Nineteenth Annual Conference

February 12 - 14, 2015

Rosen Plaza Hotel, Orlando, Florida

9700 International Drive, Orlando, FL 32819    Tel: (407) 996-9700
We would like to personally welcome each of you to the Nineteenth Annual Conference of the Association of Mathematics Teacher Educators (AMTE). It's an exciting time for AMTE as we continue to grow, develop new and exciting collaborations with sister organizations, and engage in new projects intended to support the needs and work of our members. The world of mathematics teacher education is an exciting area in which to work and study, and AMTE is committed to continuing to provide opportunities for members to meet, learn from each other, and enjoy the wonderful and supportive community that we have built over the past two decades.

We would like to give you an idea of what you can expect over the next few days, beginning with a few invited session highlights.

Margaret (Peg) Smith, founding Editor of the Mathematics Teacher Educator, gives a talk titled “Building a Professional Knowledge Base for Mathematics Teacher Education: Reflections on the First Three Years of Mathematics Teacher Educator” in the Thursday General Session.

Nadine Bezuk gives the Judith Jacobs Lecture, with a talk titled “Supporting Elementary Teachers in Developing Their Mathematics Teaching” on Friday afternoon.

Amanda Jansen, recipient of the 2014 Early Career Award, gives a talk titled “Reflections upon Being a Mathematics Teacher Educator” on Friday morning.

Blake Peterson, recipient of the 2015 Excellence in Teaching in Mathematics Teacher Education Award, gives a talk titled “Seeing Through Your Students’ Eyes” on Friday afternoon.

Jennifer Nickell, recipient of the 2015 NTLI Award, will present her paper titled “Incorporating Technology to Enhance Teacher Education Lessons and Preservice Teachers’ Learning” on Saturday.

In all, there are a total of 197 sessions on the program, with 463 presenters (compared to 429 in 2014). There were 470 proposals submitted this year - up from 407 in 2014 - and 208 proposals were accepted, yielding a 44% acceptance rate. Along with the accepted sessions, there are also non-reviewed sessions on the program, including 11 invited presentations, 2 award-winner sessions, and 2 sessions presented by AMTE sponsors.

Before we close, we would like to thank each of you for attending our conference and bringing your expertise and energy to our conference. You, as AMTE members, have the vision, the knowledge, and the experience to help us pave our way into the future. You are truly our greatest asset today and tomorrow, and we could not accomplish what we do without your support and active involvement in AMTE. Throughout this conference, we ask you to stay engaged, keep us proactive, and help us shape the future of mathematics teacher education. Our personal thanks go out to all of you.

Fran Arbaugh, AMTE President

Dustin Jones, 2015 AMTE Conference Program Chair

Susan Gay, AMTE Conference Director

Tim Hendrix, AMTE Executive Director
TABLE OF CONTENTS

Conference Schedule 2
Conference Information 3
AMTE 2014 Board of Directors 4
AMTE Nineteenth Annual Conference Committee 5
Acknowledgements 6
Conference Announcements 7
Conference App and Social Media 8
**Thursday Lunch Discussion Tables** 9-10
**Friday Lunch Committee Meeting Tables** 11-12
**Saturday Breakfast Affiliate Meeting Tables** 13-14
AMTE Affiliates 15
NTLI Award 16
AMTE Scholarships for Elementary Mathematics Specialists 16
Sponsors 17-22
Exhibitors 23-24
**Thursday Morning Sessions** 25-32
**Thursday Afternoon Sessions** 33-41
**Friday Morning Sessions** 43-51
**Friday Afternoon Sessions** 53-61
**Saturday Sessions** 63-70
Index of Speakers 71
AMTE Events at the 2015 NCTM and NCSM Annual Conferences 80
AMTE 2016 Annual Conference 80
History of the Judith E. Jacobs Lecture 81
AMTE Leadership 82
- Standing Committees 82
- Task Forces 88
- Annual Conference Committee 88
- Publications 91
AMTE 2015 Business Meeting Agenda 93
AMTE Awards 99
Susan Gay AMTE Conference Scholarship for Graduate Students 103
CITE: Call for Manuscripts, Reviewers, Readers and Comments 105
Mathematics Teacher Educator Journal: Call for Manuscripts 107
**Special MTE Call for Manuscripts re: Principles to Action** 109
# CONFERENCE SCHEDULE

Nineteenth Annual AMTE Conference
February 12 - 14, 2015, Orlando, Florida

## WEDNESDAY, FEBRUARY 11, 2015

<table>
<thead>
<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>5:30 pm</td>
<td>AMTE Registration Desk Open</td>
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## THURSDAY, FEBRUARY 12, 2015

<table>
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<tr>
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<tbody>
<tr>
<td>7:00 am</td>
<td>AMTE Registration Desk Open</td>
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<tr>
<td>9:00 am</td>
<td>Exhibits Open</td>
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<tr>
<td>10:00 am</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>11:15 am</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Lunch and Discussion Tables – Ballroom C &amp; D</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>3:15 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>General Session – Ballroom B</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>Reception for Graduate Students and Early Career Faculty</td>
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## FRIDAY, FEBRUARY 13, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 am</td>
<td>Breakfast – Ballroom C</td>
</tr>
<tr>
<td>7:00 am</td>
<td>Advocacy Breakfast – Ballroom D</td>
</tr>
<tr>
<td>7:30 am</td>
<td>AMTE Registration Desk Open</td>
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<tr>
<td>8:00 am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>8:30 am</td>
<td>Exhibits Open</td>
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<tr>
<td>9:15 am</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>10:15 am</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Lunch and Committee Meetings – Ballroom C/D</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Judith E. Jacobs Lecture – Ballroom B</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>Dinner – Ballroom C/D</td>
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## SATURDAY, FEBRUARY 14, 2015

<table>
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<tr>
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<th>Event</th>
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<tbody>
<tr>
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<td>Breakfast and Affiliate Meetings – Ballroom C/D</td>
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<tr>
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<td>AMTE Registration Desk Open</td>
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<td>8:00 am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>9:15 am</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Lunch and Business Meeting – Ballroom C/D</td>
</tr>
</tbody>
</table>
CONFERENCE INFORMATION

CONFERENCE REGISTRATION DESK
Please stop by the AMTE Registration Desk, located in the Rosen Plaza Hotel on the First Floor, to obtain your conference materials, including the conference program and your nametag.

AMTE REGISTRATION DESK HOURS:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>February 11</td>
<td>5:30 pm – 7:00 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>February 12</td>
<td>7:00 am – 5:00 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>February 13</td>
<td>7:30 am – 5:00 pm</td>
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<tr>
<td>Saturday</td>
<td>February 14</td>
<td>7:30 am – 10:30 am</td>
</tr>
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</table>

FINDING THE CONFERENCE AREA
Conference session rooms are located on the Mezzanine Level (second floor) and the First Floor in the Grand Ballroom. Meals will be held in Ballroom C/D on the First Floor. Please refer to the hotel map on the back cover of the conference program.

WIRELESS INTERNET ACCESS
Complimentary wireless internet access in the conference/meeting area of the hotel for conference attendees is provided by AMTE for usage from Thursday, February 12 through Saturday, February 14.

Using your laptop or mobile device, look for the following network or SSID - AMTE and use the Network Security Key – amte2015. Please note that only 500 people can have access at one time, so please only use one device on the hotel network at a time.

Guests at the Rosen Plaza Hotel receive complimentary internet access in individual guestrooms. Directions on how to access wireless and wired internet service can be found in each guestroom. Hotel guests also have complimentary wireless internet access in the lobby, lobby bar, and restaurants.

HOTEL PARKING INFORMATION
Self-parking at the Rosen Plaza Hotel is complimentary for everyone attending the conference. Tell the parking booth attendant that you are attending the AMTE conference in order to receive free parking. Valet parking is also available at the prevailing rate for $20 per car per day.

OPTIONS FOR THURSDAY DINNER
Check at the AMTE Registration Desk or on the AMTE website for information on nearby restaurants. Pointe Orlando is across the street from the hotel; this area has a variety of dining options.

CONFERENCE PHOTOGRAPHS
Photographs are being taken during the conference for use on the AMTE website, newsletters, and brochures. These photographs will not be sold or distributed in any way beyond the promotion of AMTE and its conference. If you do not wish your likeness to be used in these ways, please contact AMTE Executive Director, Tim Hendrix, at the conference or via email at hendrixt@meredith.edu. Thanks to Margaret Mohr-Schroeder of University of Kentucky for serving as the conference photographer.

For your convenience, a map of the hotel conference area is printed on the back of the program booklet. For other questions about hotel facilities, please contact the volunteers at the AMTE Registration Desk or the hotel staff.

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. AMTE and the hotel are not responsible for items being left in the session rooms and in the conference area.
# AMTE 2014 Board of Directors

**President**  
Fran Arbaugh  
Penn State University  
University Park, PA  
arbaugh@psu.edu

**President-Elect**  
Christine Thomas  
Georgia State University  
Atlanta, GA  
ctomas11@gsu.edu

**Secretary**  
Nicole Rigelman  
Portland State University  
Portland, OR  
rigelman@pdx.edu

**Treasurer**  
Suzanne Harper  
Miami University  
Oxford, OH  
Harpersr@MiamiOH.edu

**Board Member-at-Large**  
Edward A. Silver  
University of Michigan-Ann Arbor  
Ann Arbor, MI  
easilver@umich.edu

**Board Member-at-Large**  
Timothy Boerst  
University of Michigan-Ann Arbor  
Ann Arbor, MI  
tboerst@umich.edu

**Newsletter Editor**  
Babette Benken  
California State Univ., Long Beach  
Long Beach, CA  
Babette.benken@csulb.edu

**Publications Director**  
Christine A. Browning  
Western Michigan University  
Kalamazoo, MI  
christine.browning@wmich.edu

**Executive Director**  
Tim Hendrix  
Meredith College  
Raleigh, NC  
hendrixt@meredith.edu

**Conference Director**  
Susan Gay  
University of Kansas  
Lawrence, KS  
sgay@ku.edu

**Affiliates Director**  
Megan Burton  
Auburn University  
Auburn, AL  
megan.burton@auburn.edu

**Sponsorship Director**  
Kathleen Lynch-Davis  
Appalachian State University  
Boone, NC  
lynchrk@appstate.edu

**Websites Director**  
Joe Champion  
Boise State University  
Boise, ID  
joechampion@boisestate.edu

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## Historical Listing of AMTE Presidents

<table>
<thead>
<tr>
<th>President</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fran Arbaugh</td>
<td>2013 – 2015</td>
</tr>
<tr>
<td>Marilyn Strutchens</td>
<td>2011 – 2013</td>
</tr>
<tr>
<td>Barbara Reys</td>
<td>2009 – 2011</td>
</tr>
<tr>
<td>Jennifer Bay-Williams</td>
<td>2007 – 2009</td>
</tr>
<tr>
<td>Sid Rachlin</td>
<td>2005 – 2007</td>
</tr>
<tr>
<td>Karen Karp</td>
<td>2003 – 2005</td>
</tr>
<tr>
<td>Francis (Skip) Fennell</td>
<td>2001 – 2003</td>
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<tr>
<td>Susan Gay</td>
<td>1999 – 2001</td>
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<tr>
<td>Nadine Bezuk</td>
<td>1997 – 1999</td>
</tr>
<tr>
<td>Henry Kepner</td>
<td>1993 – 1995</td>
</tr>
<tr>
<td>Mark Spikell</td>
<td>1991 – 1993</td>
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</table>

---
AMTE NINETEENTH ANNUAL CONFERENCE COMMITTEE

Conference Director: Susan Gay, University of Kansas, KS; sgay@ku.edu
Assistant Conference Director: Carol Lucas, University of Central Oklahoma, OK; clucas@uco.edu

CONFERENCE LEADERSHIP TEAM
Susan Gay (Conference Director), University of Kansas; sgay@ku.edu
Carol Lucas (Assistant Conference Director), University of Central Oklahoma, clucas@uco.edu
Tim Hendrix (AMTE Executive Director), Meredith College, hendrixt@meredith.edu
Shannon Driskell (Chair, 2014), University of Dayton, sdriskell1@udayton.edu
Dustin Jones (Chair, 2015), Sam Houston State University, dljones@shsu.edu
Shannon Dingman (Chair, 2016), University of Arkansas, sdingman@uark.edu

ANNUAL CONFERENCE – PROGRAM COMMITTEE
2012 – 2015
Sarah Bush, Bellarmine University, sbush@bellarmine.edu
Melfried Olson, University of Hawaii, melfried@hawaii.edu

2013 – 2016
Ann McCoy, University of Central Missouri, mccoy@ucmo.edu
Robert Powers, University of Northern Colorado, robert.powers@unco.edu
Wendy Smith, University of Nebraska-Lincoln, wsmith5@unl.edu
Peter Holt Wilson, University of North Carolina at Greensboro, phwilson@uncg.edu

2014 - 2017
Farshid Safi, The College of New Jersey, safi@tcnj.edu
Stacy Reeder, University of Oklahoma, reeder@ou.edu
David Slavit, Washington State University Vancouver, dslavit@wsu.edu
Jill Newton, Purdue University, janewton@purdue.edu

CONFERENCE APP DEVELOPMENT TEAM 2015:
JoAnn Cady, University of Tennessee, jcad@utk.edu
Travis Olson, University of Nevada-Las Vegas, travisolson@unlv.edu
Jeff Shih, University of Nevada-Las Vegas, jshih@unlv.nevada.edu
Jared Webb, University of North Carolina-Greensboro, jnwebb2@uncg.edu
Tim Hendrix, Executive Director, hendrixt@meredith.edu
Coordinator: Joe Champion, Website Director, joechampion@boisestate.edu
Tony Nguyen, Webmaster, ttnguyen@meredith.edu

LOCAL ARRANGEMENTS COMMITTEE
Erhan Selcuk Haciomeroglu, Co-Chair, University of Central Florida
Enrique Ortiz, Co-Chair, University of Central Florida
Juli K. Dixon, University of Central Florida
Janet B. Andreassen, University of Central Florida
Kristopher Childs, University of Central Florida
Adele Hanlon, Jacksonville University
Heidi Eisenreich, University of Central Florida
Rebecca Gault, University of Central Florida
Vernita Glenn-White, University of Central Florida
Katie Harshman, University of Central Florida
Edward Knote, University of Central Florida
Nesrin Sahin, University of Central Florida
Makini Sutherland, University of Central Florida
Laura Tapp, University of Central Florida
ACKNOWLEDGEMENTS

The Nineteenth Annual AMTE Conference would not be possible without the contributions and support of many individuals. It is not possible to name each one individually!

AMTE WISHES TO EXPRESS ITS SINCERE APPRECIATION TO THE FOLLOWING:

- The Local Arrangements Committee (Selcuk Haciomeroglu, Chair) and Audio/Visual Support Team (Enrique Ortiz, Chair) for their organization and dedication to making our conference so successful;

- The University of Central Florida College of Education and Human Performance, especially Larry Jaffe, Director of Technology and Facilities and Interim Dean Grant Hayes, for technology and personnel support for the conference;

- All of the speakers who have contributed their time and expertise to make this conference a success;

- The many individuals who make up the AMTE infrastructure—the AMTE Board of Directors, the Conference Director and Assistant Conference Director, Executive Director, Program Committee, Website Director, Conference App Team, and Headquarters staff for providing the time and effort necessary to organize all facets of the conference; and

- Tony Nguyen, AMTE Graphic Designer and Webmaster for his dedicated work on the conference program and materials.

- Haley Ginn and Katerina Pittman, Meredith College Students, for their dedication and organization preparing our conference registration materials.

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 this 2015 conference.
EXHIBITS

Thursday 9:30 am - 5:00 pm
Friday 8:30 am - 5:00 pm

Make sure to visit the exhibits! Exhibitors include CASIO, ETA hand2mind, Heinemann, Information Age Publishing, the Math Learning Center, NCSM, NCTM, Pearson, Priority Education Solutions and TODOS. Exhibits are open from 9:30 am – 5:00 pm on Thursday and 8:30 am – 5:00 pm on Friday. See the Exhibitors Section of this program on pages 23 and 24 for more information.

CONFERENCE APP AND SOCIAL MEDIA

Be sure to visit facebook.com/AMTE.net and follow @AMTENews on Twitter. Download the newly redesigned Conference App to guide your conference experience. See details on page 8.

DONATE TO AMTE

Please consider supporting the work of AMTE by donating to the following AMTE Activities:

- The Susan Gay Graduate Student Conference Travel Scholarship Fund, which supports graduate student travel scholarships to attend next year’s AMTE conference

- The Elementary Mathematics Specialist Scholarships (EMS), which supports elementary teachers seeking graduate level coursework leading to EMS certification

- The STaR Program, which supports early career mathematics educators through a summer institute, academic year networking, meetings at the annual conference, and more

- The General AMTE Fund, which supports the AMTE Board with unrestricted funds for pursuing organizational priorities and ongoing programs

Online donation forms are available at amte.net/support-amte

COMMITTEES AND AFFILIATES

AMTE Committees will meet during lunch on Friday in Ballroom C/D. This is a great time to meet each other face-to-face and discuss a game plan for the upcoming year. See page 11 in your conference program for table locations for each committee.

AMTE Affiliates will meet during breakfast on Saturday in Ballroom C/D. This is a great time to meet each other face-to-face and discuss a game plan for the upcoming year. See page 13 in your conference program for table locations for each affiliate.
DOWNLOAD THE FREE AMTE CONFERENCE APP FOR YOUR MOBILE DEVICE!

Use the newly redesigned AMTE Conference App to:
- View the Conference Program
- Organize your schedule
- Find more information about speakers and attendees
- Share documents, participate in audience surveys, polls, and Q & A sessions
- Engage attendees and colleagues around the world through Social Media

The AMTE Conference App is available for free through the following stores, or go to amte2015.quickmobile.mobi for links to the app.

Apple App Store
Google Play App Store

LIKE AMTE ON FACEBOOK

FOLLOW AMTE ON TWITTER

@facebook.com/AMTE.net
@AMTEnews

Use #AMTE2015 to share what is being discussed at AMTE 2015, and help highlight the importance of the work of the Association!
Participate in a discussion table during lunch on Thursday in Ballroom C/D. The topics for each discussion table are listed below. The Mentoring Committee has organized an opportunity for AMTE Conference attendees to make connections and participate in focused discussions during the lunch hour on Thursday. Tables in the dining area will be identified with the topics for discussion, and each of these tables will have two facilitators who have experience and knowledge in the topic area. Whether you are seeking advice, have insights to share, want to make new connections, or desire to continue interacting around some of the conference session themes, you are invited to join a discussion table.

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DISCUSSION TOPIC</th>
<th>FACILITATOR</th>
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<tbody>
<tr>
<td>1</td>
<td>Teaching, Research, Service, and Life: Finding the Balance</td>
<td>Paola Sztajn, North Carolina State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doug Corey, Brigham Young University</td>
</tr>
<tr>
<td>2</td>
<td>Large Teaching Loads &amp; Finding Time for Scholarship</td>
<td>Barbara Swartz, McDaniel College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christopher Jett, University of West Georgia</td>
</tr>
<tr>
<td>3</td>
<td>Supporting Inservice Teachers in Meeting the Demands of Common Core</td>
<td>Melissa Boston, Duquesne University</td>
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<tr>
<td></td>
<td></td>
<td>Jonathan Bostic, Bowling Green State University</td>
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<tr>
<td>4</td>
<td>Supporting Preservice Elementary Teachers in Meeting the Demands of Common Core</td>
<td>Jennifer Tobias, Illinois State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kelley Buchheister, University of South Carolina</td>
</tr>
<tr>
<td>5</td>
<td>Supporting Preservice Middle and High School Teachers in Meeting the Demands of</td>
<td>Amanda Thomas, Penn State University</td>
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<tr>
<td></td>
<td>Common Core</td>
<td>Alyson Lischka, Middle Tennessee State University</td>
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<tr>
<td>6</td>
<td>Collaborating to Connect Content and Methods Courses for Preservice Teachers</td>
<td>Michelle Cirillo, University of Delaware</td>
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<tr>
<td></td>
<td></td>
<td>Tom Evitts, Shippensburg University</td>
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<tr>
<td>7</td>
<td>Bringing Mathematicians to the Table: Strategies for Supporting Collaboration</td>
<td>Hyman Bass, University of Michigan</td>
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<td></td>
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<td>Michael Mays, West Virginia University</td>
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<tr>
<td>8</td>
<td>Mentoring Graduate Students: Successes and Challenges</td>
<td>Kristen Bieda, Michigan State University</td>
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<tr>
<td></td>
<td></td>
<td>Denisse Thompson, University of South Florida</td>
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<tr>
<td>9</td>
<td>You’re about to receive your doctorate, what are the possibilities for your</td>
<td>Dana Franz, Mississippi State University</td>
</tr>
<tr>
<td></td>
<td>future?</td>
<td>Trena Wilkerson, Baylor University</td>
</tr>
<tr>
<td>10</td>
<td>Becoming a Mathematics Teacher Educator: Are you prepared?</td>
<td>Corey Drake, Michigan State University</td>
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<tr>
<td></td>
<td></td>
<td>Judith Jacobs, JEJMath, Ltd</td>
</tr>
<tr>
<td>11</td>
<td>The Job Search Process: What to Expect &amp; Helpful Resources</td>
<td>Barbara Reys, University of Missouri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ryan Smith, University of Georgia</td>
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<tr>
<td>12</td>
<td>Getting the Most from Your Doctoral Program</td>
<td>Sarah van Ingen, University of South Florida</td>
</tr>
<tr>
<td></td>
<td></td>
<td>John Lannin, University of Missouri</td>
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THURSDAY LUNCH DISCUSSION TABLES

Thursday, February 12, 2015
Ballroom C/D, Lunch
### FRIDAY LUNCH COMMITTEE MEETINGS

**Friday, February 13, 2015**  
**Ballroom C/D, Lunch**

<table>
<thead>
<tr>
<th>TABLE</th>
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<tbody>
<tr>
<td><strong>STANDING COMMITTEES</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Affiliate Connections Committee</td>
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<tr>
<td>2</td>
<td>Awards Committee</td>
</tr>
<tr>
<td>3</td>
<td>Communications Committee</td>
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<tr>
<td>4</td>
<td>Constitution and By-laws Committee</td>
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<tr>
<td>5</td>
<td>Emerging Issues Committee</td>
</tr>
<tr>
<td>6</td>
<td>Membership Committee</td>
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<tr>
<td>7</td>
<td>Mentoring Committee</td>
</tr>
<tr>
<td>8</td>
<td>STaR Program Sub-committee</td>
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<tr>
<td>9</td>
<td>Nominations and Elections Committee</td>
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<tr>
<td>10</td>
<td>Professional Development Committee</td>
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<tr>
<td>11</td>
<td>Research Committee</td>
</tr>
<tr>
<td>12</td>
<td>Technology and Mathematics Teacher Education Committee</td>
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<tr>
<td><strong>TASK FORCES</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Equity Task Force</td>
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<tr>
<td><strong>PUBLICATIONS COMMITTEES</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mathematics Teacher Educator Journal Editorial Panel</td>
</tr>
<tr>
<td><strong>ANNUAL CONFERENCE COMMITTEE</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Annual Conference – Program Committee</td>
</tr>
</tbody>
</table>
FRIDAY LUNCH COMMITTEE MEETING TABLES

Friday, February 13, 2015
Ballroom C/D, Lunch

[Diagram of tables layout]
### SATURDAY BREAKFAST AFFILIATE MEETINGS

Saturday, February 14, 2015  
Ballroom C/D, Breakfast

<table>
<thead>
<tr>
<th>TABLE</th>
<th>AFFILIATE</th>
<th>ACRONYM</th>
<th>REGION</th>
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<td>1</td>
<td>Illinois Mathematics Teacher Educators</td>
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<td>Massachusetts Mathematics Association of Teacher Educators</td>
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<td>Missouri Mathematics Association for Advancement of Teacher Training</td>
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<td>New Jersey Association of Mathematics Teacher Educators</td>
<td>NJAMTE</td>
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<td>Rocky Mountain Association of Mathematics Teacher Educators</td>
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<td>Rocky Mtn. Area</td>
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<td>Teachers of Teachers of Mathematics, Oregon</td>
<td>TOTOM</td>
<td>Oregon</td>
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<td>MAMTE</td>
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### INFORMATION ABOUT AMTE AFFILIATES

Are you connected with an AMTE Affiliate? Does your state or regional area have an AMTE Affiliate? There are several opportunities to learn more about AMTE Affiliates during the annual conference.

**PARTICIPATE IN THE AFFILIATES: BECOMING STRONGER ADVOCATES SESSION**
- Friday – 9:00 – 10:00 am in Salon 2
- Hear from Members of the ACC
- Meet other Affiliate Leaders

**COME TO SATURDAY MORNING BREAKFAST**
- Tables will be designated for your AMTE Affiliate
- Meet with your Affiliate or Plan a New Affiliate

If your state or regional area does not have an AMTE Affiliate and you are interested in organizing one, please contact the AMTE Affiliates Director, Megan Burton (megan.burton@auburn.edu). Also, you can find helpful information on the Affiliates section of the AMTE web site at [http://www.amte.net/affiliates](http://www.amte.net/affiliates).
SATURDAY BREAKFAST AFFILIATE TABLES

Saturday, February 14, 2015
Ballroom C/D, Breakfast
AMTE is proud to acknowledge and welcome members of its 21 affiliated organizations, highlighted in the map below, to the Nineteenth Annual AMTE Conference. At the end of this year’s conference, we will confer the charter on our 22nd affiliate, Michigan Association of Mathematics Teacher Educators.

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The Association of Mathematics Teacher Educators is a member of the Conference Board of the Mathematical Sciences and is an Affiliated Group of the National Council of Teachers of Mathematics.
THE NTLI AWARD

Since fall 2000, the Society for Information Technology and Teacher Education (SITE) has been collaborating with four teacher education associations representing the content areas of mathematics, science, English language arts, and social studies education through the National Technology Leadership Initiative (NTLI). The NTLI fellowships were established to recognize exemplary presentations related to integration of technology in core content areas at the annual meetings of each participating association. AMTE identifies the winner of its NTLI fellowship through a competitive process that includes the requirement of submitting a paper in advance of the conference. The winner of the award receives travel funding ($1200, made possible by a donation by Texas Instruments) for presenting at the annual conference of the SITE and the paper is forwarded and recommended for publication in the CITE journal by the AMTE Technology Committee after additional review. For more information, visit the following website: http://site.aace.org/awards/awards-ntli.htm Thanks to Texas Instruments for their ongoing support of this award.

2015 NTLI AWARD WINNER

Jennifer Nickell, North Carolina State University – jnickel@ncsu.edu

Incorporating Technology to Enhance Teacher Education Lessons and Preservice Teachers’ Learning

Abstract: This session discusses affordances and constraints of incorporating technologies into methods courses to enhance teaching approaches and students’ learning of content, pedagogy, and technology. Preservice teachers’ reasoning with a task and instructor’s pedagogical decisions for incorporating technology will be shared.

Saturday, February 14, 2015, 8:00 am – 9:00 am

Session 169, Salon 8

- Look in next year’s Call for Proposals for information on how to submit a paper for next year’s Award.

AMTE SCHOLARSHIPS FOR ELEMENTARY MATHEMATICS SPECIALISTS

The purpose of this Elementary Mathematics Specialist Scholarship is to provide the recipient with $1,000 of funding to enhance their mathematics knowledge, teaching, and leadership by enrolling in university coursework that will result in becoming a certified elementary mathematics specialist. Elementary mathematics specialists work as teachers, teacher leaders, or coaches and support effective mathematics instruction and student learning at the classroom, school, district, or state levels.

Congratulations to the 2014 EMS Scholarship Recipients!

Tiffany Dennison, Lincoln Community School
Kimberly Hayden, Weems Elementary School
Helen Spruill, PS 503, The School of Discovery

Check amte.net/about/ems in the spring for information about the next round of EMS Scholarships.

AMTE would like to thank our founding sponsor of the EMS Scholarships:
AMTE would like to express our appreciation to this year's Premium Sponsors for providing invaluable support for our conference and for our organization's activities and initiatives.

**GOLD SPONSOR – BROOKHILL INSTITUTE OF MATHEMATICS**

The Brookhill Institute of Mathematics supports the teaching and learning of mathematics. One area of focus is Elementary Mathematics Specialists initiatives through AMTE, and the Elementary Mathematics Specialists and Teacher Leader Project. The Institute also provided funding to support the AMTE STaR Fellows program and, in May, will host a small conference on the existing and needed research on math specialists. In addition to our work with AMTE, Brookhill has funded the development of the progression documents to support the CCSSM and has worked with CBMS in support of the MET2, national forums, and the development of the CCSSM progression documents. Our largest program is the Wisconsin Statewide Mathematics Initiative (WSMI). This professional development model now has nine courses developed around the CCSSM content and practice standards and the progression documents. Each course is 30 hours and includes K-12 district teams, administrators, leadership development, and action plans. So far 1,642 teacher participants from more than 500 schools in the State of Wisconsin have participated. We are planning 6 more institutes this summer, offering 42 classes, K-12.

**GOLD SPONSOR – ETA HAND2MIND**

ETA hand2mind is pleased to provide the hands-on learning resources and manipulatives used in AMTE sessions. With educational and supplemental materials that enrich teaching and engage students in math, science, STEM, reading, and early childhood, ETA hand2mind offers proven hands-on solutions for PreKindergarten through grade 12 as well as teacher education programs.

For 50 years, ETA hand2mind has been the leader in innovative hands-on learning solutions. Every solution we offer is designed to help students unlock greater understanding. We are dedicated to offering resources that inspire student learning and support educators who every day do more with less. The ETA hand2mind team is resourceful, results oriented, and dedicated. Our team includes expert educational partners who enjoy collaborating with educators who are passionate about changing the lives of students. Our range of products includes thousands of resources for grades PreK-12 and teacher education programs for math, science, reading/language arts, early childhood, and family engagement. In addition, our Custom Solutions experts can help you create custom kits, backpacks, and solutions aligned to your specific needs.

**GOLD SPONSOR – THE MATH LEARNING CENTER**

The Math Learning Center is the founding sponsor of the Elementary Mathematics Specialist (EMS) Awards. The recipients of these awards receive funding to enhance their mathematics knowledge, teaching, and leadership by enrolling in university coursework that will result in becoming a certified elementary mathematics specialist. The Math Learning Center is a nonprofit organization serving the K-12 education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based curriculum, resources, and professional development. Our products and services are used by educators throughout the United States and in several international locations.
GOLD SPONSOR – THE NATIONAL ACADEMIES PRESS

National Academies Press has donated a limited number of print copies of the two recently released reports, *Mathematical Sciences in 2025* and *Fueling Innovation and Discovery: Mathematical Sciences in the 21st Century*, for AMTE conference attendees.

The National Academy of Sciences, National Academy of Engineering, and National Research Council provide high-quality, objective advice on science, technology, engineering, and mathematics (STEM). Our reports include research on effective STEM education, both on individual topics and on the overall STEM continuum. Our reports have examined and synthesized the evidence on how students most effectively learn, from early childhood to adulthood, in both schools and informal learning environments. These reports have influenced federal legislation, provided guidance to federal agencies involved in STEM education, and shaped curriculum. They are essential for educators, policy makers, decision makers in school districts, government agencies, curriculum developers, and parent and education advocacy groups. Visit our website, www.nap.edu, to browse, read, or download at no charge.

SILVER SPONSOR – INFORMATION AGE PUBLISHING

Information Age Publishing is a new sponsor of AMTE and is partnering with AMTE on multiple projects, including the republication of the AMTE Monograph Series. In addition, IAP and AMTE are partnering to produce a three-book series in the field of mathematics teacher education over the course of the next 5 years. AMTE is proud to have IAP as a sponsor—they have provided support for the AMTE Awards, and are donating books and gift certificates for our early career and graduate student reception.

Founded in 1999 by George F. Johnson, IAP is a social science publisher of academic and scholarly book series and journals. IAP's goal is to develop a comprehensive list of book series, monographs and journals that break down and define specific niches that lack high-level research material in the fields of Education and Management. Our products will be offered in both print and electronic formats where possible. We at IAP sincerely hope to have you become a part of a new era in publishing as we grow.

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To see the full line of easy-to-use, cost-saving CASIO Calculators, visit: www.casioeducation.com.
Help preservice students and classroom teachers build their capacity for hands-on teaching strategies with a grab-and-go toolkit of manipulatives, research, virtual tools, and ready-to-use lessons.

Every preservice, beginning, and veteran teacher looks for new ways to unleash the power of conceptually based, hands-on instruction to engage their students. Whether you’re looking for math manipulatives, new standards-based curriculum resources, ways to bridge from concrete to representational to abstract, our resources support:

- methods classes
- math content courses
- teacher induction programs
- professional development workshops

Join us!

Session: What Mathematics Specialists Know About Rational Numbers and How to Teach What They Don’t Know
Speakers: Sara Delano Moore & Margarette Mason
Thursday, February 12, 2015 11:15am - 12:00pm
Rosen Plaza Hotel, Level 2, Salon 5

Session: Ready to Teach: Manipulatives in Mathematics Content Courses
Speakers: Sara Delano Moore & Judith Jacobs
Friday, February 13, 2015 8:00am - 9:00am
Rosen Plaza Hotel, Level 2, Salon 6

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Provide your education students with access to a full K–5 math curriculum

Bridges University Program

The content of Bridges in Mathematics second edition is now available for free to schools of education. University instructors may request access to the Bridges Educator site for themselves and for their students. This teacher portal contains a complete set of the teacher and student materials as well as a wealth of resources for implementation support.

mathlearningcenter.org/university

To learn more please join us for a presentation by Pamela Weber Harris, University of Texas at Austin or stop by The Math Learning Center table.

