TWENTY-FIRST ANNUAL AMTE CONFERENCE

FEBRUARY 9 - 11, 2017

ROSEN PLAZA HOTEL, ORLANDO, FLORIDA

9700 INTERNATIONAL DRIVE, ORLANDO, FL 32819    Tel: (407) 996-9700
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We would like to welcome each of you to the Twenty-First Annual Conference of the Association of Mathematics Teacher Educators (AMTE). At the 2017 conference, AMTE celebrates 25 years as the lead organization devoted to the improvement of mathematics teacher education! It is indeed an exciting time for AMTE as we continue to grow, develop new and exciting collaborations with sister organizations, and engage in new projects supporting the needs and ongoing 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:

**INVITED SPEAKERS**

Ed Silver moderates a panel of speakers giving our opening keynote address, “Enhancing the Mathematics of K-12 Teacher Preparation: Multiple Perspectives Across the Mathematical Sciences,” in the Thursday General Session at 9:00 AM in Ballroom B. Panel members include:

Elizabeth Burroughs, Montana State University, speaking on K-12 mathematical modeling;
Christine Franklin, University of Georgia, speaking on K-12 statistics education; and
Perla Myers, University of San Diego, speaking on K-12 mathematics education.

Marilyn Strutchens gives the 2017 Judith Jacobs Lecture, with a talk titled “Attending to Access, Equity, and Empowerment Matters for Each and Every Student: Beyond Courses and Workshops” on Friday afternoon, at 4:45 PM in Ballroom B.

Fran Arbaugh, recipient of the Award for Excellence in Scholarship in Mathematics Teacher Education, gives a talk titled “What Does Linking Research and Practice Really Mean?” on Thursday afternoon, at 4:30 PM (Session 61, Ballroom B).

Susan Peters, recipient of the 2016 Early Career Award, will present a talk titled “Teacher Education in Statistics: Reflections and Moving Forward” on Thursday morning, at 10:45 AM (Session 2, Ballroom B).

**PROGRAM INFORMATION**

There are 201 sessions and 496 speakers on this year’s program (compared to 483 speakers in 2016). There were 452 proposals submitted for review, down slightly from 464 in 2016. The program committee accepted 266 proposals (58.6%) for the program, including: 168 individual presentations, discussion and extended sessions, and symposia; 54 brief reports organized into 19 thematic sessions; and 42 posters for the poster session. The second annual AMTE Poster Session is Thursday afternoon from 5:30 to 6:30 PM in Ballroom C. The program also includes 9 invited presentations, 2 award-winner sessions, and 2 sessions presented by AMTE sponsors.

**LEAD THE WAY**

Before we close, we would like to thank each of you for attending our conference and bringing your expertise and energy. As AMTE members, you 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 and our celebration of the 25th year of AMTE, 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.

Christine D. Thomas, AMTE President

Susan Gay, AMTE Conference Director

P. Holt Wilson, 2017 AMTE Conference Program Chair

Tim Hendrix, AMTE Executive Director
CELEBRATE OUR 25\textsuperscript{th} ANNIVERSARY!

Whether you are a new member of AMTE or count your years of membership back into the 1990s, welcome to the celebration of 25 years of AMTE, the largest national professional organization devoted to the improvement of mathematics teacher education.

Please join our celebratory anniversary activities.

PRIOR TO THE 2017 CONFERENCE

- Watch our countdown with photos showcasing AMTE’s members, events, publications, and other artifacts on the AMTE Facebook Page and Twitter Account.
- Contribute to the Give 25 for AMTE’s 25\textsuperscript{th} Anniversary campaign on the AMTE Website.

AT THE 2017 CONFERENCE

- Meet your colleagues at the Photo-Op to take a photograph to commemorate your experience as part of the 25\textsuperscript{th} Anniversary Celebration.
- Discuss AMTE’s next 25 years in the conference app, Twitter (#AMTEnext25), or Facebook.

LOOKING BACK AFTER 25 YEARS

In Baltimore on November 2, 1991, a group of approximately 15 people met as the National Forum of College and University Mathematics Teacher Educators to continue conversations that led to the creation of the Association of Mathematics Teacher Educators.

NOTABLE AMTE FIRSTS

First President Mark Spikell, George Mason University
First Newsletter Editor Henry Kepner, University of Wisconsin, Milwaukee
First Issue of the Newsletter Fall 1992
First Business Meeting March 31, 1993
First Election Spring 1994
First Constitution & Bylaws April 1994
First AMTE Website Fall 1995
First Conference February 14-15, 1997
First Conference Location Washington, DC
First Executive Director Judith Jacobs
First Headquarters The Center for Education and Equity in Mathematics, Science and Technology at California State Polytechnic University, Pomona, CA

Thirteen AMTE members have served the organization as president, and many more have served as members of the Board of Directors, members of committees, members of task forces, and as participants in a variety of activities in the organization.

THE CELEBRATIONS TASKFORCE INVITES YOU TO THE CELEBRATION!

Please find us at the conference to share your AMTE experiences! - Jennifer Bay-Williams, Nadine Bezuk, Shannon Dingman, Mark Ellis, Susan Gay (Chair), David Glassmeyer, Suzanne Harper, Casey Hawthorne
CONFERENCE SCHEDULE

TWENTY-FIRST ANNUAL AMTE CONFERENCE
FEBRUARY 9-11, 2017, ORLANDO, FLORIDA

WEDNESDAY, FEBRUARY 8, 2017
6:00 PM – 7:30 PM AMTE Registration Desk Open

THURSDAY, FEBRUARY 9, 2017
7:00 AM – 5:00 PM AMTE Registration Desk Open
9:30 AM – 5:00 PM Exhibits Open
9:00 AM – 10:30 AM Opening Session – Ballroom B
10:45 AM – 11:45 AM Concurrent Sessions
11:45 AM – 1:00 PM Lunch – Ballroom C/D
1:00 PM – 1:45 PM Concurrent Sessions
2:00 PM – 3:00 PM Concurrent Sessions
3:00 PM – 3:30 PM Break
3:30 PM – 4:15 PM Concurrent Sessions
4:30 PM – 5:30 PM Concurrent Sessions
5:30 PM – 6:30 PM Poster Session – Ballroom C
6:30 PM – 7:30 PM Reception for Graduate Students and Early Career Faculty – Ballroom D

FRIDAY, FEBRUARY 10, 2017
6:45 AM – 7:45 AM Breakfast – Ballroom C
6:45 AM – 7:45 AM Advocacy and Emerging Issues Breakfast – Ballroom D
7:30 AM – 4:30 PM AMTE Registration Desk Open
8:30 AM – 5:00 PM Exhibits Open
8:00 AM – 9:00 AM Concurrent Sessions
9:15 AM – 10:00 AM Concurrent Sessions
10:15 AM – 11:30 AM Concurrent Sessions
11:30 AM – 1:00 PM Lunch – Ballroom C/D
1:00 PM – 2:00 PM Concurrent Sessions
2:15 PM – 3:00 PM Concurrent Sessions
3:00 PM – 3:30 PM Break
3:30 PM – 4:15 PM Concurrent Sessions
4:45 PM – 6:15 PM Judith E. Jacobs Lecture – Ballroom B
6:15 PM – 7:30 PM Dinner – Ballroom C/D

SATURDAY, FEBRUARY 11, 2017
6:45 AM – 7:45 AM Breakfast and Affiliate Meetings – Ballroom C/D
7:30 AM – 10:30 AM AMTE Registration Desk Open
8:00 AM – 9:00 AM Concurrent Sessions
9:15 AM – 10:15 AM Concurrent Sessions
10:30 AM – 11:30 AM Concurrent Sessions
11:30 AM – 1:30 PM Lunch and Business Meeting – Ballroom C/D
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

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<tr>
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<tr>
<td>Wednesday</td>
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<td>Saturday</td>
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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.

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

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 9 through Saturday, February 11.

Look for the network or SSID – AMTE and use the Network Security Key amte2017. Only 500 people can have access at one time, so please only use one device on the hotel network at a time.

Conference attendees staying at the Rosen Plaza Hotel receive complimentary internet access in individual guestrooms for the duration of the conference. Directions on how to access internet services can be found in each guestroom.

CANCELLATIONS AND PROGRAM CHANGES
For updated lists of cancellations and other program changes, visit amte.net/conferences/conf2017/updates.

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 for $20 per car per day (price subject to change).

OPTIONS FOR THURSDAY DINNER
For information on nearby restaurants, check the Conference App or inquire at the AMTE Registration Desk. 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 (University of Kentucky) for serving as conference photographer.

PERSONAL PROPERTY
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.
EXHIBITS

THURSDAY 9:30 AM - 5:00 PM
FRIDAY 8:30 AM - 5:00 PM
Make sure to visit the exhibits! Exhibitors include ETA hand2mind, GraphLock, Information Age Publishing, the Math Learning Center, NCSM, NCTM, Pearson, TODOS, and Vosaic. See Exhibitors on pages 17 & 18 for more information.

COMMITTEE MEETINGS
AMTE Committees will meet during the conference according to the schedule provided to committee leaders.

AFFILIATE MEETINGS
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 8 in your conference program for table locations for each affiliate.

CONFERENCE APP & SOCIAL MEDIA

USE THE FREE 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 official app is available through the major app stores. Search “AMTE 2017”, or go to:

AMTE17.QUICKMOBILE.MOBI
Username = (your registration email address before the @ symbol)
Password = amte17

Web Application | Apple App Store | Google Play App Store

LIKE AMTE ON FACEBOOK

facebook.com/AMTE.net

FOLLOW AMTE ON TWITTER

@AMTEnews

Use #AMTE2017 to join public discussion around the conference.
Use #AMTENEXT25 to share your ideas about the future of AMTE.
AMTE 2016 BOARD OF DIRECTORS

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Georgia State University
Atlanta, GA
cthomas11@gsu.edu

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Ann Arbor, MI
tboerst@umich.edu

AFFILIATES DIRECTOR
Megan Burton
Auburn University
Auburn, AL
megan.burton@auburn.edu

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Randy Philipp
San Diego State University
San Diego, CA
rphilipp@mail.sdsu.edu

BOARD MEMBER-AT-LARGE
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University of Georgia
Athens, GA
dywhite@uga.edu

NEWSLETTER EDITOR
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California State Univ., Long Beach
Long Beach, CA
babette.benken@csulb.edu

TREASURER
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University of Wisconsin-Madison
Madison, WI
awager@wisc.edu

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University of Wisconsin-Madison
Madison, WI
steelem@uwm.edu

PUBLICATIONS DIRECTOR
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Western Michigan University
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christine.browning@wmich.edu

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Portland, OR
rigelman@pdx.edu

EXECUTIVE DIRECTOR
Tim Hendrix
Meredith College
Raleigh, NC
hendrixt@meredith.edu

SPONSORSHIP DIRECTOR
Kathleen Lynch-Davis
Coastal Carolina University
Conway, SC
rlynchda@coastal.edu

CONFERENCE DIRECTOR
Susan Gay
University of Kansas
Lawrence, KS
sgay@ku.edu

WEBSITE DIRECTOR
Joe Champion
Boise State University
Boise, ID
joechampion@boisestate.edu

HISTORICAL LISTING OF AMTE PRESIDENTS

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<th>PRESIDENT</th>
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<tr>
<td>Karen Karp</td>
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AMTE 21st ANNUAL CONFERENCE COMMITTEE

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

CONFERENCE LEADERSHIP TEAM
Susan Gay (Conference Director), University of Kansas; sgay@ku.edu
Holt Wilson (Chair, 2017), University of North Carolina at Greensboro, phwilson@uncg.edu
Shannon Dingman (Chair, 2016), University of Arkansas, sdingman@uark.edu
Farshid Safi (Chair, 2018), University of Central Florida, farshid.safi@ucf.edu

ANNUAL CONFERENCE – PROGRAM COMMITTEE
2014 – 2017
Jill Newton, Purdue University, janewton@purdue.edu
Stacy Reeder, University of Oklahoma, reeder@ou.edu
David Slavit, Washington State University, Vancouver, dslavit@wsu.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

2016 – 2019
Robert Berry, University of Virginia, robertberry@virginia.edu
AnnaMarie Conner, University of Georgia, aconner@uga.edu
Enrique Galindo, Indiana University, egalindo@indiana.edu
Catherine Schwartz, East Carolina University, schwartzca@ecu.edu

CONFERENCE APP DEVELOPMENT TEAM
App Coordinator: Joe Champion, Website Director, joechampion@boisestate.edu
App Graphics Assets: Tony Nguyen, Webmaster, ttnguyen@meredith.edu
Ex Officio: Tim Hendrix, Executive Director, hendrixt@meredith.edu

LOCAL ARRANGEMENTS COMMITTEE
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Megan Nickels, Co-Chair
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Aline Abassian
Janet Andreasen
Elizabeth Bello
Brianna Bennett
Noel Berger
Lois Davidson
Juli Dixon
Heidi Eisenreich
Irem Ercan
Bethany Fralish
Itzel Garduno
Johnna Hauk
Brianna Kurtz
Ayla Lupen
Enrique Ortiz
Lauren Reynolds
Athena Sarantis
Makini Sutherland
Maria Wahba
Nicole Wessman Enzinger
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
Georgia Southern University
University of South Florida
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
University of Central Florida
George Fox University
AMTE AFFILIATES

AMTE is proud to welcome members of its 23 active affiliated organizations:

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<tr>
<td>Illinois Mathematics Teacher Educators</td>
<td>IMTE</td>
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<td>Utah Association of Mathematics Teacher Educators</td>
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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.

2017 Annual AMTE Conference
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.

**SATURDAY BREAKFAST AFFILIATE MEETINGS**

**Saturday, February 11, 2017**
**Ballroom C/D, Breakfast, 6:45-7:45 AM**

The special Affiliates breakfast is a great opportunity to meet with colleagues in your region.

**WESTERN REGION**
1. CAMTE (California)
2. AMTE-TX (Texas)
3. UAMTE (Utah)
4. TOTOM (Oregon)

**MIDWESTERN REGION**
5. IMTE (Illinois)
6. HAMTE (Indiana)
7. MI-AMTE (Michigan)
8. (MAT)^2 (Missouri)
9. IAMTE (Iowa)

**NORTHEASTERN REGION**
10. AMTEC (Connecticut)
11. PAMTE (Pennsylvania)
12. MassMATE (Massachusetts)
13. NJAMTE (New Jersey)

**SOUTHEASTER REGION 1**
14. AMMTE (Maryland)
15. SCAMTE (South Carolina)
16. AMTE-NC (North Carolina)
17. GAMTE (Georgia)
18. VA-AMTE (Virginia)

**SOUTHEASTERN REGION 2**
19. FAMTE (Florida)
20. TAMTE (Tennessee)
21. MAMTE (Mississippi)
22. AMTEA (Alabama)
23. KAMTE (Kentucky)

**AFFILIATE CONNECTIONS COMMITTEE SESSION**

**INDIVIDUAL AND COLLECTIVE CAPACITIES: STRENGTHENING AFFILIATES TO BECOME STRONGER ADVOCATES**
**Thursday, February 9, 4:30 PM - 5:30 PM, Salon 14**

Please join us to hear from members of the ACC, meet other Affiliate Leaders, share ideas to reach and support your membership.

If your state or regional area does not have an AMTE Affiliate and you are interested in organizing one, please contact (amteaffiliate@gmail.com). Also, you can find helpful information on the Affiliates section of the AMTE web site at amte.net/affiliates.
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: site.aace.org/awards/awards-ntli.htm Thanks to Texas Instruments for their ongoing support of this award.

2017 NTLI AWARD WINNERS

Amanda Thomas, University of Nebraska, Lincoln
Alden J. Edson, Michigan State University


Location: Rosen Plaza Hotel, Salon 9
Time: Friday, February 10, 2:15 PM – 3:00 PM

Look in the 2018 Call for Proposals for information on how to submit a paper for the 2018 AMTE NTLI Award.

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 2016 EMS SCHOLARSHIP RECIPIENTS!

Kathryn Pitz, Brooklyn, NY
Kristine Schmitt, Arden, NC
Heather Vaillancourt, Hutchinson, MN

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:
ACKNOWLEDGEMENTS

The Twenty-First 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, especially Erhan Selcuk Haciomeroglu, Co-chair for Registration support, and Megan Nickels, Co-chair for Audio/Visual support, who are critical to making our conference successful;
- The University of Central Florida College of Education and Human Performance, especially Larry Jaffe, Director of Technology and Facilities, and Dean Pamela "Sissi" Carroll, 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, Conference App Team, and Headquarters staff for providing the time and effort necessary to organize all facets of the conference;
- Joe Champion, Website Director, and Tony Nguyen, AMTE Graphic Designer & Webmaster, for their dedicated work on the conference program and materials; and
- Ashley Brittain and Haley Ervin, Meredith College AMTE Student Assistants, and Stephanie Holmes, Administrative Assistant for the Department of Mathematics & Computer Science, 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 2017 conference.
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.

**The Math Learning Center**

The Math Learning Center (MLC) 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.

MLC 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. MLC also offers university instructors free access to the full contents of the *Bridges in Mathematics K-5* curriculum through the Bridges University Program.

**ETA hand2mind**

As a Silver Sponsor, ETA hand2mind is pleased to support the 2017 AMTE Conference. We believe in the power of hands-on learning, and our sole purpose is to make it happen. For over 50 years, we've seen that students learn more effectively when their hands and minds work together. Each year teachers and administrators at thousands of schools and districts across the country rely on our hands-on resources to get their students excited about and engaged in learning.

With over 8,500 high-quality, hands-on products to empower teachers, inspire students, and engage minds, ETA hand2mind is proud to be a trusted supplier of supplemental K-8 materials. Our research-proven, classroom-tested materials are designed to meet the needs of teachers and students.

All of us at ETA hand2mind share a common mission: to ensure students, teachers and parents have access to high-quality, hands-on learning materials that unleash the true potential within each student. We're collaborative, innovative, and team-oriented. We believe the needs of our customers come first, and strive to achieve operational and organizational excellence in everything we do.

**Information Age Publishing**

Information Age Publishing continues to partner with AMTE on multiple projects, including the republication of the AMTE Monograph Series last year. 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 4 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. Thanks to IAP for their continued support!

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.

**National Council of 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. NCTM members belong to the largest community of mathematics educators committed to ensuring all students have access to the highest quality mathematics teaching and learning. Membership opens doors to classroom resources, professional development opportunities, advocacy, peer-reviewed journals and publications, and an extensive network of teachers and mentors — 70,000 strong. Learn more about NCTM and the benefits of membership at [NCTM.org](http://NCTM.org).
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.

To learn more, stop by The Math Learning Center table or join us for a presentation.

Friday, February 10th
1–2pm, Rosen Plaza Hotel, Salon 6
Pamela Weber Harris–University of Texas at Austin

mathlearningcenter.org/university
Join us!

Session: Explore the Power of Manipulatives in Modern Mathematics Classrooms
Speaker: Jesse Mitchmerhuizen
Date: Thursday, February 9
Time: 4:30pm to 5:30pm
Location: Rosen Plaza Hotel, Salon 8

See first-hand how manipulatives can deepen understanding of mathematical concepts from whole numbers to fractions and beyond.

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15 2017 Annual AMTE Conference
Creating Communities and Cultivating Change

It's never too early to plan ahead for the leading math education event of the year. Network with thousands of your peers and fellow math education professionals to exchange ideas, engage with innovation in the field and discover new learning practices that will drive student success.

The latest teaching trends and topics will include:

- **Access and Equity**: Teaching Mathematics with an Equity Stance
- **Assessment**: A Tool for Purposeful Planning and Instruction
- **Building Conceptual and Procedural Understanding**
- **Professionalism**: Learning Together as Teachers
- **Teaching, Learning, and Curriculum**: Best Practices for Engaging Students in Productive Struggle
- **The "M" in STEM/STEAM**
- **Tools and Technology**: Using Technology to Effectively Teach and Learn Mathematics

The NCTM Annual Meeting & Exposition is ideal for:

- **Pre-K–12 Teachers**
- **Math Teacher Educators**
- **New and Prospective Teachers**
- **Math Coaches and Specialists**
- **Math Researchers**
- **School and District Administrators**

Learn more at [nctm.org/annual](http://nctm.org/annual) and follow us on [facebook](https://www.facebook.com), [linkedin](https://www.linkedin.com), [twitter](https://twitter.com), and [youtube](https://www.youtube.com) #NCTMannual

Register by February 24 for savings.
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:

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<th>ABOUT THE EXHIBIT</th>
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<tr>
<td>ETA HAND2MIND</td>
<td>With over 8,500 high-quality, hands-on products to empower teachers, inspire students, and engage minds, ETA hand2mind is proud to be a trusted supplier of supplemental K-8 materials. Classroom-tested and designed to meet the needs of teachers and students, our materials support academic standards, easily integrate into your existing lesson plans, and expand students' understanding of key concepts and grasp of core skills. Please stop by our booth to learn more!</td>
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<tr>
<td>GRAPHLOCK</td>
<td>GraphLock (graphlock.com) is a cross-platform mobile and web-based app that turns the user's phone, tablet, or computer into a scientific and graphing calculator with a unique lockdown mode. Lockdown mode means just that - no calls, texts, internet, or Snapchat, just the calculator - making it safe and secure to be used in class and on exams.</td>
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</tr>
<tr>
<td>THE MATH LEARNING CENTER</td>
<td>The Math Learning Center (MLC) 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 resources and professional development. MLC also provides university instructors free access to the full contents of the Bridges in Mathematics K-5 curriculum. Stop by our table to learn more about the Bridges University program.</td>
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<tr>
<td>NATIONAL COUNCIL OF SUPERVISORS OF MATHEMATICS</td>
<td>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, our Principles and, It's TIME. Also learn about NCSM partnerships to support Formative Assessment and Digital Learning, and about professional learning opportunities scheduled for 2017.</td>
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EXHIBITOR

NATIONAL COUNCIL OF 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. NCTM members belong to the largest community of mathematics educators committed to ensuring all students have access to the highest quality mathematics teaching and learning. Membership opens doors to classroom resources, professional development opportunities, advocacy, peer-reviewed journals and publications, and an extensive network of teachers and mentors. Learn more about NCTM and the benefits of membership at NCTM.org. Stop by the NCTM table to learn about resources for higher education and for your chance to win an NCTM gift pack.

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. Learn more at: pearsonhighered.com.

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!

VOSAIC

The Vosaic suite of products empowers you to analyze and explore video to further performance. Tagging, coding, and collaborating through video integration increases efficiencies and guides you to discover and uncover deeper meaning. Stop by our exhibit to learn more about our products.
OPENING SESSION

ENHANCING THE MATHEMATICS OF K-12 TEACHER PREPARATION: MULTIPLE PERSPECTIVES ACROSS THE MATHEMATICAL SCIENCES

Edward Silver, University of Michigan
Elizabeth Burroughs, Montana State University
Christine Franklin, University of Georgia
Perla Myers, University of San Diego

Panelists will share information about and perspectives on how contemporary developments in the areas of mathematics, statistics, and mathematical modeling could and should impact the treatment of mathematics in the initial preparation and continuing education of P-16 teachers of mathematics.

Preconference Symposium

Principles and Standards for School Mathematics – What to do about Public Relations, Communication Avenues, etc.

Joan Ferrini-Mundy, Michigan State University
W. Gary Martin, Auburn University
Shelley Ferguson, San Diego City (CA) Public Schools

General Session

Doctoral Programs in Mathematics Education – Should There Be Guidelines? If So, What Forms Might They Take?

Robert Reys, University of Missouri
Doug Aichele, Oklahoma State University
Tom Carpenter, University of Wisconsin – Madison
Bob Glasgow, Southwest Baptist University
Karen Schultz, Georgia State University
Judy Sowder, San Diego State University
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**Session 2**
**Ballroom B**
**2016 AMTE Early Career Award Winner**
**Individual Session**

**TEACHER EDUCATION IN STATISTICS: REFLECTIONS AND MOVING FORWARD**
Susan Peters, University of Louisville

This session highlights research to identify factors that secondary teachers claim deepened their understanding of statistics concepts. Participants then engage with activities that incorporate these factors and consider research that examines how engagement with these activities can enhance teachers’ understandings.

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**Session 3**
**Salon 1**
**Equity and Mathematics Education**
**Individual Session**

**USING CRITICAL WHITENESS TO EXPLORE A MATHEMATICS TEACHER CANDIDATE’S EXPERIENCES WITH DISSONANCE IN URBAN CONTEXTS**
Stephanie Behm Cross, Georgia State University
Nermin Bayazit, Fitchburg State University

We share experiences of Brett, a White male mathematics teacher candidate working in an urban school. Drawing on cognitive dissonance and critical whiteness studies, we offer one way to consider how social contexts and ideologies impact reactions to dissonance.

---

**Session 4**
**Salon 2**
**Mathematics Content, Processes, and Practices**
**Individual Session**

**MATHEMATICAL TASKS THAT PROMOTE PROSPECTIVE ELEMENTARY TEACHERS’ ATTENTION TO AND USE OF MULTIPlicative STRUCTURE**
Ziv Feldman, Boston University
Matt Brady Roscoe, University of Montana

This session will present results of a study examining the impact of a sequence of instructional tasks aimed at strengthening prospective elementary teachers’ attention to and use of multiplicative structure, as provided by prime decomposition, to solve problems involving divisibility.

---

**Session 5**
**Salon 3**
**Mathematics Content, Processes, and Practices**
**Individual Session**

**STUDENT WORK AS A CONTEXT FOR PROMOTING STUDENT UNDERSTANDING OF MATHEMATICS**
Alden J. Edson, Michigan State University
Elizabeth Phillips, Michigan State University
Yvonne E Grant, Michigan State University

This session will focus on how student work can serve as a context for developing student understanding of mathematics. Participants will discuss the many opportunities and challenges of student work that can inform the professional learning of mathematics teachers.

---

**Session 6**
**Salon 4**
**Mathematics Pedagogy and Instructional Practice**
**Discussion Session**

**THE USE OF EMOTIONAL GEOGRAPHIES TO EXPLORE IDENTITY FORMATION OF PROSPECTIVE TEACHERS**
Carlos Nicolas Gomez, Clemson University

Prospective elementary teachers’ emotional experiences during their practicums influence their vision of teaching and learning mathematics. This session focuses on the emotional geographies framework to examine the emotionality of prospective elementary teachers as they form their mathematics teacher identity.

---

**Session 7**
**Salon 5**
**Teacher Professional Development**
**Individual Session**

**A STUDY OF PROFESSIONAL LEARNING COMMUNITIES TO ENHANCE SECONDARY MATHEMATICS TEACHING**
Christine Suurtamm, University of Ottawa

This session will report on a two-year PLC initiative that began with 9 PLCs, and grew into a networked PLC that shared learning across 72 districts. The session focuses on shifts in practice and components that facilitated mathematics teacher learning.

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**Session 8**
**Salon 6**
**Equity and Mathematics Education**
**Brief Report Session**

**BRIEF REPORT SESSION: EQUITY AND TEACHERS**

- **“I JUST DON’T WANT TO FEEL DUMB”: ONE ELEMENTARY PRESERVICE TEACHER’S EXPERIENCES WITH MATHEMATICS ANXIETY**
  Kathleen Jablon Stoehr, Santa Clara University

  The purpose of this study was to gain a better understanding of the experiences of mathematics anxiety of one elementary teacher. The findings revealed that mathematics anxiety may be an issue or concern that remains consistent and/or recurs for decades.

- **TEACHER PREPARATION PROGRAMS THROUGH AN LGBTQ LENs: A CASE STUDY WITH SECONDARY MATHEMATICS EDUCATORS**
  Kyle S Whipple, University of Minnesota

  I conducted a case study of five secondary LGBTQ mathematics educators that are open with their identities in their educational systems, their experiences in their respective teacher preparation programs, and their challenges as part of the teacher workforce.

- **UNPACKING THE BAGGAGE: AN ANALYSIS OF PRESERVICE TEACHERS’ MATHEMATICS HISTORIES AND POSITIONS OF PRIVILEGE**
  Rebecca Smith Nance, University of Mississippi
  Anne Marie Marshall, Lehman College

  PSTs write personal mathematics autobiographies often revealing “baggage” from their past. This study goes beyond the universal characteristics of an adversarial relationship with mathematics. The baggage also contains privilege and oppression as it relates to the stories of these PSTs.
Rebecca S Borowski, Indiana University
Jared R Allen, Indiana University

We share findings from a study which examined the role instructors played in PSTs' experiences putting theory into practice. The dual role of instructors (who taught both field experience and methods courses) helped PSTs enact theories in their own teaching.

