



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

*Seek First to Understand,
then to be Understood*

January 27-29, 2005

**Marriott Las Colinas Hotel
Dallas, Texas**

2004-2005 AMTE Officers

President

Karen Karp
University of Louisville
Louisville, KY 40292
karen@louisville.edu

Board Members at Large

Susan N. Friel
University of North Carolina-Chapel Hill
Chapel Hill, NC 27599
sfriel@email.unc.edu

NCTM Representative

Janet Caldwell
Rowan University
Glassboro, NJ 08028
caldwell@rowan.edu

President-Elect

Sid Rachlin
East Carolina University
Greenville, NC 27858
rachlins@mail.ecu.edu

W. Gary Martin
Auburn University
Auburn, AL 36849
martiwg@auburn.edu

Newsletter Editor

P. Mark Taylor
University of Tennessee
Knoxville, TN 37996
pmark@utk.edu

Secretary

Jennifer Bay-Williams
Kansas State University
Manhattan, KS 66506
jbay@ksu.edu

Peg Smith
University of Pittsburgh
Pittsburgh, PA 15260
pegs@pitt.edu

Executive Director

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San Diego State
University
San Diego, CA 92120
nbezuk@mail.sdsu.edu

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Mark Klespis
Sam Houston State University
Huntsville, TX 77341
klespis@shsu.edu

AMTE Ninth Annual Conference Committee

Susan Gay, University of Kansas, Conference Coordinator; sgay@ku.edu

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Sid Rachlin, East Carolina State University, Chair; rachlins@mail.ecu.edu
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Betz Frederick, Grand Canyon University; bfrederick@grand-canyon.edu
Hank Kepner, University of Wisconsin at Milwaukee; kepner@uwm.edu
Gladis Kersaint, University of South Florida; kersaint@tempest.coedu.usf.edu
Kathleen Lynch-Davis, Appalachian State University; lynchrk@appstate.edu
W. Gary Martin, Auburn University; martiwg@auburn.edu
Doug Owens, Ohio State University; owens.93@osu.edu
Connie Schrock, Emporia State University; schrockc@emporia.edu

Local Arrangements Committee:

Mark Klespis, Sam Houston State University, Chair; klespis@shsu.edu

The Association of Mathematics Teacher Educators is a member of the Conference Board of the Mathematical Sciences and is a National Council of Teachers of Mathematics Affiliated Group. AMTE is proud to acknowledge and welcome members of its affiliate organizations to its Ninth Annual Conference:

Illinois Mathematics Teacher Educators (IMTE)
Utah Association of Mathematics Teacher Educators (UAMTE)
Florida Association of Mathematics Teacher Educators (FAMTE)
California Association of Mathematics Teacher Educators (CAMTE)

Final Thoughts and Acknowledgements...

Seek first to understand, then to be understood. This admonition from Stephen Covey serves as the theme for our 2005 annual meeting. Not since the “*Who shot JR?*” episode (ask one of the senior faculty) has there been so much excitement and anticipation about an event in *Dallas* episode. Beginning with the pre-conference workshops and the dinner symposium on Thursday and continuing through the closing session Saturday—the Ninth Annual AMTE Conference will provide each of us *an opportunity to understand and be understood*. Unlike the many conferences you may participate in, where your attentions are drawn by the variety of hats you wear, the AMTE annual provides an opportunity for you to focus on your craft as a mathematics teacher educator — to examine and discuss current issues in mathematics teacher education and professional development and share related ideas and information.

Two new formats added to this year’s conference are *Mini-sessions and Talk Times*. Mini-sessions are presented in a room with eight to twelve posters. During a sixty-minute or ninety-minute period, you have an opportunity to rotate through three or four mini-sessions selected from among the options displayed on the posters. Each mini-session is repeated to increase your opportunity to learn. *Talk Times* provide a series of issue-specific sessions where you can join in an open discussion of a particular issue or concern. By focusing the discussions, we hope to help you find *colleagues across the hall*, to help you talk through the issues that shape your professional life.

AMTE Thanks....

- all speakers who contributed their time and expertise to make this conference a success;
- the AMTE Board of Directors, Conference Coordinator, Program Committee and Conference Committee for providing the time and efforts necessary to pull the conference together;
- the publishers who donated materials for the AMTE Browsing Room;
- the Irving Convention and Visitors Bureau for their help with Registration; and
- Melissa Rice, student assistant, and Angie Moore, Math/Stat secretary, at Sam Houston State University and others in the Mathematics Department for their help with Registration and in the Browsing Room;

Whether you have been grappling with the opportunities and challenges of teaching methods and mathematics content online at the undergraduate and graduate levels...

Whether you are concerned with the nature of the initial mathematics content courses teachers take or what a mathematical experience might serve as a capstone for a teacher’s program of study or the impact of NCLB on the content requirements might entail...

Whether you have been exploring the nature of lesson study and considering how it might be used to support the professional development of mathematics teachers or how it might be supported and informed by other successful professional development models...

Whether you are in the process of forming professional development partnerships, or...

Whether NCATE, an age of accountability, or a personal need to know what’s working and what needs to be changed has you searching for alternative assessment methods in teacher ed programs...

The AMTE 2005 Ninth Annual Meeting provides you with the opportunity to *seek first to understand and then to be understood*.



Ninth Annual AMTE Pre-Conference Dallas, Texas • January 2005

**Thursday, January 27, 1:30-4:30 p.m.
Pre-Conference Technology Workshop**

Pre-Conference Technology Workshop

Preparing Mathematics Teachers to Teach with Technology

Maggie Niess, Oregon State University
Joe Garofalo, University of Virginia
Shannon Driskell, University of Dayton
David Pugalee, University of North Carolina - Charlotte
Oscar Chavez, University of Missouri

What type of preparation is needed in order to prepare teachers to teach mathematics with technology? Explore different models for integrating technology in a preservice program. Consider issues that arise as preservice teachers prepare lessons, implement their lessons, and reflect on those lessons and future lessons. Help us develop a position statement for AMTE.

NOTE: Pre-registration is required for this event.

**Thursday, January 27, 5:30-8:30 p.m.
Pre-Conference Symposium and Dinner**

Pre-Conference Symposium

Planters

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

This session will provide an overview of how case materials can be used in initial and continuing professional development to help teachers develop their knowledge base for teaching and the capacity to reflect on and learn from teaching.

Pre-Conference Dinner

Merchants

NOTE: Pre-registration is required for these events.



Ninth Annual Conference Schedule January 28 – 29, 2005 Dallas, Texas

Friday, January 28, 2005

7:00 – 8:00 a.m.	Continental Breakfast	PRE-FUNCTION AREA
8:00 – 9:30 a.m.	Ninety Minute—Symposiums or Working Groups Choice of Four out of Twelve Mini-Sessions	
9:30 – 9:50 a.m.	Break	
9:50 – 10:20 a.m.	Thirty Minute—Individual Sessions	
10:20 – 10:40 a.m.	Break	
10:40 – 11:10 a.m.	Thirty Minute—Individual Sessions	
11:10 – 11:30 a.m.	Break	
11:30 a.m.–12:15 p.m.	Forty-Five Minute—Talk About Sessions	
12:15 – 1:40 p.m.	Lunch	MERCHANTS
1:40 – 2:40 p.m.	Sixty Minute—Thematic Presentations, Symposiums or Working Groups, Individual Sessions. Choice of Three out of Eight Mini-Sessions	
2:40 – 3:00 p.m.	Break	
3:00 – 3:30 p.m.	Thirty Minute—Individual Sessions	
3:30 – 3:50 p.m.	Break	
3:50 – 4:50 p.m.	Sixty Minute—Thematic Presentations, Symposiums or Working Groups, Individual Sessions	
4:50 – 5:00 p.m.	Break	
5:00 – 6:30 p.m.	Judith E. Jacobs Lecture	PLANTERS
6:30 – 8:00 p.m.	Dinner	MERCHANTS

Saturday, January 29, 2005

7:00 – 8:00 a.m.	Continental Breakfast	PRE-FUNCTION AREA
8:00 – 9:30 a.m.	Ninety Minute—Symposiums or Working Groups Choice of Four out of Twelve Mini-Sessions	
9:30 – 9:50 a.m.	Break	
9:50 – 10:20 a.m.	Thirty Minute—Individual Sessions	
10:20 – 10:40 a.m.	Break	
10:40 – 11:10 a.m.	Thirty Minute—Individual Sessions	
11:10 – 11:30 a.m.	Break	
11:30 a.m.–12:30 p.m.	Sixty Minute—Thematic Presentations, Symposiums or Working Groups, Individual Sessions. Choice of Three out of Eight Mini-Sessions	
12:30 – 1:45 p.m.	Lunch	MERCHANTS
1:45 – 2:45 p.m.	Sixty Minute—Thematic Presentations, Symposiums or Working Groups, Individual Sessions	
2:45 – 3:00 p.m.	Break	
3:00 – 4:45 p.m.	Closing Session/Business Meeting	PLANTERS

Browsing Room

Throughout the conference, materials and software will be available for review in the San Antonio Room. 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 28: 7:30 a.m.– 5:00 p.m.

Saturday, January 29: 7:30 a.m.–12:30 p.m.

