FOURTEENTH ANNUAL CONFERENCE

ONLINE PROGRAM

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The Association of Mathematics Teacher Educators is a member of the Conference Board of the Mathematical Sciences and is an Affiliated Group of the National Council of Teachers of Mathematics.

AMTE is proud to acknowledge and welcome members of its 18 affiliated organizations to our Fourteenth Annual Conference.

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Acknowledgements

The Fourteenth Annual AMTE Conference would not be possible without the contributions and support of many individuals. AMTE wishes to express its sincere appreciation to:

- all speakers who contributed their time and expertise to make this conference a success;
- the AMTE Board of Directors, Conference Director and Assistant Conference Director, Executive Director, Program Committee, Local Arrangements Committee, and Headquarters staff for providing the time and effort necessary to pull this conference together;
- Lori Albers, Tony Nguyen, and Cathy Boyle, San Diego State University, and Helen Kirk, Auburn University, for their support with registration and conference materials;
- CAMTE for assisting with technology for the conference; and
- the organizations who participated in the AMTE Exhibits (please see the final program for a complete listing).

Thanks to our Sponsors!

The Fourteenth Annual AMTE Conference would not be possible without the contributions and support of many individuals. AMTE wishes to express its sincere appreciation to our sponsors and exhibitors. Please see the final program for a complete listing.

Conference Information

Conference Registration Desk

Please stop by the AMTE Registration Desk, located in the hotel's lobby near the elevators, to obtain your conference materials, including the conference program and your nametag.

AMTE Registration Desk Hours:

Thursday, January 28	8:00 a.m. – 5:30 p.m.
Friday, January 29	7:30 a.m. – 5:00 p.m.
Saturday, January 30	7:30 a.m. – 11:30 a.m.

Wireless Internet Access

Complimentary wireless internet access in the conference area of the hotel is available Thursday through Saturday. Instructions and the code to use to access this service are available at the AMTE registration desk near the guest elevators beginning Thursday morning.

For conference attendees staying at the Hyatt Regency Irvine Hotel, internet access is available in individual guestrooms for $10.95 per 24 hours from the time you sign on. Directions on how to access wireless and wired internet service can be found in your guestroom. With your guestroom internet, you also have internet access in the hotel lobby.

Hotel Parking Information

Discounted self-parking is available for conference attendees for $6.00 per car per day or $10.00 per car per day for overnight parking. In order to obtain these special discounted rates, just mention that you are with the AMTE conference either as you exit the parking lot (for day guests) or when checking into the hotel (for overnight guests) and staff will charge the appropriate parking rate. Valet parking is also available at the hotel's prevailing rates for $13.00 per car per day or $20.00 per car per day for overnight valet parking.

Options for Thursday Dinner

Check at the AMTE Registration Desk for a map of the area and list of nearby restaurants.

Please note that other important information is available at the back of the program book, including the following:

- Speakers' contact information
- Listing of the Judith E. Jacobs Lecturers since the creation of this award
- AMTE Events at the NCTM and NCSM Conferences in San Diego, CA, in April, 2010
- AMTE Leadership
- Call for Proposals for the 2011 AMTE Conference (deadline: May 7, 2010)
- Call for Nominees for the AMTE Award for Excellence in Scholarship in Mathematics Teacher Education (deadline: September 30, 2010) and AMTE's Early Career Award (deadline: October 15, 2010)
- Call for Manuscripts for the Special Equity Issue of the *Journal of Mathematics Teacher Education* (deadline: June 1, 2010)
- Call for Papers for the *Contemporary Issues in Technology and Teacher Education* (CITE) Journal

For your convenience, a map of the hotel convention center is printed on the back of the program booklet.

For any other questions, please contact the volunteers at the AMTE Registration Desk or the hotel staff.

Fourteenth Annual Conference
SCHEDULE

January 28 – 30, 2010
Irvine, California

Thursday, January 28, 2010

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 Open
1:00 – 1:45 p.m.	Concurrent Sessions
1:45 – 2:00 p.m.	Break
2:00 – 2.30 p.m.	Concurrent Sessions
2:30 – 2:45 p.m.	Break
2:45 – 4:15 p.m.	Concurrent Sessions
5:00 – 6:30 p.m.	General Session - Salon A

Friday, January 29, 2010

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 Open
8:00 – 9:15 a.m.	Concurrent Sessions
9:15 – 9:30 a.m.	Break
9:30 – 10:30 a.m.	Concurrent Sessions
10:30 – 10:45 a.m.	Break
10:45 – 11:45 a.m.	Concurrent Sessions
11:45 a.m. – 1:00 p.m.	Lunch and Committee Meetings - Salon C/D and Conference Theater Terrace
1:00 – 1:30 p.m.	Concurrent Sessions
1:30 – 1:45 p.m.	Break
1:45 – 2:30 p.m.	Concurrent Sessions
2:30 – 2:45 p.m.	Break
2:45 – 3:15 p.m.	Concurrent Sessions
3:15 – 3:30 p.m.	Break
3:30 – 4:15 p.m.	Concurrent Sessions
4:45 – 6:15 p.m.	Judith E. Jacobs Lecture - Salon A/B
7:00 – 8:00 p.m.	Dinner - Salon C/D

