



**Association of Mathematics
Teacher Educators
Eighth Annual Conference**

January 22-24, 2004

**Marriott Mission Valley Hotel
San Diego, California**

PROGRAM BOOK

2003-2004 AMTE Officers

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AMTE Thanks...

All speakers who contributed their time and expertise to make this conference a success.
All publishers who donated materials for the AMTE Browsing Room.
The National Council of Teachers of Mathematics for furnishing dessert at Friday's lunch.
Students and staff from San Diego State University for their help with Registration and in the Browsing Room.

Association of Mathematics Teacher Educators is an affiliate of the National Council of Teachers of Mathematics.

NOTES



**AMTE Pre-Conference Program
Thursday, January 22, 2004**

**Thursday, 1:30–4:30 p.m.
Pre-Conference Technology Workshop**

Session 1

Balboa 1-2

Multimedia Case Studies

Two teams of teacher educators report on their research and experiences using multimedia cases with preservice and inservice teachers. Participants will be invited to discuss ways in which they might use these resources, as well as issues related to their use.

Prospective Teacher Educators' Developing Perspectives on Teacher Education through the Creation of Multimedia Case Studies

Joanna O. Masingila, Syracuse University
Bulent Cetinkaya, Syracuse University
Levi Molenje, Syracuse University

In this symposium, we report on our research investigating the knowledge development of prospective teacher educators as they created multimedia case studies of practice for use with preservice and inservice teachers. This session is intended to provide information as well as raise issues regarding the development of teacher educators.

Using Multimedia Case Studies to Help Teachers Learn about Inclusion in the Elementary Mathematics Classroom

Babette Moeller, EDC/Center for Children and Technology
Barbara Dubitsky, Bank Street College of Education

Learn how we are developing and using digital resources to help broaden the preparation of teachers to teach mathematics in K-6 inclusion classrooms. We will demonstrate multimedia case studies and learning activities that we have incorporated into methods courses at Bank Street College and share findings from our formative research.

NOTE: Preregistration is required for this event.

**Thursday, 5:30–8:30 p.m.
Pre-Conference Symposium and Dinner**

Session 2

Salon E

The Role of Teacher Educators as Leaders

Cathy Seeley, University of Texas at Austin
President-Elect, National Council of Teachers of Mathematics

Teacher educators play a critical role in the future of mathematics education. Come think about what you can do as a leader to support the improvement of mathematics teaching and learning in your community and beyond.

5:30-7:00 p.m., Presentation

7:00-8:30 p.m., Dinner, Rio Vista Pavilion

NOTE: Preregistration, including an additional fee, is required for this event.

NOTES



**Eighth Annual AMTE Conference
Friday, January 23 – Saturday, January 24, 2004**

Friday, January 23, 2004

7:00-8:00 a.m.	Continental Breakfast	Ballroom Foyer
8:00-9:30 a.m.	Sessions	
9:30-9:50 a.m.	Break	
9:50-10:20 a.m.	Sessions	
10:20-10:30 a.m.	Break	
10:30-11:00 a.m.	Sessions	
11:00-11:15 a.m.	Break	
11:15 a.m. – 12:15 p.m.	Sessions	
12:15-1:30 p.m.	Lunch	Rio Vista Pavilion
1:30-1:40 p.m.	Break	
1:40-3:10 p.m.	Sessions	
3:10-3:30 pm.	Break	Ballroom Foyer
3:30-4:30 p.m.	Sessions	
4:30-5:00 p.m.	Break	
5:00-6:30 p.m.	Judith E. Jacobs Lecture	Salon E
6:30-8:00 p.m.	Dinner	Rio Vista Pavilion

Saturday, January 24, 2004

7:00-8:00 a.m.	Continental Breakfast	Ballroom Foyer
8:00-9:30 a.m.	Sessions	
9:30-9:50 a.m.	Break	
9:50-10:20 a.m.	Sessions	
10:20-10:30 a.m.	Break	
10:30-11:00 a.m.	Sessions	
11:00-11:15 a.m.	Break	
11:15 a.m. – 12:15 p.m.	Sessions	
12:15-1:30 p.m.	Lunch	Rio Vista Pavilion
1:30-1:40 p.m.	Break	
1:40-2:40 p.m.	Sessions	
2:40-3:00 p.m.	Break	
3:00-4:45 p.m.	Closing Session	Salon E
	Business Meeting	

Browsing Room – Santa Fe 3-4

Throughout the conference, materials and software will be available for review in Santa Fe 3-4. Selected materials will be distributed to participants at the conclusion of the AMTE Business Meeting on Saturday. The Browsing Room will be open at the following times:

Friday, January 23	7:30 a.m.–5:00 p.m.
Saturday, January 24	7:30 a.m.–12:15 p.m.

Overview of Friday Morning

	8:00-9:30 a.m.	9:50-10:20 a.m.	10:30-11:00 a.m.	11:15 a.m.-12:15 p.m.
Balboa 1-2	Using Videotape Case Studies of Classroom Instruction to Encourage Thoughtful Reflection on Teaching--Kline, Grant	IMAGES (Improving Measurement and Geometry in Elementary Schools)--Dowshen	High-Tech Support for Preservice and Inservice K-8 Teachers of Mathematics--Fraivillig, Bulgar, Wish	Promoting Successful Mathematics Reform Teaching Via the Internet: Mathematics Online Support for Teachers (MOST)--Strutchens, Martin
Salon A	The Role of Mathematics in Teacher Preparation: Cross Categories of Content and Methods--Findell, Lott	Where's the Math? Preservice Teachers' Identification of Content in School Curricula--Glass, Kincaid	Improving Preservice Mathematics Teachers' Understanding of Fundamental Concepts in the Secondary Mathematics Curriculum--Lorch, Bremigan	Linking Student Performance to Graduate Studies--Lewis, Hynes, Lowry
Salon B	Listening to Children: The Private Universe Project in Mathematics--Finkelstein, Lewis	"Departing On-Time": A Worthwhile Task for Students and Teachers--Chamberlin, Zawojewski	Researching the Teaching and Learning of Measurement in the Middle Grades--Preston, Thompson	Meeting the Challenges: Designing and Implementing a Post-Baccalaureate Program for Mathematics and Science Teachers--Lannin, Arbaugh
Salon C	Using Teacher-Produced Videotapes of Problem-Solving Interviews as a Professional Development Tool--Jacobs, Ambrose, Clement	P-16 Education Partnership: No Child Left Behind--Pinchback, Williams	Responsive Interactions: A Framework for Analyzing and Supporting Teachers' Growth--Ambrose, Gibson, Jacobs	Collaboration Around Lesson Study: Guiding Preservice Mathematics Teachers Toward Student Higher-level Thinking and Conceptual Understanding--Erickson, Beauchman, Niess
Salon E	Do Your Students Understand That They Don't Understand? Developing Deep Understanding of Math Concepts with Preservice Secondary Teachers--Rusch, Herrera, Nicol	When Is a Teacher Educator a Mathematician and Vice Versa?--Lott	Teachers Thinking About Students' Thinking--Bulgar, Schorr	Teachers for a New Era at Michigan State University--King, Senk
Salon F	What is an Application on a Graphing Calculator? How Can Cell Sheet Bridge the Gulf Between Computers and Calculators?--Fiedler	Learning to Teach Standards-Based Mathematics: The Impact of Collaborative Inquiry Groups on Interns' Teaching Beliefs--Henning	Using the History of Mathematics in the Classroom: A Meaningful Addition or Fanciful Fluff?--Clark	Coaching Teachers in Their Classrooms to Implement Reform Mathematics--Olson, Barrett, Williams
Salon G	Adapting Professional Development Materials for Preservice--Seago, Branca, Elliott, Mumme, Romagnano, Smith	Professional Development for Teacher Educators: Practicing What We Preach--Cwikla	Using Audio-analysis Reveals Ineffective Practice to Teachers--Taylor, O'Donnell	Establishing AMTE Affiliates to Promote Professional Networks of Mathematics Educators--Bohlin, Beal
Salon H	No Teacher Left Behind: Conquering Credential Confusion--Kriegler, Calahan, Gamelin, Iskin	Integrating Knowledge of How Children Learn and Understand Mathematics into Mathematical Content Courses for Elementary Teachers--Feikes	Identifying, Developing and Assessing Mathematics Education Content Knowledge for K-8 Teachers--Tartre, Machit, Rondinone	Spending Time in Elementary Schools: Lessons Learned and Impact on Content/Methods Courses Taught--Wells, Coffey
Sierra 5-6	NAEP Student Responses: How Can We Use Them In Teacher Education?--Brown, Lambdin, Lynch, McGraw	Using Instant Reaction Scenarios and Learning Episodes in Teaching Mathematics Methods Courses--Brahier	Development of an Assessment Task and Rubric to Measure Secondary School Preservice Teacher Candidates' Content, Pedagogical, and Professional Knowledge--Koirala	Hand-held Technology Use: It's Not Just for Inservice Workshops Anymore--Browning, Demana, Owens

Please see session descriptions on following pages.