Overview of Friday Morning, January 28, 2005

	8:00–9:30	9:50–10:20	10:40–11:10	11:30–12:15
Williams	1. Improving the Quality of the Student Teaching Experience: Making Mentor Teachers Part of the Equation — Smith, Hughes & Hogel.	21. A Capstone Course for Future Teachers of Secondary Mathematics — Loe & Rezac	29. Forming Mathematical Communities: Math Inquiry Groups — McCabe, Warshauer & Reinke.	37. Designing Effective Online Mathematics Instruction and Assessment — Smith, Harrell, Howald & Kallam.
Kit	2. Classroom Discourse Analysis as a Professional Development Tool — Henning, Blanton & Brendefur.	22. Geometric Structures for Elementary Teachers (GeoSET) — Aichele & Wolfe.	30. Increasing Teacher Content Knowledge: Multiple Solution Strategies — Pittman & Nelson.	38. Integration of Technology into Mathematics Instruction — Stallings, Ferguson & Rider.
Hudson	3. Problems to Deepen the Math Understanding of Preservice Elementary Teachers — Flowers, Krebs, Rubenstein, Bassarear & Huinker.	23. Developing a Broader Sense of Problem Solving — Wolfe & Grant.	31. The Effect of a Non-Traditional Geometry Course on Prospective Elementary Teachers' Attitudes — Utley.	39. Practices Related to Addressing Equity Issues in Schools and in Higher Education — Strutchens, Herrington, Klaff & Lishak.
Frisco	4. NSF's Math and Science Partnerships: What are We Learning? — Martin, Fonzi, Kysh, Strutchens, Merlino & Hamos.	24. Expanding the Role of the University Supervisor — Rhodes & Hembree.	32. Examining Preservice Teachers' Selection of and Facility with Three Models for Fraction Operations. — Dixon.	40. For Doctoral Students: A Chance to Swap Stories, Compare Notes and Make Professional Contacts that Will Follow You Through Your Career — Barker.
Dallas	5. Using Student Work to Develop Middle School Teachers' Knowledge of Algebra — Phillips.	25. Using Cases to Assist Teachers in the Instruction of Mathematics to English Language Learners — Krinsky & Newton.	33. Characterizing Experienced Teachers Using Core-Plus: How Can We Meet their Diverse Needs? — Lannin & Arbaugh.	41. What is the Meaning of the Term "Balance" as Used by the PSSM in Relation to Conceptual and Procedural Learning? — Bosse & Bahr.
Britain	6. Supporting Lesson Study as Facilitators — Yoshida & Takahashi.	26. Blending Preservice and Inservice: Reflections on Four Years of Innovation — Berglund & Fisher.	34. A Pre-field Experience: Changing Attitudes and Improving Communication while Learning to Understand and Assess Student Errors — Lavelle.	42. Developing and Maintaining Partnerships between Mathematicians and Math Educators— Kamen, Sawyer, Pickreign, Howard & Rogers.
Brown	7. Supporting Teacher Educator Learning: Four Teacher Educator Learning Communities — Coffey, Boerst & Sleep.	27. Web for Math Ed: New Efforts to Create Flexible and Easy to Use Tools for Mathematics Teachers — Mikusa.	35. A Technology-Infused Approach to Secondary/Middle Preservice Methods Courses — Hendrix.	43. Developing and Maintaining University— School System Partnerships — Frederick & Slavik.
Carrollton	8. Blending Elements of Lesson Study with Narrative Case Analysis and Discussion— Silver, Castro & Ghouseini.	28. Supported Video Exemplars for Professional Development in Mathematics Education — Bulgar.	36. Preservice Teachers' Challenges in Supporting English Language Learners in Mathematics — Kinzer.	44. Integrating Methods, Content & Field Experiences in Courses for K–5 Math Teachers— Preston & Bay-Williams.
Planters	Twelve Mini-Sessions. Review Posters and Pick Four to See			45. Enhancing Secondary Methods Courses and Field Experiences — Horak & Miller 46. The Past, Present and Future of the NSF Teacher Professional Continuum Program — King.

Friday, January 28, 2005

8:00 – 9:30 a.m.

Session Number 1**Williams***Improving the Quality of the Student Teaching Experience: Making Mentor Teachers Part of the Equation*

Margaret Smith, University of Pittsburgh
Elizabeth Hughes, University of Pittsburgh
Michael Hogel, Mt. Lebanon School District

This session will focus on the critical role of the mentor teacher in teacher education and discuss a three-pronged approach to developing mentor teachers whose classrooms will provide a "reinforcing culture" to support reformed teaching practices for the preservice teachers assigned to their classrooms.

Session Number 2**Kit***Classroom Discourse Analysis as a Professional Development Tool*

Cindy Henning, Columbus State University
Maria Blanton, University of Massachusetts Dartmouth
Jonathan Brendefur, Boise State University

This symposium will explore using classroom discourse analysis as a vehicle for professional development. It will begin with presentations of research that utilized different frameworks for analyzing classroom discourse patterns of secondary student teachers. Participants will compare, contrast, and reflect on the frameworks by utilizing excerpts from the research projects.

Session Number 3**Hudson***Problems to Deepen the Mathematical Understanding of Preservice Elementary Teachers*

Judith Flowers, University of Michigan-Dearborn
Angela Krebs, University of Michigan-Dearborn
Rheta Rubenstein, University of Michigan-Dearborn
Tom Bassarear, Keene State College
DeAnn Huinker, University of Wisconsin-Milwaukee

What are rich mathematical tasks for future elementary or middle school teachers? What are their characteristics? What does preservice teachers' work with such tasks look like? What can we learn from analyzing such work? How can we help ourselves better identify, generate, and orchestrate learning tasks for teachers?

Session Number 4**Frisco***NSF's Math and Science Partnerships: What are We Learning?*

Gary Martin, Auburn University
Judith Fonzi, University of Rochester
Judy Kysh, San Francisco State University
Marilyn Strutchens, Auburn University
Joseph Merlino, LaSalle University
James E. Hamos, National Science Foundation

This session will address lessons learned by four NSF-funded partnerships, representing four very different partnership-driven models for improving mathematics performance and reducing the "Achievement Gap." Participants and presenters will reflect together on the opportunities and challenges inherent in developing and implementing such partnership-based approaches.

Session Number 5**Dallas***Using Student Work to Develop Middle School Teachers' Knowledge of Algebra*

Elizabeth Phillips, Michigan State University

Participants will examine samples of student work around a set of algebra activities for their potential in developing middle-school teachers' knowledge of algebra as well as an appropriate sequence of problems that will help teachers create a coherent view of algebra across the grades.

Session Number 6**Britain***Supporting Lesson Study as Facilitators*

Makoto Yoshida, Global Education Resources
Akihiko Takahashi, DePaul University

This working session will focus on how to facilitate lesson study, particularly the post-lesson debriefing. The participants will view video clips from several research lessons and the post-lesson debriefing sessions. The presenters will then lead a discussion on how to facilitate an effective post-lesson debriefing.

Session Number 7**Brown***Supporting Teacher Educator Learning: Four Instances of Teacher Educator Learning Communities*

David Coffey, Grand Valley State University
 Timothy Boerst, South Redford Public Schools
 Laurie Sleep, University of Michigan

Participants will examine several models currently employed by individuals associated with the Center for Proficiency in Teaching Mathematics that contribute to professional development of teacher educators — novice to expert. Participants will discuss important dimensions of professional development and ways to initiate novel forms of professional development at their own institutions.

Session Number 8**Carrollton***Blending Elements of Lesson Study with Narrative Case Analysis and Discussion: A Promising Professional Development Synergy*

Edward Silver, University of Michigan
 Alison Castro, University of Michigan
 Hala Ghouseini, University of Michigan

In this session we consider how two popular approaches to mathematics teacher professional development can be blended. Using video and paper artifacts drawn from an ongoing project, we will describe and engage the attendees in discussion about the design and enactment of a synergistic approach that combines elements of lesson study with the analysis of narrative cases.

Mini-Session Number 9**Planters A***Student Centered Learning: Providing Individualization within the Elementary Content Course*

Mary DeYoung, Hope College

What activities provide the most effective content learning opportunities for preservice elementary students? A faculty/student collaborative examined qualitative student data and developed a flexible menu style syllabus that provides student choices while maintaining depth of content knowledge. This session will detail the formulation process and structure introduced Fall, 2004.

Mini-Session Number 10**Planters B***Tactics and Strategy: Mathematical Games as a Learning Environment for Pre-service Teachers*

Greisy Winicki Landman, California State Polytechnic University, Pomona

This presentation will be a “hands-on” presentation of some of the mathematical games played with preservice teachers and will culminate with the analysis of their mathematical and pedagogical potential for teaching mathematics for elementary school preservice teachers.

Mini-Session Number 11**Planters C***An Alternative Perspective on Rigor*

Tom Bassarear, Keene State College

While we all agree that we want our students to become rigorous thinkers, I will argue that an integrated pedagogical approach is necessary, attending to both the cognitive and affective dimensions. I will also make the case for using problems from elementary school materials and examples of children's thinking in supporting the development of rigor.

Mini-Session Number 12**Planters D***Changing the Affect: Empowering Urban Students*

Roberta Schorr, Rutgers University - Newark
 Sylvia Bulgar, Rider University

We report on students from a low-performing school, who had the opportunity to experience mathematical tasks in an inquiry-oriented environment. We will share and discuss videotapes and student artifacts in the context of building a better understanding of the cognitive and affective implications this has for teachers and teacher educators.

Mini-Session Number 13**Planters E***Preparing Mathematics Teachers to Scaffold Student Learning with Spreadsheets*

Margaret Niess, Oregon State University

Teaching mathematics with spreadsheets requires that teachers design a curriculum that prepares students to use spreadsheets as a tool for learning. Explore guiding your preservice teachers to design the mathematics curriculum so that it focuses on students gaining skills with the spreadsheet as they also emphasize learning mathematics.

Mini-Session Number 14 **Planters F**

Mathematics Modeling in Secondary Mathematics

David Pugalee, University of North Carolina - Charlotte
David Royster, University of North Carolina - Charlotte
Norma Royster, Cabarrus County School

A course focusing on mathematical modeling will become a new course designed to meet state mandates for a new mathematics requirement. Descriptions and issues will be presented.

Mini-Session Number 15 **Planters G**

Designing Effective Mathematics Techniques for Diverse Student Populations

Mary Kolesinski, Nova Southeastern University

This session will focus on a study conducted to determine the most effective pedagogy for mathematics teachers whose student population represented a variety of races, cultures, languages and diversity in their cognitive processing. The presenter will share research findings and disseminate sample teacher training modules utilized in the study.

Mini-Session Number 16 **Planters H**

A Full Year Model for Secondary Student Teaching

Judith Melillo, Kent State University

Traditionally student teaching has been one semester. A new model places students at their student teaching site for a 96-hour practicum the first semester and then student teaching for the second. Discussions on the benefits of this model and handouts illustrating the practicum assignments will engage participants in assessing the worth of considering this model at their university.

Mini-Session Number 17 **Planters I**

Movement Toward Conceptual Understanding of Decimals

Signe Kastberg, Indiana University-Purdue University-Indianapolis

Results from a study investigating preservice elementary teachers' developing understanding of place value will be shared. Findings were based on analysis of justifications given by preservice elementary teachers who correctly ordered or compared decimals. Case studies illustrating movement from use of procedures to conceptual understanding will be discussed.

Mini-Session Number 18 **Planters J**

Curriculum Mapping as a Means of Addressing the NCATE/NCTM Program Standards in Secondary Mathematics Teacher Preparation

Hari Koirala, Eastern Connecticut State University

This session will focus on how the NCATE/NCTM program standards for teacher candidates are addressed in a secondary mathematics methods course. A detailed course syllabus that aligns the course objectives, assignments, and products with the standards will be shared and discussed.

Mini-Session Number 19 **Planters K**

Beginning Teachers and Reform-Based Mathematics: Implementing What was Learned at the University

Susan Roberts, University of North Carolina at Chapel Hill

This session is a report of a study of beginning middle grades mathematics teachers. It follows their progress beginning with the methods course through the first semester of their first year of teaching. The report examines the experiences of the teachers as they learn to teach reform-based mathematics.

Mini-Session Number 20 **Planters L**

Geometry for Middle School Teachers: A Notebook Resource

David Jay Hebert, Delta State University

The presenter developed a geometry notebook for the state of Mississippi to be used as a guide/resource for teacher workshops. The purpose of the notebook is to be used in training inservice teachers who are becoming "highly qualified" with respect to NCLB in the state of Mississippi. Participants will look at the activities in the notebook and how these relate to national and state standards, and discuss issues related to using the notebook with inservice teachers.

