

# Overview of Friday Morning, January 26, 2007

	8:00 – 9:30	9:45 – 10:15	10:30 – 11:00	11:15 – 12:15
<b>Saddleback</b>	1. Using Video As a Context for Teachers' Noticing – Philipp, Jacobs, Sherin, van Es, Lamb, Nickerson	12. Addressing the Achievement Gap: Preservice Teachers' Knowledge of Culturally Responsive Teaching in the Context of Mathematics – Peterek, Adams, Laframenta	23. Helping Teachers Model Mathematics Meaningfully Using Virtual Manipulatives – Suh	34. Creating a Mathematics Learning Community for Prospective Elementary Teachers – Loats, Gilmore, Romagnano
<b>Trabuco</b>	2. Unpacking the Mathematical Content Preparation of Elementary Teachers – Bassarear, Lester	13. So When Do We Teach Mathematics?: A Study of the Impact of Mathematical Anxiety on Teacher Practice in an Urban High School – Benken, Brown	24. Reflecting on Conceptions of Angle and Technology Use – Browning, Garza-Kling	35. Vocabulary and Reading Development for Secondary Mathematics Teachers – Thompson, Kersaint
<b>Pelican Hill</b>	3. Adapting and Extending Elementary Tasks for Use with Prospective Teachers – Grant, Lo	14. Challenges in Implementing School-based Professional Development – McDuffie, Eve	25. Developing Mathematics Courses for Ph.D. Students in Mathematics Education – Sword	36. Calculators Are Not Just Calculators Anymore: Preservice Teachers Need Appropriate Preparation with Handheld Technology – Moskowitz, Browning, O'Neal
<b>Shady Canyon</b>	4. The Missing Link Connecting Conceptual and Procedural Knowledge – Phillips, Lappan	15. Capturing Growth in Teacher Mathematical Knowledge: A Inquiry into Elementary and Middle School Teachers' Understanding of Algebraic Reasoning – Hedges, Steinmeyer	26. Enacting Mathematics Curriculum in India and the U.S.: Focusing on Important (or Unimportant) Features of Mathematics Problems – Hillman	37. Orchestrating Productive Mathematical Discussions of Student Responses – Smith
<b>Conference Theatre</b>	5. Computation as a Site for Preservice Teachers' Reasoning and Justification – Flowers, Rathouz, Rubenstein	16. Teaching Mathematics for Social Justice: A Promising Pedagogy for Motivating Urban High School Students – Stemn	27. Student Response to Instructional Software: Implications for Improving Teaching Practices with Computer-based Mathematics Learning Environments – Spence	38. Finding Appropriate Mathematics for Middle School Teachers – Mikusa, Melillo
<b>Oak Creek</b>	6. Using Video and Written Cases to Prepare Future Mathematics Teacher Educators – Chval, Lannin, Sutter, Regis, Johnson, Pomeranke	17. Preservice Teachers' Conceptualizations of Equity in Mathematics Education – Johnson	28. Writing-enhanced Mathematics Courses for Preservice Elementary Teachers – Henning	39. Connecting Elementary Mathematics Methods to Department, University, and Community Contexts – Drake, Seymour
<b>Woodbridge</b>	7. Learning Mathematics in and for Practice: Using Records of Practice as (Con)Texts for Learning Mathematical Knowledge for Teaching – Suzuka, Ball, Bass, Boerst, Sleep, Lewis	18. Preservice Teachers Mentor Student Problem Solvers Online – Lambdin, Lahann, Essex	29. Using Metacognitive Strategies during Problem Solving Activities – Jakubowski, Corey	40. What Mathematics MUST Elementary Teachers Know? – Lester, Beckmann, Masingila
<b>Salon B</b>	8. Japanese-style Lesson Study in Higher Education – Ratliff, Miriti, Schack, Coen	19. Preparing Teacher Educators: What are Meaningful Learning Experiences? – Rhodes	30. Mathematical Knowledge for Teaching Algebra: Validating an Assessment of Teacher Knowledge – Floden, McCrory	41. Using Video Cases to Help Teachers Increase Access to Math for Diverse Learners – Moeller, Cohen
<b>Salon E</b>	9. Middle School Mathematics Methods Professional Learning Community – Stallings, Lynch-Davis, Martin, Nosegbe	20. Technological Tools: Integrating <i>Geometer's Sketchpad</i> in Algebra – Rider	31. Using Video to Develop a Reflective Stance in Preservice Teachers – Stockero	42. Changing Mathematics Teachers' Beliefs and Practices Through the Use of Student Data and Ongoing Professional Development – Gilbert, Martin, Karabenick
<b>Salon D</b>	10. Inquiry-based Learning in Mathematics Teacher Education – Chavez, Yoshinobu, Smith	21. National Conference on Doctoral Programs in Mathematics Education – Reys	32. Alternatives to Residency: ACCLAIM's Innovative Doctoral Program – Hopkins	43. Issues and Challenges in Mathematics Teacher Education – Fennell, President, National Council of Teachers of Mathematics
<b>Quail Hill</b>	11. Examining Teacher Learning from Videocases Across the Teacher Education Continuum – Seago, Mumme, Stockero	22. Preparing Teachers to Teach with Technology—Hardy	33. Enhancing Secondary Teachers' Understanding of Functions—Beckmann, Thompson	44. Preparing Preservice Teachers to Pursue Professional Development—Lancaster

