CALL FOR PROPOSALS

**Thirtieth Annual
Conference
Feb 5-7, 2026, Portland, OR**

The Thirtieth Annual Conference of the Association of Mathematics Teacher Educators will be held February 5-7, 2026, in Portland, OR. A link to the online submission site will be available after April 1, 2025, at www.amte.net. Proposals must be submitted electronically by 11:59 PM PT on Wednesday, May 15, 2025.

For 2024 -2028, the AMTE Board named the following long-term goals:

1. Challenge and support mathematics teacher educators to engage with and take action on issues of social and racial justice in their work.
2. Support and provide guidance on the high-quality preparation, recruitment, retention, and diversification of mathematics teachers across the variety of educational spaces.
3. Engage in community building and other efforts to support the recruitment and retention, diversification, and professional learning of mathematics teacher educators and leaders who serve in a variety of educational contexts.
4. Strengthen the research and research-based practices of mathematics teacher educators to serve the evolving needs of students, educators, schools, and communities.

When submitting proposals to any of the nine presentation strands, we encourage proposal writers to highlight connections to these goals (when appropriate), as well as the AMTE *Standards for Preparing Teachers of Mathematics* and/or *Guidelines for Preparing and Supporting Elementary Mathematics Specialists* (where appropriate). Connections to the Standards and Guidelines are listed at the end of the nine presentation strand descriptions.

Presentation Strands

AMTE values sessions that exhibit a strong research base and attend to the practice of developing mathematics teachers and mathematics teacher educators (e.g., coaches, consultants, specialists, teacher leaders, university and community college faculty). Presentations focusing on the intersection of practice and research in mathematics teacher education are appropriate. Here, and in our descriptions of the strands below, AMTE adopts an expansive view of the term *mathematics education* to include intersections with fields including, but not limited to

- data science and statistics education,
- interdisciplinary education,
- STEM/STEAM education, and
- exceptional education or special education,

and encompassing partners engaged in

- early childhood,
- PK-12, and
- post-secondary contexts.

Sessions that focus on the sharing of resources related to mathematics teacher education should also provide a theoretical/empirical basis for their work. Similarly, sessions focused on the results of recent research in mathematics teacher education should draw explicit connections to mathematics teacher education practice. During the submission process, you will be asked to classify your presentation into one of the following strands:

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

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

Equity, Social Justice, and Mathematics Teacher Education: Sessions related to equity, diversity, and social justice in mathematics teacher education. Includes efforts related to access, inclusion, respectful and fair engagement with others, and advocating for a more just and equitable mathematics education free of systemic forms of inequality such as those based on identity, race, class, language, national origin, culture, gender, age, sexual orientation, religion, and disability. (May relate to Standard C.4, Assumption 1 or EMS Guidelines P.1, P.3, L.1, L.2)

Mathematics Content and Curriculum: Sessions related to making mathematics explicit in a variety of contexts, emphasizing multiple ways of knowing, expressing and using content, mathematical practices and processes, and curriculum. May include work on content courses for prospective and/or practicing teachers as well as teaching and learning mathematics in diverse settings. (May relate to Standards C.1, C.3, P.2, or Assumption 3, or EMS Guidelines C.1-5.)

Mathematics Education Policy and Program Issues: Sessions related to national or international policy as well as programmatic issues in mathematics education. Includes efforts focused on advocacy, policies, position statements, calls for action, national and state standards, accreditation, pathways towards teacher certification, teacher education programs, and recruitment and retention of teachers. (May relate to Standard P.5 or EMS Guideline L.3.)

Mathematics Pedagogy: Sessions related to the work of preparing prospective and/or practicing teachers in the realm of mathematics pedagogy and instructional practice. Includes efforts undertaken in methods and pedagogically-focused courses as well as PK-12 settings. (May relate to Standards C.2, P.3, or EMS Guidelines P.2-4.)

Practice-Based Experiences for Prospective or Practicing Educators: Sessions related to providing opportunities for prospective and/or practicing teachers to teach and to learn from their own teaching and the teaching of others. Includes experiences in school-based or

clinical settings as well as teaching rehearsals, peer-teaching, classroom simulations, and other university-based experiences. Sessions related to the recruitment or support of mentor teachers are also invited. (May relate to Standards P.3.4, P.4.)

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

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

Many presentations will address topics across multiple strands (e.g., a session that discusses the use of generative AI and the implications for mathematics pedagogy could fit in either Mathematics Pedagogy or Teaching and Learning with Technology), so proposal authors will be asked to choose the strand that most closely aligns with the proposed presentation.