Using Bridges in Mathematics K-5 in Math Methods Courses
Pamela Harris, University of Texas, Austin
Session 57, Thursday, February 12, 2015 2:15pm - 3:15pm
Rosen Plaza Hotel, Salon 6
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AMTE expresses our appreciation to this year’s Exhibitors for providing support for our conference. Stop by the Exhibit area to see materials from the following exhibitors:

<table>
<thead>
<tr>
<th>EXHIBITOR NAME</th>
<th>INFORMATION ABOUT EXHIBIT</th>
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<tr>
<td>CASIO</td>
<td>CASIO® has a full line of calculators for every level of education. As a leading producer of graphing, scientific and basic calculators, CASIO calculators are easy-to-use and their time-saving operation makes it easier for students to learn. CASIO also provides calculator emulators, print materials and professional development for a total math solution. To see the full line of easy-to-use, cost-saving CASIO Calculators, visit: <a href="http://www.casioeducation.com">www.casioeducation.com</a>.</td>
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<tr>
<td>HEINEMANN</td>
<td>Heinemann is a publisher of professional resources and a provider of educational services for teachers, kindergarten through college. We strive to give voice to those who share our respect for the professionalism and compassion of teachers and who support teachers’ efforts to help children become literate, empathetic, knowledgeable citizens. Our authors are exemplary educators eager to support the practice of other teachers through books, videos, workshops, online courses, and most recently through explicit teaching materials. Our commitment to our work and customers' enthusiastic response to our offerings has made us the leading publisher in this area.</td>
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<td>INFORMATION AGE PUBLISHING</td>
<td>IAP is a social science publisher of academic and scholarly book series, monographs, handbooks and journals. IAP’s goal is to develop a comprehensive library of content that breaks down and defines specific niches that lack high-level research material in the fields of Education, Psychology, Management, Mathematics, Educational Technology and Black Studies. We are proud to announce our partnership with AMTE as we launch a new book series in 2015. We are also excited to announce that we are bringing back the original 7 monographs that were a part of the AMTE monograph series. We have an extensive list of products in the field of mathematics and look forward to adding yours to our program. Please stop by the exhibit area to browse our current mathematics publications as well as the AMTE monographs.</td>
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<td>THE MATH LEARNING CENTER</td>
<td>The Math Learning Center is a nonprofit organization serving the K-12 education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based curriculum, resources, and professional development. Educators throughout the United States and in several international locations use our products and services.</td>
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EXHIBITOR NAME

NATIONAL COUNCIL OF SUPERVISORS OF MATHEMATICS

INFORMATION ABOUT EXHIBIT

NCSM is an international mathematics leadership organization that provides professional learning opportunities for education leaders to support and sustain improved student achievement. Stop by for more information about NCSM and our publications and resources, including the NCSM Journal for Mathematics Education Leadership, Position Papers, and our Principles and our newest publication, It's TIME. Also learn about NCSM partnerships to support Formative Assessment and Digital Learning, and about professional learning opportunities scheduled for 2015.

NATIONAL COUNCIL TEACHERS OF MATHEMATICS

The National Council of Teachers of Mathematics is the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research.

PEARSON

Pearson is the leading publisher for mathematics education, with best-selling products for courses in mathematical content and educational methods. Preview the latest print and online course solutions, designed for a variety of course formats, and see new ways to incorporate videos and e-manipulatives into online assessment.

PRIORITY EDUCATION SOLUTIONS

For 25 years PCS Edventures has created products and curriculum for classroom and afterschool programs that inspire students to develop a passion for STEM Science, Technology, Engineering, & Mathematics. Engage students with project driven, manipulative based learning. Our hands on applications provide diverse solutions to real problems, for students of all ages and enrich standards and curriculum across all subject areas. Studies conclude students learn best when multiple instructions methods, including manipulatives, are used. PCS specializes in 3 manipulative types: BrickLab®, LEGO®, and fischertechnik®. Along with the manipulatives PCS provides supplemental curriculum for grades K-8.

PCS offers professional development to facilitators, throughout the world, in all genres of education. Our customized product training facilitates the implementation of our learning labs. With either professional development or product training, the result is sophisticated knowledge and teaching methods for facilitators so they can impart 21st century skills: Life and Career Skills, Learning and Innovation Skills, Information, Media, and Technology Skills, and Core Subjects and 21st Century Themes on their students.

Let us help you create and implement the STEM program of your dreams!

TODOS: MATHEMATICS FOR ALL

TODOS: Mathematics for ALL is an international professional organization that advocates for equity and high quality mathematics education for all students – in particular, Latina/o students. One of the goals of the organization is to advance educators’ knowledge and abilities that lead to implementing an equitable, rigorous, and coherent mathematics program that incorporates the role language and culture play in teaching and learning mathematics. Stop by to hear about the benefits of membership!
<table>
<thead>
<tr>
<th>Salon 2</th>
<th>9:00 - 9:45 am</th>
<th>14. Establishing a Virtual Community of Practice Amongst Teaching Candidates, Teachers, and Teacher Educators - Aming-Attai, Lee &amp; Somers</th>
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<td>Salon 3</td>
<td>10:00 - 11:00 am</td>
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<tr>
<td>2. Traversing Everyday Mathematics and Academic Mathematics to Conceive, Construct, and Cruise in a Third Space - Naresh</td>
<td>16. Attending to Teacher Preparation Outcomes from the Beginning: Learning from Baseline and Mid-Program Assessments - Boerst, Shaughnessy, Ball &amp; Farmer</td>
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<td>3. Middle School Mathematics Teachers’ Perceptions of the Common Core, Related Assessments, and Teacher Evaluation Systems - Roth McDuffie, Drake &amp; Carson</td>
<td>17. Committee Chairs’ Meeting - Arbaugh, Hendrix &amp; Thomas</td>
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<td>5. Program Cases of Opportunities to Learn Algebra and to Learn to Teach Algebra - Mintos, Stehr, Craig &amp; Newton</td>
<td>19. iPad Technology: Supporting Mathematics Teachers’ Curriculum Integration - Hayata &amp; Wheeler</td>
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<td>7. Relationships Between Prospective Mathematics Teachers’ Beliefs and TPACK - Kim, Smith &amp; McIntyre</td>
<td>21. Exploring Case-Method Instruction to Support Mathematics Teachers Developing Cultural Awareness - Parker, Novak &amp; Bartell</td>
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| Salon 2 | 27. School and University Collaboration: Working Together to Enhance Children's Understanding of Fractions  
- Cramer, Ahrendt & Monson |
| Salon 3 | 28. The Pivotal Teaching Moment Project: How Preservice Teachers Respond to Critical Moments of Instruction  
- Powers & Seehausen |
| Salon 4 | 29. Language Really is the Barrier: Supporting Preservice Teachers' Strategies for Working with English Learners  
- de Araujo & I |
| Salon 5 | 30. What Mathematics Specialists Know About Rational Numbers and How to Teach What They Don't Know  
- Mason, Moore & Shippee |
| Salon 6 | 31. Mathematics Learning: Gateway, Not Gatekeeper, to STEM Learning  
- Ferrini-Mundy, Singer & King |
| Salon 7 | 32. Sociopedagogical Norms Established During Discussions of a Teacher's Own Teaching versus Others' Teaching  
- White, Dick & Sztajn |
| Salon 8 | 33. "The Lesson's Standards Include MP #2-Now What?": Being Intentional in Developing the Mathematical Practices  
- Bay-Williams & McGatha |
| Salon 9 | 34. Responding to Students' Mathematical Thinking When You Don't Know How to Respond  
- Warner |
| Salon 10 | 35. Examining the Impact of a Cultural Awareness Unit on Preservice Teachers' Multicultural Mathematics Dispositions  
- DuCloux, Carreras-Jusino, Gonzalez, White & Tucker |
| Salon 11 | 36. An Asynchronous Noticing App to Build Preservice Teachers' Noticing: Technology in the Mathematics Methods Course  
- Chao & Murray |
| Salon 12 | 37. Pedagogical Content Knowledge Brief Report Session: Developing Preservice Elementary Teachers |
| Salon 13 | 38. Replacing Confusion with Coherence in Teaching Geometric Transformations  
- Usiskin |
| Salon 14 | 39. Teacher Leadership: (Re)shaping of an Identity  
- Knapp |
Session 1
Pedagogical Content Knowledge
Individual Session

**Developing the Geometry Knowledge Needed for Teaching Using Video Cases**

Enrique Galindo, Indiana University
Erol Uzan, Indiana University

We describe the design and implementation of a videocase to support elementary preservice teachers to develop an understanding of how students reason in geometry. We share the design features, findings, and discuss implications for teacher preparation.

Session 2
Equity and Mathematics Education
Individual Session

**Traversing Everyday Mathematics and Academic Mathematics to Conceive, Construct, and Cruise in a Third Space**

Nirmala Naresh, Miami University

In this session, we draw upon key facets of a culturally responsive mathematics education to bridge academic mathematics and everyday mathematics. We conceived, constructed, and cruised in a third space to broaden prospective teachers’ perception of mathematics and its pedagogy.

Session 3
Mathematics Education Policy and Program Issues
Individual Session

**Middle School Mathematics Teachers’ Perceptions of the Common Core, Related Assessments, and Teacher Evaluation Systems**

Amy Roth McDuffie, Washington State University Tri-Cities
Corey Drake, Michigan State University
Cynthia Carson, University of Rochester

Findings will be presented from mixed methods research that investigated middle school teachers’ perceptions of and experiences with CCSSM, CCSSM-related assessments and resources, and teacher evaluation processes. Implications for MTEs, professional developers, policy makers, administrators, and teachers will be discussed.

Session 4
Pedagogical Content Knowledge
Individual Session

**Developing Secondary PST’s Ability to Elicit and Notice Student Thinking: Designing a Task-Based Interview Module**

Debra Monson, University of St. Thomas
Stephanie Casey, Eastern Michigan University
Kristin Lesseig, Washington State University Vancouver
Maryann Huey, Drake University
Erin Krupa, Montclair State University

This session describes a task-based interview module to help secondary PSTs elicit and notice student thinking. We will share the process we went through to develop the module as well as the module and results on its effectiveness.

Session 5
Mathematical Content Knowledge
Individual Session

**Program Cases of Opportunities to Learn Algebra and to Learn to Teach Algebra**

Alexia Mintos, Purdue University
Eryn M. Stehr, Michigan State University
Jeffrey Craig, Michigan State University
Jill Newton, Purdue University

In this presentation we plan to discuss the results of case studies of five secondary mathematics teacher education programs related to preservice teachers’ opportunities to learn algebra and to learn to teach algebra.

Session 6
Teaching and Learning with Technology
Brief Report Session

**Using TPACK to Unpack the Effectiveness of Technology on Mathematics Teaching and Learning**

Jamaal Rashad Young, University of North Texas

The results of meta-analytic studies investigating the effects of technology on mathematics instruction were systematically reviewed using the TPACK framework. The results of this study provide theoretical, empirical, and practical implications concerning the effectiveness of mathematics instruction with technology.

**Lessons Learned about Preschool Children’s Use of iPads**

Amy Beth Adkins, University of Nevada, Las Vegas
Jeffrey Shih, University of Nevada, Las Vegas
Lina DeVaul, University of Nevada, Las Vegas

The use of iPads in classrooms is becoming more prevalent. In this session, researchers will share what we have learned in the past two years about the implementation and impact on learning of iPads in a preschool setting.
Session 7  
Teaching and Learning with Technology  
Individual Session  

Relationships Between Prospective Mathematics Teachers’ Beliefs and TPACK  
Somin Kim, University of Georgia  
Ryan C. Smith, University of Georgia  
Leighton C. McIntyre, University of Georgia  
In this presentation, we examine the relationships between prospective mathematics teachers’ TPACK and their beliefs about mathematics, teaching, learning, and the use of technology. We will discuss how these relationships could impact teacher training.

Session 8  
Teacher Professional Development  
Individual Session  

Using Problem Solving Tasks as a Tool for Mathematics Coaches’ Professional Learning in Probability and Statistics  
Mary C. Enderson, Old Dominion University  
Melva R. Grant, Old Dominion University  
Yating Liu, Old Dominion University  
This session presents the design and findings of an intervention that was adopted to enhance elementary and middle school mathematics coaches' content knowledge of probability and statistics, as well as their understanding of student work.

Session 9  
Equity and Mathematics Education  
Individual Session  

"Children Know More Than I Think They Do:" Learning to Teach the World with Mathematics  
Mathew D. Felton-Koestler, Ohio University  
I describe shifts in an elementary teacher's views of equity over a three-year period during her participation in long-term professional development. In particular, I identify mechanisms that supported her in beginning to integrate social justice into her mathematics teaching.

Session 10  
Teacher Professional Development  
Individual Session  

Taking the Road Less-Traveled in PD: The Collective Emergence of an “Inquiry Habit of Mind”  
Janet Bowers, San Diego State University  
This presentation will describe the results of a three-year professional development (PD) initiative that focused on personal inquiry, or action research, as a vehicle for teacher growth and change.

Session 11  
School and University Partnerships and Projects  
Individual Session  

Building Community with Mathematics Education Leadership Partners  
Sandi Cooper, Baylor University  
Trena Wilkerson, Baylor University  
Debbie Hunter Perry, Midway Independent School District, Texas  
How can we build an effective community of practice in mathematics education? In this session, we will describe an effective collaboration of school district leaders, university education faculty, and mathematics department faculty that has led to a strong partnership.

Session 12  
Preservice Teacher Field Experiences  
Individual Session  

Helping Prospective Teachers Notice and Develop Elementary Students’ Thinking in the Context of Learning Fractions  
Gemma Mojica, University of North Carolina, Chapel Hill  
Susan N. Friel, University of North Carolina, Chapel Hill  
To reconceptualize teacher preparation, we explored a model that focused on learning to notice students’ mathematical thinking, increasing mathematical knowledge for teaching, and promoting productive discourse. The model promoted learning for students and practicing teachers. Results from the three-year study will be shared.

Session 13  
Teacher Professional Development  
Individual Session  

Effective Mathematics Classroom Coaching: Empirical Evidence of Knowledge for Coaching  
Jennifer Luebeck, Montana State University  
This session describes results from a longitudinal research study designed to investigate knowledge that contributes to successful coaching in grades K-8 mathematics classrooms. Coaching skills, coaching intensity, and specific coaching practices are found to impact teachers’ practices, knowledge, and attitudes.
Session 14  
Preservice Teacher Field Experiences  
Individual Session  

Establishing a Virtual Community of Practice Amongst Teaching Candidates, Teachers, and Teacher Educators  
Rachael Aming-Atta, University of Indianapolis  
Jean Lee, University of Indianapolis  
John Somers, University of Indianapolis  

We share research examining an innovative way to create a virtual community of practitioners among candidates in their junior year, mentor teachers at a charter school, and teacher education faculty. We discuss lessons learned, and offer ideas for future research.

Session 15  
Development of Mathematics Teacher Educators  
Discussion Session  

Designing an Asynchronous Online Course for Mathematics Teachers: Opportunities and Challenges  
Kathleen Lynch-Davis, Appalachian State University  
Signe Kastberg, Purdue University  
Beatriz Silva D’Ambrosio, Miami University  

In this session we explore the development of mathematics teacher educator practice in asynchronous learning environments. Questions about design and interaction to demonstrate listening and caring will be discussed.

Session 16  
Pedagogical Content Knowledge  
Individual Session  

Attending to Teacher Preparation Outcomes from the Beginning: Learning from Baseline and Mid-Program Assessments  
Tim Boerst, University of Michigan  
Meghan Shaughnessy, University of Michigan  
Deborah Loewenberg Ball, University of Michigan  
Susanna Owens Farmer, University of Michigan  

This session is intended to stimulate discussion of the knowledge and skills that preservice teachers bring to initial teacher education and how they develop over time. Participants will explore examples of performances and experiences intended to support development.

Session 17  
Individual Session  

Committee Chairs’ Meeting  
Fran Arbaugh, Penn State University  
Timothy M. Hendrix, Meredith College  
Christine Thomas, Georgia State University  

2014 and 2015 AMTE Committee Chairs meet with AMTE President, President-Elect, and Executive Director to discuss goals and activities for 2015.

Session 18  
Teaching and Learning with Technology  
Individual Session  

Show Me, Don’t Tell Me: Integrating Mathematics, Technology, and Literacy Using Stop Motion Animation  
Krista Ruggles, University of Florida  
Kristen Apraiz, University of Florida  

This session provides an overview of a preservice teacher practicum experience that integrated mathematics, technology, and literacy skills in the creation of stop motion animation videos with students in grades K-3. Strategies, examples, and guided practice will be provided.

Session 19  
Teaching and Learning with Technology  
Discussion Session  

iPad Technology: Supporting Mathematics Teachers’ Curriculum Integration  
Carole Hayata, Southern Methodist University  
Ann Wheeler, Texas Woman’s University  

How can educators support the development of TPACK in mathematics teachers? Session participants will engage in discussion of teachers’ responses to the use of iPad technology in the classroom. Please bring your iPads with Educreations, Geoboard, and AutoRap pre-installed.

Session 20  
Teacher Professional Development  
Discussion Session  

Varying Facilitation of Mathematics Teacher Professional Development – Questions and Findings from the Field  
Rebecca Mitchell, Boston College  
Johanna Barmore, Harvard University  

We describe a mathematics professional development study that investigates the impact of varying levels of facilitation on teacher discourse around mathematics instruction and whether the level of facilitation has varying effects on how teachers reflect on their own practices.

Session 21  
Equity and Mathematics Education  
Individual Session  

Exploring Case-Method Instruction to Support Mathematics Teachers Developing Cultural Awareness  
Frieda Parker, University of Northern Colorado  
Jodie Novak, University of Northern Colorado  
Tonya Bartell, Michigan State University  

This session provides an opportunity for attendees to consider what case-method instruction might look like in supporting secondary mathematics teachers to work with culturally diverse students and to analyze a prototype case.
**Session 22**  
**Teacher Professional Development**  
**Discussion Session**

**Design Features and Outcomes in Common Core Professional Development for High School: Functions and Modeling**

Michael Steele, *University of Wisconsin, Milwaukee*  
Kevin McLeod, *University of Wisconsin, Milwaukee*  
Sara Brown, *Brookhill Institute of Mathematics*  
Bridget Schock, *University of Wisconsin, Milwaukee*

This session reports on the design principles and outcomes of a professional development project focused on both content and pedagogy in the high school Common Core State Standards for Mathematics related to functions and modeling.

**Session 23**  
**Mathematics Education Policy and Program Issues**  
**Individual Session**

**A Critical Examination of the edTPA Framework on Academic Language**

Woong Lim, *Kennesaw State University*  
Ji-Won Son, *University at Buffalo, State University of New York*

The presenters introduce six elements of academic language as framed by edTPA and demonstrate how lesson plans incorporating edTPA academic language are evaluated against the rubrics. We offer opportunities to critique how edTPA frames academic language and share concerns about edTPA.

**Session 24**  
**Pedagogical Content Knowledge**  
**Brief Report Session**

**Making Mathematics Teaching and Learning Visible: A Framework for Shifting Prospective Teachers’ Beliefs and Attitudes**

Kateri Thunder, *James Madison University*  
Kyle T. Schultz, *James Madison University*

How can we change prospective teachers’ attitudes and beliefs about teaching and learning in mathematics? We will share a framework to design a mastery-oriented learning project that influenced prospective teachers’ beliefs to make them more amenable to student-centered pedagogies.

**Examining Novice Middle School Teachers’ Instruction: Leveraging Actions that Cultivate Rapport to Develop Mathematical Practices**

Enakshi Bose, *University of Pennsylvania*

I present an analysis of novice teachers’ actions and discourse during instruction. The findings underscore how seemingly non-mathematical interactions shape the experience of learning mathematics and present opportunities for teachers to cultivate mathematical practices while developing their pedagogical personas.

**Developing Productive Dispositions for Problem Solving in Preservice Teachers**

Mary Pat Sjostrøm, *Chaminade University*  
Cory A. Bennett, *Idaho State University*

This presentation will share initial data from a qualitative study on developing preservice teachers’ dispositions towards problem solving. Initial data suggest preservice teachers tend to analyze problems more carefully, consider multiple representations, and solve problems in various ways.

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**Session 25**  
**Mathematical Content Knowledge**  
**Individual Session**

**The Role of Different Aspects of Mathematical Knowledge in Elementary School Teachers’ Instructional Practices**

Li Sun, *University of Houston*  
Yasemin Copur Gencturk, *University of Houston*

In this presentation, we will share findings from a longitudinal study of relationships between the specifics of teachers’ mathematical knowledge and their instructional practices, using data collected from 21 elementary school teachers over a 3-year period.

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

**Bridging University and Clinical Practices Through Mathematical Argumentation: Building Support for Preservice Teachers**

Tutita M. Casa, *University of Connecticut*  
Madelyn Williams, *University of Connecticut*

What better way to prepare preservice teachers than to have them advance their coursework by collaborating with in-service teachers about authentic problems of practice? Come learn about and apply our model supporting the building of shared knowledge about implementing argumentation.
THURSDAY, FEBRUARY 12, 2015

11:15 AM - 12:00 PM

Session 27
School and University Partnerships and Projects
Individual Session

School and University Collaboration: Working Together to Enhance Children’s Understanding of Fractions

Kathleen Cramer, University of Minnesota
Sue Ahrendt, University of Wisconsin River Falls
Debra Monson, University of St. Thomas

This session will describe a successful school-university partnership that focused on improving third graders’ learning of fractions as well as enhancing the researchers’ and teachers’ understanding of the role of the number line model in fraction learning.

Session 28
Preservice Teacher Field Experiences
Individual Session

The Pivotal Teaching Moment Project: How Preservice Teachers Respond to Critical Moments of Instruction

Robert Powers, University of Northern Colorado
Alees Teel Seehausen, University of Northern Colorado

We describe the design, implementation, and impacts of a project developed to help preservice teachers recognize and attend to pivotal teaching moments in secondary mathematics instruction and how they respond to such moments in their own practice.

Session 29
Equity and Mathematics Education
Individual Session

Language Really is the Barrier: Supporting Preservice Teachers’ Strategies for Working with English Learners

Zandra de Araujo, University of Missouri
Ji Yeong I, University of Missouri

In this interactive session we discuss a study that examined a field experience focused on providing preservice teachers with experience enacting cognitively demanding tasks with English learners. Participants will examine tasks and create and analyze supports for enacting these tasks.

Session 30
Mathematical Content Knowledge
Individual Session

What Mathematics Specialists Know About Rational Numbers and How to Teach What They Don’t Know

Marguerite Mary Mason, College of William and Mary
Sara Delano Moore, ETA hand2mind
Eric Shippee, College of William and Mary

What do K-8 mathematics specialists know about rational numbers and proportional reasoning? What should they know? How can you foster the complex and sophisticated ways of thinking about rational numbers needed to successfully serve as a math specialist? Manipulatives included.

Session 31
Mathematics Education Policy and Program Issues
Symposium

Mathematics Learning: Gateway, Not Gatekeeper, to STEM Learning

Joan Ferrini-Mundy, National Science Foundation
Susan Rundell Singer, National Science Foundation
Karen King, National Science Foundation

Mathematics learning is often a barrier, not a gateway, to STEM majors and careers for many students. This session will explore promising approaches for mathematics teacher education in grades K-12 that can expand opportunities in STEM and beyond grade 12.

Session 32
Teacher Professional Development
Individual Session

Sociopedagogical Norms Established During Discussions of a Teacher’s Own Teaching versus Others’ Teaching

Tracy Foote White, North Carolina State University
Lara Dick, Bucknell University
Paola Sztajn, North Carolina State University

This individual research report session will focus on the concept of sociopedagogical norms and the development of the codes used for analyzing video data on discourse surrounding mathematics instruction.

Session 33
Pedagogical Content Knowledge
Individual Session

"The Lesson’s Standards Include MP #2-Now What?": Being Intentional in Developing the Mathematical Practices

Jennifer M. Bay-Williams, University of Louisville
Maggie McGatha, University of Louisville

When a lesson lists a Mathematical Practice, it means the lesson has potential for that practice. We will share a collection of activities that have helped preservice and practicing teachers be intentional and explicit in developing the Mathematical Practices.

Session 34
Teacher Professional Development
Individual Session

Responding to Students’ Mathematical Thinking When You Don’t Know How to Respond

Lisa Warner, William Paterson University

I share how several middle school teachers dealt with situations in which they did not understand their students’ thinking. The goal is to discuss strategies and decisions related to dealing with the complexities of classroom situations involving cognitively demanding tasks.
Examining the Impact of a Cultural Awareness Unit on Preservice Teachers’ Multicultural Mathematics Dispositions

Kanita Kimmons DuCloux, Western Kentucky University
Angel M. Carreras-Justino, University of Georgia
Dario Andres Gonzalez, University of Georgia
Dorothy Y. White, University of Georgia
Claudette Denise Tucker, University of Georgia

This session provides an overview of a cultural awareness unit in mathematics methods courses and research methods for analyzing its impact on preservice teachers’ multicultural mathematics dispositions (MCMD). Participants will engage in a coding activity and discuss implications for future research.

An Asynchronous Noticing App to Build Preservice Teachers’ Noticing: Technology in the Mathematics Methods Course

Theodore Chao, Harvard University
Eileen Murray, Harvard University

Noticing children’s mathematical thinking is important for mathematics teacher development. We show how a mobile technology app can be used within mathematics methods courses to facilitate prospective teachers’ noticing, allowing student/teacher communication without the need for physical proximity.

Examining Mathematical Knowledge for Teaching: How Preservice Teachers Use Children’s Literature to Teach Mathematical Concepts

Jennifer Edelman, University of West Georgia

This study examined preservice teachers’ developing mathematical knowledge for teaching as they planned, taught, and reflected on a mathematics lesson that included children’s literature. Results indicate a need for further development of critical analysis of curricular resources and teaching methods.

Teachers’ Perceptions of "Use" of Student Mathematical Thinking in Whole Class Discussion

Mary Achieng Ochieng, Western Michigan University
Keith Leatham, Brigham Young University
Shari L. Stockero, Michigan Technological University
Laura Van Zoest, Western Michigan University

What does it mean to productively “use” student mathematical thinking in whole-class discussion? The MOST project interviewed mathematics teachers about their perceptions of such use. We discuss our framework for categorizing teachers’ perceptions of use and implications for professional development.

Replacing Confusion with Coherence in Teaching Geometric Transformations

Zalman Usiskin, University of Chicago

Of all the high school CCSSM, the 11 standards relating to geometric transformations may represent the content most unfamiliar to mathematics teachers. As a result, confusions are common. This presentation involves discussion of these confusions and how to overcome them.

Teacher Leadership: (Re)shaping of an Identity

Melinda Knapp, Bend-LaPine School District, Oregon

The presentation will highlight research results focusing on how teacher leaders learn leadership practices supporting high-quality mathematics instruction. In this session, the researcher will share experiences that led her to redefine her understanding of teacher leadership practices during a yearlong self-study.

LUNCH AND DISCUSSION TABLES

The Mentoring Committee has organized discussion tables for today’s lunch. Tables in the dining area are identified with topics for discussion, and there will be two facilitators at each table. Discussion topics and a map of table locations are located on pages 9 & 10 of your conference program.
<table>
<thead>
<tr>
<th>Ballroom B</th>
<th>1:15 - 2:00 pm</th>
<th>2:15 - 3:15 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salon 2</td>
<td>41. Differentiating in Mathematics Education Courses: Practicing What We Preach  - Wilburne &amp; Mitten</td>
<td>55. Teacher Time Out: Supporting the Collective Learning of Educators When Students are Present  - Hintz &amp; Gibbons</td>
</tr>
<tr>
<td>Salon 3</td>
<td>42. Fostering Growth in Middle-Grades Teachers’ Classroom Discourse Practices  - Bostic &amp; Matney</td>
<td>56. Noticing Exposed through Preservice Teachers’ Video Animations  - Amador, Estapa, Weston, de Araujo, Kosko &amp; Aming-Attai</td>
</tr>
<tr>
<td>Salon 4</td>
<td>43. Using the LessonSketch Platform to Infuse a Practice-Based Orientation throughout our University-Based Teacher Education Programs  - Chazan, Amidon, Bieda, Alibegovic, Walkoe &amp; Zahner</td>
<td></td>
</tr>
<tr>
<td>Salon 5</td>
<td>44. Developing Teachers’ Understanding and Fluency with the Common Core Mathematical Practices  - Giné</td>
<td></td>
</tr>
<tr>
<td>Salon 6</td>
<td>45. Problematizing Multiplication: Using an Alternate Base to Develop Conceptual Understanding of an Overly-Routine Context  - Fasteen</td>
<td>57. Using Bridges in Mathematics K-5 in Math Methods Courses  - Harris</td>
</tr>
<tr>
<td>Salon 7</td>
<td>46. The Influence of Instructional Methods on Elementary Preservice Teachers’ Anxieties for Mathematics and Teaching Mathematics  - Dove</td>
<td>58. Preservice Teacher Field Experiences Brief Report Session: Elementary, Middle, &amp; Secondary</td>
</tr>
<tr>
<td>Salon 8</td>
<td>47. Enacting Digital Instructional Materials: The Role of Middle and High School Mathematics Teachers  - Edson &amp; Thomas</td>
<td>59. Reunited and It Feels So Good: Mathematical Knowledge for Teaching and Teaching Practices Together Again  - Snider &amp; Rougee</td>
</tr>
<tr>
<td>Salon 9</td>
<td>48. Middle School Mathematics Teacher Evaluation: Discipline Specific Feedback  - Trinter</td>
<td>60. Developing a Measure of Mathematical Knowledge for Teaching for Primary Grades Teachers  - Bray, Schoen, Nielsen, Wolfe &amp; Tazaz</td>
</tr>
<tr>
<td>Salon 11</td>
<td>50. Preparing to Teach the Standards for Mathematical Practice: A Learning Progressions Approach  - Newton, Staples &amp; Kasten</td>
<td>62. Creating Classroom-Developed Criteria for What Counts as Proof  - Ko, Yee, Bleiler &amp; Boyle</td>
</tr>
<tr>
<td>Salon 12</td>
<td>51. School and University Partnerships and Projects Brief Report Session</td>
<td>63. Connected Mathematical Thinking  - Bass</td>
</tr>
<tr>
<td>Session</td>
<td>Title</td>
<td>Presenter(s)</td>
</tr>
<tr>
<td>---------</td>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ballroom B</td>
<td>66. Tools to Support the Development of Preservice and Early Career Teachers in the Use of Formative Assessment</td>
<td>- Mills</td>
</tr>
<tr>
<td>Salon 2</td>
<td>67. Theory into Practice: How a Teacher Preparation Program Leads to a Successful First-Year Teaching Experience</td>
<td>- Steckroth</td>
</tr>
<tr>
<td>Salon 3</td>
<td>68. Instructional Practices of Experienced Mathematics Teacher Educators Teaching K-8 Content Courses</td>
<td>- Appova &amp; Taylor</td>
</tr>
<tr>
<td>Salon 4</td>
<td>69. How do Japanese Teachers Critically Analyze a Lesson During Lesson Study?</td>
<td>- Corey</td>
</tr>
<tr>
<td>Salon 5</td>
<td>70. STaR: An Opportunity for New Doctorates and Something Senior Mathematics Educators Should Know About</td>
<td>- Reys, Spangler, Wanko, Moore, Dollard &amp; Krupa</td>
</tr>
<tr>
<td>Salon 6</td>
<td>71. I-THINK: University and Elementary School Partnership to Improve Problem Solving for All Students</td>
<td>- Lynch &amp; Lynch</td>
</tr>
<tr>
<td>Salon 7</td>
<td>72. Linking Service-Learning to Field Experiences as a Way to Broaden Perspectives in Mathematics Education</td>
<td>- Harbour, Karp &amp; Lingo</td>
</tr>
<tr>
<td>Salon 8</td>
<td>73. Consultation between Elementary and Special Education Preservice Teachers: On the Journey toward Equitable Mathematics Teaching</td>
<td>- van Ingen, Eskelson &amp; Allsopp</td>
</tr>
<tr>
<td>Salon 9</td>
<td>74. Teachers as Critical Consumers of Assessments: A Professional Development Model</td>
<td>- Hunsader, Zorin &amp; Thompson</td>
</tr>
<tr>
<td>Salon 10</td>
<td>75. Assessment of Teacher Knowledge of Students’ Oral Strategies in Subtraction using Multimedia Storyboarding Tools</td>
<td>- Hanby</td>
</tr>
<tr>
<td>Salon 11</td>
<td>76. Preparing Preservice Teachers for STEM Project-Based Instruction Classrooms</td>
<td>- Goodell &amp; Jackson</td>
</tr>
<tr>
<td>Salon 12</td>
<td>77. Mathematical Content Knowledge Brief Report Session: Strategies, Models, and Problem Solving</td>
<td>-</td>
</tr>
<tr>
<td>Salon 13</td>
<td>78. Challenges and Opportunities of Teaching Mathematics for Social Justice</td>
<td>- Ortiz</td>
</tr>
<tr>
<td>Salon 14</td>
<td>79. Who Teaches Mathematics Content Courses for Teachers? An Analysis of Colleges and Universities in Texas</td>
<td>- Quebec Fuentes, Johnson &amp; Jorgensen</td>
</tr>
</tbody>
</table>
Session 40
Pedagogical Content Knowledge
Individual Session

**Putting the Teaching Principles into Action!**

Linda M. Gojak, John Carroll University

*Principles to Actions* (NCTM 2014) describes eight effective teaching practices linked to six research-based principles of learning. Let's examine these practices and share strategies that can support K-8 inservice teachers in understanding and incorporating them into their mathematics instruction.

Session 41
Equity and Mathematics Education
Individual Session

**Differentiating in Mathematics Education Courses: Practicing What We Preach**

Jane M. Wilburne, Penn State Harrisburg
Carolyn Mitten, University of Florida

Two mathematics educators present challenges to meeting different mathematics standards to a class of K-12 mathematics teachers. We will model strategies and present activities used to differentiate learning opportunities that increased teachers' understanding and knowledge of teaching for diverse learners.

Session 42
Teacher Professional Development
Individual Session

**Fostering Growth in Middle-Grades Teachers’ Classroom Discourse Practices**

Jonathan David Bostic, Bowling Green State University
Gabriel Matney, Bowling Green State University

We describe a yearlong PD program for middle school teachers and offer videos characterizing teachers' pre- and post-PD instruction. Results of discourse analysis will be shared. Attendees will reflect on teachers' instructional changes leading to effective classroom discourse practices.