# Overview of Friday Afternoon January 26, 2007

	1:30 - 2:30	2:45 - 3:15	3:30 - 4:30
<b>Saddleback</b>	45. The NCTM <i>Curriculum Focal Points: A Quest for Coherence</i> – Fennell, Beckmann, Zbiek	56. Inquiry and Collaboration in Support of Teacher Change: Stories of High School Mathematics Teachers – Slavitt	65. My Ideal Mathematics Classroom: Preservice Teachers' Vision – Cwikla
<b>Trabuco</b>	46. Place-based and the Rural Context – Mitchell, Hopkins	57. Real-world Connections in Secondary Math Teaching – Gainsburg	66. Preservice and Inservice Teachers: What Do They Learn by Interacting Together in a Seminar Focused on Examining the Algebraic Thinking of Elementary-aged Students? – Bastable, Kinzer, Kribs-Zaleta
<b>Pelican Hill</b>	47. Listening to and Learning about Children's Mathematics – Kastberg, Klerlein	58. Examining the Role of the University Mathematics Educator – Arbaugh, Appova	67. Assessing Mathematical Understanding of Secondary Teachers: Building a Canon and a Core – Manouchehri
<b>Shady Canyon</b>	48. A Course in Designing Mathematical Tasks – Friel, Smith, Martin	59. Measuring Mathematical Power: Methods for Evaluating Teacher Change – Luebeck	68. Building Mathematics Teacher Leaders: The Oregon Mathematics Leadership Institute – Higgins, Knott, Rigelman, Van Cleave, Peterson
<b>Conference Theatre</b>	49. Evolution of a Mathematics Capstone Course for High School Teachers as Recommended in the MET Report – Kepner, Winson, Aboufadel, Burrill, Verhey, Dempsey	60. Teachers' Knowledge of Geometry for Teaching – Magner, McMillen	69. Japanese Lesson Study as a Strategy to Construct Pre- & Inservice Teachers' Confidence in Modern Methods for Teaching Mathematics – Rusch
<b>Oak Creek</b>	50. Professional Development that Supports and Follows Mathematics Teachers in Teaching with Spreadsheets – Niess	61. Preparing Teachers to Work with English Language Learning Students: Issues of Research and Practice – Analt, Civil, Horak, Khisty, Kitchen, Kondek	70. Continuous Growth and Improvement: Essential to Teacher Development – Gojak, President, National Council of Supervisors of Mathematics
<b>Woodbridge</b>	51. Content Courses for Rural Teachers: An Electronic Classroom Model – Evans, Loats, Gilmore  Empowering Teachers: Establishing Collaborative Communities of Practice – Tarlow, Cameron	62. Developing Prospective Teacher Educators' Understanding of Teacher Education through the Creation of Multimedia Case Studies – Masingila, Ochanji	71. MathNerds and the Development of Mathematical Knowledge for Teaching – Cavey, Mahavier
<b>Salon B</b>	52. Sustaining Mathematics Teacher Education through Coaching – Bucci, Brosnan, Erchick	63. Guiding Rural Middle School Teachers Toward Highly Qualified Status in Mathematics – Karakok, Niess, Johnston	72. Issues and Challenges in Professional Development: Teachers' Mathematical Knowledge for Teaching a Coherent Curriculum – Burrill, Ferrini-Mundy
<b>Salon E</b>	53. Deepening Our Understanding of Lesson Study: Role of Outside Commentators – Watanabe, Yoshida		
<b>Salon D</b>	54. Excellence in Service in Mathematics Teacher Education Award Winner's Presentation		
<b>Quail Hill</b>	55. Assessing and Assisting At-risk Students' Achievement with the <i>First in Math</i> Online Program – Columba  Creating Opportunities for Prospective Teachers to Reflect on the Role of Technology in Their Future Classrooms – Grundmeier	64. The Internet: Problem Solving Friend or Foe? – Wanko	73. Exploring Prospective Elementary Teachers' Mathematical Knowledge for Teaching – Lovin, Bolt  Breaking Down Barriers to Providing Challenging Mathematics for All Students – Johnston