Session Number 21 Williams

A Capstone Course for Future Teachers of Secondary Mathematics

Melissa Shepard Loe, University of St. Thomas
 Lisa Rezac, University of St. Thomas

We discuss the development and implementation of a capstone course for preservice secondary mathematics teachers that involves study, discussion, and presentation of discrete and continuous mathematics topics directly related to secondary mathematics. We will also share student work and allow time for discussion and questions.

Session Number 22 Kit

Geometric Structures for Elementary Teachers (GeoSET)

Douglas Aichele, Oklahoma State University
 John Wolfe, Oklahoma State University

Reform of the geometry experience (content and pedagogy) for prospective elementary teachers has been initiated as part of the three-year NSF-funded GeoSET project. This session includes presentation/discussion of geometric content and the “lesson study” model, two fundamental aspects of this discovery-based effort.

Session Number 23 Hudson

Developing a Broader Sense of Problem Solving

Robert Wolffe, Bradley University
 Jean Marie Grant, Bradley University

Learn about a sequence of learning opportunities beginning in the freshman year and ending in the junior year that elementary education majors complete so that they develop an enhanced understanding of problem solving as being much more than completing word problems.

Session Number 24 Frisco

Expanding the Role of the University Supervisor

Ginger Rhodes, The University of Georgia
 Dennis Hembree, The University of Georgia

In this session, we will report on a study investigating how university supervisors interpret their non-traditional roles as part of the PRIME project. This study informed our restructuring of university support to make the role more meaningful to both the supervisor and the participating mentor teachers.

Session Number 25 Dallas

Using Cases to Assist Teachers in the Instruction of Mathematics to English Language Learners

Eunice Krinsky, Cal State University, Dominguez Hills
 Deandrea Newton, Cal State University, Dominguez Hills

Can we assist teachers in providing successful experiences for English language learners? Challenges of keeping mathematical and language cognitive level high was met by a working partnership of mathematics and education faculty with school district personnel using cases in a professional development institute. Process and preliminary results will be shared.

Session Number 26 Britain

Blending Preservice and Inservice: Reflections on Four Years of Innovation

Jorgen Berglund, California State University, Chico
 William Fisher, California State University, Chico

The presenters will share reflections and activities from their experiences from the last four years of a unique program for prospective secondary mathematics teachers that incorporates inservice teachers in an interactive seminar starting in the students' freshman year.

Session Number 27 Brown

Web for Mathematics Education: New Efforts to Create Flexible and Easy to Use Tools for Mathematics Teachers

Michael Mikusa, Kent State University

During this session I will be sharing new web-based mathematics education tools which are being piloted in several seventh grade math classes. Then each of the tools and their development will be discussed. Also, some initial data from the pilot will be shared. Come and see how they may impact the future of software and textbooks.

Session Number 28 Carrollton

Supported Video Exemplars for Professional Development in Mathematics Education

Sylvia Bulgar, Rider University

Web-based video exemplars will be shown as a tool for preservice and inservice professional development. There will also be an explanation of the use of summative and directive narratives, student and instructional artifacts and organizing tools. A description of the exemplar collection and project design will be presented.

Session Number 29**Williams***Forming Mathematical Communities: Math Inquiry Groups*

Terry McCabe, Texas State University San Marcos
 Hiroko Warshauer, Texas State University San Marcos
 Kay Reinke, Texas State University San Marcos

This presentation includes a description of the formation of mathematics inquiry groups that include university faculty, middle school mathematics teachers, undergraduates, and middle school students. Several of the participants will share their experiences, ideas and successes as well as the challenges and benefits of creating such a partnership intended to excite and prepare students, teachers and undergraduates in mathematics.

Session Number 30**Kit***Increasing Teacher Content Knowledge: Multiple Solution Strategies*

Mary Pittman, University of Colorado, Boulder
 Mary Nelson, University of Colorado, Boulder

Findings from a two-week professional development that stressed the importance of multiple solution strategies in deepening teachers' mathematical content knowledge are presented. Participants will have the opportunity to examine and solve algebra problems in multiple ways and discuss their solutions in relation to our findings.

Session Number 31**Hudson***The Effect of a Non-Traditional Geometry Course on Prospective Elementary Teachers' Attitudes*

Juliana Utley, Oklahoma State University

During this session I will describe the characteristics of a non-traditional geometry content course designed for prospective elementary teachers and focus on prospective elementary teachers' perceptions about these characteristics as affecting their attitude toward geometry.

Session Number 32**Frisco***Examining Preservice Teachers' Selection of and Facility with Three Models for Fraction Operations*

Juli K. Dixon, University of Central Florida

Teachers' choices of fraction models (area, linear, or set) to represent solution processes for multiplication and division will be described. Misconceptions linked to use of particular models, ways of navigating teachers through their misconceptions, and successful techniques for developing facility with all fraction models will be shared.

Session Number 33**Dallas***Characterizing Experienced Teachers Using Core-Plus: How Can We Meet their Diverse Needs?*

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

This session characterizes the instruction of teachers who have been using Core-Plus materials and examines how to design effective professional development to meet the diverse needs of experienced Core-Plus teachers.

Session Number 34**Britain***A Pre-field Experience: Changing Attitudes and Improving Communication while Learning to Understand and Assess Student Errors*

Lisa Lavelle, Math Forum @ Drexel

The Math Forum presents a professional development model for preservice and inservice teachers. While exploring problems with solutions from students, participants examine different errors to apply in a discussion of student assessment and to use to tailor additional instruction. In the process, participants experience improvement in their own problem-solving and communication skills, accompanied by reduced math anxiety.

Session Number 35**Brown***A Technology-Infused Approach to Secondary/Middle Preservice Methods Courses*

Tim Hendrix, Meredith College

What are ways that we can immerse preservice teachers in methods that prepare them to teach using technology meaningfully? Participants will engage in investigations for preservice middle/secondary teachers using *Fathom*®, *Geometer's Sketchpad*®, and interactive java applets. This session will share a web-enhanced methods course that utilizes electronic notebooks. Student work will be shared.

Session Number 36**Carrollton***Preservice Teachers' Challenges in Supporting English Language Learners in Mathematics*

Cathy Kinzer, New Mexico State University

This session focuses on approaches used in elementary math methods courses to develop and build strategies for supporting diverse student populations, particularly English language learners in mathematics.

TALK-TIME Session Number 37 Williams

Designing Effective Online Mathematics Instruction and Assessment

Nancy Smith, Emporia State University
Marvin Harrell, Emporia State University
Carol Howald, University of Missouri-Columbia
Linda Kallam, Southeastern Oklahoma State University

Speakers will share experiences they have had teaching online courses and face-to-face courses containing online components. They will discuss the benefits and challenges for both mathematics education and mathematics courses. Time will be provided for participant interaction.

TALK-TIME Session Number 38 Kit

Integration of Technology into Mathematics Instruction

Lynn Stallings, Kennesaw State University
Barbara Ferguson, Kennesaw State University
Robin Rider, East Carolina University

Thirty middle and high school teachers selected mathematics lessons for observation that modeled best practices for technology integration. The objectives of these lessons, types of technologies used, and teaching methods used were examined. Implications for teacher educators include insight into teachers' integration of technology and their perceptions of best practices.

TALK-TIME Session Number 39 Hudson

Practices Related to Addressing Equity Issues in Schools and in Higher Education

Marilyn Strutchens, Auburn University
Gayle Herrington, Auburn University
Nancee Klaff, Auburn University
Lisa Lishak, Auburn University

This session focuses on issues addressed in a graduate course designed to help teachers to critically look at issues related to achieving equity in mathematics education. Presenters and participants will examine practices related to addressing equity issues in schools and in higher education.

TALK-TIME Session Number 40 Frisco

For Doctoral Students Only: A Chance to Swap Stories, Compare Notes and Make Professional Contacts that Will Follow You Through Your Career

David Barker, University of Missouri

The title says it all. This session provides an opportunity for doctoral students to find their professional soul-mates—colleagues with similar dreams, aspirations and war stories.

TALK-TIME Session Number 41 Dallas

What is the Meaning of the Term "Balance" as Used by the Principles and Standards Document in Relation to Conceptual and Procedural Learning?

Michael Bosse, East Carolina University
Damon Bahr, Utah Valley State College

The Principles and Standards for School Mathematics document includes several directives calling for a balance in the learning of both mathematical concepts and procedures. A summary of a discussion among Utah AMTE members regarding the meaning of this directive will be presented and then participants will be invited to share their perspectives.

TALK-TIME Session Number 42 Britain

Developing and Maintaining Partnerships between Mathematicians and Mathematics Educators

Michael Kamen, Southwestern University
Cameron Sawyer, Southwestern University
Jamar Pickreign, State University of New York
Keary Howard, State University of New York
Robert Rogers, State University of New York

A mathematics professor joins a mathematics education professor for a two-semester K-8 mathematics methods course to improve coordination between methods and content courses for students certifying to teach pre-K through eighth grade. Benefits to both professors and the program, as well as institutional constraints, will be discussed.

TALK-TIME Session Number 43 **Brown**

Developing and Maintaining University—School System Partnerships

Betz Frederick, Grand Canyon University
David Slavit, Washington State University, Vancouver

In this presentation participants will learn about a five-year university–school partnership in which theory is put into practice. The benefits for the professor, the classroom teacher, the school, and the preservice students will be discussed. Participants will be provided time to reflect and share their own experiences.

TALK-TIME Session Number 44 **Carrollton**

Integrating Methods, Content & Field Experiences in Courses for K–5 Mathematics Teachers

Ron Preston, East Carolina University
Jennifer Bay-Williams, Kansas State University

The session provides an opportunity for participants to share their experiences, plans, visions, and concerns regarding the integration of mathematics methods, content, and field experiences in courses for prospective K–5 teachers.

TALK-TIME Session Number 45 **Planters A**

Enhancing Secondary Methods Courses and Field Experiences

Virginia Horak, University of Arizona
Catherine Miller, University of Northern Iowa

What are you doing to enhance your secondary methods courses and field experiences? For example, students at the University of Arizona and the University of Northern Iowa, doing their school-based field experience in the secondary mathematics methods course, are taking part in an email pen pal project. The students share their reflections and well-remembered events with a pen pal, in lieu of writing in a journal, which is often read only by her/his professor. This is a time to share.

TALK-TIME Session Number 46 **Planters E**

The Past, Present and Future of the NSF Teacher Professional Continuum Program

Karen King, National Science Foundation

This Talk-Time session will provide an opportunity for you to both learn about the changing nature of the NSF–Teacher Professional Continuum Program and to swap stories of your own experiences, interests and concerns.

Friday, January 28, 2005

12:15 – 1:40 p.m.

Lunch

Merchants



Have you discovered the Browsing Room? In the San Antonio Room you'll find the latest professional development support materials and other resources for teacher educators. Get an advanced look at many of the prizes that will be given away at the close of the AMTE business meeting on Saturday afternoon.

The San Antonio Room (better known as the Browsing Room) will be open from 7:30 a.m. to 5:00 p.m. on Friday and from 7:30 a.m. to 12:30 p.m. on Saturday. Stop by and take a look!

