



Twelfth Annual Conference PROGRAM OVERVIEW

January 24 – 26, 2008
Tulsa, Oklahoma

Thursday, January 24, 2008

8:00 a.m. – 6:45 p.m.	AMTE Registration Desk Open
1:00 – 2:00 p.m.	Thematic Presentations, Symposia or Working Groups
1:00 – 6:30 p.m.	Browsing Room Open
2:15 – 3:00 p.m.	Individual Sessions
3:00 – 3:30 p.m.	Break
3:30 – 5:00 p.m.	Thematic Presentations, Symposia or Working Groups
7:00 – 8:30 p.m.	Opening Session
8:30 – 9:30 p.m.	Reception

Friday, January 25, 2008

7:00 – 8:00 a.m.	Continental Breakfast
7:30 a.m. – 5:00 p.m.	AMTE Registration Desk Open
7:30 a.m. – 5:00 p.m.	Browsing Room Open
8:00 – 9:00 a.m.	Individual Sessions
9:00 – 9:15 a.m.	Break
9:15 – 10:45 a.m.	Thematic Presentations, Symposia or Working Groups
10:45 – 11:00 a.m.	Break
11:00 – 12:00 a.m.	Individual Sessions
12:00 – 1:15 p.m.	Lunch
1:15 – 1:45 p.m.	Individual Sessions
1:45 – 2:00 p.m.	Break
2:00 – 2:45 p.m.	Individual, Thematic Presentations, Symposia, or Working Groups
2:45 – 3:15 p.m.	Break
3:15 – 3:45 p.m.	Individual Sessions
3:45 – 4:00 p.m.	Break
4:00 – 4:30 p.m.	Individual Sessions
5:00 – 6:30 p.m.	Judith E. Jacobs Lecture
6:30 – 8:00 p.m.	Dinner

Saturday, January 26, 2008

7:00 – 8:00 a.m.	Continental Breakfast
7:30 – 11:30 a.m.	AMTE Registration Desk Open
7:30 a.m. – 1:30 p.m.	Browsing Room Open
8:00 – 9:00 a.m.	Individual Sessions, Thematic Presentations or Symposia
9:00 – 9:15 a.m.	Break
9:15 – 10:00 a.m.	Individual Sessions
10:00 – 10:15 a.m.	Break
10:15 – 10:45 a.m.	Individual Sessions
10:45 – 11:00 a.m.	Break
11:00 – 11:30 p.m.	Individual Sessions
11:30 – 1:15 p.m.	Lunch and Business Meeting
1:30 – 2:30 p.m.	Individual Sessions, Thematic Presentations or Symposia
2:45 – 3:30 p.m.	Closing Session

Overview of Thursday Afternoon, January 24, 2008

	1:00 - 2:00	2:15 - 3:00	3:30 - 5:00
Seville I	1. First-timers' Session – Bay-Williams & Bezuk	5. Curricular Knowledge for Mathematics Teachers: A Proportional Reasoning Example -- Chauvot	9. Learning to Teach Probability: Research and Practice in Teacher Education – Ives & Mojica
Seville II	2. At the Coalface with Alternatively Certified Teachers in Urban Schools: A Set of Case Studies – Henry, Gonzales, Meagher, & Fleshman	6. Toward Closing the Feedback Loop: Assessing Teacher Preparedness and Beliefs Among Math Teachers, University Faculty, and School District Administrators – Bernotsky & Merlino	10. Rational Numbers as a Site for Preservice Teachers' Reasoning and Justification – Rathouz, Cengiz, Flowers & Rubenstein
Seville III	3. What Makes Video-case-based Mathematics Teacher Education Effective? – Moeller & Cohen	7. Experiencing, Implementing, and Leading Mathematics Inquiry & Integration: Creating Change in Teachers, Students, and Schools -- Burton	11. Mathematics Courses for Elementary Teachers: An Overview of Current Research Projects – McCrory, Costner, Lovin, Beckmann, Moss, Pullano, Hill, & Smith
Salon VI	4. Reaching Teachers through Synchronous Online Courses – Cady, Hodges, & Strunk	8. A Collaborative Model for Developing Inservice and Preservice Teachers' Ability to Effectively Integrate Technology into Mathematics Instruction -- Harrington	12. The Pedagogical Preparation of K-12 Mathematics Teachers: A Working Group on Methods Courses and Related Work – Ronau, Burrill, Hegeman & Witherspoon
Madrid III	1:30 – 4:30 Technology Workshop (preregistration required) Preparing Teachers with Mathematics TPCK (Technological Pedagogical Content Knowledge) – Niess, Harper, Browning, Ronau, Flores, Kosheleva, Shafer, Pugalee, Driskell		

Opening Session

Salon V

7:00 – 8:30 p.m.