**The Judith E. Jacobs Lecture**

**Salon D & E, 5:00 – 6:30 p.m.**

# Overview of Saturday Morning, January 27, 2007

	8:00 - 9:30	9:45 - 10:15	10:30 - 11:00	11:15 - 12:15
<b>Saddleback</b>	74. Sharpening Teaching Ability in Mathematics Classrooms – Wu, An	85. Mathematical Pedagogical Knowledge Acquired by Future Teachers: Lessons Learned by Teaching Mathematics in Elementary Grades with the Use of Tablet PC Technology – Kosheleva	96. Strengthening the Mathematical Knowledge for Teaching of Preservice and Inservice Teachers – Liebars	107. Specifying Adaptive Routines of Practice: Working to Advance Instructional Planning and Enactment for Elementary Mathematics Teachers – Kazemi, Hubbard, Kelley-Peterson, Hintz
<b>Trabuco</b>	75. Recording the Use of Records of Practice: Math Teacher Educators Learning from Each Other – Morris, Franke, Remillard, Marks, Boerst	86. What Preservice Teachers Really Know: Questions that Uncover – Upton	97. Addressing Mathematical Achievement through Teacher Knowledge: The Creation of a Professional Mathematics Community Continuum (MCC) – Brown, Benken	108. Complexities of Teaching about Mathematics Teaching: Pedagogical Content Knowledge for Teacher Educators – Chauvot, Mewborn, Sztajn
<b>Pelican Hill</b>	76. Studying Alternative Certification in Mathematics: A Tale of Two Research Projects – Lannin, Chval, Arbaugh, Appova, Nivens, Olson, Pomeranke	87. Developing Algebraic and Geometric Sense in the Mathematics Curricula in Bulgaria and Russia, Grades 4-8 – Dobrynina	98. Is Teaching Mathematics for Me? The Benefits of Early Field Experiences for Mathematics Teacher Education Candidates – Howard, Rogers, Pickreign	109. Using Reform-based Curricula to Deepen Prospective Elementary School Teachers' Content and Pedagogical Content Knowledge – Wells, Billings
<b>Shady Canyon</b>	77. Supporting Teacher Educators' Efforts to Develop Students' Ability to Reason – Kline, Grant	88. Lesson Study for Preservice Teachers: The Westwood Heights Initiative – Althoen, Wyneken	99. Increasing Middle School Teacher Content and Pedagogical Knowledge of Algebra – Brown	110. NCATE and Performance Assessment: Their Impact on Methods Courses – O'Neal, Schrock
<b>Conference Theatre</b>	78. Developing a Framework for Mathematical Knowledge for Teaching at the Secondary Level – Heid, Kilpatrick, Wilson, Zbiek, Blume, Fox, Godine	89. Teachers as Professional Developers: Predicting Effectiveness – Warfield	100. JUMPSTART: A Program to Encourage More High School Math – Speer	111. Instruction for Mathematical Knowledge for Teachers of Elementary/Middle Grades – McLeod, Kepner, Luck, Pruske, Hedges
<b>Oak Creek</b>	79. Alternative Certification in Urban School Districts: The Case of the NYC Teaching Fellows – Meagher, Smith, Gonzalez, Cooley, Donoghue, Angulo, Chu, Haydar	90. Early Undergraduate Experiences in Middle School Classrooms – White, McCabe, Warshauer, Warshauer, Sorto	101. Factors in the Development of Students' Invented Multiplication Strategies – Zaleta	112. Connecting with Affiliates of AMTE - Szabo, Winters, Dougherty, Fry Bohlin, Hector
<b>Woodbridge</b>	80. Using TIMSS Videos to Improve Learning of Mathematics: A Resource Guide – Wang-Iverson, Askey, Liebars	91. Creating Model Mathematics Classrooms in Urban Schools – Smith, Newman	102. Preparing to Teach Mathematics with Technology: Prospective Teachers' Interpretations of Students' Mathematical Thinking – Hollebrands, Lee, Wilson	113. Frameworks and Tools for Supporting Preservice Teachers' Performance Aligned with NCATE Standards – Bay-Williams
<b>Salon B</b>	81. Professional Development from the Perspective of a Community of Practice – Coffey, Billings, Golden		103. Grading Policies as Teachable Moments for Mathematics – Peterson	114. Mentoring High School Teachers in Their Initial Use of GSP: Issues of Implementation – Shafer
<b>Salon E</b>	82. New Directions in Mathematics Teacher Education: Online, Competency-Based Programs at Western Governors University – Weinstein, Izumi, Linden, Caswell	93. The Mathematical Education of Elementary Teachers: The Content and Context of Undergraduate Mathematics Classes for Teachers – McCrory, Cannata	104. Some Misconceptions in Data Analysis and the Influence of a Particular Curriculum in Overcoming Them – Jacobbe	115. Assessing Students' Understanding of Whole Number Concepts – Canty, Rivette
<b>Salon D</b>	83. The Pedagogical Preparation of Prospective Secondary Mathematics Teachers – Romagnano, Burrill, Kepner, Ronau, Taylor	94. An Analysis of Middle School Teachers' Knowledge of Mathematics – Brown, Ronau, Karp, Bush, Thompson, McGatha	105. Turkish Preservice Secondary Mathematics Teachers' Views on the Utilization of Handheld Technology in Mathematics and Algebra Instruction – Asli Ozgun-Koca	116. How Can Practice-based Professional Development Help Teachers Learn Mathematics? – Silver, Ghouseini, Charalambous, Clark
<b>Quail Hill</b>	84. Exploring the Use of Mathematical Language in Practice: What do Teachers Need to Know? – Ball, Sleep	95. Coherence in Teacher Education: The Case of Polynomials – Bartlo, Nivens	106. Specialized Understanding of Mathematics: A Study of Prospective Elementary Teachers – Moss	117. Importance of Conducting Kyozaikenkyu During Lesson Study: Toward Improving Teachers' Pedagogical and Mathematical Content Knowledge – Yoshida, Watanabe