Session 43
Pedagogical Content Knowledge
Extended Session (1:15 – 3:15 pm)

**Using the LessonSketch Platform to Infuse a Practice-Based Orientation throughout our University-Based Teacher Education Programs**

Daniel Chazan, University of Maryland
Joel Amidon, University of Mississippi
Kristen Bieda, Michigan State University
Emina Alibegovic, University of Utah
Janet Walkoe, University of Maryland
William Zahner, Boston University

Presenters in this working group will share initial designs for blended-learning modules using the LessonSketch platform. These modules infuse a practice-based orientation to content courses, methods courses, and internship experiences. Participants will examine the modules in depth and provide feedback.

Session 44
Pedagogical Content Knowledge
Extended Session (1:15 – 3:15 pm)

Salon 5

**Developing Teachers’ Understanding and Fluency with the Common Core Mathematical Practices**

Roser Giné, Lesley University

A mathematics methods course framework will be presented, with specific attention to tasks that engage preservice and inservice teachers in mathematical practices delineated within the standards. In particular, participants will explore pedagogy supporting depth of understanding of structure in mathematics.

Session 45
Mathematical Content Knowledge
Individual Session

**Problematizing Multiplication: Using an Alternate Base to Develop Conceptual Understanding of an Overly-Routine Context**

Jodi Fasteen, Portland State University

Alternate bases can be used in preservice teacher courses to gain deeper conceptual understanding of the routine context of whole numbers. This session will describe research on preservice teachers' mathematical activity with a set of multiplication tasks in base five.

Session 46
Teaching and Learning with Technology
Individual Session

**The Influence of Instructional Methods on Elementary Preservice Teachers’ Anxieties for Mathematics and Teaching Mathematics**

Anthony Michael Dove, Radford University

This session will examine the use of multiple flipped classroom and traditional instructional methods and their influence on mathematics anxieties. Participants are asked to watch a brief video about the study's background (http://youtu.be/1bBff5AKy1M) to assist in session discussions.

Session 47
Teaching and Learning with Technology
Individual Session

**Enacting Digital Instructional Materials: The Role of Middle and High School Mathematics Teachers**

Aiden J. Edson, Michigan State University
Amanda Thomas, Penn State Harrisburg

This session will examine enactment of digital instructional materials across two research studies, highlighting the role of middle and high school mathematics teachers. Implications for mathematics teacher educators will be identified and discussed.
<table>
<thead>
<tr>
<th>Session 48</th>
<th>Saloon 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Education Policy and Program Issues</td>
<td>Individual Session</td>
</tr>
</tbody>
</table>

**Middle School Mathematics Teacher Evaluation: Discipline Specific Feedback**

Christine Trinter, *Virginia Commonwealth University*

This session focuses on a qualitative research study examining middle school mathematics teacher evaluation systems with particular attention to the types of feedback given to teachers by administrators with different levels of mathematics education or experience. Findings and implications are shared.

<table>
<thead>
<tr>
<th>Session 49</th>
<th>Saloon 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Mathematics Teacher Educators</td>
<td>Discussion Session</td>
</tr>
</tbody>
</table>

**Articulating Structure and Regularity in Rich Mathematical Tasks**

Judith E. Jacobs, *JEJMath, Ltd.*

Dave I. Kennedy, *Shippensburg University of Pennsylvania*

Yvonne Lai, *University of Nebraska, Lincoln*

Diana Sherman, *University of Michigan*

Mathematical Practices (MPs) 7 & 8 play out in many tasks, including mental arithmetic and Nim games. Mathematics teacher educators must be able to articulate the importance of structure and regularity. We'll discuss strategies for highlighting the presence of these MPs.

<table>
<thead>
<tr>
<th>Session 50</th>
<th>Saloon 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical Content Knowledge</td>
<td>Discussion Session</td>
</tr>
</tbody>
</table>

**Preparing to Teach the Standards for Mathematical Practice: A Learning Progressions Approach**

Jill Newton, *Purdue University*

Megan Staples, *University of Connecticut*

Sarah Kasten, *Northern Kentucky University*

We will discuss preservice teachers' preparation to engage students in the Standards for Mathematical Practice (SMPs). We will present our preliminary work on a learning progression for argumentation (SMP 3) and engage participants in discussions of progressions for other SMPs.

<table>
<thead>
<tr>
<th>Session 51</th>
<th>Saloon 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and University Partnerships and Projects</td>
<td>Brief Report Session</td>
</tr>
</tbody>
</table>

**Linking Theory and Practice: Mathematics Methods in Collaboration with an Urban School District**

Courtney Nagle, *Penn State Erie, The Behrend College*

This session will describe the details of a university/secondary school partnership, focusing on the restructuring of the mathematics methods curriculum to incorporate planning and teaching rich mathematics lessons to visiting urban students. Preliminary results over two semesters will be shared.

**Collaboration Around Mathematics Instruction: Professional Learning in a PDS Triad**

Gwendolyn Lloyd, *Penn State University*

Courtney Lynch, *Penn State University*

How did members of one PDS triad (intern, mentor teacher, and supervisor) describe the nature of their professional learning in the context of mathematics instruction? In our session, we highlight the role of collaboration in this PDS triad's learning.

<table>
<thead>
<tr>
<th>Session 52</th>
<th>Saloon 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Professional Development</td>
<td>Individual Session</td>
</tr>
</tbody>
</table>

**Putting Professional Development into Practice: How Teachers Process, Implement, and Disseminate Specialized Knowledge of Standards**

Kacey Marie Diemert, *Lewis-Clark State College*

Shari Samuels, *Montana State University*

This session showcases results from research on a "teach the teachers" model where teachers receive Common Core professional development, then create and facilitate similar experiences for school-based peers. A framework demonstrates how these experiences may be replicated, diluted, or transformed.

<table>
<thead>
<tr>
<th>Session 53</th>
<th>Saloon 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning with Technology</td>
<td>Individual Session</td>
</tr>
</tbody>
</table>

**Improving Preservice Elementary Teachers’ Mathematical Learning via Clickers and Discussion**

Travis K. Miller, *University of Indianapolis*

This session examines clicker use via an answer-discuss-answer format in a mathematics course for preservice teachers. Comparison to a course section without clickers reveals an improved understanding of course content during the lessons and higher achievement on subsequent exams.
Session 54  
**Ballroom B**  
**Pedagogical Content Knowledge Symposium**  

**Defining and Developing Teaching Practices Related to Responding to Students’ Mathematical Thinking**  

Corey Webel, University of Missouri  
William DeLeeuw, University of Missouri  
Susan Empson, University of Texas, Austin  
Victoria Jacobs, University of North Carolina, Greensboro  
Tonia Land, Drake University  
Keith Leatham, Brigham Young University  
Blake Peterson, Brigham Young University  
Shari L. Stockero, Michigan Technological University  
Laura Van Zoest, Western Michigan University  
Kimberly Conner, University of Missouri  

This session builds on research on professional noticing of students’ mathematical thinking by unpacking different ways of conceptualizing the teaching practice of responding to student thinking. Four projects focused on defining and developing this practice will be presented and discussed.

Session 55  
**Salon 2**  
**Teacher Professional Development Individual Session**  

**Teacher Time Out: Supporting the Collective Learning of Educators When Students are Present**  

Allison Hintz, University of Washington, Bothell  
Lynsey Gibbons, University of Washington  

This session examines how an organizational routine supported professional learning as educators worked together in settings with students present to develop high-quality instructional practices. Video of the routine will be examined and implications for teacher educators will be considered.

Session 56  
**Salon 3**  
**Teaching and Learning with Technology Symposium**  

**Noticing Exposed through Preservice Teachers’ Video Animations**  

Julie Amador, University of Idaho  
Anne Estapa, Iowa State University  
Tracy Weston, Middlebury College  
Zandra de Araujo, University of Missouri  
Karl Wesley Kosko, Kent State University  
Rachael Aming-Attai, University of Indianapolis  

We will discuss how PSTs engaged in a video animation activity focused on noticing elementary students’ mathematical thinking and the actions of a classroom teacher. We will introduce the software, engage with a coding framework, and report research findings.

Session 57  
**Salon 6**  
**Individual Session**  

**Using Bridges in Mathematics K-5 in Math Methods Courses**  

Pamela Harris, University of Texas, Austin  

What better way to prepare teachers than to use examples from real classroom materials? *Bridges in Mathematics K-5* is published by The Math Learning Center. The second edition of Bridges was rebuilt from the ground up for the Common Core State Standards and the content is now available for free to schools of education.

Session 58  
**Salon 7**  
**Preservice Teacher Field Experiences Brief Report Session**  

**Features of Practice: Describing Preservice Teachers’ Early Eliciting Practice in Elementary Mathematics**  

Diana Sherman, University of Michigan  

This session focuses on describing how preservice elementary teachers elicit student thinking and steer student understanding to a particular mathematical content point. Salient features of this practice will be shared in addition to two instances of preservice teachers’ practice.

**Lesson Study as an Activity for Preservice Teacher Fieldwork: A Case Study**  

Dana Lynn Grosser-Clarkson, University of Maryland  

This report will share the outcomes from a case study of middle school mathematics PSTs’ experience with a lesson study, which was supported by a methods course, that took place during the first semester of a yearlong field placement.

**Integrating In-School Field Experiences with a Teaching Math Methods Course**  

Erica Slate Young, University of Alabama, Huntsville  

Results of an effort to integrate a unified field experience component within a secondary math methods course will be shared. The university professor partnered with a math department at a public school in order to provide rich, hands-on teaching experiences for the students.

Session 59  
**Salon 8**  
**Pedagogical Content Knowledge Individual Session**  

**Reunited and It Feels So Good: Mathematical Knowledge for Teaching and Teaching Practices Together Again**  

Rachel B. Snider, University of Michigan  
Annick Rougee, University of Michigan  

In this session we present research from two studies that have probed the intersection of secondary mathematics teachers’ knowledge and teaching practice and consider how these might inform approaches to teacher preparation and professional development.
Session 60  
Mathematical Content Knowledge  
Individual Session  

Developing a Measure of Mathematical Knowledge for Teaching for Primary Grades Teachers

Wendy Bray, University of Central Florida  
Robert Schoen, Florida State University  
Lynne Nielsen, Louisiana Tech University  
Christopher B. Wolfe, Saint Leo University  
Amanda Tazaz, Florida State University

Presenters and participants will discuss the construct of Mathematical Knowledge for Teaching (MKT). Presenters will describe efforts to develop a measure of MKT and share results from a field test of the measure with over 400 primary grades teachers.

Session 61  
Equity and Mathematics Education  
Symposium

How Can CCSSM Modeling Standards Support Teaching Mathematics for Social Justice?

Michelle Cirillo, University of Delaware  
Tonya Bartell, Michigan State University  
Anita Wager, University of Wisconsin, Madison  
Jodie Novak, University of Northern Colorado

Symposium participants will consider how the CCSSM modeling standards can support teaching mathematics for social justice. Mathematical modeling in school mathematics, connections to teaching mathematics for social justice, and mathematicians' perspectives on mathematical modeling as a practice will be considered.

Session 62  
Mathematical Content Knowledge  
Individual Session

Creating Classroom-Developed Criteria for What Counts as Proof

Yi-Yin Ko, Indiana State University  
Sean P. Yee, University of South Carolina  
Sarah K. Bleiler, Middle Tennessee State University  
Justin David Boyle, University of New Mexico

In this presentation, we will share our before-during-after instructional sequence used to develop preservice secondary mathematics teachers' communal understanding of proof. Participants will learn how to implement our sequence into secondary school, preservice, and inservice courses regarding reasoning and proving.

Session 63  
Mathematical Content Knowledge  
Individual Session

Connected Mathematical Thinking

Hyman Bass, University of Michigan

Secondary mathematics is conceptually boxed (algebra, geometry, probability, pre-calculus); students struggle to think outside these boxes, losing sight of the unity of mathematics. This interactive session presents a problem-based intervention on this disconnection, based on a course for teachers.

Session 64  
Mathematics Education Policy and Program Issues  
Individual Session

A National Report: The Statistical Education of Teachers

Anna Bargagliotti, Loyola Marymount University  
Tim Jacobbe, University of Florida  
Denise A. Spangler, University of Georgia  
Catherine Case, University of Florida

This session will present the recommendations of The Statistical Education of Teachers report sponsored by the American Statistical Association. The goal of the report is to address the needs for the statistical preparation of elementary, middle, and high school teachers.

Session 65  
Mathematical Content Knowledge  
Individual Session

How do Preservice Teachers Make Sense of Fraction Division with Remainders?

Nesrin Sahin, University of Central Florida  
Rebecca Gault, University of Central Florida  
Laura Elizabeth Kathryn Tapp, University of Central Florida  
Juli K. Dixon, University of Central Florida

The presentation describes how preservice teachers in our study developed content knowledge about fraction division with remainders. The roles of student led learning in a discourse rich environment and replacement of traditional algorithms with modeling and reasoning strategies are highlighted.
Session 66  
NCSM Presidential Exchange Session

Tools to Support the Development of Preservice and Early Career Teachers in the Use of Formative Assessment

Valerie Mills, National Council of Supervisors of Mathematics

Participants will explore a collection of modules designed for use in teacher preparation and inservice activities related to formative assessment. The modules were produced as part of a joint AMTE/NCSM project to support greater understanding and use of formative assessment in the mathematics classroom. Additionally, participants will consider opportunities to connect formative assessment to a variety of other well-known instructional frameworks, tools and approaches to professional learning.

Session 67
Teaching and Learning with Technology

Theory into Practice: How a Teacher Preparation Program Leads to a Successful First-Year Teaching Experience

Jeffrey John Steckroth, Christopher Newport University

A mathematics teacher education program built upon a strong TPACK foundation resulted in success for a first-year teacher and vastly improved student achievement. I will share details of the experience from two perspectives: mine, as professor, and that of a former student.

Session 68
Development of Mathematics Teacher Educators

Instructional Practices of Experienced Mathematics Teacher Educators Teaching K-8 Content Courses

Aina Appova, The Ohio State University
Cynthia Taylor, Millersville University of Pennsylvania

After examining instructional practices of experienced K-8 mathematics teacher educators, we will engage participants in discussing the common themes observed in mathematics teacher educators’ classroom practices and share an initial framework and efforts to conceptualize those practices.

Session 69
Teacher Professional Development

How do Japanese Teachers Critically Analyze a Lesson During Lesson Study?

Doug Corey, Brigham Young University

I analyze three lesson study conversations collected in Japanese schools to better understand how Japanese teachers analyze a lesson and the kinds of instructional ideas that they use to understand quality instruction, and discuss which ideas might benefit US teachers.

Session 70
Symposium

STaR: An Opportunity for New Doctorates and Something Senior Mathematics Educators Should Know About

Robert Reys, University of Missouri
Denise A. Spangler, University of Georgia
Jeff Wanko, Miami University
Kevin C. Moore, University of Georgia
Clark Dollard, Metropolitan State University, Denver
Erin Krupa, Montclair State University

Newly hired mathematics education doctorates in colleges/universities will discuss ways their participation in the STaR Program has facilitated their successful early career transition. Senior faculty members will reflect on why institutions and our profession should support STaR.

Session 71
School and University Partnerships and Projects

I-THINK: University and Elementary School Partnership to Improve Problem Solving for All Students

Jeremy Lynch, Slippery Rock University
Sararose Lynch, Westminster College

A partnership between two universities and a school district changed the way district provided CCSS-aligned performance tasks were facilitated. The results prompted instructional changes at both the elementary school and preservice levels to address mathematical discourse and metacognitive skills.

Session 72
Preservice Teacher Field Experiences

Linking Service-Learning to Field Experiences as a Way to Broader Perspectives in Mathematics Education

Kristin Harbour, University of Louisville
Karen Karp, University of Louisville
Amy Lingo, University of Louisville

Participants will learn how service-learning partnerships in an urban community center and rural international schools build upon teacher candidates’ pedagogical strengths and mathematics content knowledge. Information about planning and assessment models that respond to differentiated mathematical instruction will be shared.
Session 73  
Equity and Mathematics Education  
Individual Session  

Consultation between Elementary and Special Education Preservice Teachers: On the Journey toward Equitable Mathematics Teaching

Sarah A. van Ingen, University of South Florida  
Samuel Eskelson, University of South Florida  
David Allsopp, University of South Florida

We report findings from a study in which preservice elementary teachers engaged in consultation with preservice special education teachers about meeting the mathematics needs of special education students. We discuss implications for preparing teachers to facilitate equitable mathematics classrooms.

Session 74  
Teacher Professional Development  
Individual Session  

Teachers as Critical Consumers of Assessments: A Professional Development Model

Patricia Diane Hunsader, University of South Florida, Sarasota-Manatee  
Barbara Zorin, University of South Florida, St. Petersburg  
Denisse R. Thompson, University of South Florida

This session will introduce a professional development model used to engage inservice teachers in objectively analyzing their classroom assessments. Teacher reflections will be shared, and participants will engage in discussion about potential uses of and adaptations to the model.

Session 75  
Pedagogical Content Knowledge  
Individual Session  

Assessment of Teacher Knowledge of Students’ Oral Strategies in Subtraction using Multimedia Storyboarding Tools

Kristi L. Hanby, University of Michigan

A multimedia storyboarding tool was used to study pedagogical content knowledge of mental strategies by creating multimedia representations of students' oral work. Responses indicate genuine reflection on practice, while data show that students' early work in subtraction is often misinterpreted.

Session 76  
Pedagogical Content Knowledge  
Individual Session  

Preparing Preservice Teachers for STEM Project-Based Instruction Classrooms

Joanne Elizabeth Goodell, Cleveland State University  
Debbie K. Jackson, Cleveland State University

We will discuss the field experiences and pedagogy courses we are implementing to prepare the next generation of teachers to work in STEM project- and problem-based environments.

Session 77  
Mathematical Content Knowledge  
Brief Report Session  

Connecting One’s Own Solution Strategy with Teaching Mathematics, Impressions from Prospective Teachers

Melfried Olson, University of Hawaii  
Travis A. Olson, University of Nevada, Las Vegas  
Linda Venenciano, University of Hawaii  
Judith Olson, University of Hawaii

In this session we compare the thinking and reasoning processes used in the explanations prospective teachers gave regarding their predictions and solutions for a task. We will discuss implications for implementation of learning trajectories in CCSSM.

Examining Preservice Elementary Teachers’ Interactions with Problem Posing and Problem Solving

Jinxia Xie, Syracuse University

This study explores the development of interaction between mathematical problem posing and problem solving with preservice elementary teachers. Important theoretical background information, detailed methodology and findings will be presented with an open forum for feedback and comments.

Session 78  
Equity and Mathematics Education  
Discussion Session  

Challenges and Opportunities of Teaching Mathematics for Social Justice

Enrique Ortiz, University of Central Florida

We will discuss challenges and opportunities associated with teaching mathematics for social justice (for example, hunger, economy and poverty). Activities tested with students, preservice teachers, and inservice teachers will be presented. Possible adaptations and connections to standards will be shared.

Session 79  
Mathematics Education Policy and Program Issues  
Individual Session  

Who Teaches Mathematics Content Courses for Teachers? An Analysis of Colleges and Universities in Texas

Sarah Quebec Fuentes, Texas Christian University  
Gwendolyn Joy Johnson, University of North Texas, Dallas  
Theresa Jorgensen, University of Texas, Arlington

Who teaches the mathematics content courses for preservice teachers at your college or university? We investigated this question for all colleges and universities in Texas and will paint a portrait of who is educating the next generation of teachers.
GENERAL SESSION

BUILDING A PROFESSIONAL KNOWLEDGE BASE FOR MATHEMATICS TEACHER EDUCATION:
REFLECTIONS ON THE FIRST THREE YEARS OF *MATHEMATICS TEACHER EDUCATOR*

Margaret Smith, University of Pittsburgh

In this session, the successes and challenges of launching a new journal will be discussed. In addition, what a professional knowledge base for mathematics teacher education could look like, and the extent to which the groundwork for such a knowledge base has been laid, will be considered.

RECEPTION FOR GRADUATE STUDENTS
AND EARLY CAREER FACULTY

Graduate students and early career faculty in their first three years are invited to join the AMTE Board of Directors and leadership in Ballroom C for a reception. Refreshments will be served.
Conference participants have two choices for breakfast:

**BREAKFAST**  
Breakfast will be served in Ballroom C.

**ADVOCACY BREAKFAST**  
Ken Krehbiel, National Council of Teachers of Mathematics  
Sharon Robinson, American Association of Colleges for Teacher Education  
Joan Ferrini-Mundy, National Science Foundation  
Karen King, National Science Foundation

The annual AMTE Advocacy Breakfast highlights up-to-date initiatives and events related to policy in mathematics teacher education. We've also updated the format this year! Rather than speaking separately, our invited panel of speakers will participate in an open discussion about how they approach advocacy in various contexts and will highlight important issues AMTE members need to consider related to research and practice in our field. After brief introductions, the panel will respond to questions prepared by the Emerging Issues Committee (EIC) and gathered from the AMTE membership. We will end with an open forum inviting questions from the audience and further discussion from the panel.
<table>
<thead>
<tr>
<th>Ballroom B</th>
<th>8:00 - 9:00 am</th>
<th>9:15 - 10:00 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>83. Salon 3</td>
<td>Conceptualizing Sustainability and Factors That Support Teachers Continuing Lesson Study After Infusion of External Resources - Druken &amp; Nickerson</td>
<td>97. Prospective Mathematics Teachers' Conceptions of Equitable Mathematics Teaching - Jackson, Roberts &amp; Salinas</td>
</tr>
<tr>
<td>84. Salon 4</td>
<td>Providing Mathematics Educators with Technological Tools to Scaffold Teacher Education - Ozgun-Koca, Bos, Edwards, Lee &amp; Mikusa</td>
<td></td>
</tr>
<tr>
<td>86. Salon 6</td>
<td>Ready to Teach: Manipulatives in Mathematics Content Courses - Moore &amp; Jacobs</td>
<td>99. Math Specialists' Needs and Development - Hjalmarsen, Bailey &amp; King</td>
</tr>
<tr>
<td>87. Salon 7</td>
<td>&quot;Killing with Kindness&quot; and Other Lessons from a Mathematics Equity Mentoring Group - Gregson &amp; Harris</td>
<td>100. Mathematical Content Knowledge Brief Report Session: Preservice Teachers</td>
</tr>
<tr>
<td>89. Salon 9</td>
<td>Action Research as Professional Development: Equitable Opportunities for Teachers in the Era of the CCSSM - Herbel-Eisenmann, Koestler &amp; Wager</td>
<td>102. Transformational Geometry in New Middle Grades Textbooks: What do Teachers Need to Know? - Kasmer, Dingman, Olson &amp; Teuscher</td>
</tr>
<tr>
<td>90. Salon 10</td>
<td>From Temperature to Translation and Relativity: Understanding Elementary Preservice Teachers' Reasoning About Integers - Wessman-Enzinger</td>
<td>103. Using Published Problem Solving Tasks as a Springboard for Staff Development - Bair, Cady &amp; Stark</td>
</tr>
<tr>
<td>93. Salon 13</td>
<td>Using an Online Forum to Mentor Secondary Mathematics Student Teachers Toward Standards-Based Instruction - Miriti</td>
<td>106. Thinking Outside the Classroom: Exploring the Benefits of Nontraditional Practical Experiences in Mathematics Teacher Education - Paolucci</td>
</tr>
<tr>
<td>94. Salon 14</td>
<td>Teachers' Uses of Learning Trajectories to Support Equitable Instruction - Myers</td>
<td>107. Supporting Teachers' Professional Noticing with Technology - Silverman &amp; Klein</td>
</tr>
</tbody>
</table>
| Ballroom B | 108. Listening to Students in Changing Classroom Practices: Resistance, Resilience and Context  
- Id-Deen, Cirillo & Herbel-Eisenmann |
| Salon 2  | 109. Teacher and Student Interactions in Technology-Intensive High School Algebra Classrooms  
- Okumuş, Cayton & Hollebrands |
| Salon 3  | 110. Secondary Mathematics Video: Charting Progress on a Shared Journey  
- Wieman, Chazan, Ellis, Philipp & Rhine |
| Salon 4  | 111. Engaging Teachers in Analyzing Core Practices in Mathematics Teaching  
- Graysay, Konuk, Freeburn & Arbaugh |
| Salon 5  | 112. Investigating the Effects of Mathematics Teacher Preparation on Teacher Knowledge and Practice: A Multi-Faceted Approach  
- Berk, Hiebert, Jansen, Morris, Mckenney & Miller |
| Salon 6  | 113. Turning an AMTE Presentation into a Mathematics Teacher Educator Submission  
- Browning, Hillen, Smith & Steele |
| Salon 7  | 114. Pedagogical Content Knowledge Brief Report Session: Developing PCK in Preservice Teachers |
| Salon 8  | 115. Exploring the Impact of Advanced Mathematics on Secondary Teaching Practices  
- Wasserman, Casey, Champion, Huey, Sanfratello & Waid |
| Salon 9  | 116. The Oklahoma Elementary Mathematics Specialist Certification Program: From Development to Implementation  
- Reeder, Utley, Conrady, Cassel, Lucas & Redmond-Sanogo |
| Salon 10 | 117. Forecasting the Impact and Lifespan of the Common Core’s Standards for Mathematical Practice  
- Courtney & Kosko |
| Salon 11 | 118. Learning about Prospective Teachers’ Learning about Feedback  
- Lischka, Kastberg, Hillman & Hartland |
| Salon 12 | 119. Addressing Central Challenges in Secondary Mathematics Teacher Preparation: A National Networked Improvement Community  
- Martin, Lewis, Strutchens & Fernandez |
| Salon 13 | 120. The CCSS, Ratios and Proportional Reasoning: The Role of Mathematics Educators  
- Burrill, Dick, Watanabe & Olson |
| Salon 14 | 121. Investigating Associations among Professional Development, Mathematical Knowledge for Teaching, and Pedagogical Content Beliefs  
- Schoen, Dixon, Tazaz & Childs |
Session 81
2014 AMTE Early Career Award Winner

Reflecting upon Being a Mathematics Teacher Educator

Amanda Jansen, University of Delaware

We will reflect together upon our work as mathematics teacher educators, individually and collectively. What have we learned over the past decade? What do we want to learn? Goals for teachers’ learning and directions for our field will be explored.

Session 82
Pedagogical Content Knowledge
Individual Session

Promoting Preservice Teachers’ Knowledge of Argumentation for Teaching

Chepina Rumsey, Kansas State University
Ian Whitacre, Florida State University

The goal of this presentation is to share an innovative, multi-layered hypothetical learning trajectory and instructional sequence focused on mathematical argumentation with mathematics teacher educators who work with elementary preservice teachers.

Session 83
Teacher Professional Development
Individual Session

Conceptualizing Sustainability and Factors That Support Teachers Continuing Lesson Study After Infusion of External Resources

Bridget Druken, San Diego State University
Susan Nickerson, San Diego State University

We report on factors that support or constrain mathematics teachers who recently participated in a three-year professional development utilizing lesson study to continue to engage in lesson study after their relationship with university faculty ended.

Session 84
Teaching and Learning with Technology
Extended Session (8:00 - 10:00 am)

Providing Mathematics Educators with Technological Tools to Scaffold Teacher Education

S. Asli Ozgun-Koca, Wayne State University
Beth Bos, Texas State University
Todd Edwards, Miami University
Mi Yeon Lee, Arizona State University
Michael Mikusa, The Ohio State University

We will discuss different tools and strategies that mathematics educators use when engaging and educating preservice and inservice teachers. Tools we will use include smart pens, virtual classroom environments, online collaborative tools, and screen capture tools. Bring your laptop or iPad!

Session 85
Discussion Session

AMTE’s Advocacy Toolkit: Building a Voice for Mathematics Educators

Kathryn Chval, University of Missouri
Michael Mays, West Virginia University

AMTE members consistently face pressures, challenges, changes, and opportunities that influence our field. For example, new state or federal regulations, negative media coverage, or proposed changes in certification or accreditation processes require strong AMTE advocates who are equipped with knowledge, resources, and colleagues to engage in important conversations. The AMTE Emerging Issues Committee has been involved in conversations about an Advocacy Toolkit and other resources that would provide members and affiliates with contacts, resources, tools, and professional development for addressing issues related to mathematics teacher education. Whether the audience is a single individual, a school board, a state legislature, or the media, resources are needed to communicate accurate and consistent messages and to dispel unwarranted controversy regarding the goals of mathematics education in general and the AMTE in particular. Join the Emerging Issues Committee to discuss why advocacy is central to our work, examine examples of helpful resources that currently exist, and identify resources that need to be created to support your particular advocacy needs. AMTE Emerging Issues Committee: Sybilla Beckmann, Kathryn Chval, Karen King, Jennifer Luebeck (chair), Mike Mays, Ed Silver, Marilyn Strutchens

Session 86
Individual Session

Ready to Teach: Manipulatives in Mathematics Content Courses

Sara Delano Moore, ETA hand2mind
Judith E. Jacobs, JEJMath, Ltd.

Join us to experience strategies for using manipulatives in K-8 mathematics content courses. Including manipulatives enhances conceptual understanding and models effective pedagogy for the K-8 classroom. Learn about ETA hand2mind resources and connections to commonly used textbooks.

Session 87
Individual Session

"Killing with Kindness" and Other Lessons from a Mathematics Equity Mentoring Group

Susan A. Gregson, University of Cincinnati
Justin Bradley Harris, University of Cincinnati

This session reports on the development of “political knowledge for teaching mathematics” (Gutiérrez, 2013) among early-career teachers in a voluntary, university-affiliated mentoring group that brings preservice and recently certified middle grades mathematics teachers together to engage dilemmas of equitable teaching.
Consequences of Preservice Teachers’ Procedural Views of Student Strategies for Multidigit Addition and Subtraction

Fetiye Aydeniz, Indiana University
Mark Andrew Creager, Indiana University
Michael Daiga, Indiana University
Erik Jacobson, Indiana University

In this session we will share results about the consequences of preservice teachers’ procedural views for interpreting and evaluating student strategies for multidigit addition and subtraction. The presenters will share their findings and discuss implications for teacher education.

Action Research as Professional Development: Equitable Opportunities for Teachers in the Era of the CCSSM

Beth Herbel-Eisenmann, Michigan State University
Courtney Koestler, Ohio University
Anita Wager, University of Wisconsin, Madison

This discussion session will provide space for participants to learn about and discuss the use of action research as a valuable and equitable form of professional development that supports teacher learning and improves classroom practices.

From Temperature to Translation and Relativity: Understanding Elementary Preservice Teachers’ Reasoning About Integers

Nicole Wessman-Enzinger, Illinois State University

Temperature is a relevant context for the learning of integers. Elementary PSTs connected the integers to temperature and uncovered mathematical complexities of integer use within this context. Their understandings of translation and relativity will be highlighted in this session.

Concept Mapping: Where Will it Lead?

Lisa L. Poling, Appalachian State University
Tracy J. Goodson-Espy, Appalachian State University
Chrystal Dean, Appalachian State University
Kathleen Lynch-Davis, Appalachian State University

In this session, we will explore the use of concept mapping to negotiate prospective teachers’ understanding of mathematical content related to number and operation.
Session 95
Ballroom B
NCTM Presidential Exchange Session

Teaching Matters! NCTM Tools to Support Implementation of Effective Mathematics Teaching Practices

Diane J. Briars, National Council of Teachers of Mathematics

NCTM's Principles to Actions: Ensuring Mathematical Success for All presents eight research-based effective Mathematical Teaching Practices to support all students' attainment of the conceptual understanding, procedural fluency, and proficiency in the habits of mind required for high-level mathematics learning. This session presents the latest set of NCTM professional development tools to increase preservice and inservice teachers' understanding of and ability to implement these practices in the classroom. Resources addressing the Guiding Principles described in Principles to Actions that support teachers' enactment of the effective teaching practices will also be presented. We will also discuss other prospective NCTM tools and resources to support teacher educators' work.

Session 96
Salon 2
Mathematics Education Policy and Program Issues Symposium

Affiliates: Becoming Stronger Advocates

Jacqueline Coomes, Eastern Washington University
Colleen Eddy, University of North Texas
Megan Burton, Auburn University
Jean Lee, University of Indianapolis
Dana Pomykal Franz, Mississippi State University

The AMTE Affiliate Connections Committee members discuss ways to assist state-level affiliate leaders and members in advocacy efforts. This session connects affiliates to leverage the strengths of local organizations in advocacy efforts. We share current resources to serve affiliate members.

Session 97
Salon 3
Equity and Mathematics Education Individual Session

Prospective Mathematics Teachers’ Conceptions of Equitable Mathematics Teaching

Christa Jackson, Iowa State University
Sarah A. Roberts, Iowa State University
Alejandra Salinas, Boston University

Secondary mathematics prospective teachers were asked to interpret and respond to five quotes related to issues of equity in mathematics education. Most PTs were able to recognize some issues of identity and power in the teaching and learning of mathematics.

Session 98
Salon 5
Mathematical Content Knowledge Individual Session

Preservice Teachers’ Different Meanings of Probability using Cuboid Dice

Michael Daiga, Indiana University

What if cube shaped dice were stretched to make rectangular prisms? On what face would you expect the cuboids to land? During this session, participants will roll cuboids and discuss how preservice teachers argued cuboids would roll and land.

Session 99
Salon 6
Development of Mathematics Teacher Educators Individual Session

Math Specialists’ Needs and Development

Margret Hjalmarson, George Mason University
Pamela Rae Bailey, Mary Baldwin College
Lesley Ann King, George Mason University

Participants will learn about professional development provided for mathematics specialists, data collected, analysis, and future plans. Discussions will involve participants in describing the mathematics specialists’ trajectory of development and activities that will help to gather data to establish the stages of growth.

Session 100
Salon 7
Mathematical Content Knowledge Brief Report Session

Preservice Secondary Mathematics Teachers’ Understanding of Geometry Theorems and Ability in Proof Writing

Tuyin An, Purdue University

This study aims to look in-depth at the nature of preservice secondary mathematics teachers’ learning of geometry proofs in order to help them develop proof and reasoning abilities more effectively.