Reception

Salon I

8:30 – 9:30 p.m.

Overview of Friday Morning, January 25, 2008

	8:00 – 9:00	9:15 – 10:45	11:00 – 12:00
Seville I	14. Measuring Collegiality in “Online” Professional Development of Middle Grades Mathematics Teachers: Processes, Tools, and Results from a Study – Taylor, Cady & Hodges	25. Mathematics Coaches, Specialists, and Teacher Leaders: Professional Development in School Environments – Brosnan & Erchick	36. Improving the Learning Environment of Mathematics Students: How to Affect Levels of Engagement and Emotional Comfort -- Copes
Seville II	15. Considering Critical Features of Tasks that Support Preservice Teachers' Development – Van Zoest & Stockero	26. Using Rich Tasks to Define Content Knowledge for Teaching: A Look at the Understanding Used in Mathematics – Gilbert	37. Lesson Study: Building Mathematics Knowledge Usable in Teaching – Lewis, Watanabe, & Morris
Seville III	16. Beginning Teachers and Students' Errors: Any Role for Teacher Preparation Programs? – Haydar, Henry, Angulo & Vatuk	27. The Pedagogical Content Knowledge of Beginning Teacher Educators – Chval, Lannin & Arbaugh	38. Developing Future Leaders through NCTM Student Affiliates – Schneider, Williams, Schultz, Peterson & Speer
Salon II	17. Encouraging Undergraduate Research as a Prelude to Graduate Study in Mathematics Education – Liebars, Sabia, Shapiro & Cann	28. Parents, Teachers, and Reformed Mathematics: Building Productive Partnerships – Bartlo & Sitomer	39. Is There a Match Between What “They” Think and What “We” See? What Does the Research Show? – Powers, Margolin & Lambating
Salon III	18. Developing Mathematical Knowledge for Teaching Fractions: An Integrated Approach for Preservice Teachers – Kieboom & Laughlin	29. Connecting Content and Education for Preservice Mathematics Teachers: What Do Teacher Educators Want and Need? -- Lapp	40. Continuing the Conversation: Teaching and Learning in an Elementary Geometry Methods Course – Goodson-Espy, Schram, & Quickenton
Salon VII	19. Supporting Teachers' Transfer of Campus Learning and Technology Use to Classroom Practice with CPMP-Tools – Hirsch, Keller, Martin, & Zbiek	30. The Mathematical Preparation of Teachers: Teacher Educators and Mathematicians Working More Closely Together – Martin, Strutchens, Qazi, Stuckwisch, & Painter	41. Practice as Evidence of Learning: Using Performance Assessments in a Methods Course – Boerst, Sleep, Ball & Cole
Salon VIII	20. Mathematics Fellowships: Providing Mathematics Content to Middle-grades Teachers – McLeod, Schefelker, & Hedges	31. Lesson Study from Multiple Perspectives – Britt, Fugitt, Jones, Landry, Owens, Savich, Smith, Tate, Wagener, Waggoner, Zelkowski	42. Using Concept Maps to Assess Prospective Middle Grades Mathematics Teachers' Understanding of Function – Swarthout, Jones, & Klespis
Salon IX	21. Examining and Discussing Preservice Mathematics Teachers' Orientations – Pomerence, Webb, Chval, Jackson, & Regis	32. Structure Matters! What Happens when Science, Technology, Assessment, and Mathematics Bond Together in Professional Development? -- Hendrix	43. Learning to Teach: Keeping in Tune with the Learners – Taube, Ortiz, & Patton
Madrid I	22. Shifting from Proving to Improving: Using Assessment as an Integral Part of Instruction – Charalambous & Silver	33. Lesson Study in Preservice Secondary Mathematics Teacher Preparation: Alternative Models of Student Teaching – Romagnano, Peterson, Leatham, Evans, Gilmore, & Takahashi	44. Learning Students' Mathematics – Abney, Rhodes, & Lee
Madrid II	23. The Challenges for Mathematics Education: Collaborations with and Recommendations for the National Council of Teachers of Mathematics – Kepner & Fennell	34. Developing Mathematical Knowledge for Teaching: How Does an “MKT Problem” Compare with a Regular Mathematics Problem? – Suzuka, Ball, Sleep, Lewis, Thames & Bass	45. Connecting “Best Practices” in Language Arts and Mathematics Instruction – Billings & Coffey
Salon V	24. The PRIME Leadership Standards: A Vision for Leading Improved Student Achievement -- Kanold	35. The Role of Mathematicians in the Preparation and Professional Development of Teachers – Burrill, Wald, Kepner, & McLeod	46. Challenges for Mathematics Teacher Education -- Fennell

