

schedule at-a-glance

Saturday, February 7, 2026

7:00 – 8:00 am	Registration and Breakfast		
8:15 am—12:15 pm	AMTE Sponsored Sessions See AMTE Program		
12:15—1:30 pm Networking Lunch Salon EF	<p>Robert Berry and Farshid Safi <i>Building an AMTE-TDG Community</i></p> <p>Lunch provided by Teachers Development Group</p>		
TDG Concurrent 1 1:45—2:45	<p>Mandy Jansen</p> <p>Focusing a Lens on Teaching with Rough Draft Math</p> <p>Salon B</p>	<p>Elham Kazemi</p> <p>From Compliance to Collaboration: Organizing Schools Where Students, Teachers, and Leaders Engage in Shared Growth</p> <p>Salon A</p>	<p>Lorraine M. Males</p> <p>Harnessing the Power of AI as a Colleague when Lesson Planning</p> <p>Salon D</p>
TDG Concurrent 2 3:00—4:00	<p>Zandra de Araujo</p> <p>Mathematical Meaning Making with Multilingual Students</p> <p>Salon B</p>	<p>Marrielle Myers</p> <p>Agency at the Intersection: Where Expertise, Experience and Environment Meet</p> <p>Salon A</p>	<p>Richard Valasco</p> <p>Centering Community Through Data: Reimagining Data Literacy in Mathematics Classrooms</p> <p>Salon D</p>
Closing Plenary 4:15 –5:00	<p>Julia Aguirre</p> <p><i>Reclaiming Assessment as a Humanizing Tool for Learning not Labeling</i></p> <p>Salon I</p>		

Session descriptions

12:15 – 1:30 pm Robert Berry Indiana University, Chair, TDG Board of Directors
Farshid Safi University of Central Florida, President, AMTE

Salon EF

Networking
Lunch

Building an AMTE-TDG Community

1:45 – 2:45 pm Amanda (Mandy) Jansen
University of Delaware

Salon B

TDG
Concurrent I

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 A

*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.

Session descriptions

Lorraine M Males
University of Nebraska-Lincoln

Salon D

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

Marrielle Myers
Kennesaw State University

Salon A

TDG
Concurrent 2

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.

Richard Valasco
University of Florida

Salon D

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.

Session descriptions

Zandra de Araujo
Lastinger Center for Learning, University of Florida

Salon B

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.

4:15 – 5:00 pm

Julia Aguirre
University of Washington Tacoma

Salon I

Closing Plenary

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.

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.

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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