Saturday, January 30, 2010

7:00 – 8:00 a.m.	Continental Breakfast
7:30 – 11:30 a.m.	AMTE Registration Desk Open
8:00 – 9:15 a.m.	Concurrent Sessions
9:15 – 9:30 a.m.	Break
9:30 – 10:15 a.m.	Concurrent Sessions
10:15 – 10:30 a.m.	Break
10:30 – 11:45 a.m.	Concurrent Sessions
11:45 – 1:15 p.m.	Lunch and Business Meeting - Salon C/D
1:30 – 2:30 p.m.	Closing Session - Salon A/B

Preconference Sessions

Thursday Morning, January 28, 2010

The following Preconference Sessions will be held on Thursday morning, January 28, 2010, at the 2010 AMTE Annual Conference at the Hyatt Regency Hotel in Irvine, California. Each session requires pre-registration; information is below. **No onsite registration is available.** Please contact the organizers for more information.

PRECONFERENCE SESSIONS

Technology Workshop

Developing teachers' mathematics TPACK: Showcasing exemplary technology tools and their uses in mathematics education.

Standards for Elementary Mathematics Specialist (EMS) Teacher Preparation/Certification

Overview of the Standards for EMS teacher preparation/certification including how to use the recommendations to advocate for EMS.

Developing Pre-Service and Beginning Teachers' Use of Formative Assessment in the Secondary Classroom

Sponsored by Texas Instruments, AMTE's NTLI Sponsor

Learn how to use networked technology to help pre-service and beginning teachers develop their use of ongoing, classroom-level assessment.

NCTM's NCATE Program Reviewer Training Workshop

Learn how to be an NCTM-prepared NCATE reviewer.

Preparing to Teach Mathematics with Technology [PTMT]: Engaging Practices and Materials for Technology-Using Mathematics Teacher Educators

Engage in using NSF-sponsored teacher education materials to prepare middle and secondary mathematics teachers to effectively use technology.

Using Video and Student Work Focused on Children's Thinking to Help Professional Developers Support Elementary School Teachers in Transforming Their Teaching

Draw upon video and written student artifacts to support professional developers working with elementary school teachers

The Mathematical Preparation of Teachers: Developing the Knowledge Base for Teacher Educators

Discuss how to develop a strong, cohesive, and scientifically reliable body of professional knowledge about what mathematical preparation is needed of teachers and of teacher educators.

TECHNOLOGY WORKSHOP: Developing Teachers' Mathematics TPACK: Showcasing Exemplary Technology Tools and Their Uses in Mathematics Education

Sponsored by AMTE's Technology Committee
Organizer: Christopher Johnston (cjohnst2@gmu.edu)
Presenters: Christine Browning (christine.browning@wmich.edu), Shannon Driskell (Shannon.Driskell@notes.udayton.edu), S. Asli Ozgun-Koca (aokoca@wayne.edu), Suzanne Harper (harpersr@muohio.edu), Susann Mathews (susann.mathews@wright.edu)

Time: 9:00 a.m. – 12:00 p.m.
Session limit: 50 participants

Description: This session will afford mathematics teacher educators the opportunity to:

- Experience, minds-on, various technology tools appropriate for mathematics education
- Discuss with other educators issues surrounding the use of technology
- Discuss activities that take advantage of the technology and promote mathematics Technology, Pedagogy, and Content Knowledge (TPACK).

Various technology tools will be showcased by members of the AMTE Technology Committee and other experienced mathematics teacher educators.

To Register: Indicate your interest on the AMTE Conference Registration Form.

Standards for Elementary Mathematics Specialist (EMS) Teacher Preparation/Certification

Sponsored by AMTE, the Brookhill Foundation & CISCO Learning
Organizers: Terry Goodman (Goodman@ucmo.edu) & Maggie McGatha (maggie.mcgatha@louisville.edu)
Presenters: Hyman Bass, University of Michigan; Robert Berry, University of Virginia**;** Nadine Bezuk, San Diego State University; Diana Erchick, Ohio State University**;** Terry Goodman, University of Central Missouri; Maggie McGatha, University of Louisville**;** Denise Mewborn, University of Georgia; Barbara Reys, University of Missouri**;** Nicole Rigelman, Portland State University; Joanne Rossi Becker, San Jose State University**;** Kathy Stumpf, Brookhill Foundation
Additional Speakers: Francis (Skip) Fennell, McDaniel College; Jon Wray – Howard County Public Schools, MD

Time: 8:00 a.m. – 12:00 p.m.
Session limit: 50 participants.

Description: The AMTE Elementary Mathematics Specialists (EMS) project group will share an overview of the *Standards for EMS Teacher Preparation/Certification* including how to use the recommendations to advocate for EMS. An overview of two ongoing EMS projects will also be shared (Elementary Math Specialists & Teacher Leaders (EMS & TL) Project and the K-5 Mathematics Specialists Academy). Session participants will have an opportunity to provide feedback on the *Standards for EMS Teacher Preparation/Certification.*

To Register: Indicate your interest on the AMTE Conference Registration Form. There is no charge to attend, but pre-registration for the session is required.