**Lunch
12:15-1:30 p.m., Rio Vista Pavilion**

Session 3 Salon G

Adapting Professional Development Materials for Preservice

Nanette Seago, San Diego State University
 Nicholas Branca, San Diego State University
 Rebekah Elliott, University of Washington
 Judy Mumme, WestEd
 Lew Romagnano, The Metropolitan State College of Denver
 Margaret S. (Peg) Smith, University of Pittsburgh

How do teacher educators adapt inservice professional development materials for use in preservice courses? What kinds of inservice materials are best suited? What is the nature of the adaptations? What are the challenges? This session will explore these issues, drawing on the experiences of four preservice teacher educators.

Session 4 Salon E

Do Your Students Understand That They Don't Understand? Developing Deep Understanding of Math Concepts with Preservice Secondary Teachers

Tracy L. Rusch, Wright State University
 Terese A. Herrera, Eisenhower National Clearinghouse
 Marsha L. Nicol, Capital University

This session shares strategies for motivating preservice teachers to explore math concepts in depth. Presenters will share evidence from journals and video of students' experiences as they struggle to go from procedural to conceptual understanding.

Session 5 Salon B

Listening to Children: The Private Universe Project in Mathematics

Nancy Finkelstein, Harvard-Smithsonian Center for Astrophysics
 Gordon Lewis, Annenberg/CPB

Come view video clips from The Private Universe Project in Mathematics, a teacher workshop and documentary that focuses attention on students' mathematical thinking. Discuss how this might be used in teacher educator programs.

Session 6 Sierra 5-6

NAEP Student Responses: How Can We Use Them In Teacher Education?

Catherine A. Brown, Indiana University, Bloomington
 Diana V. Lambdin, Indiana University, Bloomington
 Kathleen Lynch, Appalachian State University
 Rebecca McGraw, University of Arizona

This session focuses on the use of materials including student responses to NAEP constructed-response items by teacher educators. Participants will review materials developed by the Indiana University NAEP team and work together to suggest revisions of these materials and uses with teachers at any stage of the professional development continuum.

Session 7 Salon H

No Teacher Left Behind: Conquering Credential Confusion

Shelley Kriegler, University of California, Los Angeles
 Heather Calahan, Santa Monica-Malibu USD
 Ted Gamelin, University of California, Los Angeles
 Joann Iskin, Lennox School District

A mathematician, a program director, a teacher, and an administrator will share some successes and challenges surrounding the staffing of schools with "highly qualified math teachers". The presentation will provide time for an exchange of recent information about NCLB teacher credentialing issues, especially in California.

Session 8 Salon A

The Role of Mathematics in Teacher Preparation: Cross Categories of Content and Methods

Bradford R. Findell, University of Georgia
 Johnny W. Lott, The University of Montana

What kind of mathematical knowledge do teachers need to draw on to teach secondary mathematics? Where do they learn this mathematical knowledge? Rich mathematical problems provide the opportunity to consider both mathematics and teaching. The session will look at some ways to design these opportunities into a mathematics education program.

Session 9 Salon C

Using Teacher-Produced Videotapes of Problem-Solving Interviews as a Professional Development Tool

Victoria Jacobs, San Diego State University
 Rebecca Ambrose, University of California -- Davis
 Lisa Clement, San Diego State University

Teacher-produced videotapes of problem-solving interviews can help teachers improve their "in-the-moment" decision-making to be more responsive to children's mathematical thinking. Sample video clips will ground our conversation in the issues surrounding this professional development tool which we have used in workshops, masters courses, and school-based discussions among teachers.

Session 10 Balboa 1-2

Using Videotape Case Studies of Classroom Instruction to Encourage Thoughtful Reflection on Teaching

Kate Kline, Western Michigan University
 Theresa J. Grant, Western Michigan University

This session will introduce a format that uses videotaped lessons to provide a forum for teachers to thoughtfully consider and debate issues around teaching for understanding. We will engage attendees in a mini videotape case study of an elementary classroom and discuss the benefits of this kind of experience for teachers.

Session 11 Salon F

What is an Application on a Graphing Calculator? How Can Cell Sheet Bridge the Gulf Between Computers and Calculators?

Joseph R. Fiedler, CSU Bakersfield

Spreadsheets are the most used mathematical tool in the world. However, mathematics departments do not train students how to use them. Graphing calculators remain the most accessible classroom and personal student technology. Now Flash technology with applications such as CELL SHEET extends the power of calculators at bargain basement prices.

Session 12 Salon B
"Departing On-Time": A Worthwhile Task for Students and Teachers
 Michelle T. Chamberlin, University of Northern Colorado
 Judith Zawojewski, Illinois Institute of Technology
Worthwhile mathematical tasks not only prompt students to learn mathematics; they also prompt teachers to learn about their teaching. This session describes a story of professional development in which teachers learned about "good teaching", as described in the Teaching Principle (NCTM, 2000), while implementing a worthwhile mathematical task for their students.

Session 13 Salon H
Integrating Knowledge of How Children Learn and Understand Mathematics into Mathematical Content Courses for Elementary Teachers
 David Feikes, Purdue University North Central
This session will explore the integration of research on children's learning of mathematics with teachers' learning, focusing on the interweaving of content and pedagogy. The NSF funded project, Connecting Mathematics for Elementary Teachers, which developed supplementary materials for mathematical content courses for elementary teachers, will be described.

Session 14 Balboa 1-2
IMAGES (Improving Measurement and Geometry in Elementary Schools)
 Arlene L. Dowshen, Widener University
IMAGES is a resource that addresses content; cognition; standards; instructional and assessment strategies; and resources of references, manipulatives, literature, videos, and Web sites. It includes a professional development component and a Web site. Participants will receive a CD of IMAGES and will explore its content and professional development aspects.

Session 15 Salon F
Learning to Teach Standards-Based Mathematics: The Impact of Collaborative Inquiry Groups on Interns' Teaching Beliefs
 Cindy S. Henning, Auburn University
This presentation will report the findings of a study on the impact of a new model for teaching internships on the mathematics teaching beliefs of secondary preservice teachers. Participants will discuss the research's implications for providing support for implementing standards-based instruction.

Session 16 Salon C
P-16 Education Partnership: No Child Left Behind
 Carolyn L. Pinchback, University of Central Arkansas
 Carolyn C. Williams, University of Central Arkansas
The speakers will discuss two modules: (1) designing action research on students and how they learn and (2) improving mathematics and science content knowledge; and share parts of videos for the third module, managing and monitoring student learning of mathematics and science, for this project.

Session 17 Salon G
Professional Development for Teacher Educators: Practicing What We Preach
 Julie Cwikla, The University of Southern Mississippi -- Gulf Park
The NSF funded group, the Professional Mathematics Educators (PME) consists of mathematics faculty from five institutions. The PME is improving mathematics teacher preparation by (1) defining learning goals, (2) aligning mathematics lessons across institutions, (3) making practice public through video, and (4) examining students' mathematical proficiency and attitudes about learning.

Session 18 Sierra 5-6
Using Instant Reaction Scenarios and Learning Episodes in Teaching Mathematics Methods Courses
 Daniel Brahier, Bowling Green State University
Participants will examine two strategies used in a mathematics methods course to bring "real" classroom issues to light. The first is a strategy in which students are presented with a situation to which they have to react, and the second is an assignment where students write about classroom observations.

Session 19 Salon A
Where's the Math? Pre-service Teachers' Identification of Content in School Curricula
 Brad Glass, University of Delaware
 Laura Kincaid, University of Delaware
We will discuss elementary and middle school pre-service teachers' interpretations and evaluations of curricula in a methods course. Drawing upon insights from a semester-long study, we will discuss students' identification of school mathematics concepts in various curricula. Course activities built around mathematics standards and mathematical proficiency strands will be shared.