Session Formats for Presentations
The AMTE Annual Conference provides participants with opportunities to examine and discuss current issues at the intersection of research and practice in mathematics teacher education across various settings (early childhood, PK-12, and post-secondary contexts). With the exception of Reports and Posters, sessions must actively engage participants, and the ways in which a presentation will involve participants must be described in the proposal. The following are potential formats for presentations arranged in order of duration. Individual Sessions and Symposia have options for session duration. *The program committee reserves the right to adjust session durations to fit the confines of the program.*

Reports: Reports allow for presentations that can be shared in a concise manner. Presentations will foreground either research or teaching with a connection to research or theory and practice. Preliminary results or initial findings from teaching or research ideas may be particularly appropriate. Audience engagement is typically not a component of these reports. The program committee will group 2 - 4 submissions on similar topics in the same session, and a member of the committee will moderate the session. Each report typically will have 15 minutes to present and 5 minutes for questions/comments. Successful reports typically have one person present and use a minimal number of presentation slides, including only pertinent information.

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

Poster Sessions: Poster Sessions are intended to facilitate the sharing of information and research through a visual display of material rather than a formal oral presentation. This

session allows an opportunity for informal discussions and interaction between the presenter(s) and the audience. Each poster must fit on a 36" x 48" foam display board that will be provided and mounted on an easel. The Poster Session will run 60 minutes, and at least one poster presenter must be present during the session.

Discussion Sessions: Discussion Sessions allow attendees to hold rich, focused discussions around issues of shared interest and are 60 minutes. Discussion Sessions should begin with a brief presentation by the organizers (no more than 15 minutes) to provide a question or idea to frame the discussion. Proposals must include the key question(s) and/or key idea(s) that will be the central focus/foci guiding the session.

Symposia: Symposia allow presenters to choose one of several different formats for a 60 or 75-minute session. Regardless of format, at least one-third of the time must be allocated for participant interaction. Symposia formats include:
- *Thematic Presentation:* One substantive presentation regarding a specific relevant theme or issue for the AMTE audience with two prepared critiques or responses.
- *Panel Discussion:* Panelists address salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster and facilitate interaction.
- *Multi-Faceted Presentation:* Several presentations focusing on the same issue from different perspectives or addressing related aspects of the issue.

Extended Sessions: Extended Sessions are 105 minutes and allow presenters to choose one of several different formats. Regardless of format, at least half of the time must be allocated for participant interaction. Extended Session formats include:
- *Working Group:* Participants engage in collaborative work towards a common goal or consider a particular issue relevant to mathematics teacher educators.
- *Workshop:* Participants engage with course, technology, and/or assessment materials relevant to mathematics teacher education.
- *Interactive Panel Discussion:* Panelists address salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster significant participant interaction.

Hybrid Sessions
In an effort to broaden participation in the conference and promote inclusivity, AMTE will livestream a limited number of breakout sessions during the 2026 Conference. A subset of breakout rooms will be designated as hybrid rooms, where presenters will simultaneously engage with both in-person and online audiences. The hybrid sessions will allow members to participate in the annual meeting without attending the conference in person.

Presenters will select in All Academic whether they would like to be considered for the hybrid sessions. Presenters must thoughtfully assess how their session will engage both audiences and include details in their proposal on how they plan to do so. Please note that to promote a high-quality experience, at least one presenter from each hybrid session must attend the conference in person to assist in managing the technology and facilitating informed interactions during the in-person portion of the session. Presenters are encouraged to share their slides via Zoom while presenting, remain behind the podium when speaking so that online participants can see them throughout the presentation, and revoice questions from the audience during the Q&A so that online participants can hear them.

Materials and Information to Submit with a Proposal
Proposals will be submitted using All Academic, our online conference management system. A link to this submission website will be available after April 1, 2025, at www.amte.net. Prior to submitting a proposal, you will need to:

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

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

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

Presenter Information	Provide presenter names in the order they should appear in the conference program.
Session Information	Provide the presentation strand, session format, and duration, if applicable.
Title	Provide an informative title of no more than 15 words; ***do not*** include acronyms or hyphens in your title. The title must be ***de-identified***.
Abbreviated Title	Provide an abbreviated title, no more than 44 characters, to be displayed outside the presentation room.
Session Description	Provide a brief description of your session (up to 100 words) to be included in the program. Your description should provide sufficient information about the • setting (e.g., early childhood, elementary preservice teachers, secondary inservice teachers), • focus (e.g., black girls' identity development, building a diverse teaching pipeline, understanding productive struggle, approaches to challenges due to policies and/or funding), • connected mathematical content (e.g., algebra, geometry, interdisciplinary connections), • key areas of insight or findings, and • the intended audience (e.g., content/methods course instructors, coaches, special education faculty) for these findings. This information will help both attendees and reviewers understand the scope and impact of your session. The description must be ***de-identified***.
Proposal	All proposals must be: a) ***de-identified*** for review; b) a maximum of two pages excluding references; c) single-spaced, 12-pt font, with 1-inch

	margins; and d) pdf format. ***Proposals longer than two pages (not including references) will not be reviewed.*** Proposals cannot include links to external websites that include additional content about the proposal. Proposals must provide sufficient information for reviewers to use the review criteria below and include some detail of how the session will be organized in the proposed time frame.

