when scaling up high-quality professional development (PD), we have developed an AI-enhanced, adaptive PD system for elementary and middle school mathematics teachers. With AI as a facilitator, users develop their content knowledge (CK) and pedagogical content knowledge (PCK) in two areas: Number and Operations and Ratios and Proportional Reasoning. In this workshop, participants will gain a comprehensive overview of the system and engage with it first-hand. We will close the session with discussion about avenues to design interactive and meaningful professional learning for mathematics teachers and the continued development of the field.

Session 218 **Pearl, 2nd Floor**
Professional Development and Coaching
Individual Session

The Influence Of Students' Mathematical Mindsets On District Professional Development

Malika Gillette, *Woodburn School District*
Nicole Pete, *Woodburn School District*

This presentation will share our experience using system-wide student surveys related to students' mathematical mindsets and attitudes towards mathematics to design professional development and support teachers in fostering positive relationships with math in their students. We will also share what we have learned across 3 years of data collection and our plans to continue longitudinal analysis. Additionally, we will facilitate the opportunity for the participants of the session to consider how this work might be applied in their own educational setting.

Session 219 **Salmon, 3rd Floor**
Report Session

Teacher Noticing

Interrelated Noticing: Extending a Systematic Review of Mathematics Teachers Learning to Notice in Video-based Programs

John M Switzer*, Texas Christian University*
Dawn Teuscher*, Brigham Young University*

We use and extend Santagata et al.'s (2021) systematic review of empirical studies of video based programs for mathematics teachers learning to notice, published in or before June 2019, to include empirical studies published after June 2019. Our study focused on the following areas of interest: (1) focus of noticing, (2) conceptualizations of noticing, and (3) findings addressing the interrelatedness of noticing skills. In this session, we share (1) our initial findings for identified post June 2019 published articles and (2) compare our findings to the 35 articles identified by Santagata et al (2021).

Centering Student Voice and Student Thinking in Teachers' Multidimensional Noticing

Ethan Smith*, Washington State University Tri-Cities*
Raisa June Ebner*, Washington State University*
Heather Christine Byington*, Washington State University*
Hannah Carlan*, Washington State University*
Jonah Firestone*, Washington State University Tri-Cities*

Teachers' engagement with students' thinking lies at the heart of instructional practice. This engagement provokes in-the-moment decision-making, encompassing the construct of teacher noticing. In this presentation, we will draw on teacher noticing interviews that incorporate multiple artifacts, including video clips, student work samples, and surveys where students describe their emotions and engagement with observed lessons. We will describe how different instructional artifacts impact what teachers notice, and how attention toward different noticing artifacts has implications for research and teacher learning. We will emphasize how this multidimensional approach toward teacher noticing can help foster teachers' noticing for equity or anti-deficit noticing.

Session 220 **Douglas Fir, 3rd Floor**
Mathematics Content and Curriculum
Individual Session

Color Connected Representations as an Integral Element of Preservice Teacher Content Courses

Kat McKinney, *California State University, Chico*

This interactive session explores the strategic use of color to connect multiple mathematical representations in content courses for future elementary teachers. Presenters will share curriculum examples, assessments, and illustrative student work that highlight how color can make connections between symbolic, visual, and other representations more explicit. Grounded in research and teacher preparation standards, the session emphasizes the importance of developing preservice teachers' ability to make and communicate such connections. Participants will engage with real classroom artifacts and consider the implications of incorporating color-connected representations in their own teaching.

Session 221 **Meadowlark, 3rd Floor**
Report Session

The Teaching of Rate

AI-Supported Professional Development for Teachers' Mathematical Creativity, Content Knowledge, and Pedagogical Content Knowledge

Micayla Gooden, *Texas A&M University*

This session shares findings from an AI-supported PD program designed to support mathematics teachers' creativity, content knowledge, and pedagogical practices in the context of rate and proportional reasoning content. Twenty-four teachers from rural regions engaged with interactive, asynchronous modules focused on multiple solution strategies, problem posing, and student-centered instruction. Statistically significant gains were found in all domains, with creativity shown to predict pedagogical growth. Participants will explore sample teacher–AI interactions and instructional artifacts. This session is intended for mathematics teacher educators, PD facilitators, and researchers interested in integrating creativity, equity, and emerging technologies into upper elementary and middle grades mathematics PD.