Session 20 Salon E
When Is a Teacher Educator a Mathematician and Vice Versa?
 Johnny W. Lott, The University of Montana
As we worry about "highly qualified teachers," there is also a need to worry about "highly qualified teachers of teachers." To do this, we need to think about when we need to be mathematicians and when we might not.

Session 21 Sierra 5-6
Development of an Assessment Task and Rubric to Measure Secondary School Preservice Teacher Candidates' Content, Pedagogical, and Professional Knowledge
 Hari P. Koirala, Eastern Connecticut State University
This session focuses on the complexity of designing an assessment task and rubric that assesses secondary school teacher candidates' content, pedagogical, and professional knowledge in a fair and consistent manner.

Session 22 Balboa 1-2
High-Tech Support for Preservice and Inservice K-8 Teachers of Mathematics
 Judith Fraivillig, Rider University
 Sylvia Bulgar, Rider University
 Amy Wish, Rider University
A Virtual Learning Community (VLC) of preservice teachers, inservice teachers, and university faculty is presented. The VLC uses web-based technologies to support prospective and novice teachers' understanding of inquiry mathematics teaching by allowing them to share videos of their own teaching and to discuss instructional issues with mentors and peers.

Session 23 Salon H
Identifying, Developing and Assessing Mathematics Education Content Knowledge for K-8 Teachers
 Lindsay Tartre, California State University, Long Beach
 Sandi Machit, CSULB/Long Beach Unified School District
 Kathleen Miller Rondinone, California State University, Long Beach
We will describe the development of a plan for mathematics content identification and assessment designed to ensure that K-8 preservice teachers are prepared to meet teaching credential mathematics content standards. We will describe the process and samples of our assessment and present preliminary results from the initial test administrations.

Session 24 Salon A
Improving Preservice Mathematics Teachers' Understanding of Fundamental Concepts in the Secondary Mathematics Curriculum
 John Lorch, Ball State University
 Elizabeth George Bremigan, Ball State University
This session provides an overview of an NSF-funded curriculum project which is intended to improve the mathematical content knowledge of preservice secondary mathematics teachers. We will discuss a textbook we are writing in which common topics in middle and high school curriculum are treated from an advanced viewpoint. We will also share our experiences using this text in an undergraduate course.

Session 25 Salon B
Researching the Teaching and Learning of Measurement in the Middle Grades
 Ron Preston, East Carolina University
 Tony Thompson, University of Alabama
Session describes research on teaching and learning of measurement, including textual treatment, teachers' notions, and student difficulty. Session looks at NAEP and TIMSS testing as a backdrop for examining the large black-white achievement gap in measurement. Participants will experience measurement tasks used to probe student and teacher knowledge and beliefs.

Session 26 Salon C
Responsive Interactions: A Framework for Analyzing and Supporting Teachers' Growth
 Rebecca Ambrose, University of California -- Davis
 Kristin Gibson, Mesa/Spring Valley School District
 Victoria Jacobs, San Diego State University
One-on-one interactions with students require expertise including knowing when to ask the right question and how to extend children's mathematical thinking. We will use videotaped examples to illustrate our framework for analyzing these interactions and show how one teacher evolved in her approach to interacting with students.

Session 27 Salon E
Teachers Thinking About Students' Thinking
 Sylvia Bulgar, Rider University
 Roberta Y. Schorr, Rutgers University
This session will use actual artifacts and video clips of teachers reflecting on their students work in an effort to uncover meaningful approaches to professional development. The overarching goal is to help teachers build a deeper understanding of their students' thinking and build instruction based upon that goal.

Session 28 Salon G
Using Audio-analysis Reveals Ineffective Practice to Teachers
 Ann R. Taylor, Southern Illinois University Edwardsville
 Barbara O'Donnell, Southern Illinois University Edwardsville
What if what you think you are doing, is not really what you are doing? If your practice is partially hidden by current beliefs and you are reflecting on perceived practice, then no amount of reflection works. How can teachers find their current practice, making their reflection effective? Audio analysis.

Session 29 Salon F
Using the History of Mathematics in the Classroom: A Meaningful Addition or Fanciful Fluff?
 Kathleen Clark, University of Maryland
I will present a preliminary research endeavor investigating the impact of a history of mathematics course on student attitudes. I will also share three other plans for investigating the use of biographical and cultural information, as well as authentic historical problems in the mathematics classroom. Participant feedback is appreciated!

Session 30 Salon C

Collaboration Around Lesson Study: Guiding Preservice Mathematics Teachers Toward Student Higher-level Thinking and Conceptual Understanding

Dianne K. Erickson, Oregon State University
Molly Taylor Beauchman, Oregon State University
Margaret L. Niess, Oregon State University

Can lesson study be incorporated in a preservice teacher preparation program? How can peer collaboration around planning, implementing and reflecting on teaching mathematics lessons support student teacher development? This symposium highlights results and implications of engaging mathematics student teachers in teams during a field-based practicum.

Session 31 Salon F

Coaching Teachers in Their Classrooms to Implement Reform Mathematics

Jo Clay Olson, University of Colorado-Denver
Jeffrey E. Barrett, Illinois State University
Nicole Williams, Illinois State University

Within a systemic change project focused on developing children's mathematical thinking, teachers struggled to implement an investigative curriculum (TERC). Coaching teachers to evoke their pedagogical curiosity prompted teachers to predict students' responses to rich tasks. Using their predictions, teachers extended students' mathematical reasoning.

Session 32 Salon G

Establishing AMTE Affiliates to Promote Professional Networks of Mathematics Educators

Carol Fry Bohlin, California State University, Fresno
Susan Beal, Saint Xavier University

Last year, Illinois became the first state to establish an affiliate of AMTE. Have you considered the possibility of establishing an affiliate for your state? Come learn about the advantages of being an affiliate, the procedure for doing so, and the power and potential of statewide networks of mathematics educators.

Session 33 Sierra 5-6

Hand-held Technology Use: It's Not Just for Inservice Workshops Anymore

Christine A. Browning, Western Michigan University
Franklin D. Demana, The Ohio State University
Doug Owens, The Ohio State University

Panel members will present a case for why modeling and reflecting on the appropriate use of hand-held technology in both content and methods courses is a necessary component of all preservice mathematics education programs, K-12.

Session 34 Salon A

Linking Student Performance to Graduate Studies

Nancy S. Lewis, University of Central Florida
Michael Hynes, University of Central Florida
Kim Lowry, University of Central Florida

This interactive working group will focus on different models that were used to track the student performance of Lockheed Martin/UCF Academy graduates in an evaluation funded by the National Science Foundation. Special attention will be given to National Science Foundation indicators of student performance.

Session 35 Salon B

Meeting the Challenges: Designing and Implementing a Post-Baccalaureate Program for Mathematics and Science Teachers

John Lannin, University of Missouri-Columbia
Fran Arbaugh, University of Missouri-Columbia

This session focuses on the challenges faced as alternative certification programs attempt to meet teacher shortages when recruiting candidates, satisfying licensure requirements, and achieving quality teacher preparation.

Session 36 Balboa 1-2

Promoting Successful Mathematics Reform Teaching Via the Internet: Mathematics Online Support for Teachers (MOST)

Marilyn Strutchens, Auburn University
W. Gary Martin, Auburn University

A distance learning professional development system designed to improve high school mathematics teachers' pedagogical practices for implementation of standards-based mathematics programs will be discussed. Participants will analyze vignettes and sessions from the system.

Session 37 Salon H

Spending Time in Elementary Schools: Lessons Learned and Impact on Content/Methods Courses Taught

Pamela J. Wells, Grand Valley State University
David Coffey, Grand Valley State University

Speakers will describe how continuing interaction with elementary school students and practicing teachers at a variety of grade levels enriches their theoretical understanding and leads to improved teaching and improved student learning in combined content and methods courses for prospective elementary teachers.

Session 38 Salon E

Teachers for a New Era at Michigan State University

Karen D. King, Michigan State University
Sharon Senk, Michigan State University

During this working session, participants will learn about the Carnegie Corporation program Teachers for a New Era as being implemented at Michigan State University. As part of this project, the speakers will present a draft of teacher knowledge standards organized around the mathematical habits of mind that prospective teachers should develop during their five-year teacher preparation program.