Overview of Friday Afternoon January 25, 2008

	1:15 - 1:45	2:00 - 2:45	3:15 - 3:45	4:00 - 4:30
Seville I	47. Two Preservice Elementary Teachers' Perceptions About Their Learning and Understanding of Fractions – Cavell & McLeman	58. Identities and Beliefs of Alternatively Certified Urban Mathematics Teachers: The Case of the New York City Teaching Fellows – Foote, Smith, & Chu	69. What Teachers Consider When Deciding Whether to Use Technology to Teach Mathematics – Weinhold	80. Characteristics of Mathematics Professional Development that Lead to Advancing Teacher Knowledge – Brown & Bush
Seville II	48. Understanding Teacher Candidates' Beliefs about Mathematics Teaching and Learning Through Metaphor Analysis – Reeder & Utley	59. Standards, Recommendations, Guidelines: Do They Help? – Franz, Crawford, & Dempsey	70. Preparing Secondary Mathematics Teachers to Work with English Language Learners – Kersaint & Thompson	81. The Analysis of Preservice Secondary Mathematics Teachers' Views on the Use of Advanced Calculators through Multiple Frameworks – Ozgun-Koca
Seville III	49. Developing an Online Statistics Course for Middle School Teachers -- White	60. The Affective Component of Teaching Conceptually Challenging Mathematics in Urban Classrooms – Schorr & Arias	71. Mathematics Teachers' Use of Knowledge in Context: Patterns and Justifications -- Li	82. Using Video-clips and Student Work Examples to Help Preservice Teachers Understand Student Thinking – Land & Drake
Salon II	50. Preparing the Next Generation of Teacher Leaders – Jacobs & Caldwell	61. A Teacher Knowledge Test for Primary Grade Teachers – Townsend, Rathmell, Leutzinger, & Gabriele	72. Meeting Diverse Learning Needs Through Differentiated Instruction in a Graduate Math Methods Class – Brown	83. Online Mentoring as a Site for Teacher Development – Silverman
Salon III	51. Lesson Study as a Framework for Preservice Teachers' Field-based Experiences -- Yu	62. Improving Teacher Knowledge in Geometry and Measurement: Sustained Content-Focused Professional Development Collaboration of Mathematicians, Mathematics Educators, and Teachers-in-Residence – Pruske, Huinker, & Mooney	73. Conversation Theory - Can it Help Develop Preservice Teachers' Conceptual Understanding of Mathematics? -- Morrow	84. Jobs in Higher Education for Doctorates in Mathematics Education: A Summary of Job Locations and Requirements -- Teuscher, Nevels, & Reys
Salon VII	52. Action Research Made Easy for Prospective Math Educators? Samples, Examples, and Pitfalls – Howard, Pickreign, & Rogers	63. Comparison of the Impact of Content Courses of Preservice Elementary Teachers' Mathematical Knowledge and Attitudes – Matthews & Rech	74. Videos, Voices, and Vision: What Do Student Teachers Identify as Their Own Best Practice? – Mau & Harkness	85. Teaching Mathematics to Diverse Populations: A Course for Elementary Mathematics Specialists -- Berry
Salon VIII	53. Assessing High School Teacher Candidates' Content Knowledge through Advanced Mathematics Portfolios – Koirala & Johnson	64. NAEP: Do Preservice Teachers Measure Up? – Bannister & Mariano	75. Collaboratively-planned Coursework: An Investigation of the Impact on Teacher Candidates' Beliefs, Lesson Design, and Instruction – Barlow & Dougherty	86. Assessing the Knowledge of Future Teachers by Lesson Design -- Sorto
Salon IX	54. The Alignment of Mathematics Textbooks and State Curriculum Standards: Implications for Teacher Education - Dingman	65. Tools of Engagement: Supporting Teachers' Mathematical Content Knowledge – Dean & Jeffries	76. Preservice Teachers in Research on Mathematical Thinking in K-3 Students – Wilkerson, Baker, Sharp, & Cooper-Twamley	87. An Analysis of Preservice Teachers' Level of Understanding of Mathematical Thinking -- Cooper