The Connections between Multiplication and Division, and Two Distinct Perspectives on Ratios

Ibrahim Burak Olmez, University of Georgia

This study examines how preservice teachers’ understandings of multiplication and division supported and constrained their understandings of ratios and proportional relationships in terms of quantities.
Session 101  
Teacher Professional Development  
Individual Session  

"I Really Don't Want to Watch My Video:" Examining Psychological and Cognitive Informants of Teachers' Noticing  

Dionne Cross Francis, Indiana University  
Lauren Rakacki, Indiana University  
Rick A. Hudson, University of Southern Indiana  
Lori Dilworth, Indiana University East  

In this presentation we discuss the ways mathematical knowledge for teaching and teacher efficacy influence four elementary teachers' willingness to engage in video discussions and the ways they attend to aspects of their own practices.

Session 102  
Pedagogical Content Knowledge  
Individual Session  

Transformational Geometry in New Middle Grades Textbooks: What do Teachers Need to Know?  

Lisa Anne Kasmer, Grand Valley State University  
Shannon W. Dingman, University of Arkansas  
Travis A. Olson, University of Nevada, Las Vegas  
Dawn Teuscher, Brigham Young University  

PSTs curricular reasoning is necessary to analyze curriculum and make decisions about planning, implementation, and reflecting. This session will provide participants an opportunity to examine textbooks and participate in a curriculum analysis activity that we have used with our PSTs.

Session 103  
Teacher Professional Development  
Individual Session  

Using Published Problem Solving Tasks as a Springboard for Staff Development  

Sherry Lynn Bair, Texas A&M University, Corpus Christi  
Jo Ann Cady, University of Tennessee  
Walter Stark, St. Pancras Middle School, Glendale, New York  

Participants explore published problem-solving tasks with the authors, and a classroom teacher who uses the tasks. Classroom uses, teacher-submitted student work, and how the two are related, leads to implications for using the tasks as a springboard to staff development.

Session 104  
Teaching and Learning with Technology  
Individual Session  

Barriers that Impede Technology Implementation: Implications for Professional Development  

Stephen J. Pape, Johns Hopkins University  
Cynthia Greenberg, Johns Hopkins University  
Sherri Prosser, University of Florida  

In this presentation, we share mathematics instructors' and students' perceptions of barriers to technology implementation and discourse, two elements of a PD program. The instructors reported perceptions of using technology as a tool for developing discourse and increasing mathematics achievement.
<table>
<thead>
<tr>
<th>Session 108</th>
<th>Ballroom B</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Public Session 108</em></td>
<td><em>Equity and Mathematics Education Symposium</em></td>
</tr>
<tr>
<td><strong>Listening to Students in Changing Classroom Practices: Resistance, Resilience and Context</strong></td>
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<td>Lateefah Id-Deen, Michigan State University</td>
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<td>Michelle Cirillo, University of Delaware</td>
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<td>Beth Herbel-Eisenmann, Michigan State University</td>
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<td>We will discuss the perspectives students share in order to better understand student resistance and resilience; examine the perspectives and issues that arise from differing contexts; and consider how these stories and perspectives might impact teachers, teaching and teacher education.</td>
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<table>
<thead>
<tr>
<th>Session 109</th>
<th>Salon 2</th>
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</thead>
<tbody>
<tr>
<td><em>Public Session 109</em></td>
<td><em>Teaching and Learning with Technology Symposium</em></td>
</tr>
<tr>
<td><strong>Teacher and Student Interactions in Technology-Intensive High School Algebra Classrooms</strong></td>
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<tr>
<td>Samet Okumuş, North Carolina State University</td>
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<td>Charity Cayton, East Carolina University</td>
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<td>Karen Hollebrands, North Carolina State University</td>
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<td>This research examines second mathematics teachers’ interactions with students when implementing common dynamic geometry tasks in 1-1 computing, high school algebra classrooms. Analysis of teacher actions revealed similarities and differences during implementation.</td>
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<table>
<thead>
<tr>
<th>Session 110</th>
<th>Salon 3</th>
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</thead>
<tbody>
<tr>
<td><em>Public Session 110</em></td>
<td><em>Teacher Professional Development Symposium</em></td>
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<tr>
<td><strong>Secondary Mathematics Video: Charting Progress on a Shared Journey</strong></td>
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<tr>
<td>Rob Wieman, Rowan University</td>
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<td>Daniel Chazan, University of Maryland</td>
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<td>Mark W. Ellis, California State University Fullerton</td>
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<td>Randolph Philipp, San Diego State University</td>
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<td>Steve Rhine, Pacific University</td>
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<td>Presenters will share a number of promising recent developments in the creation of a publicly shared library of video for use in secondary mathematics teacher education. Participants will discuss issues involved in extending this work.</td>
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<table>
<thead>
<tr>
<th>Session 111</th>
<th>Salon 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Public Session 111</em></td>
<td><em>Pedagogical Content Knowledge Discussion Session</em></td>
</tr>
<tr>
<td><strong>Engaging Teachers in Analyzing Core Practices in Mathematics Teaching</strong></td>
<td></td>
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<tr>
<td>Duane Graysay, Penn State University</td>
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<td>Nursen Konuk, Penn State University</td>
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<td>Ben Freeburn, Penn State University</td>
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<td>Fran Arbaugh, Penn State University</td>
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<td>During this session, participants and presenters will discuss core practices of mathematics teaching and will share strategies for engaging preservice and inservice teachers in analyzing core practices within episodes of teaching.</td>
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<table>
<thead>
<tr>
<th>Session 112</th>
<th>Salon 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Public Session 112</em></td>
<td><em>Mathematical Content Knowledge Symposium</em></td>
</tr>
<tr>
<td><strong>Investigating the Effects of Mathematics Teacher Preparation on Teacher Knowledge and Practice: A Multi-Faceted Approach</strong></td>
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<tr>
<td>Dawn Berk, University of Delaware</td>
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<td>James Hiebert, University of Delaware</td>
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<td>Amanda Jansen, University of Delaware</td>
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<td>Anne K. Morris, University of Delaware</td>
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<td>Kristin McKenney, University of Delaware</td>
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<td>Emily Miller, University of Delaware</td>
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<td>We describe the goals, methods, and findings from a multi-faceted, longitudinal investigation of the effects of K-8 mathematics teacher preparation. Empirical data from five different measures show effects on teachers’ knowledge, skills, beliefs, and teaching practices 1-3 years after graduation.</td>
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</table>

<table>
<thead>
<tr>
<th>Session 113</th>
<th>Salon 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Public Session 113</em></td>
<td><em>Discussion Session</em></td>
</tr>
<tr>
<td><strong>Turning an AMTE Presentation into a Mathematics Teacher Educator Submission</strong></td>
<td></td>
</tr>
<tr>
<td>Christine Browning, Western Michigan University</td>
<td></td>
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<td>Amy Hillen, Kennesaw State University</td>
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<td>Margaret Smith, University of Pittsburgh</td>
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<td>Michael Steele, University of Wisconsin, Milwaukee</td>
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<td>This session will focus on how to take the key ideas from your AMTE presentation and use them as a framework for a manuscript suitable for publication in the Mathematics Teacher Educator (MTE). Members of the MTE Editorial Board will describe critical aspects of the review process and co-authors of an MTE published paper will describe the entire process they went through to turn their AMTE presentation into an MTE article.</td>
<td></td>
</tr>
</tbody>
</table>
Session 114  
Pedagogical Content Knowledge  
Brief Report Session

**Developing Secondary Mathematics Preservice Teachers’ Abilities to Interpret and Respond to Students’ Mathematical Thinking**

Leigh Haltiwanger, Clemson University  
Amber Simpson, Clemson University  

Researchers will share findings from a mixed methods study that examined the relationship between mathematics preservice teachers’ abilities to interpret and respond to students’ written work. Project results will be shared and the significance of the study will be considered.

**Prospective Teachers Developing Professional Noticing Skills as they Engage in a Virtual Field Sequence**

Sarah Selmer, West Virginia University  

I will discuss a study examining prospective teachers’ development of mathematical justifications when they engage in a virtual learning experience. Discussion will focus on current research efforts to study participants’ facilitation of related mathematical learning environments with students.

**The (Potential) Role of Non-Examples in Supporting Novice Teacher Learning of Core Instructional Practices**

Sarah Kate Selling, Stanford University  
Erin Baldinger, Arizona State University  

This presentation explores how a strategically designed non-example, used in conjunction with a video exemplar, might support learning opportunities for novice secondary mathematics teachers around the core instructional practice of eliciting and interpreting student thinking.

**Trajectory-Based Measures of Professional Noticing Capacities**

Jonathan Norris Thomas, Northern Kentucky University  
Edna O. Schack, Morehead State University  
Molly H. Fisher, University of Kentucky  
Janet Tassell, Western Kentucky University  

This session provides information regarding the design and implementation processes of a professional noticing measure with prospective elementary teachers. This measure focused on determining capacities to attend, interpret, and respond appropriately to children’s mathematical thinking with respect to numeracy development.

Session 115  
Mathematical Content Knowledge  
Symposium

**Exploring the Impact of Advanced Mathematics on Secondary Teaching Practices**

Nick Wasserman, Teachers College, Columbia University  
Stephanie Casey, Eastern Michigan University  
Joe Champion, Boise State University  
Maryann Huey, Drake University  
Andrew Sanfratello, Teachers College, Columbia University  
Brandie Elisabeth Waid, Teachers College, Columbia University  

Studies exploring the role and impact of advanced mathematics on secondary teaching will be presented; topics include CCSS-M, abstract algebra, real analysis, and statistics. Illustrations connected to classroom teaching practices will be examined and implications for mathematics teacher education discussed.

Session 116  
Mathematics Education Policy and Program Issues  
Symposium

**The Oklahoma Elementary Mathematics Specialist Certification Program: From Development to Implementation**

Stacy Reeder, University of Oklahoma  
Juliana Utley, Oklahoma State University  
Kansas Conrady, University of Oklahoma  
Darinda Cassel, University of Central Oklahoma  
Carol Lucas, University of Central Oklahoma  
Adrienne Anne Redmond-Sanogo, Oklahoma State University  

Faculty from 3 universities in our state will share insights about the Oklahoma Elementary Mathematics Education Certification program from the initial development to the implementation. Mathematics educators from across the state collaborated to develop the standards and courses for this certification.

Session 117  
Mathematics Education Policy and Program Issues  
Discussion Session

**Forecasting the Impact and Lifespan of the Common Core’s Standards for Mathematical Practice**

Scott A. Courtney, Kent State University  
Karl Wesley Kosko, Kent State University  

Participants will engage in activities and discussions designed to make explicit their conceptions of the mathematical practices, what it means to demonstrate engagement in the practices, and their beliefs regarding the potential to authentically assess students’ developing mathematical practices.
Learning about Prospective Teachers’ Learning about Feedback

Alyson E. Lischka, Middle Tennessee State University
Signe Kastberg, Purdue University
Susan L. Hillman, Saginaw Valley State University
Kristin S. Hartland, Middle Tennessee State University

We share three activities from different mathematics methods courses designed to support prospective teachers (PTs) to build perspective on written formative feedback. The role of the activities in supporting opportunities for PTs to learn to provide feedback is discussed.

Addressing Central Challenges in Secondary Mathematics Teacher Preparation: A National Networked Improvement Community

W. Gary Martin, Auburn University
William James Lewis, University of Nebraska, Lincoln
Marilyn E. Strutchens, Auburn University
Maria Lorelei Fernandez, Florida International University

A national networked improvement community of school-university partnerships has formed “research action clusters” focused on improving content knowledge, redesigning clinical experiences, and enhancing recruitment to address central challenges in preparing prospective secondary teachers able to effectively teach the Common Core.

The CCSS, Ratios and Proportional Reasoning: The Role of Mathematics Educators

Gail Burrill, Michigan State University
Thomas Dick, Oregon State University
Tad Watanabe, Kennesaw State University
Melfried Olson, University of Hawaii

An interactive discussion will focus on a technology-leveraged approach for building ratio concepts, bringing coherence to developing proportional reasoning. Research can help us inform the practice of teachers with whom we work to make the shifts advocated by the CCSS.

Investigating Associations among Professional Development, Mathematical Knowledge for Teaching, and Pedagogical Content Beliefs

Robert Schoen, Florida State University
Juli K. Dixon, University of Central Florida
Amanda Tazaz, Florida State University
Kristopher James Childs, University of Central Florida

We will discuss theoretical frameworks and empirical associations between and within mathematical knowledge for teaching and pedagogical content beliefs. Findings from the first year of a multi-year efficacy study of a professional development program for primary teachers will be shared.
LUNCH AND COMMITTEE MEETINGS

AMTE committees have the opportunity to meet face-to-face and share a meal together. Committees may use this time to get to know each other more personally and set goals for future committee meetings this year. A list of the committees that are meeting and table locations are located on pages 11 & 12 of your conference program.
<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballroom B</td>
<td>122. The Use of Technology in Education: An Historical Perspective</td>
<td>Sattler</td>
</tr>
<tr>
<td></td>
<td>136. A Conversation about Policy Issues in Teacher Education</td>
<td>Robinson &amp; Ball</td>
</tr>
<tr>
<td>Salon 2</td>
<td>123. Connecting Methods Courses and Practicum Experiences in Early Childhood Mathematics</td>
<td>Linder &amp; Simpson</td>
</tr>
<tr>
<td></td>
<td>137. Building Practice from Research: The Case of Video</td>
<td>Sanchez</td>
</tr>
<tr>
<td>Salon 3</td>
<td>124. Hearing the “Whole” Song: Bilingual Third Grade Children Learning about Equivalent Fractions through Mariachi Music</td>
<td>Kalinec-Craig</td>
</tr>
<tr>
<td>Salon 5</td>
<td>126. Towards a Practice to Support K-12 Prospective Mathematics Teachers’ Curricular Decision-Making</td>
<td>Earnest, Males, Amador, Dietiker, Drake, Land &amp; Tyminski</td>
</tr>
<tr>
<td>Salon 6</td>
<td>127. Advancing Inclusive Mathematics Education: A Case of Professional Learning</td>
<td>Tan</td>
</tr>
<tr>
<td></td>
<td>139. Field Experiences in Mathematics Teacher Education: A Japanese Perspective</td>
<td>Watanabe</td>
</tr>
<tr>
<td>Salon 7</td>
<td>128. Teacher Professional Development Brief Report Session: Use of Video</td>
<td></td>
</tr>
<tr>
<td></td>
<td>140. Establishing Predictive Validity: Knowledge for Teaching Geometry Assessments</td>
<td>Bush, Peters, Mohr-Schroeder, Ronau &amp; Lee</td>
</tr>
<tr>
<td>Salon 8</td>
<td>129. Flipping and Problem-Based Learning in a Geometry Course for Math Majors</td>
<td>Caldwell</td>
</tr>
<tr>
<td></td>
<td>141. Identifying and Measuring Equitable Mathematics Teaching Practices</td>
<td>Goffney, Chauvot &amp; Gonzalez</td>
</tr>
<tr>
<td>Salon 9</td>
<td>130. Scaling Development of Mathematics Professional Developers</td>
<td>Carney, Brendefur &amp; Hughes</td>
</tr>
<tr>
<td></td>
<td>142. Algebraic and Rational Number Reasoning: Elementary Preservice Teachers Transitioning From Words to Symbols</td>
<td>Kirwan, Safak &amp; Wessman-Enzinger</td>
</tr>
<tr>
<td>Salon 10</td>
<td>131. A Prototype Partnership to Prepare Elementary Teachers for Grades 4-8 STEM Instruction</td>
<td>Champion</td>
</tr>
<tr>
<td></td>
<td>143. Supporting Teachers’ Use of Discourse, Dynamic Geometry, and Collaboration in an Online Environment</td>
<td>Powell, Alqahtani &amp; Weimar</td>
</tr>
<tr>
<td>Salon 11</td>
<td>132. A State-Wide Collaboration to Develop Elementary School Mathematics Leaders</td>
<td>Schwartz, Morge, Seaman, Starling &amp; Walkowiak</td>
</tr>
<tr>
<td></td>
<td>144. Redesigning Elementary Math Methods in the Common Core Era</td>
<td>Disney &amp; Cobbs</td>
</tr>
<tr>
<td>Salon 12</td>
<td>133. Middle School Mathematics Teachers’ Use of the Five Practices When Implementing High Cognitive Demand Tasks</td>
<td>Candela</td>
</tr>
<tr>
<td></td>
<td>145. Equity and Mathematics Education Brief Report Session: Equity and Preservice Teachers</td>
<td></td>
</tr>
<tr>
<td>Salon 13</td>
<td>134. A Proposed Learning Trajectory for Preservice Teachers’ Understanding of Mathematical Definitions</td>
<td>Molitoris-Miller</td>
</tr>
<tr>
<td></td>
<td>146. Math Teachers’ Circles: Professional Development that Develops Content Knowledge and Teacher Leadership</td>
<td>Yow &amp; White</td>
</tr>
<tr>
<td>Salon 14</td>
<td>135. A 100-Year Retrospective on Mathematics Education Research Focus Areas and Doctoral Programs</td>
<td>Safi</td>
</tr>
<tr>
<td></td>
<td>147. Fostering Prospective Teachers’ Ability to Engage Future Students in Ambitious Mathematics Learning by Listening Responsively</td>
<td>Callahan</td>
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<td>Time</td>
<td>Session</td>
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<tr>
<td>3:30 – 4:30 pm</td>
<td><strong>Ballroom B</strong></td>
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</tr>
</tbody>
</table>
| 3:30 – 4:30 pm | 148. 2015 AMTE Excellence in Teaching Award: Seeing Through Your Students’ Eyes  
- Peterson |
| 3:30 – 4:30 pm | **Salon 2** |
| 3:30 – 4:30 pm | 149. Promoting Teachers’ Covariational Reasoning Through an Interactive Activity  
- Glassmeyer |
| 3:30 – 4:30 pm | **Salon 3** |
| 3:30 – 4:30 pm | 150. Making Weekly Assignments Practice-Based: What Approximations of Practice Might Look Like in Methods Classes  
- Herbst, Crespo, Zazkis, Lim & Rougee |
| 3:30 – 4:30 pm | **Salon 4** |
| 3:30 – 4:30 pm | 151. Comparing Elementary and Secondary Teachers’ Interactive Decision Making: Professional Noticing of Students’ Mathematical Thinking  
- Fredenberg, Philipp & Hawthorne |
| 3:30 – 4:30 pm | **Salon 5** |
| 3:30 – 4:30 pm | 152. Technology Inclusion in Mathematics Teacher Preparation: Four Decades of Research  
- Bush, Driskell, Rakes & Ronau |
| 3:30 – 4:30 pm | **Salon 6** |
| 3:30 – 4:30 pm | 153. Secondary Mathematics Teacher Preparation in/for Urban Environments  
- Bullock, Anderson & Powell |
| 3:30 – 4:30 pm | **Salon 7** |
| 3:30 – 4:30 pm | 154. Teacher Professional Development Brief Report Session: Tasks and Problem-Based Learning |
| 3:30 – 4:30 pm | **Salon 8** |
| 3:30 – 4:30 pm | 155. Understanding Risks and Benefits of Creating and Sustaining a Community of Practice with Varied Participants  
- Heaton & Carlson |
| 3:30 – 4:30 pm | **Salon 9** |
| 3:30 – 4:30 pm | 156. Preservice Teachers’ Understanding of Sizes of Wholes in Fraction Multiplication  
- Baek, Tobias, Wickstrom & Safak |
| 3:30 – 4:30 pm | **Salon 10** |
| 3:30 – 4:30 pm | 157. Elementary Mathematics Specialists: Roles, Responsibilities and Impact. Implications for Teacher Education, and Professional Development  
- Fennell, Kobett, Swartz & Wray |
| 3:30 – 4:30 pm | **Salon 11** |
| 3:30 – 4:30 pm | 158. Uses of the Internet to Support Preservice Teacher Learning of Mathematics  
- Brakoniecki |
| 3:30 – 4:30 pm | **Salon 12** |
| 3:30 – 4:30 pm | 159. Equity and Mathematics Education Brief Report Session: Equitable Teaching |
| 3:30 – 4:30 pm | **Salon 13** |
| 3:30 – 4:30 pm | 160. Building Mathematical Modeling Skills Among Secondary Mathematics Teacher Educators Through Professional Development  
- Groshong, Gomez & Manouchehri |
| 3:30 – 4:30 pm | **Salon 14** |
| 3:30 – 4:30 pm | 161. Successfully Flipping a Mathematics Content Course for Preservice Teachers: Lessons Learned  
- Mudzimiri |
### Session 122
**AMATYC Presidential Exchange Session**

**The Use of Technology in Education: An Historical Perspective**
Nancy Sattler, *American Mathematical Association of Two Year Colleges*

This presenter will discuss changes that have occurred in the classroom from the days of the slide rule through the days of the graphing calculator and the use of the Internet.

**Session 123**
**Preservice Teacher Field Experiences**

**Connecting Methods Courses and Practicum Experiences in Early Childhood Mathematics**
Sandra Linder, *Clemson University*
Amber Simpson, *Clemson University*

This study examines changes in early childhood preservice teachers' mathematics beliefs and connections to enactment following a reflective teaching experience. A mixed-methods multi-phase design is used to examine this experience for 152 participants taking a methods course and concurrent practicum.

**Session 124**
**Equity and Mathematics Education**

**Hearing the “ Whole” Song: Bilingual Third Grade Children Learning about Equivalent Fractions through Mariachi Music**
Crystal Kalinec-Craig, *University of Texas, San Antonio*

This presentation describes the experiences of a bilingual third grade mathematics teacher as she collaborated with mariachis to implement a *Math through Mariachi* lesson about the relative value of equivalent fractions and one whole as it related to mariachi music.

**Session 125**
**Teacher Professional Development**

**Coaching: Exploring the Current State of Research and Setting Future Research Agendas**
Lynsey Gibbons, *University of Washington*
Patricia F. Campbell, *University of Maryland*
Jennifer Luebeck, *Montana State University*
Maggie McGatha, *University of Louisville*

Panelists from three projects will briefly discuss their research on how coaching supports classroom instruction and school-wide reform. These presentations will help to ground participants in a subsequent concentrated discussion addressing current issues in coaching and setting future research agendas.

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**Session 126**
**Salon 5**

**Pedagogical Content Knowledge Extended Session (1:00 - 3:00 pm)**

**Towards a Practice to Support K-12 Prospective Mathematics Teachers' Curricular Decision-Making**
Darrell Earnest, *University of Massachusetts, Amherst*
Lorraine Marie Males, *University of Nebraska, Lincoln*
Julie Amador, *University of Idaho*
Leslie Dietiker, *Boston University*
Corey Drake, *Michigan State University*
Tonia Land, *Drake University*
Andrew Tyminski, *Clemson University*

This working group will focus on issues of developing preservice teachers’ (PSTs) curriculum decision-making. We seek to engage participants in discussing recent efforts across K-12 methods courses to both investigate and develop PSTs’ curricular decision-making.

**Session 127**
**Salon 6**

**Advancing Inclusive Mathematics Education: A Case of Professional Learning**
Paulo Tan, *Indiana University*

Despite the push for equity in mathematics education, students with disabilities continue to lack access to and achievement in rich mathematics. This presentation describes a case of professional learning where teachers from two elementary schools engaged in collaborative inquiry on equity.

**Session 128**
**Salon 7**

**Modified Lesson Study with Video-Assisted Reflection to Enhance Teacher Practice (MVP)**
Samuel Eskelson, *University of South Florida*

This session reports on teachers' engagement in modified lesson study that includes the use of video to aid their reflection on instruction. The impact of this video-assisted reflection on teachers' subsequent instruction will also be discussed.

**Studying the Work of Leading a Mathematics Discussion: Establishing Mathematical Richness**
Minsung Kwon, *University of Michigan*
Mark Hoover, *University of Michigan*

Based on the analysis of videotaped lessons of 24 teachers who taught the same mathematical task, this session presents key practices and specific moves for establishing mathematical richness in leading a mathematics discussion.
### Session 129

**Teaching and Learning with Technology**

**Individual Session**

#### Flipping and Problem-Based Learning in a Geometry Course for Math Majors

Janet H. Caldwell, *Rowan University*

Is flipping consistent with problem-based learning? How can it work in a technologically-rich environment? How does it affect student learning? This session will describe experiences in flipping a junior-level geometry course, including instructional strategies and results.

### Session 130

**Development of Mathematics Teacher Educators**

**Individual Session**

#### Scaling Development of Mathematics Professional Developers

Michele Carney, *Boise State University*
Jonathan Brendefur, *Boise State University*
Gwyneth Hughes, *Boise State University*

We present a framework for knowledge needed by mathematics professional developers, describe our model of identifying and preparing over 24 facilitators for a statewide, mandated mathematics course, and provide evidence of consistent growth in mathematical knowledge for teaching across instructors.

### Session 131

**School and University Partnerships and Projects**

**Individual Session**

#### A Prototype Partnership to Prepare Elementary Teachers for Grades 4–8 STEM Instruction

Joe Champion, *Boise State University*

I share initial results from an experimental field-based teacher preparation partnership in which generalist elementary teachers prepare for grades 4–8 STEM teaching through engagement in authentic mathematics and science. Session participants will consider the program design, first year outcomes, and accompanying resources.

### Session 132

**Teacher Professional Development**

**Individual Session**

#### A State-Wide Collaboration to Develop Elementary School Mathematics Leaders

Catherine Schwartz, *East Carolina University*
Shelby P. Morge, *University of North Carolina, Wilmington*
Carol E. Seaman, *University of North Carolina, Greensboro*
Tina T. Starling, *North Carolina State University*
Temple Walkowiak, *North Carolina State University*

We describe a collaboration among seven universities to create, implement, and maintain the North Carolina Elementary Mathematics Add-on License (EMAoL). An overview of the program will be followed by small group discussions surrounding program coursework and dilemmas of practice.

### Session 133

**Pedagogical Content Knowledge**

**Individual Session**

#### Middle School Mathematics Teachers’ Use of the Five Practices When Implementing High Cognitive Demand Tasks

Amber Grace Candela, *University of Georgia*

This session will provide an overview of a study that examined teachers’ perspectives on factors affecting the implementation of high cognitive demand tasks. Participants will engage in discussion framing the implementation of tasks using Smith and Stein’s (2011) five practices.

### Session 134

**Mathematical Content Knowledge**

**Individual Session**

#### A Proposed Learning Trajectory for Preservice Teachers’ Understanding of Mathematical Definitions

Susanna Molitoris Miller, *Kennesaw State University*

I present a learning trajectory involving understanding of mathematical definitions and share results of a teaching experiment with teachers from each stage of the trajectory. Discussion focuses on post-assessment results and their implications for the trajectory and for teacher education.

### Session 135

**Development of Mathematics Teacher Educators**

**Individual Session**

#### A 100-Year Retrospective on Mathematics Education Research Focus Areas and Doctoral Programs

Farshid Safi, *College of New Jersey*

This session will showcase a detailed longitudinal analysis of the impact that doctorate-granting institutions have had in the development of mathematics teacher educators including an examination of their research focus areas over the last 100 years.
### Session 136  
**Ballroom B**  
**Individual Session**  

**A Conversation about Policy Issues in Teacher Education**

Sharon Robinson, *American Association of Colleges for Teacher Education*  
Deborah Loewenberg Ball, *University of Michigan*

Join Dr. Sharon Robinson, President and Chief Executive Officer of the AACTE, in a discussion of teacher evaluation, program accreditation, teacher certification, and other important issues. This session will include a response from Dr. Deborah Ball, recent recipient of an AACTE award for teacher education. Ample opportunity will also be provided for audience participation and discussion.

### Session 137  
**Salon 2**  
**Individual Session**  

**Building Practice from Research: The Case of Video**

Wendy B. Sanchez, *Kennesaw State University*

A research-based framework is posed that describes important considerations for conducting and reporting scholarly inquiry and building scholarly practice regarding the use of video cases in mathematics methods courses.

### Session 138  
**Salon 3**  
**Individual Session**  

**Supporting Professional Growth Through Cognitive Coaching: Our New Approach to Field Supervision**

Jon F. Hasenbank, *Grand Valley State University*  
Hope H. Gerson, *Grand Valley State University*  
David Coffey, *Grand Valley State University*

We will share our framework for using Cognitive Coaching (not evaluation) as the primary support function for field experiences. By using candidates' personal learning goals to focus observations, debriefings, and reflections, field observations become genuine opportunities for professional growth.

### Session 139  
**Salon 6**  
**Individual Session**  

**Field Experiences in Mathematics Teacher Education: A Japanese Perspective**

Tad Watanabe, *Kennesaw State University*

We will discuss and brainstorm how we might tackle the challenges of creating high-quality field experiences for prospective mathematics teachers by using the structures of Japanese mathematics teacher education programs as a mirror to reflect our own practices.

### Session 140  
**Salon 7**  
**Individual Session**  

**Establishing Predictive Validity: Knowledge for Teaching Geometry Assessments**

William S. Bush, *University of Louisville*  
Susan A. Peters, *University of Louisville*  
Margaret J. Mohr-Schroeder, *University of Kentucky*  
Robert N. Ronau, *University of Cincinnati*  
Carl W. Lee, *University of Kentucky*

The purpose of Geometry Assessments for Secondary Teachers was to develop assessment and observation instruments that measure secondary mathematics teachers' knowledge for teaching geometry, specifically area/volume and similarity/congruence. The assessments were designed with a validity framework for predicting effective teaching and student achievement.

### Session 141  
**Salon 8**  
**Individual Session**  

**Identifying and Measuring Equitable Mathematics Teaching Practices**

Imani Goffney, *University of Houston*  
Jennifer Chauvot, *University of Houston*  
Monica Gonzalez, *University of Houston*

This session shares the findings from a pilot study that is part of a larger project that is developing and studying curricula in which EC-6 teacher preparation programs can prepare elementary teachers for the ambitious and equitable teaching of mathematics.

### Session 142  
**Salon 9**  
**Individual Session**  

**Algebraic and Rational Number Reasoning: Elementary Preservice Teachers Transitioning From Words to Symbols**

James Vince Kirwan, *Illinois State University*  
Elif Safak, *Illinois State University*  
Nicole Wessman-Enzinger, *Illinois State University*

We will share results from a study designed to investigate preservice teachers' algebraic and rational number reasoning. We anticipate this session being useful for mathematics teacher educators looking for ways to incorporate more algebraic reasoning in their courses.
Session 143
Teaching and Learning with Technology
Individual Session

Supporting Teachers’ Use of Discourse, Dynamic Geometry, and Collaboration in an Online Environment

Arthur Belford Powell, Rutgers University
Muteb M. Alqahtani, Rutgers University
Stephen Weimar, The Math Forum, Drexel University

We describe a program where secondary teachers develop further their geometrical and dynamic-geometry knowledge for teaching. We then explore how teachers further their students' mathematical practices through discursive interactions using specifically designed, researched dynamic-geometry tasks in an online, collaborative environment.

Session 144
Mathematics Education Policy and Program Issues
Individual Session

Redesigning Elementary Math Methods in the Common Core Era

Andria Disney, University of Montana
Georgia Ann Cobbs, University of Montana

Examine one university's journey in redesigning its Elementary Math Methods course to reflect the CCSSM shifts, the demands of SBAC and PARCC, and the state's new evaluation system to prepare its preservice teachers for the changing needs of P-12 schools.

Session 145
Equity and Mathematics Education
Brief Report Session

Aspects of Culture: What do Elementary Mathematics PSTs Attend to When Writing Problems?

Katie Arndt, University of South Florida
Sarah A. van Ingen, University of South Florida

We will discuss the micro skill of attending to various aspects of culture in elementary mathematics problem solving problems. We will explore the complexities of unpacking the ideas of culturally responsive teaching, and learning to write these problems.

Preparing Preservice Math Teachers to Teach for Social Justice through Action Research

Trevor Warburton, University of Utah

During Spring 2014, I taught a group of seven preservice mathematics teachers. Through their action research projects these teachers learned to view their practice through an equity lens. I will present on the work that we did together.

Session 146
Teacher Professional Development
Individual Session

Math Teachers’ Circles: Professional Development that Develops Content Knowledge and Teacher Leadership

Jan A. Yow, University of South Carolina
Diana White, University of Colorado, Denver

This session shares details about a professional development program for teachers called Math Teachers’ Circles (MTCs). The session also offers findings that demonstrate MTCs can develop both content knowledge and teacher leadership. Participants also experience a modified MTC problem solving session.

Session 147
Mathematical Content Knowledge
Individual Session

Fostering Prospective Teachers’ Ability to Engage Future Students in Ambitious Mathematics Learning by Listening Responsively

Kadian M. Callahan, Kennesaw State University

This session will discuss the ways in which developing prospective teachers' skills in listening responsively in a mathematics content course may foster their ability to engage their future students in learning mathematics in ambitious ways.
Seeing Through Your Students’ Eyes
Blake Peterson, Brigham Young University

Anticipating students’ mathematical thinking is a valuable teaching practice. Learning to anticipate students’ thinking requires teachers to see mathematics through their students’ eyes. In this talk, I will share some interesting ways students see mathematics and discuss the pedagogical benefits of looking at mathematics through their eyes.

Promoting Teachers’ Covariational Reasoning Through an Interactive Activity
David Glassmeyer, Kennesaw State University

In this session I share an interactive activity intended to promote middle school teachers’ covariational reasoning. I present evidence from teacher documents and interviews to evaluate and improve the activity for other mathematics teacher educators.

Making Weekly Assignments Practice-Based: What Approximations of Practice Might Look Like in Methods Classes
Patricio G. Herbst, University of Michigan
Sandra Crespo, Michigan State University
Rina Zazkis, Simon Fraser University
Woong Lim, Kennesaw State University
Annick Rougee, University of Michigan

We showcase four projects that have designed and used weekly assignments in methods classes as opportunities to practice some aspects of teaching - either as lesson plays and scripts or as storyboards.

Comparing Elementary and Secondary Teachers’ Interactive Decision Making: Professional Noticing of Students’ Mathematical Thinking
Mike Fredenberg, San Diego State University
Randolph Philipp, San Diego State University
Casey Hawthorne, San Diego State University

We will compare factors that shape teachers’ interactive decision making in general, and professional noticing in particular, by comparing issues that arise between elementary and secondary school teachers. Implications for teacher preparation and teacher development will be considered.