Overview of Friday Afternoon

	1:40-3:10 p.m.	3:30-4:30 p.m.
Balboa 1-2	Incorporating Digital Cameras into Mathematics Education Courses and K-12 Classrooms--Sharp, Cory, Sharp	Implementing Performance-Based Technology Standards in Mathematics Education Courses--Harper, Driskell
Salon A	Professional Development through Examination of Student Work on Performance Assessments--Becker	Preservice Elementary Teachers' Beliefs About Mathematics--Lester, Kapusuz, Kloosterman, McCormick
Salon B	Mathematician and Mathematics Teacher Educators Working Together to Improve K-12 Mathematics Education--Jacobs, Novak, Price, Swift	Talking the Talk: Focusing on Vocabulary--Gay, Lucas
Salon C	What are the Big Ideas of Early Algebra? What We Have Learned by Examining Cases of Children's Mathematical Thinking--Bastable	What Implications Do Standards-based Middle Grades Math Curricula Have for Teacher Training?--Billstein
Salon E	Thinking Through a Lesson: Collaborative Lesson Planning as a Means for Improving the Quality of Teaching--Smith, Bill	Diagnostic Teacher Assessments for Middle Grades Mathematics Teachers--Bush, Karp, McGatha, Ronau, Thompson
Salon F	The Mathematical Tasks Framework: A Guideline for Lesson Planning and Reflection--Hughes, Boston	Enhancing Pre-service Teachers' Knowledge of Abstract Algebra through Peer Collaboration: Does This Impact Their Teaching of Secondary Mathematics?--Fukawa-Connelly, Howell, Marshall
Salon G	Cabri Geometry Invades the World of the TI-83 Plus--West	Involving Preservice and Inservice Teachers in Professional Development School-based Professional Development - The LINKAGES Project--Fennell, Rowan
Salon H	Professional Development Activities for an Integrated Group of Preservice, Middle and High School Teachers, and College and University Faculty--Mitchell, Klein	Experiences of Mathematicians Trying to Become More Knowledgeable about The Mathematical Education of Teachers--Oliver, McGrath, Myers, Warfield
Sierra 5-6	Learning From Each Other: Syllabus Exchange--Watanabe, Taylor	Lesson Study through a Mathematics Lens--Hood, Easterday

Please see session descriptions on following pages.

**Judith E. Jacobs Lecture
5:00-6:30 p.m., Salon E**

**Dinner
6:30-8:00 p.m., Rio Vista Pavilion**

Session 39 Salon G
Cabri Geometry Invades the World of the TI-83 Plus
 Stephen F. West, SUNY College at Geneseo
Cabri Junior™, Cabri Geometry™'s younger sibling, makes the power of interactive geometry available on the TI-83 Plus. Beginning with simple applications and progressing towards more advanced techniques, this hands-on workshop will illustrate the use of this tool to explore and discover theorems of Euclidean and analytic geometry.

Session 40 Balboa 1-2
Incorporating Digital Cameras into Mathematics Education Courses and K-12 Classrooms
 Brian Sharp, University of Virginia
 Beth Cory, University of Virginia
 Denesa Sharp, Greer Elementary School
Digital cameras offer an exciting, affordable method for incorporating pictures into the mathematics classroom. During this hands-on session, participants will acquire, download, and manipulate digital images. We will also describe how we use digital cameras in our mathematics education courses and discuss lessons conducted with elementary students.

Session 41 Sierra 5-6
Learning From Each Other: Syllabus Exchange
 Tad Watanabe, Penn State University
 P. Mark Taylor, University of Tennessee
This session provides an opportunity for the participants to share and discuss syllabi from their own courses. We will discuss the goals of the course, assignments, class activities, assessments, and any challenges and difficulties we face. Participants are encouraged to bring several copies of syllabi to share with others.

Session 42 Salon B
Mathematician and Mathematics Teacher Educators Working Together to Improve K-12 Mathematics Education
 Judith E. Jacobs, California State Polytechnic University, Pomona
 Jodie Novak, University of Northern Colorado
 Jack Price, California State Polytechnic University, Pomona
 Randall J. Swift, California State Polytechnic University, Pomona
This team of two mathematics teacher educators and two research mathematicians has been working together to improve the mathematics education of teachers. In the spirit of the MET document, we will describe how each has benefited from being a part of this team. Among the topics related to this partnership that will be explored with the audience are the first steps for a research mathematician, the increasing responsibilities for a mathematician in working with teachers, mentoring of mathematicians, and appropriate field experiences for mathematicians.

Session 43 Salon H
Professional Development Activities for an Integrated Group of Preservice, Middle and High School Teachers, and College and University Faculty
 Karen Mitchell, Marshall University
 Thomas J. Klein, Marshall University
This workshop will examine the ways that conferences, workshops, short courses, and professional development teams can be used to provide integrated professional development for preservice, middle and high school mathematics teachers and university and college faculty involved with mathematics teacher preparation.

Session 44 Salon A
Professional Development through Examination of Student Work on Performance Assessments
 Joanne Rossi Becker, San Jose State University
We are using examination of student work on performance-based assessments for professional development in low-performing high schools. Participants will experience the process of examining 9th grade student work to determine what students do and do not understand and to make suggestions for instructional and curricular changes to improve performance.

Session 45 Salon F
The Mathematical Tasks Framework: A Guideline for Lesson Planning and Reflection
 Elizabeth K. Hughes, University of Pittsburgh
 Melissa Boston, University of Pittsburgh
The Mathematical Tasks Framework (MTF) models the progression of a task through an instructional episode. This session will engage participants in activities we have used with pre-service teachers that are designed to identify how the MTF provides a guideline for thinking about both the planning of and reflection on lessons.

Session 46 Salon E
Thinking Through a Lesson: Collaborative Lesson Planning as a Means for Improving the Quality of Teaching
 Margaret S. (Peg) Smith, University of Pittsburgh
 Victoria Bill, University of Pittsburgh
This session will focus specifically on lesson planning as a means for helping teachers develop knowledge central for teaching – knowledge of mathematics, pedagogy, and students as learners of mathematics. Videotapes of planning sessions and lesson plans produced by teachers who participated in planning sessions will be shared and discussed.

Session 47 Salon C
What are the Big Ideas of Early Algebra? What We Have Learned by Examining Cases of Children's Mathematical Thinking
 Virginia Bastable, Mount Holyoke College
In this interactive session, we will examine video and print cases of elementary-aged students' mathematical thinking to develop an understanding of key ideas of early algebra, discuss teacher roles that support such algebraic thinking, and examine what pre- and in-service teachers need to understand in order to enact such roles.

Session 48 Salon E

Diagnostic Teacher Assessments for Middle Grades Mathematics Teachers

William S. Bush, University of Louisville
 Karen Karp, University of Louisville
 Maggie McGatha, Northern Kentucky University
 Robert Ronau, University of Louisville
 Charles Thompson, University of Louisville

The University of Louisville Center for Research in Mathematics and Science Teacher Development developed four diagnostic assessments for middle school mathematics teachers. Speakers will describe how the assessments were developed, share sample assessment items, and explain how they might be used for research and in teacher education and professional development.

Session 49 Salon F

Enhancing Pre-service Teachers' Knowledge of Abstract Algebra through Peer Collaboration: Does This Impact Their Teaching of Secondary Mathematics?

Timothy P. Fukawa-Connelly, The University of Maryland
 Kadian Howell, The University of Maryland
 Anne Marie Marshall, The University of Maryland

The presenters will discuss experiences in preparing and participating in an undergraduate Abstract Algebra course (intended for pre-service teachers) from the perspectives of both teachers and students. The course was presented in a Standards-oriented style. The presenters believe this pedagogy will have implications for secondary teaching and learning of mathematics.

Session 50 Salon H

Experiences of Mathematicians Trying to Become More Knowledgeable about The Mathematical Education of Teachers

Dale Oliver, Humboldt State University
 Lynn McGrath, University of San Diego
 Perla Myers, University of San Diego
 Ginger Warfield, University of Washington

PMET (Preparing Mathematicians to Educate Teachers) is a nationwide project of the Mathematical Association of America. The panelists will discuss ways in which their participation in the project workshops has helped them in their teaching and in their thinking more deeply about issues in the mathematical education of teachers.

Session 51 Balboa 1-2

Implementing Performance-Based Technology Standards in Mathematics Education Courses

Suzanne R. Harper, Miami University
 Shannon Driskell, University of Dayton

We want preservice teachers to select software for its relevance, effectiveness, alignment with the NCTM standards; as well as, plan and design effective learning environments. In this session, we would like to share some of our tasks/projects that are aligned with national technology standards, and show examples of students' work.