A Task Sequence Supporting Preservice Middle School Mathematics Teachers' Productive Understandings of Rate and Speed

Allison Olshefke-Clark, *University of Delaware*
Teo Paoletti, *University of Delaware*

Rate is a core concept in middle school mathematics, but research suggests teachers don't have sufficient opportunities to develop flexible knowledge about it. Our report highlights a task sequence centering speed that developed preservice middle school mathematics teachers' productive meanings for rate. We implemented this sequence in a content course on 6-8 mathematics. We found all the preservice teachers developed richer meanings for rate while completing the tasks, and these meanings persisted on an assessment weeks later. Aimed at content course instructors, our report provides participants with appreciation for rate's importance and resources that support its development for preservice teachers.

Saturday, February 7, 2026 12:15 PM - 1:30 PM

AMTE

NETWORKING LUNCH **SALON E/F, Lower**
Level 1

Please join us for lunch and a feedback session.

[Review the 2026 Attendee Menu Here]

Lunch Sponsored by Teachers Development Group

Partnership with Teachers Development Group

AMTE is proud to partner with Portland-based **Teachers Development Group** to offer sessions specifically designed for K–12 classroom teachers and school-based leaders. This partnership provides wonderful opportunities for all to share in educational efforts and engage in critical conversations to support students, teachers and schools through focused professional learning opportunities.

Saturday-only registration includes breakfast and morning sessions, provided by AMTE, with lunch and afternoon sessions sponsored by Teachers Development Group. The agenda is below.

Session descriptions

12:15 – 1:30 pm Networking Lunch	Robert Berry Farshid Safi	Indiana University, Chair, TDG Board of Directors University of Central Florida, President, AMTE	Salon EF

Building an AMTE-TDG Community

1:45 – 2:45 pm TDG Concurrent 1	Amanda (Mandy) Jansen	University of Delaware	Salon GH

Focusing a Lens on Teaching with Rough Draft Math

What makes mathematics teaching with rough drafting and revising a unique approach? With her research team, Mandy Jansen has been working to develop an observation protocol. In this session, we will explore ideas about how to recognize (what to look for) in a lesson that incorporates rough draft math. We will also explore variations in how teachers enact rough draft math. Participants will take away ideas for how to observe rough draft math in action and how to intentionally enact rough draft math. Participants will also have an opportunity to provide feedback to a draft of an observation protocol.

Elham Kazemi	University of Washington	Salon AB

From Compliance to Collaboration:
Organizing Schools Where Students, Teachers, and Leaders Engage in Shared Growth

Realizing the ambitious and equitable goals we have for student learning takes deep and serious learning by school leaders and teachers. If we are going to accomplish our ambitious goals to recruit, support, and retain a diversified, energized, committed teaching faculty, then we have to organize schools for teachers to develop their craft collectively. We share the principles and strategies guiding a network of elementary schools to develop authentic collaboration among principals, coaches, and teachers in trusting and intentional ways to create schools where both adults and children thrive.

Lorraine M Males	University of Nebraska-Lincoln	Salon CD

Harnessing the Power of AI as a Colleague when Lesson Planning

In this session attendees will unpack the affordances of using AI to support teacher lesson planning and learn how to use AI to generate useful and meaningful feedback. Specifically, this session will support attendees in learning to write prompts and evaluate AI feedback by providing hands-on engagement with a freely available AI platform specifically designed for teacher lesson planning.

3:00 –4:00 pm TDG Concurrent 2	Marrielle Myers Kennesaw State University *Agency at the Intersection: Where Expertise, Experience and Environment Meet* Have you ever taken a moment to think deeply about why you do the work you do, how it contributes to solving a broader challenge, and the various forces that shape your work? Our expertise, experiences, and environments (3Es) meet in powerful ways, and our work that lies at the intersection of those spaces is unique to us. In this session, we will think more critically about mathematics teaching, leading, and learning as agency at the intersection of the 3Es. We will consider how interrogating this overlap, in relation to our students and colleagues, helps us identify genuine strengths and growth opportunities for ourselves and others.	Salon AB
	Richard Valasco University of Florida *Centering Community Through Data: Reimagining Data Literacy in Mathematics Classrooms* This interactive session invites teacher educators and practitioners to explore how data literacy and data science can be taught through community-centered approaches. Participants will engage in a sequence of hands-on tasks—from collecting and visualizing their own data to working with authentic datasets using tools such as myNASA and CODAP. Throughout, attendees will reflect on how to adapt each task to their own local contexts and student communities. The session emphasizes equity, relevance, and cultural connection in data literacy instruction while modeling accessible, technology-supported classroom practices.	Salon CD
	Zandra de Araujo Lastinger Center for Learning, University of Florida *Mathematical Meaning Making with Multilingual Students* Teaching mathematics to multilingual students requires intentional, research-informed practice. This session unpacks common instructional pitfalls and why some intuitive strategies can unintentionally limit students' mathematical sense-making. Participants will explore effective, asset-based approaches that build deep mathematical understanding while supporting language development. We will examine how students' everyday language resources can both illuminate and obscure mathematical ideas—and how teachers can leverage those resources productively. Attendees will leave with practical, classroom-ready strategies to create a math learning environment in which multilingual learners thrive.	Salon GH
4:15 – 5:00 pm Closing Plenary	Julia Aguirre University of Washington Tacoma *Reclaiming Assessment as a Humanizing Tool for Learning not Labeling* This interactive session will focus on the powerful role of assessment on students' math identity and agency. Participants will engage in activities that reclaim how assessment can holistically help students and their families understand what students know and are still learning to do. The session will include critical discussions on culturally responsive assessment practices (formative and summative), intervention culture, grading policies, and meaningful feedback to support, humanize, and extend mathematical learning.	Salon EF

