



# Thirteenth Annual Conference PROGRAM OVERVIEW

February 5 – 7, 2009  
 Orlando, Florida

## Thursday, February 5, 2009

8:00 a.m. – 5:30 p.m.	AMTE Registration Desk Open
Morning (varies)	Preconference Sessions (separate registration required; see AMTE website)
12:00 – 5:15 p.m.	Exhibits and Browsing Room Open
1:00 – 1:45 p.m.	Concurrent Sessions
1:45 – 2:00 p.m.	Break
2:00 – 3:00 p.m.	Concurrent Sessions
3:00 – 3:30 p.m.	Break
3:30 – 4:45 p.m.	Concurrent Sessions
5:30 – 7:00 p.m.	Opening General Session

## Friday, February 6, 2009

7:00 – 8:00 a.m.	Continental Breakfast
7:30 a.m. – 5:00 p.m.	AMTE Registration Desk Open
8:00 a.m. – 5:00 p.m.	Exhibits and Browsing Room Open
8:00 – 9:30 a.m.	Concurrent Sessions
9:30 – 9:45 a.m.	Break
9:45 – 10:45 a.m.	Concurrent Sessions
10:45 – 11:00 a.m.	Break
11:00 a.m. – 12:00 p.m.	Concurrent Sessions
12:00 – 1:30 p.m.	Lunch and Committee Meetings
1:30 – 2:00 p.m.	Concurrent Sessions
2:00 – 2:15 p.m.	Break
2:15 – 3:00 p.m.	Concurrent Sessions
3:00 – 3:15 p.m.	Break
3:15 – 3:45 p.m.	Concurrent Sessions
3:45 – 4:00 p.m.	Break
4:00 – 4:45 p.m.	Concurrent Sessions
5:15 – 6:45 p.m.	Judith E. Jacobs Lecture
7:00 – 8:00 p.m.	Dinner