Session 52 Salon G

Involving Preservice and Inservice Teachers in Professional Development School-based Professional Development - The LINKAGES Project

Francis (Skip) Fennell, McDaniel College
 Tom Rowan, University of Maryland

This session presents a description and an analysis of a project that involved mathematics teams from four Professional Development Schools. Each team, guided by mathematics leaders, conducted a needs assessment, developed a blueprint for meeting school-based needs, implemented its plan, and completed a building based assessment of its blueprint. Pre-service teachers were involved in the professional development aspect of the project and assisted in implementing school-based blueprints.

Session 53 Sierra 5-6

Lesson Study through a Mathematics Lens

Gail Hood, LessonLab
 Joan Easterday, Sonoma County Office of Education

Lesson study brings teachers together to improve student learning. The authors have developed an online, video-based, interactive course to guide teachers through the lesson study journey. The session includes hands-on activities, clips of teachers engaging in lesson study, and discussions on using the course to start a lesson study group.

Session 54 Salon A

Preservice Elementary Teachers' Beliefs About Mathematics

Frank Lester, Indiana University, Bloomington
 Ayfer Kapusuz, Indiana University, Bloomington
 Peter Kloosterman, Indiana University, Bloomington
 Kelly McCormick, Indiana University, Bloomington

During this session, we focus on three questions: What conceptions of mathematics and of mathematics teaching and learning do elementary preservice teachers bring to teacher education programs? What mathematics beliefs do nontraditional students bring? What does taking more mathematics mean for preservice teachers' beliefs about mathematics and teaching mathematics?

Session 55 Salon B

Talking the Talk: Focusing on Vocabulary

Susan Gay, University of Kansas
 Carol Lucas, University of Central Oklahoma

Strategies, resources, and examples will be presented that have helped preservice teachers in methods courses improve their mathematical vocabulary as well as develop their students' conceptual understanding. Participants will share experiences of misuses of mathematics vocabulary and explore how strategies and other techniques could help overcome these misunderstandings.

Session 56 Salon C

What Implications Do Standards-based Middle Grades Math Curricula Have for Teacher Training?

Rick Billstein, The University of Montana

This session will discuss how a new NSF-funded middle school curriculum is different from a traditional middle-grades math curriculum and in turn how the preparation of future teachers must be changed to prepare teachers to teach this type of curriculum.

Friday, 5:00-6:30 p.m.
Judith E. Jacobs Lecture

Session 57

Salon E

***The Role of Mathematics Teacher Education:
Reform or Enculturation?***

Thomas J. Cooney, University of Georgia (emeritus)

What do different stakeholders such as teachers, parents, students, and administrators bring to the enterprise of mathematics teacher education? These perspectives combined with professional statements such as the NCTM Standards, society's expectations for education more generally, and past scholars' views on education contribute to a climate that also helps define the role of mathematics teacher education. Do these various perspectives define a role that leads to reform or to enculturation? Issues and tensions in defining the role of mathematics teacher education will be addressed.

Dinner, 6:30-8:00 p.m.
Rio Vista Pavilion

Browsing Room
Santa Fe 3-4

Open Friday and Until Noon on Saturday

Overview of Saturday Morning

	8:00-9:30 a.m.	9:50-10:20 a.m.	10:30-11:00 a.m.	11:15 a.m.-12:15 p.m.
Balboa 1-2	Using Video Examples of Children's Mathematical Thinking to Explicate, Compare, and Critique Processes and Goals of Content and Pedagogy Instructors--Philipp, Bezuk, Clement, Justeson, Thanheiser, Wiles	Guiding Preservice Teachers' Development of a Technology-enhanced Pedagogical Content Knowledge for Teaching Mathematics--Niess	Mathemagica: K-8 Online Professional Development in Mathematics Using Web-based Interactive Tools--Masalski	International Perspectives: TIMSS Video Studies, Exploring Algebra Teaching--Kuni, Seago
Salon A	Using Mathematical Modeling in the Methods Class--Ward, McCrone, Van Cleave	Capturing the Complexity of Teacher Development: Two Cases--Nickerson, Moriarty	Assessing Geometric Reasoning in a Mathematics Content Course for Preservice Elementary Teachers--Spencer, Flowers, Krebs	Integrating the Thinking of Middle Grades Students into a Mathematics Methods Course--Rubenstein, Beckmann, Chappell, Preston, Thompson
Salon B	Algebra Knowledge for Teaching at the Secondary Level: Implications for Teacher Preparation--Senk, Romagnano, Sowder	Lessons Learned From a Three-year Statewide Mathematics and Science Professional Development Program--Dixon	A Virtual Field Experience: Your Students and Real Kids Working Together on Problem Solving Practice--Lavelle	Designing and Implementing a Conceptual Calculus Course for In-service Teachers--Payne, Morris, Nickerson, Valencia
Salon C	The National Science Foundation's Directorate for Education and Human Resources Mathematics Education Portfolio Review Project: Implications for Mathematics Teacher Education--Ferrini-Mundy, Earle, Floden	Supporting Change in Secondary Mathematics Classrooms: An Environment for New Teachers to Grow--Mikusa, Melillo	Professional Development and Curriculum Alignment Impacts Student Achievement and Preservice Courses--McGehee	Lessons Learned from a Three-Year Secondary Mathematics Lesson Study Project--McGraw, Brown, Lynch
Salon E	How Can We Do It All? The Dilemmas of Preparing Preservice Mathematics Teachers to Work in Diverse Settings--Masarik, Elliott, Lenges, Stimpson	Reading in the Content Area: A Mathematics Specific Course Example--Thompson	Integrated Mathematics and Science Teacher Education Courses: A Modeling Perspective--Zawojewski	Back in the Classroom Again! Math Educators Hit the K-12 Trail--Bassarar, Bohlin, Brahier
Salon F	Developing and Supporting Teachers to Take Leadership in Mathematics Professional Development--Mumme, Carroll	Reflections of a Professional Development Journey: Learning From the Potholes We Encountered--	Preparing Experienced Teachers, Certified in an Area Other than Mathematics, to Teach Mathematics in the Middle Grades--Wolff, Munakata	Helping Prospective Elementary Teachers Use Whole-class and Individual Assessments to Enhance Children's Mathematics Understanding--Feiler, Bezuk
Salon G	Performance Assessment Models for Teacher Preparation--Schrock, O'Neal	Connecting Teaching Preparation and Practice Through a Virtual Mentoring Program--Bowers	A Collaborative Redesign of Mathematics and Methods Courses for Preservice Elementary Teachers--Smith, Harrell	Assessing Pedagogical Content Knowledge of Preservice / Inservice K-8 Teachers: Implications for Instruction--Lubinski, Fox, Jaberg
Salon H	Approaches to Teaching Mathematics Content for Elementary Teachers--Warfield, Hutchison, Mau, Otto	Incongruities and Constraints: Reconciling University and K-12 Classroom Practices--Atkins, Perry	Creating a Doctoral Program in Mathematics Education from Scratch (With the Help of AMTE!--Klespis, Scott	Starting a NCTM Student Affiliate: The Power of Community--Williams, Henn, Speer
Sierra 5-6	Integrating Handheld Technology into the Elementary/Middle School Mathematics Classroom: Concerns and Suggestions--Olson, Olson	Research and Instruction in Dialogue: Exploring the Use of Reform-Oriented Curriculum Materials with Prospective Elementary Teachers--Lloyd	Comparing Face-to-face and WebCT Delivery of a Math Methods Course--Menon	Bringing a Problem Solving View to the Mathematical Preparation of K-12 Teachers and the Work of Collaborative Design Teams--Huinker, Kepner, O'Malley

Please see session descriptions on following pages.

**Lunch
12:15-1:30 p.m., Rio Vista Pavilion**

Session 58 Salon B

Algebra Knowledge for Teaching at the Secondary Level: Implications for Teacher Preparation

Sharon Senk, Michigan State University
Lew Romagnano, The Metropolitan State College of Denver
Judy Sowder, Center for Research in Mathematics & Science Education

What knowledge of algebra for teaching do secondary school teachers of algebra draw upon to support their instruction? The session will present the work of a research project focused on this question including a framework for thinking about the answer and some examples to illustrate possible assessment items.

Session 59 Salon H

Approaches to Teaching Mathematics Content for Elementary Teachers

Janet Warfield, Illinois State University
Elaine Hutchison, UW-Stevens Point
Sue Mau, Indiana University-Purdue University Fort Wayne
Albert Otto, Illinois State University

Speakers will describe three innovative mathematics content courses for pre-service elementary teachers. Ample time will be allowed for audience members to share information about their content courses and to interact with the presenters.