Technology Inclusion in Mathematics Teacher Preparation: Four Decades of Research
Sarah B. Bush, Bellarmine University
Shannon Driskell, University of Dayton
Christopher Rakes, University of Maryland, Baltimore County
Robert N. Ronau, University of Cincinnati

The rapid expansion of technology integration calls for a rethinking of teaching and learning with current and emerging technologies. This presentation reports an analysis of the impact of technology in mathematics preservice teacher preparation over the past four decades.

Secondary Mathematics Teacher Preparation in/for Urban Environments
Erika C. Bullock, University of Memphis
Celia Rousseau Anderson, University of Memphis
Angiline Powell, University of Memphis

In this discussion session, participants will explore issues related to secondary teacher preparation in and for urban environments. Session participants will address issues including, but not limited to, program design, field experiences, and preservice teacher biases related to urban contexts.

Planning and Implementing Problem-Based Instruction: Teacher Dilemmas and Difficulties
Leigh A. van den Kieboom, Marquette University
Marta T. Magiera, Marquette University

This session will engage teacher educators in conversations about difficulties teachers have planning problem-based instruction. Using results from a professional development program with grades 6-10 teachers, specific attention will be given to the launch of a problem-based lesson.

Two Learning Spaces, One Task: An Examination of Task Implementation in Chinese and U.S. Classrooms.
Rongjin Huang, Middle Tennessee State University
Angela T. Barlow, Middle Tennessee State University
Teresa A. Schmidt, Middle Tennessee State University

This study examines two exemplary lessons on the same topic in China and the US from a theory of variation that focuses on the recognition of necessary conditions of learning. The learning opportunities differed in terms of space of variation.
Understanding Risks and Benefits of Creating and Sustaining a Community of Practice with Varied Participants

Ruth M. Heaton, University of Nebraska, Lincoln
Mary Alice Carlson, Montana State University

Risks and benefits for teachers, math coaches, administrators, and facilitators emerging from analyses of participants' interactions within real time math teaching, planning and debriefing sessions are examined. Implications for establishing, sustaining, and facilitating similar types of professional communities are discussed.

Preservice Teachers' Understanding of Sizes of Wholes in Fraction Multiplication

Jae M. Baek, Illinois State University
Jennifer M. Tobias, Illinois State University
Megan H. Wickstrom, Montana State University
Elif Safak, Illinois State University

This session focuses on elementary preservice teachers' understanding of wholes in the context of fraction multiplication. The presenters will share a classification scheme for strategies and representations, and discuss the connections between understanding of wholes and fraction computations.

Elementary Mathematics Specialists: Roles, Responsibilities and Impact. Implications for Teacher Education, and Professional Development

Skip Fennell, McDaniel College
Beth McCord Kobett, Stevenson University
Barbara Swartz, McDaniel College
Jon Wray, Association of Maryland Mathematics Teacher Educators

This session will provide opportunities for participants to discuss a multi-year analysis of the responsibilities of elementary mathematics specialists (EMS) from varied perspectives. Discussion opportunities will include implications of this work for preparing EMS and their professional development needs.

Uses of the Internet to Support Preservice Teacher Learning of Mathematics

Aaron Brakoniecki, Michigan State University

In this session, attendees will be asked to go online to learn unfamiliar mathematics. Results of a study of preservice teachers performing this same task will be presented focusing on their math connections and information-seeking strategies. Laptop use is encouraged.

Authorizing and Empowering Students' Mathematical Learning: One Teacher's Trajectory

Jennifer Kinser-Traut, University of Arizona
Erin Turner, University of Arizona

Using lenses of authority and empowerment, we examine one teacher's understanding and practices related to connecting to children's mathematical thinking and home and community experiences. We discuss patterns and shifts across mathematics methods courses, student teaching, and the first year of teaching.

Inclusive Classrooms: Special and General Education Teachers Working Together for All Students

Vanessa M. Hinton, Auburn University
Michel Smith, Auburn University
Megan Burton, Auburn University

Participants will examine data from a collaborative mathematics professional development program for teachers co-teaching in inclusive environments. Attendees will discuss reflection prompts, student artifacts, and teacher artifacts to learn about strategies for collaboration.

Teaching "Our" Kids: Unpacking an African-American Mathematics Teacher's Understanding of Mathematics Identity, Ability, and Motivation

Toya Jones Frank, George Mason University

This study investigated the particular kinds of knowledge, including content, pedagogical, and sociopolitical, which informed one African-American male mathematics teacher's attention to his students' collective mathematics identity and notions of ability and motivation in predominately African-American middle school classrooms.

Building Mathematical Modeling Skills Among Secondary Mathematics Teacher Educators Through Professional Development

Kimberly Ann Groshong, The Ohio State University
Monelle Joline Gomez, The Ohio State University
Azita Manouchehri, The Ohio State University

We report on a year-long PD effort to build content and pedagogical knowledge regarding mathematical modeling for secondary mathematics specialists. This session invites attendees to discuss preparing secondary teachers to solve and implement mathematical modeling tasks in their classrooms.

Successfully Flipping a Mathematics Content Course for Preservice Teachers: Lessons Learned

Rejoice Mudzimiri, University of Southern Mississippi

In this presentation, I will share my experiences with flipping a content course for preservice elementary teachers. Particularly, I will share the effectiveness of this strategy, both from the instructor's and the students' perspective, together with plans for future implementation.
JUDITH JACOBS LECTURE

SUPPORTING ELEMENTARY TEACHERS IN DEVELOPING THEIR MATHEMATICS TEACHING

Nadine Bezuk, San Diego State University

What are we, as mathematics teacher educators, doing in our work to support elementary teachers’ development of their mathematics teaching? I will share examples of current practices and raise questions about other things we might do, individually and as an organization, to enhance the support elementary teachers receive.
AMTE BREAKFAST AND AFFILIATE MEETINGS

Breakfast will be served in Ballroom C/D.

AFFILIATE MEETINGS
Tables will be designated for AMTE Affiliate groups to meet during Saturday morning's breakfast. For table locations and a listing of the AMTE Affiliates, please see pages 13 – 15 of your conference program.
<table>
<thead>
<tr>
<th>Ballroom B</th>
<th>8:00 - 9:00 am</th>
<th>9:15 - 10:15 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballroom B</td>
<td>Ballroom B</td>
<td>Designing Boundary Objects for Learning Trajectories</td>
</tr>
<tr>
<td>163.</td>
<td>Rethinking Pedagogy: Enhancing Mathematics Teachers' Capacity to Promote the Standards for Mathematical Practice</td>
<td>Salon 2</td>
</tr>
<tr>
<td>Salon 2</td>
<td>Salon 2</td>
<td>Supporting Novice Teachers to Lead Discussions that Reach a Mathematical Point</td>
</tr>
<tr>
<td>164.</td>
<td>Preservice Secondary Teachers' Reflections on Student Thinking about Quadratic and Rational Equations</td>
<td>Salon 3</td>
</tr>
<tr>
<td>165.</td>
<td>Learning to Use Learning Progressions in Teaching</td>
<td>Salon 4</td>
</tr>
<tr>
<td>Salon 4</td>
<td>Salon 4</td>
<td>Using Informal Learning Environments to Prepare Preservice Teachers to Work with Struggling Mathematics Learners</td>
</tr>
<tr>
<td>166.</td>
<td>Troubling Common Sense Notions of Teacher Education</td>
<td>Salon 5</td>
</tr>
<tr>
<td>Salon 5</td>
<td>Salon 5</td>
<td>Using Reflective Analysis to Modify Mathematical Tasks After Enactment</td>
</tr>
<tr>
<td>167.</td>
<td>Mathematics Teacher Educators' Formative Assessment Views and Practices: Findings from a National Survey</td>
<td>Salon 6</td>
</tr>
<tr>
<td>Salon 6</td>
<td>Salon 6</td>
<td>Two Instruments to Discuss the Influence of Gender in the Mathematics Classroom</td>
</tr>
<tr>
<td>168.</td>
<td>Using Video of Peer Teaching to Examine and Develop 6-12 Prospective Teachers' Noticing</td>
<td>Salon 7</td>
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<tr>
<td>Salon 7</td>
<td>Salon 7</td>
<td>Tracing the Trajectory of Growth and Development of Mathematics Coaches</td>
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<tr>
<td>169.</td>
<td>Incorporating Technology to Enhance Teacher Education Lessons and Preservice Teachers' Learning</td>
<td>Salon 8</td>
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<td>Salon 8</td>
<td>Salon 8</td>
<td>Assessing Secondary Preservice Teachers' Practice with a ‘Standardized Student’</td>
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<tr>
<td>Salon 9</td>
<td>Salon 9</td>
<td>What Works: The Features of Professional Development Linked to Improvement in Teachers' Mathematical Knowledge</td>
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<tr>
<td>Salon 10</td>
<td>Salon 10</td>
<td>Supporting Teachers Using Appropriate Tools Strategically: A Framework for Evaluating and Designing DGS Tasks</td>
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<tr>
<td>Salon 11</td>
<td>Salon 11</td>
<td>Middle and Secondary Teachers' Transformative Learning: Measures of Central Tendency</td>
</tr>
<tr>
<td>173.</td>
<td>Preservice Teacher Field Experiences Brief Report Session: Beliefs, Conceptions &amp; Identity</td>
<td>Salon 12</td>
</tr>
<tr>
<td>Salon 12</td>
<td>Salon 12</td>
<td>Documenting Proficiency: A Discussion of Standards Based Grading in Math Courses for Future Teachers</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
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<tr>
<td>10:30 - 11:30 am</td>
<td>186. Using Video Clips to Develop Faculty Expertise in Elementary Mathematics Content Courses - Salinas, Feldman, Callis &amp; Chapin</td>
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<td></td>
<td>187. Engaging Preservice Teachers in Probing Student Thinking through the Video-Based Model Seeing, Trying, Reflecting (STiR) - Switzer &amp; Teuscher</td>
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<tr>
<td></td>
<td>188. Synchronizing Learning and Teaching: Formative Assessment in Elementary Mathematics - Middleton</td>
<td></td>
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<td></td>
<td>189. Why Equity Matters in Mathematics Teacher Education – A Critical Dialogue - Aguirre</td>
<td></td>
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<td></td>
<td>190. Developing Touchstones for Secondary Mathematics Methods Courses - Yee &amp; Taylor</td>
<td></td>
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<tr>
<td></td>
<td>191. Discussing the Development of a Mathematically-Focused Observation Instrument - Smith</td>
<td></td>
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<tr>
<td></td>
<td>192. Supporting Preservice Teachers’ Ability to Evaluate Children’s Arguments - Kline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>193. Secondary and Middle Grades Mathematics Teachers’ Analysis and Evaluation of Technological Tools - Smith</td>
<td></td>
</tr>
<tr>
<td></td>
<td>194. The Gas Problem: Preservice Teachers Approaches to Mathematical Modeling in Methods Courses - Thrasher, Nickell &amp; Keene</td>
<td></td>
</tr>
<tr>
<td></td>
<td>195. Building a Statewide Effort to Increase Inservice Teachers’ Mathematical Content and Pedagogical Knowledge - Ziegler, Brown &amp; Stumpf</td>
<td></td>
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<tr>
<td></td>
<td>196. Reviewing Yearlong Undergraduate Student Teaching Placements, What We Learned and Who Were All the Learners - Bellman &amp; Amidon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>197. Teacher Professional Development Brief Report Session: Models for Effective PD</td>
<td></td>
</tr>
</tbody>
</table>
**Session 162**  
Mathematical Content Knowledge  
Individual Session  

**Fraction Schemes and Operations: A Data-Driven Course Redesign for Prospective PreK-8 Teachers**

LouAnn Lovin, *James Madison University*  
Jesse L. M. Wilkins, *Virginia Tech*  
Anderson Norton, *Virginia Tech*  
John (Zig) Michael Siegfried, *James Madison University*  
Alexis L. Stevens, *James Madison University*  

This session will discuss the mathematical content knowledge of 109 prospective PreK-8 teachers, in particular their fraction schemes and operations. We will share results from our study, along with implications for redesigning PreK-8 mathematics content courses.

**Session 163**  
Teacher Professional Development  
Individual Session  

**Rethinking Pedagogy: Enhancing Mathematics Teachers’ Capacity to Promote the Standards for Mathematical Practice**

Dana Pomykal Franz, *Mississippi State University*  
Jane M. Wilburne, *Penn State Harrisburg*  

Facilitation strategies, decision-making tools, and approaches to using student artifacts with classroom teachers participating in two different professional development models will be shared along with the teachers' pedagogical shifts resulting in students' engagement with the Standards for Mathematical Practice.

**Session 164**  
Pedagogical Content Knowledge  
Individual Session  

**Preserve Secondary Teachers’ Reflections on Student Thinking about Quadratic and Rational Equations**

Rick A. Hudson, *University of Southern Indiana*  

The session focuses on a research study examining preservice secondary teachers' (PSTs') knowledge of teaching equation solving. I will share PSTs' responses to tasks involving student thinking about quadratic and rational equations. Implications for teacher education practice will be discussed.

**Session 165**  
Teacher Professional Development  
Individual Session  

**Learning to Use Learning Progressions in Teaching**

Kara Suzuki, *University of Michigan*  
Douglas H. Clements, *University of Denver*  
Tim Boerst, *University of Michigan*  

Presenters discuss professional development materials focused on supporting teachers’ learning about, and using, student learning progressions in teaching. Specifically participants will engage with research-based learning progressions focused on geometric measurement that are the basis of newly created professional development materials.

**Session 166**  
Development of Mathematics Teacher Educators  
Discussion Session  

**Troubling Common Sense Notions of Teacher Education**

Patricia Wilson, *University of Georgia*  
Pierre Sutherland, *University of Georgia*  

The session will involve participants in using post-structural tools to deconstruct dichotomies, such as teacher and student or in-school and out-of-school, in an effort to rethink practices in mathematics teacher education and the preparation of teacher educators.

**Session 167**  
Mathematics Education Policy and Program Issues  
Individual Session  

**Mathematics Teacher Educators’ Formative Assessment Views and Practices: Findings from a National Survey**

Edward Silver, *University of Michigan*  

A survey was administered to members of AMTE and NCSM to probe their views and practices, with a particular focus on formative assessment. Findings are presented and tied to current professional and policy discourse about mathematics teaching and teacher education.

**Session 168**  
Pedagogical Content Knowledge  
Individual Session  

**Using Video of Peer Teaching to Examine and Develop 6-12 Prospective Teachers’ Noticing**

Lorraine Marie Males, *University of Nebraska, Lincoln*  
Michelle Metzger, *University of Nebraska, Lincoln*  

This session engages participants in examining how video of peer teaching was used to examine and develop 6-12 prospective teachers' noticing. As part of the session, participants will engage in a simulation of the noticing activity using VoiceThread.

**Session 169**  
2015 AMTE NTLI Award Winner  
Teaching and Learning with Technology  
Individual Session  

**Incorporating Technology to Enhance Teacher Education Lessons and Preservice Teachers’ Learning**

Jennifer Nickell, *North Carolina State University*  

This session discusses affordances and constraints of incorporating technologies into methods courses to enhance teaching approaches and students' learning of content, pedagogy, and technology. Preservice teachers' reasoning with a task and instructor's pedagogical decisions for incorporating technology will be shared.
**Session 170**
*Equity and Mathematics Education*
*Discussion Session*

**Culturally Responsive Mathematics Teaching: What Should Teachers Know and How Will They Learn It?**

Ksenija Simic-Muller, *Pacific Lutheran University*
Mathew D. Felton-Koestler, *Ohio University*

In this session participants will discuss strategies for preparing preservice and inservice teachers to teach in a culturally responsive way. Discussion will especially focus on mathematical knowledge needed to create an engaging and rigorous curriculum while attending to student backgrounds.

**Session 171**
*Pedagogical Content Knowledge*
*Individual Session*

**Tracing Mathematical Proficiency for Teaching Multidigit Addition and Subtraction Across Content and Methods Classes**

Erik Jacobson, *Indiana University*
Erol Uzan, *Indiana University*
Fetiye Aydeniz, *Indiana University*

Survey measures of preservice teachers’ knowledge and beliefs showed differences between those who took mathematics in a mathematics or education department and between those who had or had not yet taken methods. Participants will discuss implications for teacher preparation.

**Session 172**
*Mathematical Content Knowledge*
*Symposium*

**An Overlooked Perspective on Proportional Relationships: Variable Parts**

Sybilla Beckmann, *University of Georgia*
Andrew Izsak, *University of Georgia*
Ibrahim Burak Olmez, *University of Georgia*

This session introduces a “variable parts” perspective on proportional relationships, a perspective that has been overlooked by research in mathematics education. Tasks and findings from a study of how future teachers reason with a “variable parts” perspective will be presented.

**Session 173**
*Preservice Teacher Field Experiences*
*Brief Report Session*

**Connecting Teacher Candidates’ Personal Narratives, Beliefs, and Practices Around Mathematics Teaching and Learning**

Elizabeth Hartmann, *University of Washington, Seattle*

This study examined teacher candidates’ personal narratives, beliefs, and practices around teaching elementary mathematics. Findings indicate that there may be ways to support teacher candidates in negotiating their personal narratives with beliefs and enactment of high quality practices.

**Prospective Teachers’ Differing Interpretations of Practice: Professional Identity as a Lens**

Carlos Nicolas Gomez, *University of Georgia*
AnnaMarie Conner, *University of Georgia*

We present findings from a study investigating the evolving professional identities of two prospective secondary mathematics teachers. Particularly, we compare how the participants’ teacher identities framed their perspective on a pattern task enacted during their partnered pre-student-teaching field experience.

“I Feel Like a Boxer:” Student Teachers’ Strategies for Alleviating Cognitive Dissonance in the Field

Nermin Bayazit, *Georgia State University*
Stephanie Behm Cross, *Georgia State University*

The focus of this presentation is on psychological discomforts and practices that might help preservice teachers bridge the gap between conflicting cognitions during field experiences. Practices aimed towards helping preservice teachers avoid settling for the status quo will be highlighted.
Session 174
Teacher Professional Development
Individual Session

Designing Boundary Objects for Learning Trajectories
Cyndi Edgington, North Carolina State University
Paola Sztajn, North Carolina State University
Holt Wilson, University of North Carolina, Greensboro
Jared Webb, University of North Carolina, Greensboro
Marrielle Myers, North Carolina State University

We explore MTEs’ work in designing boundary objects that translate research-based frameworks of students’ mathematical thinking into useful tools for teachers. We share our adaptation of learning trajectories and discuss how it promoted shared meaning among researchers and teachers.

Session 175
Pedagogical Content Knowledge
Individual Session

Supporting Novice Teachers to Lead Discussions that Reach a Mathematical Point
Erin Baldinger, Arizona State University
Sarah Kate Selling, Stanford University
Rajeev Virmani, University of San Francisco

This presentation investigates how participating in a cycle of enactment and investigation might support learning opportunities for novice secondary mathematics teachers around the core instructional practice of leading a discussion that reaches a mathematical point.

Session 176
School and University Partnerships and Projects
Discussion Session

Straddling Two Worlds: Co-Creating Teaching-Centered Professional Development
Jane M. Keiser, Miami University
Nirmala Naresh, Miami University
Todd Edwards, Miami University
Suzanne Harper, Miami University
Dana Christine Cox, Miami University
Beatriz Silva D’Ambrosio, Miami University
Dianne C. Suiher, Miami University

We hope to foster a community of MTEs that will reflect on conventional PD practices and the importance of co-constructing PD with teachers. We will narrate our PD experiences with K-8 teachers and describe the emergent tensions, dilemmas, and contradictions.

Session 177
Preservice Teacher Field Experiences
Individual Session

Using Informal Learning Environments to Prepare Preservice Teachers to Work with Struggling Mathematics Learners
Margaret J. Mohr-Schroeder, University of Kentucky
Christa Jackson, Iowa State University

This study examined the influence informal learning experiences had on preservice teachers’ preparation as they worked with struggling mathematics students. The informal learning environment simulated a situation where the tutors were able to practice instructional methodologies in real, contextual situations.

Session 178
Mathematical Content Knowledge
Individual Session

Using Reflective Analysis to Modify Mathematical Tasks After Enactment
Jennifer M. Tobias, Illinois State University
Amy Hillen, Kennesaw State University
Rachael M. Welder, Hunter College–CUNY
Eva Thanheiser, Portland State University
Ziv Feldman, Boston University

A critical aspect of task design is the work that occurs after implementation of the task. In this session, participants will analyze artifacts produced by prospective elementary teachers on a fraction comparison task in order to illustrate reflective analysis.

Session 179
Equity and Mathematics Education
Individual Session

Two Instruments to Discuss the Influence of Gender in the Mathematics Classroom
Eric Siy, University of Georgia
Carlos Nicolas Gomez, University of Georgia

We demonstrate two instruments (gender interrogation checklist and the Suot-Baro scenarios) designed to allow teacher educators a space to discuss gender issues in the mathematics education classroom. The instruments challenge the taken-for-granted nature of gender in the classroom.
Session 180
Development of Mathematics Teacher Educators
Individual Session

Tracing the Trajectory of Growth and Development of Mathematics Coaches
Amanda Roble, The Ohio State University
Azita Manouchehri, The Ohio State University
Aina Appova, The Ohio State University
S. Azin Sanjari Pirmahaleh, The Ohio State University
We summarize survey-based research results aimed to trace the trajectory of development of K-12 mathematics coaches who completed a three-year professional development program focused on increasing their mathematical knowledge and capacity to implement and nurture learner-responsive pedagogy among teachers.

Session 181
Pedagogical Content Knowledge
Individual Session

Assessing Secondary Preservice Teachers’ Practice with a ‘Standardized Student’
Allyson Hallman-Thrasher, Ohio University
Wendy Rose Aaron, Oregon State University
We will share an assessment of teaching practice, built on ‘standardized patients’ in medical education, that helped us evaluate how preservice secondary teachers respond to student misconceptions. We will share design considerations and lessons learned from a pilot implementation.

Session 182
Teacher Professional Development
Individual Session

What Works: The Features of Professional Development Linked to Improvement in Teachers’ Mathematical Knowledge
Yasemin Copur Gencturk, University of Houston
Debra Junk, University of Texas, Austin
Using data collected from 583 teachers who participated in various types of professional development activities for a year, we examined the role of various features of these activities in the growth of teachers' mathematical knowledge, as measured by validated instruments.

Session 183
Teaching and Learning with Technology
Individual Session

Supporting Teachers Using Appropriate Tools Strategically: A Framework for Evaluating and Designing DGS Tasks
Milan F. Sherman, Drake University
Charity Cayton, East Carolina University
Kayla Chandler, North Carolina State University
In this session we describe a framework for supporting mathematics teachers in evaluating and designing dynamic geometry tasks. Participants will use the framework to evaluate dynamic geometry tasks, and we will report on research associated with its use by teachers.

Session 184
Middle and Secondary Teachers’ Transformative Learning: Measures of Central Tendency
Susan A. Peters, University of Louisville
Victoria A. Miller Bennett, University of Louisville
This study investigates how dilemma, critical reflection, and rational discourse affect middle and secondary teachers' reasoning about average. Framed by transformation theory, the study highlights how engagement with PD activities focused on these elements can enhance teachers' statistical understandings.

Session 185
Documenting Proficiency: A Discussion of Standards Based Grading in Math Courses for Future Teachers
Pamela J. Wells, Grand Valley State University
Jon F. Hasenbank, Grand Valley State University
Elementary teachers have been using SBG for years. What are they learning about their students that a points-based system would miss? Why might we use this in teacher preparation courses? Share your ideas and learn from others’ experiences with SBG.
Session 186
Development of Mathematics Teacher Educators
Individual Session

Using Video Clips to Develop Faculty Expertise in Elementary Mathematics Content Courses

Alejandra Salinas, Boston University
Ziv Feldman, Boston University
Laura Callis, Boston University
Suzanne H. Chapin, Boston University

Video clips of faculty teaching mathematics lessons to prospective elementary teachers were analyzed according to a researcher-developed framework. In this session, participants will analyze the feasibility of using this framework to support instructors in developing their practice.

Session 187
Pedagogical Content Knowledge
Individual Session

Engaging Preservice Teachers in Probing Student Thinking through the Video-Based Model Seeing, Trying, Reflecting (STiR)

John M. Switzer, Texas Christian University
Dawn Teuscher, Brigham Young University

The iterative video-based See it, Try it, and Reflect on it (STiR) model of enabling the study of practice was implemented in methods courses at two universities. We share our findings that the model promotes preservice teachers' learning as they probe student thinking.

Session 188
School and University Partnerships and Projects
Individual Session

Synchronizing Learning and Teaching: Formative Assessment in Elementary Mathematics

Catharina W. Middleton, East Carolina University

Findings and implications of a research study of elementary teachers' implementation of a formative assessment and intervention process will be presented. The program structure, research and intervention methods, and results for a project involving approximately 350 students will be shared.

Session 189
Discussion Session

Why Equity Matters in Mathematics Teacher Education – A Critical Dialogue

Julia Aguirre, University of Washington

The purpose of this session is to engage in a critical dialogue around equity in mathematics teacher education. This is an opportunity for participants to share insights/concerns/ideas related to sessions attended as well as your own work in mathematics teacher education. The following focus questions will frame the discussion:

• Is attending to equity a demographic or mathematics urgency in mathematics teacher education?
• How does our work in mathematics teacher education address race, class, gender, culture, language, (dis)abilities, and justice?
• In what ways do privilege and oppression play out in learning to teach mathematics?

Session 190
Pedagogical Content Knowledge
Discussion Session

Developing Touchstones for Secondary Mathematics Methods Courses

Sean P. Yee, University of South Carolina
Megan Westwood Taylor, Sonoma State University

Secondary mathematics education methods instructors (n=116) from American universities completed a survey describing how 41 pre-selected, research-based touchstones were valued within their curriculum. Participants will analyze the results, create extensions for future research, and discuss implications for mathematics education.

Session 191
Mathematics Education Policy and Program Issues
Discussion Session

Discussing the Development of a Mathematically-Focused Observation Instrument

Wendy Smith, University of Nebraska, Lincoln

The purpose of this discussion session is to engage the audience in rich discussion about how to effectively document mathematical teaching practices through live observations, particularly in light of NCTM's Principles to Actions.

Session 192
Pedagogical Content Knowledge
Individual Session

Supporting Preservice Teachers’ Ability to Evaluate Children’s Arguments

Kate Kline, Western Michigan University

In this session, participants will discuss issues related to supporting preservice elementary school teachers to consider what it takes to enact CCSSM Mathematical Practice #3: students construct viable arguments and critique the reasoning of others.

Session 193
Teaching and Learning with Technology
Individual Session

Secondary and Middle Grades Mathematics Teachers’ Analysis and Evaluation of Technological Tools

Ryan C. Smith, University of Georgia

In this presentation, we will examine what middle grades and secondary mathematics teachers value when evaluating technological tools. I will share ideas and activities about how we can take this into account to best prepare teachers to teach with technology.
Session 194  
Mathematical Content Knowledge  
Individual Session  

The Gas Problem: Preservice Teachers' Approaches to Mathematical Modeling in Methods Courses  

Emily Thrasher, North Carolina State University  
Jennifer Nickell, North Carolina State University  
Karen Allen Keene, North Carolina State University  

This session will focus on one institution's results of beginning to incorporate the modeling practice standard and content standard into its methods courses and the recommendations that have resulted. A mathematical modeling task and student work will be shared.  

Session 195  
Mathematical Content Knowledge  
Individual Session  

Building a Statewide Effort to Increase Inservice Teachers' Mathematical Content and Pedagogical Knowledge  

Jeff Ziegler, Brookhill Institute of Mathematics  
Sara Brown, Brookhill Institute of Mathematics  
Kathryn Stumpf, Brookhill Institute of Mathematics  

We will share our experience developing a program to increase K-12 teachers' mathematical content and pedagogical knowledge in Wisconsin, obstacles encountered and overcome, lessons learned, achievements, and anticipated future challenges. Participants will be encouraged to share suggestions and feedback.  

Session 196  
Preservice Teacher Field Experiences  
Individual Session  

Reviewing Yearlong Undergraduate Student Teaching Placements, What We Learned and Who Were All the Learners  

Allan Bellman, University of Mississippi  
Joel Amidon, University of Mississippi  

We'll discuss three years of implementation of a yearlong student teaching placement where undergraduates taught from August to May in their placement schools. The focus will be on all involved and what they learned, not only the student teachers.  

Session 197  
Teacher Professional Development  
Brief Report Session  

Effective Professional Development for Mathematics Teachers  
Richelle Marynowski, University of Lethbridge  

Characteristics of a model of professional development (PD) for mathematics teachers will be presented and discussed in this session. Effective PD characteristics are based on a research project exploring aspects of coaching that embedded the PD in everyday teacher practice.  

Professional Development, PCK Growth, Intercultural Competence, and Student Growth on a State Mathematics Assessment  
Melissa Troudt, University of Northern Colorado  
Robert Powers, University of Northern Colorado  

This report summarizes an investigation of how the factors of teacher participation in a professional development program, teacher pedagogical knowledge for teaching secondary mathematics, and teacher intercultural competence relate to student growth on a mathematics achievement test.  

Teacher Noticing of Mathematical Practices in Sustained Professional Development  
Kathleen Melhuish, Portland State University  
Jodi Fasteen, Portland State University  
Eva Thanheiser, Portland State University  
Andrew Marcell Riffel, Portland State University  

We examine how sustained, in-school professional development focuses teachers' attention on children's mathematical thinking, with an intention of helping teachers to characterize and promote discourse on generalizing and justifying.  