Session 11
Development of Mathematics Teacher Educators
Discussion Session

Session 12
School and University Partnerships and Projects
Individual Session

MISSING THE MARK AND REFLECTING ON THE TARGET: USING NUMBER LINES TO REASON ABOUT FRACTIONS
Patrick Lane Sullivan, Missouri State University
Joann Barnett, Missouri State University
Adam Harbaugh, Missouri State University
Maida Russell, Springfield Public School District

The Reed Academy Mathematics Project is a collaboration between a middle school teacher and university mathematics education faculty. Our focus was on understanding 7th grade students' reasoning about fractions using a number line to improve instruction of our preservice teachers.

Session 13
Mathematics Pedagogy and Instructional Practice
Individual Session

MATHEMATICAL ARGUMENTATION: USING WORK SAMPLES TO SUPPORT THE DEVELOPMENT OF TEACHERS' PRACTICE
Megan Staples, University of Connecticut

Teachers' practice with mathematical argumentation must be developed deliberately. We engage participants in a resource to examine the quality of student arguments. Pre-post data from teachers' responses to the same activity will be presented and followed by a discussion.

Session 14
Mathematics Content, Processes, and Practices
Discussion Session

SHARING INSTRUCTIONAL ACTIVITIES THAT PROMOTE ROBUST FRACTION KNOWLEDGE IN PROSPECTIVE PREK–8 TEACHERS
Alexis Stevens, James Madison University
John (Zig) Siegfried, James Madison University
LouAnn Lovin, James Madison University
Rich Busi, James Madison University
Steven Boyce, Portland State University

This session explores our use of in-class activities to promote prospective PreK–8 teachers' construction of fraction schemes and operations. Participants will be asked to share their own fraction-related activities and discuss issues such as number choice and task selection.
Session 15
Teaching and Learning with Technology
Discussion Session

LEARNING TO TEACH MATHEMATICS FOR SOCIAL JUSTICE WITH TECHNOLOGY
Frances Harper, Michigan State University

Participants analyze an example task, which blends technology, social justice, and mathematics, and discuss possibilities for engaging prospective teachers with this and other similar tasks to support the development of technological pedagogical content knowledge for teaching mathematics for social justice.

Session 16
Mathematics Education Policy and Program Issues
Discussion Session

RAISING AWARENESS AND VISIBILITY OF U.S. DOCTORAL PROGRAMS IN MATHEMATICS EDUCATION
Kenneth R Bradfield, Michigan State University
Joe Champion, Boise State University
Joshua Hertel, University of Wisconsin, La Crosse

Existing public information on doctoral programs in mathematics education is limited and recruitment has long been focused on word of mouth and localized efforts. Participants will discuss potential next steps toward more coordinated, national information on inducting mathematics teacher educators.

Opening Session
A National Conference on Doctoral Programs in Mathematics Education: Some Things that Happened and Possible Aftermath

Robert Reys, University of Missouri-Columbia
Glenda Lappan, Michigan State University
Diana Lambdin, Indiana University

Judith Jacobs Lecture
Mathematics Teacher Education in Dodge City: Desperately Seeking Wyatt Earp and Henri Poincaré

Ed Silver, University of Michigan

Closing Session
Reflections on Our Field: A Dialogue about Research in Mathematics Teacher Education

Paola Sztajn, National Science Foundation
Denise S. Mewborn, University of Georgia
Please join your colleagues for lunch.

Preconference Symposium
What Mathematics Do We Demand of Ourselves?
Johnny Lott, University of Montana

General Session
The Study of Lesson Study as a Medium for Professional Development
Zalman Usiskin, University of Chicago
Deborah Ball, University of Michigan
Gail Burrill, Past President, National Council of Teachers of Mathematics
Hyman Bass, University of Michigan
Kara Suzuka, Mathematical Sciences Education Board
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<td>32. Preparing Teachers of Mathematics for the Realities of Technology in the Classroom- Swartz, Wheeler, Rhine, Wieman, Powell, &amp; Lee</td>
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<td>34. The Impact of a Multi-Institutional Study on the Activities Used in Preservice Elementary Methods Courses- Shih, Diamond, &amp; Kalinec-Craig</td>
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<td>24. Developing a Video-Based Instructional Module About Students’ Functional Reasoning- Cavey &amp; Libberton</td>
<td>37. Brief Report Session: Focus on Elementary- Bolyard, Valentine, Webel, Sheffel, Conner, Cross Francis, &amp; Hong</td>
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<td>25. Understanding (Im)proper Fractions as Measures: The Role of Representation- Moss, Stevens, Lovin, Siegfried, Busi, &amp; Boyme</td>
<td>38. Brief Report Session: Proportional Reasoning in Middle Grades- Olmez, Khoury, Murawska, Burke, Orrill, Nager, Weiland, &amp; Brown</td>
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<td>27. Whiteness in Mathematics Teacher Education: Supporting Preservice Teachers in Noticing and Challenging Whiteness in Classrooms- Battey</td>
<td>40. Lesson Observation Research in an NSF-Funded Noyce Master Teaching Fellow/Teaching Fellow Project- Madden &amp; Ericson</td>
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<td>28. Exploring the Relationship Between Teachers’ Knowledge and Beliefs- Hu, Son, &amp; Hodge</td>
<td>41. The Development of Specialized Content Knowledge in Beginning Algebra Among Secondary Mathematics Preservice Teachers- Pettry &amp; Arnold</td>
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<td>29. Unpacking Students’ Perceptions of Mathematical Functions to Address Preservice Teachers’ Expert Blind Spots- Kenney</td>
<td>42. Identifying and Explaining Impactful Experiences and Activities in Mathematics Methods Courses- Myers, Edwards, Kirwan, &amp; Sanchez</td>
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<td>44. Exploring Learner-Focused Collaborative Mathematics Planning- Murray &amp; White</td>
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<td>45. Using Students’ Misconceptions as a Source for Rich Mathematical Discourse- Sears &amp; Dupree</td>
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<td>46. Empowerment through Access and Equity - Larson</td>
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<td>47. Mathematics Instructional Technology: The New Methods Course Responsibility - Herrelko</td>
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<td>61. What Does Linking Research and Practice Really Mean? - Arbaugh</td>
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<td>62. What Do Mathematics Specialists/Coaches/Teacher Leaders Need to Know in Order to Fulfill Their Professional Responsibilities? - Bitto</td>
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<td>49. Math Teacher Talks in Secondary Mathematics Teacher Preparation - Powers &amp; Seehausen</td>
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<td>50. Screeencasting as a Tool to Create Records of Authentic Problem Solving Practice - Cox &amp; Harper</td>
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<td>51. Using Preservice Teacher Designed Video Lessons to Promote Conceptual Understanding and Collaboration with Middle Grades Students - Appelgate</td>
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<td>63. Increasing STEM Literacy of Preservice and Inservice Teachers via an Informal Learning Environment - Schroeder, Jackson, Cavalcanti, &amp; Delaney</td>
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<td>64. Practices to Sustain Socio-Mathematical Norms in Mathematics Courses for PSTs - Rathouz</td>
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<td>65. Investigating Pedagogies of Practice That Support Novices’ Responding to Student Errors During Classroom Discussion - Campbell, Baldinger, &amp; Selling</td>
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<td>66. How Does Focused Video Analysis in Methods Courses Impact Student Teachers’ Attending to Student Thinking? - Teuscher &amp; Switzer</td>
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<td>Salon 11</td>
<td>55. Preservice Teachers’ Reflection as Genre - Kuleshova</td>
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<td>57. Promoting Learning by Leveraging Contrasting Cases: Helping Preservice Teachers and Students Make Use of Structure - Bofferding, Aqazade, &amp; Farmer</td>
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<td>72. The Implementation of a Collaborative Mathematics Tutoring Model in the Preparation of Future Teachers - Keiser &amp; Watt</td>
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<td>58. Refining the Work of Unpacking Preservice Teachers’ Algorithmic Strategies for Multi-Digit Addition Problems - Kalinec-Craig &amp; Prasad</td>
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<td>73. Investigating Prospective Teachers’ Evaluations of Children’s Temperature Stories - Olanoff, Wessman-Enzinger, &amp; Tobias</td>
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<td>59. A Rubric for the Mathematics Methods Assignments of Teacher Educators - Bartell &amp; Drake</td>
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<td>60. Learning About Equity in Secondary Mathematics Teacher Education Programs - Mintos, Hoffman, &amp; Newton</td>
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THURSDAY, FEBRUARY 9, 2017 1:00 PM - 1:45 PM

Session 18 Ballroom B
Mathematics Education Policy and Program Issues
Individual Session

IMPLEMENTATION OF CCSS-M IN K-8 CLASSROOMS: IMPLICATIONS FOR TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT
Jennifer Bay-Williams, University of Louisville

We will review findings from a national study of 1000 K-8 CCSS-Mathematics teachers, focusing on their interpretation, implementation, and perceived benefits and concerns. We will discuss implications for teacher preparation and professional development and next iteration of common standards.

Session 19 Salon 1
Teacher Professional Development
Individual Session

RE-THINKING TEACHING AND LEARNING: MOVING MATHEMATICS EDUCATION ONLINE
Susan N Friel, University of North Carolina, Chapel Hill
Bryan Fede, University of North Carolina, Chapel Hill

What does it mean to provide instruction in an online distance-learning environment? This session will address efforts to review literature in online distance education and mathematics education related to course design and implementation and to explore guidelines for mathematics/mathematics education.

Session 20 Salon 2
Mathematics Content, Processes, and Practices
Individual Session

PRESERVICE TEACHERS’ EMERGING CAPACITY TO REASON WITH THE VARIABLE PARTS PERSPECTIVE ON PROPORTIONAL RELATIONSHIPS
Torrey Kulow, University of Georgia

During this session, we will present results of analyzing class discussions and written work that preservice middle grades and secondary teachers generated as they learned about and used this perspective on proportional relationships in mathematics content courses.

Session 21 Salon 3
Development of Mathematics Teacher Educators
Individual Session

BUILDING OUR COLLECTIVE CAPACITY BY RECLAIMING JOY IN MATHEMATICS TEACHER EDUCATION
Andrea McCloskey, Pennsylvania State University
Signe Kastberg, Purdue University
Marshella Sheats Harkness, University of Cincinnati

We share results from a collaborative self-study as “critical friends.” We argue and illustrate findings that a turn toward moments of joy, connection, and success enlivened and energized us. The field of mathematics teacher education may benefit from similar reorientations.

Session 22 Salon 4
Development of Mathematics Teacher Educators
Individual Session

BRIEF REPORT SESSION: UNDERSTANDING MATHEMATICS TEACHER EDUCATORS

STUDYING OURSELVES AS WE IMPROVE OUR TEACHING
Priya Vinata Prasad, University of Texas, San Antonio
Raquel Vallines Mira, University of Texas, San Antonio
Cody Patterson, University of Texas, San Antonio

This session presents a self-study of MTEs to better understand the MKT needed to design, facilitate, and revise tasks for a mathematics content course for elementary PSTs. This study is part of a larger project using the Continuous Improvement framework.

UNDERSTANDING BELIEFS COMMONLY HELD BY MATHEMATICS TEACHER EDUCATORS AND THE DIFFERENT WAYS THEY HOLD THEM
Joseph Rino, Plymouth State University

This study explored the beliefs held by mathematics teacher educators about their craft. While five beliefs were found among nearly all participants, the different ways in which participants discussed those beliefs demonstrates some of the complexity of teaching mathematics teaching.

Session 23 Salon 5
School and University Partnerships and Projects
Individual Session

BRIEF REPORT SESSION: SCHOOL AND UNIVERSITY PARTNERSHIPS AND PROJECTS

DUOETHNOGRAPHY OF MATHEMATICS SUPERVISION IN A PROFESSIONAL DEVELOPMENT SCHOOL
Gwendolyn Lloyd, Pennsylvania State University

I will report about a collaborative self-study of teacher educators working in an established PDS partnership. The study took a duoethnographic approach and focused on elementary PDS supervisors’ practices of observing student teachers’ mathematics lessons.

THE ROLE OF EXPERTISE IN COLLABORATIVE PLANNING FOR A MATHEMATICS METHODS COURSE
Courtney Lynch, Pennsylvania State University

In this session, I share findings from a qualitative study that aimed to explore the expertise that a team of school- and university-based teacher educators drew upon in their co-planning for an elementary mathematics methods course in a PDS partnership.
Session 24
Mathematics Pedagogy and Instructional Practice
Individual Session

DEVELOPING A VIDEO-BASED INSTRUCTIONAL MODULE ABOUT STUDENTS’ FUNCTIONAL REASONING
Laurie Cavey, Boise State University
Jason Libberton, Idaho State University

We will share the development of a video-based instructional module designed to engage preservice and inservice secondary teachers in learning about students’ functional reasoning. Come try it out, offer feedback, and learn about our iterative development process.

Session 25
Mathematics Content, Processes, and Practices
Individual Session

UNDERSTANDING (IM)PROPER FRACTIONS AS MEASURES: THE ROLE OF REPRESENTATION
Steven Boyce, Portland State University
Diana Moss, Appalachian State University
Alexis Stevens, James Madison University
LouAnn Lovin, James Madison University
John (Zig) Siegfried, James Madison University
Rich Busi, James Madison University

We report on results of researching relationships between representations used in fractions tasks, prospective teachers’ conceptions of (proper and improper) fractions, and prospective teachers’ perceptions of task difficulty. Participants will discuss how the results relate to their teaching experiences.

Session 26
Teacher Professional Development
Individual Session

ELEMENTARY MATHEMATICS TEACHER LEADERSHIP: OPPORTUNITIES FOR PROFESSIONAL LEARNING
Sheryl Stump, Ball State University
Betsy Berry, Hoosier Association of Mathematics Teacher Educators
Jodi Frost, Indiana State University
Doris Mohr, University of Southern Indiana

We describe the evolution of our work, as a task force of an AMTE affiliate, to investigate and support mathematics teacher leadership. Through case studies, we examine various models of leadership and opportunities for mathematics professional learning in those models.

Session 27
Equity and Mathematics Education
Individual Session

WHITENESS IN MATHEMATICS TEACHER EDUCATION: SUPPORTING PRESERVICE TEACHERS IN NOTICING AND CHALLENGING WHITENESS IN CLASSROOMS
Dan Battey, Rutgers University

This session presents a framework for whiteness in mathematics education along with classroom interactions that align with and counteract an ideology of whiteness. The goal is to support mathematics teacher educators and PSTs to notice and challenge whiteness in classrooms.

Session 28
Mathematics Content, Processes, and Practices
Individual Session

EXPLORING THE RELATIONSHIP BETWEEN TEACHERS’ KNOWLEDGE AND BELIEFS
Qintong Hu, Columbia College
Ji-Won Son, University at Buffalo, State University of New York
Lynn Hodge, University of Tennessee

This study examines high school teachers’ knowledge of quadratic functions and their beliefs about students’ mathematical learning abilities. Findings of the study indicate that teachers with entity beliefs about students’ learning abilities tend to show procedural understandings of the topic.

Session 29
Mathematics Pedagogy and Instructional Practice
Individual Session

UNPACKING STUDENTS’ PERCEPTIONS OF MATHEMATICAL FUNCTIONS TO ADDRESS PRESERVICE TEACHERS’ EXPERT BLIND SPOTS
Rachael Kenney, Purdue University

In this study, we examine writing prompts to unpack what understanding of mathematical functions persists with college algebra students. We discuss how activities like this provide ways for novice teachers to reflect on students’ knowledge and develop pedagogical content knowledge.

Session 30
Teacher Professional Development
Individual Session

TEACHER VOICES: WHAT THEY MIGHT CONTRIBUTE TO THE PROFESSIONAL DIALOGUE ABOUT LEARNING AND TEACHING MATHEMATICS
Sue Ellen Richardson, Purdue University

This session explores how teacher voices might contribute to the professional dialogue on learning and teaching mathematics using narrative inquiry and Photovoice methods, particularly as a foundation for a teacher-led professional development model that supports teacher leadership.
### Session 31 Salon 4
**Equity and Mathematics Education Extended Session**

**STRATEGIES FOR PREPARING TEACHERS OF MATHEMATICS WHO UNDERSTAND AND ADDRESS ISSUES OF EQUITY AND ACCESS**

Cathery Yeh, Chapman University  
Mark Ellis, California State University, Fullerton  
Crystal Morton, Indiana University, Indianapolis  
Jan Yow, University of South Carolina

We will share and discuss instructional modules in methods courses intended to develop within teachers the knowledge, skills, and dispositions needed to envision, construct, and nurture mathematics learning environments that include close attention to access, equity, power, and identity.

### Session 32 Salon 5
**Teaching and Learning with Technology Extended Session**

**PREPARING TEACHERS OF MATHEMATICS FOR THE REALITIES OF TECHNOLOGY IN THE CLASSROOM**

Barbara Swartz, McDaniel College  
Ann Wheeler, Texas Woman’s University  
Steve Rhine, Pacific University  
Rob Wieman, Rowan University  
Angeline Powell, University of Memphis  
Mi Yeon Lee, Arizona State University

Mathematics teacher educators may struggle to help teachers who are required by their districts to utilize new technological advances. Participants will explore technologies commonly used in P-12 classrooms and learn how to use them to promote rich discourse and metacognition.

### Session 33 Ballroom B
**Mathematics Education Policy and Program Issues Individual Session**

**INTEGRATING THE NCTM EFFECTIVE MATHEMATICS TEACHING PRACTICES AND EDTPA INTO SECONDARY MATHEMATICS TEACHER PREPARATION**

Mike Steele, University of Wisconsin, Milwaukee

This session describes one program’s efforts to integrate the NCTM effective mathematics teaching practices and edTPA preparation and support into secondary methods and student teaching seminar courses. Data on teacher candidates’ instructional practice and edTPA examples will be shared.

### Session 34 Salon 1
**Mathematics Pedagogy and Instructional Practice Individual Session**

**THE IMPACT OF A MULTI-INSTITUTIONAL STUDY ON THE ACTIVITIES USED IN PRESERVICE ELEMENTARY METHODS COURSES**

Jaime Marie Diamond, University of Georgia  
Crystal Anne Kalinec-Craig, University of Texas, San Antonio  
Jeffrey Shih, University of Nevada, Las Vegas

The session will discuss how three mathematics teacher educators used a video clip in order to examine what preservice teachers noticed about children’s mathematical thinking and what the instructors learned about their vision for teaching elementary mathematics methods.

### Session 35 Salon 2
**Mathematics Content, Processes, and Practices Individual Session**

**USING DIGITAL STORYTELLING IN AN UNDERGRADUATE MATHEMATICS METHODS COURSE**

Cyndi Edgington, North Carolina State University  
Valerie Faulkner, North Carolina State University

We share a project developed for an undergraduate methods course for secondary math teachers focused on developing teacher candidates’ understanding of the teaching and learning of linear functions with the end product being digital stories created by the teacher candidates.

### Session 36 Salon 3
**Teacher Professional Development Individual Session**

**LEARNING TO LEAD MATHEMATICS DISCUSSIONS IN PRACTICE-FOCUSED PROFESSIONAL DEVELOPMENT**

Jared Webb, University of North Carolina, Greensboro  
Holt Wilson, University of North Carolina, Greensboro  
Arren Duggan, University of North Carolina, Greensboro  
Emily Bryant, University of North Carolina, Greensboro

In this session, we share results from a study of secondary teachers’ participation in rehearsals for leading mathematics discussions in professional development and shifts in their classroom practice.
**Session 37 Salon 6**

**Mathematics Pedagogy and Instructional Practice**

**BRIEF REPORT SESSION: FOCUS ON ELEMENTARY EMOTIONS AND MKT: IDENTIFYING EMOTIONS AS A POSSIBLE DETERRENT TO TEACHER CHANGE**
Dionne Cross Francis, Indiana University, Bloomington
Ji Hong, University of Oklahoma

In this study, we explore the relationship between elementary teachers' mathematical knowledge for teaching and their emotional experiences related to their mathematics teaching. We discuss the role of emotions in teachers' propensity to change their mathematical instructional practices.

**LEADERSHIP FROM WITHIN THE CLASSROOM: CHALLENGES AND SUCCESSES FOR ELEMENTARY MATHEMATICS SPECIALISTS**
Kimberly Conner, University of Missouri
Cris Sheffel, University of Missouri
Corey Webel, University of Missouri

This session will present preliminary data on ways in which five elementary mathematics specialists (EMS) engaged in informal and formal leadership while maintaining their role as a classroom teacher. Implications for leadership development in EMS certification programs will be discussed.

**THE GOOD, BAD, AND COMPLEX: UNDERSTANDING AND LEVERAGING ELEMENTARY PRESERVICE TEACHERS' MATHEMATICS EXPERIENCES**
Keri Duncan Valentine, West Virginia University
Johnna Bolyard, West Virginia University

This brief report seeks to share preservice teachers' experiences learning mathematics (both positively and negatively perceived, in formal and informal contexts) and how these experiences can be leveraged in the context of undergraduate and graduate mathematics pedagogy and content courses.

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**Session 38 Salon 7**

**Mathematics Content, Processes, and Practices**

**BRIEF REPORT SESSION: PROPORTIONAL REASONING IN MIDDLE GRADES**

**FUTURE TEACHERS' USE OF THE DEFINITION OF MULTIPLICATION WHEN INTERPRETING "STANDARD" PROPORTION EQUATIONS**
Ibrahim Burak Olmez, University of Georgia

The present study examines how five future middle grades mathematics teachers generated and interpreted proportion equations in terms of quantities, especially when they were prompted to consider an explicit, quantitative definition of multiplication.

**PRESERVICE TEACHERS’ COORDINATION OF RATIO CONSTRUCTS WITHIN A RATIONAL NUMBER TASK**
Jaclyn Murawska, Saint Xavier University
Helen Adi Khoury, Northern Illinois University

This research study investigated solution strategies implemented by preservice teachers in a problem-solving ratio situation. Valid and non-valid strategies in the context of proportional reasoning, ratio constructs, covariation, invariance, symbolism, and part-part-whole understanding will be shared.

**USEFUL KNOWLEDGE RESOURCES FOR THE TEACHING OF PROPORTIONAL REASONING**
Rachael Eriksen Brown, Penn State, Abington
Travis Weiland, University of Massachusetts, Dartmouth
Gal Gili Nagar, University of Massachusetts, Dartmouth
Chandra Hawley Orrill, University of Massachusetts, Dartmouth
James Patrick Burke, University of Massachusetts, Dartmouth

We share our investigation of proportional reasoning knowledge resources used by middle grades teachers in two task-based interviews compared to their performance on the LMT. Based on the findings, we offer suggestions for teaching proportional reasoning to preservice and inservice teachers.

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**Session 39 Salon 8**

**AMTE Publications Session**

**Discussion Session**

**WRITING A SUCCESSFUL MTE MANUSCRIPT: CONNECTING PRACTICE, INNOVATION, AND SYSTEMATIC INQUIRY**
Sandra Crespo, Michigan State University
Kristen Bieda, Michigan State University
Christine Browning, Western Michigan University

Participants will engage in tasks that highlight features and expectations of accepted manuscripts for the Mathematics Teacher Educator. Recurrent issues of rejected submissions, strategies to avoid these pitfalls, and a tool to facilitate the manuscript development will be shared.
Session 40 Salon 9
School and University Partnerships and Projects
Individual Session

LESSON OBSERVATION RESEARCH IN AN NSF-FUNDED NOYCE MASTER TEACHING FELLOW/TEACHING FELLOW PROJECT
Sandra Madden, University of Massachusetts, Amherst
Jennifer Ericson, University of Massachusetts, Amherst

Classroom lesson observations of mathematics master teaching fellows, teaching fellows, and their peers in high needs schools were conducted using an observation protocol from the Science & Mathematics Program Improvement group (Western Michigan University). Findings, challenges, and implications are discussed.

Session 41 Salon 10
Mathematics Content, Processes, and Practices
Discussion Session

THE DEVELOPMENT OF SPECIALIZED CONTENT KNOWLEDGE IN BEGINNING ALGEBRA AMONG SECONDARY MATHEMATICS PRESERVICE TEACHERS
Danielle Pettry, Montana State University
Elizabeth Arnold, Montana State University

This session focuses on the findings of a dissertation. Forty-six participants in six teacher preparation programs completed a 22 item multiple choice assessment, and 23 of those participants were interviewed about how their experiences helped them develop specialized content knowledge.

Session 42 Salon 11
Development of Mathematics Teacher Educators
Individual Session

IDENTIFYING AND EXPLAINING IMPACTFUL EXPERIENCES AND ACTIVITIES IN MATHEMATICS METHODS COURSES
J Vince Kirwan, Kennesaw State University
Wendy B Sanchez, Kennesaw State University
Marrielle Myers, Kennesaw State University
Belinda Pickett Edwards, Kennesaw State University

Attendees will discuss experiences/activities from methods coursework prospective teachers identified as having an effect on their thinking about teaching mathematics. They will also consider potential impacts of their own practices in methods courses on prospective teachers’ thinking and teaching practice.

Session 43 Salon 12
Mathematics Pedagogy and Instructional Practice
Individual Session

NOVICE ELEMENTARY TEACHERS’ ORCHESTRATION OF MATHEMATICAL DISCOURSE
Carrie Lee, East Carolina University
Temple A. Walkowiak, North Carolina State University

This session will share patterns from the coding of classroom discussions, engage participants in an analysis of a novice teacher’s classroom discussion, and discuss how methods courses/induction programs might support novice teachers to utilize moves that enhance the positioning of students.

Session 44 Salon 13
Teacher Professional Development
Individual Session

EXPLORING LEARNER-FOCUSED COLLABORATIVE MATHEMATICS PLANNING
Eileen Murray, Montclair State University
Dorothy Y White, University of Georgia

This session presents research on an emerging model of collaborative planning. In this model, teachers support students’ mathematical thinking during planning as they collaboratively focus on mathematics and curriculum while addressing students as learners.

Session 45 Salon 14
Mathematics Pedagogy and Instructional Practice
Individual Session

USING STUDENTS’ MISCONCEPTIONS AS A SOURCE FOR RICH MATHEMATICAL DISCOURSE
Ruthmae Sears, University of South Florida
Lakesia L. Dupree, University of South Florida

We will discuss how we used middle school students’ misconceptions to orchestrate mathematical discourse, encouraged reasoning, and promoted learning within a methods course. Additionally, we will discuss how preservice teachers’ beliefs influenced the extent they capitalized on students’ misconceptions.
**Session 46**  
**NCTM Presidential Exchange Session**  
**Individual Session**  
**EMPOWERMENT THROUGH ACCESS AND EQUITY**  
Matt Larson, National Council of Teachers of Mathematics  
NCTM embraces the challenge that as educators we must do more to serve students who have been marginalized. We will address our need to consider our discourse, collaboration, and shared actions to challenge the status quo and structural obstacles.

**Session 47**  
**Teaching and Learning with Technology**  
**Individual Session**  
**MATHEMATICS INSTRUCTIONAL TECHNOLOGY: THE NEW METHODS COURSE RESPONSIBILITY**  
Janet M. Herrelko, University of Dayton  
How well do preservice teachers integrate mathematical technology into their field classes? A methods course introduced six mathematical programs from which the preservice teachers chose one around which they created lessons to solve real world problems.

**Session 48**  
**Mathematics Content, Processes, and Practices**  
**Individual Session**  
**THE HISTORICAL DEVELOPMENT OF GEOMETRY AS A TOOL TO EXAMINE THE TRANSITION PROBLEM**  
Kathleen Clark, Florida State University  
Ingo Witzke, University of Siegen, Germany  
We describe a case study of a seminar designed to address the transition from school to university mathematics. The seminar relied on the thesis that broaching differing natures of school and university mathematics will support students during the transition.

**Session 49**  
**Mathematics Pedagogy and Instructional Practice**  
**Individual Session**  
**MATH TEACHER TALKS IN SECONDARY MATHEMATICS TEACHER PREPARATION**  
Alees Seehausen, University of Northern Colorado  
Robert Powers, University of Northern Colorado  
This session describes, demonstrates, and examines Math Teacher Talks, one feature of a secondary mathematics teacher education program. During Math Teacher Talks, teacher candidates enact high-leverage practices in a mock classroom and discuss the practices and experiences of the enactment.