Session 60 Salon F

Developing and Supporting Teachers to Take Leadership in Mathematics Professional Development

Judy Mumme, WestEd
Cathy Carroll, WestEd

Many of us are called upon to help support the development of teachers in leadership roles. What are the skills and sensibilities these leaders require? What principles guide our work in helping leaders acquire these? Using videocases of professional development as stimuli, we will consider the issues and challenges involved.

Session 61 Salon E

How Can We Do It All? The Dilemmas of Preparing Preservice Mathematics Teachers to Work in Diverse Settings

Kate Masarik, San Diego State University
Rebekah Elliott, University of Washington
Anita Lenges, University of Washington
Virginia Stimpson, University of Washington

Incorporating the experiences of the presenters and participants, and incorporating research, we will conceptualize a set of principles that capture the complexities of teaching (content knowledge, pedagogy, sociological) and discuss criteria used to support preservice teachers' development. We will examine how these ideas influence the learning experiences in methods courses.

Session 62 Sierra 5-6

Integrating Handheld Technology into the Elementary/Middle School Mathematics Classroom: Concerns and Suggestions

Judith Olson, Western Illinois University
Melfried Olson, Western Illinois University

Many elementary and middle school preservice and inservice teachers are reluctant to fully integrate handheld technology into their mathematics classrooms. Surveys and conversations with teachers present us with possible reasons for this. This session will provide ideas, activities, issues, and discussion related to integrating handheld technology into the elementary/middle school classroom.

Session 63 Salon G

Performance Assessment Models for Teacher Preparation

Connie S. Schrock, Emporia State University
Judy O'Neal, North Georgia College & State University

This session focuses on performance assessment components of two methods/pedagogy models for pre-service and in-service teachers. The pre-service component outlines a university campus PDS that engages secondary and middle grades methods students in teaching trigonometry and algebra. The in-service component describes a yearlong, sustained contact model for 7-12 mathematics teachers.

Session 64 Salon C

The National Science Foundation's Directorate for Education and Human Resources Mathematics Education Portfolio Review Project: Implications for Mathematics Teacher Education

Joan Ferrini-Mundy, Michigan State University
Janice Earle, National Science Foundation
Robert Floden, Michigan State University

NSF has convened a panel to undertake a review of the EHR mathematics education "portfolio" for relevance, quality, and performance over the past eight years, and to provide recommendations for the future. Panel members will describe the goals, methodologies, and findings. Professional organizations have formed "external resource groups" (ERGs); we will discuss ERG questions related to mathematics teacher education.

Session 65 Salon A

Using Mathematical Modeling in the Methods Class

Ronald A. Ward, Western Washington University
Sharon McCrone, Illinois State University
Martha Van Cleave, Linfield College

Speakers will share examples of mathematical modeling problems they have utilized with prospective elementary, middle school, and secondary teachers. There will also be discussion of the appropriate role of modeling within the methods class, as well as feedback from several of the MAA's PREP Workshops on mathematical modeling.

Session 66 Balboa 1-2

Using Video Examples of Children's Mathematical Thinking to Explicate, Compare, and Critique Processes and Goals of Content and Pedagogy Instructors

Randy Philipp, San Diego State University
Nadine Bezuk, San Diego State University
Lisa Clement, San Diego State University
Debbie Justeson, Grossmont Community College
Eva Thanheiser, San Diego State University
Peter Wiles, University of Arizona

In this working session, video examples of children's mathematical thinking will be the focus for discussion of processes and goals of instructors of mathematics content courses, mathematics methodology courses, and other education courses for prospective elementary school teachers. These instructors will share data from using video clips with their students.

Session 67 Salon A

Capturing the Complexity of Teacher Development: Two Cases

Susan Nickerson, San Diego State University
Gail Moriarty, San Diego State University

We report on a three-year longitudinal case study of two teachers' changing instructional practice. The teachers participated in intensive professional development, including 12 units of coursework, shared daily professional development time, and coaching. Both teachers developed better understanding of mathematics, but their practiced developed through different lenses.

Session 68 Salon G

Connecting Teaching Preparation and Practice Through a Virtual Mentoring Program

Janet Bowers, San Diego State University

This session will describe an Internet-based mentoring program that placed prospective teachers and master's level teacher educators in the role of mathematics mentors for a class of sixth-grade students. Implications for teacher education (i.e., the intellectual growth of the mentors) will be discussed.

Session 69 Balboa 1-2

Guiding Preservice Teachers' Development of a Technology-enhanced Pedagogical Content Knowledge for Teaching Mathematics

Margaret L. Niess, Oregon State University

What are important features for guiding the development of a pedagogical content knowledge structure that integrates mathematics, technology, and teaching/learning mathematics with technology? Examine specific teacher preparation instructional activities and expectations that integrate preparation with teaching and learning with preparation for teaching mathematics with technology.

Session 70 Salon H

Incongruities and Constraints: Reconciling University and K-12 Classroom Practices

Sandra L. Atkins, West Virginia University
Jill A. Perry, Rowan University

A close examination of our K-12 and university classroom practices revealed incongruities in the ways in which we model what we encourage pre-service teachers to do in their future classrooms. In this session, participants will examine a framework for identifying constraints and corresponding rationales that lead to incongruities in practice.

Session 71 Salon B

Lessons Learned From a Three-year Statewide Mathematics and Science Professional Development Program

Juli K. Dixon, University of Central Florida

The Mathematics and Science Professional Development Program (MSPD), funded through the Florida Legislature in 2000, has provided professional development focused on content growth through appropriate pedagogy to approximately 2,500 grades 3-6 teachers each summer with follow-up during the school year. Lessons learned from this large-scale, collaborative effort will be shared.

Session 72 Salon E

Reading in the Content Area: A Mathematics Specific Course Example

Denisse R. Thompson, University of South Florida

Many states require prospective teachers to take a course on reading in the content area. This session will describe one university's experience at providing a mathematics-specific course for secondary (6-12) teachers. Samples from the course will be provided.

Session 73 Salon F

Reflections of a Professional Development Journey: Learning From the Potholes We Encountered

Grace M. Benigno, University of Maryland
Kathleen Clark, University of Maryland
Anne Marie Marshall, The University of Maryland

We will share our journey of a professional development project involving 6th grade mathematics teachers. Reflecting on the detours and reality potholes we faced, participants will embark on a discussion on designing research based routes to professional development while yielding to the realities of classroom teaching.

Session 74 Sierra 5-6

Research and Instruction in Dialogue: Exploring the Use of Reform-Oriented Curriculum Materials with Prospective Elementary Teachers

Gwendolyn Lloyd, Virginia Tech

This session reports about recent empirical and instructional activities in a teacher education project that focuses on the use of innovative K-12 curriculum materials in mathematics content courses for prospective elementary teachers. Focus will be on the ongoing dialogue between research results and course design in this project.

Session 75 Salon C

Supporting Change in Secondary Mathematics Classrooms: An Environment for New Teachers to Grow

Michael Mikusa, Kent State University
Judie Melillo, Kent State University

As secondary math educators we are always concerned with the placement of our student teachers as well as the growth of our recent graduates. Because of this concern we developed a model for mentor/novice teacher pairs. We will share the purpose, activities, and conclusions from two recent professional development grants.

Session 76 Salon G

A Collaborative Redesign of Mathematics and Methods Courses for Preservice Elementary Teachers

Nancy Smith, Emporia State University
Marvin Harrell, Emporia State University

In this session, the speakers will share their experiences in redesigning courses for preservice elementary teachers. This redesign included alignment with state and national standards, the use of hands-on activities, and a portfolio containing performance-based assessments in content and methods courses. Samples of this work will be shared and discussed.

Session 77 Salon B

A Virtual Field Experience: Your Students and Real Kids Working Together on Problem Solving Practice

Lisa Lavelle, The Math Forum @ Drexel

The virtual field experience allows preservice teachers to develop and enhance their teaching skills. While typical classroom interactions take place with minimal time for reflecting on mathematics and student-teacher interactions, this asynchronous environment lets students refine questioning skills, receive advice, and examine diverse problem solving responses from K-12 students.

Session 78 Salon A

Assessing Geometric Reasoning in a Mathematics Content Course for Preservice Elementary Teachers

Joseph Spencer, Aquinas College
Judith Flowers, University of Michigan-Dearborn
Angela S. Krebs, University of Michigan-Dearborn

The presenters, mathematics educators and a mathematician, will discuss their collaborative work in developing, teaching, and assessing courses for preservice elementary teachers. The courses use Standards-based elementary and middle school texts. Classroom video examples and longitudinal assessment plans will be shared.