## Overview of Saturday Afternoon, January 27, 2007

	1:30 – 2:30	2:45 – 3:15
Saddleback	118. Applying Preservice Teachers' Learning to Real Classroom Teaching Using the MSA Approach - An, Wu	
Trabuco	119. The Issue of Professional Practice: How Do We Define It for Promotion and Tenure? - Mathews, Reed, Farrell, Mercer	129. Teachers' Participation in Professional Development Offerings: Barriers and Benefits – Pugalee
Pelican Hill	120. Collaborating to Develop a Mathematics Preparation Program for Prospective Elementary Teachers – Lynch-Davis, Goodson-Espy, Quickenton, Salinas, Schram, Wenta	130. Effective and Dynamic Content Institute Professional Development for Grade 6 - 8 Teachers – Tsankova, Dobrynina
Shady Canyon	121. The Rubric Cube – Haas, Bradley	131. Using Standards-based Mathematics Curricula in Teacher Education – Diaz
Conference Theatre	122. Using Unit Planning to Assist Teachers in the Instruction of Math to English Language Learners – Krinsky, Newton, Wilkins	132. Advanced Mathematics Portfolios as Tools for Addressing the NCATE/NCTM Standards for High School Teacher Candidates – Koirala, Johnson
Oak Creek	123. More Robust Mathematical Discussion – Mendez Results of a New Content Course for Preservice Teachers: Advanced Concepts of Middle School Mathematics – Gonske	133. Forming a Mathematical Learning Community Using Interactive TV (ITV) and Distance Learning – Sorto, McCabe, Warshauer, Warshauer
Woodbridge	124. Supporting Teacher Educator Learning through Lesson Study: A Cross-institution Model – Wilkerson, Eddy, Marble, Cooper	134. Interactive School Mathematics: Implications for Teaching and Learning Middle School Mathematics – Masalski
Salon B	125. The Transformation of Secondary Preservice Teachers' Mathematical Knowledge in a Capstone Course – Winsor The Tale of a Mathematics-Library Science Learning Community – Peterson	135. Teachers' Conceptions of Problem Solving while Participating in a Professional Development Program – Poetzl
Salon E	126. Teacher Education within the National Science Foundation – Sztajn	
Quail Hill	128. What Mathematics Kentucky Preservice Middle School Teachers Are Expected to Know – Bush, McGatha First- and Second- Order Knowledge as a Framework for Studying Mathematics Teacher Development – Silverman	136. Professional Development of Secondary Teachers - Three Case Studies – Klespis

**Closing Session**  
**Salon D**  
**3:30 – 4:30 p.m.**

**Business Meeting**  
**Salon D**  
**4:30 – 5:30 p.m.**