**Session 50**  
**Teaching and Learning with Technology**  
**Individual Session**  
**SCREENCASTING AS A TOOL TO CREATE RECORDS OF AUTHENTIC PROBLEM SOLVING PRACTICE**  
Dana C Cox, Miami University  
Suzanne Harper, Miami University  
This presentation will help bridge practice and research for mathematics teacher educators. We will explore how we use screencasting to inspire and capture moments of authentic problem solving and problem posing, and the potential for those screencasts for cognitive reflection.

**Session 51**  
**Teaching and Learning with Technology**  
**Individual Session**  
**USING PRESERVICE TEACHER DESIGNED VIDEO LESSONS TO PROMOTE CONCEPTUAL UNDERSTANDING AND COLLABORATION WITH MIDDLE GRADES STUDENTS**  
Mollie Appelgate, Iowa State University  
This session examines how preservice teachers designed video lessons that promoted conceptual understanding and collaboration to deepen students' mathematical understanding. Session participants will view PST-designed video lessons, learn about software options, and utilize a framework to analyze the video lessons.

**Session 52**  
**Mathematics Education Policy and Program Issues**  
**Brief Report Session: Mathematics Education Policy and Program Issues**  
**Integrating Content, Pedagogy, and Reflective Practice within a Distance Learning CAEP-Approved Advanced Program**  
Jeffrey Hovermill, Northern Arizona University  
This session describes the content and structure of courses within a CAEP-approved Advanced Program. Examples of course tasks and assignments, along with candidate work samples, will be shared and discussed.

**Session 53**  
**Mathematics Education Policy and Program Issues**  
**Measuring Elementary Preservice Teachers’ Beliefs as Related to their Intended Pedagogy**  
Beth Loveday MacDonald, Utah State University  
Kristy Litster, Utah State University  
Jill Ashby, Utah State University  
The purpose of this brief presentation is to discuss findings from a survey given to 57 preservice teachers to investigate teachers’ beliefs and course/program design prior to the implementation of two additional mathematics education courses.
Session 53 | Salon 7

Equity and Mathematics Education

BRIEF REPORT SESSION: EQUITY AND STUDENTS

ACCELERATION OF ALGEBRA I: PERSISTENT INEQUITIES IN READINESS FOR STEM UNDERGRADUATE STUDY

Terrie Galanti, George Mason University

Access to Algebra I in middle school is intended to promote equity in STEM readiness. This presentation explores the hidden potential of acceleration to undermine achievement and identity, to reify existing societal power structures, and to devalue meaningful mathematics experiences.

RESOLVING CHALLENGES THAT MATHEMATICS TEACHER EDUCATORS FACE WHEN TEACHING THROUGH A LENS OF EQUITY

Eugenia Vomvoridi-Ivanovic, University of South Florida

The purpose of this session is to present different ways in which mathematics teacher educators may resolve a challenge when teaching through a lens of equity. Preservice teachers’ responses to the different resolution strategies will be examined.

Session 54 | Salon 8

Teacher Professional Development

Individual Session

EXAMINING ELEMENTARY TEACHERS’ CO-TEACHING EXPERIENCES

Dionne Cross Francis, Indiana University, Bloomington
Rick A. Hudson, University of Southern Indiana
Lauren Rapacki, Indiana University

In this presentation, we describe the co-teaching experiences of three pairs of elementary teachers using different co-teaching models and engage participants in discussing the ways co-teaching can both support and hinder quality teaching.

Session 55 | Salon 9

Preservice Teacher Field Experiences

Individual Session

PRESERVICE TEACHERS’ REFLECTION AS GENRE

Angelina Kuleshova, Florida State University

In this presentation, I will outline reflection as a genre model, present genre-based characteristics of high-quality reflective writing, and suggest how the framework of genre could be used to improve preservice teachers’ reflection on their practice.

Session 56 | Salon 10

Teacher Professional Development

Individual Session

EXAMINING THE ACTIVITY AND IMPACT OF ELEMENTARY MATHEMATICS COACHES ON STUDENT ACHIEVEMENT IN RURAL SCHOOLS

Patricia F Campbell, University of Maryland
Matt Griffin, University of Maryland

This session presents the results of a randomized control-treatment study examining the relationship between student achievement and the level/focus of mathematics coaching activity. The coaches were placed in rural elementary schools to provide professional development addressing mathematical content and pedagogy.

Session 57 | Salon 11

Mathematics Pedagogy and Instructional Practice

Individual Session

PROMOTING LEARNING BY LEVERAGING CONTRASTING CASES: HELPING PRESERVICE TEACHERS AND STUDENTS MAKE USE OF STRUCTURE

Laura Bofferding, Purdue University
Mahtob Aqazade, Purdue University
Sherri Farmer, Purdue University

We present a case for the use of contrasting cases as an effective pedagogical routine that can help students notice and make use of structure in problems and can help preservice teachers think strategically about the problems they pose.

Session 58 | Salon 12

Mathematics Content, Processes, and Practices

Individual Session

REFINING THE WORK OF UNPACKING PRESERVICE TEACHERS’ ALGORITHMIC STRATEGIES FOR MULTI-DIGIT ADDITION PROBLEMS

Crystal Anne Kalinec-Craig, University of Texas, San Antonio
Priya Vinata Prasad, University of Texas, San Antonio

The audience will explore an updated framework that unpacks preservice teachers’ algorithmic strategies, which also include a diverse range of conceptual strategies. The presenters will discuss the importance of selecting numbers for mathematical tasks when eliciting conceptual and algorithmic strategies.

Session 59 | Salon 13

Development of Mathematics Teacher Educators

Individual Session

A RUBRIC FOR THE MATHEMATICS METHODS ASSIGNMENTS OF TEACHER EDUCATORS

Tonya Bartell, Michigan State University
Corey Drake, Michigan State University

Participants will communicate and collaborate about ways a rubric for mathematics teacher educators' elementary mathematics methods assignments might support the professional growth of mathematics teacher educators and the identification of key elements important for developing beginning elementary mathematics teachers.

Session 60 | Salon 14

Equity and Mathematics Education

Individual Session

LEARNING ABOUT EQUITY IN SECONDARY MATHEMATICS TEACHER EDUCATION PROGRAMS

Alexia Mintos, Purdue University
Andrew Hoffman, Purdue University
Jill Newton, Purdue University

In this session, we will present findings from a completed study about the reported opportunities that preservice secondary mathematics teachers have to learn about equity in five purposefully chosen teacher education programs.
Session 61  
2017 Award for Excellence in Scholarship Winner  
Individual Session

WHAT DOES LINKING RESEARCH AND PRACTICE REALLY MEAN?  
Fran Arbaugh, The Pennsylvania State University

In this session, small and large group discussions will center on expanding participants’ conceptions of linking research and practice. Participants will be challenged to enhance the ways they link research and practice in their research agendas and teacher education practices.

Session 62  
Development of Mathematics Teacher Educators  
Individual Session

WHAT DO MATHEMATICS SPECIALISTS / COACHES / TEACHER LEADERS NEED TO KNOW IN ORDER TO FULFILL THEIR PROFESSIONAL RESPONSIBILITIES?  
Laura Bitto, The College of William and Mary

Results of a grounded theory study indicate that mathematics specialists/coaches/leaders use a specialized blend of mathematics content, pedagogical, and leadership knowledge. A graphical model that identifies the knowledge domains and their interconnectedness will be presented and discussed.

Session 63  
Mathematics Pedagogy and Instructional Practice  
Individual Session

INCREASING STEM LITERACY OF PRESERVICE AND INSERVICE TEACHERS VIA AN INFORMAL LEARNING ENVIRONMENT  
Margaret J Schroeder, University of Kentucky  
Christa Jackson, Iowa State University  
Maureen L. Cavalcanti, University of Kentucky  
Ashley Delaney, Iowa State University

We examine how a robotics course that integrates informal learning experiences increases teachers’ exposure to a variety of STEM learning activities and impacts their STEM literacy. We’ll experience hands-on activities related to mathematics and increasing STEM literacy in this session.

Session 64  
Mathematics Content, Processes, and Practices  
Individual Session

PRACTICES TO SUSTAIN SOCIO-MATHEMATICAL NORMS IN MATHEMATICS COURSES FOR PSTS  
Margaret Rathouz, University of Michigan, Dearborn

We will present instructional practices used by an experienced mathematics educator to extend and leverage socio-mathematical norms in mathematics courses for prospective teachers. Video examples will illustrate instructor practices that support PSTs in justifying mathematical ideas and making relevant connections.

Session 65  
Mathematics Pedagogy and Instructional Practice  
Individual Session

INVESTIGATING PEDAGOGIES OF PRACTICE THAT SUPPORT NOVICES’ RESPONDING TO STUDENT ERRORS DURING CLASSROOM DISCUSSION  
Matthew P. Campbell, West Virginia University  
Erin E. Baldinger, University of Minnesota  
Sarah Kate Selling, University of Utah

Responding to student errors during discussions in ways that position students as sense-makers and advance the class’s learning is vital. This session addresses ways coached rehearsals and enactments support novices’ error-handling practices as well as methods for tracing novices’ development.

Session 66  
Mathematics Pedagogy and Instructional Practice  
Individual Session

HOW DOES FOCUSED VIDEO ANALYSIS IN METHODS COURSES IMPACT STUDENT TEACHERS’ ATTENDING TO STUDENT THINKING?  
Dawn Teuscher, Brigham Young University  
John Matthew Switzer, Texas Christian University

We share results from our analysis of our preservice secondary mathematics teachers’ student teaching videos to demonstrate the impact of focused video analysis and discuss differences in the degree to which the student teachers were attentive to probing students’ thinking.
Session 67 Salon 6
Preservice Teacher Field Experiences

BRIEF REPORT SESSION: TEACHER LEARNING

FOCUSING PRESERVICE TEACHER NOTICING TOWARDS PRODUCTIVE STRUGGLE
Hiroko Kawaguchi Warshauer, Texas State University
Nama Namakshi, University of Arkansas
Christina Zunker Koehne, Texas State University
Sonalee Bhattacharyya, Texas State University

We report on the development of preservice teachers' noticing of productive struggle while participating in a professional development associated with a mathematics camp for elementary and middle school students. Results suggest PSTs begin considering ways to support student struggles productively.

GENERATIVE LEARNING THROUGH REFLECTION ON EARLY FIELD EXPERIENCES
Aimee Cardon, University of Wisconsin, Madison

Findings from a small-scale qualitative study on the reflective writings of preservice teachers show that early field experiences can be structured to support learning from practice. Participants generated specific ideas for improvement and causal relationships within their practice.

TEACHING STEPPING STONES: LEARNING TO TEACH ELEMENTARY MATHEMATICS THROUGH A MEDIATED FIELD EXPERIENCE
Nicholas Kochmanski, Vanderbilt University
Charlotte Dunlap Sharpe, Syracuse University

This session reports initial findings from a design-based research pilot of a four-week mediated field experience. In this session we share how the mediated field experience oriented preservice teachers to critical aspects of student thinking and teaching practices.

Session 68 Salon 7
Teacher Professional Development

BRIEF REPORT SESSION: SECONDARY TEACHER PD

HOW MATHEMATICS TEACHERS BECAME EXEMPLARY STATISTICS TEACHERS
Douglas Whitaker, University of Wisconsin, Stout

This study investigated how exemplary statistics teachers—who began their careers as mathematics teachers—came to be. Using semi-structured interviews and a theoretical framework based on identity, key experiences that supported teachers' development were identified, e.g., isolation and community engagement.

SUPPORTING GEOMETRY TEACHERS' IMPLEMENTATION OF COMMON CORE THROUGH A COMBINED PROFESSIONAL DEVELOPMENT MODEL
Gloriana Gonzalez, University of Illinois, Urbana-Champaign

This report investigates how a combined professional development program supported high school geometry teachers in building their knowledge of the concept of dilation in order to successfully implement the CCSSM through a problem-based lesson.

USING SCHOOL-BASED COACHING TO SUPPORT SECONDARY MATHEMATICS TEACHER PROFESSIONAL DEVELOPMENT
Richelle Marynowski, University of Lethbridge

A description of a school-based coaching model of PD, which focused on supporting teachers in their formative and summative assessment practices, will be given. Results from a survey of the teachers regarding the effectiveness of the model will also be presented.

Session 69 Salon 8
AMTE Silver Sponsor
Discussion Session

EXPLORE THE POWER OF MANIPULATIVES IN MODERN MATHEMATICS CLASSROOMS
Jesse Michmerhuizen, ETA hand2mind

See first-hand how manipulatives can deepen understanding of mathematical concepts from whole numbers to fractions and beyond. Discover new tools and learn new ways to use familiar manipulatives. Leave with new and exciting ideas and activities to share with your students!

Session 70 Salon 9
Equity and Mathematics Education
Individual Session

FUNDS OF KNOWLEDGE AND “CRITICAL TASKS” IN ELEMENTARY MATHEMATICS PST PREPARATION: A ROBUST APPROACH
Marrielle Myers, Kennesaw State University

I share results from projects aimed at preparing elementary PSTs to use mathematics to develop “critical tasks.” This work extends a previous study focused on funds of knowledge by explicitly engaging PSTs in using mathematics to examine inequity and injustice.
EXPLORING #MTBOS: PRESERVICE TEACHERS' ENGAGEMENT WITH THE MATHTWITTERBLOGOSPHERE THROUGH AND BEYOND A MATHEMATICS METHODS COURSE
Erica Litke, University of Delaware
Amanda Jansen, University of Delaware
We describe a study investigating preservice middle school teachers' experiences engaging with the MathTwitterBlogosphere (#MTBoS), exploring whether and how teacher candidates engage with #MTBoS for professional learning. We further discuss the introduction of #MTBoS through a mathematics methods course.

THE IMPLEMENTATION OF A COLLABORATIVE MATHEMATICS TUTORING MODEL IN THE PREPARATION OF FUTURE TEACHERS
Jane Keiser, Miami University
Sarah Watt, Miami University
We will describe our ongoing design, revision, and lessons learned concerning a Mathematics Tutoring Model that combines the efforts of Senior special education and Freshman/Sophomore middle grades mathematics preservice teachers with inservice middle grades mathematics teachers for their struggling students.

INVESTIGATING PROSPECTIVE TEACHERS' EVALUATIONS OF CHILDREN'S TEMPERATURE STORIES
Dana Olanoff, Widener University
Nicole M. Wessman-Enzinger, George Fox University
Jennifer M. Tobias, Illinois State University
We investigated preservice teachers' ability to evaluate children's integer temperature problems. We report on the benefits and challenges of using temperature as a context when dealing with integers and also on what the preservice teachers attended to when looking at the children's stories.
A1. A FIVE-YEAR, MULTIPLE-COHORT, LONGITUDINAL STUDY OF TPACK COMPONENTS RELATED TO PROGRAM DESIGN
Jeremy Zelkowski, University of Alabama
This poster will focus on the initial findings of a five-year, four-cohort study in one research university's teacher preparation program and how these findings shaped a new model at improving confidence and ability of TPACK knowledge dispositions for teaching mathematics.

A2. ALIGNING LESSON STUDY WITH PROFESSIONAL DEVELOPMENT AIMS
Jonathan David Bostic, Bowling Green State University
Gabriel Matney, Bowling Green State University
Lesson study has power to transform teachers' practices. We share ways to align PD and lesson study goals in diverse contexts. Our focus is modifications of lesson study approaches from Thailand and Japan to PD experiences in the USA.

A3. AN ACTIVITY CONNECTING GEOMETRY TO THE REAL-WORLD: PRESERVICE MIDDLE SCHOOL TEACHERS’ PERCEPTIONS
Sheri Johnson, University of Georgia
In this presentation, I share an activity for preservice middle school mathematics teachers that can help them develop real-world connections in geometry using photographs. Survey results reveal their perceptions of the activity and its potential use in their future classrooms.

A4. AN EXAMINATION OF A PRESERVICE ELEMENTARY TEACHER’S VISIONS AND ENACTMENT OF HIGH QUALITY MATHEMATICS
Ashley Whitehead, North Carolina State University
This poster presentation follows a case-study, Charlie, over the course of two years during her elementary teacher preparation program. Results will be presented on how her visions of high quality mathematics instruction relate to her enacted mathematics lessons.

A5. BEGINNING TO USE ASYNCHRONOUS FORUM DISCUSSIONS IN A FACE-TO-FACE GEOMETRY CLASS
Bryan Fede, University of North Carolina, Chapel Hill
Asynchronous forums provide “spaces” where students can explore mathematical content outside a classroom setting. This presentation looks at issues surrounding the selection and facilitation of mathematically significant forum discussion questions in a geometry class for elementary and middle-grades teachers.

A6. BEYOND THE MOVE: A CODING SCHEME FOR TEACHER RESPONSES TO HIGH LEVERAGE STUDENT THINKING
Annick Rougee, University of Michigan
Blake Peterson, Brigham Young University
Keith Leatham, Brigham Young University
To better understand how mathematics teachers respond to high leverage instances of student thinking, we have developed a coding scheme that simultaneously attends to three components core to effective mathematical discussions: engagement of the class, mathematics, and responsiveness to students.

A7. CLASSROOM INQUIRY AS A MEANS OF DEVELOPING TEACHERS AND PROMOTING MORE EQUITABLE CLASSROOMS
Derek Joseph Sturgill, Ohio University
Courtney Koestler, Ohio University
We will report findings from a K-8 classroom inquiry-based professional development program that supported teachers of mathematics or science in developing and conducting classroom inquiry projects on child-centered mathematics or inquiry-based science.

A8. CO-PLANNING STRATEGIES FOR MENTOR TEACHERS AND INTERNS
Maureen Grady, East Carolina University
Charity Cayton, East Carolina University
Ron Preston, East Carolina University
Alexandra Funsch, East Carolina University
Co-planning can be a powerful tool to help interns learn to plan more effectively. Often little guidance is available on how to co-plan. We will consider six specific strategies to facilitate co-planning between interns and mentor teachers.

A9. DEVELOPING A FRAMEWORK OF OUTCOMES FOR MATHEMATICS TEACHER LEARNING: MATHEMATICS EDUCATORS ENGAGE IN COLLABORATIVE SELF-STUDY
Eula Ewing Monroe, Brigham Young University
Damon L. Bahr, Brigham Young University
We will describe the Framework of Outcomes for Mathematics Teacher Learning, a structured set of desired outcomes—beliefs, knowledge, and practices—that defines a theoretical landscape of teachers' professional learning, and describe the collaborative self-study we used to construct it.

A10. DEVELOPING FUTURE MATHEMATICS TEACHER EDUCATORS THROUGH THE USE OF HYPOTHETICAL LEARNING TRAJECTORIES
Ashley Duncan, Arizona State University
This study shares the effect of setting learning goals and writing hypothetical learning trajectories on three graduate students as they participated in a weekly seminar designed to improve their teaching and ability to focus on student thinking.
B11. DEVELOPING MATERIALS FOR PRACTICE-BASED TEACHER EDUCATION
Dana Lynn Grosser-Clarkson, University of Maryland
Elizabeth Fleming, University of Maryland
Eileen Drusjack, University of Maryland

This poster presents several template agendas that were created in LessonSketch, with the idea that they could be adapted and used in many practice-based mathematics methods courses.

B12. DEVELOPING PRESERVICE TEACHERS’ REFORM-ORIENTED INSTRUCTIONAL PRACTICES THROUGH A MIDDLE LEVEL MATHEMATICS ENDORSEMENT PROGRAM
Allison Therese deVincenzi, Washington State University, Vancouver
David Slavit, Washington State University, Vancouver

This poster session presents survey data and analysis of work samples related to preservice teachers’ development of core instructional practices within the context of a middle level mathematics endorsement program. The survey and implications for program improvement will be provided.

B13. DEVELOPING TEACHER UNDERSTANDING OF THE STANDARDS OF MATHEMATICAL PRACTICE THROUGH PRACTICE-BASED PROFESSIONAL LEARNING COMMUNITIES
Kathryn Teresa Ernie, University of Wisconsin, River Falls

Data analysis after teachers engaged in a year of PD aimed to increase PCK and understanding of mathematical habits of mind shows an increase in understanding of the MPs and teacher identification of use in their teaching and student learning.

B14. DIFFERENTIATED PROFESSIONAL DEVELOPMENT FOR STUDENT-CENTERED TECHNOLOGY INTEGRATION
Mark S. Montgomery, Stephen F. Austin State University

This presentation will report on a study that utilized a differentiated professional development model to assist teachers in overcoming their barriers to student-centered technology integration. Study findings and implications for current teachers, schools and mathematics methodology courses will be shared.

B15. EFFECTIVELY ENCOURAGING PRESERVICE TEACHERS TO PLAN LESSONS WITH A CLEAR PURPOSE
Jessica Audet de la Cruz, Assumption College

This poster session presents the results of a cyclical investigation of the effectiveness of specific instructional methods at discouraging preservice teachers' use of activity-oriented planning while encouraging the consideration of the content goal and student strategies when making task decisions.

B16. ELEMENTARY PRESERVICE TEACHERS’ EXPERIENCES ANALYZING STUDENT WORK THROUGH A PEN PAL LETTER WRITING EXCHANGE
Kristen Apraiz, University of Florida

This study focused on providing elementary preservice teachers with an opportunity to evaluate student work, consider the students’ mathematical thinking, and determine questions to pose to a fifth grade elementary pen pal.

B17. EXPLORING PRESERVICE MATHEMATICS TEACHERS’ UNDERSTANDING OF MATHEMATICAL MODELING WITH THREE INDEPENDENT VARIABLES
Kimberly Corum, University of Virginia

I will present a task asking preservice teachers to develop a mathematical model involving three independent variables, and share their strategies and difficulties. Preservice teachers derived Ampere's Law, relating magnetic field strength to current, wraps of wire, and solenoid length.

B18. HOW PRESERVICE TEACHERS USE REPRESENTATIONS IN THEIR PROPORTIONAL REASONING
Kim Helene Johnson, West Chester University

This presentation will discuss various representations that PSTs used while solving specific tasks designed to elicit proportional reasoning. The study found that PSTs created certain representations in order to help solve the task and explain their reasoning.

B19. HOW TEACHER LEARNING COMMUNITIES IMPROVE TEACHER PRACTICE
Dori Hargrove, Shepherd University
Margret Hjalmarson, George Mason University

We will discuss how a primary (K-2) teacher learning community design for professional development was transformational in moving teachers toward new teaching practices when selecting and implementing high cognitive demand mathematics tasks.

B20. IMPROVING FEEDBACK TO STUDENTS THROUGH ONLINE PROFESSIONAL DEVELOPMENT
Valerie Klein, Drexel University
Jason Silverman, Drexel University

We describe teachers’ participation in an online intervention focused on examining students’ work to construct meaningful feedback. Specific attention to the “attending” aspect of teachers’ professional noticing led to more student-centered and individualized feedback to students’ written work.

B21. IMPROVING MINDFULNESS, MINDSET, ANXIETY, AND CONTENT KNOWLEDGE IN MATHEMATICS PRESERVICE TEACHERS
Natasha Erika Gerstenschlager, Western Kentucky University

I present work in progress exploring how to improve preservice teachers' mindfulness, mindset, mathematical anxiety, and content knowledge. This work focuses on the use of professional learning community meetings and personalized learning pathways to achieve this goal.
B22. INTEGRATING MIDDLE SCHOOL TEACHERS’ IDEAS ABOUT STUDENTS’ THINKING AND CONTENT KNOWLEDGE THROUGH NUMBER TALKS
Dawn Marie Woods, Southern Methodist University
This poster presentation uses qualitative evidence to illustrate how Number Talks – conversations around purposefully designed computation problems – provide a routine for secondary mathematics teachers to implement high-leverage practices while integrating ideas about students’ thinking, content knowledge, and equity.

C23. INVESTIGATION INTO THE WAYS IN WHICH PRESERVE TEACHERS PERCEIVE THE COMMON CORE MATHEMATICAL PRACTICES
Brian Bowen, West Chester University
This study examined the possible changes in teachers’ perception of the Common Core Mathematical Practices between their undergraduate and inservice experience.

C24. IPAD IMPLEMENTATION WITH HEADSTART STUDENTS EMPLOYING A MIXED METHOD DESIGN
Amy Beth Adkins, University of Nevada, Las Vegas
iPad implementation in mathematics classrooms is a growing and unexplored method of intervention and instruction that could improve student number sense learning. In this session, research will be shared about number sense apps implementation with preschool level HeadStart students.

C25. LEARNING TO NOTICE CHILDREN’S MATHEMATICS ACROSS CONTEXTS THROUGH A PROSPECTIVE ELEMENTARY TEACHER WORKING GROUP
Lynette DeAun Guzman, Michigan State University
This presentation highlights the collaboration among five prospective elementary teachers and a beginning teacher educator in a working group focused on learning to notice children’s mathematics. Implications for working groups and activities in mathematics teacher education will be discussed.

C26. LEVERAGING GROUPING TYPOLOGIES TOWARDS COMMUNITY CULTIVATION
Anthony Matranga, Drexel University
This poster introduces a typology for making sense of teachers’ interactions in community-based professional development. The presenters also discuss ways to leverage the typology for grouping participants in ways that can enhance cultivation efforts and teachers’ persistent engagement in community.

C27. MENTORING ELEMENTARY MATHEMATICS SPECIALISTS IN THEIR TRANSITION FROM THE UNIVERSITY TO THE CLASSROOM
Kayla Myers, Georgia State University
Nicole Venuto, Georgia State University
Using perspectives of both mentor and mentee, this presentation focuses on mentoring sessions during a K-5 mathematics endorsement program and the role they played in preparing elementary mathematics specialists by providing support, feedback, opportunity for collaboration, and cultivating leadership skills.

C28. MENTORS MAKING MATHEMATICS MEANINGFUL: A UNIVERSITY/TITLE I ELEMENTARY SCHOOL PARTNERSHIP BUILDING CONFIDENCE FOR FUTURE TEACHERS
Betsy Berry, Hoosier Association of Mathematics Teacher Educators
Kaitlyn D Biere, Indiana University, Fort Wayne
This poster will share the implementation and results of a service and research volunteer mentorship project in mathematics teaching initiated by an undergraduate elementary education major for her peers and for children and teachers at a K-5 Title I school.

C29. NOTICING OF DISCOURSE MOVES: AN EXPLORATORY STUDY OF SECONDARY MATHEMATICS AND SCIENCE PRESERVICE TEACHERS
Jo’el Johanson, Northern Arizona University
Discourse moves are fundamental to responsive teaching. Noticing and learning to enact them is a challenge for preservice teachers. This study builds upon prior research on noticing and discourse moves in a combined mathematics and science preservice education course.

C30. PARTNERING TO IMPROVE MIDDLE SCHOOL TEACHERS’ PROPORTIONAL REASONING
Virginia Vimpney Lewis, Longwood University
Maria A Timmerman, Longwood University
Leah Shilling, Longwood University
The Proportional Reasoning Enrichment Project was a collaboration among eighteen school divisions and Longwood University that provided professional development to improve proportional reasoning and the use of formative assessments. The project structure and professional development content will be shared.

C31. PRACTICES THAT SUPPORT IN-THE-MOMENT TEACHER PRODUCTIVE NOTICING: A CASE STUDY OF AN EXPERT TEACHER
Didem Akyuz, Middle East Technical University
Michelle Stephan, University of North Carolina, Charlotte
Mathematical noticing is critical for teaching practices as well as for improving teaching. Despite its importance, how noticing can be improved is unclear. In our poster, we will discuss an expert teacher’s practices that support in the moment productive teacher noticing.

C32. PRESERVICE TEACHERS’ INTERACTIONS WITH GEOMETRIC MANIPULATIVES: AN EXPLORATORY STUDY
Justin Dimmel, University of Maine
Eric Pandiscio, University of Maine
We report an interview study that investigates how preservice K-8 teachers use dynamic diagrams to explore multiplication and division. Our project reconnects arithmetic to its geometric roots and taps students’ visual literacies to aid their mathematical exploration and sense-making.
C33. RAISING PRESERVICE TEACHERS' UNDERSTANDING THROUGH REVISION: A STUDY OF A MODIFIED MOORE METHOD GEOMETRY COURSE
Janessa Beach, Texas A&M University, Commerce

Geometry is under-researched and students consistently underperform in this area. We discuss preservice secondary teachers in a Modified Moore Method geometry course, and how they improved geometric reasoning and proof construction skills through open-ended problems and revisions of their proofs.

C34. SHIFTS IN PROSPECTIVE SECONDARY MATHEMATICS TEACHERS' BELIEFS ABOUT TEACHING PROOF
Hyejin Park, University of Georgia
AnnaMarie Conner, University of Georgia

We surveyed prospective secondary mathematics teachers' beliefs before and after three semesters of mathematics education coursework. We found their beliefs about mathematics and proof remained stable and their beliefs about teaching and teaching proof shifted in productive directions.