## Saturday, February 7, 2009

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

## Overview of Thursday Afternoon, February 5, 2009

	1:00 - 1:45	2:00 - 3:00	3:30-4:45
<b>Vista AB</b>	1. <i>Enhancing Preservice Mathematics Teachers' Geometric Reasoning by Using Geometric Constructions</i> – Jakubowski & Bayazit	12. <i>The National Council on Teacher Quality and its Exit with Expertise Test: Come and Share Your Thoughts</i> – Greenberg	23. <i>A Capstone Course that Links Undergraduate Mathematics with 7-12 Mathematics and Pedagogy</i> – Artzt & Sultan
<b>Vista CD</b>	2. <i>A Comparison of Teaching Environments: Microteach vs. Virtual</i> – Haciomeroglu, Andreasen, Cristwell, Coskun, & Akyuz	13. <i>Journey in Developing Statistical Reasoning in Elementary and Middle-school Teacher Leaders</i> – Huinker, Laughlin, & Freckmann	24. <i>Connecting Children's Mathematical Thinking to Funds of Knowledge in Elementary Methods Courses</i> – Drake, Turner, Andreotti, Gutierrez, & Land
<b>Marco A</b>	3. <i>Comprehensive Framework for Teacher Knowledge</i> – Ronau, Rakes, Wagener, Taylor, & Dougherty	14. <i>Making Mathematics Explicit in Inclusive Classrooms</i> – Storeygard & Reynolds	25. <i>Assisting Elementary Teachers in Assessing the Mathematical Understanding of Struggling Learners in Number and Operation</i> – van Garderen, Lannin, & Switzer
<b>Marco B</b>	4. <i>An Evolution of a Partnership Between a Middle-school Mathematics Teacher and a Teacher Educator</i> – Fernandes	15. <i>Virtual vs. Hands-on Manipulatives in Teacher Education: Is One Type More Effective than the Other?</i> – Hunt, Nash, & Nipper	26. <i>Developing Prospective Teachers' Ability to Ask Questions that Support Student Thinking</i> – Beckmann, Rubenstein, & Thompson
<b>Marco C</b>	5. <i>Using Extended Student Responses from the NAEP Test in a Preservice Mathematics Methods Course</i> – Nugent & Grant	16. <i>Mathematics Coaches, Specialists, and Teacher Leaders: Redefining Professional Development for Student Achievement</i> – Erchick & Brosnan	27. <i>Action Research Projects in Teacher Preparation: A Potential Pathway</i> – Clarke, Vidakovic, Thomas, Fournillier, Costen, & Bragelman
<b>Amelia</b>	6. <i>Effects of Participation in Research on Preservice Teachers' Mathematical and Pedagogical Content Knowledge</i> – Wilkerson, Cooper, Montgomery, Baker, & Sharp	17. <i>Essential Understandings in Mathematics Project: A New Resource for Enhancing the Mathematical Knowledge of Teachers</i> – Wilson, Zbiek, & Rathmell	28. <i>Detailing Teaching: How, Why, and Whether?</i> – Suzuka, Ball, Hiebert, Lewis, Sleep, & Morris
<b>Sanibel</b>	7. <i>Unpacking Connections Between Subject-matter Knowledge and Pedagogical Decision-making of Secondary Teachers</i> – Manouchehri & Hughes	18. <i>Proficiency and the Relationship between High-school Mathematics Curricula and College Mathematics Performance</i> – Post, Bush, Reys, & Norman	29. <i>Using Research to Bring About Important Teacher Change: Experiences from England</i> – Boaler
<b>Captiva B</b>	8. <i>Shaping Teacher Attitudes Toward Technology from "Tools for Doing" to "Tools for Learning"</i> – Dick & Burrill	19. <i>STEM Undergraduate Teacher Preparation – Analyzing Student Work</i> – Lager	30. <i>Defining and Developing Mathematical Content Knowledge for Teaching Elementary-school Mathematics</i> – Thanheiser, Browning, Moss, Philipp, & Watanabe
<b>Captiva C</b>	9. <i>Preservice Teachers' Field Experience in a Middle School with a Highly Prescriptive Mathematics Program</i> – Taube & Ortiz	20. <i>Expanding the Power of Proof Beyond Verification</i> – Kotelawala & Yopp	31. <i>Multiple Perspectives on Affect in Urban Mathematics Classrooms</i> – Arias, Jones, Pedrick, Rossman, Warner, & Schorr
<b>Augusta</b>	10. <i>First-timers' Session</i> – Bay-Williams & Bezuk	21. <i>Developing Preservice Teachers' Understandings of Middle Grades Students as Learners of Mathematics</i> – Jenkins	32. <i>Committee Chairs' Meeting</i> -- Bay-Williams & Bezuk
<b>Capri</b>	11. <i>Online Courses for Math Content and Pedagogy: Promises and Pitfalls</i> – Royster & Pugalee	22. <i>Preparing Mathematics Teachers of Quality for the Nation: Community Colleges at Work</i> – Wood, Carson, & Blair	33. <i>Using Tasks from <u>DMI</u> and <u>Investigations</u> in Developing Elementary Pedagogical Content Knowledge (PCK)</i> – Smith, Smith, & Jacobs

***The Preparation Gap:  
Teacher Education for Middle-school Mathematics in Six Countries***

William Schmidt, *Michigan State University*

MT21 is a cross-national study of the preparation of middle-school mathematics teachers. The results clearly suggest that teacher education as defined by the learning opportunities provided likely has an impact on what future teachers know and believe as they leave their teacher preparation program. The answer to the question of how to best prepare middle-school teachers is more complex than might be expected given differences in achievement across nations. The obvious solution of having U.S. future teachers of middle school take more mathematics appears to be the answer but it is only part of the answer. The differences in achievement between the Asian eighth graders and the U.S. eighth graders is likely related not only to the “curriculum gap” found in TIMSS but also to a “preparation gap” - the fact that teachers in those countries had a very different configuration of learning experiences as a part of their teacher preparation. The real question then is not whether such experiences are necessary but rather the nature and the extent of the learning opportunities in each of the three areas that should be available for future teachers. It is quite revealing that the countries whose middle-school students continuously perform well on the international benchmark tests have a coherent, focused and rigorous curriculum as well as teachers who have been trained with extensive educational opportunities in mathematics as well as in the practical aspects of teaching mathematics to students in the middle grades.

