



## CALL FOR PROPOSALS

### 2019 Annual AMTE Conference

#### February 7 – 9, 2019

Rosen Plaza Hotel  
Orlando, FL

The Twenty-Third Annual Conference of the Association of Mathematics Teacher Educators will be held February 7 – 9, 2019, in Orlando, Florida. The conference sessions will begin Thursday morning. A link to the online submission site will be available after April 1, 2018 at [www.amte.net](http://www.amte.net). Proposals must be submitted electronically by Tuesday, May 15, 2018.

For 2018, the AMTE Board named the following priorities:

1. Educate about and advocate for the role of research and scholarship in mathematics teacher education, with a particular focus on equity, diversity, and social justice.
2. Understand the commonalities and differences among policy documents across various organizations that intersect with the work of AMTE.

We encourage proposal writers to highlight connections to these priorities as well as the *AMTE Standards for Preparing Teachers of Mathematics* (as appropriate) when submitting proposals to any of the nine presentation strands.

### Presentation Strands

Presentations focused on practice and/or research in mathematics teacher education are welcome. Sessions related to practice may include presenting or sharing resources for mathematics teacher educators. During the submission process, you will be asked to classify your presentation into one of the following strands that most closely aligns with your topic.

**Development of Mathematics Teacher Educators:** Sessions related to the preparation of individuals (e.g., teacher leaders, university faculty, consultants, mathematics specialists) to serve as mathematics teacher educators in K-12 schools, institutions of higher learning, or other organizations. Includes efforts related to the continuing professional development of mathematics teacher educators. *Sessions related to the work of practicing mathematics teacher educators likely belong in another strand.*

**Equity, Social Justice, and Mathematics Teacher Education:** Sessions related to equity, diversity and social justice in mathematics teacher education. Includes efforts related to access, inclusion, respectful and fair engagement with others, and advocating for a more just and equitable mathematics education free of systemic forms of inequality such as those based on race, class, language, national origin, culture, gender, age, sexual orientation, religion, and dis/ability.

**Mathematics Content, Processes, and Practices:** Sessions related to the work of preparing coaches, specialists, and teachers (preservice and/or inservice) in the realm of mathematics content, processes, and/or practices. Includes efforts undertaken in content courses and content-based professional development.

**Mathematics Education Policy and Program Issues:** Sessions related to national or international policy as well as programmatic issues in mathematics education. Includes efforts focused on position statements, calls for action, national and state standards, accreditation, pathways towards teacher certification, and teacher education programs.

**Mathematics Pedagogy and Instructional Practice:** Sessions related to the work of preparing coaches, specialists, and teachers (preservice and/or inservice) in the realm of mathematics pedagogy and instructional practice. Includes efforts undertaken in methods courses and pedagogically-focused professional development.

**Preservice Teacher Field Experiences:** Sessions related to the experiences and impact of preservice teachers attending and working in K-12 school settings in mathematics education. Includes those that address early field experiences as well as student teaching and internships.

**School and University Partnerships and Projects:** Sessions related to collaborations between K-12 schools and institutions of higher learning in mathematics education. Includes a focus on the aspects related to mathematics teacher education within these projects or partnerships.

**Teacher Professional Development:** Sessions related to the content and/or structure of, environments for, or policies surrounding professional development work with mathematics teachers, administrators, and other school personnel engaged in teacher leadership. Includes reports on teachers engaged in structured self-inquiry such as lesson study and action research.