Resources to Consider when Preparing a Proposal

With the exception of the Poster Sessions, the conference venue will provide a screen and digital projector (with built-in speakers) for each room. No other equipment will be provided by AMTE. For the Poster Session, a 36" x 48" foam board, push pins, and an easel will be provided. Laptop computers and/or audio speakers are not appropriate for use in the Poster Session. Internet access will be available to presenters and attendees in all conference areas.

Request for Reviewers

If you submit a proposal, you and your co-authors are strongly encouraged to serve as reviewers. Please sign up using the "Volunteer to be a Reviewer" link in the submitter menu found in All-Academic. Your assistance is greatly appreciated and will be recognized in an email and the conference program for your records. Reviewing proposals is also an excellent way to learn how to write a strong proposal.

Proposal Review Criteria

Proposals will be reviewed according to the following criteria:

Presentation Goals	To what extent does the proposal describe goals for the session that are appropriate for an AMTE audience, including what participants may have the opportunity to learn by participating in the session?
Significance/Quality of Ideas	To what extent does the proposal describe high-quality ideas that advance the field, whether by addressing persistent and/or emergent challenges, refining existing practices or scholarship, or opening new lines of inquiry?
Relationship to AMTE's Mission and Goals	To what extent is the proposed topic related to AMTE's mission to promote the improvement of mathematics teacher education, PK-12? (Authors are encouraged to make direct connections to AMTE Mission and Goals, Standards, and EMS Guidelines as appropriate.)
Connection to Research or Theory	To what extent does the proposal include connections to existing research or theoretical perspectives? (Authors should include in-text citations and conclude the narrative with a list of references.)

Connection to Practice	To what extent does the proposal indicate evidence of informing the practice of mathematics educators?
Engagement & Plan for Session*	To what extent does the proposal describe a well-planned session that actively engages participants in the desired format (e.g., discussion, workshop, in-person vs. hybrid)?

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

Limits on Participation

Regardless of the session format, an individual may serve as lead presenter for one session and may appear no more than twice within the program. Lead presenters must be listed first in the author order in All-Academic. (If you are listed as a presenter on more than two accepted proposals, you will have to remove yourself from all but two proposals to meet the requirements of the conference, as described above.) All in-person and hybrid sessions are expected to have at least one in-person presenter. Virtual co-presenters are only acceptable for hybrid sessions.

ALL PRESENTERS MUST BE REGISTERED FOR THE CONFERENCE BY SEPTEMBER 30, 2025, OR THEIR SESSION WILL BE CANCELED.

Questions

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

Luke Reinke, Program Chair
UNC Charlotte
E-mail: avpprogram@AMTE.net

NTLI Fellowship Award Information

Consider submitting a technology-related proposal for the next 2026 AMTE Conference! Any accepted proposal in the technology strand or utilizing the keyword "technology" will be eligible for the National Technology Leadership Initiative (NTLI) Fellowship Award. The AMTE NTLI Fellowship is awarded annually to recognize exemplary research (one presentation with an accompanying original paper) regarding appropriate technology use in mathematics teacher education. After proposals have been reviewed and acceptances are announced, the AVP for Technology will contact you with further details. Applicants will be asked to submit a 5-minute maximum video presentation in order to be considered for this award. The first 5 minutes of all videos submitted for the Fellowship are reviewed by the AMTE Technology Committee. Exemplary applicants will also be encouraged to publish their work as part of the AMTE Tech Talk Blog.

The deadline for the video submissions is October 30, 2025.

The winner of the award receives one free individual registration to present at the annual conference of the Society for Information Technology and Teacher Education. Further, the winners will extend their

proposal to an 8-page manuscript, to be reviewed by the AMTE Technology Committee, and once suggested revisions are made and the paper further extended to meet the guidelines of the journal, it will be forwarded to be reviewed for publication in the Contemporary Issues in Technology and Teacher Education journal (www.citejournal.org).

Contact Basil Conway (conway_basil@columbusstate.edu) for questions and information about the review criteria.