Overview of Friday Afternoon, January 28, 2005

	1:40–2:40	3:00–3:30	3:50–4:50
Williams	47. Big Ideas as the Foundation for Professional Development — Charles, Fennell & Lester.	63. Using Lesson Study in Developing Teachers' Knowledge of Students' Mathematics — McDuffie.	71. Promoting Reflective Thinking through Writing Problems and Analyzing Solutions — Jaberg & Lubinski.
Kit	48. Crossing the Barrier between Preservice and Inservice Mathematics Teacher Education — Bahr, Balzotti & Call.	64. Learning Mathematics from Reading Mathematics—A Course in Development — Bird.	72. Assessment Methods in a Middle School Mathematics Teacher Education Program — Mathews, Farrell & Reed.
Hudson	49. Multiple Solutions/Multiple Problems — Gilbert.	65. Assessing the Mathematical Knowledge of Middle Grades Mathematics Teachers — Thompson & Brown.	73. What Information is Needed on Institutional Doctoral Programs in Mathematics Education and How can We Go About Getting It? — Reys, Cooper, Flores, Karp & Lester.
Frisco	50. The Algebraic Preparation of Elementary and Middle School Teachers — Stump, Roebuck, Bishop, Hartter, Hillman & Anderson.	66. Joint Math and Science Methods Classes — Building an Interdisciplinary Cohort through Technology — Bellman.	74. Teachers' Use of Rubrics to Score Non-Traditional Tasks: Common Errors and Misinterpretations — Meier & Rich.
Dallas	51. Keeping Pace with Technology Preparation for Pre-service Mathematics Teachers — O'Neal & Schrock.	67. "I Actually Learned a Lot from This": A Field Assignment to Prepare Future Math Teachers for Culturally Diverse Classrooms — Cobbs & Downey.	75. Teaching Statistical Concepts: Are Future Teachers Prepared? — Carter, Zientek & Capraro.
Britain	52. An Online Mathematics Methods Course for Middle School and High School Preservice Students — Mitchell.	68. Becoming a Leader in Mathematics: A Study of Leaders' Beliefs, Attitudes, and Professional Development Practices — McGatha & Bush.	76. Integrating <i>The Geometer's Sketchpad</i> ® in Secondary Preservice Teacher Content Courses — Driskell & Harper.
Brown	53. Developing a Math Capstone Course for Preservice Secondary Teachers — Sawyer & Kamen.	69. Moving Beyond Measurement: Integrating Mathematics and Science — Lewis & Hynes.	77. The Role of Sociomathematical Norms in Mathematics Professional Development — Carroll, Mumme & Romagnano.
Carrollton	54. Children Engaged in Early Algebra: What Does it Look Like? How Can Teachers Learn to Create Opportunities to Support their Own Students in such Discussions? — Bastable.	70. The Complexities of Teachers' Knowledge of Probability: Results from Research to Inform Teacher Education — Lee.	78. Student Assessment as a Means for Teacher Education — Ice & Sanchez.
Planters	Eight Mini-Sessions: Review Posters and Pick Three to See		79. Mathematics Teacher Education — An International Perspective: A Report from ICME 10 — Fennell.

The Judith E. Jacobs Lecture

Planters, 5:00 – 6:30 p.m.

Dinner

Merchants, 6:30 – 8:00 p.m.

Session Number 47 Williams

Big Ideas as the Foundation for Professional Development

Randall Charles, San Jose State University
 Skip Fennell, McDaniel College
 Frank Lester, University of Indiana

The meaning and importance of “Big Ideas” in teaching and learning mathematics will be presented. A set of “Big Ideas” for the elementary and middle grades will be proposed. Suggestions for ways “Big Ideas” can drive content courses and professional development will be offered.

Session Number 48 Kit

Crossing the Barrier between Preservice and Inservice Mathematics Teacher Education

Damon Bahr, Utah Valley State College
 Mark Balzotti, Nebo School District
 Nedra Call, Nebo School District

Teachers, school and district administrators, a state office specialist, and faculty from two teacher education institutions worked together to create a school-wide math improvement model that incorporated a joint preservice-inservice methods course as an introduction to a larger math endorsement program.

Session Number 49 Hudson

Multiple Solutions/Multiple Problems

Michael Gilbert, Eastern Washington University

This session considers the mathematical rationale behind pursuing multiple solutions, and makes the case for examining student work on multiple, parallel tasks. The pedagogical equivalent of multiple solutions for preservice teacher educators is to examine student representations for multiple, yet similar tasks. The cognitive demand and mathematical basis of tasks becomes much more transparent when this comparison is done.

Session Number 50 Frisco

The Algebraic Preparation of Elementary and Middle School Teachers

Sheryl Stump, Ball State University
 Kay Roebuck, Ball State University
 Joyce Bishop, Eastern Illinois University
 Beverly Hartter, Ball State University
 Susan Hillman, Saginaw Valley State University
 Mary Enderson, Middle Tennessee State University

We believe the algebraic preparation of elementary and middle school teachers should include experiences in problem solving, generalization & proof, patterns & sequences, and functions & modeling. Participants will discuss these four dimensions of algebraic exploration and examine specific problems and investigations designed to develop preservice teachers’ algebraic understanding.

Session Number 51 Dallas

Keeping Pace with Technology Preparation for Pre-service Mathematics Teachers

Judy O’Neal, North Georgia College & State University
 Connie Schrock, Emporia State University

Preparing preservice mathematics teachers to utilize technology as an instructional tool for guiding their students to discover, learn, and do mathematics is an on-going task. Learn how institutions of two different sizes approach this continuous updating process, and be prepared to share how your department meets this challenge.

Session Number 52 Britain

An Online Mathematics Methods Course for Middle School and High School Preservice Students

Karen Mitchell, Marshall University

Low enrollment has forced many colleges to offer only general methods or to drop methods as a requirement of their middle school and high school mathematics education programs. This session will detail an online mathematics methods course that can be shared by multiple institutions and used to encourage professional communities.

Session Number 53 Brown

Developing a Math Capstone Course for Preservice Secondary Teachers

Cameron Sawyer, Southwestern University
 Michael Kamen, Southwestern University

Participants will be engaged in a discussion about the development of a capstone course for preservice secondary teachers at a small university, supported by a PMET mini-grant. The concerns and issues faced in the development and implementation of a semester-long course will be explored.

Session Number 54**Carrollton**

Children Engaged in Early Algebra: What Does it Look Like? How Can Teachers Learn to Create Opportunities to Support their Own Students in such Discussions?

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 inservice teachers need to understand in order to enact such roles.

Mini-Session Number 55**Planters A**

Teacher Professional Development: Enhancing Mathematics Teaching through Effective Training

Catherine Kelly, University of Colorado at Colorado Springs

Teacher professional development in mathematics will be discussed in this session. Results from this research imply that multi-faceted approaches to teacher professional development might significantly enhance mathematics teaching skills and subsequent student learning.

Mini-Session Number 56**Planters B**

Online High School Mathematics Methods Course

Cos Fi, University of North Carolina–Greensboro

This session will share an online methods course for secondary school teachers. Question to be explored: Are the big ideas of a preservice methods course for the education of mathematics teachers reflected in the course?

Mini-Session Number 57**Planters C**

Reconceptualizing Pedagogical Content Knowledge from a Constructivist Perspective.

Jason Silverman, Vanderbilt University

In work with preservice teachers, it became evident that knowledge of mathematics for teaching, though valuable, was not fine-grained enough to be of use. In this session, the construct of pedagogical content knowledge will be examined with focus on mathematics teacher education and reconceptualized from a constructivist perspective.

Mini-Session Number 58**Planters D**

Mathematical and Pedagogical Residues of Problem-Solving Tasks in Methods Courses

Laurie Overman Cavey, James Madison University
LouAnn Lovin, James Madison University

We will share ideas for problem-solving tasks that have impacted the mathematical and pedagogical thinking of our students (prospective grade 6–12 teachers) and tell you how our own mathematical ideas have come into play. Come prepared to engage in one such task!

Mini-Session Number 59**Planters E**

Maintaining a Supportive Learning Environment while Evaluating Mathematical Knowledge

Michelle Chamberlin, University of Northern Colorado
Jodie Novak, University of Northern Colorado
Jeff Farmer, University of Northern Colorado

State and federal requirements are calling for teachers to be “highly-qualified.” Thus, professional development must evaluate mathematical learning of teachers. In our professional development, we wanted to evaluate teachers' mathematical learning without compromising a supportive learning environment. This presentation reports our efforts to use supportive assessments.

Mini-Session Number 60**Planters F**

Guiding Teachers toward Publication

Charlene Beckmann, Grand Valley State University
Denisse Thompson, University of South Florida

Two approaches toward guiding preservice and inservice teachers toward publication of their work will be discussed. Sample strategies from reviewing to writing for publication as well as outlets for publication and results of these efforts will be shared.

Mini-Session Number 61**Planters G**

Understanding Two Prospective Teachers' Perceptions of Student Difference in School Mathematics

Anne Marie Marshall, University of Maryland
Grace Benigno, University of Maryland

In this session we will share insights from a study we conducted of two prospective elementary teachers' perceptions of student difference in school mathematics. The session will conclude by engaging participants in a discussion about the implications our study has for mathematics teacher education.

Mini-Session Number 62**Planters H**

Preparing Inservice and Preservice Middle School Mathematics Teachers

Sharon Gronberg, Texas State University-San Marcos

To address the national shortage of middle school mathematics teachers, Texas State University Department of Mathematics developed two programs using NSF grants, a preservice middle school math teacher program and a master's degree in middle school mathematics teaching. The session will be an overview of the two programs along with samples of the inquiry-based labs used for instruction in the courses.

Session Number 63**Williams**

Using Lesson Study in Developing Teachers' Knowledge of Students' Mathematics

Amy Roth McDuffie, Washington State University

This session presents a study of year-long collaboration involving a teacher educator/researcher and two mathematics teachers as they engaged in lesson study while pursuing National Board Certification. I explored how the teachers' practices developed in using students' mathematics in planning, implementing, and reflecting on lessons through this collaboration.

Session Number 64**Kit**

Learning Mathematics from Reading Mathematics: A Course in Development

Elliott Bird, C. W. Post College, Long Island University

Discussion of a new required content course for preservice mathematics majors, called Literacy in Mathematics. Its purpose, as mandated by New York State Department of Education, is to improve the abilities of learning with and from mathematics textual materials not only for those registered in the course, but also for their future students.

Session Number 65**Hudson**

Assessing the Mathematical Knowledge of Middle Grades Mathematics Teachers

Charles Thompson, University of Louisville

Todd Brown, University of Louisville

Session speakers will explain how the assessments of middle grades teachers' knowledge of mathematics and pedagogy were developed and field-tested. They will share results of reviews completed by mathematicians, mathematics educators, and teachers. Speakers will also share results of field tests, indicating strengths and weaknesses in middle school teachers' knowledge of mathematics and pedagogy. Finally, speakers will explain how participants can gain access to the assessments for research and diagnostic purposes.