Madrid I	55. A Follow-Up Study: Can Dynamic Visualization of Limits Facilitate Enduring Conceptual Change? – Cory	66. The Depth of Dialogue in Secondary Teachers' Inquiry into Using Rich Mathematics Tasks to Stimulate Student Participation -- Slavitt	77. Mentoring Preservice Teachers: Classroom Teachers as Partners in Teacher Education – Johanning	88. Culturally Responsive Mathematics Teaching: Empowering or Impossible? – Peterek & Adams
Madrid II	56. Adapting Instruction and Exploring Latino/a Students' Work: Teacher Study Groups Grapple with Issues of Mathematical Understanding and Language – McLeman, Musanti, Trujillo, & Kahn	67. Closing the Achievement Gap through Professional Development Partnerships – Gawronski, Klass & Bezuk	78. Teacher Content Knowledge and Growth in Student Learning: Making the Two-way Connection – Goodman & Campbell	89. Benefits and Challenges in Implementing Professional Learning Communities in an Elementary School – McDuffie
Salon V	57. Facilitating Students' Development of Mathematical Reasoning and Proof-making – Tarlow-Hellman	68. An Electronic Classroom Model for Content Courses: Influences on K-12 Classroom Teaching – Evans, Gilmore, Loats, & McKenna	79. Assessment of Elementary and Middle School Teachers' Knowledge for Teaching Algebra – Stump, Roebuck, & Bishop	90. Replication of a Model Teacher Preparation Program that Focuses on Undergraduate Math and Science Majors – Williams

The Judith E. Jacobs Lecture Salon V 5:00 – 6:30 p.m.

Overview of Saturday Morning, January 26, 2008

	8:00 – 9:00	9:15 – 10:00	10:15 – 10:45	11:00 – 11:30
Seville I	92. Connecting with Affiliates of AMTE – Winters, Cushman, Chappell	103. Continuing the Conversation with Affiliates – Winters, Cushman, Chappell	114. Introducing the Mathematics Education in the Public Interest – Spielman, Mistele	125. Mathematics Specialists: Who are They and Where Do They Come From? – Cicmanec
Seville II	93. The Beliefs of Mathematics Teacher Educators and the Implications for Mathematics Teacher Education – Lovin, Chauvot, Kastberg, Leatham, Norton, & Sanchez	104. Language and Mathematic Problem Solving: Exploring the Complexities of Bilingual Teachers' Growth – Musanti & Celedon-Pattichis	115. Developing Preservice Teachers' Conceptions of Numbers, Operation and Algorithms via Analysis of Children's Mathematical Thinking – Thanheiser	126. Perspectives on the Exploration of Patterns in Middle School Mathematics Curricula and Related Implications for Teacher Education – Olson, Regis, & Papick
Seville III	94. Opening Eyes: Preparing Teachers to Live the Equity Principle – Miller	105. Using On-line Tutoring to Strengthen Preservice Teachers' Mathematical Content and Pedagogical Knowledge for Teaching – Warshauer, Warshauer, & McCabe	116. Improving Middle School Mathematics Teachers' Use of Formative Assessments – Bush	127. Reflections on the Field Experience of Preservice Elementary Teachers: Bridging Between Craft Knowledge and Propositional Knowledge – Witherspoon & Wilson
Salon II	95. School Improvement in Mathematics Requires a New Examination: A Grounded-theory Needs Assessment – Johnston & Niess	106. The Power of Connections: Integrating Content and Pedagogical Knowledge in a New Middle Grades Math Course – Benbow & Colgan	117. Developing Mathematical Understanding in Preservice Elementary Teachers – Stienstra	128. Developing Preservice Teachers' Technology Pedagogical Content Knowledge with Advanced Technologies – Edwards, Meagher, & Ozgun-Koca
Salon III	96. Promoting Preservice Teachers' Reflective Thinking in Methods Courses – Reynolds, Liebars, & Bulgar	107. Making Mathematics Meaningful and Memorable – Corlyn, Pruske, Richards & Kepner	118. Elementary Mathematics Teacher Preparation Incorporating a Blend of Content-Methods-Practice, Lesson Study, and Competency Testing – Althoen & Wyneken	129. From Discourse Patterns to Practice: Scaffolding Preservice Teachers' Learning – Morris & Boerst
Salon VII	97. "They Say I Was Made For Teaching": A Project for Empowering Teachers of Mathematics – Adams, Peterek, & Laframenta	108. Using <i>Fathom</i> with Prospective Teachers – Driskell	119. Process Standards-based Portfolio as a Tool for Developing a Framework for Teaching Mathematics to Preservice Teachers – Jaberg	130. Beginning Elementary Teachers' Use of Virtual Manipulatives, Websites, and Applets in Math Instruction – Johnston
Salon VIII	98. Beginning Teachers and Non-routine Problems: Modified Lesson Study Group in an Urban Context – Zolkower & Haydar	109. An Evaluation of Mathematics Content Courses for Preservice Elementary Teachers – Gleason	120. Affordances & Constraints in Abstract Algebra: Are Prospective Teachers Connecting the Mathematics? – Henning	131. Improving the Learning of Preservice Secondary Mathematics Teachers through Engagement with Middle and High School Curriculum Materials – Mariano & Pitts-Bannister
Salon IX	99. Supports for New Teachers of Mathematics: Insights from an Urban District – Foote, Gningue & Smith	110. How Do Secondary Preservice Teachers in a Lesson Study Group Anticipate Student Responses to Prepare a Lesson? – Webb	121. GK-12 Fellows in the Middle: Partnerships for Inquiry and Interdisciplinary Middle School Science and Mathematics – Wolff	132. How Can We Best Inform and Support Mathematicians in Teaching Mathematics Content Courses for Preservice Elementary School Teachers? – Laurie
Madrid I	100. Building Teacher Leaders through Online Workshop Development – Alejandre & Silverman	111. Connections Between Courses Make Modeling Accessible to Middle School Preservice Teachers – Matthews & Reed	122. Professional Development for Technology-enhanced Classrooms: Lessons Learned over Two Years – Pape, Irving, & Owens	133. Connecting Content and Process Standards via Alternative Assessments – Cavey