**Teaching and Learning with Technology:** Sessions related to the use of technology in teaching and learning in mathematics teacher education. Includes efforts related to Technological Pedagogical Content Knowledge (TPACK). *Please read the NTLI Fellowship description at the end of this document.*

### **Session Formats for Presentations**

The AMTE Annual Conference provides participants with opportunities to examine and discuss current issues in mathematics teacher education. With the exception of Brief Reports and Posters, sessions must actively engage participants, and the ways in which a presentation will involve participants must be described in the proposal. The following are potential formats for presentations arranged in order of duration. Individual Sessions and Symposia have options for session duration. *The program committee reserves the right to adjust session lengths to fit the confines of the program.*

**Brief Reports:** Brief Reports allow for presentations that can be shared in a concise manner. Final project reports, teaching or research ideas in progress, proposals, or prospectuses may be particularly appropriate. The program committee will group two to four submissions on similar topics in the same session, and a member of the committee will moderate the session. Each brief report will have 10 minutes to present and 5 minutes to field questions/comments. During the last 15 minutes of the session, presenters and attendees will engage in a group discussion sharing feedback, providing suggestions, considering related ideas, and exploring possible collaborations. Although a Brief Report will typically be submitted by 1-3 people, each group should carefully consider how to make best use of their time to provide the maximum information within the 10-minute presentation. Successful Brief Reports typically have only one person present and utilize a minimum number of slides with only the pertinent information.

**Individual Sessions:** Individual Sessions allow for project overviews and updates, descriptions of local, state or national initiatives, and short research or practice reports. Such sessions are 45 or 60

minutes and typically have 1-3 presenters. At least 1/3 of the time must be allocated for participant interaction.

**Poster Session:** The Poster Session is intended to facilitate sharing information and research through a visual display of material rather than a formal oral presentation. This session allows an opportunity for informal discussions and interaction between the presenter(s) and the audience. Each poster must fit on a 36" x 48" foam display board that will be provided and mounted on an easel. The Poster Session will run 60 minutes. Presenters may be listed on one poster only, and at least one presenter must be with each poster during the session.

**Discussion Sessions:** Discussion Sessions allow AMTE attendees to hold rich, focused discussions around issues of shared interest and are 60 minutes. Discussion Sessions should begin with a brief presentation by the organizers (no more than 15 minutes) to provide a framing idea followed by discussion.

**Symposia:** Symposia allow presenters to choose one of several different formats for a 60- or 75-minute session. Regardless of format, at least 1/3 of the time must be allocated for participant interaction. Symposia formats include:

- *Thematic Presentation:* One substantive presentation regarding a specific relevant theme or issue for the AMTE audience with two prepared critiques or responses.
- *Panel Discussion:* Panelists address salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster and facilitate interaction.
- *Multi-Faceted Presentation:* Several presentations focusing on the same issue from different perspectives or addressing related aspects of the issue.

**Extended Sessions:** Extended Sessions are 120 minutes and allow presenters to choose one of several different formats. Regardless of format, at least 1/2 of the time must be allocated for participant interaction. Extended Session formats include:

- *Interactive Panel Discussion:* Panelists address salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster significant participant interaction.
- *Working Group:* Participants engage in collaborative work towards a common goal or consider a particular issue relevant to mathematics teacher educators.
- *Workshop:* Participants engage with course, technology, and/or assessment materials relevant to mathematics teacher education.

### **Materials and Information to Submit with a Proposal**

Proposals will be submitted using All Academic, an online conference management system. A link to this online submission site will be available after April 1, 2018 at [www.amte.net](http://www.amte.net). Prior to submitting a proposal, you will need to:

- 1) **Create a new All Academic account; and**
- 2) **Have each of your co-speakers create an individual All Academic account.**

Proposals must be **blinded** for review, including the title, session description, and references. Do not name authors, institutions, states, counties, cities, projects, or websites. Instead, use "Author (year)" for citations and references, and "X" for specific names or identifying information (e.g., "Project X"). Additional identifying information is saved as a property of Word and PDF files even if it does not appear in the written text. New for 2019, please access and remove this data stored in the file properties prior to submission. SIAM has an [informative how-to guide](#) that might be helpful. **Unblinded proposals will not be reviewed.**

Be prepared to submit the following information for each proposed session:

**Presenter Information:** Provide required information for all presenters, including name, affiliation and position, mailing address, phone number, and e-mail address.