D35. STRENGTHENING MIDDLE SCHOOL MATHEMATICS TEACHERS’ KNOWLEDGE OF STATISTICS AND PROBABILITY VIA PROFESSIONAL DEVELOPMENT
Lina DeVaul, University of Nevada, Las Vegas
Travis Austin Olson, University of Nevada, Las Vegas

The design and outcome of a six-day long Common Core State Standards-aligned statistics and probability professional development with 29 inservice middle school teachers will be shared. Designers included both researchers and AP statistics teachers.

D36. SUPPORTING THE DEVELOPMENT OF MATHEMATICAL KNOWLEDGE FOR TEACHING THROUGH A YEAR-LONG PROFESSIONAL DEVELOPMENT INITIATIVE
Tracey Holliday Howell, University of North Carolina, Greensboro
Stacey Chanelle Zimmerman, University of North Carolina, Greensboro

We focus on one component of a year-long study implemented with secondary mathematics teachers. We build on the Mathematical Work of Teaching Framework developed by Ball and colleagues to create an assessment suitable for measuring secondary teachers' MKT.

D37. TEACHING MATHEMATICS TEACHERS TO "WALK THE WALK" IN ORDER TO "TALK THE TALK"
Denise L Chenoweth, University of South Florida

Classroom discourse is an effective tool for increasing student understanding of mathematics concepts. This presentation provides key features of effective professional development aimed at increasing the ability of teachers to facilitate meaningful classroom discussions that promote student understanding of mathematics.

D38. TRANSFORMING REMEDIATION IN MATHEMATICS CONTENT COURSES FOR PRESERVICE TEACHERS
Ewelina McBroom, Southeast Missouri State University

This poster will present results of implementing a corequisite model, in which preservice teachers who needed remediation took the developmental course (a 1-hour lab) and an introductory college-level mathematics course for preservice teachers at the same time.

D39. USING 5 PRACTICES AS A FRAMEWORK FOR PRESERVICE TEACHERS
Megan K. Murray, University of Hull

Smith and Stein's 5 Practices for Orchestrating Productive Mathematics Discussions is used as a framework at the University of Hull (UK) to develop content and pedagogical knowledge of preservice elementary teachers. This poster session presents successes and challenges of this approach.

D40. USING AN ARTIFICIAL INTELLIGENCE SIMULATION TO IMPROVE PROSPECTIVE MATHEMATICS TEACHERS’ QUESTIONING SKILLS: AN EXPLORATORY STUDY
Sandy Spitzer, Towson University
Christine M Phelps, Central Michigan University

In this poster, we will describe our creation of an artificial intelligence tool, which aims to develop prospective teachers' questioning skills through simulated student interviews, and share our initial findings about prospective teachers' interactions with the tool.

D41. USING BRANCHING EXPERIENCES IN LESSONSKETCH TO OPEN DISCOURSE ABOUT PRESERVICE TEACHERS’ PEDAGOGICAL DECISIONS AND JUSTIFICATIONS
Karl Wesley Kosko, Kent State University

This poster presentation discusses the use of Branching Experiences (a form of teaching simulation on LessonSketch) to launch discussions with preservice teachers about pedagogical decisions in elementary mathematics teaching.

D42. USING DIGITAL PRACTICES TO CREATE EQUITABLE LEARNING ENVIRONMENTS IN AN ONLINE MATHEMATICS COURSE
Julian Viera, University of Texas, El Paso
Olga Kosheleva, University of Texas, El Paso

The digital divide has been defined as the inequalities in internet access based on socioeconomic status, gender and other cultural identifiers. This qualitative pilot study addressed how ELs engage in an online mathematics course to find culturally relevant help.
RECEPTION FOR GRADUATE STUDENTS & 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 D for a reception. Refreshments will be served.

Preconference Symposium

The Role of Teacher Educators as Leaders

Cathy Seeley, University of Texas, Austin

Judith Jacobs Lecture

The Role of Mathematics Teacher Education: Reform or Enculturation?

Thomas J. Cooney, University of Georgia (emeritus)

Closing Session

MathematicallySane.com: Promoting Rational Discourse about Mathematics Education Reform

Ralph Connelly, Brock University
W. Gary Martin, Auburn University
Judy Sowder, San Diego State University
Marilyn Strutchens, Auburn University
Conference participants have two options for breakfast.

**FRIDAY BREAKFAST**

Breakfast will be served in Ballroom C.

**ADVOCACY AND EMERGING ISSUES BREAKFAST**

Della Cronin, Washington Partners, LLC
Karen King, National Science Foundation
Ken Krehbiel, National Council of Teachers of Mathematics

The annual AMTE Advocacy and Emerging Issues Breakfast highlights up-to-date initiatives and events related to national policy in mathematics teacher education. 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.

**Conference Historical Highlights**

**9th Annual Conference, 2005**

**Dallas, TX**

*Preconference Symposium*

**Making the Case – Exploring the Use of Cases in Mathematics Teacher Education**

Susan N. Friel, University of North Carolina, Chapel Hill
Margaret S. Smith, University of Pittsburgh

*Judith Jacobs Lecture*

**Reflections on a Lifetime of Work: Why Curriculum Matters**

Glenda Lappan, Michigan State University

*Closing Session*

**Understanding as the Heart of Teacher Education**

Cathy Seeley, President of the National Council of Teachers of Mathematics
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| 8:00 AM - 9:00 AM | Ballroom B  
80. Intentional Use of Video for Teacher Education- van Es, Stockero, Dyer, & Van Zoest  
Salon 1  
81. Developing Preservice Teachers' Understanding of Function Using a Machine Metaphor Applet- McCulloch, Lovett, & Edgington  
Salon 2  
82. Using Technology to Develop Shared Knowledge in and Across Grade Level Teams- Webel & Lannin  
Salon 3  
83. Supporting Practicing Mathematics Teachers in Becoming Culturally Responsive in Lesson Planning and Teaching Practices- Corey & Edwards  
Salon 4  
84. Brief Report Session: Elementary Teachers- Rosencrans, Melhuish, Nisbet, & Jung  
Salon 5  
85. Brief Report Session: Research to Practice- Bergner, Groth, van Ingen, Shin, Smith, & Taylor  
Salon 6  
86. Psychological and Pedagogical Benefits of an Inquiry-Oriented Mathematics Content Course for K-8 Teachers- Conforti Preszler  
Salon 7  
87. Geometry, Instructional Practice, and Leadership: Developing High School Teacher Knowledge and Leadership- McLeod & Steele  
Salon 8  
88. Exploring Mathematical Text Types- Robinson  
Salon 9  
89. Making Sense of Elementary School Teachers’ Perspectives on Children's Fraction Strategies- Jessup, Hewitt, & Jacobs  
Salon 10  
90. Same, Same, Different: Relations Between Different Mathematics Problems- Bass  
Salon 11  
91. Promises and Pitfalls of Mathematics Coaching: Developing Teachers as Learners and Coaches as Teacher Educators- Williams, Carlson, & Heaton  
Salon 12  
92. Enhancing Mathematics Instruction Through the Integration of Mathematics and Literature- Wheeler & Hayata  
Salon 13  
95. Early Mathematics Professional Development: Effects of an Intervention Based on Learning Trajectories on Teachers’ Practices- Clements  
Salon 14  
96. Supporting Teachers’ Integration of Virtual Manipulatives and Activities- Reiten  
Salon 15  
97. For Your Eyes Only: Video as a Tool for Personal Reflection- McNamara  
Salon 16  
98. So That's What a Mathematics Discussion Feels Like: Piloting Technology for Orchestrating Mathematics Discussions- Chao  
Salon 17  
99. Empowering Mathematics Teachers and Creating Equitable Learning Environments Through Professional Development in Ethnomathematics- Furuto, Galicinao, & Tan  
Salon 18  
100. Brief Report Session: Instructional Practices- Bahr & Pinter  
Salon 19  
101. The Evolution of Online Learning From a Teacher’s and Student’s Perspective- Tanner  
Salon 20  
102. Practice-Based Methods Courses in Collaboration With an Urban District- Nagle & Styers  
Salon 21  
103. Planning Collaboratively: An Interdisciplinary Approach for Preparing Middle School Teachers- Franz & Ivy  
Salon 22  
104. Introductory Statistics: Preparing Inservice Middle-Level Mathematics Teachers for Classroom Teaching and Research- Green & Blankenship  
Salon 23  
105. Developing Teacher Leaders for Equity-Mindedness- Frank & Hjalmarson  
Salon 24  
106. Taking Power Seriously: The Process of Continual Improvement Among Mathematics Teacher Educators- Livers & Willey  
Salon 25  
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<td>108. <em>Interpreting Students’ Thinking: Preservice Teachers’ Inferences and Their Use of Supporting Evidence</em> - Boerst, Ball, &amp; Shaughnessy</td>
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<td>111. <em>The Mathematically Productive Habits and Routines Tool: Connecting Teacher Moves and Student Reasoning</em> - Rosencrans, Melhuish, &amp; Thanheiser</td>
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<td>112. <em>Technology-Mediated Practice-Based Teacher Education: Designing, Using, and Researching Digital Environments for Teacher Learning</em> - Herbst, Amador, Boileau, Davis, Earnest, Gursel, &amp; Milewski</td>
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<td>113. <em>Putting AMTE’s Standards for Mathematics Teacher Preparation to Work for You</em> - Bezuk, Bay-Williams, Clements, &amp; Martin</td>
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<td>114. <em>Positioning Mathematics Teacher Educators to Engage in Political and Media Arenas</em> - Chval, Sztajn, Drake, &amp; Rigelman</td>
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<td>115. <em>Brief Report Session: Preservice Teachers</em> - Siy, Reeder, Che, Utley, Warshauer, Starkey, Smith, Herrera, &amp; Tjoe</td>
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<td>116. <em>Adapting Professional Learning Models to Attend to Teachers’ Levels of Appropriation of Practice</em> - Barlow, Lischka, Strayer, Willingham, Hartland, Gerstenschlager, &amp; Watson</td>
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<td>117. <em>Clarifying the Role of Equity Research Around the Standards for Mathematical Practice</em> - Wager, Bartell, &amp; Battey</td>
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<td>118. <em>Embedding Mathematics Teacher Preparation Courses in the PK-12 Setting</em> - Rumsey, Virmani, Schwartz, Swartz, &amp; Woods</td>
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<td>119. <em>Technique and Purpose: Separating and Integrating Doing and Thinking in Representations of Practice</em> - Wieman, Buchbinder, Bieda, Cook, Males, &amp; McAneny</td>
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<td>121. <em>I Am New to Mathematics Teacher Education: Now What</em>? - Chauvot, Junor Clarke, &amp; Lynch</td>
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<td>122. <em>Coaches’ Relational Work in Support of Ambitious Teacher Learning</em> - Louie, Gibbons, Knapp, Ellington, &amp; Whitenack</td>
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SESSION 80 Ballroom B
Mathematics Pedagogy and Instructional Practice Symposium

INTENTIONAL USE OF VIDEO FOR TEACHER EDUCATION
Elizabeth van Es, University of California, Irvine
Shari L Stockero, Michigan Technological University
Elizabeth Dyer, Northwestern University
Laura R. Van Zoest, Western Michigan University

Presenters will share purposes for using video in teacher education and describe specific tasks to achieve these aims. We consider issues related to task design and enactment, video capture and selection, and leveraging the affordances of video for teacher learning.

SESSION 81 Salon 1
Teaching and Learning with Technology Individual Session

DEVELOPING PRESERVICE TEACHERS’ UNDERSTANDING OF FUNCTION USING A MACHINE METAPHOR APPLET
Allison McCulloch, North Carolina State University
Jennifer Lovett, Middle Tennessee State University
Cyndi Edgington, North Carolina State University

This session presents an applet designed to help preservice teachers to develop their conceptual understanding of function (including univalence and uniqueness conditions) using a machine metaphor. Participants will engage with the applet and analyze preservice teachers’ work with the task.

SESSION 82 Salon 2
Teacher Professional Development Individual Session

USING TECHNOLOGY TO DEVELOP SHARED KNOWLEDGE IN AND ACROSS GRADE LEVEL TEAMS
Corey Webel, University of Missouri
John Lannin, University of Missouri

We describe modules that engaged teams of elementary teachers in generating knowledge for teaching mathematics in the form of screencasts of student work with teacher commentary. We discuss the potential of using such artifacts to build knowledge across teacher networks.

SESSION 83 Salon 3
Equity and Mathematics Education Individual Session

SUPPORTING PRACTICING MATHEMATICS TEACHERS IN BECOMING CULTURALLY RESPONSIVE IN LESSON PLANNING AND TEACHING PRACTICES
Darryl L. Corey, Radford University
Belinda Pickett Edwards, Kennesaw State University

Session participants will consider practicing teachers’ understanding of culturally responsive pedagogy and lesson planning. Session participants will examine teachers’ culturally responsive lesson plans (created in an online synchronous course), a culturally responsive framework, and the facilitation of the framework.

SESSION 84 Salon 6
Mathematics Content, Processes, and Practices

BRIEF REPORT SESSION: ELEMENTARY TEACHERS

ASSESSING PRESERVICE TEACHERS’ CONTENT KNOWLEDGE THROUGH THEIR REPRESENTATIONS OF FRACTION MULTIPLICATION SITUATIONS
Eun Jung, University of Georgia

This research suggests that one of the biggest stumbling blocks for preservice teachers in reasoning with fractions abstractly and quantitatively lies in confusing the roles of quantities and operators, particularly as they try to create abstract representations of equations.

ELEMENTARY TEACHERS’ CONCEPTIONS OF GENERALIZING IN MATHEMATICS
Kathleen Melhuish, Texas State University
Brenda Rosencrans, Portland State University

We use survey data to explore a variety of ways that a group of thirty-three 3-5th grade teachers from eight elementary schools conceptualized mathematical generalization. Conceptualizations ranged dramatically from applying a rule, to making connections, and developing rules.

MATHEMATICS ANXIETY AND ELEMENTARY STUDENT TEACHERS’ TEACHING OF MATHEMATICS
Leslie Nisbet, Florida International University

A multiple case study investigated the mathematics content knowledge, PCK, and mathematics anxiety evidenced during student teaching among six elementary preservice teachers, 3-high and 3-low mathematics anxiety. Findings revealed differences in planning, resources, content knowledge, PCK, and cooperating teacher support.

SESSION 85 Salon 7
Mathematics Pedagogy and Instructional Practice

BRIEF REPORT SESSION: RESEARCH TO PRACTICE

A MODEL FOR INTEGRATING MATHEMATICS TEACHER EDUCATION AND UNDERGRADUATE RESEARCH
Randall E Groth, Salisbury University
Jennifer Bergner, Salisbury University

We describe a model integrating teaching and formal research. It prompts undergraduates to analyze and act upon classroom data from lessons they have taught. Undergraduates learn to base instructional decisions on empirical data and build identities as future academic researchers.

PREPARING TEACHERS TO LINK RESEARCH TO PRACTICE: A CAUTIONARY TALE OF SUCCESSES AND FAILURES
Sarah van Ingen, University of South Florida

I developed a sequence of learning experiences to prepare prospective teachers to link research to practice. In this session, I report on in-depth, qualitative analyses of three cases that illustrate the benefits but also the shortcomings of this approach.
SECONDARY MATHEMATICS TEACHER EDUCATORS’ METHODS COURSE GOALS, TASKS, AND PERSPECTIVES
Cynthia E. Taylor, Millersville University of Pennsylvania
Ryan C Smith, University of Georgia
Dongjo Shin, University of Georgia

In this presentation, we examine and discuss data we collected from an online survey of secondary MTEs and identify their theoretical perspectives, their most important goals and tasks, and the alignment among the various perspectives, goals, and tasks.

Session 86
Mathematics Content, Processes, and Practices
Individual Session

PSYCHOLOGICAL AND PEDAGOGICAL BENEFITS OF AN INQUIRY-ORIENTED MATHEMATICS CONTENT COURSE FOR K-8 TEACHERS
Noelle Conforti Preszler, James Madison University

This session will give participants a chance to experience and understand the benefits an inquiry-oriented mathematics content course can have on future K-8 teachers’ relationships with mathematics and their developing teaching practices.

Session 87
Teacher Professional Development
Individual Session

GEOMETRY, INSTRUCTIONAL PRACTICE, AND LEADERSHIP: DEVELOPING HIGH SCHOOL TEACHER KNOWLEDGE AND LEADERSHIP
Kevin McLeod, University of Wisconsin, Milwaukee
Mike Steele, University of Wisconsin, Milwaukee

We report the findings of a high school professional development project that sought to strengthen teacher knowledge in the areas of transformational geometry, effective instructional practices, and teacher leadership. Aggregate and individual data on teacher learning will be shared.

Session 88
Mathematics Pedagogy and Instructional Practice
Individual Session

EXPLORING MATHEMATICAL TEXT TYPES
Richard Robinson, The Citadel

We discuss disciplinary literacy and possible implications for mathematics education by exploring the notion of text in mathematics through the identification and application of four authentic text types: graphical text, numerical text, algebraic/symbolic text, and proof text.

Session 89
Mathematics Pedagogy and Instructional Practice
Individual Session

MAKING SENSE OF ELEMENTARY SCHOOL TEACHERS’ PERSPECTIVES ON CHILDREN’S FRACTION STRATEGIES
Naomi A Jessup, University of North Carolina, Greensboro
Amy Hewitt, University of North Carolina, Greensboro
Vicki Jacobs, University of North Carolina, Greensboro

This session will report upper elementary school teachers’ perspectives on children’s equal sharing strategies at the beginning of professional development. Discussion will include strategy features teachers prioritized, consistencies between teachers’ perspectives and research, and implications for research and practice.

Session 90
Mathematics Content, Processes, and Practices
Individual Session

SAME, SAME, DIFFERENT: RELATIONS BETWEEN DIFFERENT MATHEMATICS PROBLEMS
Hyman Bass, University of Michigan

This session focuses on an underdeveloped mathematical practice, one related to “theory building” in mathematics: Finding and articulating connections among different mathematics problems. After explaining its mathematical significance, I will offer some rich opportunities to engage in this practice.

Session 91
Development of Mathematics Teacher Educators
Individual Session

PROMISES AND PITFALLS OF MATHEMATICS COACHING: DEVELOPING TEACHERS AS LEARNERS AND COACHES AS TEACHER EDUCATORS
Mary Williams, University of Nebraska, Lincoln
Mary Alice Carlson, Montana State University
Ruth Heaton, University of Nebraska, Lincoln

Vignettes illustrating promises and pitfalls in coaches’ practices during the coaching cycle will be presented for audience discussion. Methods for shifting practices of mathematics coaches toward developing teachers as learners and views of coaching toward teacher education will be discussed.

Session 92
Mathematics Pedagogy and Instructional Practice
Discussion Session

ENHANCING MATHEMATICS INSTRUCTION THROUGH THE INTEGRATION OF MATHEMATICS AND LITERATURE
Ann Wheeler, Texas Woman’s University
Carole Hayata, Southern Methodist University

During this Discussion Session, participants will learn about a children’s literature project given to two preservice classes. Attendees will provide feedback about the project and discuss future iterations of the activity.
### FRIDAY, FEBRUARY 10, 2017 8:00 AM - 10:00 AM

**Session 93**  
Mathematics Education Policy and Program Issues  
*Extended Session*

**ASSESSMENT AND EVALUATION OF ELEMENTARY MATHEMATICS SPECIALIST (EMS) CANDIDATES AND PROGRAMS**  
Nicole Rigelman, Portland State University  
Maggie B. McGatha, University of Louisville  

We will provide results from an AMTE survey regarding EMS programs and their approaches to candidate/program assessment. We will consider recommendations for high-quality program assessment and use the information and principles as a basis for collaborative conversations and analysis.

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**Session 94**  
Mathematics Content, Processes, and Practices  
*Extended Session*

**REASONING WITH THE VARIABLE PARTS AND MULTIPLE BATCHES PERSPECTIVES ON PROPORTIONAL RELATIONSHIPS**  
Sybilla Beckmann, University of Georgia  
Andrew Izsak, University of Georgia  
Dean Leigh Stevenson, University of Georgia  
Torrey Kulow, University of Georgia  
Ibrahim Burak Olmez, University of Georgia  

In this interactive session, we will engage with two perspectives on proportional relationships by reasoning with a quantitative definition of multiplication and math drawings. We will consider how the perspectives apply to statistical samples and geometric similarity, including slope.

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### FRIDAY, FEBRUARY 10, 2017 9:15 AM - 10:00 AM

**Session 95**  
Teacher Professional Development  
*Individual Session*

**EARLY MATHEMATICS PROFESSIONAL DEVELOPMENT: EFFECTS OF AN INTERVENTION BASED ON LEARNING TRAJECTORIES ON TEACHERS’ PRACTICES**  
Douglas H. Clements, University of Denver  

We evaluated the effects of a research-based model for scaling up educational interventions on teachers' practices in preschool mathematics. A professional development program based on learning trajectories had a substantial positive effect on teachers' instructional practices, sustained six years out.

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**Session 96**  
Teaching and Learning with Technology  
*Individual Session*

**SUPPORTING TEACHERS’ INTEGRATION OF VIRTUAL MANIPULATIVES AND ACTIVITIES**  
Lindsay Reiten, University of Wisconsin, Madison  

This study investigated a PD promoting teachers' use of virtual manipulatives to enhance student learning. I share the resources and framework used by teachers to critique and modify/design activities and discuss strategies for supporting teachers' integration of technology related activities.

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**Session 97**  
Preservice Teacher Field Experiences  
*Individual Session*

**FOR YOUR EYES ONLY: VIDEO AS A TOOL FOR PERSONAL REFLECTION**  
Julie McNamara, California State University, East Bay  

This session describes a project with preservice teachers using video records to reflect on practice and identify goals. Smart phones, ipads, and other devices were used to capture mathematics discussions. I will share challenges, successes, and reflections from the teachers.

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**Session 98**  
Teaching and Learning with Technology  
*Individual Session*

**SO THAT'S WHAT A MATHEMATICS DISCUSSION FEELS LIKE: PILOTING TECHNOLOGY FOR ORCHESTRATING MATHEMATICS DISCUSSIONS**  
Theodore Chao, The Ohio State University  

Orchestrating mathematics discussions is difficult. We have developed technology that provides teachers with instantaneous access to children's strategies in order to facilitate orchestrating classroom discussion. We demonstrate this technology and report findings from use in a 4th-grade classroom.
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<tr>
<td><strong>EMPOWERING MATHEMATICS TEACHERS AND CREATING EQUITABLE LEARNING ENVIRONMENTS THROUGH PROFESSIONAL DEVELOPMENT IN ETHNOMATHEMATICS</strong></td>
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<tr>
<td>Linda Furuto, University of Hawai‘i, Mānoa</td>
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<td>Phillipe Fernandez Galicinao, Hālau Kū Māna New Century Public Charter School</td>
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<td>Kaipo Enario Cabanlet Tam, University Lab School, University of Hawai‘i, Mānoa</td>
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<td>The Ethnomathematics and STEM Institute aims to advance equitable and high quality mathematics education with diverse populations. We highlight data and examples from this collaborative project whose purpose is to design and implement professional development in academic and community-based cultural contexts.</td>
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<td>Teacher Professional Development</td>
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<td><strong>BRIEF REPORT SESSION: INSTRUCTIONAL PRACTICES</strong></td>
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<tr>
<td><strong>A STUDY OF DISCUSSION ORCHESTRATION IN MIDDLE GRADES</strong></td>
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<td>Damon L. Bahr, Brigham Young University</td>
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<td>This action research investigated a middle school teacher who implemented the five practices for orchestrating discussions. Growth in learning to engage in the practices was observed, as mediated by mathematics content knowledge and task quality.</td>
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<td><strong>CONNECTING RESEARCH TO PRACTICE: SUPPORTING CURRICULUM IMPLEMENTATION USING STANDARDS-BASED MATHEMATICS TEACHING PRACTICES</strong></td>
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<td>Holly H Pinter, Western Carolina University</td>
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<td>This brief report will share the experiences of three teachers at one school who participated in a professional development series to aid in their implementation of a district-mandated curriculum by investigating teaching practices using a reflective framework.</td>
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<td>AMATYC Presidential Exchange Session</td>
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<td><strong>THE EVOLUTION OF ONLINE LEARNING FROM A TEACHER’S AND STUDENT’S PERSPECTIVE</strong></td>
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<td>Jane Tanner, American Mathematical Assoc. of Two-Year Colleges</td>
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<td>Technology has certainly been evolving during the span of this instructor’s nearly 40-year teaching career. Participate in this discussion of what used to be, what is, and what may happen in the future from both a teacher’s and student’s point of view. Come and share your experiences as well!</td>
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<td>School and University Partnerships and Projects</td>
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<td><strong>PRACTICE-BASED METHODS COURSES IN COLLABORATION WITH AN URBAN DISTRICT</strong></td>
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<tr>
<td>Courtney Nagle, Penn State, Erie</td>
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<td>Jodie L. Styers, Penn State, Erie</td>
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<td>This session will describe the details and results of a methods course redesign aimed at connecting the theory of preservice teachers’ methods coursework with practical considerations of teaching high school students from an urban district.</td>
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<td>Mathematics Pedagogy and Instructional Practice</td>
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<tr>
<td><strong>PLANNING COLLABORATIVELY: AN INTERDISCIPLINARY APPROACH FOR PREPARING MIDDLE SCHOOL TEACHERS</strong></td>
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<tr>
<td>Dana Pomykal Franz, Mississippi State University</td>
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<td>Jessica Iy, Mississippi State University</td>
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<td>Collaborative, interdisciplinary planning is a critical skill for middle school mathematics teachers. This session will share results of mathematics preservice teachers’ experiences in collaborative planning and advocating for meaningful mathematics within the context of a larger themed lesson unit.</td>
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<td>Teacher Professional Development</td>
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<td><strong>INTRODUCTORY STATISTICS: PREPARING INSERVICE MIDDLE-LEVEL MATHEMATICS TEACHERS FOR CLASSROOM TEACHING AND RESEARCH</strong></td>
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<tr>
<td>Jennifer L Green, Montana State University</td>
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<td>Erin Blankenship, University of Nebraska, Lincoln</td>
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<td>Statistics plays an increasingly larger role in mathematics teachers’ instructional and professional responsibilities. This session engages participants in discussions about the statistical education of teachers, with a focus on supporting teachers’ knowledge for teaching and using statistics.</td>
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<td>Equity and Mathematics Education</td>
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<td><strong>DEVELOPING TEACHER LEADERS FOR EQUITY-MINDEDNESS</strong></td>
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<td>Toya M. Frank, George Mason University</td>
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<td>Margret Hjalmarson, George Mason University</td>
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<td>This study focused on supporting mathematics teacher leaders as they developed equity-mindedness for mathematics teaching and leadership during a summer-fall teacher leadership academy. We explored how they interpreted equity and translated their interpretations into action plans in their school contexts.</td>
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TAKING POWER SERIOUSLY: THE PROCESS OF CONTINUAL IMPROVEMENT AMONG MATHEMATICS TEACHER EDUCATORS
Stefanie D Livers, University of Alabama
Craig Willey, Indiana University, Indianapolis

The responsibility of developing strong mathematics teachers is layered and consequential. We present our collaborative self-study regarding our priorities, decisions, and identities as MTEs. We will provide our vision for core propositions for MTEs and critical mathematics teachers.

DECIDING WHAT MATTERS: QUANTITATIVE REASONING IN TEACHERS’ COLLABORATIVE WORK ON CONTEXTUAL PROBLEMS
Cody Patterson, University of Texas, San Antonio

I will share artifacts of teachers’ work on some mathematical modeling tasks from a professional development workshop to illustrate how teachers engage collaboratively in quantitative reasoning and make decisions about which quantities are important in a problem’s solution.

INTERPRETING STUDENTS’ THINKING: PRESERVING TEACHERS’ INFERENCES AND THEIR USE OF SUPPORTING EVIDENCE
Tim Boerst, University of Michigan
Deborah Loewenberg Ball, University of Michigan
Meghan Shaughnessy, University of Michigan

Assessment requires skillful interpretation. Thus, it is crucial to assess preserving teachers’ interpretation of the information they gather about students’ mathematical thinking. Participants in this session will discuss examples of interpretation gathered in connection with an interactive simulation.