Acknowledgments by Teachers Development Group

Teachers Development Group (TDG) is a nonprofit organization founded in 1998 and based in Portland, OR. We are dedicated to improving all students' mathematical understandings and achievements through meaningful and effective professional learning opportunities for teachers and leaders. See https://teachersdg.org for more information. Since 2006, TDG has hosted an annual spring Leadership Seminar on Mathematics Professional to engage PreK-12 teachers and leaders in researchers' latest ideas.

Last summer, Farshid Safi, current AMTE president and one of the speakers at TDG's 2024 Leadership Seminar on Mathematics Professional Learning, and I decided to have our organizations partner around the annual AMTE event, capitalizing on AMTE's meeting's proximity to TDG's home base here in Portland. We designed the Saturday of the conference to be a mix of AMTE and TDG-sponsored sessions as an affordable one-day option of professional learning for PreK-12 teachers and leaders in community with AMTE. We hope you will join us all day Saturday to partake in this new and unique partnership of university teacher educators, professional learning facilitators, and PreK-12 teachers and leaders. We have so much to learn from one another.

It is my honor to lead this organization alongside this incredible group of people. I'm equally honored that TDG has this opportunity to partner with AMTE. ~ Ruth M. Heaton, CEO

Grants for Teacher Educators

AMTE, NCTM, and the Mathematics Education Trust partner to offer ***grant funding for teacher educators***. Please consider applying as well as ***donating to the Mathematics Education Trust***.

Past Early Career Research Grant Award Recipients:

- **Elizabeth Harkey,** Exploring Middle Grades Mathematics Teachers' Experiences Engaging in Improvement Science to Enhance their Instructional Practice: A Multiple-Case Study
- **Siddhi Soni**, Elementary Prospective Teachers' Perceptions of Teaching and Learning Mathematics Through Ethnomodeling Tasks: A Multi-Case Study
- **Karie Brown**, Impacts of Professional Learning Communities on Mathematical Wounds in Elementary Preservice Teachers Certification Programs
- **Kathryn Rupe & Dawn Woods**, Supporting First Year Teachers to Enact Their Visions of Equitable Mathematics Teaching

Available Grants for Teacher Educators and Leaders:

- **Early Career Research Grant** Eugene P. and Clara M. Smith Mathematics Education Research Fund and NCTM Administered by: NCTM and AMTE
- **Classroom Research Grant PK-12** Classroom Research Grant PK-12 E. Glenadine Gibb Fund, and NCTM
- **Designing Innovative Lessons and Activities for Mathematics Teaching (K–8)** Mary P. Dolciani Halloran Foundation and NCTM
- **Designing Lessons that Develop Conceptual Understanding Grant (PK-5)** Chuck Thompson Fund
- **Emerging Teacher-Leaders in Elementary School Mathematics Grant** NCTM
- **Fostering Support of Mathematics Learning for Multilingual Learners** TODOS and NCTM
- **Partnership for Transition to College Readiness Grant** William and Marjorie Speer Family Fund and NCTM
- **Teacher-Leader Professional Learning Grant** NCSM and NCTM
- **Teacher Professional Development Grant** John Van de Walle Fund and Mary Dolciani Fund and NCTM
- **Enhancing Student Mathematics Learning Through the Use of Tools and Technology Grant** Veryl Schult-Ellen Hocking Fund, and NCTM
- **Opening Gates for Prospective Teachers Grant** James Gates Fund

Go to https://www.nctm.org/grants/ for more details about each grant, to apply, and donate to the Mathematics Education Trust.

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When you see any of these individuals at our AMTE conference, we hope that you will take the time to express your own gratitude for their dedication to the organization and to the success of the 2026 conference.

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