Developing Pre-Service and Beginning Teachers' Use of Formative Assessment in the Secondary Classroom

Sponsored by Texas Instruments, AMTE's NTLI Sponsor

Presenter**:** Allan Bellman, Ph.D., Mathematics Education, Supervisor of Teacher Education, University of California, Davis
Time: 8:30 a.m. – 11:30 p.m.
Session limit: 40 participants

Description: Participants will see how networked technology has been used to help pre-service and beginning teachers develop their use of ongoing, classroom-level assessment. Participants will review algebra lessons, modeled after classes from members of the UC Davis 2009-2010 pre-service cohort, and review assignments used to develop teacher's formative assessment skills. Discussion will center on how pre-service teachers are using assessment to meet individual student needs and provide some level of differentiated instruction. While TI-Nspire™ technology and the TI-Nspire Navigator classroom learning system will be used, non-technology tools for assessment will also be discussed.

To Register, or for Further Information: There is no charge to attend this session. To register, e-mail knicolosi@ti.com and provide the following information: Name, affiliation, e-mail address, telephone, and in a sentence or two, please describe your interest in this session.

NCTM's NCATE Program Reviewer Training Workshop

Sponsored by the National Council of Teachers of Mathematics
Organizer/Presenter: Monique Lynch (mlynch@nctm.org)

Time: 8:30 a.m. – 12:00 p.m.
Session limit: 30 participants

Description: This session is designed to prepare potential mathematics education program report reviewers for the current NCATE system. This session would also be useful to existing reviewers who want to learn the latest information about the process. A completed reviewer application is required in order to participate in this session.

To Register: E-mail nctmncate@nctm.org and indicate that you are interested in attending reviewer training on January 28. There is no charge to attend, but the completion of an application and pre-registration for the workshop are required. For more information, see http://www.nctm.org/ncate.aspx.

Preparing to Teach Mathematics with Technology [PTMT]: Engaging Practices and Materials for Technology-Using Mathematics Teacher Educators

Sponsored by the National Science Foundation grant # DUE-0817253
Organizers/Presenters: Hollylynne Lee (Hollylynne@ncsu.edu) and Karen Hollebrands (Karen_hollebrands@ncsu.edu)

Time: 8:00 a.m. – 12:00 p.m.
Session limit: 30 participants

Description: Participants will engage in using NSF-sponsored teacher education materials to prepare middle and secondary mathematics teachers to effectively use technology. The materials aim to develop teachers' TPACK in an approach that integrates content, pedagogy and technology. Materials to be discussed focus on Data Analysis and Probability topics using *TinkerPlots* and *Fathom*. Participants will be provided with access to the materials and have the opportunity to become involved with a national collaborative network. See http://ptmt.fi.ncsu.edu.

To Register: Participants will need to bring a laptop with access to *TinkerPlots* and *Fathom* (evaluation versions available for download). There is no charge to attend. Interested attendees should register at http://ptmt.fi.ncsu.edu/amte10. Questions can be directed to hollylynne@ncsu.edu.

Using Video and Student Work Focused on Children's Thinking to Help Professional Developers Support Elementary School Teachers in Transforming Their Teaching

Sponsored by the National Science Foundation grant # ESI-0455785
Organizer/Presenter: Randy Philipp (RPhilipp@mail.sdsu.edu)
Presenters: Vicki Jacobs (VJacobs@mail.sdsu.edu), Lisa Lamb, SDSU (Lisa.Lamb@sdsu.edu), John (Zig) Siegfried, SDSU (ziggafoss@hotmail.com), Bonnie Schappelle, SDSU (BSchappe@sunstroke.sdsu.edu)

Time: 8:30 a.m. – 12:00 p.m.
Session limit: 40 participants

Description: In this interactive session, based on results from a large-scale study in which we found that teachers change along a variety of dimensions after engaging in sustained professional development, we will draw upon video and written student artifacts to support professional developers working with elementary school teachers. We will discuss characteristics of video and written student work that effectively engage teachers in discussions of children's mathematical thinking as a basis for their teaching. Video and written student work used during the session will be available for future use by participants. The general session outcome is that participants will reconsider the what, how, and why of using artifacts with teachers.

To Register: There is no charge to attend this session. To register, e-mail RPhilipp@mail.sdsu.edu and provide the following information: Name, affiliation, e-mail address, telephone, and in a sentence or two, please describe your interest in this session.

The Mathematical Preparation of Teachers: Developing the Knowledge Base for Teacher Educators

Sponsored by the Coordination Working Group for the Network on the Mathematical Preparation of Teachers (MPT-Net)
Organizers: Virginia (Ginny) L. Keen, University of Dayton, Mary Louise Metz, Indiana University of Pennsylvania, Clyde Greeno, The MALEI Mathematics Institute.