PROFESSIONAL DEVELOPMENT: RESEARCH, IMPLEMENTATION, AND EVALUATION (PRIMED) FRAMEWORK: IMPLICATIONS FOR MATHEMATICS TEACHER PROFESSIONAL DEVELOPMENT
Christopher Rakes, University of Maryland, Baltimore County
Robert Nicholas Ronau, University of Cincinnati
Sarah B Bush, Bellarmine University
Margaret J Schroeder, University of Kentucky

This symposium will share results from four professional development studies guided by the PrimeD conceptual framework. The four studies focused on STEM, STEAM, CCSSM, and preservice training. Audience members will reflect on how PrimeD can enhance other professional development projects.

EXPANDING AND EXTENDING DEBATE WITHOUT GETTING PERSONAL: EXPLORING A FRAMEWORK FOR ENGAGING WITH INCORRECT THINKING
Theresa Grant, Western Michigan University
Mariana Levin, Western Michigan University

Many students rush to identify strategies as correct or incorrect. In this session we engage participants in a framework that delays this rush to evaluation and necessitates active engagement with underlying issues, and provide video of the framework enacted.

THE MATHEMATICALLY PRODUCTIVE HABITS AND ROUTINES TOOL: CONNECTING TEACHER MOVES AND STUDENT REASONING
Brenda Rosencrans, Portland State University
Kathleen Melhuish, Texas State University
Eva Thanheiser, Portland State University

We introduce an observation tool developed to measure the implementation of a research-based professional development. We share the tool through three lenses: a data collection tool, a learning tool, and a formative evaluation tool for teachers and leaders.
Session 112 Salon 4
Teaching and Learning with Technology Symposium

TECHNOLOGY-MEDIATED PRACTICE-BASED TEACHER EDUCATION: DESIGNING, USING, AND RESEARCHING DIGITAL ENVIRONMENTS FOR TEACHER LEARNING
Patricio G Herbst, University of Michigan
Julie Amador, University of Idaho
Nicolas Boileau, University of Michigan
Trina Davis, Texas A&M University
Darrell Earnest, University of Massachusetts, Amherst
Umut Gursel, University of Michigan
Amanda Milewski, University of Michigan

What affordances do digital technologies provide for Practice-Based Mathematics Teacher Education? What research is needed to explore such activities? These cases will illustrate what teacher education pedagogies can look like when mediated by various digital technologies.

Session 113 Salon 5
Mathematics Education Policy and Program Issues Discussion Session

PUTTING AMTE’S STANDARDS FOR MATHEMATICS TEACHER PREPARATION TO WORK FOR YOU
Nadine Bezuk, San Diego State University
Jennifer Bay-Williams, University of Louisville
Douglas H. Clements, University of Denver
W Gary Martin, Auburn University

AMTE’s Standards for Mathematics Teacher Preparation describes the knowledge, skills, and dispositions well-prepared beginning teachers should have and how programs can ensure their students meet those standards. We will discuss how the document can inform policy, programs, and courses.

Session 114 Salon 6
Mathematics Education Policy and Program Issues Discussion Session

POSITIONING MATHEMATICS TEACHER EDUCATORS TO ENGAGE IN POLITICAL AND MEDIA ARENAS
Kathryn Bouchard Chval, University of Missouri
Paola Sztajn, North Carolina State University
Corey Drake, Michigan State University
Nicole Rigelman, Portland State University

MTEs respond to questions and criticism about teacher education, quality and evaluation, mathematics curriculum, standards and testing. Participants will engage in discussion about cases and strategies used by other MTEs to navigate these situations with the media, legislators, and stakeholders.

Session 115 Salon 7
Mathematics Content, Processes, and Practices Brief Report Session: Preservice Teachers

BRIEF REPORT SESSION: PRESERVICE TEACHERS

DEVELOPING PRESERVICE TEACHERS’ UNDERSTANDING OF PRODUCTIVE STRUGGLE
Christine Alyssa Herrera, California State University, Chico
Shawnda Smith, California State University, Bakersfield
Christina Starkey, Southern New Hampshire University
Hiroko Kawaguchi Warshauer, Texas State University

This presentation reports on a study that introduced preservice teachers to the construct of productive struggle in their mathematics content course for PSTs. We share the video analysis and writing assignments used to support PSTs coming to understand productive struggle.

EXAMINING PRESERVICE TEACHERS’ CHOICES OF NUMERICAL CHARACTERISTICS OF PROBLEMS WITH SIMILAR SURFACE STRUCTURES
Hartono Tjoe, Penn State, Berks

I report findings from a study in which preservice teachers engaged in choosing and sequencing problems to pose in their lesson plans. I discuss implications for preparing teachers to recognize the role of numerical characteristics in eliciting multiple solution strategies.

SOMETHING OLD/SOMETHING NEW: RICH MATHEMATICAL TASKS THAT STAND THE TEST OF TIME
Stacy Reeder, University of Oklahoma
Juliana Utley, Oklahoma State University
Megan Che, Clemson University

Rich and worthwhile tasks that require only a few minutes and can be used as class openers will be presented. Participants will be engaged in discussions about how these tasks can be used across several grades.

THE DEVELOPMENT AND NEGOTIATION OF SOCIOMATHEMATICAL NORMS FOR DRAWINGS
Eric Siy, University of Georgia

I present my initial findings from my investigation of sociomathematical norms in a content course for prospective middle school teachers. In particular, I look at the norms associated with the use of strip diagrams and double number lines.
### Session 116
**Teacher Professional Development Discussion Session**

**ADAPTING PROFESSIONAL LEARNING MODELS TO ATTEND TO TEACHERS’ LEVELS OF APPROPRIATION OF PRACTICE**

Angela T. Barlow, Middle Tennessee State University  
Alyson E. Lischka, Middle Tennessee State University  
Jeremy Strayer, Middle Tennessee State University  
James C. Willingham, James Madison University  
Kristin Hartland, Middle Tennessee State University  
Natasha Erika Gerstenschlager, Western Kentucky University  
Lucy Watson, Middle Tennessee State University

We present an evolution of models for demonstration lessons used in our four-year professional development project and engage session attendees in consideration of the manner in which different models engaged participants in taking up project goals.

### Session 117
**Equity and Mathematics Education Discussion Session**

**CLARIFYING THE ROLE OF EQUITY RESEARCH AROUND THE STANDARDS FOR MATHEMATICAL PRACTICE**

Anita A. Wager, University of Wisconsin, Madison  
Tonya Bartell, Michigan State University  
Dan Battey, Rutgers University

In this session, we present a research-based framework for explicitly connecting equity to the Standards for Mathematical Practice. We will engage participants in a discussion of the framework by exploring intersections of the SMP and equitable mathematics teaching practices.

### Session 118
**Preservice Teacher Field Experiences Discussion Session**

**EMBEDDING MATHEMATICS TEACHER PREPARATION COURSES IN THE PK-12 SETTING**

Chepina Rumsey, University of Northern Iowa  
Rajeev Virmani, University of Saint Joseph  
Catherine Schwartz, East Carolina University  
Barbara Swartz, McDaniel College  
Dawn Marie Woods, Southern Methodist University

Participants will learn about exemplars of how MTEs integrate coursework into PK-12 school settings and engage in a discussion about the affordances and constraints of embedding mathematics methods courses in the PK-12 setting.

### Session 119
**Mathematics Pedagogy andInstructional Practice Symposium**

**TECHNIQUE AND PURPOSE: SEPARATING AND INTEGRATING DOING AND THINKING IN REPRESENTATIONS OF PRACTICE**

Rob Wieman, Rowan University  
Orly Buchbinder, University of New Hampshire  
Kristen Bieda, Michigan State University  
Alice LaRue Joy Cook, University of Maryland  
Lorraine M. Males, University of Nebraska, Lincoln  
Kathleen (Taffy) McAneny, West Chester University

Presenters will describe two approaches to teacher education. One stresses skillful performance of technique; the other critical analysis of purposes and effects. Presenters will describe the benefits and limitations of each of these approaches, and share efforts to integrate them.

### Session 120
**Teaching and Learning with Technology Discussion Session**

**THE CCSS STATISTICS AND PROBABILITY STANDARDS: IMPLICATIONS FOR TEACHER PREPARATION**

Gail Burrill, Michigan State University  
Thomas Dick, Oregon State University  
Susan Peters, University of Louisville

An interactive discussion will focus on a technology-leveraged approach for developing understanding of basic statistical concepts. Given the CCSS, how can we help teachers make sense of a coherent approach to these concepts, typically new for most secondary teachers?

### Session 121
**Development of Mathematics Teacher Educators Discussion Session**

**I AM NEW TO MATHEMATICS TEACHER EDUCATION: NOW WHAT?**

Jennifer Chauvot, University of Houston  
Pier Angeli-Junor Clarke, Georgia State University  
Sararose Lynch, Westminster College

This session is designed for those who are new to the mathematics teacher education community. It will provide networking opportunities and a structure for establishing a mentoring support group. Participants will create an action plan for the upcoming year.
COACHES’ RELATIONAL WORK IN SUPPORT OF AMBITIOUS TEACHER LEARNING
Nicole L Louie, University of Texas, El Paso
Lynsey Gibbons, Boston University
Melinda Knapp, Oregon State University, Cascades
Aimee Ellington, Virginia Commonwealth University
Joy Whitenack, Virginia Commonwealth University

Creating safe, trusting relationships—doing relational work—is an important aspect of supporting teacher development. We will examine how relational work is accomplished at three levels: one-on-one coaching; facilitation of teacher work groups; and system-level culture-building.

FRIDAY, FEBRUARY 10, 2017  11:30 AM - 1:00 PM

LUNCH  Ballroom C/D  
Please join your colleagues for lunch.

General Session
Rebranding the Teaching Profession: Ideas and Strategies for Effective Recruitment of Mathematics Teachers
Ed Dickey, University of South Carolina

Judith Jacobs Lecture
Mathematics Teacher Education: Normal Schools to Now. What’s the Fit and Future for AMTE?
Francis (Skip) Fennell, McDaniel College
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<td>124. Reconsidering Video as a Tool to Support Teacher Learning - Ball, Shaughnessy, Garcia</td>
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<td>139. Mathematics in the Digital Age: Shifting Teachers’ Practices and Tools - Staley</td>
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<td>Salon 1</td>
<td>125. Fraction Learning Trajectories in Content Courses for Prospective K-8 Teachers - Tobias, Feldman, Welder, Olanoff</td>
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<td>Harbour, Livers, Gleason, &amp; Nalu</td>
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<td>Deborah Loewenberg Ball, University of Michigan</td>
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<td>Pamela Harris, University of Texas, Austin</td>
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<td>Meghan Shaughnessy, University of Michigan</td>
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<td>Nicole García, University of Michigan</td>
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<td>Video records of teaching have become broadly available and are increasingly popular for use in teacher development. This session offers a framework for the use of video to support teachers' learning and focuses on ways to leverage their usage.</td>
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<td>Jennifer M. Tobias, Illinois State University</td>
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<td>Daniel Rios, Texas A&amp;M University, Commerce</td>
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<td>Ziv Feldman, Boston University</td>
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<td>Rachael M. Welder, Western Washington University</td>
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<td>Dana Olanoff, Widener University</td>
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<td>The use of learning trajectories in teacher education programs has gained momentum with the inclusion of the Common Core State Standards. In this session, we will discuss a learning trajectory for fraction instruction in content courses for prospective K-8 teachers.</td>
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<td><strong>MATHEMATICS PRESERVICE TEACHERS’ LEARNING TO LEARN TO TEACH CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS</strong></td>
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<td><strong>USING REHEARSALS TO SUPPORT SECONDARY TEACHER CANDIDATES’ USE OF STUDENT IDEAS IN WHOLE-CLASS DISCUSSIONS</strong></td>
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<td>James Ewing, Stephen F. Austin State University</td>
<td>José Manuel Martínez, Michigan State University</td>
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<td>Stephanie Jones, Fairmont State University</td>
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<td>Teachers should engage their students in productive struggle—students grappling to make sense of problems. This report discusses how to teach preservice teachers to do so for all students, including ELLs.</td>
<td>This study analyzes the efforts in a methods course for preservice teachers to learn to teach culturally and linguistically diverse students. Situated learning perspectives illustrate how PSTs planned refinement of their initial teaching repertoire based on the situatedness of their future practice.</td>
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<td>Matthew P. Campbell, West Virginia University</td>
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<td>We share research and discuss current work around using rehearsals in secondary mathematics teacher education to coordinate practices of eliciting and responding to student reasoning and positioning students’ reasoning as central in whole-class instruction.</td>
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<td><strong>PRE-SERVICE TEACHERS’ CONSTRUCTIONS OF DYNAMIC GEOMETRY SKETCHES FOR EXPLAINING AND EXPLORING TRIGONOMETRY</strong></td>
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<td>Aaron Brakoniecki, Boston University</td>
<td>Julie Amador, University of Idaho</td>
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<td>David Glassmeyer, Kennesaw State University</td>
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<td>This session shares technology-driven trigonometric tasks used with 20 PSTs to influence their conceptual thinking about trigonometry, learning of alternate approaches to connect trigonometric concepts, and reflecting on student learning of trigonometric content—all while engaging with dynamic geometry sketches.</td>
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<td>This study analyzes the efforts in a methods course for preservice teachers to learn to teach culturally and linguistically diverse students. Situated learning perspectives illustrate how PSTs planned refinement of their initial teaching repertoire based on the situatedness of their future practice.</td>
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STORYCIRCLES: THE COLLECTIVE CREATION OF STORIES OF PRACTICE BY A PROFESSIONAL LEARNING COMMUNITY
Amanda Milewski, University of Michigan
Patricio G Herbst, University of Michigan
Umut Gursel, University of Michigan
Nicolas Boileau, University of Michigan
Eva Thanheiser, Portland State University
Sandra Crespo, Michigan State University
Edward Silver, University of Michigan
Ilana Horn, Vanderbilt University

Presenters will discuss StoryCircles — a form of professional education that elicits and develops teachers’ practices through collective scripting and visualization of lessons. We share critical components and patterns within various implementations of StoryCircles including both preservice and inservice teachers.

ADULT LEARNING THEORY: A LENS FOR DESIGNING AND INVESTIGATING TEACHER EXPLORATIONS WITH STATISTICAL VARIATION
Amy Stokes-Levine, University of Louisville

I report on a study to investigate how dilemma, critical reflection, and rational discourse affect middle and secondary teachers’ understandings about statistical variation. Participants engage with activities to consider how PD informed by adult learning theory can enhance teachers’ understandings.

ELEMENTARY MATHEMATICAL WRITING: RESEARCH AND TEACHING IMPLICATIONS FOR MATHEMATICS EDUCATORS
Tutita Casa, University of Connecticut
Madelyn Colonnese, University of Connecticut

Elementary students are expected to write during mathematics class. However, this practice has been ill-defined until recently. Engage in activities to learn about types of and purposes for mathematical writing and discuss implications for research and teaching.

FACILITATING A MATHEMATICS PROFESSIONAL DEVELOPMENT COLLABORATION AS ALLIES WITH TEACHER-COLLEAGUES
Courtney Koestler, Ohio University
Joel Amidon, University of Mississippi
Anita A Wager, University of Wisconsin, Madison
Mary Q Foote, Queens College, CUNY

In this session, we will report initial findings from a professional development project where teacher educators explicitly positioned themselves as “allies” with grades 4-9 teachers in the planning and implementation of a weeklong teacher institute about equitable mathematics teaching and learning.

SUPPORT SYSTEMS OF EARLY CAREER SECONDARY MATHEMATICS TEACHERS AND THEIR EFFECTS ON TEACHER RETENTION
Lisa Amick, University of Kentucky

This discussion will center around data from a national survey focused on what types of activities early career secondary mathematics teachers are participating in, their perceptions of these activities, and how the activities influence their teaching practice and retention rates.

A CRITICAL ANALYSIS OF EMERGING HIGH-LEVERAGE PRACTICES FOR MATHEMATICS SPECIALISTS
Courtney Baker, George Mason University
Shannon Larsen, University of Maine, Farmington
Pam Bailey, Mary Baldwin University
Terrie Galanti, George Mason University

Our theorization of high-leverage practices for mathematics specialists will inform a discussion of connections between prior research, accreditation standards, and potentially productive coaching activities. This collaboration will advance shared understandings of math specialist roles and define directions for future research.
DEVELOPING A STATEWIDE COMMUNITY OF PRACTICE TO SUPPORT ALGEBRA INSTRUCTION

Rick A. Hudson, University of Southern Indiana
Yi-Yin Ko, Indiana State University
Doris Mohr, University of Southern Indiana
Jean Sangmin Lee, University of Indianapolis
Jodi Frost, Indiana State University
Brooke Max, Purdue University
Christine Taylor, Indiana State University
Andrew Hoffman, Purdue University

This panel discussion will describe a statewide model for the establishment of communities of practices among secondary teachers and between institutions of higher education. We will also discuss factors associated with developing and assessing the impact of these communities.

TECHNOLOGY’S ROLE IN A CALCULUS COURSE FOR MIDDLE GRADES MATHEMATICS TEACHERS: A MULTI-INSTITUTIONAL PERSPECTIVE

Mark Klespis, Sam Houston State University
Jaclyn Murawska, Saint Xavier University
Shannon Driskell, University of Dayton
Dusty Jones, Sam Houston State University

We discuss how technology aids in the conceptual understanding of calculus and describe our curriculum. Participants will work on technology-related activities then engage in whole-group discussion on topics and technology to include in a course for middle grades mathematics teachers.

HOW MUCH IS A BILLION? ENGAGING NOVICE TEACHERS IN A FIRST EXPERIENCE OF OPEN-ENDED MATHEMATICS

Jen Munson, Stanford University
Jennifer Langer-Osuna, Stanford University

The math methods course is a critical site for reshaping novice teachers’ vision of math teaching and learning. In this workshop, we will engage in and examine the affordances of an initial immersive experience designed to launch this process.
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<td><strong>THE ART OF FORMATIVE RE-ENGAGEMENT LESSONS IN THE MATHEMATICS CLASSROOM FOR PRESERVICE TEACHERS AND BEYOND</strong></td>
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<td><strong>MATHEMATICS IN THE DIGITAL AGE: SHIFTING TEACHERS' PRACTICES AND TOOLS</strong></td>
<td><strong>John William Staley, National Council of Supervisors of Mathematics</strong></td>
<td><strong>Norma Boakes, Stockton University</strong></td>
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<td>Supporting teachers as they shift teaching practices and tools in the mathematics classroom is key to making mathematics more meaningful and relevant. Participants will consider leadership actions and tools to support the teaching and learning of mathematics that makes mathematics more accessible for all students.</td>
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<td>Teachers often re-teach when students struggle with a math concept. However, the best way to address issues is through formative re-engagement lessons. These lessons take what's already known about learners and re-engages them in a way that deepens math understanding.</td>
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<td><strong>USING MEDIA ARTICLES TO DEVELOP TEACHERS' QUANTITATIVE LITERACY</strong></td>
<td><strong>Shannon Dingman, University of Arkansas</strong></td>
<td><strong>COLECTIVE CONCEPTUAL ORIENTATIONS AND TEACHER LEARNING IN LESSON STUDY</strong></td>
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<td>This session provides an overview of efforts to enhance the quantitative literacy skills of inservice and preservice mathematics teachers through use of media articles and graphics in coursework and PD. Examples of tasks and implications for teacher education will be shared.</td>
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<td><strong>Aki Murata, University of Florida</strong></td>
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<td>The study examined how collective orientations of lesson study groups guided teacher learning processes as well as created different learning opportunities for students in research lessons.</td>
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<td><strong>EXAMINING THE PLAY PHASE OF MATHEMATICS LESSONS INVOLVING COMPUTER SIMULATIONS</strong></td>
<td><strong>Ian Whitacre, Florida State University</strong></td>
<td><strong>FACTORS CONTRIBUTING TO TEACHERS' SELF-INITIATED COLLABORATIONS</strong></td>
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<td><strong>Karina K. R. Hensberry, University of South Florida, St. Petersburg</strong></td>
<td><strong>Karina K. R. Hensberry, University of South Florida, St. Petersburg</strong></td>
<td><strong>Funda Gonulates, Northern Kentucky University</strong></td>
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<td><strong>Kelly Findley, Florida State University</strong></td>
<td><strong>We examine play within middle-school mathematics lessons involving PhET interactive simulations. We identify four characteristics of play in sim-based lessons, illustrate the advantages and disadvantages of each version of play observed, and discuss implications of these for teaching with technology.</strong></td>
<td>This case study exploring mathematics teachers' self-initiated collaborations, provided evidence that physical, practical and personal-interpersonal factors contributed to the frequency and directionality of teachers' collaborative interactions. This study informs teacher educators how to support teachers in building a collaborative culture.</td>
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<td><strong>PRESERVICE SECONDARY TEACHERS' REFLECTIONS ON ENGAGING IN A PRACTICE-BASED ASSESSMENT</strong></td>
<td><strong>Allyson Hallman-Thrasher, Ohio University</strong></td>
<td><strong>DEVELOPMENT OF A RUBRIC TO ASSESS PSTS' NOTICING OF CHILDREN'S MATHEMATICAL THINKING: A CROSS-INSTITUTIONAL STUDY</strong></td>
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<td><strong>Derek Joseph Sturgill, Ohio University</strong></td>
<td><strong>Shawn Broderick, Weber State University</strong></td>
<td><strong>Shawn Broderick, Weber State University</strong></td>
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<td><strong>Mollie Appelgate, Iowa State University</strong></td>
<td><strong>Mollie Appelgate, Iowa State University</strong></td>
<td><strong>Melissa Marie Soto, San Diego State University</strong></td>
<td><strong>2017 Annual AMTE Conference</strong></td>
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<td><strong>Lara Kristen Dick, Bucknell University</strong></td>
<td><strong>Lara Kristen Dick, Bucknell University</strong></td>
<td><strong>To assess preservice teachers' growth in their ability to notice children's mathematical thinking, we developed a rubric based on the Jacobs, Lamb, and Philipp noticing framework. During this session, participants will use the rubric to assess preservice teacher work.</strong></td>
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<td><strong>MATHEMATICS TEACHERS’ EVALUATION OF DIGITAL INSTRUCTIONAL MATERIALS</strong></td>
<td>Amanda Thomas, University of Nebraska, Lincoln</td>
<td>Alden J. Edson, Michigan State University</td>
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<td>This session will focus on K-8 inservice teachers’ evaluation of digital instructional materials. Participants will become familiar with findings of a research study and an evaluation tool that can be incorporated in their own practice.</td>
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<td><strong>THEORY INTO PRACTICE: INTERNSHIPS AS MEANINGFUL OPPORTUNITIES TO IMPLEMENT FORMATIVE ASSESSMENT CONCEPTS</strong></td>
<td>Carolyn Mitten, University of Florida</td>
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<td>Internships provide unique opportunities for PSTs to put theoretical ideas into practice. This session highlights how a mathematics education course engaged PSTs in formative assessment during their internship and the impact on their formative assessment knowledge and practices.</td>
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<td><strong>SEEING WHAT WAS ONCE SEEN</strong></td>
<td>Christa Jackson, Iowa State University</td>
<td>Elizabeth E Buchheister, University of South Carolina</td>
<td>Cynthia E. Taylor, Millersville University of Pennsylvania</td>
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<td>In this session, we report the results of a study that explored how prospective teachers perceived equity issues by examining what they noticed in five authentic classroom vignettes on students' mathematical thinking and its relation to culture, home, and community.</td>
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<td><strong>PREPARING PROSPECTIVE TEACHERS OF STUDENTS AT ANY GRADE LEVEL TO DO MATHEMATICAL MODELING</strong></td>
<td>Ben Galluzzo, Shippensburg University</td>
<td>Rose Mary Zbiek, Pennsylvania State University</td>
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<td>We target how prospective teachers for early grades through high school can learn mathematical modeling as a process while using only school mathematics. We also embrace the challenge of how to bring mathematical modeling into packed programs with crowded curricula.</td>
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<th>Equity and Mathematics Education</th>
<th>Individual Session</th>
<th>Salon 13</th>
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<tr>
<td><strong>MOVING PROSPECTIVE MATHEMATICS TEACHERS FROM INSTRUMENTS OF INEQUITY TOWARDS AGENTS OF CHANGE</strong></td>
<td>Anne Marie Marshall, Lehman College</td>
<td>Joel Amidon, University of Mississippi</td>
<td>Rebecca Smith Nance, University of Mississippi</td>
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<td>This session describes a project that engaged preservice teachers in a social justice mathematics module designed to develop awareness and agency. We will provide a module description, present our research findings, and engage in critical dialogue about the project.</td>
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<tr>
<td><strong>USING LESSON STUDY AS A TOOL FOR COLLABORATION BETWEEN MATHEMATICS CONTENT AND METHODS FACULTY</strong></td>
<td>Bridget Druken, California State University, Fullerton</td>
<td>Alison S Marzocchi, California State University, Fullerton</td>
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<td>University faculty engaged in lesson study with the purpose of fostering collaboration between mathematics methods and mathematics content instructors. This session will report on (1) logistics for facilitating cross-departmental lesson study and (2) the reported benefits from faculty participation.</td>
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**Session 152**

TODOS Presidential Exchange Session  
*Individual Session*

BUILDING DISCOURSE TO FOSTER EQUITY AND RIGOR IN MATHEMATICS  
Diane Kinch, TODOS: Mathematics for ALL

This session will engage participants in activities that foster equity and rigor in mathematics in a collaborative language rich environment. We will engage in meaningful, high cognitive demand, mathematical thinking and academic discourse.

---

**Session 153**

Mathematics Pedagogy and Instructional Practice  
*Individual Session*

BEYOND THE RHETORIC: MATHEMATICS TEACHING THAT AUTHENTICALLY SUPPORTS GROWTH MINDSET  
Kathy Liu Sun, Santa Clara University

This session is intended for those interested in supporting mathematics teachers to move beyond the growth mindset rhetoric and align their mathematics instructional practices to consistently communicate the message that all students can grow their mathematical ability.

---

**Session 154**

Teacher Professional Development  
*Individual Session*

EXPLORING INSERVICE TEACHERS’ PERCEPTIONS OF PROFESSIONAL NOTICING  
Jonathan Norris Thomas, University of Kentucky  
David Dueber, University of Kentucky

This study is focused upon inservice teachers’ perceptions of professional noticing within a statewide professional development initiative. Focus groups were conducted with classroom, special education, and intervention teachers to ascertain the perceived viability and enactment possibilities regarding professional noticing.

---

**Session 155**

Teacher Professional Development  
*Individual Session*

INSTRUCTIONAL ROUNDS AS A MODEL OF YEARLONG PROFESSIONAL DEVELOPMENT SUPPORT  
Erin Elizabeth Krupa, Montclair State University  
Mika Munakata, Montclair State University  
Zareen Rahman, Montclair State University  
Ceire Monahan, Montclair State University

Isolated professional development does not typically support sustained changes to instructional practices. We propose an alternative model that involves both a Summer Institute and Instructional Rounds, where during the school year teachers observe and provide meaningful feedback to each other.

---

**Session 156**

Teacher Professional Development  
*Individual Session*

WEAVING TOGETHER MATHEMATICS, DISCOURSE, COMMUNITY, AND POWER IN MATHEMATICS TEACHER PROFESSIONAL DEVELOPMENT TOWARDS EQUITABLE SYSTEMS  
Ashley Danielle Scroggins, University of Colorado, Boulder  
Frances Harper, Michigan State University

This session will explore a sequence of PD activities, as planned and enacted, aimed at incorporating four strands of an equitable mathematics system - mathematics, discourse, community, and power. We will consider implications for future PD that incorporates these strands.

---

**Session 157**

Mathematics Pedagogy and Instructional Practice  
*Individual Session*

AFTER THE CLASS: BUILDING SCHOLARLY ENDEAVORS WITH FORMER PRESERVICE CANDIDATES TO FOSTER TEACHER LEADERSHIP  
Karen Karp, Johns Hopkins University  
Sarah B Bush, Bellarmine University

This presentation describes an initiative engaging former preservice teachers in scholarly work. We examine how brainstorming various ideas and their alignment to content strands and student outcomes influenced novice teachers’ instruction and their growth as emerging scholars.