SITURDAY, FEBRUARY 14, 2015  
11:30 AM - 1:30 PM  

LUNCH AND BUSINESS MEETING  

Join us for the Annual AMTE Business Meeting during lunch, President Fran Arbaugh presiding.
# INDEX OF SPEAKERS

## A

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Email</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
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<td>181</td>
</tr>
<tr>
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<td>105</td>
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<td>189</td>
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<td>27</td>
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<td>43</td>
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<td>73</td>
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<td>Alqahtani, Muteb M.</td>
<td>Rutgers University</td>
<td><a href="mailto:mub.alqahtani@gse.rutgers.edu">mub.alqahtani@gse.rutgers.edu</a></td>
<td>143</td>
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<td>Amador, Julie</td>
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<td>56, 126</td>
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<td>43, 196</td>
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<td>14, 56</td>
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<td>153</td>
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<td>68, 180</td>
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<td>18</td>
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<td>17, 111</td>
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<td>145</td>
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<td>103</td>
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<td>114, 175</td>
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<td>16, 136</td>
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<td>64</td>
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<td>21, 61</td>
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<td>63</td>
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<td>33</td>
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<td>172</td>
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<td>196</td>
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<td>112</td>
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<td>15</td>
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<td>43</td>
</tr>
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<td>62</td>
</tr>
<tr>
<td>Boerst, Tim</td>
<td>University of Michigan</td>
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<td>16, 165</td>
</tr>
<tr>
<td>Bos, Beth</td>
<td>Texas State University</td>
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<td>84</td>
</tr>
<tr>
<td>Bose, Enakshi</td>
<td>University of Pennsylvania</td>
<td><a href="mailto:ebose@ge.upenn.edu">ebose@ge.upenn.edu</a></td>
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<td>Bowling Green State University</td>
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<td>42</td>
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<td>San Diego State University</td>
<td><a href="mailto:jbowers@mail.sdsu.edu">jbowers@mail.sdsu.edu</a></td>
<td>10</td>
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<td>Boyle, Justin David</td>
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<td>62</td>
</tr>
<tr>
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<td>158</td>
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<td>60</td>
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<td>130</td>
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<td>95</td>
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<td>22, 195</td>
</tr>
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<td>113</td>
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<td>145</td>
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<td>153</td>
</tr>
<tr>
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<td>120</td>
</tr>
<tr>
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<td>96, 159</td>
</tr>
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<td>152</td>
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<td>140</td>
</tr>
</tbody>
</table>

## B

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Email</th>
<th>Page</th>
</tr>
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<tbody>
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</tr>
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<td>92, 154</td>
</tr>
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</tr>
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<td>21, 61</td>
</tr>
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<td>33</td>
</tr>
<tr>
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<td>173</td>
</tr>
<tr>
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<td>172</td>
</tr>
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<td>196</td>
</tr>
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<td>24</td>
</tr>
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<td>15</td>
</tr>
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<td>Brookhill Institute of Mathematics</td>
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<td><a href="mailto:buchheis@mailbox.sc.edu">buchheis@mailbox.sc.edu</a></td>
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<td>University of Louisville</td>
<td><a href="mailto:bill.bush@louisville.edu">bill.bush@louisville.edu</a></td>
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<td>Kennesaw State University</td>
<td><a href="mailto:kmcallahan@kennesaw.edu">kmcallahan@kennesaw.edu</a></td>
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<td>University of Rochester</td>
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<td><a href="mailto:tutita.casa@uconn.edu">tutita.casa@uconn.edu</a></td>
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<td>University of Texas, Austin</td>
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<td>McDaniel College</td>
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<td>University of Kentucky</td>
<td><a href="mailto:molly.fisher@uky.edu">molly.fisher@uky.edu</a></td>
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<td>Frank, Toya Jones</td>
<td>George Mason University</td>
<td><a href="mailto:tfrank4@amu.edu">tfrank4@amu.edu</a></td>
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<td>Franz, Dana Pomykal</td>
<td>Mississippi State University</td>
<td><a href="mailto:df76@fsu.edu">df76@fsu.edu</a></td>
<td>96, 163</td>
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<td>Fredenberg, Mike</td>
<td>San Diego State University</td>
<td><a href="mailto:mikefredenberg@yahoo.com">mikefredenberg@yahoo.com</a></td>
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<td>Freeburn, Ben</td>
<td>Penn State University</td>
<td><a href="mailto:byf5045@psu.edu">byf5045@psu.edu</a></td>
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</tr>
<tr>
<td>Friel, Susan N.</td>
<td>University of North Carolina, Chapel Hill</td>
<td><a href="mailto:sfriel@email.unc.edu">sfriel@email.unc.edu</a></td>
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<td>Galindo, Enrique</td>
<td>Indiana University</td>
<td><a href="mailto:egalindo@indiana.edu">egalindo@indiana.edu</a></td>
<td>1</td>
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<tr>
<td>Gault, Rebecca</td>
<td>University of Central Florida</td>
<td><a href="mailto:rebecca.gault@knights.ucf.edu">rebecca.gault@knights.ucf.edu</a></td>
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<tr>
<td>Gerson, Hope H.</td>
<td>Grand Valley State University</td>
<td><a href="mailto:gersonh@gsu.edu">gersonh@gsu.edu</a></td>
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<td>Gibbons, Lynsey</td>
<td>University of Washington</td>
<td><a href="mailto:lgibbons@uw.edu">lgibbons@uw.edu</a></td>
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<td>Giné, Roser</td>
<td>Lesley University</td>
<td><a href="mailto:rgine16@gmail.com">rgine16@gmail.com</a></td>
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<tr>
<td>Glassmeyer, David</td>
<td>Kennesaw State University</td>
<td><a href="mailto:dglassmeyer@kennesaw.edu">dglassmeyer@kennesaw.edu</a></td>
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</tr>
<tr>
<td>Goffney, Imani</td>
<td>University of Houston</td>
<td><a href="mailto:idgoffney@uh.edu">idgoffney@uh.edu</a></td>
<td>141</td>
</tr>
<tr>
<td>Gojak, Linda M.</td>
<td>John Carroll University</td>
<td><a href="mailto:lgojak@cloud.com">lgojak@cloud.com</a></td>
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<td>Gomez, Carlos Nicolas</td>
<td>University of Georgia</td>
<td><a href="mailto:cgoome00@uga.edu">cgoome00@uga.edu</a></td>
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<tr>
<td>Gomez, Monelle Joline</td>
<td>The Ohio State University</td>
<td><a href="mailto:Gomez.159@osu.edu">Gomez.159@osu.edu</a></td>
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</tr>
<tr>
<td>Gonzalez, Dario Andres</td>
<td>University of Houston</td>
<td><a href="mailto:darioagm@uga.edu">darioagm@uga.edu</a></td>
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<tr>
<td>Gonzalez, Monica</td>
<td>University of Houston</td>
<td><a href="mailto:mladolphus@uh.edu">mladolphus@uh.edu</a></td>
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<tr>
<td>Goodell, Joanne Elizabeth</td>
<td>Cleveland State University</td>
<td><a href="mailto:j.goodell@csuohio.edu">j.goodell@csuohio.edu</a></td>
<td>76</td>
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<tr>
<td>Goodson-Espy, Tracy J.</td>
<td>Appalachian State University</td>
<td><a href="mailto:goodsonespy@appstate.edu">goodsonespy@appstate.edu</a></td>
<td>91</td>
</tr>
<tr>
<td>Grant, Melva R.</td>
<td>Old Dominion University</td>
<td><a href="mailto:mgrant@odu.edu">mgrant@odu.edu</a></td>
<td>8</td>
</tr>
<tr>
<td>Graysay, Duane</td>
<td>Penn State University</td>
<td><a href="mailto:dfg105@psu.edu">dfg105@psu.edu</a></td>
<td>111</td>
</tr>
<tr>
<td>Greenberg, Cynthia</td>
<td>Johns Hopkins University</td>
<td><a href="mailto:cggreenberg@jhu.edu">cggreenberg@jhu.edu</a></td>
<td>104</td>
</tr>
<tr>
<td>Gregson, Susan A.</td>
<td>University of Cincinnati</td>
<td><a href="mailto:susan.gregson@uc.edu">susan.gregson@uc.edu</a></td>
<td>87</td>
</tr>
<tr>
<td>Grosshong, Kimberly Ann</td>
<td>The Ohio State University</td>
<td><a href="mailto:groshong.4e@osu.edu">groshong.4e@osu.edu</a></td>
<td>160</td>
</tr>
<tr>
<td>Grosser-Clarkson, Dana Lynn</td>
<td>University of Maryland</td>
<td><a href="mailto:dgrosser@umd.edu">dgrosser@umd.edu</a></td>
<td>58</td>
</tr>
<tr>
<td>Hallman-Thrasher, Allyson</td>
<td>Ohio University</td>
<td><a href="mailto:hallman@ohio.edu">hallman@ohio.edu</a></td>
<td>181</td>
</tr>
<tr>
<td>Haltiwanger, Leigh</td>
<td>Clemson University</td>
<td><a href="mailto:heltiw@clemson.edu">heltiw@clemson.edu</a></td>
<td>114</td>
</tr>
<tr>
<td>Hanby, Kristi L.</td>
<td>University of Michigan</td>
<td><a href="mailto:khanby@umich.edu">khanby@umich.edu</a></td>
<td>75</td>
</tr>
<tr>
<td>Harbour, Kristin</td>
<td>University of Louisville</td>
<td><a href="mailto:kristin.harbour@louisville.edu">kristin.harbour@louisville.edu</a></td>
<td>72</td>
</tr>
<tr>
<td>Harper, Suzanne</td>
<td>Miami University</td>
<td><a href="mailto:hapersr@MiamiOH.edu">hapersr@MiamiOH.edu</a></td>
<td>176</td>
</tr>
<tr>
<td>Harris, Justin Bradley</td>
<td>University of Cincinnati</td>
<td><a href="mailto:Harri2jb@mail.uc.edu">Harri2jb@mail.uc.edu</a></td>
<td>87</td>
</tr>
<tr>
<td>Harris, Pamela</td>
<td>University of Texas, Austin</td>
<td><a href="mailto:pharris@byu.net">pharris@byu.net</a></td>
<td>57</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Email</td>
<td>Page</td>
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<tr>
<td>Hartland, Kristin S.</td>
<td>Middle Tennessee State University</td>
<td><a href="mailto:kristin.hartland@mtsu.edu">kristin.hartland@mtsu.edu</a></td>
<td>92, 118</td>
</tr>
<tr>
<td>Hartmann, Elizabeth</td>
<td>University of Washington, Seattle</td>
<td><a href="mailto:lizhart@uw.edu">lizhart@uw.edu</a></td>
<td>173</td>
</tr>
<tr>
<td>Hasenbank, Jon F.</td>
<td>Grand Valley State University</td>
<td><a href="mailto:jfhasenbank@gmail.com">jfhasenbank@gmail.com</a></td>
<td>138, 185</td>
</tr>
<tr>
<td>Hawthorne, Casey</td>
<td>San Diego State University</td>
<td><a href="mailto:caseyhawthorne@yahoo.com">caseyhawthorne@yahoo.com</a></td>
<td>151</td>
</tr>
<tr>
<td>Hayata, Carole</td>
<td>Southern Methodist University</td>
<td><a href="mailto:chayata@smu.edu">chayata@smu.edu</a></td>
<td>19</td>
</tr>
<tr>
<td>Heaton, Ruth M.</td>
<td>University of Nebraska, Lincoln</td>
<td><a href="mailto:rheaton1@unl.edu">rheaton1@unl.edu</a></td>
<td>155</td>
</tr>
<tr>
<td>Hendrix, Timothy M.</td>
<td>Meredith College</td>
<td><a href="mailto:hendrix@meredith.edu">hendrix@meredith.edu</a></td>
<td>17</td>
</tr>
<tr>
<td>Herbel-Eisenmann, Beth</td>
<td>Michigan State University</td>
<td><a href="mailto:bhe@msu.edu">bhe@msu.edu</a></td>
<td>89, 108</td>
</tr>
<tr>
<td>Herbst, Patricio G.</td>
<td>University of Michigan</td>
<td><a href="mailto:pgherbst@umich.edu">pgherbst@umich.edu</a></td>
<td>150</td>
</tr>
<tr>
<td>Hiebert, James</td>
<td>University of Delaware</td>
<td><a href="mailto:hiebert@udel.edu">hiebert@udel.edu</a></td>
<td>112</td>
</tr>
<tr>
<td>Hillen, Amy</td>
<td>Kansas State University</td>
<td><a href="mailto:ahillen@kennesaw.edu">ahillen@kennesaw.edu</a></td>
<td>113, 178</td>
</tr>
<tr>
<td>Hillman, Susan L.</td>
<td>Saginaw Valley State University</td>
<td><a href="mailto:shillman@svsu.edu">shillman@svsu.edu</a></td>
<td>118</td>
</tr>
<tr>
<td>Hinton, Vanessa M.</td>
<td>Auburn University</td>
<td><a href="mailto:vmh0002@auburn.edu">vmh0002@auburn.edu</a></td>
<td>159</td>
</tr>
<tr>
<td>Hintz, Allison</td>
<td>University of Washington, Bothell</td>
<td><a href="mailto:ahintz@uw.edu">ahintz@uw.edu</a></td>
<td>55</td>
</tr>
<tr>
<td>Hjalmanson, Margret</td>
<td>George Mason University</td>
<td><a href="mailto:mhjalmar@gmu.edu">mhjalmar@gmu.edu</a></td>
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<td>Hodges, Thomas E.</td>
<td>University of South Carolina</td>
<td><a href="mailto:hodgeste@sc.edu">hodgeste@sc.edu</a></td>
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<td>Hollebrands, Karen</td>
<td>North Carolina State University</td>
<td><a href="mailto:kfholleb@ncsu.edu">kfholleb@ncsu.edu</a></td>
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<td>Hoover, Mark</td>
<td>University of Michigan</td>
<td><a href="mailto:mhoover@umich.edu">mhoover@umich.edu</a></td>
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<tr>
<td>Huang, Rongjin</td>
<td>Middle Tennessee State University</td>
<td><a href="mailto:rhuang@mtsu.edu">rhuang@mtsu.edu</a></td>
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<td>Hudson, Rick A.</td>
<td>University of Southern Indiana</td>
<td><a href="mailto:rhudson@usi.edu">rhudson@usi.edu</a></td>
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<tr>
<td>Huey, Maryann</td>
<td>Drake University</td>
<td><a href="mailto:maryann.huey@drake.edu">maryann.huey@drake.edu</a></td>
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<td>Hughes, Gwyneth</td>
<td>Boise State University</td>
<td><a href="mailto:GwynethHughes@boiseate.edu">GwynethHughes@boiseate.edu</a></td>
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<tr>
<td>Hunsader, Patricia Diane</td>
<td>University of South Florida, Sarasota-Manatee</td>
<td><a href="mailto:hunsader@sar.usf.edu">hunsader@sar.usf.edu</a></td>
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<td>I, Ji Yeong</td>
<td>University of Missouri</td>
<td><a href="mailto:jihtc@mail.missouri.edu">jihtc@mail.missouri.edu</a></td>
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<td>Id-Deen, Lateefah</td>
<td>Michigan State University</td>
<td><a href="mailto:iddeenla@msu.edu">iddeenla@msu.edu</a></td>
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<td>University of Georgia</td>
<td><a href="mailto:izesak@uga.edu">izesak@uga.edu</a></td>
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<td>Jackson, Christa</td>
<td>Iowa State University</td>
<td><a href="mailto:jacksonc@iastate.edu">jacksonc@iastate.edu</a></td>
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<td>Jackson, Debbie K.</td>
<td>Cleveland State University</td>
<td><a href="mailto:d.jackson1@csuohio.edu">d.jackson1@csuohio.edu</a></td>
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<td>Jacobbe, Tim</td>
<td>University of Florida</td>
<td><a href="mailto:jacobbe@coe.ufl.edu">jacobbe@coe.ufl.edu</a></td>
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<td>Jacobs, Judith E.</td>
<td>JEMath, Ltd.</td>
<td><a href="mailto:judithjacobs@me.com">judithjacobs@me.com</a></td>
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<td>Jacobs, Victoria</td>
<td>University of North Carolina, Greensboro</td>
<td><a href="mailto:vjacobcs@uncg.edu">vjacobcs@uncg.edu</a></td>
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<td>Indiana University</td>
<td><a href="mailto:erdajaco@indiana.edu">erdajaco@indiana.edu</a></td>
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<td>Jansen, Amanda</td>
<td>University of Delaware</td>
<td><a href="mailto:jansen@udel.edu">jansen@udel.edu</a></td>
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<td>Johnson, Gwendolyn Joy</td>
<td>University of North Texas, Dallas</td>
<td><a href="mailto:gwendolyn.johnson@untdallas.edu">gwendolyn.johnson@untdallas.edu</a></td>
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<td>Jorgensen, Theresa</td>
<td>University of Texas, Arlington</td>
<td><a href="mailto:jorgensen@uta.edu">jorgensen@uta.edu</a></td>
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<td>Junk, Debra</td>
<td>University of Texas, Austin</td>
<td><a href="mailto:junkdeb@utexas.edu">junkdeb@utexas.edu</a></td>
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<td>Kalinec-Craig, Crystal</td>
<td>University of Texas, San Antonio</td>
<td><a href="mailto:crystal.kalinec-craig@utsa.edu">crystal.kalinec-craig@utsa.edu</a></td>
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<td>Karp, Karen</td>
<td>University of Louisville</td>
<td><a href="mailto:karen@louisville.edu">karen@louisville.edu</a></td>
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<td>Kasmer, Lisa Anne</td>
<td>Grand Valley State University</td>
<td><a href="mailto:kasmerl@gvsu.edu">kasmerl@gvsu.edu</a></td>
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<td>Kassae, Ameneh</td>
<td>Middle Tennessee State University</td>
<td><a href="mailto:amk4e@mtmail.mtsu.edu">amk4e@mtmail.mtsu.edu</a></td>
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<td>Kastberg, Signe</td>
<td>Purdue University</td>
<td><a href="mailto:skastber@purdue.edu">skastber@purdue.edu</a></td>
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<td>Kasten, Sarah</td>
<td>Northern Kentucky University</td>
<td><a href="mailto:kastens1@nku.edu">kastens1@nku.edu</a></td>
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<td>Keene, Karen Allen</td>
<td>North Carolina State University</td>
<td><a href="mailto:karen_keene@ncsu.edu">karen_keene@ncsu.edu</a></td>
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<td>Keiser, Jane M.</td>
<td>Miami University</td>
<td><a href="mailto:keiserjm@miamiich.edu">keiserjm@miamiich.edu</a></td>
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<td>Kennedy, Dave I.</td>
<td>Shippensburg University of Pennsylvania</td>
<td><a href="mailto:dikenn@ship.edu">dikenn@ship.edu</a></td>
<td>49</td>
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<td>Kim, Somin</td>
<td>University of Georgia</td>
<td><a href="mailto:somin84@uga.edu">somin84@uga.edu</a></td>
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<tr>
<td>King, Karen</td>
<td>National Science Foundation</td>
<td><a href="mailto:kking@nsf.gov">kking@nsf.gov</a></td>
<td>31, 80</td>
</tr>
<tr>
<td>King, Lesley Ann</td>
<td>George Mason University</td>
<td><a href="mailto:lesleyking27@hotmail.com">lesleyking27@hotmail.com</a></td>
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</tr>
<tr>
<td>Kinser-Traut, Jennifer</td>
<td>University of Arizona</td>
<td><a href="mailto:jkinser@email.arizona.edu">jkinser@email.arizona.edu</a></td>
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<td>Kirwan, James Vince</td>
<td>Illinois State University</td>
<td><a href="mailto:jvkirwa@ilstu.edu">jvkirwa@ilstu.edu</a></td>
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</tr>
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<td>Klein, Valerie</td>
<td>The Math Forum, Drexel University</td>
<td><a href="mailto:vek25@drexel.edu">vek25@drexel.edu</a></td>
<td>107</td>
</tr>
<tr>
<td>Kline, Kate</td>
<td>Western Michigan University</td>
<td><a href="mailto:kate.kline@wmich.edu">kate.kline@wmich.edu</a></td>
<td>192</td>
</tr>
<tr>
<td>Knapp, Melinda</td>
<td>Bend-LaPine School District, Oregon</td>
<td><a href="mailto:melinda.knapp@bend.k12.or.us">melinda.knapp@bend.k12.or.us</a></td>
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</tr>
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<td>Ko, Yi-Yin</td>
<td>Indiana State University</td>
<td><a href="mailto:winnie.ko@indstate.edu">winnie.ko@indstate.edu</a></td>
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<td>Kobett, Beth McCord</td>
<td>Stevenson University</td>
<td><a href="mailto:bkobett@stevenson.edu">bkobett@stevenson.edu</a></td>
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</tr>
</tbody>
</table>
Koestler, Courtney  
Ohio University  
koestler@ohio.edu  
89

Konuk, Nursen  
Penn State University  
nuk142@psu.edu  
111

Kosko, Karl Wesley  
Kent State University  
kkkosko@gmail.com  
56, 117

Krehbiel, Ken  
National Council of Teachers of Mathematics  
kkrehbiel@nctm.org  
80

Krupa, Erin  
Montclair State University  
krupaemail@montclair.edu  
4, 70

Kwon, Minsung  
University of Michigan  
mskwon@umich.edu  
128

LaFramenta, Joanne  
University of Florida  
jlafra@coe.ufl.edu  
105

Lai, Yvonne  
University of Nebraska, Lincoln  
yvonnexiai@unl.edu  
49

Land, Tonia  
Duke University  
tonia.land@duke.edu  
54, 126

Leatham, Keith  
Brigham Young University  
kleatham@mathed.byu.edu  
37, 54

Lee, Carl W.  
University of Kentucky  
lee@ms.uky.edu  
140

Lee, Hea-jin  
Ohio State University, Lima  
lee.1129@osu.edu  
154

Lee, Jean  
University of Indianapolis  
jslee@uindy.edu  
14, 96

Lee, Mi Yeon  
Arizona State University  
mlee115@asu.edu  
84

Lesseig, Kristin  
Washington State University, Vancouver  
kristin.lesseig@vancouver.wsu.edu  
4

Lewis, William James  
University of Nebraska, Lincoln  
jlewis@math.unl.edu  
119

Lim, Woong  
Kennesaw State University  
wilm2@kennesaw.edu  
23, 150

Linder, Sandra  
Clemson University  
sandram@clemson.edu  
123

Lingo, Amy  
University of Louisville  
amy.lingo@louisville.edu  
72

Lischka, Alyson E.  
Middle Tennessee State University  
alyson.lischka@mtsu.edu  
118

Liu, Yating  
Old Dominion University  
y1liu@odu.edu  
8

Lloyd, Gwendolyn  
Penn State University  
lloyd@psu.edu  
51

Lovin, LouAnn  
James Madison University  
lavin@jmu.edu  
162

Lucas, Carol  
University of Central Oklahoma  
cucas@uco.edu  
116

Luebeck, Jennifer  
Montana State University  
luebeck@math.montana.edu  
13, 125

Lynch, Courtney  
Penn State University  
cmp1320@psu.edu  
51

Lynch, Jeremy  
Slippery Rock University  
jericly.lynch@rsu.edu  
71

Lynch, Sarah Rose  
Westminster College  
lynchsd@westminster.edu  
71

Lynch-Davis, Kathleen  
Appalachian State University  
lynchrk@appstate.edu  
15, 91

Magiera, Marta T.  
Marquette University  
marta.magiera@marquette.edu  
154

Males, Lorraine Marie  
University of Nebraska, Lincoln  
lmales2@unl.edu  
126, 168

Manouchehri, Azita  
The Ohio State University  
manouchehri.1@osu.edu  
160, 180

Marshall, Anne M.  
Lehman College  
anne.m.marshall@gmail.com  
145

Martin, W. Gary  
Auburn University  
martwig@auburn.edu  
119

Marynowski, Richelle  
University of Lethbridge  
richelle.marynowski@uleth.ca  
197

Mason, Margaret Mary  
College of William and Mary  
maggiemcgatha@louisville.edu  
33, 125

Matney, Gabriel  
Bowling Green State University  
gmatney@bgsu.edu  
42

Mays, Michael  
West Virginia University  
mays@wvu.edu  
85

McGatha, Maggie  
University of Louisville  
maggie.mcgatha@louisville.edu  
33, 125

McIntyre, Leighton C.  
University of Georgia  
m1mcint@uga.edu  
7

Mckenney, Kristin  
University of Delaware  
kmckenne@udel.edu  
112

McLeod, Kevin  
University of Wisconsin, Milwaukee  
kevinm@uwm.edu  
22

Melhuish, Kathleen  
Portland State University  
kelvin@pdx.edu  
197

Metzger, Michelle  
University of Nebraska, Lincoln  
mmetzger613@gmail.com  
168

Middleton, Catharina W.  
East Carolina University  
middletonc14@ecu.edu  
188

Mikusa, Michael  
The Ohio State University  
mikusa.12@osu.edu  
84

Miller, Emily  
University of Delaware  
EKmiller@udel.edu  
112

Miller, Travis K.  
University of Indianapolis  
 tmiller@indy.edu  
53

Miller Bennett, Victoria A.  
University of Louisville  
vamill01@louisville.edu  
184

Mills, Valerie  
National Council of Supervisors of Mathematics  
valerie.mills@oakland.k12.mi.us  
66

Mintos, Alexia  
Purdue University  
amintos@purdue.edu  
5

Miriti, Landrea  
University of North Carolina, Chapel Hill  
landrea.miriti@kctcs.edu  
93

Mitchell, Rebecca  
Bluegrass Community and Technical College  
rebecca.mitchell@bc.edu  
20

Mitten, Carolyn  
University of Florida  
cmitten@ufl.edu  
41

Mohr-Schroeder, Margaret J.  
University of Kentucky  
m.mohr@uky.edu  
140, 177

Mojica, Gemma  
University of North Carolina, Chapel Hill  
gmojica@email.unc.edu  
12

Moltitoris-Miller, Susanna  
Kennesaw State University  
smolitor@kennesaw.edu  
134

Monson, Debra  
University of St. Thomas  
debbie.monson@stthomas.edu  
4, 27

Moore, Kevin C.  
University of Georgia  
kvcmoore@uga.edu  
70
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<th>Page</th>
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<td>Moore, Sara Delano</td>
<td>ETA hand2mind</td>
<td><a href="mailto:smoore@hand2mind.com">smoore@hand2mind.com</a></td>
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<td>Morge, Shelby P.</td>
<td>University of North Carolina, Wilmington</td>
<td><a href="mailto:morges@uncw.edu">morges@uncw.edu</a></td>
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<td>Morris, Anne K.</td>
<td>University of Delaware</td>
<td><a href="mailto:abmorris@udel.edu">abmorris@udel.edu</a></td>
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<td>Mudzimiri, Rejoice</td>
<td>University of Southern Mississippi</td>
<td><a href="mailto:rejoice.mudzimiri@usm.edu">rejoice.mudzimiri@usm.edu</a></td>
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<td>Murray, Eileen</td>
<td>Harvard University</td>
<td><a href="mailto:drmurraye@gmail.com">drmurraye@gmail.com</a></td>
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<td>Myers, Marrielle</td>
<td>North Carolina State University</td>
<td><a href="mailto:marrielle.myers@gmail.com">marrielle.myers@gmail.com</a></td>
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<td>Nagle, Courtney</td>
<td>Penn State Erie, The Behrend College</td>
<td><a href="mailto:crt12@psu.edu">crt12@psu.edu</a></td>
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<tr>
<td>Naresh, Nirmala</td>
<td>Miami University</td>
<td><a href="mailto:nareshn2@miamioh.edu">nareshn2@miamioh.edu</a></td>
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<td>Newton, Jill</td>
<td>Purdue University</td>
<td><a href="mailto:janewton@purdue.edu">janewton@purdue.edu</a></td>
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<td>Nickell, Jennifer</td>
<td>North Carolina State University</td>
<td><a href="mailto:jnickel@ncsu.edu">jnickel@ncsu.edu</a></td>
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<td>Nickerson, Susan</td>
<td>San Diego State University</td>
<td><a href="mailto:snickerson@mail.sdsu.edu">snickerson@mail.sdsu.edu</a></td>
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<td>Nielsen, Lynne</td>
<td>Louisiana Tech University</td>
<td><a href="mailto:nieson@latech.edu">nieson@latech.edu</a></td>
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<td>Virginia Tech</td>
<td><a href="mailto:norton3@vt.edu">norton3@vt.edu</a></td>
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<td>Novak, Jodie</td>
<td>University of Northern Colorado</td>
<td><a href="mailto:jodie.novak@unco.edu">jodie.novak@unco.edu</a></td>
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<td>Ochieng, Mary Achieng</td>
<td>Western Michigan University</td>
<td><a href="mailto:maryachieng.ochieng@wmich.edu">maryachieng.ochieng@wmich.edu</a></td>
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<td>Okumus, Samet</td>
<td>North Carolina State University</td>
<td><a href="mailto:sokumus@ncsu.edu">sokumus@ncsu.edu</a></td>
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<td>Olmez, Ibrahim Burak</td>
<td>University of Georgia</td>
<td><a href="mailto:i.burakolmez@hotmail.com">i.burakolmez@hotmail.com</a></td>
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<td>Olson, Judith</td>
<td>University of Hawaii</td>
<td><a href="mailto:jkolson@hawaii.edu">jkolson@hawaii.edu</a></td>
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<td>Olson, Melfried</td>
<td>University of Hawaii</td>
<td><a href="mailto:melfried@hawaii.edu">melfried@hawaii.edu</a></td>
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<td>Olson, Travis A.</td>
<td>University of Nevada, Las Vegas</td>
<td><a href="mailto:travis.olson@unlv.edu">travis.olson@unlv.edu</a></td>
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<td>Ortiz, Enrique</td>
<td>University of Central Florida</td>
<td><a href="mailto:enrique.ortiz@ucf.edu">enrique.ortiz@ucf.edu</a></td>
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<td>Ozgun-Koca, S. Asli</td>
<td>Wayne State University</td>
<td><a href="mailto:aokoca@wayne.edu">aokoca@wayne.edu</a></td>
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<td>Pair, Jeffrey D.</td>
<td>Middle Tennessee State University</td>
<td><a href="mailto:jeffrey.pair@mtsu.edu">jeffrey.pair@mtsu.edu</a></td>
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<td>Paolucci, Catherine</td>
<td>State University of New York, New Paltz</td>
<td><a href="mailto:paoluccic@gmail.com">paoluccic@gmail.com</a></td>
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<td>Pape, Stephen J.</td>
<td>Johns Hopkins University</td>
<td><a href="mailto:stephen.pape@jhu.edu">stephen.pape@jhu.edu</a></td>
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<td>Parker, Frieda</td>
<td>University of Northern Colorado</td>
<td><a href="mailto:catherine.parker@unco.edu">catherine.parker@unco.edu</a></td>
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<td>Perry, Debbie Hunter</td>
<td>Midway Independent School District, Texas</td>
<td><a href="mailto:debbie.perry@midwaysd.org">debbie.perry@midwaysd.org</a></td>
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<td>Peters, Susan A.</td>
<td>University of Louisville</td>
<td><a href="mailto:s.peters@louisville.edu">s.peters@louisville.edu</a></td>
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<td>Brigham Young University</td>
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<td>San Diego State University</td>
<td><a href="mailto:rphilipp@mail.sdsu.edu">rphilipp@mail.sdsu.edu</a></td>
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<td>Poling, Lisa L.</td>
<td>Appalachian State University</td>
<td><a href="mailto:polingll@appstate.edu">polingll@appstate.edu</a></td>
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<td>Powell, Angeline</td>
<td>University of Memphis</td>
<td><a href="mailto:apowell3@memphis.edu">apowell3@memphis.edu</a></td>
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<td>Powell, Arthur Belford</td>
<td>Rutgers University</td>
<td><a href="mailto:powellab@andromeda.rutgers.edu">powellab@andromeda.rutgers.edu</a></td>
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<td>Powers, Robert</td>
<td>University of Northern Colorado</td>
<td><a href="mailto:robert.powers@unco.edu">robert.powers@unco.edu</a></td>
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<td>University of Florida</td>
<td><a href="mailto:sprosser@ufl.edu">sprosser@ufl.edu</a></td>
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<td>Quebec Fuentes, Sarah</td>
<td>Texas Christian University</td>
<td><a href="mailto:s.quebec.fuentes@tcu.edu">s.quebec.fuentes@tcu.edu</a></td>
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<td>Rakes, Christopher</td>
<td>University of Maryland, Baltimore County</td>
<td><a href="mailto:christopher.rakes@gmail.com">christopher.rakes@gmail.com</a></td>
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<td>Indiana University</td>
<td><a href="mailto:lrapacki@indiana.edu">lrapacki@indiana.edu</a></td>
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<td>Redmond-Sanogo, Adrienne</td>
<td>Oklahoma State University</td>
<td><a href="mailto:adrienne.redmond@okstate.edu">adrienne.redmond@okstate.edu</a></td>
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<td>Reeder, Stacy</td>
<td>University of Oklahoma</td>
<td><a href="mailto:reeder@ou.edu">reeder@ou.edu</a></td>
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<td>University of Missouri</td>
<td><a href="mailto:reyrs@missouri.edu">reyrs@missouri.edu</a></td>
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<td>Pacific University</td>
<td><a href="mailto:steverhine@yahoo.com">steverhine@yahoo.com</a></td>
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<td>Portland State University</td>
<td><a href="mailto:riffel@pdx.edu">riffel@pdx.edu</a></td>
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<td>Iowa State University</td>
<td><a href="mailto:sarahann.roberts@gmail.com">sarahann.roberts@gmail.com</a></td>
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<td>Robinson, Sharon</td>
<td>American Assoc. of Colleges for Teacher Education</td>
<td><a href="mailto:srobinson@aacte.org">srobinson@aacte.org</a></td>
<td>80, 136</td>
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</table>
S

Safak, Elif
Illinois State University
esafak@ilstu.edu
142, 156

Safi, Farshid
College of New Jersey
safi@tcnj.edu
135

Sahin, Nesrin
University of Central Florida
sahin@knights.ucf.edu
65

Salinas, Alejandra
Boston University
salinas@bu.edu
97, 186

Samuels, Shari
Montana State University
miller@math.montana.edu
52

Sanchez, Wendy B.
Kennesaw State University
wsanchez@kennesaw.edu
137

Sanfratello, Andrew
Teachers College, Columbia University
asanfratello@gmail.com
115

Sanjari Pirmahaleh, S. Azin
The Ohio State University
sanjaripirmahaleh.1@osu.edu
180

Sattler, Nancy
American Mathematical Assoc. of Two Year Colleges
rsatler@terra.edu
122

Schack, Edna O.
Morehead State University
e.schack@morehead-st.edu
114

Schmidt, Teresa A.
Middle Tennessee State University
tschesmidt@mtsu.edu
92, 154

Schock, Bridget
University of Wisconsin, Milwaukee
Schockbx@milwaukee.k12.wi.us
22

Schoen, Robert
Florida State University
rschoen@fsu.edu
60, 121

Schultz, Kyle T.
James Madison University
schultzk@jmu.edu
24

Schwartz, Catherine
East Carolina University
schwartzca@ecu.edu
132

Seaman, Carol E.
University of North Carolina, Greensboro
ceseman@uncg.edu
132

Seehausen, Alees Teel
University of Northern Colorado
alees.seehausen@unco.edu
28

Selling, Sarah Kate
Stanford University
sselling@stanford.edu
114, 175

Selmer, Sarah
West Virginia University
sarah.selmer@mail.wvu.edu
114

Shaughnessy, Meghan
University of Michigan
mshaugh@umich.edu
16

Sherman, Diana
Drake University
shdiana@umich.edu
49, 58

Sherman, Milan F.
University of Michigan
milan.sherman@drake.edu
183

Shih, Jeffrey
University of Nevada, Las Vegas
jeffrey.shih@unlv.edu
6

Shippee, Eric
College of William and Mary
Ewship@wm.edu
30

Siegfried, John (Zig) Michael
James Madison University
siegfrjm@jmu.edu
162

Silver, Edward
University of Michigan
easilver@umich.edu
167

Silverman, Jason
Drexel University
silverman@drexel.edu
107

Simic-Muller, Ksenija
Pacific Lutheran University
simicmka@plu.edu
170

Simpson, Amber
Clemson University
amsimps@g.clemson.edu
114, 123

Singer, Susan Randell
National Science Foundation
rsringer@nsf.gov
31

Siy, Eric
University of Georgia
ericisy@uga.edu
179

Sjostrom, Mary Pat
Chaminade University
sjostrom.chaminade@gmail.com
24

Slate Young, Erica
University of Alabama, Huntsville
ers0008@uah. edu
58

Smith, Margaret
University of Pittsburgh
 pegs@pitt.edu
113

Smith, Michel
Auburn University
smith01@auburn.edu
159

Smith, Ryan C.
University of Georgia
smithrc@uga.edu
7, 193

Smith, Wendy
University of Nebraska, Lincoln
wsmith5@unl.edu
191

Snider, Rachel B.
University of Michigan
rsnider@umich.edu
59

Somers, John
University of Indianapolis
jsomers@indy.edu
14

Son, Ji-Won
University at Buffalo, State University of New York
jiwonson@buffalo.edu
23

Spangler, Denise A.
University of Georgia
dspangle@uga.edu
64, 70

Staples, Megan
University of Connecticut
megan.staples@uconn.edu
50

Stark, Walter
St. Pancras Middle School, Glendale, New York
drofmath@aol.com
103

Starling, Tina T.
North Carolina State University	ina.starling@ncsu.edu
132

Steckroth, Jeffrey John
Christopher Newport University
jsteckroth@ccnu.edu
67

Steele, Michael
University of Wisconsin, Milwaukee
steelem@uwwm.edu
22, 113

Stehr, Eryn M.
University of Nebraska, Lincoln
stehery@unl.edu
5

Stevens, Alexis L.
James Madison University
stevenal@jmu.edu
162

Stockero, Shari L.
Michigan Technological University
stockero@mtu.edu
37, 54

Strutchners, Marilyn E.
Auburn University
strutme@auburn.edu
119

Stumpf, Kathryn
Brookhill Institute of Mathematics
kathy.stumpf@brookhillmath.org
195