Session 79 Sierra 5-6

Comparing Face-to-face and WebCT Delivery of a Math Methods Course

Ramakrishnan Menon, California State University Los Angeles

Five middle school math methods sections were taught by the same instructor, using different modes of delivery: 3 were face-to-face, and 2 were via WebCT (1 being 90% online, and the other, 50% online). Feedback from students and their performance on an identical final exam will be discussed.

Session 80 Salon H

Creating a Doctoral Program in Mathematics Education from Scratch (With the Help of AMTE!)

Mark Klespis, Sam Houston State University
Jan Scott, Sam Houston State University

This session will describe the (somewhat rocky) process by which the Department of Mathematics and Statistics at Sam Houston State University created, and received approval for, a doctoral program in mathematics education. The design of the program was heavily influenced by AMTE's guidelines for doctoral programs.

Session 81 Salon E

Integrated Mathematics and Science Teacher Education Courses: A Modeling Perspective

Judith Zawojewski, Illinois Institute of Technology

Modeling is an approach to integrated mathematics and science education courses that transcends the differences in beliefs and ideas about teaching and learning in the two disciplines - preparing prospective teacher to make important decisions related to teaching mathematics and science for the 21st century.

Session 82 Balboa 1-2

Mathemagica: K-8 Online Professional Development in Mathematics Using Web-based Interactive Tools

William J. Masalski, University of Massachusetts

Mathemagica, a USDoE-funded initiative by the Jason Foundation for Education, is changing teaching/learning practices in elementary and middle schools through online professional development with Web-based interactive tools for exploring mathematics. Mathemagica's goals include deepening teachers' understanding of mathematics and encouraging and supporting classroom uses of technology for mathematics learning.

Session 83 Salon F

Preparing Experienced Teachers, Certified in an Area Other than Mathematics, to Teach Mathematics in the Middle Grades

Kenneth C. Wolff, Montclair State University
Mika Munakata, Montclair State University

A partnership between Montclair State University and several urban school districts is described. Experienced teachers complete a series of five NCTM standards based courses that may be applied to a new master's degree. Seventy-five teachers are participating in the program, which is funded through a \$2.5 million state grant.

Session 84 Salon C

Professional Development and Curriculum Alignment Impacts Student Achievement and Preservice Courses

Jean McGehee, University of Central Arkansas

When the ultimate goal of a professional development project is student learning and achievement, the results are a comprehensive project that not only changes teacher practice and knowledge, but also affects the way teacher educators organize preservice courses. See how the documented results impact both the inservice and preservice teachers.

Session 85 Salon G
Assessing Pedagogical Content Knowledge of Preservice / Inservice K-8 Teachers: Implications for Instruction
 Cheryl A. Lubinski, Illinois State University
 Thomas Fox, University of Houston-Clear Lake
 Patricia A. Jaberg, Mount Mary College
We will describe how we developed and utilized an instrument for assessing preservice / inservice teachers' knowledge about pedagogy, content, and curriculum as connected to mathematics instruction in grades K-8.

Session 86 Salon E
Back in the Classroom Again! Math Educators Hit the K-12 Trail
 Tom Bassarear, Keene State College
 Carol Fry Bohlin, California State University, Fresno
 Daniel Brahier, Bowling Green State University
The speakers have recently taught mathematics in K-12 classrooms and look forward to sharing their experiences, the reactions of the students, positive outcomes, challenges faced, and ways to initiate such an experience. The speakers will engage the audience in a discussion of this valuable professional development experience for professors.

Session 87 Sierra 5-6
Bringing a Problem Solving View to the Mathematical Preparation of K-12 Teachers and the Work of Collaborative Design Teams
 DeAnn Huinker, University of Wisconsin-Milwaukee
 Henry Kepner, University of Wisconsin-Milwaukee
 Richard O'Malley, University of Wisconsin-Milwaukee
What do future teachers learn by attacking a problem? How do they develop the habits of a mathematical thinker? We will examine characteristics and use of problems in content courses for preservice teachers and describe the work of collaborative design teams comprised of mathematicians, mathematics educators, and teachers.

Session 88 Salon B
Designing and Implementing a Conceptual Calculus Course for In-service Teachers
 Karen Payne, San Diego State University
 Kim Morris, San Diego Unified School District
 Susan Nickerson, San Diego State University
 Jocelyn Valencia, San Diego Unified School District
Overview of a 3-unit course focusing on conceptual understanding of fundamental calculus ideas will be shared from instructor, teacher as student, and university math department perspectives. Participants will engage in class activities dealing with instantaneous rate of change and area under a curve.

Session 89 Salon F
Helping Prospective Elementary Teachers Use Whole-class and Individual Assessments to Enhance Children's Mathematics Understanding
 Rachelle Feiler, San Diego State University
 Nadine Bezuk, San Diego State University
This session will describe components of an elementary mathematics methods course designed to help prospective elementary teachers use a variety of techniques to assess children's mathematics understanding. Sample course assignments and assessments will be distributed, and selected samples of prospective teachers' work will be shared.

Session 90 Salon A
Integrating the Thinking of Middle Grades Students into a Mathematics Methods Course
 Rheta N. Rubenstein, University of Michigan-Dearborn
 Charlene Beckmann, Grand Valley State University
 Michaele Chappell, Middle Tennessee State University
 Ron Preston, East Carolina University
 Denisse R. Thompson, University of South Florida
Presenters will provide a rationale for the inclusion of the thinking of students in a methods course and three strategies for doing so: interviews, samples of student work showing multiple representations and strategies, and samples of student work showing misconceptions. Discussants will reflect on how these worked in their classes.

Session 91 Balboa 1-2
International Perspectives: TIMSS Video Studies, Exploring Algebra Teaching
 Paige Kuni, Intel® Innovation in Education
 Nanette Seago, San Diego State University
What can be learned by looking into classrooms around the world? Explore key teaching strategies from a unique online course that pulls lessons from the TIMSS Video Studies to help improve algebra instruction and student learning. This course can be used by pre-service teachers to help prepare prospective teachers with pedagogical content strategies from other countries.

Session 92 Salon C
Lessons Learned from a Three-Year Secondary Mathematics Lesson Study Project
 Rebecca McGraw, University of Arizona
 Catherine A. Brown, Indiana University, Bloomington
 Kathleen Lynch, Appalachian State University
Presenters will discuss their experiences as participants in a 3-year long effort to implement lesson study as a form of professional development for secondary mathematics teachers. Participants in this session will analyze the benefits and the difficulties of lesson studies that involve both teachers and university faculty and students.

Session 93 Salon H
Starting a NCTM Student Affiliate: The Power of Community
 W. Virginia Williams, National Council of Teachers of Mathematics
 Joan Henn, Eastern Illinois University
 William Speer, University of Nevada, Las Vegas
The session will highlight the benefits to be gained by all stakeholders (student, university, community, and profession) by establishing a student Affiliate of NCTM. Important tips for forming a new student Affiliate and for supporting an existing Affiliate will be shared.

Overview of Saturday Afternoon

1:40-2:40 p.m.

Balboa 1-2	Using Cases to Prepare Secondary Mathematics Teachers--Enderson, Manouchehri
Salon A	Changing Practice Through Assessment--Klass, Moriarty
Salon B	Designing and Assessing Mathematical Projects--Addressing the NCATE Performance Standards--Wanko, Harper, Johnson
Salon C	Assigning Preservice Teachers in Field Experiences to Share Findings from Mathematics Task-Based Interviews With the Children's Teachers--Lambdin, Essex, McCormick, Oster
Salon E	Expanding the Role of Technology: Enhancing Teaching, Learning, and Assessment With Technology--Demana, Bellman, Zbiek
Salon F	An Introduction to Korean Mathematics Through Geometry, Grades 1-6--Beal, Grow-Maienza
Salon G	Effective Assessment of Field Experiences: Frameworks and Tools for Supporting Pre-service Teachers' Performance--Bay-Williams, Allen, Hancock
Salon H	Ranking Doctoral Programs in Mathematics Education: A Worthwhile or Worthless Enterprise--Reys, Ferrini-Mundy, Kilpatrick
Sierra 5-6	Learning Through Teaching Practice in a Secondary Methods Class--Hembree, Findell

Please see session descriptions on following pages.