## Overview of Friday Morning, February 6, 2009

	8:00 – 9:30	9:45 – 10:45	11:00 – 12:00
<b>Vista AB</b>	34. <i>RME Sequences as Catalysts for Teacher Change</i> – Gregg, Stephan, McManus, Williams, Weinhold, Millsaps, & Snedden	44. <i>Connecting with Affiliates of AMTE</i> – Chappell, Cushman, Dean, Liebars, & Cooper	54. <i>Continuing the Conversation with Affiliates</i> – Chappell, Cushman, Dean, Liebars, & Cooper
<b>Vista CD</b>	35. <i>Exploring Issues of Diversity, Equity, and Social Justice in Mathematics Teacher Education Courses</i> – Koestler, Aguirre, Celedón-Pattichis, Chan, Park, & Turner	45. <i>The GAISE Document: Implications for Teacher Preparation Programs</i> – Jacobbe	55. <i>What Constitutes Mathematical Justification for Leaders: Exploring Sociomathematical Norms in Professional Development</i> – Lesseig, Elliott, Mumme, & Sztajn
<b>Marco A</b>	36. <i>Design Principles for Lesson Study: Variations and Commonalities Across Four Lesson Study Sites</i> – Lewis, Gottling, Leer, Takahashi, & Watanabe	46. <i>The Number Trick: Technology + Language + Teachers = Algebra for All</i> – Lutz & Lager	56. <i>Tasks, Talk, and Teachers' Expectations: Using a Research Tool to Assess (and Improve) the Quality of Mathematics Instruction</i> – Boston
<b>Marco B</b>	37. <i>Synchronous Online Mathematics Professional Development</i> – Stockero, Evans, & McKenna	47. <i>Institutional Collaboration in Researching Mathematics and Science Teacher Preparation</i> – Eddy	57. <i>Performance-based Hallmark Assessment Tasks (HATS): A Dynamic Continuous Assessment System</i> – Brown, Bay-Williams, & Karp
<b>Marco C</b>	38. <i>Creating an Effective and Cost-Effective Teacher Leader Network to Support School-based Reform in K-12 Mathematics</i> – Martin, Qazi, Norris, Hickman, Strutchens, & Lishak	48. <i>Electronic Quality of Inquiry Protocol (eQUIP): Development and Implementation of an Observational Protocol for Inquiry-based Mathematics Instruction</i> – Smart & Horton	58. <i>Comparing and Contrasting Video Formats that Develop Preservice Teachers' Mathematical Knowledge</i> – Kline
<b>Amelia</b>	39. <i>The National Research Council's New Report on Early Childhood Mathematics Education</i> – Ginsburg, Beckmann, & Clements	49. <i>The Challenges for Mathematics Education – Collaborations with and Recommendations for the National Council of Teachers of Mathematics</i> – Kepner	59. <i>Presentation by the Winner of the 2009 AMTE Outstanding Mathematics Teacher Educator Award: Developing Teaching Capacity to Reflect on and Learn from Teaching</i> – Smith
<b>Captiva B</b>	40. <i>Doing Mathematics in Professional Development: How Teacher Leaders Facilitate Mathematical Discussions Among Teachers to Develop Specialized Content Knowledge</i> – Kazemi, Elliott, Lesseig, & Sleep	50. <i>Qualitative Research Methods in Mathematics Education</i> – Adams, Aslan-Tutak, Peterek, & Laframenta	60. <i>Using a Practice-based Approach to Develop Mathematics Teacher Leaders</i> – Flowers & Cengiz
<b>Captiva C</b>	41. <i>Facilitating Video-based Environments for Mathematics Teacher Learning</i> – van Es, Santagata, & Philipp	51. <i>Intensive and Sustained School-Wide Professional Development to Improve Elementary-school Mathematics in an Urban Elementary School</i> – Dowshen & Zimmer	61. <i>Teacher Preparation Programmatic Features: Implications for the Development of Beliefs and Specialized Content Knowledge</i> – Swars, Smith, Smith, & Hart
<b>Augusta</b>	42. <i>Using Fraction Computation as a Site for Preservice Teachers' Reasoning and Justification</i> – Cengiz, Flowers, Rathouz, & Rubenstein	52. <i>Communicating Mathematically: Preparing Literate Mathematics Teachers</i> – Enderson, Chappell, Johnson, & Klerlein	62. <i>The Role of Reasoning in the Preparation of Elementary Teachers</i> – Sowder
<b>Capri</b>	43. <i>The Dilemma of the Launch: Why is it so Difficult for Mathematics Teachers?</i> – Chval, Arbaugh, & Lannin	53. <i>Orchestrating Rich Mathematical Discussions with K-12 Students and Teachers: Can the Same Set of Practices Support Learning at Both Levels?</i> – Mumme, Smith, Lappan, Phillips, & Carroll	