Session Number 66**Frisco**

Joint Math and Science Methods Classes — Building an Interdisciplinary Cohort through Technology

Allan Bellman, University of California, Davis

Our math and science method courses occasionally meet together for instruction on handheld technology, data collection and mathematical modeling. Common classes help build an interdisciplinary community and awareness of each other's discipline. Participate in a sample group lesson and discuss other lessons we use and the course's effect on our preservice teachers.

Session Number 67**Dallas**

"I Actually Learned a Lot from This": A Field Assignment to Prepare Future Math Teachers for Culturally Diverse Classrooms

Georgia Cobbs, University of Montana

Jayne Downey, Montana State University

This session describes a unique field assignment for an Elementary Math Methods course designed to increase preservice teachers' (PTs) understanding of issues related to the achievement gap in mathematics. PTs conducted semi-structured interviews with children from various backgrounds about their perspectives on teaching/learning math. The paper describes the assignment and PTs' growth.

Session Number 68**Britain**

Becoming a Leader in Mathematics: A Study of Leaders' Beliefs, Attitudes, and Professional Development Practices

Maggie McGatha, University of Louisville

William Bush, University of Louisville

This session will describe beliefs, attitudes, and professional development practices of 35 educators who participated in a year-long mathematics leadership development program through the Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics. Presenters will share those factors that facilitated growth in leadership development and that affected successful implementation of professional development.

Session Number 69**Brown***Moving Beyond Measurement: Integrating Mathematics and Science*

Nancy Lewis, University of Central Florida
 Michael Hynes, University of Central Florida

Integration of mathematics and science is not a new idea, but seems to be an elusive practice in many classrooms, both at the university level and at the classroom level. Lessons learned in the Lockheed Martin/UCF Academy for Mathematics and Science about fostering integration at the university level and at the public-school classroom level will serve as a foundation for this highly participatory session.

Session Number 70**Carrollton***The Complexities of Teachers' Knowledge of Probability: Results from Research to Inform Teacher Education*

Hollylynn Stohl Lee, North Carolina State University

The purpose of this session is to share research about teachers' probability understanding and issues that affect teachers' difficulty in facilitating students' probabilistic understanding. The report will include: 1) teachers' knowledge and beliefs about probability, 2) their ability to teach probabilistic ideas, and 3) lessons learned from teacher education programs.

Friday, January 28, 2005**3:50 – 4:50 p.m.****Session Number 71****Williams***Promoting Reflective Thinking through Writing Problems and Analyzing Solutions*

Patricia Jaberg, Mount Mary College
 Cheryl Lubinski, Illinois State University

This session will focus on tasks used in both content and methods courses to develop mathematical understanding and reflection in preservice teachers. These tasks utilize school connections and require preservice teachers to write and/or analyze problems given to elementary/middle-school students.

Session Number 72**Kit***Assessment Methods in a Middle-School Mathematics Teacher Education Program*

Susann Mathews, Wright State University
 Ann Farrell, Wright State University
 Michelle Reed, Wright State University

Preservice middle-grades mathematics teachers not only must learn content deeply, but they must prepare to assess their own students' understanding using multiple methods. We will briefly discuss assessments and their goals within our mathematics program for middle-grades preservice teachers and then facilitate discussion about matching goals with types of assessments.

Session Number 73**Hudson***What Information is Needed on Institutional Doctoral Programs in Mathematics Education and How can We Go About Getting It?*

Robert Reys, University of Missouri
 Sandi Cooper, Texas Tech University
 Alfinio Flores, Arizona State University
 Karen Karp, University of Louisville
 Frank Lester, Indiana University

The AMTE has a link on its website designed to provide information about doctoral programs in mathematics education available at institutions. This session will showcase this effort to disseminate information about doctoral programs in mathematics education and ways in which this information might be used and the process improved.

Session Number 74**Frisco***Teachers' Use of Rubrics to Score Non-Traditional Tasks: Common Errors and Misinterpretations*

Sherry Meier, Illinois State University
 Beverly Rich, Illinois State University

Open-ended and constructed-response items are becoming more prevalent in both classroom and high-stakes testing. As associated scoring rubrics become more commonplace, questions of reliability arise. This session will present findings from a study on the discrepancies between practicing teachers' and mathematics education researchers scoring of student work.

Session Number 75 **Dallas**

Teaching Statistical Concepts—Are Future Teachers Prepared?

Tamara Anthony Carter, Texas A&M University
Linda Reichwein Zientek, Texas A&M University
Robert M. Capraro, Texas A&M University

In recent years, more emphasis has been placed on the data analysis strand of mathematics in grades K-12. The results from a study of preservice teachers' understandings and misconceptions of data analysis as well as their attitudes toward statistics will be explored. Implications for teacher preparation will be discussed.

Session Number 76 **Britain**

Integrating the Geometer's Sketchpad® in Secondary Preservice Teacher Content Courses

Shannon Driskell, University of Dayton
Suzanne Harper, Miami University

Although *The Geometer's Sketchpad®* is often associated with teaching geometric concepts, it is an excellent tool for investigating derivatives, conics, and various other precalculus topics. In this session, we would like to share some of our activities that are designed to actively engage preservice teachers in constructing a deeper conceptual knowledge about these concepts.

Session Number 77 **Brown**

The Role of Sociomathematical Norms in Mathematics Professional Development

Cathy Carroll, WestEd
Judy Mumme, WestEd
Lew Romagnano, Metropolitan State College of Denver

How might leaders develop an understanding of the role of sociomathematical norms in mathematics professional development and how these norms impact teachers' understandings of mathematics teaching and learning? A short videocase from a mathematics PD experience will be used as a stimulus to consider these ideas.

Session Number 78 **Carrollton**

Student Assessment as a Means for Teacher Education

Nicole Ice, Kennesaw State University
Wendy Sanchez, Kennesaw State University

A Teacher Quality project aimed at increasing the use of standards-based teaching practices by a secondary mathematics faculty through the use of open-ended assessment will be described. Session participants will be presented with initial data and findings and will then discuss implications for preservice and inservice teacher education.

Session Number 79 **Planters**

Mathematics Teacher Education—An International Perspective: A Report from ICME 10

Skip Fennell, McDaniel College

This session will provide a review of preservice teacher education programs internationally. The session will report on a review of the preservice teacher education strand with the ICME-10 conference. The session will compare U.S. practices in teacher education and certification to such practices around the world.

Friday, January 28, 2005

5:00 – 6:30 p.m.

Session Number 80 **Planters**

The Judith E. Jacobs Lecture:

Reflections on a Lifetime of Work: Why Curriculum Matters

Glenda Lappan, Michigan State University

I will share some lessons from decades of my work to help teachers bring kids and mathematics together so that the kids learn AND learn to learn mathematics.

Friday, January 28, 2005

6:30 – 8:00 p.m.

Dinner **Merchants**

Overview of Saturday Morning, January 29, 2005

	8:00–9:30	9:50–10:20	10:40–11:10	11:30–12:30
Williams	81. Reflections on Lesson Study: Implications for Preservice and Inservice — Romagnano, Takahashi & Burrill.	101. Professional Development Partnerships Impact Teacher Practice and Student Achievement in Math — McGehee.	109. San Diego State University Math Specialist Certificate Program: What have we Learned? — Klass, Gawronski & Bezuk.	117. Classroom Assessment in Grades 6-12 Mathematics — Bright.
Kit	82. Helping Prospective Teachers Develop Reflective Habits of Mind: Laying the Foundation for Teacher Leaders — Billings, Coffey, Wells, Yu, Bergeon, McCarthy & Roy.	102. Understanding Factors that Facilitate and Impede Teacher Change — Schaefer & Pape.	110. What does it Take to Become a Math Teacher? Content Requirements for Middle and High School Under NCLB — Caldwell.	118. Issues for Early Career Math Teacher Educators: A Discussion for New Faculty, Doctoral Students, and Others — Gay, Berghold, Chavez & Hendrix.
Hudson	83. TIMSS: Videos Improving Teaching and Learning — Watanabe, Wang-Iverson & Fi.	103. Adapting Lesson Study: Lessons Learned — Yarema, Gee, Brown & Abila.	111. Developing Rich Problems to Promote Problem Solving — Kribs-Zaleta & Epperson.	119. The Center for Study of Mathematics Curriculum—What is it Doing? How can its Work Support Math Teacher Educators? — Reys, Hirsch, Lappan & Usiskin.
Frisco	84. Performance Assessment: A Powerful Tool for Professional Development — Becker & Foster.	104. Teacher Work Samples - Assessment for Progress in Student Teaching — Jordan.	112. The Effect of Course Work and Field Experience on Preservice Middle School Math Teachers' Preferred Teaching Style — Eddy & Wilkerson.	120. Common Features and Uncommon Elements of Mathematics Methods Courses — Taylor & Ronau.
Dallas	85. Investigations with Statistics: Preservice Teachers' Approaches to Data Analysis — Graybeal, Bote, Marshall, Benigno, Napp & Smith.	105. What Were They Thinking? Teachers Improve Teaching & Learning through Action Research — Taube, Polnick & Jasper.	113. A Tale of Two Teachers — Cady & Meier.	121. Using Apps (Applications) on the New TI-84+SE Graphing Calculator — Crocker.
Britain	86. Teachers' Discourse Moves: Analysis of Collegiate Classroom and Teacher Professional Development — Krussel, Dick, Springer & Simonsen.	106. Add Some Writing to your Content Courses — Peterson.	114. Realigning Assessment Tool in an Integrated Secondary Mathematics and Science Preservice Teacher Education Program — McKeny & Schaefer.	122. Sustaining a Commitment to Equity and Access while Teaching Mathematics in High-need Urban Schools. — Smith.
Brown	87. Mathematics for All: A Multimedia Case-Study Approach to Inquiry into K-6 Inclusion Practice — Moeller & Dubitsky.	107. Maintaining Quality and Rigor in an Online Graduate Degree Program — Jakubowski & Unal.	115. Using Information Technology to Enhance Teacher Quality and Improve Student Achievement in Math — Pinchback & Williams.	123. NAEP Professional Development Materials — Arbaugh, Lambdin, Lynch-Davis & Morge.
Carrollton	88. Using The Geometer's Sketchpad® with Elementary and Middle School Students — Rasmussen.	108. Teaching Centres: Mathematics Education Reform One School at a Time — Graham & Connelly.	116. Characterizing Effective Professional Development: An Examination of Teacher and Staff Developer Views — Barker, Lannin & Dingman.	124. Longitudinal Influences of Conceptual Mathematics on Teacher Classroom Enactments — Capraro, Zientek & Capraro.
Planters	Twelve Mini-Sessions: Review Posters and Pick Four to See			Eight Mini-Sessions: Review Posters and Pick Three to See

Session Number 81**Williams***Reflections on Lesson Study: Implications for Preservice and Inservice*

Lew Romagnano, Metropolitan State College of Denver
 Akihiko Takahashi, DePaul University
 Gail Burrill, Michigan State University

Lesson study provides a means for practicing teachers and those learning to teach to seriously consider what it means to enable students to learn mathematics. What does it take to realize this possibility? The discussion will consider examples of what works, what does not, and the implications for teacher preparation.