Time: 8:00 a.m. – 12:00 p.m.
(Reception at 8:00; Challenge at 8:30; task work 9:00-11:15; then Forum until noon.)
Session limit: 50 participants

Description: This session furthers the MTE community's development of a strong, cohesive, and scientifically reliable body of professional (MPT) knowledge about what mathematical preparation is needed of teachers and of teacher-educators – and about how best to instill such knowledge. The session promotes and facilitates efforts of pre-existing MPT working groups – and activation of new MPT working groups. Participants will cluster into special-interest discussion groups to review progress and develop plans. For details, visit http://wg-mpet.wikidot.com/2010-amte-pre-session

To Register: E-mail mpt-net@mathematicsinstitute.org and state your wish to attend the MPT preconference session at the 2010 AMTE Conference. If you wish to join a NEW MPT working group or to create one, so indicate and specify the special-interest area – and visit http://wg-mpet.wikidot.com/what-is-an-mpt-working-group. Members of pre-existing MPT working groups also should send copies to the respective coordinators of those working groups.

Overview of Thursday Afternoon, January 28, 2010			
	1:00 - 1:45 pm	**2:00 - 2:30 pm**	**2:45 - 4:15 pm**
Saddleback	*1. The Top Ten Ways to Support Teachers' Transition from Preservice to Inservice based on the NCSM PRIME Leadership Framework* - Briars	*14. Building Settings for Systemic Mathematics Education in High-Poverty Schools: The Ethics and Practice of Cross-Institutional Partnerships* - Lewis	*27. Mapping the Knowledge Teachers Need to Support Children's Development of Proportional Reasoning* - Kastberg, D'Ambrosio & Lynch-Davis
Trabuco	*2. Developing Mathematical Content Knowledge for Teaching in an Online Professional Development Program* - Silverman	*15. A Comparison of Pre-Service and In-Service Teachers' Beliefs About TI-Nspire Following an Initial Experience* - Edwards & Ozgun-Koca	*28. Using Guided Public Rehearsals to Support Novice Teachers' Learning of Ambitious Teaching Practice* - Ghousseini, Kazemi, Franke, Lampert, Beasley & Chan
Salon A	*3. Collaborating to Teach Mathematics to Students with Special Needs* - Karp & Lingo	*16. Video-Based Professional Development to Support Teachers' Implementation of Curricula* - Lee & Hudson	*29. Teachers' Conversations about Video: Implications for Professional Development* - Lamb, Jacobs, Pierson, Philipp, Schappelle & Siegfried
Salon B	*4. "Multiplying a Fraction by 2/2 Doubles its Value": Teachers' Strategies for Addressing Myths about Fractions* - Shaughnessy & McNamara	*17. Supporting Teachers in Developing Curriculum Vision* - Cirillo	*30. K-12 Textbooks and Curriculum Materials as Tools in Mathematics Teacher Education* - Lloyd, Pitts Bannister, Mariano, Herbel-Eisenmann, Drake, Land & Arbaugh
Pelican Hill	*5. Evaluating Countywide Adoption and Implementation of K-5 Singapore Math: A Two-Year Study in 21 Elementary Schools* - Spence	*18. Enhancing Mathematical Knowledge for Teaching Prerequisite Algebra Concepts* - Welder & Simonsen	*31. Mathematics Teacher Educators Sharing Experiences with Case-Based Materials* - Breyfogle, Hillman, Moeller, Morris, Rigelman & Roth McDuffie
Shady Canyon	*6. Elementary Math Specialists: A Survey of Practice* – Frohbieter	*19. Preservice Elementary Teacher Learning Through Lesson Study: Support Structures and Learning Outcomes* - Appova	*32. Mathematical Thinking: A Natural or a Learned Behavior?* - Harkness & Lane
Conference Theater	*7. Preservice Teachers' Views of Oppressive and Liberative Teaching Practices: Equity Leadership in Mathematics Education* - Yow	*20. Teacher Considerations of Cognitive, Language, and Social Aspects of Learning During Lesson Study* - Amador	*33. Learning to Learn From Teaching: Using Video to Facilitate Pre-Service Teachers' Productive Reflection on Practice* - van Es, Santagata, Conroy, Hansen & Hiebert
Salon D	*8. Supporting Prospective Teachers in Understanding Issues of Equity, Diversity, and Social Justice in Mathematics Education* - Koestler & Felton	*21. What Should Pre-Service Teachers Read in Methods Courses and What Do They Learn From It?* - Harrington & Campbell	*34. Creating Materials for Use by Other Mathematics Teacher Educators* – Ball, Bass, Cengiz, Jacobs, Kennedy, Kim, Rathouz, Sleep & Suzuka
Salon E	*9. Supporting Special Education Teachers' Pedagogical Content Knowledge of Teaching Algebraic Reasoning* – Fraivillig & Bulgar	*22. What Secondary Mathematics Teachers Learn from Working with Mathematics Graduate Students* - Hodge	*35. Quantifying Uncertainty and Analyzing Numerical Trends (QUANT): Professional Development in Data Analysis, Probability, and Statistics* - Foley,