---

**Session 158**

Mathematics Pedagogy and Instructional Practice  
*Individual Session*

MATHEMATICS TEACHERS’ TAKE-UP OF EXPLORATORY (“ROUGH DRAFT”) TALK TO ENGAGE STUDENTS IN DISCOURSE  
Amanda Jansen, University of Delaware

Both middle school mathematics student teachers and experienced secondary teacher leaders participated in online study groups to learn to promote the use of “rough draft” talk in classroom discourse. Findings suggest a continuum of teachers’ learning about engaging students.
Session 159  
Mathematics Content, Processes, and Practices  

BRIEF REPORT SESSION: ALGEBRA AND SECONDARY TEACHERS

ALGEBRA AS A TOOL: USING CONNECTIONS, MODELING, AND TECHNOLOGY IN TEACHER PREPARATION
Eryn Michelle Stehr, Michigan State University  
Hyunyi Jung, Calvin College  
Jill Newton, Purdue University

In this presentation, we will discuss varying aspects of five secondary mathematics teacher education programs related to preservice teachers' opportunities to encounter modeling, technology, and connections as they learn algebra and learn to teach algebra.

PRESERVICE SECONDARY MATHEMATICS TEACHERS' UNDERSTANDING OF NON-LINEAR FUNCTIONS: AN EXAMINATION OF THEIR SHAPE THINKING
Volkan Sevim, University of South Carolina, Beaufort  
Christine Trinter, Virginia Commonwealth University

Presenters will share findings from a qualitative study focused on preservice secondary mathematics teachers' static and emergent shape thinking when engaging with non-linear functions.

Session 160  
Teaching and Learning with Technology  

PRESERVICE TEACHERS' CONCEPTIONS AND MISCONCEPTIONS OF PHYSICAL AND VIRTUAL MANIPULATIVES
Enrique Ortiz, University of Central Florida  
Heidi Eisenreich, Georgia Southern University

It is necessary to assess virtual manipulatives' impact on the learning process. A possible approach is a framework that combines the well-known concrete, pictorial and abstract levels with a proposed Virtual-level. We will discuss preservice teachers' understanding of the framework.

Session 161  
Teaching and Learning with Technology  

USING CLASSCHATTER TO MEDIATE DISCUSSION IN SMALL TEACHER PREPARATION PROGRAMS: A CASE STUDY
Rebecca Dibbs, Texas A&M University, Commerce

Engaging students in authentic discussions in class about equity can be very difficult. The purpose of this case study was to investigate the efficacy of using Classchatter to provide preservice middle-school teachers such discussions while preserving their anonymity.

Session 162  
School and University Partnerships and Projects  

BUILDING DISTRICT CAPACITY TO DELIVER EFFECTIVE MATHEMATICS PROFESSIONAL DEVELOPMENT
Jodie Novak, University of Northern Colorado  
Frieda Parker, University of Northern Colorado

We describe a scalable, university-district partnership where faculty work with district math coaches to train teachers to offer high quality mathematical professional development to their peers. Evaluation data suggest the model is viable, improves instruction, and builds leadership capacity.

Session 163  
Equity and Mathematics Education  

INFUSING CO-TEACHING, DIFFERENTIATION, AND HIGH QUALITY MATHEMATICS TASKS: CREATING A UNIQUE PROFESSIONAL DEVELOPMENT MODEL
Kristin E Harbour, University of Alabama  
Stefanie D Livers, University of Alabama  
Jim Gleason, University of Alabama  
Nicolette Nalu, University of Alabama

A change in instructional and collaborative practices is critical in creating equitable mathematics instruction. We highlight a structured professional development framework and results from a project with elementary mathematics and special education teachers addressing co-teaching, differentiation, and high quality tasks.

Session 164  
Mathematics Content, Processes, and Practices  

DEVELOPING AND STUDYING THE USE OF PRIMARY SOURCE PROJECTS TO TEACH UNDERGRADUATE MATHEMATICS
Diana White, University of Colorado, Denver  
Kathleen Clark, Florida State University

We report on a project to design and implement primary source projects in undergraduate mathematics courses, as well as to investigate how student perceptions of the nature of mathematics evolve and how their written argumentation develops.

Session 165  
Equity and Mathematics Education  

ADVANCING INCLUSIVE MATHEMATICS EDUCATION: A CASE OF PROSPECTIVE TEACHER LEARNING
Paulo Tan, University of Tulsa

Despite the push for equity in mathematics education, students with disabilities continue to lack access to and equitable achievement in rich mathematics. This presentation describes a case of prospective teacher learning toward inclusive mathematics education centered on an equity-oriented tool.
PREPARING EMERGING TEACHER LEADERS THROUGH STATEWIDE PARTNERSHIPS
Jennifer Luebeck, Montana State University

How is teacher leadership defined and enacted? Can teachers’ individual talents and unique knowledge bases be channeled into a coherent leadership program? Learn how we prepare secondary teachers for leadership roles in mathematics and science teacher education and professional learning.

Preconference Symposium
New Directions and Focus for Standards, Curricula, and Assessments
Randall Charles, San Jose State University
Francis (Skip) Fennell, McDaniel College
Cathy Seeley, NCTM President
Rose Mary Zbiek, Penn State University
Janie Schielak, Texas A&M University

Judith Jacobs Lecture
Preparing Elementary Teachers: The Role of Reasoning about Numbers and Quantities
Judith Sowder, San Diego State University

Closing Session
NCTM’s Standards for the Mathematics Teaching Profession Then and Now: The History, Landscape, and Content of a Living Document
Tami Martin, Illinois State University
Glenda Lappan, Michigan State University
William Speer, University of Nevada – Las Vegas
In this session, access, equity, and empowerment matters related to mathematics education will be discussed. The discussion will include challenges faced by mathematics teacher educators in helping prospective and inservice teachers attend to these issues beyond conversations and activities in courses and workshops. We will look at what has been accomplished over the past twenty-five years and what still needs to be done.

Please join your colleagues for a dinner celebrating AMTE’s 25th Anniversary.
AMTE BREAKFAST AND AFFILIATE MEETINGS

Tables will be designated for AMTE Affiliate groups to meet during Saturday morning’s breakfast. For a listing of the AMTE Affiliates and table locations, please see pages 8 and 9 of the program.

Conference Historical Highlights 13th Annual Conference, 2009 Orlando, FL

Opening General Session
The Preparation Gap: Teacher Education for Middle-school Mathematics in Six Countries
William Schmidt, Michigan State University

Judith Jacobs Lecture
Going to War with the Army You Have
Jeremy Kilpatrick, University of Georgia

Closing Session
Joan Ferrini-Mundy, National Science Foundation
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<tr>
<th>Ballroom B</th>
<th>8:00 AM - 9:00 AM</th>
<th>9:15 AM - 10:15 AM</th>
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<tbody>
<tr>
<td>171. Effectiveness of Diagnostic Interviews: Prospective Teachers’ Assessment of Student Understanding- Poling, Moss, &amp; Goodson-Espy</td>
<td>184. Becoming a Mathematics Teacher Educator: What Coordinating Three Different Points of View Reveals- Przybyla-Kuchek &amp; Diamond</td>
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<td>176. Teachers’ Use of the IGS Framework to Design and Implement Tasks in Secondary Classrooms- Cayton, Sherman, &amp; Funsch</td>
<td>189. Developing Mathematics Teachers’ TPACK and Technology Evaluation Abilities- Smith &amp; Shin</td>
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<td>179. Development of Teachers’ Collaborative and Mathematical Practices in a Synchronous Dynamic Mathematics Environment- Alqahtani, Weimar, &amp; Powell</td>
<td>192. Barriers to Building on Student Mathematical Thinking- Stockero, Van Zoest, Leatham, &amp; Peterson</td>
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<tr>
<td>182. Implications for the Preparation of Mathematics Education Doctoral Students From a Recent Research Study- Shih &amp; Reys</td>
<td>195. Summer Math Academy for Early Learners: Varied Field Experiences for Preservice Teachers- Cooper, Kerschen, &amp; Shelton</td>
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<tr>
<td>Time</td>
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<td>10:30 AM</td>
<td>Ballroom B</td>
<td>196. Global Perspectives on Preservice Teacher Preparation: Topics From ICME 13</td>
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<td>Salon 1</td>
<td>197. Differences in Structure: How Implementation of SMP 7 Differs for Mathematical and Statistical Standards</td>
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<td>Salon 2</td>
<td>198. Number Talk Professional Learning Communities: Scaling Up Through Online Professional Development Facilitation</td>
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<td>Salon 3</td>
<td>199. Learning to Support Collective Argumentation: Consistencies Between Interpretations From Coursework and Teaching Actions</td>
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<td>Salon 4</td>
<td>200. Learning From Practice: Developing Elementary Mathematics Teachers' Noticing</td>
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<td>Salon 5</td>
<td>201. What Knowledge is Used in Giving an Explanation? Enacting Mathematical Knowledge for Teaching in Practice</td>
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<td>Salon 6</td>
<td>202. Working Across Institutional Boundaries: Developing and Piloting Assessments of Instructional Practice for Elementary Methods Courses</td>
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<td>Salon 7</td>
<td>203. Brief Report Session: Enhancing Instructional Practice</td>
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<td>Salon 8</td>
<td>204. Using Children's Authentic Claims to Consider the Role of Argument in the Classroom</td>
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<td>Salon 9</td>
<td>205. Measuring Co-Teaching Strategies During Clinical Experiences</td>
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<td>Salon 10</td>
<td>206. Examining Pinterest as a Mathematics Curriculum Resource for Preservice Teachers</td>
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<td>Salon 11</td>
<td>207. Examining Preservice Secondary Mathematics Teachers' Static and Emergent Shape Thinking When Engaging With Non-Linear Functions</td>
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<td>Salon 12</td>
<td>208. Using Math Teachers’ Circles for Professional Development With a Focus on Problem Posing</td>
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<td><strong>Session 170</strong></td>
<td><strong>Development of Mathematics Teacher Educators</strong></td>
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<td><strong>Individual Session</strong></td>
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<td><strong>NEXT STEPS FOR METHODS: BUILDING SUPPORT FOR SCHOLARLY PRACTICES IN MATHEMATICS METHODS COURSES</strong></td>
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<tr>
<td>Wendy B. Sanchez, Kennesaw State University</td>
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<td>Signe Kastberg, Purdue University</td>
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<td>Andrew M. Tyminski, Clemson University</td>
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<td>Research on mathematics methods illustrating diversity in the use of frameworks, goals, and activities will be shared. Participants will discuss benefits of diversity in collaboration and scholarly inquiry drawing from experiences with frameworks, goals, and activities used in mathematics methods.</td>
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<th>Session 171</th>
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<td><strong>Session 171</strong></td>
<td><strong>Preservice Teacher Field Experiences</strong></td>
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<td><strong>EFFECTIVENESS OF DIAGNOSTIC INTERVIEWS: PROSPECTIVE TEACHERS’ ASSESSMENT OF STUDENT UNDERSTANDING</strong></td>
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<td>Lisa Poling, Appalachian State University</td>
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<td>Diana Moss, Appalachian State University</td>
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<td>Tracy Goodson-Espy, Appalachian State University</td>
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<td>In this session, we will explore the use of diagnostic interviews in field experiences to negotiate prospective teachers’ understanding and misconceptions of mathematical content knowledge and the impact it may have on classroom experiences.</td>
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<th>Session 172</th>
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<td><strong>Session 172</strong></td>
<td><strong>School and University Partnerships and Projects</strong></td>
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<td><strong>Individual Session</strong></td>
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<td><strong>STRATEGIES FOR SUPPORTING INSERVICE AND PRESERVICE TEACHERS TO IMPLEMENT NOVEL INSTRUCTIONAL PRACTICES</strong></td>
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<td>Madelyn Colonnese, University of Connecticut</td>
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<td>Tutita Casa, University of Connecticut</td>
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<td>Mathematics teacher educators are charged with educating preservice teachers about novel instructional practices, and inservice teachers are expected to implement them. Participants will discuss ways to support both groups to implement practices that push them beyond their current understanding.</td>
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<tr>
<td><strong>Session 173</strong></td>
<td><strong>Mathematics Content, Processes, and Practices</strong></td>
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<td><strong>Symposium</strong></td>
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<td><strong>COMMON CORE GEOMETRY: PREPARING TEACHERS ACROSS THE GRADES</strong></td>
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<td>Michelle Cirillo, University of Delaware</td>
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<td>Jenifer Hummer, University of Delaware</td>
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<td>Dana C. Cox, Miami University</td>
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<td>In this multi-faceted presentation, we will consider the current state of teacher preparation for teaching Geometry according to the standards and discuss recommendations for improvement. Under consideration will be the three “streams” of Geometry outlined in the standards progressions document.</td>
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<td><strong>Session 174</strong></td>
<td><strong>Mathematics Education Policy and Program Issues</strong></td>
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<td><strong>Discussion Session</strong></td>
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<td><strong>THE FORGOTTEN MIDDLE: PREPARATION OF MIDDLE SCHOOL MATHEMATICS TEACHERS</strong></td>
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<td>Jo Ann Cady, University of Tennessee</td>
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<td>Rebecca D. Layton, University of Tennessee, Knoxville</td>
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<td>This session will summarize the current licensing requirements for middle grades teachers and engage participants in a discussion of how best to prepare these teachers. While focusing on mathematics, we expand the conversation to include STEM teachers.</td>
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<td><strong>Session 175</strong></td>
<td><strong>Mathematics Pedagogy and Instructional Practice</strong></td>
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<td><strong>INFORMING INSTRUCTIONAL PRACTICE AND PEDAGOGICAL PREPARATION THROUGH MATHEMATICAL MODELING</strong></td>
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<td>Farshid Safi, University of Central Florida</td>
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<td>Aline Abassian, University of Central Florida</td>
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<td>Teacher education programs seek to engage teachers in meaningful experiences to teach mathematics with a deep understanding while learning effective ways to prepare students. This presentation focuses on the impact of modeling in informing teachers’ instructional practice and pedagogical preparation.</td>
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<td><strong>Teaching and Learning with Technology</strong></td>
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<td><strong>TEACHERS’ USE OF THE IGS FRAMEWORK TO DESIGN AND IMPLEMENT TASKS IN SECONDARY CLASSROOMS</strong></td>
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<td>Charity Cayton, East Carolina University</td>
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<td>Milan Sherman, Drake University</td>
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<td>Alexandra Funsch, East Carolina University</td>
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<td>This session focuses on teachers’ use of the Interactive Geometry Software Framework to design tasks and implement these tasks with secondary students. Results and implications of our findings will be shared for tasks as written and as implemented.</td>
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Session 177
Mathematics Pedagogy and Instructional Practice

BRIEF REPORT SESSION: LEARNING INSTRUCTIONAL PRACTICE IN METHODS COURSES

"WHERE DO I EVEN START?!": REHEARSING PROBLEM SOLVING PRACTICES IN A MATHEMATICS METHODS COURSE
Enakshi Bose, Louisville, KY
Reporting from the field, I describe and examine a semester-long assignment in an undergraduate elementary methods course to develop prospective teachers' capacity to solve problems and communicate reasoning and to rehearse moves and practices to lead mathematically productive discussions.

BELLRINGERS IN METHODS COURSES: A TOOL FOR DEVELOPING INSTRUCTIONAL PRACTICE
Mary A. Ochieng, Western Michigan University
I report on the use of bellringers in a middle school methods course and how in addition to preparing preservice teachers to effectively use bellringers, it also provided an opportunity to address issues related to mathematics and instructional practice.

DEVELOPING CORE PRACTICES THROUGH NUMBER TALKS IN AN ELEMENTARY METHODS COURSE
Caroline Ebby, University of Pennsylvania
In this session, we explore trajectories of novice teacher learning as they developed proficiency with the instructional activity of a Number Talk as well as the extent to which this learning transferred to their mathematics instruction more broadly.

Session 180
Mathematics Content, Processes, and Practices Symposium

TESTING THE FEASIBILITY OF PREPARING ELEMENTARY MATHEMATICS TEACHERS TO TEACH THE COMMON CORE
Dawn Berk, University of Delaware
James Hiebert, University of Delaware
Nancy Dyson, University of Delaware
Siobahn Young, University of Delaware
Robert Anthony Mixell, University of Delaware
Joseph DiNapoli, University of Delaware
We describe the outcomes of testing a hypothesis, arising from a previous large-scale study, with far-reaching policy implications: if preservice elementary teachers do not spend enough time studying a mathematics topic, they are significantly less prepared to teach it well.

Session 181
Mathematics Education Policy and Program Issues Discussion Session

ADVOCACY EFFORTS BY AMTE AFFILIATES
Gina Borgioli Yoder, Indiana University, Indianapolis
Sheryl Stump, Ball State University
Our goal is to facilitate discussion on the role of AMTE affiliates in issues of advocacy, D'Ambrosio's "living contradictions" that might exist between our beliefs and practices and to generate concrete ideas for action to address those contradictions.

Session 182
Development of Mathematics Teacher Educators Discussion Session

IMPLICATIONS FOR THE PREPARATION OF MATHEMATICS EDUCATION DOCTORAL STUDENTS FROM A RECENT RESEARCH STUDY
Jeffrey Shih, University of Nevada, Las Vegas
Robert Reys, University of Missouri
This session will report results from over 500 doctoral graduates in mathematics education. Information about program length and the graduates' self-assessment of program components will be used to generate discussion about ways that doctoral preparation can be strengthened.
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<td><strong>School and University Partnerships and Projects</strong>&lt;br&gt;Discussion Session</td>
<td><strong>Mathematics Pedagogy and Instructional Practice</strong>&lt;br&gt;Individual Session</td>
<td><strong>Support Makes a Difference: Models and Plans for Supporting Novices, Inservice Teachers, and Mathematics Specialists/Leaders</strong>&lt;br&gt;Francis (Skip) Fennell, McDaniel College&lt;br&gt;Beth McCord Kobett, Stevenson University&lt;br&gt;Jonathan Wray, McDaniel College</td>
<td><strong>Characterizing Anticipated Conversations: What Do Teachers Plan to Ask Individual Children About Their Fraction Strategies?</strong>&lt;br&gt;Amy Hewitt, University of North Carolina, Greensboro&lt;br&gt;Naomi A Jessup, University of North Carolina, Greensboro&lt;br&gt;Vicki Jacobs, University of North Carolina, Greensboro&lt;br&gt;Katherine Baker, University of North Carolina, Chapel Hill</td>
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<td>This session defines and addresses the support needed for mathematics teachers and teacher leaders. It will engage participants in discussing the type and levels of support requested and provided to preservice and novice teachers, inservice teachers, and mathematics specialists/leaders.</td>
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<td><strong>Development of Mathematics Teacher Educators</strong>&lt;br&gt;Individual Session</td>
<td><strong>Becoming a Mathematics Teacher Educator: What Coordinating Three Different Points of View Reveals</strong>&lt;br&gt;Julia Przybyla-Kuchek, University of Georgia&lt;br&gt;Jaime Marie Diamond, University of Georgia</td>
<td><strong>Vertical Grouping Around Mathematical Tasks: A Collaborative Learning Model</strong>&lt;br&gt;Jane M Wilburne, Penn State, Harrisburg&lt;br&gt;Dana Pomykal Franz, Mississippi State University</td>
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<td>Attendees will reflect on experiences that contributed to their development as MTEs and discuss the self-reflections of three developing MTEs. We aim to identify important features that comprise the complex terrain that is MTE development.</td>
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<td><strong>Increasing the Preparation of Preservice Secondary Teachers to Teach Statistics</strong>&lt;br&gt;Jennifer Lovett, Middle Tennessee State University</td>
<td><strong>Teaching and Learning with Technology</strong>&lt;br&gt;Individual Session</td>
<td><strong>Developing Mathematics Teachers’ TPACK and Technology Evaluation Abilities</strong>&lt;br&gt;Ryan C Smith, University of Georgia&lt;br&gt;Dongjo Shin, University of Georgia</td>
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<td>This session will discuss the results of a large-scale study on preservice secondary teachers' statistical knowledge and confidence to teach statistics to assist teacher educators in designing units for methods courses to increase PSTs' preparedness to teach statistics.</td>
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| Session 186 | Salon 3 |  |  |
|-------------|--------|  |  |
| **Building Mathematical Knowledge for Teaching in Content Courses for Secondary Teachers: Geometry and Beyond**<br>Alyson E. Lischka, Middle Tennessee State University<br>Jeremy Strayer, Middle Tennessee State University<br>Lucy Watson, Middle Tennessee State University<br>Candice M Quinn, Middle Tennessee State University |  |  |  |
| Members of a national partnership collaborated to create modules for college geometry content courses including geometries from an advanced perspective and development of mathematical knowledge for teaching (MKT). Pilot data frames discussions of building MKT in other secondary content courses. |  |  |  |
BRIEF REPORT SESSION: TEACHING AND LEARNING WITH TECHNOLOGY

SHAPING TEACHERS’ PERCEPTIONS OF TASK QUALITY IN DYNAMIC GEOMETRY ENVIRONMENTS
Aaron Trocki, Elon University

What knowledge is required to write high quality tasks in dynamic geometry environments? Research on increasing TPACK in this regard is shared along with a framework for assessing task quality.

SPECIAL ANNOTATED LESSON PLANS AS A MEANS TO IMPROVE TEACHING STATISTICS WITH TECHNOLOGY
Elizabeth Arnold, Montana State University

High school teachers were randomly assigned to teach technology-enabled statistics lessons with or without annotations in lesson plans. There were differences between the groups. I will provide examples of the annotated lesson plans and recommendations for teaching statistics with technology.

SUPPORTING TPACK IN AN ELEMENTARY MATHEMATICS METHODS COURSE
Megan L Nickels, University of Central Florida

The purpose of this presentation is to advance the discussion on elementary mathematics methods courses that present educational technology, pedagogy, field experience, and mathematical knowledge for teaching as an integrated whole, rather than discrete components.

EXPLORING MATH TEACHERS’ CIRCLES AS A COMPLEMENT TO PROFESSIONAL DEVELOPMENT MODELS FOR ENHANCING MATHEMATICAL KNOWLEDGE
Patrice Parker Waller, Virginia State University
Sandra Richardson, National Science Foundation

In this session, Math Teachers’ Circles are offered as a complement to traditional professional development models used in developing and enhancing elementary and secondary inservice teachers’ mathematical knowledge for teaching.

EMBEDDING CULTURALLY RESPONSIVE TEACHING IN MATHEMATICS CLASSROOMS BY UTILIZING ANCHOR CHARTS WITH URBAN TERMINOLOGY
Vernita Glenn-White, Stetson University

We investigate how students respond to mathematical content when their cultural/urban terminology is used as acronyms to assist with remembering rules or procedures during mathematics instruction. The goal of this session is to discuss how incorporating urban terminology increases student discourse.

SUMMER MATH ACADEMY FOR EARLY LEARNERS: VARIED FIELD EXPERIENCES FOR PRESERVICE TEACHERS
Sandi Cooper, Baylor University
Keith Kerschen, Baylor University
Ryann Nicole Shelton, Baylor University

This session reports on the experiences of preservice elementary teachers who led instruction at a summer early mathematics academy for low-socioeconomic populations. Interviews and teaching observations of the preservice teachers were conducted. Implications for elementary education programs will be discussed.
GLOBAL PERSPECTIVES ON PRESERVICE TEACHER PREPARATION: TOPICS FROM ICME 13
David Pugalee, University of North Carolina, Charlotte
Nadine Bezuk, San Diego State University
Megan Burton, Auburn University
Kimberly Conner, University of Missouri
Stacy Musgrave, California State Polytechnic University, Pomona

ICME 13 included Topic Study Groups where international scholars compared and discussed research experiences with the different practices of mathematical teacher education throughout the world. This panel discussion will focus on those significant trends and developments.

DIFFERENCES IN STRUCTURE: HOW IMPLEMENTATION OF SMP 7 DIFFERS FOR MATHEMATICAL AND STATISTICAL STANDARDS
Stephanie Casey, Eastern Michigan University
Jonathan David Bostic, Bowling Green State University

SMP 7 calls for students to look for and make use of structure, yet structure differs in mathematics and statistics. Come engage in activities to investigate the difference and learn about our work with middle school teachers on this topic.

NUMBER TALK PROFESSIONAL LEARNING COMMUNITIES: SCALING UP THROUGH ONLINE PROFESSIONAL DEVELOPMENT FACILITATION
Erin E. Baldinger, University of Minnesota
Terry Wyberg, University of Minnesota

Number talks are a promising strategy for leading productive mathematics discussions. In this session, we explore how number talk PD utilizing face-to-face meetings with online PD facilitation can make number talks accessible to greater numbers of teachers.

LEARNING TO SUPPORT COLLECTIVE ARGUMENTATION: CONSISTENCIES BETWEEN INTERPRETATIONS FROM COURSEWORK AND TEACHING ACTIONS
AnnaMarie Conner, University of Georgia
Hyejin Park, University of Georgia
Carlos Nicolas Gomez, Clemson University
Bolanle Salaam, University of Georgia
Yuling Zhuang, University of Georgia
Jonathan Foster, University of Georgia

Engaging students in argumentation and proof is difficult for novice teachers. We will describe prospective secondary mathematics teachers’ learning about argumentation in a mathematics methods course and compare this to characteristics of their support for collective argumentation during student teaching.
Session 203 Salon 7
Mathematics Pedagogy and Instructional Practice

BRIEF REPORT SESSION: ENHANCING INSTRUCTIONAL PRACTICE

ADAPTING “DAYS OF SCHOOL” COUNTING Routines TO ACCELERATE PLACE-VALUE UNDERSTANDING: AN EMPIRICAL STUDY IN ELEMENTARY CLASSROOMS
Judith Fraivillig, Rider University

The speaker will report findings from a longitudinal study in elementary classrooms examining the impact of adaptations to a familiar counting routine on children's place-value understanding and unitizing. Targeted pedagogical supports are described and implications for professional development are discussed.

PSTS FIND ERRORS IN CHILDREN’S SHAPE BOOKS AS A WAY TO IMPROVE THEIR OWN KNOWLEDGE
Julie Nurnberger-Haag, Kent State University

The session reports the impact of an activity used in mathematics content and elementary mathematics methods courses designed to improve preservice and inservice teachers’ knowledge of geometric shapes as well as understand potential student conceptions.

USING WRITING TO SUPPORT PRESERVICE TEACHERS’ TRANSITION FROM TRADITIONAL TO PROBLEM-BASED VIEWS OF INSTRUCTION
Barbara King, Florida International University
Indira Gil, Florida International University

We investigated how PSTs' views of instruction changed throughout a mathematics methods course designed to build understanding about problem-based instruction. Through analyzing writing-to-learn assignments, we documented PSTs' emerging ideas and identified critical areas where they struggled to change their thinking.

Session 204 Salon 8
Mathematics Content, Processes, and Practices
Individual Session

USING CHILDREN’S AUTHENTIC CLAIMS TO CONSIDER THE ROLE OF ARGUMENT IN THE CLASSROOM
Kate Kline, Western Michigan University
Lisa Kasmer, Grand Valley State University

We will analyze videos where children construct and critique arguments related to place value and discuss prospective teachers’ interpretations of these videos. Issues related to supporting prospective teachers to facilitate productive argumentation in the classroom will also be discussed.

Session 205 Salon 9
Preservice Teacher Field Experiences
Individual Session

MEASURING CO-TEACHING STRATEGIES DURING CLINICAL EXPERIENCES
Jennifer M Oloff-Lewis, California State University, Chico
Ruthmae Sears, University of South Florida
Pier Angeli Junior Clarke, Georgia State University
Patti Brosnan, The Ohio State University
Laurie Riggs, California State Polytechnic University, Pomona
Maureen Grady, East Carolina University

We will describe instruments that can be used to measure co-teaching strategies during preservice teachers’ clinical experiences. Also, we will discuss instruments that can be used for research and instructional purposes.

Session 206 Salon 10
Teaching and Learning with Technology
Individual Session

EXAMINING PINTEREST AS A MATHEMATICS CURRICULUM RESOURCE FOR PRESERVICE TEACHERS
Nicole M. Wessman-Enzinger, George Fox University
Joshua Hertel, University of Wisconsin, La Crosse

In this presentation, we will discuss a research study examining negative integer resources available on the social media site Pinterest. We gathered a dataset of 200 pins on integers using keyword searches and examined this set for mathematical integrity.

Session 207 Salon 11
Mathematics Content, Processes, and Practices
Discussion Session

EXAMINING PRESERVICE SECONDARY MATHEMATICS TEACHERS’ STATIC AND EMERGENT SHAPE THINKING WHEN ENGAGING WITH NON-LINEAR FUNCTIONS
Christine Trinter, Virginia Commonwealth University
Volkan Sevim, University of South Carolina, Beaufort

Participants are invited to join a problem solving activity and a group discussion on a qualitative study that examines preservice secondary mathematics teachers’ static and emergent shape thinking when engaging with non-linear functions.