**Session Information:** Provide the presentation strand, session format, and duration, if applicable.

**Session Keywords:** Select 3-5 keywords from a given list that specify the session topic beyond the strand description.

**Session Description:** Provide an informative title (up to 15 words) and a brief description of the session (up to 40 words) to be included in the program. Both the title and session description must be **blinded**.

**Proposal:** All proposals must be: a) **blinded** for review; b) a maximum of two pages including references; c) single-spaced, 12-pt font, with 1-inch margins; and d) pdf format. **Proposals longer than two pages will not be reviewed.** Proposals should provide sufficient information for reviewers to use the review criteria below and include some detail of how the session will be organized in the proposed time frame.

### **Resources to Consider when Preparing a Proposal**

With the exception of the Poster Session, the conference venue will provide a screen and digital projector for each room. *Presentations requiring audio must indicate their request as part of the proposal submission.* No other equipment will be provided by AMTE. For the Poster Session, a 36" x 48" foam board, push pins, and an easel will be provided. Laptop computers and/or audio speakers are not appropriate for use in the Poster Session. Internet access will be available to presenters and attendees in all conference areas.

### **Proposal Review Criteria**

Proposals will be reviewed according to the following criteria:

- Clarity of Proposal - To what degree is the proposal clearly written?
- Background Information - To what degree does the proposal include relevant background information to support the proposal topic?
- Relevance to AMTE's Mission & Goals - To what degree is the proposal topic relevant to AMTE's mission and goals of promoting the improvement of mathematics teacher education?
- Presentation Outcomes - To what degree are the presentation outcomes clearly stated and appropriate for the proposed session?
- Evidence of Impact - To what degree does the proposal indicate evidence of past or potential future impact? *Examples of such evidence include impact on practice, research results, or potential impact from the presentation itself.*
- Presentation Engagement\* - To what degree does the proposal describe how participants will be actively engaged?
- Presentation Organization\* - To what degree does the proposal provide a clear and appropriate outline of how the time during the session will be allocated?

\* *Brief Report and Poster proposals will not be reviewed for Presentation Engagement or Presentation Organization.*

### **Limits on Participation**

Regardless of session format, an individual may serve as lead presenter for no more than one session and may appear no more than twice on the program. Lead presenters must personally certify that all co-presenters have confirmed their willingness to participate in the session.

**ALL PRESENTERS MUST BE REGISTERED FOR THE CONFERENCE  
BY SEPTEMBER 15, 2018 OR THEIR SESSION WILL BE CANCELED.**

### **Questions**

If you have questions regarding a proposal topic, session format, or the submission process, please contact:

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### **NTLI Fellowship Award Information**

If you are planning a technology presentation for the 2019 AMTE Conference, please consider submitting a paper for the National Technology Leadership Initiative (NTLI) Fellowship Award! The AMTE NTLI Fellowship is awarded annually to recognize exemplary research (one presentation with an accompanying original paper) regarding appropriate technology use in mathematics teacher education.

To indicate interest, please check the box on your All Academic proposal submission. After proposals have been reviewed and acceptances are announced, the Technology Committee chair will contact you with further details. Applicants will be asked to submit a paper (8 single-spaced pages maximum) in order to be considered for this award. All papers submitted for the Fellowship are reviewed by the AMTE Technology Committee. The deadline for the paper submissions is Friday, October 12, 2018.

The winner of the award receives travel funding (\$1200, made possible by a donation from Texas Instruments) to present at the annual conference of the Society for Information Technology and Teacher Education, and the paper is extended and forwarded to be reviewed for publication in the *Contemporary Issues in Technology and Teacher Education* journal ([www.citejournal.org](http://www.citejournal.org)).

Contact Ryan Smith ([rsmith630@radford.edu](mailto:rsmith630@radford.edu)) for questions or more information about the review criteria.