Session Number 82**Kit***Helping Prospective Teachers Develop Reflective Habits of Mind: Laying the Foundation for Becoming Teacher Leaders*

Esther Billings, Grand Valley State University
 David Coffey, Grand Valley State University
 Pamela Wells, Grand Valley State University
 Paul Yu, Grand Valley State University
 Rebecca Bergeon, Grand Valley State University
 Tarah McCarthy, Grand Valley State University
 Jessica Roy, Grand Valley State University

Speakers will share several practical ways to help prospective teachers become reflective practitioners, focusing on helping students think deeply about the following questions: What are my mathematical goals? Is this mathematical task worthwhile? What question is the student answering? and How do I respond? Symposium will include significant participant interaction.

Session Number 83**Hudson***TIMSS: Videos Improving Teaching and Learning*

Tad Watanabe, Penn State University
 Patsy Wang-Iverson, Research for Better Schools
 Cos Fi, University of North Carolina Greensboro

This workshop will focus on sharing the analysis of the 1999 TIMSS Public Release mathematics lessons from seven countries. The participants will have opportunities to learn and discuss how video segments from these public release lessons can be used to help teachers improve their mathematics teaching.

Session Number 84**Frisco***Performance Assessment: A Powerful Tool for Professional Development*

Joanne Rossi Becker, San Jose State University
 David Foster, The Robert Noyce Foundation

Performance-based assessments can be one powerful tool for professional development for teachers. The presenters will describe how districts and professional development projects are using such assessments with teachers to help them examine their students' work to ascertain what students do and do not understand as a means of improving instruction.

Session Number 85**Dallas***Investigations with Statistics: Examining Preservice Teachers' Approaches to Data Analysis*

Christy Graybeal, University of Maryland
 Lisa Bote, University of Maryland
 Anne Marie Marshall, University of Maryland
 Grace Benigno, University of Maryland
 Carolina Napp, University of Maryland
 Toni Smith, University of Maryland

This session examines approaches used by preservice teachers to analyze data when provided with statistical tasks and in clinical-interview settings. Examination of the preservice teachers' approaches provides insight into understandings and misconceptions related to distributions of data and the measures used to index and compare distributions.

Session Number 86**Britain***Teachers' Discourse Moves: Analysis of Discourse in the Collegiate Classroom and its Extension to Teacher Professional Development*

Libby Krussel, University of Montana
 Tom Dick, Oregon State University
 G. T. Springer, Texas Instruments
 Linda Simonsen, Montana State University

The research team has developed a framework for analyzing the deliberate actions taken by a teacher to participate in, or influence the discourse in mathematics classrooms and refer to such actions as the teacher's discourse moves. We propose to present several applications of this framework, including discourse around collaborative problem-solving in Treisman Emerging Scholars workshops, a video-based study of a college-level geometry course for teachers, discourse in wireless-networked classrooms, and the asynchronous discourse in an online statistics course.

Session Number 87**Brown***Mathematics for All: A Multimedia Case-Study Approach to Inquiry into K-6 Inclusion Practice*Babette Moeller, Educational Development Center
Barbara Dubitsky, Bank Street College of Education

The purpose of this session is to demonstrate digital resources and learning experiences that we have developed and to share our findings about how to effectively facilitate the use of multimedia case materials to better prepare teachers for serving students with and without disabilities within a standards-based mathematics curriculum.

Session Number 88**Carrollton***Using The Geometer's Sketchpad® with Elementary and Middle School Students*

Steve Rasmussen, Key Curriculum Press

Sketchpad 4 offers teachers many opportunities to deepen their students' understanding of important mathematical ideas across the curriculum, including number sense, pre-algebraic thinking and geometry. We will present several Sketchpad-based investigations--most can be used with limited Sketchpad experience--designed especially for elementary and middle school reform curricula.

Mini-Session Number 89**Planters A***Teaching Algebra through Project-Based Activities: A Teacher's Journey of Discovery*

Sheryl Maxwell, University of Memphis

This session highlights an eighth-grade teacher's journey as he designs and implements project-based activities that stimulate conceptual learning of algebra through real-world contexts. Insights coalesced from three data sources will be shared by the presenter/researcher. Seeds of visionary projects can be sown through discourse opportunities.

Mini-Session Number 90**Planters B***Mathematical Children's Literature as Evidence of Content Knowledge*

Ginny Keen, Miami University

Preservice teachers (PSTs) created, read, and presented children's books to first-grade penpals in a rural school as a part of a mathematics content course. Book content and Notes to the Reader provided evidence of PST content knowledge. Session will include PST, first-grade teacher, and mathematics teacher educator perspectives.

Mini-Session Number 91**Planters C***Thinking About Continuity: Teachers Talk About Their Students' Thinking*

Leah Bridgers, Syracuse University

In this session the presenter will discuss results from a study of high-school calculus teachers talking about their students' thinking about continuity.

Mini-Session Number 92**Planters D***Designer Functions: Inquiry, Connections, and Synthesis Experience for Future High School Teachers*

Marcia Weller Weinhold, Purdue University Calumet

Designer Functions provide future teachers with an experience of technology-supported inquiry as well as a review of polynomials and rational functions from a new perspective.

Mini-Session Number 93**Planters E***Lesson Study with Preservice Secondary Teachers*Mary McMahan, North Central College
Ellen Hines, Northern Illinois University

Why we attempted a lesson study. How we set it up. How it changed preservice teachers' beliefs. The subjects were eight secondary mathematics preservice teachers who were observing and teaching in a 50-hour practicum at one local high school.

Mini-Session Number 94**Planters F***The Mathematics Teachers in Appalachia—Future and Present Conference: An Excellent Professional Development Opportunity for Preservice Mathematics Teachers*

Thomas Klein, Marshall University

This session provides an overview of an annual conference designed primarily for preservice mathematics teachers in Appalachia. The conference sessions and discussions with practicing teachers provide a meaningful professional development opportunity at little to no cost to the preservice teachers.

Mini-Session Number 95**Planters G***A Math Content Program for Teachers*

Shelley Kriegler, University of California Los Angeles
 Melissa Canham, Downey Unified School District
 Mark Goldstein, University of California Los Angeles

UCLA is developing a cohesive collection of curricular units that can be used to build a 12-course major for middle-school mathematics teachers or that can be customized to meet specific professional development needs.

Mini-Session Number 96**Planters H***Professional Development of K-8 Mathematics Teachers: The Virginia Mathematics Specialist Project*

Maria Timmerman, University of Virginia

A partnership between Virginia's institutions of higher education and public-school divisions leading to the first generation of licensed K-8 Mathematics Teacher Specialists will be described. Goals, content, and relevant materials are included, as well as the accomplishments and challenges for teacher leadership in schools.

Mini-Session Number 97**Planters I***Action Research of Middle School Teachers*

Janine Scott, Sam Houston State University
 Kimberly Arp, Sam Houston State University

A brief synopsis of the action research completed by a master's-degree cohort will be provided with connections to several of CBMS's recommendations to action research projects and the educational implications that come from such research.

Mini-Session Number 98**Planters J***The Effect of Immersion in an Inquiry-based Math Camp on Mathematics Teaching Efficacy*

Kay Reinke, Texas State University San Marcos
 Terrence McCabe, Texas State University San Marcos
 Hiroko Warshauer, Texas State University San Marcos

The presenters of this session will share the results of a study involving inservice teachers whose participation in a summer inquiry-based math camp positively affected their mathematics teaching self-efficacy. Discussion and analysis includes aspects of the camp that contributed to the professional development of the teachers.

Mini-Session Number 99**Planters K***Diagnostic Mathematics: A Field-based Course for Preparing Teachers*

Sue Brown, University of Houston-Clear Lake
 Judy Bergman, University of Houston-Clear Lake

At the University of Houston-Clear Lake, secondary teacher certification candidates in mathematics complete a three-hour Diagnostic Mathematics course in which they work one-on-one with a public-school student. The candidates administer and evaluate diagnostic tests; conduct interviews with their student, their student's parents, and their student's teachers; and analyze measurement and screening data provided by the school. Based on this information, the candidate and the university faculty member develop an instructional plan for their student. This presentation will describe the course and challenges associated with the course.

Mini-Session Number 100**Planters L***Investigating the Emergence of a Professional Mathematics Teaching Community*

Chrystal Dean, Vanderbilt University

The purpose of this mini-session is to provide an analysis that documents the development of a professional mathematics teaching community from its inception and the means of supporting its emergence.

Session Number 101

Williams

Professional Development Partnerships Impact Teacher Practice and Student Achievement in Mathematics

Jean McGehee, University of Central Arkansas

The Professional Development and Curriculum Alignment Project (2000-present) is a school partnership project and implementation research study that examines the ways in which the development of teacher mathematical knowledge and instructional practice links to student performance in mathematics in Arkansas' large-scale assessment.

Session Number 102

Kit

Understanding Factors that Facilitate and Impede Teacher Change

Nancy Schaefer, Ohio Department of Education
Stephen Pape, Ohio State University

This session presents research from a two-year, reform-minded professional development program for middle-school mathematics teachers. Factors that facilitated and factors that impeded the teachers in changing their teaching practices will be presented and examined through case studies.

Session Number 103

Hudson

Adapting Lesson Study: Lessons Learned

Connie Yarema, Abilene Christian University
Donna Gee, Abilene Christian University
Gail Brown, Abilene Independent School District
Rosemary Abila, Dyess Elementary School

Lesson Study, a professional development model used in Japan, has shown great promise in improving mathematics instruction. The process of adapting and implementing Lesson Study in one public-school setting will be presented, along with recommendations and suggestions.

Session Number 104

Frisco

Teacher Work Samples: Assessment for Progress in Student Teaching

Pat Lamphere Jordan, Oklahoma State University

Student-teacher interns are required to demonstrate their impact on classroom learning. These work-samples not only provide feedback for the interns about their teaching competencies, but also provide a reflection for the mathematics teacher education program.

Session Number 105

Dallas

What Were They Thinking? Helping Teachers to Improve Teaching and Learning through Action Research

Sylvia Taube, Sam Houston State University
Barbara Polnick, Sam Houston State University
William Jasper, Sam Houston State University

The presenters will share a process for helping teachers to improve their teaching practice through action research. The action research focused on designing authentic assessment tasks and analyzing student responses with rubrics as a way to improve problem solving. Teacher reflections and student work will be shared as a springboard for discussion.

Session Number 106

Britain

Add Some Writing to your Content Courses

Winnie Peterson, Kutztown University of PA

The incorporation of writing activities in preservice elementary mathematics content courses will help your students clarify their mathematical thinking, provide you with an assessment tool and model an educationally valuable practice. Writing prompts, student responses, student views on writing to learn and grading procedures will be presented.