Session 208 Salon 12
Teacher Professional Development
Discussion Session

USING MATH TEACHERS’ CIRCLES FOR PROFESSIONAL DEVELOPMENT WITH A FOCUS ON PROBLEM POSING
Chris Bolognese, The Ohio State University
Michael Steward, The Ohio State University

We will discuss the benefits of math circles as professional development, focusing on problem posing, and using a ranking scheme for these problems. We will run an abbreviated math circle session with the audience and discuss available resources.
LUNCH AND BUSINESS MEETING

Join us for the Annual AMTE Business Meeting during lunch.

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General Session
Making Assessment Integral to Informing Kindergarten through Grade Eight Math Instruction
Marilyn Burns, Math Solutions Professional Development

Judith Jacobs Lecture
Learning for Tomorrow: Challenges and Opportunities in Mathematics Teacher Education
Joan Ferrini-Mundy, Michigan State University

Closing Session
It’s Your Choice: Research and Practice Pathways in STEM Education
William F. Tate, Washington University in St. Louis
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<td>University of Central Florida</td>
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<td>Adkins, Amy Beth</td>
<td>University of Nevada, Las Vegas</td>
<td><a href="mailto:adkinsa5@unlv.nevada.edu">adkinsa5@unlv.nevada.edu</a></td>
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<td>Middle East Technical University</td>
<td><a href="mailto:dakyuz@metu.edu.tr">dakyuz@metu.edu.tr</a></td>
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<td>Indiana University</td>
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<td>Alqahtani, Muteb M</td>
<td>SUNY, Cortland</td>
<td><a href="mailto:muteb.alqahtani@gse.rutgers.edu">muteb.alqahtani@gse.rutgers.edu</a></td>
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<td>University of Idaho</td>
<td><a href="mailto:jamador@uidaho.edu">jamador@uidaho.edu</a></td>
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<td><a href="mailto:mollie@lastate.edu">mollie@lastate.edu</a></td>
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<td>University of Florida</td>
<td><a href="mailto:kapraiz@coe.ufl.edu">kapraiz@coe.ufl.edu</a></td>
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<td>George Mason University</td>
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<td>University of North Carolina, Chapel Hill</td>
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<td>University of Minnesota</td>
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<td>Middle Tennessee State University</td>
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<td>Michigan State University</td>
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<td>Rutgers University</td>
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<td>California State University, Long Beach</td>
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<td>Hoosier Assoc. of Mathematics Teacher Educators</td>
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<td>Louisville, KY</td>
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<td><a href="mailto:sbroderick@keene.edu">sbroderick@keene.edu</a></td>
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<td>Western Michigan University</td>
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<td>University of North Carolina, Greensboro</td>
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<td>University of New Hampshire</td>
<td><a href="mailto:orly.buchbinder@unh.edu">orly.buchbinder@unh.edu</a></td>
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<td>University of South Carolina</td>
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<td>Auburn University</td>
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<td><a href="mailto:sbush@bellarmine.edu">sbush@bellarmine.edu</a></td>
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<td>Busi, Rich</td>
<td>James Madison University</td>
<td><a href="mailto:rich.busi@gmail.com">rich.busi@gmail.com</a></td>
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<td>Campbell, Matthew P</td>
<td>West Virginia University</td>
<td><a href="mailto:mpcampbell@mail.wvu.edu">mpcampbell@mail.wvu.edu</a></td>
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<td>Campbell, Patricia F</td>
<td>University of Maryland</td>
<td><a href="mailto:patc@umd.edu">patc@umd.edu</a></td>
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<td>Cardon, Aimee</td>
<td>University of Wisconsin, Madison</td>
<td><a href="mailto:aimeecardon1@gmail.com">aimeecardon1@gmail.com</a></td>
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<td>Carlson, Mary Alice</td>
<td>Montana State University</td>
<td><a href="mailto:mary.carlson5@montana.edu">mary.carlson5@montana.edu</a></td>
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<td>Casa, Tutita</td>
<td>University of Connecticut</td>
<td><a href="mailto:tutita.casa@uconn.edu">tutita.casa@uconn.edu</a></td>
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<td>Eastern Michigan University</td>
<td><a href="mailto:scasey1@emich.edu">scasey1@emich.edu</a></td>
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<td>Cavalcanti, Maureen L.</td>
<td>University of Kentucky</td>
<td><a href="mailto:mcavalcanti@uky.edu">mcavalcanti@uky.edu</a></td>
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<td>Cavey, Laurie</td>
<td>Boise State University</td>
<td><a href="mailto:lauriecavey@boiseidstate.edu">lauriecavey@boiseidstate.edu</a></td>
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<td>Cayton, Charity</td>
<td>East Carolina University</td>
<td><a href="mailto:caytonc@ecu.edu">caytonc@ecu.edu</a></td>
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<td>Champion, Joe</td>
<td>Boise State University</td>
<td><a href="mailto:joechampion@boiseidstate.edu">joechampion@boiseidstate.edu</a></td>
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<td>The Ohio State University</td>
<td><a href="mailto:chao.160@osu.edu">chao.160@osu.edu</a></td>
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<td>Chauvot, Jennifer</td>
<td>University of Houston</td>
<td><a href="mailto:jchauvot@uh.edu">jchauvot@uh.edu</a></td>
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<td>Clemson University</td>
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<tr>
<td>Chenoweth, Denise L</td>
<td>University of South Florida</td>
<td><a href="mailto:denisec@mail.usf.edu">denisec@mail.usf.edu</a></td>
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<td>Chval, Kathryn Bouchard</td>
<td>University of Missouri</td>
<td><a href="mailto:chvalkb@missouri.edu">chvalkb@missouri.edu</a></td>
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<td>Cirillo, Michelle</td>
<td>University of Delaware</td>
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<td>Clark, Kathleen</td>
<td>Florida State University</td>
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<td>Clements, Douglas H</td>
<td>University of Denver</td>
<td><a href="mailto:douglas.clements@du.edu">douglas.clements@du.edu</a></td>
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<td>Colonnese, Madelyn</td>
<td>University of Connecticut</td>
<td><a href="mailto:madelyn.colonnese@uconn.edu">madelyn.colonnese@uconn.edu</a></td>
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<td>Conforti Preszler, Noelle</td>
<td>James Madison University</td>
<td><a href="mailto:confornx@jmu.edu">confornx@jmu.edu</a></td>
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<td>Conner, AnnaMarie</td>
<td>University of Georgia</td>
<td><a href="mailto:aconner@uga.edu">aconner@uga.edu</a></td>
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<td>Conner, Kimberly</td>
<td>University of Missouri</td>
<td><a href="mailto:kach2@mail.missouri.edu">kach2@mail.missouri.edu</a></td>
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<td>Cook, Alice LaRue Joy</td>
<td>University of Maryland</td>
<td><a href="mailto:cookie.teach@gmail.com">cookie.teach@gmail.com</a></td>
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<td>Cooper, Sandi</td>
<td>Baylor University</td>
<td><a href="mailto:sandra_cooper@baylor.edu">sandra_cooper@baylor.edu</a></td>
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<td>Corey, Darry L</td>
<td>Radford University</td>
<td><a href="mailto:dcorey3@radford.edu">dcorey3@radford.edu</a></td>
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<td>Corum, Kimberly</td>
<td>University of Virginia</td>
<td><a href="mailto:kc3v@virginia.edu">kc3v@virginia.edu</a></td>
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<td>Cox, Dana C</td>
<td>Miami University</td>
<td><a href="mailto:dana.cox@miamih.edu">dana.cox@miamih.edu</a></td>
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<td>Crespo, Sandra</td>
<td>Michigan State University</td>
<td><a href="mailto:crespo@msu.edu">crespo@msu.edu</a></td>
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<td>Cronin, Della</td>
<td>Washington Partners, LLC</td>
<td><a href="mailto:dcroronin@wpllc.net">dcroronin@wpllc.net</a></td>
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<td>Cross Francis, Dionne</td>
<td>Indiana University, Bloomington</td>
<td><a href="mailto:dicross@indiana.edu">dicross@indiana.edu</a></td>
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<td>Georgia State University</td>
<td><a href="mailto:scross@gsu.edu">scross@gsu.edu</a></td>
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<td>Davis, Trina</td>
<td>Texas A&amp;M University</td>
<td><a href="mailto:trinadavis@tamu.edu">trinadavis@tamu.edu</a></td>
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<td>de la Cruz, Jessica Audet</td>
<td>Assumption College</td>
<td><a href="mailto:jdelacruz@assumption.edu">jdelacruz@assumption.edu</a></td>
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<td>Dean, Chrystal</td>
<td>Appalachian State University</td>
<td><a href="mailto:deanco@appstate.edu">deanco@appstate.edu</a></td>
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<td>Iowa State University</td>
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<tr>
<td>DeVaul, Lina</td>
<td>University of Nevada, Las Vegas</td>
<td><a href="mailto:zangl@unlv.nevada.edu">zangl@unlv.nevada.edu</a></td>
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<td>deVincenzi, Allison Therese</td>
<td>Washington State University, Vancouver</td>
<td><a href="mailto:adevincenzi@wsu.edu">adevincenzi@wsu.edu</a></td>
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<td>Diamond, Jaime Marie</td>
<td>University of Georgia</td>
<td><a href="mailto:diamond@uga.edu">diamond@uga.edu</a></td>
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<td>Dibbs, Rebecca</td>
<td>Texas A&amp;M University, Commerce</td>
<td><a href="mailto:rebecca.dibbs@tamuc.edu">rebecca.dibbs@tamuc.edu</a></td>
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<td>Dick, Lara Kristen</td>
<td>Bucknell University</td>
<td><a href="mailto:lara.dick@bucknell.edu">lara.dick@bucknell.edu</a></td>
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<td>Dick, Thomas</td>
<td>Oregon State University</td>
<td><a href="mailto:tpdick@math.oregonstate.edu">tpdick@math.oregonstate.edu</a></td>
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<td>Dimmel, Justin</td>
<td>University of Maine</td>
<td>justin.dimmel@mainedu</td>
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<td>DiNapoli, Joseph</td>
<td>University of Delaware</td>
<td><a href="mailto:jdinap@udel.edu">jdinap@udel.edu</a></td>
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<td>Dingman, Shannon</td>
<td>University of Arkansas</td>
<td><a href="mailto:sdimgman@uark.edu">sdimgman@uark.edu</a></td>
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<td>Disney, Andria</td>
<td>Georgia Southern University</td>
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<td>Drake, Corey</td>
<td>Michigan State University</td>
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<td>Driskell, Shannon</td>
<td>University of Dayton</td>
<td><a href="mailto:sdrriskell1@udayton.edu">sdrriskell1@udayton.edu</a></td>
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<td>Druken, Bridget</td>
<td>California State University, Fullerton</td>
<td><a href="mailto:bbrueden@fullerton.edu">bbrueden@fullerton.edu</a></td>
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<td>Drusjack, Eileen</td>
<td>University of Maryland</td>
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<td>Dueber, David</td>
<td>University of Kentucky</td>
<td><a href="mailto:david.dueber@uky.edu">david.dueber@uky.edu</a></td>
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<td><em>University of North Carolina, Greensboro</em></td>
<td><a href="mailto:aiduggan@uncg.edu">aiduggan@uncg.edu</a></td>
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<td><em>Eastern Michigan University</em></td>
<td><a href="mailto:gdumitra@emich.edu">gdumitra@emich.edu</a></td>
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<td>Duncan, Ashley</td>
<td><em>Arizona State University</em></td>
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<td><em>University of South Florida</em></td>
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<td><em>Northwestern University</em></td>
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<td><em>University of Delaware</em></td>
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<td>Earnest, Darrell</td>
<td><em>University of Massachusetts, Amherst</em></td>
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<td><em>University of Pennsylvania</em></td>
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<td>Edgington, Cyndi</td>
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<td><em>Michigan State University</em></td>
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<td><em>Kennesaw State University</em></td>
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<td><em>Georgia Southern University</em></td>
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<td>Ellington, Aimee</td>
<td><em>Virginia Commonwealth University</em></td>
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<td><em>University of Massachusetts, Amherst</em></td>
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<td><em>University of Wisconsin, River Falls</em></td>
<td><a href="mailto:kathryn.t.ernie@uwrf.edu">kathryn.t.ernie@uwrf.edu</a></td>
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<td><em>Stephen F. Austin State University</em></td>
<td><a href="mailto:ewingjs@fasu.edu">ewingjs@fasu.edu</a></td>
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<td><em>Purdue University</em></td>
<td><a href="mailto:farmer10@purdue.edu">farmer10@purdue.edu</a></td>
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<td>Faulkner, Valerie</td>
<td><em>North Carolina State University</em></td>
<td><a href="mailto:valerie_faulkner@ncsu.edu">valerie_faulkner@ncsu.edu</a></td>
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<td>Fede, Bryan</td>
<td><em>University of North Carolina, Chapel Hill</em></td>
<td><a href="mailto:fede@live.unc.edu">fede@live.unc.edu</a></td>
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<td>Feldman, Ziv</td>
<td><em>Boston University</em></td>
<td><a href="mailto:zfeld@bu.edu">zfeld@bu.edu</a></td>
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<td><em>McDaniel College</em></td>
<td><a href="mailto:fennell@mcdaniel.edu">fennell@mcdaniel.edu</a></td>
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<td>Findley, Kelly</td>
<td><em>Florida State University</em></td>
<td><a href="mailto:kfindley6959@gmail.com">kfindley6959@gmail.com</a></td>
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<td>Fleming, Elizabeth</td>
<td><em>University of Maryland</em></td>
<td><a href="mailto:fleming1@umd.edu">fleming1@umd.edu</a></td>
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<td>Foote, Mary Q</td>
<td><em>Queens College, CUNY</em></td>
<td><a href="mailto:mary.foote@qc.cuny.edu">mary.foote@qc.cuny.edu</a></td>
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<td>Foster, Jonathan</td>
<td><em>University of Georgia</em></td>
<td><a href="mailto:fosterjk201@gmail.com">fosterjk201@gmail.com</a></td>
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<td>Fraivillig, Judith</td>
<td><em>Rider University</em></td>
<td><a href="mailto:fraivillig@rider.edu">fraivillig@rider.edu</a></td>
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<td>Frank, Toya M</td>
<td><em>George Mason University</em></td>
<td><a href="mailto:tfrank4@emu.edu">tfrank4@emu.edu</a></td>
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<td>Franklin, Christine</td>
<td><em>University of Georgia</em></td>
<td><a href="mailto:codycory@uga.edu">codycory@uga.edu</a></td>
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<tr>
<td>Franz, Dana Pomykal</td>
<td><em>Mississippi State University</em></td>
<td><a href="mailto:df76@colled.mssstate.edu">df76@colled.mssstate.edu</a></td>
<td>103, 188</td>
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<tr>
<td>Friel, Susan N</td>
<td><em>University of North Carolina, Chapel Hill</em></td>
<td><a href="mailto:sfriel@email.unc.edu">sfriel@email.unc.edu</a></td>
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<td>Frost, Jodi</td>
<td><em>Indiana State University</em></td>
<td><a href="mailto:jodi.frost@indstate.edu">jodi.frost@indstate.edu</a></td>
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<td>Funisch, Alexandra</td>
<td><em>East Carolina University</em></td>
<td><a href="mailto:ally28@yahoo.com">ally28@yahoo.com</a></td>
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</tr>
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<td>Furuto, Linda</td>
<td><em>University of Hawai‘i, Mānoa</em></td>
<td><a href="mailto:lfuruto@hawaii.edu">lfuruto@hawaii.edu</a></td>
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<td>Galanti, Terrie</td>
<td><em>George Mason University</em></td>
<td><a href="mailto:tgalanti@gmu.edu">tgalanti@gmu.edu</a></td>
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</tr>
<tr>
<td>Galicia, Philippe Fernandez</td>
<td><em>Hālau Kū Māna New Century Public Charter School</em></td>
<td><a href="mailto:pfgalici@hawaii.edu">pfgalici@hawaii.edu</a></td>
<td>99</td>
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<td>Galluzzo, Ben</td>
<td><em>Shippensburg University</em></td>
<td><a href="mailto:bgalluzzo@ship.edu">bgalluzzo@ship.edu</a></td>
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<td>Garcia, Nicole</td>
<td><em>University of Michigan</em></td>
<td><a href="mailto:rmrgarcia@umich.edu">rmrgarcia@umich.edu</a></td>
<td>124, 202</td>
</tr>
<tr>
<td>Gerstenschlager, Natasha Erika</td>
<td><em>Western Kentucky University</em></td>
<td><a href="mailto:natasha.gerstenschlager@wk.edu">natasha.gerstenschlager@wk.edu</a></td>
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<td>Gibbons, Lynsey</td>
<td><em>Boston University</em></td>
<td><a href="mailto:lgibbons@bu.edu">lgibbons@bu.edu</a></td>
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<td>Gil, Indira</td>
<td><em>Florida International University</em></td>
<td><a href="mailto:igil006@flu.edu">igil006@flu.edu</a></td>
<td>203</td>
</tr>
<tr>
<td>Glassmeyer, David</td>
<td><em>Kennesaw State University</em></td>
<td><a href="mailto:dglassme@kennesaw.edu">dglassme@kennesaw.edu</a></td>
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<td>Gleason, Jim</td>
<td><em>University of Alabama</em></td>
<td><a href="mailto:jgleason@ua.edu">jgleason@ua.edu</a></td>
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<td>Glenn-White, Vernita</td>
<td><em>Stetson University</em></td>
<td><a href="mailto:vglennwhite@gmail.com">vglennwhite@gmail.com</a></td>
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<td>Gomez, Carlos Nicolas</td>
<td><em>Clemson University</em></td>
<td><a href="mailto:carlos@clemson.edu">carlos@clemson.edu</a></td>
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<td><em>East Carolina University</em></td>
<td><a href="mailto:gradym@ecu.edu">gradym@ecu.edu</a></td>
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<td><em>Western Michigan University</em></td>
<td><a href="mailto:terry.grant@wmich.edu">terry.grant@wmich.edu</a></td>
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<td>Grant, Yvonne E</td>
<td><em>Michigan State University</em></td>
<td><a href="mailto:grant@math.msu.edu">grant@math.msu.edu</a></td>
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<td><em>Montana State University</em></td>
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<td><em>University of Maryland</em></td>
<td><a href="mailto:griff23@umd.edu">griff23@umd.edu</a></td>
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<td>Grosser-Clarkson, Dana Lynn</td>
<td><em>University of Maryland</em></td>
<td><a href="mailto:dana.grosser.clarkson@gmail.com">dana.grosser.clarkson@gmail.com</a></td>
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<td>Groth, Randall E</td>
<td><em>Salisbury University</em></td>
<td><a href="mailto:regroth@salisbury.edu">regroth@salisbury.edu</a></td>
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<td>Gursel, Umut</td>
<td><em>University of Michigan</em></td>
<td><a href="mailto:ugursel@umich.edu">ugursel@umich.edu</a></td>
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<td><em>Michigan State University</em></td>
<td><a href="mailto:guzmanly@msu.edu">guzmanly@msu.edu</a></td>
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<td>Missouri State University</td>
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<td>University of Alabama</td>
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<td>Hargrove, Dori</td>
<td>Shepherd University</td>
<td><a href="mailto:dhargrov@shepherd.edu">dhargrov@shepherd.edu</a></td>
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<td>Harkness, Marshella Sheats</td>
<td>University of Cincinnati</td>
<td><a href="mailto:shelly.harkness@uc.edu">shelly.harkness@uc.edu</a></td>
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<td>Harper, Frances</td>
<td>Michigan State University</td>
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<td>Miami University</td>
<td><a href="mailto:harpersr@miamioh.edu">harpersr@miamioh.edu</a></td>
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<td>Harris, Pamela</td>
<td>University of Texas, Austin</td>
<td><a href="mailto:pharris@byu.net">pharris@byu.net</a></td>
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<td>Hartland, Kristin</td>
<td>Middle Tennessee State University</td>
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<td>Southern Methodist University</td>
<td><a href="mailto:chayata@smu.edu">chayata@smu.edu</a></td>
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<td>University of Nebraska, Lincoln</td>
<td><a href="mailto:rheaton1@unl.edu">rheaton1@unl.edu</a></td>
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<td>Hensberry, Karina K. R.</td>
<td>University of South Florida, St. Petersburg</td>
<td><a href="mailto:khensberry@mail.usf.edu">khensberry@mail.usf.edu</a></td>
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<td>Herbst, Patricio G</td>
<td>University of Michigan</td>
<td><a href="mailto:pgherbst@umich.edu">pgherbst@umich.edu</a></td>
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<td>Herreiko, Janet M</td>
<td>University of Dayton</td>
<td><a href="mailto:jherreiko1@udayton.edu">jherreiko1@udayton.edu</a></td>
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<td>California State University, Chico</td>
<td><a href="mailto:cah221@txstate.edu">cah221@txstate.edu</a></td>
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<td>Hertel, Joshua</td>
<td>University of Wisconsin, La Crosse</td>
<td><a href="mailto:jhertel@uwlax.edu">jhertel@uwlax.edu</a></td>
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<td>Hewitt, Amy</td>
<td>University of North Carolina, Greensboro</td>
<td><a href="mailto:alhewitt@uncg.edu">alhewitt@uncg.edu</a></td>
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<td>University of Delaware</td>
<td><a href="mailto:hiebert@udel.edu">hiebert@udel.edu</a></td>
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<td>George Mason University</td>
<td><a href="mailto:mhjalmar@gmu.edu">mhjalmar@gmu.edu</a></td>
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<td>Hodge, Lynn</td>
<td>University of Tennessee</td>
<td><a href="mailto:lhodge4@utk.edu">lhodge4@utk.edu</a></td>
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<td>Purdue University</td>
<td><a href="mailto:hoffma45@purdue.edu">hoffma45@purdue.edu</a></td>
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<td>Hong, Ji</td>
<td>University of Oklahoma</td>
<td><a href="mailto:jiyeon0306@gmail.com">jiyeon0306@gmail.com</a></td>
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<td>Horn, Ilana</td>
<td>Vanderbilt University</td>
<td><a href="mailto:liana.horn@vanderbilt.edu">liana.horn@vanderbilt.edu</a></td>
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<td>Hovermill, Jeffrey</td>
<td>Northern Arizona University</td>
<td><a href="mailto:jeff.hovermill@nau.edu">jeff.hovermill@nau.edu</a></td>
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<td>Howell, Tracey Holliday</td>
<td>University of North Carolina, Greensboro</td>
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<td>Hu, Qintong</td>
<td>Columbia College</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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<td>Hummer, Jenifer</td>
<td>University of Delaware</td>
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<td>Mississippi State University</td>
<td><a href="mailto:jivy@colled.msstate.edu">jivy@colled.msstate.edu</a></td>
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<td>Izsak, Andrew</td>
<td>University of Georgia</td>
<td><a href="mailto:izsak@uga.edu">izsak@uga.edu</a></td>
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<td>Iowa State University</td>
<td><a href="mailto:jacksonc@iastate.edu">jacksonc@iastate.edu</a></td>
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<td>University of North Carolina, Greensboro</td>
<td><a href="mailto:vrrjacobs@uncg.edu">vrrjacobs@uncg.edu</a></td>
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<td>University of North Carolina, Greensboro</td>
<td><a href="mailto:njallen@uncg.edu">njallen@uncg.edu</a></td>
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<td>Northern Arizona University</td>
<td><a href="mailto:joel.johanson@nau.edu">joel.johanson@nau.edu</a></td>
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<td>Johnson, Kim Helene</td>
<td>West Chester University</td>
<td><a href="mailto:kjohnson2@wcupa.edu">kjohnson2@wcupa.edu</a></td>
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<td>University of Georgia</td>
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<td>Sam Houston State University</td>
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<td>Fairmont State University</td>
<td><a href="mailto:stephanie.jones@fairmontstate.edu">stephanie.jones@fairmontstate.edu</a></td>
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<td>University of Georgia</td>
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<td><a href="mailto:pjunor@gsu.edu">pjunor@gsu.edu</a></td>
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<td>Kalinac-Craig, Crystal Anne</td>
<td>University of Texas, San Antonio</td>
<td><a href="mailto:crystal.kalinac-craig@utsa.edu">crystal.kalinac-craig@utsa.edu</a></td>
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<td>Purdue University</td>
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<td><a href="mailto:dokinch@gmail.com">dokinch@gmail.com</a></td>
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<td>Sam Houston State University</td>
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<td>Oregon State University, Cascades</td>
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<td>Vanderbilt University</td>
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<td>Ohio University</td>
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<td>University of Texas, El Paso</td>
<td><a href="mailto:olgak@utep.edu">olgak@utep.edu</a></td>
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<td>Kent State University</td>
<td><a href="mailto:kkosko1@kent.edu">kkosko1@kent.edu</a></td>
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<td>National Council of Teachers of Mathematics</td>
<td><a href="mailto:kkrehbiel@ncmt.org">kkrehbiel@ncmt.org</a></td>
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<td>Krupa, Erin Elizabeth</td>
<td>Montclair State University</td>
<td><a href="mailto:krupae@mail.montclair.edu">krupae@mail.montclair.edu</a></td>
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<td>Florida State University</td>
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<td>University of Georgia</td>
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<td>Stanford University</td>
<td><a href="mailto:jmlo@stanford.edu">jmlo@stanford.edu</a></td>
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<td>University of Missouri</td>
<td><a href="mailto:lanninj@missouri.edu">lanninj@missouri.edu</a></td>
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<td>Larsen, Shannon</td>
<td>University of Maine, Farmington</td>
<td><a href="mailto:shannon.larsen@maine.edu">shannon.larsen@maine.edu</a></td>
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<td>Larson, Matt</td>
<td>National Council of Teachers of Mathematics</td>
<td><a href="mailto:mattlarson94@gmail.com">mattlarson94@gmail.com</a></td>
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<td>Layton, Rebecca D</td>
<td>University of Tennessee, Knoxville</td>
<td><a href="mailto:rebeccalayton@gmail.com">rebeccalayton@gmail.com</a></td>
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<td>Leatham, Keith</td>
<td>Brigham Young University</td>
<td><a href="mailto:kleatham@mathed.byu.edu">kleatham@mathed.byu.edu</a></td>
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<td>Lee, Carrie</td>
<td>East Carolina University</td>
<td><a href="mailto:cwlee5@ncsu.edu">cwlee5@ncsu.edu</a></td>
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<td>Lee, Jean Sangmin</td>
<td>University of Indianapolis</td>
<td><a href="mailto:jslee@uindy.edu">jslee@uindy.edu</a></td>
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<td>Lee, Ji-Eun</td>
<td>Oakland University</td>
<td><a href="mailto:lee2345@oakland.edu">lee2345@oakland.edu</a></td>
<td>202</td>
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<td>Lee, Mi Yeon</td>
<td>Arizona State University</td>
<td><a href="mailto:mlee115@asu.edu">mlee115@asu.edu</a></td>
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<td>Levin, Mariana</td>
<td>Western Michigan University</td>
<td><a href="mailto:mariana.levin@wmich.edu">mariana.levin@wmich.edu</a></td>
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<td>Lewis, Virginia Vimpaney</td>
<td>Longwood University</td>
<td><a href="mailto:lewisv@longwood.edu">lewisv@longwood.edu</a></td>
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<td>Libberton, Jason</td>
<td>Idaho State University</td>
<td><a href="mailto:libbjaos@isu.edu">libbjaos@isu.edu</a></td>
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<td>Lischka, Alyson E</td>
<td>Middle Tennessee State University</td>
<td><a href="mailto:alison.lischka@mtsu.edu">alison.lischka@mtsu.edu</a></td>
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<td>University of Delaware</td>
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<td>Litster, Kristy</td>
<td>Utah State University</td>
<td><a href="mailto:chemile@hotmail.com">chemile@hotmail.com</a></td>
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<tr>
<td>Livers, Stefanie D</td>
<td>University of Alabama</td>
<td><a href="mailto:sdlivers@ua.edu">sdlivers@ua.edu</a></td>
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<td>Weiland, Travis</td>
<td>University of Massachusetts, Dartmouth</td>
<td><a href="mailto:taniel@umd.edu">taniel@umd.edu</a></td>
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<tr>
<td>Weimar, Stephen</td>
<td>The Math Forum at NCTM</td>
<td><a href="mailto:steve@mathforum.org">steve@mathforum.org</a></td>
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<td>Welder, Rachael M.</td>
<td>Western Washington University</td>
<td><a href="mailto:rachael.welder@wwu.edu">rachael.welder@wwu.edu</a></td>
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<td>Wessman-Enzinger, Nicole M</td>
<td>George Fox University</td>
<td><a href="mailto:nicole.enzinger@georgefox.edu">nicole.enzinger@georgefox.edu</a></td>
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<td>Wheeler, Ann</td>
<td>Texas Woman’s University</td>
<td><a href="mailto:awheeler2@twu.edu">awheeler2@twu.edu</a></td>
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<td>Whipple, Kyle S</td>
<td>University of Minnesota</td>
<td><a href="mailto:kwhipple@umn.edu">kwhipple@umn.edu</a></td>
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</tr>
<tr>
<td>Whitacre, Ian</td>
<td>Florida State University</td>
<td><a href="mailto:iwhitacre@fsu.edu">iwhitacre@fsu.edu</a></td>
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</tr>
</tbody>
</table>
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 treasurer, 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. She outlined how being a mathematics teacher educator is different from being a mathematics teacher, a career professional developer, or a researcher in mathematics education. Dr. Jacobs challenged us to recognize our roles as mathematics teacher educators and reminded us that, through the AMTE organization, an outlet has been 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</th>
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<tr>
<td>2017</td>
<td>Marilyn E. Strutchens</td>
<td>Auburn University</td>
<td>Attending to Access, Equity, and Empowerment Matters for Each and Every Student: Beyond Courses and Workshops</td>
</tr>
<tr>
<td>2016</td>
<td>Francis (Skip) Fennell</td>
<td>McDaniel College</td>
<td>Mathematics Teacher Education: Normal Schools to Now. What’s the Fit and Future for AMTE?</td>
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<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>
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<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>
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<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>
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<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>
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<tr>
<td>2009</td>
<td>Jeremy Kilpatrick</td>
<td>University of Georgia</td>
<td>Going to War with the Army You Have</td>
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<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>
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<td>2007</td>
<td>Deborah Loewenbery Ball</td>
<td>University of Michigan</td>
<td>The Core and Contemporary Challenges of Mathematics Teacher Education</td>
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<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>
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<td>2004</td>
<td>Thomas J. Cooney</td>
<td>University of Georgia</td>
<td>The Role of Mathematics Teacher Education: Reform or Enculturation?</td>
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<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>
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PROPOSAL REVIEWERS FOR 2017 ANNUAL AMTE CONFERENCE