CLOSING SESSION
3:00-3:45 p.m., Salon E

AMTE Business Meeting
3:45-4:30 p.m., Salon E

Session 94 Salon F

An Introduction to Korean Mathematics Through Geometry, Grades 1-6

Susan Beal, Saint Xavier University
Janice Grow-Maienza, Truman State University

The Korean Mathematics curriculum is concise, coherent and focused on the conceptualization of a few important constructs. It makes explicit connections to fundamental mathematical principles. The presenters will discuss some of the highlights of the geometry curriculum, grades 1-6, and how it has been used with in-service teachers in Missouri and with pre-service teachers in Illinois.

Session 98 Salon G

Effective Assessment of Field Experiences: Frameworks and Tools for Supporting Pre-service Teachers' Performance

Jennifer M. Bay-Williams, Kansas State University
David Allen, Kansas State University
Melisa Hancock, Manhattan/Ogden School District

Session presenters will briefly share frameworks and tools they have successfully used to assess and promote self-assessment of pre-service teacher field experiences. Working groups will exchange additional techniques they have developed and will develop new ideas. All strategies will later be compiled and sent to participants.

Session 95 Salon C

Assigning Preservice Teachers in Field Experiences to Share Findings from Mathematics Task-Based Interviews With the Children's Teachers

Diana V. Lambdin, Indiana University, Bloomington
Kathy Essex, Indiana University, Bloomington
Kelly McCormick, Indiana University, Bloomington
Christine Oster, Childs Elementary School and Indiana University

University field-experience students gain insights into children's mathematical thinking through task-based interviews and cooperating teachers appreciate the resulting case studies of their pupils' strengths and weaknesses. This work session will introduce participants to interviewing protocols developed by Kathy Richardson (2002) and encourage discussion about these sorts of field experience assignments.

Session 99 Salon E

Expanding the Role of Technology: Enhancing Teaching, Learning, and Assessment With Technology

Franklin D. Demana, The Ohio State University
Allan Bellman, University of California at Davis
Rose Mary Zbiek, Penn State University

New emerging technologies permit classrooms of graphing handhelds to be networked and used to provide students with immediate feedback on their work. In addition, Applications designed for handhelds allow teachers to control the use of computer algebra by their students and practice techniques important on standardized examinations.

Session 96 Salon A

Changing Practice Through Assessment

Steve Klass, San Diego State University
Gail Moriarty, San Diego State University

San Diego State University, in collaboration with San Diego City Schools, offers an Elementary Mathematics Specialist Certificate program. Some results of work with teachers show that as teachers think more deeply about student math content understanding, they must also look more deeply at their own understanding.

Session 100 Sierra 5-6

Learning Through Teaching Practice in a Secondary Methods Class

Dennis Hembree, University of Georgia
Bradford R. Findell, University of Georgia

The session will engage participants in grounded discussions of the following questions: What knowledge do secondary mathematics teachers need? And how might they come to know it? The discussions will center around activities used with preservice and inservice teachers and their responses to those activities.

Session 97 Salon B

Designing and Assessing Mathematical Projects--Addressing the NCATE Performance Standards

Jeffrey J. Wanko, Miami University
Suzanne R. Harper, Miami University
Iris DeLoach Johnson, Miami University

With NCATE and ISTE standards asking for evidence of student performance and portfolio-type entries, teacher educators are having to create and assess new meaningful mathematical tasks. We will share our ideas for content, pedagogy, and technology projects; show examples of student work; and discuss appropriate assessment techniques.

Session 101 Salon H

Ranking Doctoral Programs in Mathematics Education: A Worthwhile or Worthless Enterprise

Robert Reys, University of Missouri
Joan Ferrini-Mundy, Michigan State University
Jeremy Kilpatrick, University of Georgia

This session will be devoted to discussing the changing nature of doctoral programs and the challenges of ranking doctoral programs in mathematics education, including some pros and cons for engaging in such an activity. Consensus on the issue is not expected.

Session 102 Balboa 1-2

Using Cases to Prepare Secondary Mathematics Teachers

Mary C. Enderson, Middle Tennessee State University
Azita Manouchehri, Central Michigan University

This session will present examples of work from real teaching episodes and will involve the audience in mathematical and pedagogical analysis of the cases used with preservice secondary mathematics teachers. We will discuss challenges that emerged in involving future teachers in examining case studies of learning mathematics.

**Saturday, 3:00–3:45 p.m.
CLOSING SESSION**

Session 103

Salon E

***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

In today's frequently highly-charged climate, it is important to be able to readily share resources appropriate for a wide range of audiences. The MathematicallySane.com website seeks to serve as a central clearinghouse for information on mathematics education reform issues, such as teaching and learning, assessment, and other controversial topics. An overview of the website will be provided. Participants will also be invited to discuss possible uses for the site and potential directions for continued development.

**Saturday, 3:45-4:30 p.m.
AMTE Business Meeting**

Session 104

Salon E

Presiding:
Karen Karp, University of Louisville
President, AMTE

Learn more about what AMTE is doing and how you can get involved.

Valuable door prizes will be distributed at the end of the business meeting.

NOTES

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CALL FOR PROPOSALS GOES ONLINE

Association of Mathematics Teacher Educators (AMTE) Ninth Annual Conference • January 27 - 29, 2005 Dallas Marriott Las Colinas Hotel • Dallas, TX

Recommended Formats for Presentations

The AMTE Board of Directors believes that the AMTE Annual Conference should provide participants with an opportunity to examine and discuss current issues in mathematics teacher education and professional development and share related ideas and information. Therefore, all sessions must provide opportunities for all participants to be actively engaged. The details on how you will involve participants in your session must be included in your proposal.

Format One: Thematic Presentation (60 minutes). Thematic presentations are designed to include either one substantive presentation or a panel discussion. With one main presentation, there should be two prepared critiques or responses. Panel discussions should formulate the salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster interaction among the panelists. A total of at least 20 minutes must be allocated for participant interaction.

Format Two: Symposium or Working Group (60 or 90 minutes). Symposia include several presentations focusing on the same issue from different perspectives or related aspects with a minimum of 30 minutes allocated for participant interaction. Working group sessions are designed to permit significant interaction among session organizers and participants on a particular topic of interest to AMTE members. Indicate the preferred time length for the session with a brief outline of how the time will be used. Note, however, that the program committee reserves the right to adjust session lengths to fit the confines of the program.

Format Three: Mini-Sessions (15 minutes — repeated three times). Presenters are responsible for displaying a poster and distributing handouts detailing project overviews and updates, local and state initiatives, new courses or programs recently developed, or brief research reports of interest to mathematics teacher educators. Each mini-session will be presented in a room with 6-8 posters. During a 60-minute period, participants will have an opportunity to join in three mini-sessions.

Note that a **Computer Room** will be available for sessions that wish to include interactive activities. (However, you cannot count on having a live internet connection for all computers.) Please indicate your interest in presenting in the Computer Room under *Equipment Needs* on the *Proposal Form*, and describe how it would be utilized in your *Abstract*.

Materials to Submit with a Proposal

Submit the following for each proposed session using the *Proposal Form* online. Refer to the *Proposal Form* for additional details.

Presenter Information: Provide information for the session contact person and all presenters (name, affiliation and position, mailing address, phone numbers, fax number, and e-mail address.)

Session Information: Indicate type of proposed format, length of session, strand, level of teacher education addressed, and equipment needs, including interest in holding your session in the Computer Room.

Session Description: Provide a descriptive title, a list of the presenters along with role (e.g., speaker, moderator, discussant, or a combination of the above), and a 30-50 word description of the session to be used in the program.

Abstract: Provide a one-page abstract of your proposed session. The abstract should describe background information on the proposed topic, evidence of its educational significance, how the session will be organized and how it will promote participant interaction (question-oriented, short presentations and discussion, position statements), and the desired outcomes of the session. Include a rationale for the type of format selected. Be sure to address the implications of the session for teacher education.

Limits on Participation

Each individual may serve as lead speaker for no more than one session and can appear no more than twice on the program.

The lead speaker/contact must personally certify that all listed presenters have confirmed their willingness to participate in the session.

**ALL PRESENTERS (including speakers, moderators, and discussants)
MUST BE REGISTERED FOR THE CONFERENCE.**

Proposals must be submitted electronically by Tuesday, June 1, 2004

All proposals will be submitted online. The registration link will be available on the AMTE website (<http://www.amte.net>) on or before March 15.

Questions

If you have questions regarding proposal topic, format, or submission, contact the Program Chair:

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Please note that this Call for Proposals is also available on the AMTE website: www.amte.net.

Map here