Madrid II	101. New Handheld Technologies for Education Beyond the Graphing Calculator: Issues for Teacher Education – Dick & Burrill	112. Learning to Identify Family and Community Funds of Knowledge in an Elementary Mathematics Methods Course – Drake	123. Linking the Mathematics and Education Major– Undergraduate Research in Mathematics Education as an Alternative Capstone – Upton	134. After Time Passes, What Remains of Professional Development? – Niess, Harrington, & Johnston
Salon V	102. Research Award Winner - Reflecting on 40 Years as a Mathematics Educator: Teaching, Teacher Education, and Research – Lester	113. Developing Proof-writing Skills in Geometry through Technology, Scaffolding, and Dialog Writing – Caldwell	124. The Role of Professional Readings in Teacher Learning – Bay-Williams & Karp	135. Developing Preservice and Experienced Teachers' Mathematics Knowledge Side-by-side through Collaborative Planning – Suh & Parker

**Lunch & Business Meeting
Salon IV
11:30 am – 1:15 pm**

**Presiding: Jennifer Bay-Williams, University of Louisville
President, AMTE**

Overview of Saturday Afternoon January 26, 2008

	1:30 – 2:30
Seville I	136. Publish or Perish – Hodges, Cady, & Landry
Seville III	138. Appropriate Mathematics for Middle School Teachers: Making an Impact on Elementary Certified Teacher Content Knowledge – Mikusa & Melillo
Salon II	139. Teacher Developers' Conceptions of Mathematical Knowledge for Teaching (MKT) – Schultz, Ricks, Allen, Wilson, & Kilpatrick
Salon III	140. The Lost Variable: Induction of Urban Mathematics Teachers – Gningue & Smith
Salon VII	141. An Evaluation of a School-Based, Practicum-Focused Project for Simultaneous Professional Development of Preservice and Inservice Elementary Mathematics Teachers – Bahr, Monroe, Anderson
Salon VIII	142. Linking College Courses to the Secondary School Curriculum – Norton & Galindo
Salon IX	143. Pointers for Submitting AMTE Proposals – Schrock, Cooper & Pape
Madrid I	144. Prospective Teachers' Development of Mathematical Knowledge for Teaching Related to Number and Operations – Andreasen, Roy, Safi, Tobias, Dixon
Madrid II	145. Teacher-Scholar Program: A Model for Developing Highly Qualified Secondary Teachers – McCrone, Langrall, El-Zanati, & Mooney
Salon V	146. Mathematics Teaching in the 21st Century: Benchmarking U.S. Mathematics Teacher Preparation through International Research - Schmidt

Closing Session
Salon V
2:45 – 3:30 pm

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

Paola Sztajn, *National Science Foundation*
Denise S. Mewborn, *University of Georgia*

In this session we will take stock of where the field stands with regard to research in mathematics teacher education. We will identify robust lines of inquiry and areas where we see gaps in our knowledge base. We will describe inquiry and areas where we see gaps in our knowledge base. We will describe both new questions that are being investigated and new approaches to old questions.