Abassian, Aline
Alqahtani, Muteb M
Amador, Julie
Amidon, Joel
Amstelveen, Raoul
Apraiz, Kristen
Austin, Christopher
Aydeniz, Fetiye
Baldinger, Erin E
Baldinger, Eva
Barker, David
Bayazit, Nermin
Bellman, Allan
Berry, Robert Quinlyn
Bolyard, Johnna
Bos, Beth
Bose, Enakshi
Boyce, Steven
Boyle, Justin D
Bradfield, Kenneth R
Brass, Amber
Broderick, Shawn
Brown, Rachael Eriksen
Buchheister, Elizabeth E
Buckhalter, Brian
Burton, Megan
Cady, Jo Ann
Callahan, Kadian M
Campbell, Matthew P
Carlson, Mary Alice
Cavanna, Jillian M.
Cayton, Charity
Chenoweth, Denise L
Clark, Kathleen
Colonnese, Madelyn
Conforti Preszler, Noelle
Conner, AnnaMarie
Contreras, Jose N
Cook, Alice LaRue Joy
Costner, Kelly M
Cox, Dana C
Daiga, Michael
de la Cruz, Jessica Audet
Diamond, Jaime Marie
Dibbs, Rebecca
Dick, Lara Kristen
Dimmel, Justin
Dingman, Shannon
Driskell, Shannon
Duggan, Arren
Edgington, Cyndi
Ekici, Celi
Estapa, Anne
Feldhaus, Adam
Feldman, Ziv
Fleming, Elizabeth
Franz, Dana Pomykal
Galindo, Enrique
Gerstenschlager, Natasha Erika
Gibbons, Lynsey
University of Central Florida
SUNY, Cortland
University of Idaho
University of Mississippi
Johnson & Wales University
University of Florida
University of Missouri
Indiana University
University of Minnesota
University of California, Berkeley
Illinois State University
Fitchburg State University
University of Mississippi
University of Virginia
West Virginia University
Texas State University
Louisville, KY
Portland State University
The University of Alabama
Michigan State University
University of Melbourne
Weber State University
Penn State, Abington
University of South Carolina
University of Missouri
Auburn University
University of Tennessee
Kennesaw State University
West Virginia University
Montana State University
University of Connecticut
East Carolina University
University of South Florida
Florida State University
University of Connecticut
James Madison University
University of Georgia
Ball State University
University of Maryland
Winthrop University
Miami University
Indiana University, Bloomington
Assumption College
University of Georgia
Texas A&M University, Commerce
Bucknell University
University of Maine
University of Arkansas
University of Dayton
Univ. of North Carolina, Greensboro
North Carolina State University
University of Virginia Islands
Iowa State University
University of Northern Iowa
Boston University
University of Maryland
Mississippi State University
Indiana University
Western Kentucky University
Boston University
Gleason, Jim
Gomez, Carlos Nicolas
Grosser-Clarkson, Dana Lynn
Gupta, Dittika
Haltiwanger, Leigh
Harbour, Kristin E
Harper, Frances
Heaton, Ruth
Hensberry, Karina K. R.
Hoover, Mark
Howell, Tracey Holliday
Hudson, Rick A
Jacobs, Vicki
Jessup, Naomi A
Johnson, Gwendolyn J
Jones, Dusty
Koehler, Jane
Klein, Valerie
Klepis, Mark
Ko, Yi-Yin
Koestler, Courtney
Kosheleva, Olga
Kwon, Minsung
Leatham, Keith
Leyva, Luis Antonio
LoPresto, Kevin
Lovett, Jennifer
Luebeck, Jennifer
MacDonald, Beth Loveday
Majerus, Mary
Marshall, Anne Marie S
Martin, Megan
Marynowski, Richelle
McBroom, Ewelina
McCulloch, Allison
McLeod, Kevin
Meadows, Jennifer
Millsaps, Gayle M
Mitten, Carolyn
Moore, Sara Delano
Moss, Diana
Myers, Marrielle
Newton, Jill
Nguyen, Giang-Nguyen
Olanoff, Dana
Pitvorec, Kathleen
Powers, Robert
Prasad, Priya Vinata
Rathouz, Margaret
Raggoza, Mary Candace
Reeder, Stacy
Rougee, Annick
Safak, Elif
Safi, Farshid
Schroeder, Margaret J
Schwartz, Catherine
Sears, Ruthmae
Selling, Sarah Kate
University of Alabama
Clemson University
University of Maryland
Midwestern State University
Clemson University
University of Alabama
Michigan State University
University of Nebraska, Lincoln
Univ. of So. Florida, St. Petersburg
University of Michigan
Univ. of North Carolina, Greensboro
University of Southern Indiana
Univ. of North Carolina, Greensboro
Univ. of North Carolina, Greensboro
University of North Texas, Dallas
Sam Houston State University
Miami University
Drexel University
Sam Houston State University
Oregon State University, Cascades
Indiana State University
Ohio University
University of Texas, El Paso
University of Michigan
Brigham Young University
Vanderbilt University
Middle Tennessee State University
Radford University
Middle Tennessee State University
Montana State University
Utah State University
Westminster College
Berry College
Univ. of North Carolina, Greensboro
University of Lethbridge
Southeast Missouri State University
North Carolina State University
University of Wisconsin, Milwaukee
Tennessee Technological University
Eastern Washington University
University of Florida
SDM Learning
Appalachian State University
Kennesaw State University
Purdue University
University of West Florida
Widener University
University of Chicago
University of Northern Colorado
University of Texas, San Antonio
University of Michigan, Dearborn
University of California, Los Angeles
University of Oklahoma
University of Michigan
Florida Gulf Coast University
University of Central Florida
University of Kentucky
East Carolina University
University of South Florida
University of Utah
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<td>Sherman, Diana</td>
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<td>Skultety, Lisa</td>
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<td>Slate Young, Erica</td>
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<td>Son, Ji-Won</td>
<td>Univ. at Buffalo, State Univ. of NY</td>
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<td>Millersville Univ. of Pennsylvania</td>
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2017 AMTE BUSINESS MEETING AGENDA

Saturday, February 11, 2017
Rosen Plaza, Orlando, FL

A. WELCOME
CHRISTINE D. THOMAS, PRESIDING

B. APPROVAL OF THE MINUTES
NICOLE RIGELMAN

C. TREASURER AND MEMBERSHIP REPORT
ANITA WAGER, TIM HENDRIX

D. COMMITTEE AND TASK FORCE REPORTS
CHRISTINE THOMAS

- Affiliate Connections
- Awards
- Communications
- Constitution and Bylaws
- Emerging Issues
- Membership
- Mentoring
- STaR Program
- Nominations and Elections
- Professional Development
- Program
- Research
- Technology (and NTLI Award)
- Mathematics Teacher Educator Journal
- Connections Newsletter
- CITE Journal

Jean Lee
Kimberly Markworth
Erika Bullock
Francis (Skip) Fennell
Marilyn Strutchens
Jonathan Bostic
Gladis Kersaint
Barbara Reys
Margaret Schroeder
Julie James
Holt Wilson
Babette Benken
Barbara Swartz
Rebekah Elliott
Babette Benken
Michael Edwards, S. Asli Ozgun-Koca

E. CONFERENCE AND CELEBRATIONS TASK FORCE
SUSAN GAY

F. RECOGNITIONS
TIM HENDRIX, CHRISTINE D. THOMAS

- Program and Local Arrangements Committee Chairs
- Outgoing Committee, Panel, and Task Force Chairs
- Outgoing AMTE Board Members

G. NEW BUSINESS
CHRISTINE D. THOMAS

H. INSTALLATION OF NEW BOARD MEMBERS
CHRISTINE D. THOMAS

I. 2017 STRATEGIC PRIORITIES AND ANNOUNCEMENTS
RANDOLPH PHILIPP

J. ADJOURNMENT
RANDOLPH PHILIPP
Christine Thomas, president, called the meeting to order at 12:15 pm

WELCOME
Christine Thomas welcomed the membership highlighting the keynote speakers and the poster session.

2015 YEAR IN REVIEW
• Celebrations Task Force established to plan 20/25 AMTE celebrations
• Board approved moving forward with the development of Mathematics Teacher Preparation Standards
• Board approved including a poster session as a new format for conference presentation.
• Held the Elementary Mathematics Specialist Research Conference
• Equity Position Statement was published
• Board approved for AMTE to be a signatory on the letter to Congress opposing cuts in IES funding
• The Professional Development Committee initiated a call for proposals for webinar presentations
• AMTE Bulletin Board was launched on the website
• Survey on Enrollment in Teacher Preparation initiated
• Technology Position Statement updated

APPROVAL OF MINUTES FROM BUSINESS MEETING HELD ON FEBRUARY 14, 2015.
Christine Thomas called for any changes in the 2015 Business Meeting minutes found on pages 96-100 of the conference program.

Motion: Judith Jacobs made the motion to accept the minutes from the 2/14/15 meeting. Jenny Bay-Williams seconded the motion. Unanimously approved.

TREASURER REPORT
Anita Wager, incoming Treasurer, presented the expenditures and income from July 2015 through June 2016 on behalf of Suzanne Harper, outgoing Treasurer. The budgeted operating expenses are at about $104,000 with the total income at about $103,688 to date. The difference between expenditures and income is made up with income generated through sponsors and the annual conference. We currently have about $122,000 in reserves, representing more than one year’s expenses.

MEMBERSHIP REPORT
Tim Hendrix provided the following information about membership.
• Last year at this time: 1065 members,
• Total Current Membership: 1035

Of our current members, 160 are graduate students, and 17 are emeritus members. Forty-nine states are represented in our membership along with Washington DC, Puerto Rico, and ten other countries.

Stats on our paid memberships:
• 1 membership is extended until mid-2023
• 16 memberships expire in 2020 or later
• 276 memberships expire in 2017 or later
• 841 memberships expire in 2016
• At least 68 members have been a member since before 2000

Please encourage your colleagues to join AMTE or renew their memberships.

Tim also reminded everyone to complete the conference feedback survey. This can be accessed through the conference app or the website. He then announced the winners of the scavenger hunt. Prizes for these winners were donated by the exhibitors (i.e., IAP, Pearson, and NCTM).

COMMITTEE AND TASK FORCE REPORTS
Affiliate Connections Committee: Colleen Eddy provided the report as outgoing chair of the committee. The new chair will be Jean Lee. Colleen also welcomed Mary Pat Sjostrom and Tom Evitts as new committee members.
Committee Activities: The Affiliate Connections Committee (ACC) continues support of AMTE Affiliates through webinars, a conference presentation, and the affiliate webpage. The AMTE Affiliate Webinar held October 23 included 23 participants and represented 15 affiliates. Under review is a proposal for ACC members to be assigned to regions so they can better support affiliate leaders. The committee is also exploring a ½ day conference for affiliate leaders.

Awards Committee: Christine Thomas shared the Awards Committee Report. Kim Markworth will continue as chair of the committee. New members include Lisa Poling, Courtenay Miller, and Nirmala Naresh. Kathleen Lynch-Davis will serve as the board liaison in 2016 as Ed Silver completes his term on the board.

Committee Activities: This year’s award winners are:

- **Judith Jacobs Lecturer:** Skip Fennell
- **3 Elementary Mathematics Specialist Scholarships:** Anna Feil (VA), Kristin Peters (WA), Heidi Whipple (VT)
- **4 Susan Gay AMTE Conference Scholarships:** Jared Webb (NC), Melody Elrod (FL), Dawn Woods (TX), and Elizabeth Fulton (MT)
- **Nadine Bezuk Award for Excellence in Leadership & Service in Mathematics Teacher Education:** Ruth Heaton, University of Nebraska - Lincoln
- **Early Career Award:** Susan Peters, University of Louisville

Communications Committee: Jo Ann Cady provided the report as outgoing chair of the committee. The new chair will be Erika Bullock. Jo Ann also welcomed Kevin McLeod and Stephanie Lee Behm Cross as new committee members.

Committee Activities: The committee would like to

- increase AMTE social media presence
- continue to improve the conference app
- encourage members to use the app
- eventually eliminate the printed program

They will continue to support development of the conference app and create a social media protocol.

Constitution and Bylaws:

Skip Fennell provided the report as chair of the committee. The Constitution and Bylaws Committee welcomes Fran Arbaugh and Bonnie Oppenheimer.

Committee Activities: The committee began the process of reviewing the constitution and bylaws in alignment with expectations for organizations that are incorporated non-profits. AMTE is currently a non-profit but is an unincorporated entity. They hope to complete this process in early 2016.

Emerging Issues Committee: Jennifer Luebeck provided the report. She announced Marilyn Strutchens as the incoming committee chair. The committee welcomes Kathleen Heid and Shari Stockero. Kathleen Lynch-Davis was the board liaison to the committee in 2015 with Nicole Rigelman serving as board liaison in 2016.

Committee Activities: Jennifer reminded members to complete the online “Survey of Enrollment” and to send emerging issues and breaking news to EIC for distribution via Web and email. There is also a new banner on the website that will house these announcements. The committee provides content for the “Emerging Issues” tab on AMTE.net. They intend to examine the survey of declining enrollment results and continue with their advocacy through public comments, advocacy breakfast, and development of a toolkit for members.

Membership Committee: Jonathan Bostic provided the report. The committee welcomes Suzanne Harper and Winnie Ko. Nicole Rigelman was the board liaison to the committee in 2015 with Megan Burton serving as board liaison in 2016.

Committee Activities: Jonathan shared the current membership level is 1,035 as of January 2016. He encouraged members to learn about the work of various committees and apply to serve on the committees. The committee is currently examining the process by which AMTE members are selected for committees.

Mentoring Committee: Jennifer Chauvot provided the report. She announced that Gladis Kersaint will serve as chair, and the committee welcomes Karen King and Sararose Lynch.

Committee Activities: The committee has been discussing the various groups who need mentoring (e.g., rank, department, institution type). They see their work supporting the membership and professional development committees. This year, they plan to explore alternatives to the lunch Discussion Tables, such as 1) online discussions followed by face-to-face discussions at the conference and 2) face-to-face discussions at the conference followed by
online discussions.

**STaR Sub-Committee**: Anita Wager provided the report on behalf of Barbara Reys. New members of the committee are Niral Shah and Susan Gregson. Kathleen Lynch-Davis will continue to serve as board liaison to this committee.

**Committee Announcements and Activities:**
- To date, 210 early career mathematics educators have completed the STaR program.
- Thirty-two early career faculty have been accepted to participate in the 2016 program.
- Karen Hollebrands will take over as co-Director with Denise Spangler.
- To date, $120,000 has been raised to support the continuation of the program. This funding is enough to sponsor the program in 2016 and 2017. Please consider a contribution to support the next generation of mathematics teacher educators.

**Nominations and Elections Committee**: Karen Karp provided the report as outgoing chair of the committee. She announced Margaret Mohr-Schroeder as incoming chair of the committee. The committee welcomes Toya Frank and Mark Klespis as new members.

**Committee Activities**: Karen reminded attendees of this year’s election results. Randy Philipp is president-elect, Anita Wager is treasurer, and Mike Steele is member-at-large. All will assume their new roles at the end of this meeting.

**Professional Development for Members Committee**: Christine Thomas provided the report for this committee. The new committee chair will be Julie James. New members of the committee include Sam Eskelson and Trena Wilkerson. Tim Boerst and Mike Steele will serve as board liaisons to this committee.

**Committee Activities**: This year, the committee organized one webinar in Spring 2015. They implemented a webinar volunteer form to encourage members to present a webinar, planned webinars for 2016, and explored other means of professional learning for members.

**Conference Program Committee**: Shannon Dingman provided the report as outgoing chair. He recognized Susan Gay for all that she does for the conference. The incoming chair is Holt Wilson. The committee welcomes the following new members: Robert Berry, AnnaMarie Conner, Enrique Galindo, and Catherine Schwartz. Shannon also reminded attendees that the AMTE 2017 proposal deadline is May 15, 2016.

**Conference Program Stats:**
- 464 Submitted Proposals (49.8% acceptance)
- 483 Presenters (conference record)
- 189 Sessions plus 30 Posters
- 141 Proposal Reviewers
- Inaugural AMTE Poster Session

**Research Committee**: John Lannin provided the report as incoming chair of the committee. The committee welcomes two new members, Hilda Borko and Imani Goffney.

**Committee Activities**: This committee supported the launch of the poster session at the conference. They are seeking input from the membership on how they can best support MTEs’ scholarship.

**Technology and Mathematics Teacher Education Committee**: Aslı Özgün-Koca provided the report for the committee. The incoming chair is Barbara Swartz. Suzanne Harper served as board liaison in 2015.

**Committee Activities**: The committee works to inform AMTE's members about the technology-related issues/updates via the conference workshop and write-ups to the AMTE newsletter. They recently updated AMTE's technology position statement. Please check it out at the AMTE’s website. They also support the National Technology Leadership Initiative (NTLI) Fellowship.

**Mathematics Teacher Educator Editorial Panel**: Laura Van Zoest provided the report for the committee. Incoming editor is Rebekah Elliot. Incoming members include Edd Taylor, Gloriana González Rivera, and Angela Barlow.

**Announcements and Special Projects**: Laura reminded attendees that the current editor is Sandra Crespo with Kristen Bieda as Associate Editor. The MTE is published in March and September. She encouraged attendees to read, write, and review for the journal. The panel is working on developing a Reviewer Award and begins the process of searching for the third editor.
Connections Editorial Panel: Babette Benken provided the report for the panel. She welcomed new members Gwendolyn Johnson and Sarah Selmer.

Announcements and Special Projects: The next issue, Spring 2016, will be available about March 1. This is the 6th issue in a new web-based format. The team accepts articles on an on-going basis (max 1,400 words); there is a solicitation on the AMTE website under “Publications” tab. There are three new reoccurring features: “Communications from the Board,” “Question for the Quarter” linked to a discussion on Facebook, and “STaR Fellow Spotlight.”

CITE Editorial Panel: Christine Thomas shared that Doug Lapp and Michael Todd Edwards serve as co-editors for the journal.

Conference and Celebrations Task Force: Susan Gay thanked everyone for their work on behalf of the conference and particularly the Celebrations Task Force. Susan expressed appreciation for attendees' participation with the line plot and the scavenger hunt. She thanked Tony Nguyen for his work with designing the logos for the 20th conference and 25th anniversary celebration.

RECOGNITIONS
Christine Thomas thanked Mark Ellis for his work as chair for the Local Arrangements Committee. Mark expressed thanks to the volunteers for their support in making this a great conference.

Christine thanked and recognized Ed Silver and Suzanne Harper for their work on the Board of Directors. She also thanked Fran Arbaugh for her mentoring in the role as president and for her service.

INSTALLATION OF NEW BOARD MEMBERS
Christine Thomas welcomed Mike Steele as incoming board member-at-large, Anita Wager as Treasurer, and Randy Philipp as president-elect.

ONGOING 2015 PRIORITIES
Christine Thomas reminded attendees of AMTE's ongoing priorities:

1. **Strengthen connections across the organization to promote the improvement of mathematics teacher education through evidence-based decisions:**
   - Connect member to member, member to resources, and members to Board leadership.
   - Connect committees to members, committee to committee, and committees to Board leadership.

2. **Strengthen AMTE's advocacy for high quality mathematics teacher education in support of quality mathematics teaching.**
   - Bring attention to what we know about quality mathematics teacher education and be a catalyst for the improvement of the profession of mathematics teacher education.
   - Support members as advocates.

PRIORITIES FOR 2016
Christine Thomas shared the priorities for 2016:

1. Reflect on AMTE's impact and celebrate the past 25 years as an organization.
2. Strengthen the AMTE infrastructure to support our individual and collective capacities to advance mathematics teacher education for the next 25 years.

She connected these priorities to AMTE's Mission and Goals discussing both what we have learned and where there are gaps in how we accomplish the work of this organization. Christine shared that the board has worked to draft a restructuring plan and will work toward restructuring throughout 2016, unveiling the new structure to begin in 2017 with the start of Randy Philipp's presidency.

ADJOURNMENT
Christine Thomas adjourned the meeting at 1:28 pm (PDT).

Respectfully submitted by Nicole Rigelman.
The Board of Directors of AMTE has been working for the past year and a half to re-conceptualize how its day-to-day work is carried out and how we might work both more efficiently and more effectively to meet the mission and goals of AMTE. There are many committees and hundreds of volunteers who keep AMTE vital and engaged in the mathematics education professional community. While our membership increased steadily in recent years and has stabilized around approximately 1000 members, the complexity of AMTE initiatives and activities has multiplied and continues to do so.

The rationale for the restructure is centered in two core outcomes of an analysis of AMTE’s work. First, there are gaps in how the mission and goals of AMTE are addressed. Second, the current structure of the governance does not adequately situate the organization to respond to the plethora of issues and challenges in mathematics teacher education. We need a structure that builds capacity both to sustain the current level of activity and to accommodate further growth in needed areas.

As a reminder, AMTE has the following goals:

- Promote effective mathematics teacher education programs and practices;
- Promote communication and collaboration among those involved in mathematics teacher education;
- Promote research and other scholarly endeavors related to mathematics teacher education;
- Promote ongoing professional growth of mathematics teacher educators;
- Advocate for effective policies and practices related to mathematics teacher education at all levels; and
- Advocate for equitable practices in mathematics teacher education, including increasing the diversity.

The Board sought a governance structure that would be more effective in supporting our capacity to scale up efforts with respect to these goals, with particular attention paid to initiatives for equitable practices, effective policies, and professional growth of mathematics teacher educators.

In the proposed restructure, AMTE’s work will be organized around five divisions, each of which is led by an appointed Vice-President who works closely with an elected member of the Board of Directors and is supported by a small administrative AMTE Headquarters. The new divisions highlight five major areas of work in the organization: Membership; Professional Learning; Publications; Advocacy, Equity, & Research; and Communications & Outreach.

Each Vice-President would be an appointed *ex officio* member of the Board of Directors. The entire Board of Directors would be comprised of the voting elected members of the Board (President, President-Elect/Past-President, Secretary, Treasurer, and three Members-at-Large) and *ex officio* non-voting members, including the Executive Director and the five Vice-Presidents. The current *ex officio* directors would become Associate Vice-Presidents, along with the chairs of committees.

At the Annual Business Meeting, AMTE will consider the changes needed to approve this new structure. After the Annual Meeting, once the new structure is in place, the organization will immediately seek to change our status from unincorporated non-profit organization to an incorporated non-profit organization. The incorporation of the organization is standard for non-profits and will help provide both security and protection for the organization. Incorporation has been a need from the beginning of this process, but it is important to make any structural changes before seeking incorporation.

For more information, please visit the website at [amte.net/restucturing](http://amte.net/restucturing).
MORE INFORMATION ON AMTE.NET

On the AMTE website (amte.net), you will find information on each of the following:

- AMTE Leadership, including members serving on committees and task forces
- AMTE Awards, including the Excellence in Mathematics Teacher Education Award and the Early Career Award
- Susan Gay AMTE Conference Scholarship for Graduate Students
- Elementary Mathematics Specialist (EMS) Scholarship
- Call for Manuscripts, Reviewers, Readers, & Comments for CITE-Math Journal
- Call for Manuscripts for Mathematics Teacher Educator

AMTE’S 2018 ANNUAL CONFERENCE

We invite you to attend and speak at next year’s Twenty-Second Annual AMTE Conference, to be held during **February 8 - 10, 2018**, in **Houston, Texas**.

The Call for Proposals will be available on the AMTE website (amte.net) by March 1, 2017, and in the next issue of AMTE Connections. Farshid Safi of the University of Central Florida (farshid.safi@ucf.edu) is the Program Chair.


Visit [amte.net/conferences](http://amte.net/conferences) for updated information on past and future conferences.
Culminating in our 2017 AMTE Conference in Orlando, Florida, we will be celebrating the 25th Anniversary of the Association of Mathematics Teacher Educators. For 25 years, AMTE has been hard at work—growing in number and in scope, finding meaningful ways to promote excellence in mathematics teacher education, and increasing our voice in the fields of mathematics and education. We want this anniversary year to be a year of unparalleled growth and energy to honor the foundation laid by the many members who have given their time and energy to the organization.

**GIVE 25 FOR AMTE’S 25th CAMPAIGN**

Beginning in January 2016, we invite contributions in honor of the legacy of AMTE. We encourage you to make a donation of $25, or multiples of $25, to express your appreciation for the organization and the work it does to support mathematics teacher education. Many of you already give on a regular basis, and we thank you for those donations. On the website and in the Connections newsletter, we will keep the membership updated on the progress of the *Give 25 for AMTE’s 25th* Campaign.

**WHERE ARE THE DONATIONS GOING?**

Donations can be directed towards any of the ongoing work of AMTE, described below.

**AMTE GENERAL FUND**

In 25 years, AMTE has grown as an organization to over 1000 members. With elected board members and appointed directors, the work of the organization is carried out with only one part-time employee, a baker’s dozen of volunteer committees, and hundreds of volunteers who give selflessly of their time and energy by reviewing proposals, organizing committee work, carrying out task force projects, etc. As AMTE continues to grow in the next quarter-century, please consider supporting both the growth in infrastructure and the ongoing development of new initiatives.

**ELEMENTARY MATHEMATICS SPECIALIST SCHOLARSHIP FUND**

Since 2012, AMTE has awarded 12 scholarships of $1000 each to elementary teachers to enhance their mathematics knowledge, teaching, and leadership by enrolling in university coursework or other training to develop expertise in becoming an elementary mathematics specialist. The EMS Scholarship is also supported by the generous sponsorship of the Math Learning Center. Your donation could help increase the number of scholarships that could be awarded.

**STaR PROGRAM FOR EARLY CAREER MATHEMATICS EDUCATORS FUND**

The Service, Teaching, and Research (STaR) Program is a one-year induction program for early career mathematics educators working at institutions of higher education. The program includes a summer institute, academic year networking, and meetings at the annual AMTE conference. STaR has been instrumental in supporting many future leaders in mathematics education, including the current 239 STaR Fellows who have completed the program.

**SUSAN GAY GRADUATE STUDENT CONFERENCE TRAVEL SCHOLARSHIP FUND**

Since 2012, AMTE has awarded scholarships to dozens of graduate students to support travel to AMTE’s Annual Conference. This has helped many graduate students learn about and become involved in our organization. Your contribution to this fund will help future graduate students be able to attend and participate in the AMTE Conference.

**VISIT AMTE.NET/GIVE TO GIVE $25 (OR $25*N)**