			Strayer & Regan
Santiago	*10. Improving Prospective Elementary Teachers' Abilities to Evaluate Evidence of Student Mathematical Achievement* - Phelps & Spitzer	*23. An Online Problem-Based Mathematics Course and Its Impact on Reasoning and Academic Achievement* - Bos	*36. The Role of Sociomathematical and Professional Norms in Mathematics Teacher Education* - Van Zoest, Stockero, Taylor, Mumme & Romagnano
Quail Hill	*11. Integrating SMART Technology into Math Methods Courses for Elementary Teachers* – Smith & Bevis	*24. A Case Study of Teachers' Application of Mathematical Knowledge for Teaching Fundamental Algebraic Procedures* - Li	*37. Developing and Sustaining University/K-12 Partnerships* - Wilkerson, Cady, Meier, Meyer, Strunk & Baker
Woodbridge	*12. Common Errors that Pre-Service Elementary Teachers Make in Content Courses* - Ding, Matthews & Rech	*25. Critical Features of Mathematics Coaching/Specialist Programs* - McGatha	*38. Supporting and Preparing Talented Secondary Mathematics Teachers for High Needs Schools* - Lee, Hollebrands, Washington, Mewborn & Thomas
Oak Creek	*13. Bridging the Disconnect in High School Mathematics Using Dynamic Technology-Supported Instruction* - Safi	*26. Helping Low-Income Kindergartners Develop Number Sense as a Bridge to Conventional Mathematics Learning* - Dyson	*39. Formative Assessment in a Networked Classroom (FANC) - Professional Development from Multiple Perspectives.* - Olson, Olson & Gilbert

Session 1 **Saddleback**

The Top Ten Ways to Support Teachers' Transition from Preservice to Inservice based on the NCSM PRIME Leadership Framework.

Diane J. Briars, President, *National Council of Supervisors of Mathematics*

The NCSM PRIME Leadership Framework describes 12 research-informed teacher actions that mathematics education leaders should promote, support and expect of every teacher to increase student achievement. This session explores the implications of this framework for pre-service education and teacher induction programs and identifies important, but often overlooked, knowledge and experiences that beginning teachers need to be prepared to engage in these research-informed actions.

Session 2 **Trabuco**

Developing Mathematical Content Knowledge for Teaching in an Online Professional Development Program

Jason Silverman, *Drexel University*

We will discuss our efforts to support the development of mathematical knowledge for teaching through a wholly online professional development program, including the theoretical framework that guides our instruction, the instructional practices employed, and evidence of teacher learning.

Session 3 **Salon A**

Collaborating to Teach Mathematics to Students with Special Needs

Karen Karp, *University of Louisville*
Amy Lingo, *University of Louisville*

This session will present the results of a co-taught mathematics methods course for teachers of students with special needs. Learning outcomes were assessed through a pre- and post-survey evaluating the special education teachers' knowledge of mathematics concepts and teaching strategies.

Session 4 **Salon B**

"Multiplying a Fraction by 2/2 Doubles its Value": Teachers' Strategies for Addressing Myths about Fractions

Meghan M. Shaughnessy, *University of Michigan*
Julie McNamara, *UC Berkeley*

We report findings from a study of preservice and practicing teachers' strategies for addressing elementary school students' misconceptions about fractions. Implications for teacher education and professional development are addressed.

Session 5 **Pelican Hill**

Evaluating Countywide Adoption and Implementation of K-5 Singapore Math: A Two-Year Study in 21 Elementary Schools

Dianna Spence, *North Georgia College & State University*

Researchers studied one school system's adoption of the K-5 Singapore Math curriculum. Researchers examined classroom implementation for fidelity with established Singapore Math techniques and evaluated impact of the curriculum on teaching practices, teacher attitudes, student attitudes, and student achievement.

Session 6 **Shady Canyon**

Elementary Math Specialists: A Survey of Practice

Greta Frohbieter, *University of Colorado at Boulder*

Research on prevalent models of elementary math specialists used by schools and districts will be discussed. Broad data at the national level and a more detailed account from one urban region will be presented.

Session 7 **Conference Theater**

Preservice Teacher Views of Oppressive and Liberative Teaching Practices: Equity Leadership in Mathematics Education

Jan A. Yow, *University of South Carolina - Columbia*

During the course of a secondary methods course, preservice teachers were asked to observe oppressive and liberative teaching practices of their cooperating teacher and reflect on their own developing practice.

Session 8 **Salon D**

Supporting Prospective Teachers in Understanding Issues of Equity, Diversity, and Social Justice in Mathematics Education

Courtney Koestler, *University of Wisconsin - Madison*
Mathew D. Felton, *University of Wisconsin - Madison*

This session is to bring together teacher educators interested in supporting prospective teachers in thinking about issues of equity, diversity, and social justice in mathematics methods and content courses. Participants may also bring resources to share.

Session 9 **Salon E**

Supporting Special Education Teachers' Pedagogical Content Knowledge of Teaching Algebraic Reasoning

Judith Fraivillig, *Rider University*
Sylvia Bulgar, *Rider University*

Special education teachers instruct students in mathematics, yet many describe themselves as "not good in math". We will share our design and implementation of a workshop supporting these teachers' own algebraic reasoning and their pedagogical content knowledge in algebra.

Session 10 **Santiago**

Improving Prospective Elementary Teachers' Abilities to Evaluate Evidence of Student Mathematical Achievement

Christine M. Phelps, *Central Michigan University*
Sandy Margaret Spitzer, *Towson University*

This session will present an intervention to improve prospective teachers' ability to systematically study teaching. Together, we will examine participants' responses to discover how the intervention improved participants' abilities to evaluate evidence and how the intervention could be improved.