## Overview of Friday Afternoon, February 6, 2009

	1:30 - 2:00	2:15 - 3:00	3:15 - 3:45	4:00 – 4:45
<b>Vista AB</b>	63. <i>Articulating Beliefs as an Impetus for Action Research Projects</i> – Herbel-Eisenmann & Cirillo	72. <i>Ensuring Equity, Access, and Excellence for All Students: A Guide for Action from the NCSM PRIME Leadership Framework</i> – Belcher	82. <i>Developing Preservice Teachers' Responses to Children's Mathematical Thinking</i> – Land	92. <i>Assisting Preservice Teachers in Developing Curriculum Vision</i> – Cirillo, Drake, & Herbel-Eisenmann
<b>Vista CD</b>	64. <i>The Living Laboratory: Professional Growth for Practicing Teachers Through Action Research and Online Learning</i> – Luebeck & Burroughs	73. <i>Supporting Elementary Preservice Teachers to Develop the Geometric Knowledge Needed for Teaching</i> – Galindo, Ellison, Motoki, Tsegai, & Yang	83. <i>What Preservice Teachers Really Know – Questions that Continue to Uncover</i> – Upton	93. <i>Differentiated Instruction: Meeting the Diverse Needs of Prospective Teachers in Mathematics Classes</i> – Chamberlin & Breitstein
<b>Marco A</b>	65. <i>The Analysis of Mathematics Teachers' and Students' Initial Experiences with and Views on the New Generation of Graphing Calculator</i> – Edwards & Ozgun-Koca	74. <i>A "Radical" New Approach to Exploring Functions with Prospective and Inservice Teachers</i> – Garner, Teachey, & Ledford	84. <i>A Cross-cultural Comparison of Mathematics Teachers' Views on the Utilization of Computer Algebra Systems in Algebra Instruction</i> – Ozgun-Koca	94. <i>Involving Preservice Teachers in Meaningful Professional Development</i> – Goodman, Campbell, Combs, & Barnett
<b>Marco B</b>	66. <i>Preservice Elementary Teachers' Beliefs About Calculator and Computer Use: Measuring Beliefs Three Ways</i> – Johnson	75. <i>Preservice Teachers: Learning Mathematics and Pedagogy Through Reflecting on Mathematical Practices</i> – Hodge	85. <i>Technology's Cognitive and Mathematical Fidelity</i> – Bos	95. <i>Exploring the Role of Mathematical Context in Student Teachers' Support for Argumentation</i> – Conner
<b>Marco C</b>	67. <i>Another Piece of the Puzzle: Urban Parent Perspectives on Mathematics Education</i> – McVarish, Ely, & Matias	76. <i>Case Study: Discovering Mathematics Through Science and Technology Explorations Leads to Strengthening of Inservice Teachers' Mathematical Content and Pedagogy</i> – Kosheleva	86. <i>Preservice Elementary Teachers' Pedagogical Content Knowledge Related to Rates and Ratios</i> – Dogbey & Johnson	96. <i>Using a Train-the-Trainer Model in Scale-up: Fostering Strategic Similarities</i> – Dunn & Schorr
<b>Amelia</b>	68. <i>A Model of Online Inservice Mathematics Professional Development</i> – Signer & Mistretta	77. <i>Why Curriculum Matters in Teacher Education: Helping Future Teachers Expand Their Views of Mathematics Curriculum</i> – Reys, Lloyd, Chval, Bannister, & Switzer	87. <i>Examining Mathematics Student Teaching Post-lesson Conference Communications</i> – Fernandez & Erbilgin	97. <i>Preparing Elementary-school Mathematics Teachers and Leaders – Issues to Consider</i> – Fennell
<b>Captiva B</b>	69. <i>Triple-A Beliefs about Teaching High-school Geometry: Activities, Appreciation &amp; Application, Abstraction</i> – Strassfeld	78. <i>Using GeoGebra in a Course on Technology in Mathematics Education</i> – Chavez	88. <i>Messages Teachers Interpret from Curricular Resources and Implications for Teacher Educators</i> – Graybeal	98. <i>Using the Ideas of Preservice Teachers to Understand Technology Specific Pedagogy</i> – Harrington
<b>Captiva C</b>	70. <i>Learning from Mistakes During Class Discussion of Mathematics: The Role of Teachers' Beliefs and Knowledge</i> – Bray	79. <i>Learning Mathematics as a Second Language</i> – Bossé, Adu-Gyamfi, & Preston	89. <i>Culturally Responsive Mathematics Teaching: A Grounded Theory Approach</i> – Peterek	99. <i>The Evolution of Professional Development Planners: Moving Beyond Diverse Agendas Toward a Common Vision</i> – Frost
<b>Augusta</b>	71. <i>Developing a Coherent and Intentional Mathematics Teacher Education Program</i> – Coomes & Dowd	80. <i>Strengthening Probability Understanding with Cylindrical Dice</i> – Jones, Cory, & Swarhout	90. <i>Students' Computational vs. Conceptual Justifications: What Can They Tell Us?</i> – Lee	100. <i>The Content Gap: Identifying and Addressing Preservice Secondary Teachers' Knowledge Gaps Before They Step into the Classroom</i> – Wilburne & Long