Session Number 107

Brown

Maintaining Quality and Rigor in an Online Graduate Degree Program

Elizabeth Jakubowski, Florida State University
Hasan Unal, Florida State University

Issues in the design, implementation and evaluation of an online graduate degree in mathematics education for practicing teachers will be presented. The presenters will share how issues of quality and rigor were dealt with from a research-university perspective.

Session Number 108

Carrollton

Teaching Centres: Mathematics Education Reform One School at a Time

Joanne Graham, Brock University
Ralph Connelly, Brock University

Speakers will describe a "Teaching Centre" partnership that provides for effective, ongoing mathematics professional development, even though just for one school at a time.

Session Number 109

Williams

San Diego State University Mathematics Specialist Certificate Program: What Have We Learned?

Steve Klass, Encinitas Union School District
Jane Gawronski, San Diego State University
Nadine Bezuk, San Diego State University

This session will present an overview of SDSU's Mathematics Specialist Certificate Program for elementary teachers, including description of Mathematics and Teacher Education components, and modifications made in the five years since the program began.

Session Number 110

Kit

What Does it Take to Become a Math Teacher? Content Requirements for Middle and High School Under NCLB

Janet Caldwell, Rowan University

An analysis of the content requirements for certification across the United States will be shared and discussed, including both initial certification regulations and the designation of current teachers as "highly qualified." Discussion will focus on implications for teacher educators.

Session Number 111

Hudson

Developing Rich Problems to Promote Problem Solving

Christopher Kribs-Zaleta, University of Texas at Arlington
James Epperson, University of Texas at Arlington

Development of problem solving skills requires "rich" problems that provide opportunities to unpack deep insights into mathematics. Teachers must be able to select and create rich problems for their students. We present ways to develop and evaluate mathematics problems for richness, by looking at classes and features of rich problems.

Session Number 112

Frisco

The Effect of University Course Work and Field Experience on Pre-service Middle School Mathematics Teachers' Preferred Teaching Style

Colleen Eddy, Baylor University
Trena Wilkerson, Baylor University

An analysis of research of preservice middle-school mathematics teachers' preferred teaching styles will be discussed. Preliminary results will be shared of how university mathematics courses, pedagogy mathematics courses, and fieldwork influence the teaching styles of this group of preservice teachers.

Session Number 113

Dallas

A Tale of Two Teachers

JoAnn Cady, University of Tennessee
Sherry Meier, Illinois State University

This session examines the development of teaching practices of two teachers who participated in an innovative teacher education program. Although these teachers had similar teacher preparation experiences, their classroom practices five years after leaving the program were distinct. Comparing and contrasting these two teachers provides insights for designing teacher education programs and staff development for novice teachers.

Session Number 114

Britain

Realigning Assessment Tool in an Integrated Secondary Mathematics and Science Preservice Teacher Education Program

Timothy McKeny, Ohio State University
Nancy Schaefer, Ohio State University

A coherent reflection and assessment process in an integrated secondary mathematics and science preservice teacher education program is presented. The call to develop reflective practitioners and changes in state licensure requirements prompted the realignment of reflection and assessment tools to more effectively reflect program goals, NCATE standards, Praxis III expectations, and national standards for science and mathematics.

Session Number 115

Brown

Using Information Technology to Enhance Teacher Quality and Improve Student Achievement in Mathematics

Carolyn Pinchback, University of Central Arkansas
Carolyn Williams, University of Central Arkansas

A staff-development project for enhancing teacher knowledge and student achievement and how the use of a web-based information technology is incorporated to assess, train and evaluate its effectiveness is offered.

Session Number 116

Carrollton

Characterizing Effective Professional Development: An Examination of Teacher and Staff-Developer Views

David Barker, University of Missouri - Columbia
John Lannin, University of Missouri - Columbia
Shannon Dingman, University of Missouri - Columbia

The presenters will put forward findings regarding what staff developers and teachers have to say about effective professional development. Similarities and differences in beliefs between these stakeholders will be presented and discussed along with implications.

Session Number 117

Williams

Classroom Assessment in Grades 6-12 Mathematics

George Bright, University of North Carolina at Greensboro

Classroom assessment is the process of gathering information about students' thinking, inferring what students know, and adjusting instruction accordingly. This session overviews materials we have created to help teachers apply classroom assessment practices in the planning and delivery of instruction.

Session Number 118

Kit

Issues for Early Career Mathematics Teacher Educators: A Discussion for New Faculty, Doctoral Students, and Others

Susan Gay, University of Kansas
Trisha Berghold, San Jose State University
Oscar Chavez, University of Missouri
Tim Hendrix, Meredith College

We invite you to join a discussion around several questions. What do you do when you are the mathematics educator in the mathematics department? Are there post-doctoral positions in mathematics education? What considerations are important in looking for a job and starting a career as a mathematics teacher educator?

Session Number 119

Hudson

The Center for Study of Mathematics Curriculum (CSMC)—What is it Doing? How Can its Work Support Mathematics Teacher Educators?

Barbara Reys, University of Missouri
Chris Hirsch, Western Michigan University
Glenda Lappan, Michigan State University
Zalman Usiskin, University of Chicago

The CSMC is one of the Learning and Teaching Centers funded by the National Science Foundation. Some mathematics curriculum activities of the Center will be highlighted as well as ways for interested AMTE members to become involved with CSMC activities.

Session Number 120

Frisco

Common Features and Uncommon Elements of Mathematics Methods Courses

Mark Taylor, University of Tennessee
Robert Ronau, University of Louisville

This session will report some initial results from a study of methods courses. Questions addressed will include "What are common features of methods courses?" After about 30 minutes of reporting, the presenters will moderate a discussion of features the session participants' methods courses find to be important and why.

Session Number 121

Dallas

Using APPS (Applications) on the New TI-84+SE Graphing Calculator

Deborah Crocker, Appalachian State University

This working group will operate "workshop-style." Participants will have hands-on experience with the TI-84+SE and using the applications (APPS) for it. These applications can enhance exploration and understanding of mathematics concepts taught.

Session Number 122

Britain

Sustaining a Commitment to Equity and Access while Teaching Mathematics in High-need Urban Schools

Beverly Smith, City College of New York

This session will focus on the development of mathematics teachers who will remain committed to the NCTM Equity Principle. Participants will consider a variety of proactive strategies to help preservice and inservice teachers recognize, value and maintain equity in the mathematics classroom.

Session Number 123

Brown

NAEP Professional Development Materials

Fran Arbaugh, University of Missouri
Diana Lambdin, Indiana University
Kathleen Lynch-Davis, Appalachian State University
Shelby Morge, Indiana University

Participants will interact with a newly developed set of professional development materials based on trends in American students' mathematics performance from 1990-2000 as described in NCTM's recently published interpretive monograph for the National Assessment of Educational Progress (Kloosterman and Lester, 2004).

Session Number 124

Carrollton

Longitudinal Influences of Conceptual Mathematics on Teacher Classroom Enactments

Mary Margaret Capraro, Texas A&M University
Linda Zientek, Blinn Community College
Robert Capraro, Texas A&M University

This session will report the results of a three-year longitudinal study to determine if preservice teachers continue to teach conceptually once they finish their methods semester. Specifically, do students who were taught mathematics conceptually during their university methods course and wrote conceptually-based lesson plans during their methods semester continue to do so once they are hired into public school classrooms?

Mini-Session Number 125 **Planters A**

Distributed Leadership for Mathematics: Bringing Together District, School and University Leadership to Support Highly Qualified Teachers

DeAnn Huinker, Center for Mathematics and Science Education Research

Sharonda Harris, University of Wisconsin-Milwaukee

Kevin McLeod, University of Wisconsin-Milwaukee

It is not enough to just strengthen leadership inside schools; support, on a broad scale, is needed. The distributed mathematics leadership model of the Milwaukee Mathematics Partnership is centered on school-based professional learning communities and engages leaders at the district, union, school, university, and community levels.

Mini-Session Number 126 **Planters B**

Does Mathematical Curiosity Exist? An Investigation of Practicing Mathematics Teachers' Beliefs and Reasoning on Mathematical Curiosity

Hasan Unal, Florida State University

Elizabeth Jakubowski, Florida State University

What is mathematical curiosity? Does it really exist? How can teachers promote mathematical curiosity in students?

A research study examining the relationship between teacher beliefs on mathematical curiosity and effects on pedagogy will be discussed. Implications for teacher education will be shared.

Mini-Session Number 127 **Planters C**

Preparing Preservice Teachers by Teaching Elementary Mathematics in Not-So-Elementary Ways

Deborah Upton, Stonehill College

This session details a course in elementary mathematics for preservice teachers designed to look at familiar topics from a more sophisticated perspective, in particular, by using math-related brain-teasers. A poster and handouts provide a detailed syllabus, brain-teasers used with students' solutions, student feedback, and a list of course resources.

Mini-Session Number 128 **Planters D**

Increasing Teachers' Content Knowledge of Data Analysis and Probability

Scott Chamberlin, University of Wyoming

The session entails activities used to increase elementary and middle-school teachers' content knowledge of data analysis and probability. The Statistical Reasoning Assessment was used as the pre- and post-test to assess learning and the Wyoming State standards were used to establish content objectives.

Mini-Session Number 129 **Planters E**

Using Problem-solving Journals in Content and Methods Courses

Russ Killingsworth, Seattle Pacific University

Sharon Young, Seattle Pacific University

An eight-year experience with problem-solving journals is examined through samples of students' work and reflections. This work demonstrates how our students take an in-depth look at the problem-solving process, including an analysis of problem-solving steps, strategies and types of reasoning.

Mini-Session Number 130 **Planters F**

Critical Pedagogy within Mathematics: Developing and Supporting Mathematics Teacher Identity

Elizabeth De Freitas, University of Prince Edward Island

This paper explores the use of critical pedagogy within a senior mathematics education course, outlining a set of pedagogic strategies that raise theoretical questions and offer practical perspectives in the largely under-researched area of mathematics teacher identity and power, and thereby aims to address issues of equity and social justice in the mathematics classroom.

Mini-Session Number 131 **Planters G**

Using Metaphors to Access Preservice Teachers' Beliefs about Mathematics Teaching and Learning

Lisa Bote, University of Maryland

This session examines the use of metaphors to uncover preservice elementary teachers' beliefs and assumptions about teaching and learning mathematics. The study also examines how initial metaphors of teaching mathematics evolved over a year-long experience which included both the methods course and student teaching.

Mini-Session Number 132 **Planters H**

The Impact of Content Courses: Are Teacher Candidates Transferring Knowledge Gained from the Mathematics Content Class Into their Own Instruction?

Angela Barlow, State University of West Georgia

Jill Reddish, State University of West Georgia

Janie Cates, Douglas County School System

In this session, presenters will share the findings of a study involving preservice elementary teachers' ability to transfer newly-acquired knowledge of the mean into their instructional practices. Lessons learned from this study and their implications on mathematics content courses for elementary teachers will be discussed.