Session 11 **Quail Hill**

Integrating SMART Technology into Math Methods Courses for Elementary Teachers

Nancy L. Smith, *Emporia State University*
Sheri Bevis, *Emporia State University*

Presenters will share how they implemented SMART technology in a math methods course for elementary teachers, share student feedback, will demonstrate sample activities and share a list of resources.

Session 12 **Woodbridge**

Common Errors that Pre-Service Elementary Teachers Make in Content Courses

Meixia Ding, *University of Nebraska - Lincoln*
Michael Edward Matthews, *University of Nebraska at Omaha*
Janice Rech, *University of Nebraska at Omaha*

In this study, homework was analyzed from content courses from different universities. Using qualitative analysis techniques, the error descriptions were critiqued and refined. The final errors presented are those that have been persistent across various teachers, institutions, and textbooks.

Session 13 **Oak Creek**

Bridging the Disconnect in High School Mathematics Using Dynamic Technology-Supported Instruction

Farshid Safi, *The College of New Jersey*

This interactive session will explore ways that teachers and teacher educators can utilize dynamic software to promote classroom discourse while connecting functional, graphical and analytical notions. Strategies discussed aim to improve conceptual learning of topics while investigating common misconceptions.

Session 14 **Saddleback**

Building Settings for Systemic Mathematics Education in High-Poverty Schools: The Ethics and Practice of Cross-Institutional Partnerships

Jennifer M. Lewis, *University of Michigan*

This session describes an effort to build a systemic and coherent effort of mathematics education for children in high-poverty schools by bringing together in-service teachers, preservice teachers, cooperating teachers, and university-based teacher educators around jointly-determined ideas and high-leverage practices.

Session 15 **Trabuco**

A Comparison of Pre-Service and In-Service Teachers' Beliefs About TI-Nspire Following an Initial Experience

Thomas G. Edwards, *Wayne State University*
S. Asli Ozgun-Koca, *Wayne State University*

We report findings from a study investigating the views of pre-service and in-service mathematics teachers following their initial experience with TI-Nspire. The differences between the pre-service and in-service teachers' views will be discussed, and classroom activities for pre-service teachers shared.

Session 16 **Salon A**

Video-Based Professional Development to Support Teachers' Implementation of Curricula

Jean Lee, *Indiana University*
Rick Hudson, *University of Southern Indiana*

We will introduce a video-based, professional development model designed to allow teachers to reflect on their implementation of a standards-based mathematics curriculum. Findings indicate how teacher participation impacts their understanding of curricula and have implications for teacher education.

Session 17 **Salon B**

Supporting Teachers in Developing Curriculum Vision

Michelle Cirillo, *University of Delaware*

Mathematics teachers and schools face difficult decisions and conflicting messages related to what to teach and how to teach. In this session, we discuss ways in which various stakeholders have addressed this issue through the development of curriculum vision.

Session 18 **Pelican Hill**

Enhancing Mathematical Knowledge for Teaching Prerequisite Algebra Concepts

Rachael Welder, *Hunter College, City University of New York*
Linda Simonsen, *University of Arizona*

This study investigated the effects of a mathematics content course on preservice elementary teachers' common and specialized content knowledge of prerequisite algebra concepts. Results provide evidence that this course is capable of enhancing preservice teachers' understanding beyond common content knowledge.

Session 19 **Shady Canyon**

Preservice Elementary Teacher Learning Through Lesson Study: Support Structures and Learning Outcomes

Aina Appova, *Wright State University*

The goal of this session is twofold: a) to share the research findings related to effective support structures for preservice teacher learning through lesson study, and b) encourage further discussions about productive and problematic teacher learning from conducting lesson study.

Session 20 **Conference Theater**

Teacher Considerations of Cognitive, Language, and Social Aspects of Learning During Lesson Study

Julie Amador, *University of Nevada, Reno*

The session will describe research conducted through a lesson study session with a focus on professional development. Teacher decision making regarding cognitive, language, and social aspects of learning, as they were discussed through the joint planning session will be highlighted.

Session 21 **Salon D**

What Should Pre-Service Teachers Read in Methods Courses and What Do They Learn From It?

Rachel A. Harrington, *Western Oregon University*
Sunshine Campbell, *University of Washington*

We will share the results of a study of what pre-service teachers gain from reading research during their methods courses. Adding to our bibliography, we will solicit audience input on a list of recommended readings for mathematics pre-service teachers.

Session 22 **Salon E**

What Secondary Mathematics Teachers Learn from Working with Mathematics Graduate Students

Angie Hodge, *North Dakota State University*

This presentation will discuss what secondary mathematics teachers learned from working with mathematics graduate students. An interactive example of a mathematics project collaboratively designed by teachers and graduate students will be used to illustrate such learning.

Session 23 **Santiago**

An Online Problem-Based Mathematics Course and Its Impact on Reasoning and Academic Achievement

Beth Bos, *Texas State University, San Marcos*

With innovative thinking and problem solving skills becoming the main stay for success in today's society, this presentation looks at how thinking, reasoning, and academic achievement are affected by the use of a hybrid online problem-based mathematics course.