Suiter, Dianne C.
Miami University
Diannescuiter@gmail.com
176

Sun, Li
University of Houston
i.sun730@gmail.com
25

Sutherland, Pierre
University of Michigan
psuth@uga.edu
166

Suzuki, Ken
University of Michigan
ksuzuka@umich.edu
165

Swartz, Barbara
McDaniel College
bswartz@mcdaniel.edu
157
<table>
<thead>
<tr>
<th>Name</th>
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<td>Switzer, John M.</td>
<td>Texas Christian University</td>
<td><a href="mailto:j.switzer@tcu.edu">j.switzer@tcu.edu</a></td>
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<td>Sztajn, Paola</td>
<td>North Carolina State University</td>
<td><a href="mailto:psztajn@ncsu.edu">psztajn@ncsu.edu</a></td>
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<td>Indiana University</td>
<td><a href="mailto:paultan@indiana.edu">paultan@indiana.edu</a></td>
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<td>Tapp, Laura Elizabeth</td>
<td>University of Central Florida</td>
<td><a href="mailto:laura.tapp@knights.ucf.edu">laura.tapp@knights.ucf.edu</a></td>
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<td>Western Kentucky University</td>
<td><a href="mailto:janet.tassell@wu.edu">janet.tassell@wu.edu</a></td>
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<td>Taylor, Cynthia</td>
<td>Millersville University of Pennsylvania</td>
<td><a href="mailto:cynthis.taylor@millersville.edu">cynthis.taylor@millersville.edu</a></td>
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<td>Taylor, Megan Westwood</td>
<td>Sonoma State University</td>
<td><a href="mailto:ilovemath@mac.com">ilovemath@mac.com</a></td>
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<td>Taylor, P. Mark</td>
<td>Carson-Newman University</td>
<td><a href="mailto:ptaylor@cn.edu">ptaylor@cn.edu</a></td>
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<td>Teuscher, Dawn</td>
<td>Florida State University</td>
<td><a href="mailto:atazaz@fsu.edu">atazaz@fsu.edu</a></td>
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<td>Portland State University</td>
<td><a href="mailto:evat@pdx.edu">evat@pdx.edu</a></td>
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<td>Thomas, Christine</td>
<td>Georgia State University</td>
<td><a href="mailto:cthomas11@gsu.edu">cthomas11@gsu.edu</a></td>
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<td>Thomas, Jonathan Norris</td>
<td>Northern Kentucky University</td>
<td><a href="mailto:thomasj13@nku.edu">thomasj13@nku.edu</a></td>
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<td>Thompson, Denisse</td>
<td>University of South Florida</td>
<td><a href="mailto:Thompson@tempest.coedu.usf.edu">Thompson@tempest.coedu.usf.edu</a></td>
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<td>Thrasher, Emily</td>
<td>North Carolina State University</td>
<td><a href="mailto:epithrash@ncsu.edu">epithrash@ncsu.edu</a></td>
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<td>Thunder, Kateri</td>
<td>James Madison University</td>
<td><a href="mailto:thundekg@jmu.edu">thundekg@jmu.edu</a></td>
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<td>Tobias, Jennifer M.</td>
<td>Illinois State University</td>
<td><a href="mailto:jtobias@ilstu.edu">jtobias@ilstu.edu</a></td>
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<td>Virginia Commonwealth University</td>
<td><a href="mailto:ctringer@vcu.edu">ctringer@vcu.edu</a></td>
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<td>Troudt, Melissa</td>
<td>University of Northern Colorado</td>
<td><a href="mailto:melissa.goss@unco.edu">melissa.goss@unco.edu</a></td>
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<td>University of Georgia</td>
<td>cd <a href="mailto:Tucker@uga.edu">Tucker@uga.edu</a></td>
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<td>University of Arizona</td>
<td><a href="mailto:eturner@email.arizona.edu">eturner@email.arizona.edu</a></td>
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<td>Tyminski, Andrew</td>
<td>Clemson University</td>
<td><a href="mailto:amt23@clemson.edu">amt23@clemson.edu</a></td>
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<td>Usiskin, Zalman</td>
<td>University of Chicago</td>
<td><a href="mailto:z-usiskin@uchicago.edu">z-usiskin@uchicago.edu</a></td>
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<td>Utley, Juliana</td>
<td>Oklahoma State University</td>
<td><a href="mailto:juliana.utley@okstate.edu">juliana.utley@okstate.edu</a></td>
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<td>Indiana University</td>
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<td>van den Kieboom, Leigh A.</td>
<td>Marquette University</td>
<td><a href="mailto:leigh.vandenkieboom@marquette.edu">leigh.vandenkieboom@marquette.edu</a></td>
<td>154</td>
</tr>
<tr>
<td>van Ingen, Sarah A.</td>
<td>University of South Florida</td>
<td><a href="mailto:vaningen@usf.edu">vaningen@usf.edu</a></td>
<td>73, 145</td>
</tr>
<tr>
<td>Van Zoest, Laura</td>
<td>Western Michigan University</td>
<td><a href="mailto:laura.vanzoest@wmich.edu">laura.vanzoest@wmich.edu</a></td>
<td>37, 54</td>
</tr>
<tr>
<td>Venenciano, Linda</td>
<td>University of Hawaii</td>
<td><a href="mailto:lhirashi@hawaii.edu">lhirashi@hawaii.edu</a></td>
<td>77</td>
</tr>
<tr>
<td>Virmani, Rajeev</td>
<td>University of San Francisco</td>
<td><a href="mailto:rajeev.virmani@gmail.com">rajeev.virmani@gmail.com</a></td>
<td>175</td>
</tr>
<tr>
<td>Wager, Anita</td>
<td>University of Wisconsin, Madison</td>
<td><a href="mailto:bew2126@wisc.edu">bew2126@wisc.edu</a></td>
<td>61, 89</td>
</tr>
<tr>
<td>Waid, Brandie Elisabeth</td>
<td>Teachers College, Columbia University</td>
<td><a href="mailto:bew2126@tc.columbia.edu">bew2126@tc.columbia.edu</a></td>
<td>115</td>
</tr>
<tr>
<td>Walkoe, Janet</td>
<td>University of Maryland</td>
<td><a href="mailto:jwalkoe@umd.edu">jwalkoe@umd.edu</a></td>
<td>43</td>
</tr>
<tr>
<td>Walkowiak, Temple</td>
<td>North Carolina State University</td>
<td><a href="mailto:temple_walkowiak@ncsu.edu">temple_walkowiak@ncsu.edu</a></td>
<td>132</td>
</tr>
<tr>
<td>Wanko, Jeff</td>
<td>Miami University</td>
<td><a href="mailto:wankoj@miamiho.edu">wankoj@miamiho.edu</a></td>
<td>70</td>
</tr>
<tr>
<td>Warburton, Trevor</td>
<td>University of Utah</td>
<td><a href="mailto:trevor.warburton@utah.edu">trevor.warburton@utah.edu</a></td>
<td>145</td>
</tr>
<tr>
<td>Warner, Lisa</td>
<td>William Paterson University</td>
<td><a href="mailto:warnerin4@wpunj.edu">warnerin4@wpunj.edu</a></td>
<td>34</td>
</tr>
<tr>
<td>Wasserman, Nick</td>
<td>Teachers College, Columbia University</td>
<td><a href="mailto:wasserman@tc.columbia.edu">wasserman@tc.columbia.edu</a></td>
<td>115</td>
</tr>
<tr>
<td>Watanabe, Ted</td>
<td>Kennesaw State University</td>
<td><a href="mailto:twatanab@kennesaw.edu">twatanab@kennesaw.edu</a></td>
<td>120, 139</td>
</tr>
<tr>
<td>Webb, Jared</td>
<td>University of North Carolina, Greensboro</td>
<td>jnwebb2@ unc.edu</td>
<td>174</td>
</tr>
<tr>
<td>Webel, Corey</td>
<td>University of Missouri</td>
<td><a href="mailto:webelcm@missouri.edu">webelcm@missouri.edu</a></td>
<td>54</td>
</tr>
<tr>
<td>Weimar, Stephen</td>
<td>The Math Forum, Drexel University</td>
<td><a href="mailto:steve@mathforum.org">steve@mathforum.org</a></td>
<td>143</td>
</tr>
<tr>
<td>Welder, Rachael M.</td>
<td>Hunter College-CUNY</td>
<td><a href="mailto:rachael@rachaelwelder.com">rachael@rachaelwelder.com</a></td>
<td>178</td>
</tr>
<tr>
<td>Wells, Pamela J.</td>
<td>Grand Valley State University</td>
<td><a href="mailto:wells@gsu.edu">wells@gsu.edu</a></td>
<td>185</td>
</tr>
<tr>
<td>Wessman-Enzinger, Nicole</td>
<td>Illinois State University</td>
<td><a href="mailto:nmenzinger@gmail.com">nmenzinger@gmail.com</a></td>
<td>90, 142</td>
</tr>
<tr>
<td>Weston, Tracy</td>
<td>Middlebury College</td>
<td><a href="mailto:tweston@middlebury.edu">tweston@middlebury.edu</a></td>
<td>56</td>
</tr>
<tr>
<td>Wheeler, Ann</td>
<td>Texas Woman's University</td>
<td><a href="mailto:Awheeler2@twu.edu">Awheeler2@twu.edu</a></td>
<td>19</td>
</tr>
<tr>
<td>Whitacre, Ian</td>
<td>Florida State University</td>
<td><a href="mailto:iwhitacre@fsu.edu">iwhitacre@fsu.edu</a></td>
<td>82</td>
</tr>
</tbody>
</table>
White, Diana  
*University of Colorado, Denver*  
diana.white@ucdenver.edu  

White, Dorothy Y.  
*University of Georgia*  
dywhite@uga.edu  

White, Tracy Foote  
*North Carolina State University*  
tsfoote@ncsu.edu  

Wickstrom, Megan H.  
*Montana State University*  
megawicks@gmail.com  

Wieman, Rob  
*Rowan University*  
gomathman@yahoo.com  

Wilburne, Jane M.  
*Penn State Harrisburg*  
jmw41@psu.edu  

Wilkinson, Jesse L. M.  
*Virginia Tech*  

Williams, Madelyn  
*University of Connecticut*  

Wilson, Holt  
*University of North Carolina, Greensboro*  

Wilson, Patricia  
*University of Georgia*  

Wolfe, Christopher B.  
*Saint Leo University*  

Wray, Jon  
*Assoc. of Maryland Mathematics Teacher Educators*  
jon_wray@hcpss.org  

White, Dorothy Y.  
*University of Georgia*  
dywhite@uga.edu  

White, Tracy Foote  
*North Carolina State University*  
tsfoote@ncsu.edu  

Wickstrom, Megan H.  
*Montana State University*  
megawicks@gmail.com  

Wieman, Rob  
*Rowan University*  
gomathman@yahoo.com  

Wilburne, Jane M.  
*Penn State Harrisburg*  
jmw41@psu.edu  

Wilkinson, Jesse L. M.  
*Virginia Tech*  

Williams, Madelyn  
*University of Connecticut*  

Wilson, Holt  
*University of North Carolina, Greensboro*  

Wilson, Patricia  
*University of Georgia*  

Wolfe, Christopher B.  
*Saint Leo University*  

Wray, Jon  
*Assoc. of Maryland Mathematics Teacher Educators*  
jon_wray@hcpss.org  

X  

Xie, Jinxia  
*Syracuse University*  
jxie04@syr.edu  

Y  

Yee, Sean P.  
*University of South Carolina*  
seanpyee@gmail.com  

Young, Jamaal Rashad  
*University of North Texas*  
jamaal.young@unt.edu  

Yow, Jan A.  
*University of South Carolina*  
jyow@sc.edu  

Z  

Zahner, William  
*Boston University*  
wzahner@bu.edu  

Zazkis, Rina  
*Simon Fraser University*  
zazkis@sfu.ca  

Ziegler, Jeff  
*Brookhill Institute of Mathematics*  
jeff.ziegler@brookhillmath.org  

Zorin, Barbara  
*University of South Florida, St. Petersburg*  
drbzorin@gmail.com
AMTE EVENTS AT THE
2015 NCTM & NCSM ANNUAL CONFERENCES

APRIL 15 - 18, 2015 IN BOSTON, MASSACHUSETTS

AMTE SPECIAL INTEREST SESSION
AT THE NCSM CONFERENCE

Wednesday afternoon, April 15, 2015
3:30 – 4:30 PM
Room Location TBA
The Boston Convention & Exhibition Center

AMTE RECEPTION AT THE
NCTM CONFERENCE

Thursday, April 16, 2015
6:00 - 7:30 pm
Room Location TBA
The Westin Boston Waterfront

All members and interested persons are invited to attend.

For more detailed information,
please visit amte.net

AMTE’S 2016 ANNUAL CONFERENCE

We invite you to attend and speak at next year’s Twentieth Annual AMTE Conference, which will be held on January 28 – 30, 2016, in Irvine, California. The Call for Proposals will be available on the AMTE website (www.amte.net) by March 1, 2015, and in the next issue of AMTE Connections. Shannon Dingman of University of Arkansas (sdingman@uark.edu) is the Program Chair.

The deadline for submitting proposals for the 2016 Annual Conference is May 15, 2015.
Visit amte.net for updated information about the 2016 Conference.
The Judith E. Jacobs Lecture was established in 2003 to honor Dr. Judith E. Jacobs, one of the founding members of AMTE. Dr. Jacobs was instrumental in developing AMTE into a national organization and in the development of the AMTE conference with its current structure and emphasis on interaction. Judith Jacobs is an active member who served as the treasurer, the president, and as the first executive director. The Judith Jacobs Lecture was established after Dr. Jacobs completed her tenure as AMTE Executive Director.

Dr. Jacobs gave the first lecture where she described what it means to be a mathematics teacher educator and outlined how being a mathematics teacher educator is different from being a mathematics teacher, a career professional developer, or a researcher in mathematics education. She challenged us to recognize our roles as mathematics teacher educators and through this organization, an outlet was created to share and learn from each other.

<table>
<thead>
<tr>
<th>Year</th>
<th>Judith E. Jacobs Lecturer</th>
<th>Affiliation</th>
<th>Title of Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Nadine Bezuk</td>
<td>San Diego State University</td>
<td>Supporting Elementary Teachers in Developing Their Mathematics Teaching</td>
</tr>
<tr>
<td>2014</td>
<td>Barbara J. Reys</td>
<td>University of Missouri</td>
<td>Curriculum Matters! For Teachers, for Students, and for Mathematics Teacher Educators</td>
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<tr>
<td>2013</td>
<td>Karen Karp</td>
<td>University of Louisville</td>
<td>The Invisible 10% - Preparing Teachers to Teach Mathematics to Students with Special Needs</td>
</tr>
<tr>
<td>2012</td>
<td>Deborah Schifter</td>
<td>Education Development Center</td>
<td>Interpreting the Common Core: What Might It Look Like in the Classrooms?</td>
</tr>
<tr>
<td>2011</td>
<td>Joan Ferrini-Mundy</td>
<td>Michigan State University</td>
<td>Learning for Tomorrow: Challenges and Opportunities in Mathematics Teacher Education</td>
</tr>
<tr>
<td>2010</td>
<td>James Hiebert</td>
<td>University of Delaware</td>
<td>Building Knowledge for Helping Teachers Learn to Teach: An Alternative Path for Teacher Education</td>
</tr>
<tr>
<td>2009</td>
<td>Jeremy Kilpatrick</td>
<td>University of Georgia</td>
<td>Going to War with the Army You Have</td>
</tr>
<tr>
<td>2008</td>
<td>Ed Silver</td>
<td>University of Michigan</td>
<td>Mathematics Teacher Education in Dodge City: Desperately Seeking Wyatt Earp and Henri Poincaré</td>
</tr>
<tr>
<td>2007</td>
<td>Deborah Loewenberg Ball</td>
<td>University of Michigan</td>
<td>The Core and Contemporary Challenges of Mathematics Teacher Education</td>
</tr>
<tr>
<td>2006</td>
<td>Judith Sowder</td>
<td>San Diego State University</td>
<td>Preparing Elementary Teachers: The Role of Reasoning about Numbers and Quantities</td>
</tr>
<tr>
<td>2004</td>
<td>Thomas J. Cooney</td>
<td>University of Georgia</td>
<td>The Role of Mathematics Teacher Education: Reform or Enculturation?</td>
</tr>
<tr>
<td>2003</td>
<td>Judith E. Jacobs</td>
<td>California State Polytechnic University - Pomona</td>
<td>Improving Mathematics Education: Mathematics Teacher Educators Lead the Way</td>
</tr>
</tbody>
</table>
AMTE LEADERSHIP

AMTE STANDING COMMITTEES

AFFILIATE CONNECTIONS COMMITTEE

2012 - 2015
Jacqueline Coomes (Chair, 2014), Eastern Washington University, jcoomes@mail.ewu.edu
Dana Franz, Mississippi State University, dana.pomykal.franz@colled.msstate.edu

2013 - 2016
Colleen Eddy (Chair, 2015), University of North Texas, Colleen.Eddy@unt.edu
Erin Krupa, Montclair State University, ekrupa@hotmail.com

2014 - 2017
Alejandra Salinas, Boston University, salinas@bu.edu
Jean Lee, University of Indianapolis, jslee@uindy.edu

2015 - 2018
Maureen Grady, East Carolina University, gradym@ecu.edu
Travis Miller, University of Indianapolis, tmiller@uindy.edu

AMTE Board Member, 2014
Megan Burton, Auburn University, meb0042@auburn.edu

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2012 - 2015
Courtney Koestler (Chair, 2014), Ohio University, koestler@ohio.edu

2013 - 2016
William Bush, University of Louisville, bill.bush@louisville.edu
Vanessa Pitts Bannister, University of South Florida, pittsbannister@usf.edu
Kimberly Markworth (Chair, 2015), Western Washington Univ., Kimberly.Markworth@wwu.edu

2014 - 2017
Bethany Noblitt, Northern Kentucky University, noblittb@nku.edu
Stephanie Livers, University of Alabama, sdlivers@bamaed.ua.edu

2015 - 2018
Zandra de Araujo, University of Missouri, dearaujoz@missouri.edu
TBA

AMTE Board Member, 2014
Stephen Pape, Johns Hopkins University, Stephen.Pape@jhu.edu
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Enrique Galindo, Indiana University, egalindo@indiana.edu
Jeff Shih, University of Nevada-Las Vegas, jshih@unlv.nevada.edu

2013 - 2016
Jo Ann Cady (Chair, 2014, 2015), University of Tennessee, jcad@utk.edu
Virginia Fraser, Indiana University Southeast, vfraser@ius.edu

2014 - 2017
Lorraine Males, University of Nebraska-Lincoln, lmales2@unl.edu
Tracy Goodson-Espy, Appalachian State University, goodsonespyt@appstate.edu

2015 - 2018
Erika Bullock, University of Memphis, Erika.Bullock@memphis.edu
Michael Simone, New Visions for Public Schools, MR.MICHAEL.SIMONE@GMAIL.COM

AMTE Board Member, 2014
Joe Champion, Boise State University, jechampion@boisestate.edu

Constitution and By-laws Committee

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Jane Cushman (Chair, 2012, 2013, 2014), Buffalo State College, jcushman@math.buffalostate.edu
Crystl Dean, Appalachian State University, deanco@appstate.edu

2013 - 2016
Melissa Boston, Duquesne University, bostonm@duq.edu
Karen Keene, North Carolina State University, karen_keene@ncsu.edu

2014 - 2017
Melva Grant, Old Dominion University, mgrant@odu.edu
Azita Manouchehri, The Ohio State University, manouchehri.1@osu.edu

2015 - 2018
Francis (Skip) Fennell (Chair, 2015), McDaniel College, ffennell@mcdaniel.edu

AMTE Board Member, 2014
Tim Hendrix, Meredith College, hendrixt@meredith.edu
EMERGING ISSUES COMMITTEE

2013 – 2015
Karen King, National Science Foundation, kking@nsf.gov
Mike Mays, West Virginia University, mays@math.wvu.edu

2013 – 2016
Sybilla Beckman, The University of Georgia, sybillabeckmann@gmail.com
Jennifer Luebeck (Chair, 2014, 2015), Montana State University, luebeck@math.montana.edu

2014 – 2017
Kathryn Chval, University of Missouri, chvalkb@missouri.edu
Marilyn Strutchens, Auburn University, strutme@auburn.edu

2015 - 2018
Paola Sztajn, North Caroline State University, psztajn@ncsu.edu
Corey Drake, Michigan State University, cdrake@msu.edu

AMTE Board Member, 2014
Edward Silver, University of Michigan, easilver@umich.edu

MEMBERSHIP COMMITTEE

2012 - 2015
Travis K. Miller (Chair, 2013, 2014), University of Indianapolis, tmiller@uindy.edu
Lisa Kasmer, Grand Valley State University, kasmerl@gvsu.edu

2013 - 2016
Whitney Wesley, Edinboro University of Pennsylvania, wwesley@edinboro.edu
Susan Swars, Georgia State University, sswars@gsu.edu

2014 – 2017
Jonathan Bostic (Chair, 2015), Bowling Green State University, bosticj@bgsu.edu
Jane Keiser, Miami University, keiserjm@miamioh.edu

2015 - 2018
Christopher Jett, University of West Georgia, cjett@westga.edu
Tommy Hodges, University of South Carolina, hodgeste@sc.edu

AMTE Board Member, 2014
Nicole Rigelman, Portland State University, rigelman@pdx.edu
MENTORING COMMITTEE

2012 - 2015
Angela Barlow (Chair, 2014), Middle Tennessee State University, Angela.Barlow@mtsu.edu
Hala Ghousseini, University of Wisconsin, ghousseini@wisc.edu

2013 - 2016
Matthew Winsor, Illinois State University, mwinsor@ilstu.edu
Calli Holaway, The University of Alabama, cholaway@bamaed.ua.edu

2014 - 2017
Jennifer Chauvot (Chair, 2015), University of Houston, jchauvot@uh.edu
Dave Kennedy, Shippensburg University of Pennsylvania, dikenn@ship.edu

2015 - 2018
Pier Clarke, Georgia State University, pjunor@gsu.edu
Alyson Lischka, Middle Tennessee State University, Alyson.Lischka@mtsu.edu

AMTE Board Member, 2014
Kathleen Lynch-Davis, Appalachian State University, lynchrk@appstate.edu

STAR PROGRAM COMMITTEE (SUBGROUP OF THE MENTORING COMMITTEE)

2013 - 2016
Jon Star, Harvard University, jon_star@gse.harvard.edu
Vena Long, The University of Tennessee, vlong@utk.edu
Anita Wager, University of Wisconsin, awager@wisc.edu
Christa Jackson, University of Kentucky, christa.jackson@uky.edu

2014 - 2017
Barbara Reys (Co-Chair, 2014, 2015), University of Missouri, ReysB@missouri.edu
Bob Reys (Co-Chair, 2014, 2015), Emeritus, University of Missouri, ReysR@missouri.edu
Jeff Wanko (Institute Co-Director, 2014 – 2017), Miami University, wankojj@muohio.edu
Denise Spangler (Institute Co-Director, 2014 – 2017), University of Georgia, dspangle@uga.edu
Sue Peters, University of Louisville, s.peters@louisville.edu

2015 - 2018
Amanda Jansen, University of Delaware, jansen@udel.edu
Jeremy Zelkowski, The University of Alabama, jzelkowski@ua.edu
NOMINATIONS AND ELECTIONS COMMITTEE

2012 - 2015
Susan Gregson, University of Cincinnati, gregsoxn@ucmail.uc.edu
Denisse Thompson, University of South Florida, denisse@usf.edu

2013 - 2016
Andrea McCloskey, Penn State University, amccloskey@psu.edu
Karen Karp (Chair, 2014, 2015), University of Louisville, karen.karp@louisville.edu

2014 - 2017
Adam Feldhaus, University of Northern Iowa, cafeldhaus@gmail.com
Margaret Mohr-Schroeder, University of Kentucky, m.mohr@uky.edu

2015 - 2018
Temple Walkowiak, North Carolina State University, tawalkow@ncsu.edu
Tad Watanabe, Kennesaw State University, twatanab@kennesaw.edu

AMTE Board Member, 2014
Christine Thomas, Georgia State University, cthomas11@gsu.edu

PROFESSIONAL DEVELOPMENT FOR MEMBERS COMMITTEE

2013 - 2015
Dorothy White (Chair, 2013, 2014), University of Georgia, dywhite@uga.edu
Michael Steele, Michigan State University, mdsteele@msu.edu
Eugenia Vomvoridi-Ivanovic, University of South Florida, eugeniav@usf.edu

2013 - 2016
Hyman Bass, University of Michigan, hybass@umich.edu
Jennifer Bay-Williams, University of Louisville, j.baywilliams@louisville.edu

2014 - 2017
Amy Hillen (Chair, 2015), Kennesaw State University, ahihlen@kennesaw.edu
Mark Thames, University of Michigan, mthames@umich.edu

2015 - 2018
P. Mark Taylor, Carson-Newman University, ptalyor@cn.edu
Julie James, University of Mississippi, jjames1@olemiss.edu

AMTE Board Member, 2014
Tim Boerst, University of Michigan, tboerst@umich.edu
RESEARCH COMMITTEE

2012 - 2015
Mary Foote (Chair, 2014), Queens College-CUNY, mary.foote@qc.cuny.edu
Jason Silverman, Drexel University, silverman@drexel.edu

2013 - 2016
Tonya Bartell, Michigan State University, tbartell@msu.edu
Allison Castro-Superfine, University of Illinois at Chicago, amcastro@uic.edu

2014 - 2017
Mathew Felton-Koestler, Ohio University (Chair, 2015), felton@ohio.edu
Janet Frost, Washington State University Spokane, frost@wsu.edu

2015 - 2018
Sarah van Ingen, University of South Florida, vaningen@usf.edu
John Lannin, University of Missouri, LanninJ@missouri.edu

AMTE Board Member, 2014
Babette Benken, California State University - Long Beach, Babette.benken@csulb.edu

TECHNOLOGY AND MATHEMATICS TEACHER EDUCATION COMMITTEE

2012 - 2015
Robert Berry, University of Virginia, robertberry@virginia.edu
Hollylynne S. Lee, North Carolina State University, hollylynne@ncsu.edu

2013 - 2016
Michael Mikusa, Kent State University, mmikusa@kent.edu
Beth Bos, Texas State University-San Marcos, bb33@txstate.edu
S. Asli Ozgun-Koca, Wayne State University (Chair, 2014, 2015), aokoca@wayne.edu

2014 - 2017
Ginny Keen, vkeen123@gmail.com
Mi Yeooon Lee, Arizona State University, mlee115@asu.edu

2015 - 2018
Barbara Swartz, McDaniel College, bswartz@mcdaniel.edu
Steve Rhine, Willamette University, srhine@willamette.edu

AMTE Board Member, 2014
Suzanne Harper, Miami University, Harpersr@miamioh.edu
AMTE TASK FORCES

EQUITY TASK FORCE (2014-2015)

Anita Wager (Co-chair), University of Wisconsin-Madison, awager@wisc.edu  
Julia Aguirre (Co-chair), University of Washington, jaguirre@u.washington.edu  
Marta Civil, University of North Carolina at Chapel Hill, civil@email.unc.edu  
Tom Dick, Oregon State University, mtpdick@math.oregonstate.edu  
Corey Drake, Michigan State University, cdrake@msu.edu  
Imani Goffney, University of Houston, igoffney@central.uh.edu  
Karen Karp, University of Louisville, karen.karp@louisville.edu  
Rick Kitchens, University of New Mexico, kitchen@unm.edu  
Amy Roth McDuffie, Washington State University Tri-Cities, mcduffie@tricity.wsu.edu

ANNUAL CONFERENCE COMMITTEE

Conference Director: Susan Gay, University of Kansas, KS; sgay@ku.edu  
Assistant Conference Director: Carol Lucas, University of Central Oklahoma, OK; clucas@uco.edu

CONFERENCE LEADERSHIP TEAM

Susan Gay (Conference Director), University of Kansas; sgay@ku.edu  
Carol Lucas (Assistant Conference Director), University of Central Oklahoma, clucas@uco.edu  
Tim Hendrix (AMTE Executive Director), Meredith College, hendrixt@meredith.edu  
Shannon Driskell (Chair, 2014), University of Dayton, sdriskell1@udayton.edu  
Dustin Jones (Chair, 2015), Sam Houston State University, dljones@shsu.edu  
Shannon Dingman (Chair, 2016), University of Arkansas, sdingman@uark.edu  
Peter Holt Wilson (Chair, 2017), University of North Carolina at Greensboro, phwilson@uncg.edu

ANNUAL CONFERENCE – PROGRAM COMMITTEE

2012 – 2015
Sarah Bush, Bellarmine University, sbush@bellarmine.edu  
Melfried Olson, University of Hawaii, melfried@hawaii.edu

2013 – 2016
Ann McCoy, University of Central Missouri, mccoy@ucmo.edu  
Robert Powers, University of Northern Colorado, robert.powers@unco.edu  
Wendy Smith, University of Nebraska-Lincoln, wsmith5@unl.edu  
Peter Holt Wilson, University of North Carolina at Greensboro, phwilson@uncg.edu

2014 - 2017
Farshid Safi, The College of New Jersey, safi@tcnj.edu  
Stacy Reeder, University of Oklahoma, reeder@ou.edu  
David Slavit, Washington State University Vancouver, dslavit@wsu.edu  
Jill Newton, Purdue University, janewton@purdue.edu
2015 – 2018
David Barker, Illinois State University, dbarker@ilstu.edu
Dana Cox, Miami University, dana.cox@MiamiOH.edu
Rick Hudson, University of Southern Indiana, rhudson@usi.edu
Courtney Koestler, Ohio University, koestler@ohio.edu

CONFERENCE APP DEVELOPMENT TEAM 2015:
JoAnn Cady, University of Tennessee, jcady@utk.edu
Travis Olson, University of Nevada-Las Vegas, travis.olson@unlv.edu
Jeff Shih, University of Nevada-Las Vegas, jshih@unlv.nevada.edu
Jared Webb, University of North Carolina-Greensboro, jnwebb2@uncg.edu
Tim Hendrix, Executive Director, hendrixt@meredith.edu
Joe Champion, Website Director, joechampion@boisestate.edu

LOCAL ARRANGEMENTS COMMITTEE
Erhan Selcuk Haciomeroglu, Co-Chair, University of Central Florida
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Beth Bos, Texas State University
Enakshi Bose, University of Pennsylvania
Jonathan Bostic, Bowling Green State University
Justin Boyle, University of New Mexico
Amber Brass, Arizona State University
Wendy Bray, University of Central Florida
Angela Broadus, University of Kansas
April Brown Judd, Northern Arizona University
Erika Bullock, University of Memphis
Sarah Bush, Bellarmine University
Jo Cady, University of Tennessee
Kadian Callahan, Kennesaw State University
Charity Cayton, East Carolina University
Kayla Chandler, North Carolina State University
Theodore Chao, Harvard University
Jennifer Chauvot, University of Houston
Joshua Chesler, California State University, Long Beach
AnnaMarie Conner, University of Georgia
Kansas Conrady, University of Oklahoma
Jacqueline Coomes, Eastern Washington University
Yasemin Copur Genceturk, University of Houston
Doug Corey, Brigham Young University
Kelly Costner, Winthrop University
Dana Cox, Miami University
Zandra de Araujo, University of Missouri
William DeLeeuw, University of Missouri
Lina DeVaul, University of Nevada, Las Vegas
Lara Dick, Bucknell University
Shannon Dingman, University of Arkansas
Shannon Driskell, University of Dayton
Cyndi Edgington, North Carolina State University
Mary Enderson, Old Dominion University
Jodi Fasteen, Portland State University
Ziv Feldman, Boston University
Mathew Felton-Koestler, Ohio University
Dana Franz, Mississippi State University
Ben Freeburn, Penn State University
Enrique Galindo, Indiana University
Lauretta Garrett, Tuskegee University
Susan Gay, University of Kansas
Lynsey Gibbons, University of Washington
Jim Gleason, The University of Alabama
Monica Gonzalez, University of Houston
Joanne Goodell, Cleveland State University
Maureen Grady, East Carolina University
Duane Graysay, Penn State University
Susan Gregson, University of Cincinnati
Dana Grosser-Clarkson, University of Maryland
Frances Harper, Michigan State University
Suzanne Harper, Miami University
Elizabeth Hartmann, University of Washington Seattle
Jia He, Michigan State University
Timothy Hendrix, Meredith College
Karina Hensberry, University of Colorado Boulder
Amy Hillen, Kennesaw State University
Thomas Hodges, University of South Carolina
Rick Hudson, University of Southern Indiana
Elizabeth Hughes, University of Northern Iowa
Sarah Ives, California State University Sacramento
Erik Jacobson, Indiana University
Naomi Jessup, The University of North Carolina at Greensboro
Lisa Jilk, University of Washington
Heather Johnson, University of Colorado, Denver
Kate Johnson, Brigham Young University
Dusty Jones, Sam Houston State University
Crystal Kalince-Craig, University of Texas, San Antonio
Shiv Karunakaran, Washington State University
Lisa Kasmer, Grand Valley State University
Karen Keene, North Carolina State University
Jke Keiser, Miami University
Mark Koester, MSU Denver
Courtney Koestler, Ohio University
Usha Kotelawala, Fordham University
Joanne LaFramenta, University of Florida
Marty Larkin, Southern Utah University
Carrie Lavoy, University of Kansas
Keith Leatham, Brigham Young University
Mi Yeon Lee, Arizona State University
Su Liang, California State University San Bernardino
Alyson Lischka, Middle Tennessee State University
Yating Liu, Old Dominion University
Carol Lucas, University of Central Oklahoma
Jennifer Luebeck, Montana State University
Sararose Lynch, Westminster College
Lorraine Males, University of Nebraska, Lincoln
Ann McCoy, University of Central Missouri
Laura McEwan, University of Michigan-Flint
Amanda Miller, Illinois State University
Margaret Mohr-Schroeder, University of Kentucky
Shelby Morge, University of North Carolina, Wilmington
Eileen Murray, Harvard University
Reshma Nair, University of Northern Colorado
Nirmala Naresh, Miami University
Jill Newton, Purdue University
Giang-Nguyen Nguyen, University of West Florida
Jennifer Nickell, North Carolina State University
Wendy O’Hanlon, Illinois State University
Dana Olanoff, Widener University
Melfried Olson, University of Hawaii
Nicole Panorkou, Montclair State University
Lisa Poling, Appalachian State University
Robert Powers, University of Northern Colorado
Christopher Rakes, University of Maryland, Baltimore County
Margaret Rathouz, University of Michigan-Dearborn
Stacy Reeder, University of Oklahoma
Ginger Rhodes, University of North Carolina Wilmington
Annick Rougee, University of Michigan
George Roy, University of South Carolina
Elif Safak, Illinois State University
Farshid Safi, College of New Jersey
Lina Sanchez Leal, Rutgers University
Edna Schack, Morehead State University
Kyle Schultz, James Madison University
Ruthmae Sears, University of South Florida
Sarah Selmer, West Virginia University
Ali Shaqalaih, University of North Texas at Dallas
Brian Sharp, Indiana University of Pennsylvania
Meghan Shaughnessy, University of Michigan
Diana Sherman, University of Michigan
Tod Shockey, University of Toledo
Mary Pat Sjostrom, Chaminade University
David Slavit, Washington State University Vancouver
Monica Smith, Penn State University
Ryan Smith, University of Georgia
Wendy Smith, University of Nebraska, Lincoln
Rachel Snider, University of Michigan
Ji-Won Son, University at Buffalo, State University of New York
Tina Starling, North Carolina State University
Jeffrey Steckroth, Christopher Newport University
Shari Stockero, Michigan Technological University
Barbara Swartz, McDaniel College
Sylvia Taube, Sam Houston State University
Cynthia Taylor, Millersville University of Pennsylvania
P. Mark Taylor, Carson-Newman University
Hartono Tjoe, Penn State University
Andrew Tyminski, Clemson University
Juliana Utley, Oklahoma State University
Janet Walker, Indiana University of Pennsylvania
Jennifer Ward, University of South Florida
Jared Webb, University of North Carolina, Greensboro
Pamela Wells, Grand Valley State University
Judy Werner, Slippery Rock University
Ann Wheeler, Texas Woman’s University
Janet White, Millersville University
Jane Wilburne, Penn State Harrisburg
Trena Wilkerson, Baylor University
Aaron Wilson, The University of Texas-Pan American
Holt Wilson, University of North Carolina, Greensboro
Sue Womack, Utah Valley University
Marcy Wood, University of Arizona
Sean Yee, University of South Carolina
William Zahner, Boston University
Yetunde Zannou, Southern Methodist University
Jeremy Zelekowski, The University of Alabama
Publications Director: Christine Browning, University of Western Michigan, christine.browning@wmich.edu