Lunch

Merchants

Overview of Saturday Afternoon, January 29, 2005

	1:45–2:45	3:00–4:00	4:00–4:45
Williams	133. Interactive Geometry on a TI-83 Plus/84: The Power of Dynamic Visualization for All Students — Vonder Embse.		
Kit	134. Prioritizing Goals of your Methods Class — Davis.		
Hudson	135. Doing Mathematics as a Vehicle for Preparing Teachers — Burrill.		
Frisco	136. New Teachers and the Newest NCTM Standard: Real-World, Research-Based Reflections on Representation — Lesser.		
Dallas	137. A Prescribed Format for Using NRC's Five Strands of Mathematical Proficiency Can Raise Student/Teacher Achievement on High-Stakes Testing — Edwards & Hegeman.		
Britain	138. A Novel Practice-Based Approach for the Professional Development of Teacher Developers — Castro & Allen.		
Brown	139. "How Does This Help Me Teach Math?" Using Cases to Develop Mathematical Knowledge for Teaching Elementary Mathematics — Breyfogle, Hillman & Reynolds.		
Carrollton	140. Understanding and Enhancing Discourse in Teacher Preparation: Teachers, Students, and Technology — Wanko, Johnson & Harkness.		
Planters	141. The National Science Foundation's CAREER Program and AMTE: Opportunities for New Researchers — King, Carlson, & Hsu.	142. Understanding as the Heart of Teacher Education — Seeley.	AMTE Business Meeting

Session Number 133**Williams***Interactive Geometry on a TI-83 Plus/84: The Power of Dynamic Visualization for All Students*

Charles Vonder Embse, Central Michigan University

Graphing calculators made function graphing, table building, and data analysis easily accessible in every classroom for every student, leveling the playing field through the power of visualization. Cabri Jr., an interactive geometry application program for the TI-83 family of calculators, promises to do the same for dynamic geometry. This session will explore the possibilities and promise of this new tool for content and methods courses for preservice teachers.

Session Number 134**Kit***Prioritizing Goals of Your Methods Class*

Allen Davis, Eastern Illinois University

A facilitator-led, participant discussion of critical goals & activities necessary for an effective methods class experience. Come and share your triumphs and failures in a prioritizing format to strengthen your class.

Session Number 135**Hudson***Doing Mathematics as a Vehicle for Preparing Teachers*

Gail Burrill, Michigan State University

Potential secondary teachers have had little contact with secondary mathematics and a fragile knowledge of what that mathematics is really about. Their vision of teaching that mathematics is shaped by how they learned. How can the use of mathematics problems in their preparation address these two concerns?

Session Number 136**Frisco***New Teachers and the Newest NCTM Standard: Real-World, Research-Based Reflections on Representation*

Lawrence Lesser, University of Texas at El Paso

Adapting the organizer's work with preservice and inservice secondary teachers, this working group lets participants experience (with handouts!) and discuss the mathematical, curricular, and pedagogical implications of a fresh, diverse sequence of representations of a rich, real-world mathematical phenomenon as a vehicle to broadening new teachers' perspectives on this standard.

Session Number 137**Dallas***A Prescribed Format for Using NRC's Five Strands of Mathematical Proficiency Can Raise Student/Teacher Achievement on High Stakes Testing*Nancy Edwards, Missouri Western State College
Jennifer Hegeman, Missouri Western State College

Participants will learn about a particular assessment activity that addresses the National Research Council's Five Strands of Mathematical Proficiency and is incorporated in an elementary mathematics methods course. Research results suggest that this prescribed format has a high correlation with elementary teacher candidate scores on the Praxis II.

Session Number 138**Britain***A Novel Practice-Based Approach for the Professional Development of Teacher Developers*Alison Castro, University of Michigan
Bob Allen, University of Georgia

In this session, we will describe the use of a laboratory-class component in the design of professional development for teacher developers. Using video and textual artifacts from three different lab classes, we will engage participants in discussion around the affordances and limitations of laboratory classes as a tool for professional development.

Session Number 139**Brown***"How Does This Help Me Teach Math?" Using Cases to Develop Mathematical Knowledge for Teaching Elementary Mathematics*Lynn Breyfogle, Bucknell University
Susan Hillman, Saginaw Valley State University
Marion Reynolds, Tufts University

This session will examine the question, How can cases be used to capitalize on prospective elementary teachers' developing mathematical knowledge in conjunction with analyzing students' thinking toward making instructional decisions? The three subgroups will focus on developing mathematical knowledge, managing heterogeneous mathematical levels, and the writing of cases.

Session Number 140**Carrollton***Understanding and Enhancing Discourse in Teacher Preparation: Teachers, Students, and Technology*

Jeffrey Wanko, Miami University
 Iris DeLoach Johnson, Miami University
 Shelly Sheats Harkness, Miami University

Participants will examine critical aspects of discourse specific to mathematics teacher preparation and will engage in activities and conversations around the themes of talking, listening, and using representations to convey mathematical ideas.

Session Number 141**Planters***The National Science Foundation's CAREER Program and AMTE: Opportunities for New Researchers*

Karen King, National Science Foundation
 Marilyn Carlson, Arizona State University
 Eric Hsu, San Francisco State University

A description of the NSF CAREER program and the types of projects funded in mathematics teacher education. Panelists will also discuss their experiences applying for and receiving a CAREER award.

Saturday, January 29, 2005**3:00 – 4:00 p.m.****Session Number 142****Planters***Closing Session: Understanding as the Heart of Teacher Education*

Cathy Seeley, President of the National Council of Teachers of Mathematics

Where does understanding fit in a world demanding high test-scores? How can we help future teachers understand mathematics and teaching so that they can help students understand and learn?

Saturday, January 29, 2005**4:00 – 4:45 p.m.****AMTE BUSINESS MEETING****Planters**

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.



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Abila, Rosemary (AbilaR@aisd.org), 103
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Blanton, Maria (MBlanton@UMassD.Edu), 2
Boerst, Timothy (tboerst@umich.edu), 7
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Brown, Tood (t.brown@louisville.edu), 65
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Bulgar, Sylvia (sbulgar@rider.edu), 12, 28
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Bush, William (bill.bush@louisville.edu), 68
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Call, Nedra (nedra.call@nebo.edu), 48
Canham, Melissa (mcanham1@hotmail.com), 95
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Cavey, Laurie Overman (caveylo@jmu.edu), 58
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Driskell, Shannon (Shannon.Driskell@notes.udayton.edu), PS, 76
Dubitsky, Barbara (dubitsky@bnkst.edu), 87
Eddy, Colleen (Colleen_Eddy@baylor.edu), 112
Edwards, Nancy (edwardsn@mwsc.edu), 137
Enderson, Mary (mcenders@mtsu.edu), 50
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Farmer, Jeff (jeff.farmer@unco.edu), 59
Farrell, Ann (ann.farrell@wright.edu), 72
Fennell, Skip (ffennell@mcdaniel.edu), 47, 79
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Flores, Alfinio (alfinio@asu.edu), 73
Flowers, Judith (Jflowers@umich.edu), 3
Fonzi, Judith (judith.fonzi@rochester.edu), 4
Foster, David (dfoster@noycedfn.org), 84
Frederick, Betz (bfrederick@grand-canyon.edu), 43
Friel, Susan N. (sfriel@email.unco.edu), PS
Garofalo, Joe (jg2e@cms.mail.virginia.edu), PS
Gawronski, Jane (jgawronski@projects.sdsu.edu), 109
Gay, Susan (sgay@ku.edu), 118
Gee, Donna (donna.gee@acu.edu), 103
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Gilbert, Michael (michael.gilbert@ewu.edu), 49
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Graybeal, Christy (cdgraybeal@yahoo.com), 85
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Henning, Cindy (henning_cindy@colstate.edu), 2
Herrington, Gayle (herrigd@auburn.edu), 39
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Kallam, Linda (lkallam@sosu.edu), 37
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Kinzer, Cathy (cakinzer@nmsu.edu), 36
Klaff, Nancee (nanceerk@hotmail.com), 39
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Kolesinski, Mary (kolemary@nova.edu), 15
Krebs, Angela (askrebs@umd.umich.edu), 3
Kribs-Zaleta, Christopher (kribs@mathed.uta.edu), 111
Kriegler, Shelley (kriegler@ucla.edu), 95
Krinsky, Eunice (ekrinsky@csudh.edu), 25
Krussel, Libby (krussel@mso.umt.edu), 86
Kysh, Judy (jkysh@sfsu.edu), 4
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Lester, Frank (lester@indiana.edu), 47, 73
Lewis, Nancy (nancy_lewis@mail.ucf.edu), 69
Lishak, Lisa (lisabobtrent@netzero.net), 39
Loe, Melissa Shepard (mashepard@stthomas.edu), 21
Lovin, LouAnn (lovinla@jmu.edu), 58
Lubinski, Cheryl (cal@ilstu.edu), 71
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Marshall, Anne Marie (annemarsh17@excite.com), 61, 85
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Napp, Carolina (cnapp@umd.edu), 85
Nelson, Mary (mary.nelson@colorado.edu), 30
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Niess, Maggie (niessm@onid.orst.edu), PS, 13
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O'Neal, Judy (joneal@ngcsu.edu), 51
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Pugalee, David (dkpugale@email.uncc.edu), PS, 14
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Romagnano, Lew (romagnal@mscd.edu), 77, 81
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Schrock, Connie (schrockc@esumail.emporia.edu), 51
Scott, Janine (jscott@shsu.edu), 97
Seeley, Cathy (cseeley@nctm.org), 142
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Simonsen, Linda (lsimonsen@montana.edu), 86
Slavit, David (dslavit@wsu.edu), 43
Sleep, Laurie (sleepl@umich.edu), 7
Smith, Margaret (pegs@pitt.edu), PS, 1
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Stump, Sheryl (sstump@bsu.edu), 50
Takahashi, Akihiko (atakahas@depaul.edu), 6, 81
Taube, Sylvia (edu_srt@shsu.edu), 105
Taylor, Mark (pmark@utk.edu), 120
Thompson, Denisse (thompson@tempest.coedu.usf.edu), 60
Thompson, Charles (chuck@louisville.edu), 65
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Weinhold, Marcia Weller
(weinholdm@calumet.purdue.edu), 92
Wells, Pamela (wellsp@gvsu.edu), 82
Wilkerson, Trena (Trena_Wilkerson@baylor.edu), 112
Williams, Carolyn (carolynw@uca.edu), 115
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AMTE's Tenth Annual Conference, January 2006

We invite you to plan to attend and speak at next year's Tenth Annual AMTE Conference, to be held January 26-28, 2006, at the Renaissance Tampa Hotel International Plaza in Tampa, Florida.

The *Call for Proposals* will be available on the AMTE website (www.amte.net) by March 1, 2005, and in the next issue of *AMTE Connections*. Gladis Kersaint of the University of South Florida will be the Program Chair, and Helen Geretson of the University of South Florida and Enrique Ortiz of the University of Central Florida will be the Local Arrangements Co-chairs. Proposals will be due by May 27, 2005.

We hope to see you there!

The 2007 Conference will be held somewhere in the western United States—stay tuned for more information!

NOTES

Marriott Las Colinas Meeting Rooms