Session 24 **Quail Hill**

A Case Study of Teachers' Application of Mathematical Knowledge for Teaching Fundamental Algebraic Procedures

Xuhui Li, *California State University - Long Beach*

The presenter reports findings from a case study on what kinds of mathematical knowledge for teaching a mathematics teacher utilizes when attempting to teach fundamental algebra formulas in conceptual ways, and what factors have shaped the use of such knowledge.

Session 25 **Woodbridge**

Critical Features of Mathematics Coaching/Specialist Programs

Maggie McGatha, *University of Louisville*

In this session you will learn about important features of mathematics coaching/specialist programs. Participants will share their thoughts about the topic and then we will explore what the research and other successful coaching/specialist programs around the country suggest.

Session 26 **Oak Creek**

Helping Low-Income Kindergartners Develop Number Sense As a Bridge to Conventional Mathematics Learning

Nancy Dyson, *University of Delaware*

Research shows that children from low income families bring less foundational knowledge for learning school mathematics than their more advantaged peers. Can an intervention which specifically targets number sense give kindergarten children the foundation they need to learn first grade mathematics?

Session 27 **Saddleback**

Mapping the Knowledge Teachers Need to Support Children's Development of Proportional Reasoning

Signe E. Kastberg, *Indiana University Purdue University Indianapolis*
Beatriz S D'Ambrosio, *Miami University*
Kathleen Lynch-Davis, *Appalachian State University*

Participants will build a preliminary map of reasoning (pedagogical and mathematical) needed by future teachers to support student development of proportional reasoning. These maps will emerge from the collaborative analysis of selected tasks, tools, and student work.

Session 28 **Trabuco**

Using Guided Public Rehearsals to Support Novice Teachers' Learning of Ambitious Teaching Practice

Hala Ghousseini, *University of Michigan*
Elham Kazemi, *University of Washington*
Megan Franke, *UCLA Graduate School of Education*
Magdalene Lampert, *University of Michigan*
Heather Beasley, *University of Michigan*
Angela Chan, *UCLA Graduate School of Education*

Participants will analyze new pedagogies that prepare novice teachers for the practice of ambitious teaching through the discussion of video episodes of efforts to guide novices' learning about mathematics, students, and teaching during public rehearsals in Elementary Math Methods Courses.

Session 29 **Salon A**

Teachers' Conversations about Video: Implications for Professional Development

Lisa Clement Lamb, *San Diego State University*
Victoria Jacobs, *San Diego State University*
Jessica Pierson, *San Diego State University*
Randolph A. Philipp, *San Diego State University*
Bonnie Schappelle, *San Diego State University*
John Siegfried, *San Diego State University*

We explore findings and professional development implications from 30 focus group conversations (4 - 6 participants each) centered around a video clip. Participants were prospective and practicing teachers at different points of a sustained professional development effort focused on children's mathematical thinking.

Session 30 **Salon B**

K-12 Textbooks and Curriculum Materials as Tools in Mathematics Teacher Education

Gwendolyn Lloyd, *Penn State*
Vanessa Pitts Bannister, *Virginia Tech*
Gina Mariano, *University of Oregon*
Beth Herbel-Eisenmann, *Michigan State University*
Corey Drake, *Iowa State University*
Tonia Jo Land, *Iowa State University*
Fran Arbaugh, *The Pennsylvania State University*

In this session, we share strategies for using K-12 textbooks and curriculum materials in mathematics and methods courses for preservice teachers. We focus on the role of curriculum materials in developing preservice teachers' understandings of NCTM's principles for school mathematics.

Session 31 **Pelican Hill**

Mathematics Teacher Educators Sharing Experiences With Case-Based Materials

M. Lynn Breyfogle, *Bucknell University*
Susan L. Hillman, *Saginaw Valley State University*
Babette Moeller, *EDC*
Katherine A. Morris, *Sonoma State University*
Nicole Rigelman, *Portland State University*
Amy Margaret Roth McDuffie, *Washington State University Tri-Cities*

This working group session will provide a forum for establishing collaborative networks of MTEs using case-based materials to continue work at future meetings and in-between. The recent Teaching Resources Task Force Report will frame the topics for small group discussion.

Session 32 **Shady Canyon**

Mathematical Thinking: A Natural or a Learned Behavior?

Shelly Harkness, *University of Cincinnati*
Catherine Lane, *University of Cincinnati - Clermont College*

During the academic years of 2007 - 2009 preservice and college students participated in a research study on mathematical thinking. Presenters will share results and allow session attendees to try the activities that were used in the study.

Session 33 **Conference Theater**

Learning to Learn From Teaching: Using Video to Facilitate Pre-Service Teachers' Productive Reflection on Practice

Elizabeth van Es, *University of California, Irvine*
Rossella Santagata, *University of California, Irvine*
Judi Conroy, *University of California, Irvine*
Laurie Hansen, *University of California, Irvine*
James Hiebert, *University of Delaware*

This session focuses on pre-service teachers' learning from practice. We discuss pre-service teachers' beginning noticing skills and then report on the impact of two interventions designed to help them learn to observe, analyze, and improve teaching.