<b>Capri</b>		81. <i>Assessing Learning in Mathematics Courses for Future Elementary Teachers: Developing Common Standards, Building a Common Database</i> – McCrory, Matthews, Gleason, Lovin, Rech, Anderson	91. <i>Preservice Teachers' Instructional Decisions Based on Analyzing Student Work</i> – Cooper	101. <i>AMTE's Principles for Implementing Doctoral Programs: Analyzing the ACCLAIM Internship Program</i> – Landry & Long
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**JUDITH E. JACOBS LECTURE**  
**5:15 – 6:45 pm** **Amelia & Marco ABC**

***Going to War With the Army You Have***

Jeremy Kilpatrick, *University of Georgia*

With public education under fire and amid growing pressure, school mathematics has become trapped. On the one hand, mathematics teachers are expected to learn and be able to teach mathematics in greater depth, and on the other hand, they are increasingly being educated in briefer and less-demanding programs. Political and demographic pressures on schools are making it more difficult for those teachers to do a satisfactory and satisfying job. How can and should mathematics teacher educators respond?



## Overview of Saturday Morning, February 7, 2009

	8:00 – 8:45	9:00 – 10:00	10:15 – 10:45	11:00 – 11:45
<b>Vista AB</b>	102. <i>All in this Together: Inservice Teachers, Preservice Teachers, and Students Learning</i> – Yow	112. <i>Mission Possible: Overcoming Obstacles Faced in an Elementary Mathematics Methods Course</i> – Barlow, Steimle, Fillingim, Ivy, James & Wells	122. <i>Preservice Mathematics Teachers' Perception about Mathematical Definitions and Their Use of Definitions in Proof Writing</i> – Bayazit	132. <i>Pragmatic Methods Courses</i> – Tawfeeq, Jakubowski, & Yu
<b>Vista CD</b>	103. <i>Conceptualizing Teachable Moments in Mathematics Classrooms</i> – Leatham & Peterson	113. <i>Rethinking Worthwhile Tasks: Using Mathematical Knowledge for Teaching to Inform Problem Selection for Preservice Teachers and their Field Students</i> – van den Kieboom & Magiera	123. <i>What is Your Story? Geometry Learning Stories of Preservice Elementary-school Teachers</i> – Aslan-Tutak	133. <i>Analyses of Mathematical Thinking: Using Case Studies of Children's Mathematical Thinking to Explore Mathematics for Teaching</i> – Loats, Romagnano, & Brunsvold
<b>Marco A</b>	104. <i>What Does the Research Say About Mathematics Specialists and Coaches?</i> – McGatha	114. <i>Factors in Mathematics Teacher Education &amp; Development: Implications from NAEP</i> – Mohr, Walcott, & Hudson	124. <i>Comparing Preservice and Beginning (Inservice) Elementary Teachers' Use of Virtual Manipulatives and Applets in Math Instruction</i> – Johnston	134. <i>Learning to Pose Cognitively Demanding Tasks through Letter Writing</i> – Norton & Kastberg
<b>Marco B</b>	105. <i>Project CRAFTeD: Remote Lesson Study and Its Impact on Preservice Teachers' Pedagogical Content Knowledge</i> – Edwards	115. <i>How Research Has Informed the Design of Content Courses for K-8 Teachers</i> – Moss, McLeod, Huinker, White, McCrory	125. <i>Prospective Teachers' Development of Number and Operations</i> – Tobias, Roy, & Safi	135. <i>Making Mathematics Teacher Education a Knowledge-driven Profession: Continuing the Conversation</i> – Ghouseini, Charalambous, & Silver
<b>Marco C</b>	106. <i>Problem-based Learning, Beliefs, and Elementary Teacher Candidates</i> – Powers	116. <i>Mathematics Teaching and Learning in a Single-Gender Educational Environment</i> – Che & Wiegert	126. <i>Novice Teachers' Evaluations of their Own Mathematics Teaching</i> – Jansen & Webel	136. <i>Tracing Teachers' Learning of Accountable Talk Through Coursework and Into Their Practice</i> – Hillen & Hughes