**CONNECTIONS NEWSLETTER**

**Editor (2014 – 2017)**  
Babette Benken, California State University – Long Beach, babette.benken@csulb.edu

**Editorial Panel:**

**2012 - 2015**  
Johnny Lott, Emeritus, University of Mississippi/Montana, jlott@mso.umt.edu

**2013 - 2016**  
Nancy Dyson, University of Delaware, ndyson@udel.edu  
L. Diane Miller, Middle Tennessee State University, diane.miller@mtsu.edu  
Sarah Roberts, Iowa State University, sroberts@iastate.edu

**2014 - 2017**  
Daniel Ilaria, West Chester University, dilaria@wcupa.edu  
Maggie Niess, Oregon State University, niessm@onid.orst.edu

**2015 - 2018**  
Barbara Hess, California University of Pennsylvania, Hess@calu.edu  
James Telese, University of Texas-Brownsville, james.telese@utb.edu

**CITE JOURNAL EDITORS**

**Term: (through 2016)**  
**Co-Editor:** Doug Lapp, Central Michigan University, MI; lapp1da@cmich.edu

**Term: (through 2017)**  
**Co-Editor:** Michael Todd Edwards, Miami University, edwardm2@miamioh.edu
MATHEMATICS TEACHER EDUCATOR JOURNAL

2011 - 2015
Editor: Margaret (Peg) Smith, University of Pittsburgh, pegs@pitt.edu
Associate Editor: Melissa Boston, Duquesne University, bostonm@duq.edu

2015 - 2018
Editor: Sandra Crespo, Michigan State University, crespo@msu.edu
Associate Editor: Kristen Bieda, Michigan State University, kbieda@msu.edu

Editorial Panel:

2011 - 2015
Denise Spangler (Chair, 2012, 2013), University of Georgia, dspangle@uga.edu
Tad Watanabe, Kennesaw State University, twatanab@kennesaw.edu

2013 - 2016
Anthony Fernandes, University of North Carolina–Charlotte, anthony.fernandes@uncc.edu
Laura Van Zoest (Chair, 2014, 2015), Western Michigan University, laura.vanzoest@wmich.edu

2014 - 2017
Rebekah Elliot, Oregon State University, elliottr@science.oregonstate.edu
Jeff Shih, University of Nevada – Las Vegas, jshih@unlv.nevada.edu

2015 - 2018
TBA

AMTE Board Member, 2014
Christine Browning, Western Michigan University, christine.browning@wmich.edu
AMTE 2015 BUSINESS MEETING AGENDA
Saturday, February 14, 2015
Rosen Plaza Hotel, Orlando, FL

A. Welcome
Fran Arbaugh

B. Approval of the Minutes
Nicole Rigelmann

C. Treasurer & Membership Report
Suzanne Harper, Tim Hendrix

D. Committee and Task Force Reports
Committees:
- Affiliates Connections
- Awards
- Communications
- Constitution and Bylaws
- Emerging Issues
- Membership
- Mentoring
- STaR Program
- Nominations and Elections
- Professional Development
- Program
- Research
- Technology (and NTLI Award)
Jacqueline Coomes, Chair
Courtney Koestler, Chair
Jo Ann Cady, Chair
Jane Cushman, Chair
Jennifer Luebeck, Chair
Travis Miller, Chair
Angela Barlow, Chair
Barbara Reys, Bob Reys, Co-chairs
Karen Karp, Chair
Dorothy White, Chair
Dusty Jones, Chair
Mary Foote, Chair
S. Asli Ozgun-Koca, Chair

E. Publications
Mathematics Teacher Educator Journal
Connections Newsletter
CITE Journal
Laura Van Zoest, Panel Chair
Babette Benken, Editor
Denny St. John, Michael Todd Edwards, Co-Editors
Fran Arbaugh
Susan Gay
Tim Hendrix & Fran Arbaugh

F. New Affiliate Announcement MI-AMTE

G. Conferences

H. Recognitions
Program & Local Arrangements Committee Chairs
Outgoing Board Members & Committee Chairs

I. Other Business
J. Installation of new Board Members
Fran Arbaugh

K. 2015 Strategic Priorities & Announcements
Christine Thomas

L. Adjournment
Fran Arbaugh, President, called the meeting to order at 12:17 pm.

Welcome
Fran Arbaugh welcomed the membership.

Approval of the Minutes
Maggie McGatha, Secretary, called for any changes to the 2013 Business Meeting minutes and there were none. Jenny Bay-Williams moved to accept the minutes, Chrystal Dean seconded. Unanimously approved.

Treasurer Report
Suzanne Harper, Treasurer, presented the expenditures and income from July 1, 2013 to January 31, 2014. Our budget for the year is $74,050 and we have brought in $64,870 so far. Expenses so far this year are $31,170. In 2010 the board recommended that we have $90,000 on reserve. We currently have $101,281.60 on reserve.

Membership Report
Nadine Bezuk, Executive Director, presented the Membership report. Our current membership is 947. We have over 200 graduate student members and 17 emeritus members. Nadine reminded the membership that we have a Membership Drive in progress until April 15.

Committee and Task Force Reports

Committees:

Affiliates Connections
Christine Walker, Chair, thanked the committee for their work. Carol Fry Bolin has completed her service to the committee; Alejandra Salinas and Jean Lee begin their tenure on the committee. The new chair of the committee is Jacqueline Coomes. Fran thanked Christine for her service as chair and presented her with a plaque.

Committee Activities:
• Hosted a conference session and focused their work this year on advocacy for the affiliates

Awards
Courtney Koestler, Chair, thanked the committee for their work. Diana Erchick and Kathleen Lynch-Davis have completed their service to the committee; Bethany Noblitt and Stephanie Livers begin their tenure on the committee. Courtney Koestler will serve as chair again this year.

Committee Activities:
• Courtney reminded the membership that next year’s awards are the Early Career and Excellence in Teaching in Teacher Education Awards. Information about the awards are on the website.
• AMTE has two scholarship opportunities for the membership: Susan Gay Graduate Student Travel and Elementary Mathematics Specialist. The committee encourages the membership to nominate people for the awards and scholarships.

Communications
Travis Olson, Chair, thanked the committee for their work. Laura McLeman and John (Zig) Siefried have completed their service to the committee; Lorraine Mills and Tracy Goodson-Espy begin their tenure on the committee. The new chair of the committee is Jo Ann Cady. Fran thanked Travis for his service as chair and presented him with a plaque.

Committee Activities:
• Found and implemented a new Conference App better suitable for our conference
• Working to foster and sustain a presence on Facebook and Twitter
• Organized a Help Desk for this conference to facilitate working through issues with the Conference App, and with Social Media
Constitution and Bylaws
Chrystal Dean, Member, thanked the committee for their work. Melva Grant and Azita Manoucherhri begin their tenure on the committee. Jane R. Cushman will serve as the chair again this year.

Committee Activities:
- There were no changes to the Constitution and Bylaws this year.

Emerging Issues
Francis (Skip) Fennell, Chair, thanked the committee for their work. W. Gary Martin has completed his service to the committee; Kathryn Chval and Marilyn Strutchens begin their tenure on the committee. The new chair of the committee is Jennifer Luebeck. Fran thanked Skip for his service as chair and presented him with a plaque.

Committee Activities:
- Provided a response to the draft report of the CAEP Commission Report
- Issued a statement on the release of the NCTQ report on teacher education.
- Submitted a motion to the AMTE Board about the NCTM's Principles to Action document.
- Created and sent a proposed AMTE position statement related to the CCSS-M to the AMTE Board.
- Helped to initiate an Emerging Issues “tab” on the AMTE Website. Use it!!
- Hosted advocacy-related sessions at the 2014 Conference: Advocacy Breakfast, Advocacy Toolkit Session; What it means to be a Math Educator

For next year
- Decide how to populate the EIC “tab” on the website
- Continue to examine how AMTE can grow and gain recognition as an important voice in the field.

Membership
Travis Miller, Chair, thanked the committee for their work. Andrew Tyminski and Adele Hanlon have completed their service to the committee; Jonathan Bostic and Jane Kaiser begin their tenure on the committee. Travis Miller will serve as the chair of the committee again this year.

Committee Activities:
- Membership Drive that runs through April 15.

Mentoring
Angela Barlow, Chair, thanked the committee for their work. Hilda Borko and Jeremy Winters have completed their service to the committee; Jennifer Chauvot and Dave Kennedy begin their tenure on the committee. Angela Barlow will serve as the chair of the committee again this year.

Conference Activities:
- Discussion tables
- Reception for graduate students and early career MTEs
- Dining out options
- New upcoming mentoring activity for Summer 2014

STaR Program
Anita Wager, Member, thanked the committee for their work. Jeff Wanko, Denise Spangler, and Sue Peters begin their tenure on the committee. Barbara and Bob Reys will serve as co-chairs of the committee again this year.

Committee Activities:
- Spring: Solicited donations to continue the program ($38,000 pledged)
- Summer: Held STaR Institute for 4th cohort (33 early career MTEs)
- Fall: Recruited 5th cohort of Fellows (50 applications, 30 confirmed Fellows)
- To date, the STaR program has served 148 Fellows at 113 institutions in 41 states
- Denise Spangler and Jeff Wanko are new Co-Directors
Nominations and Elections
Fran Arbaugh, President, thanked the committee for their work. Susan Gregson and Maggie Niess have completed their service to the committee; Adam Feldhaus and Margaret Mohr-Schroeder begin their tenure on the committee. The new chair of the committee is Karen Karp. Fran thanked Maggie Niess for her service as chair and will send her a plaque.

Committee Activities
- Established on-line nominations and applications process
- Thank the members who were willing to be nominated for multiple positions.
- Encourage the membership to actively consider their candidacy for the officers for 2014: Treasurer and Board Member-at-Large
- Encourage the membership to begin thinking about running for President in 2015.

Professional Development Committee
Michael Steele, member, thanked the committee for their work. Amy Hillen and Mark Thames begin their tenure on the committee. Dorothy White will serve as chair of the committee again this year.

Committee Activities:
- Organized 5 webinars for 2013-14
- Organized the Learn and Reflect Strands
  - Preservice Teachers’ Field Experiences Strand for the 2014 AMTE Conference

Conference Program
Shannon Driskell, Chair, thanked committee members for the hard work on the conference. Farshid Safi, Stacy Reeder, David Slavit, and Jill Newton begin their tenure on the committee. The chair of the 2015 committee is Dustin Jones. Fran thanked Shannon Driskell for her service as chair and presented her with a plaque.

Conference Activities:
- 407 submitted proposals (48% accepted)
- 205 sessions
- 429 presenters
- 134 proposal reviewers

Fran presented plaques to the Local Arrangements Co-Chairs, Mark Ellis and Susan Glassett Farrelly

Research
Mary Foote, Chair, thanked the committee for their work. Corey Drake and Amy Roth McDuffie have completed their service to the committee; Matthew Felton-Koestler and Janet Frost begin their tenure on the committee. Mary Foote will serve as chair again this year.

Committee Activities:
- Restructured the Research tab on the AMTE website. New areas:
  - Useful Articles (of interest to members)
  - Getting Personal (interviews with mathematics teacher educators)
  - News and Updates (upcoming dates of interest to community; NSF deadlines of interest to the community)
- Revised committee charge, which was approved by the AMTE Board

Technology (and NTLI Award)
Fran Arbaugh, President, thanked committee for their work. Ginny Keen, and Mi Yeoon Lee begin their tenure on the committee. Fran thanked Margaret Mohr-Schroder for her service as chair and will send her a plaque. The new chair of the committee is Asli Ozgun-Koca.

Committee Activities:
- Had 3 submissions for the NTLI Award. This year’s awardee (co-presenters): Steve Rhine, Rachel Harrington, and Brandon Olszewski
- Presented a Technology Workshop Session led by Hollylynne Lee-North Carolina State University

Goals for 2014:
- Develop a stronger relationship with CITE Journal and the Publications Committee
- Continue the Technology Workshop session at the annual conference
Equity Task Force
Fran Arbaugh, President, thanked the task force members for their work. Rochelle Gutierrez and Beth Herbel-Eisenmann will continue as co-chairs of the task force this year.

Task Force Activities:
- Continued offering a professional development session for methods instructors at the annual conference
- Developed the Reflect and Learn Strand for the annual conference
- Developed and offered an equity-focused workshop for STaR participants

Publications

Mathematics Teacher Educator Journal
Denise Spangler, Chair, thanked the members of the editorial board and welcomed Laura Van Zoest, as the new chair for this year. A new editorial team begins in 2015. The editor will be Sandra Crespo and the associate editor will be Kristen Bieda.

Editorial Panel Activities:
- Published 3 issues thus far
- Volume 2, Issue 2 coming in early March
- AMTE webinar on writing for MTE is archived on AMTE Website

Connections Newsletter
Trena Wilkerson, Editor, thanked the editorial panel for their work. Lorraine Gregory has completed her service to the committee; Daniel Ilaria and Maggie Niess begin their tenure on the editorial team. Babette Benken is the new editor. Trena reminded the membership to write for the newsletter. It is a peer-reviewed process. There is additional information on the website.

CITE Journal
Fran encouraged the membership to submit articles for the CITE. Doug Lapp and Michael Todd Edwards are the co-editors for 2014. Doug asked the membership to consider serving as a reviewer. Because it is an online journal you can include links to video, etc.

New Affiliate
Fran recognized the AMTE-NC as the newest AMTE Affiliate, our 22nd affiliate.

Conferences
Susan Gay, Conference Director, thanked the hotel and wait staff for their support during the conference. Susan thanked the membership for their attendance at the conference and invited them to attend the 2015 conference in Orlando, FL.

Recognitions

Outgoing Board & Committee Members
Fran Arbaugh thanked outgoing Board members Beth Herbel-Eisenmann (Member At-large), Maggie McGatha (Secretary), Trena Wilkerson (Newsletter Editor), and Marilyn Strutchens (past-president) for their service.

Fran recognized Nadine Bezuk for her 12 years of service as the Executive Director. She presented Nadine with a “bouquet” of written notes of appreciation from the membership as well as a clock for her “timeless” service. Nadine served as Executive Director, from September 2001 – February 2014; NCTM Representative from April 1999 – September 2001; Immediate Past President from January 1999 – February 2000; President from April 1997 – January 1999; President-elect from April 1996 - April 1997; and Treasurer from April 1994 - April 1996.

Fran recognized Tim Hendrix as the Website Director for the past four years and introduced him as the new Executive Director.

Fran recognized Marilyn Strutchens for her service to the organization as President-elect, President, and Past-President. She reminded the membership that Marilyn will still be actively involved in AMTE. She is representing AMTE in the Illustrative Mathematics Project, the Formative Assessment Group with NCTM and NCSM, and the Emerging Issues Committee.
Other Business

Installation of new Board Members
Fran Arbaugh welcomed incoming Board members Christine Thomas (President-elect), Tim Boerst (Member-At-Large), Nicole Rigelman (Secretary) and Babette Benken (Newsletter Editor)

Review of 2013 Strategic Priorities
Fran reviewed the 2013 Board Priorities of (1) Positioning AMTE as a vocal and influential participant in national policy initiatives regarding mathematics teacher education, and (2) Focusing explicit attention on the connections among mathematics teacher education research, practice, and policy.

2014 Strategic Priorities & Announcements
Fran Arbaugh outlined the following Action Priorities for 2014:
1. Connecting with members year round (AMTE – it's not just the conference!)
2. Enhancing the suite of AMTE membership benefits for early career mathematics teacher educators’ professional development

Adjournment
Fran adjourned the meeting at 1:20 pm.

Respectfully submitted by Maggie McGatha
AMTE AWARDS:
EXCELLENCE IN MATHEMATICSS TEACHER EDUCATION AWARD

2016 NADINE BEZUK AWARD FOR EXCELLENCE IN
LEADERSHIP & SERVICE IN MATHEMATICS TEACHER EDUCATION

The Board of Directors of the Association of Mathematics Teacher Educators has established an Award for Recognition of Excellence in Mathematics Teacher Education, to be awarded annually to a mathematics teacher educator of national recognition at the Annual Meeting of the AMTE. The purpose of this award is to recognize excellence in each area of mathematics teacher education (teaching, service, research). The recipient will give a featured presentation at the AMTE Annual Conference in the year they receive the award.

The 2016 Nadine Bezuk Award for Excellence in Leadership & Service in Mathematics Teacher Education is intended to recognize a colleague for a unique contribution in leadership and service that has made a significant and lasting contribution to the field of mathematics teacher education. The nominee shall have demonstrated commitment to mathematics teacher education through one or more of the following areas:

a. Active participation in advancing the development and improvement of mathematics teacher education (e.g., membership and leadership roles in state, national, and international organizations).

b. Active promotion and participation in activities promoting quality mathematics teacher education (e.g., creator of programs, coordinator of programs, writing and participating in grants, conferences, symposia, academies, supervisor of a student affiliate organization).

c. Active participation in the governmental and political areas to promote and protect beneficial legislation, to promote better awareness, and/or to build better communication.

d. Active promotion and participation in school university community government partnerships that have advanced mathematics teacher education (local, state, national level).

e. An unusual commitment to the support of mathematics teachers in the field (such as distinctive mentoring experiences)

CRITERIA FOR THE NADINE BEZUK EXCELLENCE IN LEADERSHIP & SERVICE AWARD

The nominee for the Nadine Bezuk Excellence in Leadership and Service Award should be an active member of the mathematics teacher education community and have at least five years of commitment to mathematics teacher education. The nominee should have made unique contributions to the field of mathematics teacher education. Unique contributions should be considered in the broadest sense possible.

NOTE: Nominations for this award are for individuals only. Group nominations will not be considered.
DOCUMENTATION REQUIRED FOR THE NADINE BEZUK EXCELLENCE IN LEADERSHIP & SERVICE AWARD:

a. A current vita of the nominee.

b. A letter of nomination from an established colleague documenting evidence that supports the nominee's contributions in the particular focus area (service, teaching, scholarship) for which they are nominated.

c. Additional letters of support (no more than two) from individuals (e.g., colleagues within and outside of the individual's institution, recent doctoral graduates mentored by the nominee) knowledgeable of the nominee's contributions relative to the focus area. Multiple authored letters are accepted.

NOMINATION PROCESS

AMTE members can nominate a mathematics teacher educator who meets the criteria for the particular focus area (service, teaching, scholarship). Self-nominations will not be considered. Nomination materials should include those stated in each section above.

The committee will review applications in an electronic format; all application materials should be submitted as a single PDF file. The file should be uploaded to the AMTE Awards website. See http://amte.net/about/awards in summer 2015 for more information of where to upload.

DEADLINE FOR NOMINATIONS

Nominations for the Nadine Bezuk Excellence in Leadership and Service Award must be received by October 15, 2015.

Please be sure that the nomination materials are clearly labeled with the name of the nominee.
AMTE AWARDS:
EARLY CAREER AWARD

2016 EARLY CAREER AWARD

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

CRITERIA FOR EARLY CAREER AWARD

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

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

Teaching: Contributions in the area of teaching preservice or inservice mathematics teachers may include one or more of the following areas:
   a. Implementation of effective and innovative teaching practices.
   b. Demonstration of innovative teaching methods (e.g., publications, materials, video).
   c. Recipient of awards in teaching from department, college, university, and/or national entities.

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

Scholarship: Contributions in the area of scholarship to mathematics teacher education may include one or more of the following areas:
   a. Dissemination of research findings offering unique perspectives on the preparation or professional development of mathematics teachers.
   b. Publication of materials useful in the preparation or continuing professional development of mathematics teachers.
   c. Design of innovative preservice or inservice programs.
   d. Contribution of theoretical perspectives that have pushed the field forward.
DOCUMENTATION REQUIRED FOR EARLY CAREER AWARD:

a. A current vita of the nominee.

b. A letter of nomination from an established colleague documenting evidence that supports nominee's contributions in the particular focus area (service, teaching, scholarship) for which they are nominated.

c. Additional letters of support (no more than two) from individuals (e.g., colleagues within and outside of the individual's institution, recent doctoral graduates mentored by the nominee) knowledgeable of the nominee's contributions relative to the focus area. Multiple authored letters are accepted.

NOMINATION PROCESS

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

The committee will review applications in an electronic format; all application materials should be submitted as a single PDF file. The file should be uploaded to the AMTE Awards website. See http://amte.net/about/awards in summer 2015 for more information of where to upload.

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

DEADLINE FOR NOMINATIONS

Nominations for the Early Career Award must be received by October 15, 2015.
DESCRIPTION OF AWARDS

The Susan Gay Graduate Student Conference Travel Scholarship, named after Susan Gay in honor of her extraordinary service to AMTE over many years as conference director, president, secretary, and board member-at-large, was established to provide graduate students financial support to attend the AMTE annual conference. Each year a minimum of four graduate students will receive the award, which will cover the cost of graduate student early registration and an additional $400 to offset the cost of attending the conference. To qualify, one must be a doctoral student making steady progress toward completion of their degree. Applications will be screened initially based on the content of the application and then put into a lottery based on geographic location.

APPLICATION PROCESS

Graduate students can fill out an application for the Susan Gay AMTE Conference Scholarships online at the AMTE website at http://www.amte.net. The online applications will be available within a few weeks of the end of the AMTE annual conference. The deadline for completed applications will be posted on the AMTE website and announced via email to all AMTE members.

APPROXIMATE TIMELINE:

- July 1, 2015: Applications due.
- September 1, 2015: Awardees named and notified.

ELIGIBILITY:

Applicants must be enrolled in a doctoral program in mathematics education or a related field (e.g., curriculum and instruction).

SUBMIT APPLICATION ONLINE:

Http://amte.net/about/awards/susangayscholarship
IN THE APPLICATION, PLEASE PROVIDE THE FOLLOWING INFORMATION:

Part A
1. Name
2. Mailing Address
3. Email
4. Phone
5. Doctoral Institution
6. Name and Email Contact Information for your advisor (or doctoral committee member)
   Note: Your advisor or committee member will be asked to respond to a very brief email about support for your application.

Part B
1. In one paragraph describe your background and your future goals and plans as a mathematics teacher educator.
2. In one paragraph briefly describe your progress within your doctoral program including progress toward your dissertation if appropriate. In this paragraph be sure to describe your teaching and research interests and the current direction of your work.

SUSAN GAY SCHOLARSHIP WINNERS

2015
Monica Gonzales, University of Houston
Leigh Haltiwanger, Clemson University
Mary Achieng Ochieng, Western Michigan University
Nicole M. Wessman-Enzinger, Illinois State University

2014
Matthew Campbell, Oregon State University
Jodi Fasteen, Portland State University
Courtney Lynch, Penn State University
Amanda Sawyer, University of Georgia

2013
David Glassmeyer, University of Northern Colorado
Casey Hawthorne, San Diego State University/University of California at San Diego
Hyunyi Jung, Purdue University
Alison Mall, University of Louisville

2012
Jeramy Donovan, Wayne State University
Comfort Akwaji-Anderson, Iowa State University
Alyson Lischka, Kennesaw State University
Cathery Yeh, University of California, Irvine
CITE: CALL FOR MANUSCRIPTS

The CITE-Math Journal provides a forum for dialog about best practices regarding the use of technology in the preparation and ongoing development of pre- and in-service mathematics teachers. Papers may address any area of research involving technology and mathematics teacher education. Papers will be reviewed based on their relevance to technology and mathematics teacher education research, originality, clarity of expression, and literature support.

A wide range of formats and approaches are accepted, including qualitative research, quantitative research, and theoretical pieces. Articles are published online and in a PDF format suitable for print. The online format allows for timely publication and allows the inclusion of various media including applets, color graphics, photographs, and video. Manuscripts are submitted online through the journal website (http://site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance). Inquiries about potential manuscript topics are welcomed.

The following are examples of works published in CITE-Math. Note that the second article includes embedded video, thus capitalizing on the online aspects of the journal. Prospective authors are encouraged to include interactive artifacts with manuscripts they submit.


CITE: CALL FOR REVIEWERS

As a peer-reviewed venue, CITE-Math depends on the work of its reviewers. In addition to providing invaluable assistance to the journal, the review process helps readers stay abreast of latest developments in the field of mathematics education. The review process itself is not overly cumbersome. Members of the review board are typically given no more than one or two manuscripts to review annually and have four to six weeks to complete each review.

INTERESTED?

Please go to http://site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance and provide information online. You will need to select CITE-Math as the journal you are willing to review. After you have completed the online form, please send an email to one of the CITE-Math co-editors, Doug Lapp (lapp1da@cmich.edu) or Todd Edwards (m.todd.edwards@gmail.com) with responses to the following questions:

- What are your areas of expertise in mathematics education, technology, and research?
- What types of articles do you feel particularly able to review?
- Are there other things that you might tell us that will help us send you the most appropriate articles to review?

Include other areas you know well, experiences that might be useful, etc.

Please contact Doug Lapp at lapp1da@cmich.edu for more information.
CITE: CALL FOR READERS AND COMMENTS

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

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

BONUS JOURNAL FEATURES

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

CITE JOURNAL SPONSORS

The CITE journal is a peer-reviewed online journal, established by these five professional associations:

- **AMTE** – Association of Mathematics Teacher Educators
- **ASTE** – Association of Science Teacher Educators
- **CEE** – Conference on English Education of the National Council of Teachers of English
- **NCSS-CUFA** – College and University Faculty Assembly of the National Council for the Social Studies
- **SITE** – Society for Information Technology and Teacher Education
The mission of *Mathematics Teacher Educator (MTE)* is to contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. This online journal provides a forum for sharing practitioner knowledge related to the preparation and support of teachers of mathematics as well as for verifying and improving that knowledge over time. The journal is thus a tool that uses the personal knowledge that mathematics educators gain from their practice to build a trustworthy knowledge base that can be shared with the profession.

Therefore, all manuscripts should be crafted in a manner that makes the scholarly nature of the work apparent. Toward that end, manuscripts should contain a description of the problem or issue of mathematics teacher education that is addressed, a connection to existing literature, evidence for claims that are made, clear implications for/connections to the practice of mathematics teacher education (both the authors' practice and the larger community), and a statement about the new contribution that is made to the knowledge base.

The nature of evidence in a practitioner journal is different from that in a research journal, but evidence is still critically important to ensuring the scholarly nature of the journal. Thus, authors must go beyond simply describing innovations or raising issues to providing empirically or theoretically grounded evidence of the ability of a proposed innovation, strategy or tool to effectively address the intended issue. Note that effectiveness of an innovation implies that something is better and not just different as a result of the innovation.

We also offer some examples of broad categories of manuscripts that might be appropriate for this journal. The categories are meant to be illustrative but not exhaustive.

- Manuscripts that describe effective ways of influencing teachers’ knowledge, practices, or beliefs: Manuscripts about these interventions might include a description of activities, tasks, or materials (e.g., cases, articles, software) that are used by a teacher educator to influence teachers in some way. These manuscripts would include a rationale for the intervention, a careful description of the intervention, documentation of evidence of the impact of the intervention (e.g., classroom transcript, teacher work, interview data, assessment results), a discussion of how this intervention might be used by others, and a clear statement of the contribution to the mathematics teacher education knowledge base.

- Manuscripts that describe the use of broadly applicable tools and frameworks in mathematics teacher education: Such tools and frameworks are generally portable across a range of settings (e.g., grade level, preservice/inservice) and are not idiosyncratic to the instructor. Again, such manuscripts would include a careful description of the tool, what it is designed to capture/assess, its use (including modifications to the tool, changes in setting, etc., if this tool has been discussed previously in the literature), and evidence of the effectiveness of the tool, including reliability and validity (if appropriate). The constructs measured by the tool should be grounded in the literature, and the manuscript should include an explanation of how to interpret the results of the data captured with the tool. Although space might not permit the inclusion of the tool in its entirety in the manuscript, it could be made available online for other professionals to use, modify, enhance, and study. Examples of such tools might include a classroom observation protocol, a task analysis framework, a textbook analysis tool, assessment tasks, or framework for an entire teacher education program.

- Manuscripts that address programmatic issues: These manuscripts should clearly situate the issue within the practice of mathematics teacher education and should contain a description of the problem or issue of mathematics teacher education that is addressed, including relevant background information, the
impact of the issue/problem on practice (potentially both the authors’ practice and the larger community), and/or relevant policy context. The manuscript should go beyond simply describing the issue to illuminating the trade-offs that would result from alternative solutions to the issue. For instance, an author might report the results of a survey of capstone courses for secondary majors with an analysis of the pros and cons of different models and a suggestion for a new model. Similarly, an author might elaborate on different models for elementary mathematics specialists in schools and note limitations and advantages of each model, providing examples from practice where available.

- Manuscripts that address external factors that have an impact on mathematics teacher education policy and programs issues: Such manuscripts would articulate an issue and clearly identify the impact that this issue has on mathematics teacher education (e.g., factors that affect teacher education directly and factors that affect schools directly, which then affect teacher education, such as Title I, special education, English Language Learners, accreditation, Common Core State Standards, tracking). For instance, an author might review the literature on school practices with respect to equity and diversity and provide evidence of the impact of these various practices on mathematics teacher education. Additionally, the manuscript might describe effective ways of challenging such effects.

Because one of the goals of MTE is to build a knowledge base for the field, we particularly encourage submissions that deliberately build on prior published work. Manuscripts should include careful descriptions of how previous methods/interventions/tools have been modified and should articulate comparisons or contrasts with earlier reported results. In this way, the journal will help the field make incremental improvements in practice over time.

LOGISTICS

Because MTE is published in electronic format, we encourage authors to take advantage of the possibilities of this medium by including items such as student work, videos, applets, hyperlinks, and other items that enhance the manuscript. Appropriate permission for such items must be submitted before such a manuscript will be accepted for publication. In addition, color can be used to the extent that it enhances the submission.

MTE uses a double-blind peer review process, is indexed in ISSN, and is available (from January 2013) through JSTOR. The first issue was published in September 2012, with two issues per volume planned for the foreseeable future.

Manuscripts should be no longer than 25 pages of text or 6,250 words (exclusive of references). For ease of reading by reviewers, all figures and tables should be embedded in the correct locations in the text. All manuscripts should be formatted according to the guidelines of the Publication Manual of the American Psychological Association (6th edition). Manuscripts not conforming to these specifications may be returned without review.

Please submit manuscripts using the online manuscript submission and review system at http://mte.msubmit.net.

Mathematics Teacher Educator is a joint publication of the Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM). The editorship will transition on May 1, 2015 from the 2011-2015 editor, Margaret (Peg) Smith, University of Pittsburgh, to the 2015-2018 editor, Sandra Crespo, Michigan State University.

To volunteer to be a reviewer or to learn more about MTE, please visit www.nctm.org/mte. A more detailed version of the call for manuscripts is also available at this site.
CALL FOR MANUSCRIPTS

Mathematics Teacher Educators

How can *Principles to Actions: Ensuring Mathematical Success for All* be used to design learning experiences for teachers? What impact do these experiences have on teachers and their students?

*Principles to Actions: Ensuring Mathematical Success for All* is based upon research about effective mathematics teaching practices that are at the core of the work of mathematics teacher educators. The *Principles to Actions* document makes explicit and accessible key components of effective mathematics teaching. As such, *Principles to Actions* coalesces and draws attention to many important ideas that mathematics teacher educators have been implementing in their work for decades (e.g., worthwhile tasks, purposeful questioning, productive struggle, and using student thinking).

The Editorial Panel of *Mathematics Teacher Educator* encourages teacher educators to submit manuscripts that do two things: (1) describe learning experiences they have designed using the *Principles to Actions: Ensuring Mathematical Success for All* document; and (2) provide evidence of how these experiences have enhanced the knowledge, beliefs, or practices of preservice or in-service teachers.

The *Mathematics Teacher Educator* is a journal dedicated to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. All manuscripts should contain a description of the relevant problem or issue that is addressed, the methods/interventions/tools that were used, the means by which these methods/interventions/tools and their results were studied and documented, and the application of the results to practice (both the authors’ practice and the larger community). Manuscripts for this call should provide clear evidence of the impact the use of the *Principles to Actions* document-related experience has had on mathematics teachers’ knowledge, beliefs, or practice. More details about submitting to the journal are provided at [www.nctm.org/mte](http://www.nctm.org/mte).

Please identify manuscripts for this special call by listing “Principles to Actions” as a keyword during the submission process. **September 1, 2015** is the deadline for this call.

A joint publication of the National Council of Teacher of Mathematics and the Association of Mathematics Teacher Educators

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