<b>Captiva A</b>	107. <i>Using Research Lessons to Link Methods Courses and Student Teaching to Thoughtful Practice</i> – Romagnano, Evans, & Burrill	117. <i>Partnerships between Universities and Districts: Case Studies from Two Urban Sites</i> – Liebars, Heinz, Walsh, Campanelli, Dougherty	127. <i>Changing Content Knowledge and Pedagogical Content Knowledge of Algebra Teachers</i> – Black & Westbrook	137. <i>Practicum: Connecting Theory, Practice and Reflection</i> – Jaberg & Hay
<b>Captiva B</b>	108. <i>I Can't Pass Mathematics for Elementary Teachers, but I Want to be a Teacher</i> – Hegeman & Lee	118. <i>A Characterization of Specialized Content Knowledge (SCK) and a Tool for Focusing PD Math Tasks on SCK</i> – Lenges, Coomes, & Gilbert	128. <i>Preservice Teachers' Beliefs: The Impact of Secondary Mathematics Methods Courses</i> – Smith	138. <i>What is "Secondary Mathematics Methods"? A Survey of Course Syllabi</i> – Newton, Wilson, Umbeck & Lappan
<b>Captiva C</b>	109. <i>Instructional Demands of Teaching Mathematics with English-Language Learners</i> – Sealy	119. <i>Cases of Reasoning and Proving (CORP): Materials for Secondary Mathematics Teacher Education</i> – Arbaugh, Smith, Steele, & Taylor	129. <i>Mexican American Preservice Teachers' Use of Language and Background Experiences</i> – Vomvori-Ivanovic	139. <i>Formative Assessment for Middle-school Mathematics Teachers</i> – Bush & McGatha
<b>Augusta</b>	110. <i>Improving Professional Development through Lesson Experiments</i> – Powers & Novak	120. <i>Durability of Learning Outcomes from Preservice Experiences with Practice-based Video Materials</i> – Van Zoest, Stockero, Taylor, & Kratky	130. <i>Standards-based Curriculum Modeling in Mathematics Content Courses for Preservice Elementary Teachers</i> – Kennedy	140. <i>The Importance of Sustained Professional Development: A Powerful Example Involving the Mode and Range</i> – Horton & Jacobbe
<b>Capri</b>	111. <i>Prospective Secondary School Teachers' Understanding of Complex Number</i> – Rasmussen	121. <i>Teacher-generated Classroom Scripts and What These Tell Us About Hypothetical and Realistic Mathematics Teaching Practice</i> – Crespo, Oslund, & Parks	131. <i>"For Better or For Worse," or Becoming One Community of Researchers in a Two-site Project: Lessons Learned from Cross-site Research...</i> – Menéndez-Gómez	141. <i>Teaching Teachers: A Workshop Session for New Mathematics Teacher Educators</i> – Bahr, Peterson, Reys, Lovin, Karp, Arbaugh, Corey, Burrill, Van Zoest & Hendrix

## LUNCH & BUSINESS MEETING

11:45 am – 1:15 pm

Amelia and Sanibel

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

Lunch Sponsored by CYBERCHASE/Thirteen—WNET

## CLOSING SESSION

1:30 – 2:30 pm

Vista ABCD

### ***Mathematics Teacher Education in a Changing Policy Context: The Evolving Standards Movement, International Trends, and Research***

Joan Ferrini-Mundy, *National Science Foundation*

The education of teachers of mathematics is a central concern for a wide range of stakeholders, including parents, the business community, mathematicians, policy makers, and funding agencies. What are the central issues and concerns of these communities, and how can mathematics teacher education initiatives have a leading role in framing the issues productively? We will discuss how the evolving nature of the standards movement, including state grade-level content expectations, assessments, and other national efforts specifying the content of K-12 mathematics might intersect with mathematics teacher education. With heightened US interest in international approaches to the education of mathematics teachers, we need to consider the implications of this for practice and research in mathematics teacher education. With current national focus on the preparation of a workforce capable of innovation and a population able to use quantitative, scientific, and computational reasoning in daily life, what are our challenges and opportunities in mathematics teacher education?