Session 34 **Salon D**

Creating Materials for Use by Other Mathematics Teacher Educators

Judith E. Jacobs, *University of Michigan*
Deborah Ball, *University of Michigan*
Hyman Bass, *University of Michigan*
Nesrin Cengiz, *University of Michigan Dearborn*
Dave Kennedy, *Shippensburg University*
Yeon Kim, *University of Michigan*
Margaret Rathouz, *University of Michigan - Dearborn*
Laurie Sleep, *University of Michigan*
Kara Suzuka, *University of Michigan*

Mathematics teacher educators create or adapt materials that are used once or twice. Using structures and processes from the mod4 project as a reference, strategies will be developed for piloting and revising teacher educators' work to be used by others.

Session 35 **Salon E**

Quantifying Uncertainty and Analyzing Numerical Trends (QUANT): Professional Development in Data Analysis, Probability, and Statistics

Gregory D. Foley, *Ohio University*
Jeremy Strayer, *Mount Vernon Nazarene University*
Blake Regan, *Ohio University*

Many high school graduates are ill-equipped to deal with the quantitative information in their lives. This session will report on teacher growth resulting from a year-long program focusing on student statistical literacy using technology and the Mathematical Task Framework.

Session 36 **Santiago**

The Role of Sociomathematical and Professional Norms in Mathematics Teacher Education

Laura R. Van Zoest, *Western Michigan University*
Shari L. Stockero, *Michigan Technological University*
Cynthia E. Taylor, *University of Missouri*
Judy Mumme, *WestEd*
Lew Romagnano, *The Metropolitan State College of Denver*

A study investigating the durability of norms developed in a methods course and the extent to which graduates developed professional dispositions based on these norms is used to frame a discussion on the role of norms in mathematics teacher education.

Session 37 **Quail Hill**

Developing and Sustaining University/K-12 Partnerships

Trena Wilkerson, *Baylor University*
Jo Ann Cady, *University of Tennessee - Knoxville*
Sherry L. Meier, *Illinois State University*
Rachelle Meyer, *Baylor University*
Kathy Strunk, *Anderson County Schools*
Betty Ruth Baker, *Baylor University*

In this interactive session, we identify several important aspects to developing, sustaining, and evaluating university/K-12 partnerships to support mathematics education. Small group discussions will allow participants to react to the presenters' ideas.

Session 38 **Woodbridge**

Supporting and Preparing Talented Secondary Mathematics Teachers for High Needs Schools

Hollylynne Stohl Lee, *North Carolina State University*
Karen Hollebrands, *North Carolina State University*
Harry Tyrone Washington, *North Carolina State University*
Denise S. Mewborn, *University of Georgia*
Christine D. Thomas, *Georgia State University*

We will share recruitment, retention, and programmatic efforts for preparing secondary mathematics teachers at three universities. Each university is a recipient of a Noyce grant from NSF that provides financial support for teachers.

Session 39 **Oak Creek**

Formative Assessment in a Networked Classroom (FANC) - Professional Development from Multiple Perspectives.

Judith Olson, *CRDG, University of Hawaii*
Melfried Olson, *CRDG, University of Hawaii*
Michael Gilbert, *University of Hawaii*

This session examines a professional development research project with seventh-grade teachers and focuses on the interactions among mathematical content, formative assessment, technology, and general pedagogical techniques.

Salon A/B

General Session: Common Core Standards

Glenda Lappan, *Michigan State University*
William G. McCallum, *University of Arizona*
Henry S. Kepner, *University of Wisconsin – Milwaukee*

An update on the driving forces behind and status of the Common Core Standards along with discussion of implications for our children and mathematics education

Overview of Friday Morning, January 29, 2010			
	8:00 - 9:15 am	**9:30 - 10:30 am**	**10:45 - 11:45 am**
Saddleback	*40. Equity in Mathematics Education: Experiences and Reflections from a Teacher Preparation Program and Professional Development Initiatives* - Menéndez, Aguirre, Wood, Civil, Celedón-Pattichis & Oslund	*52. Professional Development that Promotes Mathematical Thinking and Increases Student Achievement* - Brendefur	*64. Building Professional Learning Communities with "Enhanced" Journal Articles* - Lynch
Trabuco	*41. The Role of Teacher Education in Promoting Reasoning and Sense Making in High School Mathematics* - Martin, Quander, Brahier & Kersaint	*53. Extending Teachers' Thinking of Proportional Reasoning Using NAEP Items* - Goodson-Espy, Morge, Cifarelli & Pugalee	*65. Making Student Thinking Public* - Stockero, Van Zoest & Kratky
Salon A	*42. Expanding Horizons: Renewing Yourself and Others through International Experiences in Mathematics Education* - Moskowitz, Hillman & Langbort	*54.* EXCELLENCE AWARD WINNER'S SESSION: *So, What Does it Mean to Serve Mathematics Education? Issues and Challenges for All of Us - Past, Present, and Future* - Fennell	*66. Missouri's Statewide Pre-Service Math Teacher Conference: A Win-Win for All* - Campbell, Goodman, Barnett, Combs, McCoy & Haistings
Salon B	*43. Redefining the Focus of High School Mathematics Instruction:Developing Teachers' Capacity to Reason and Prove* - Smith & Stylianides	*55. The Challenges for Mathematics Education - Collaborations with and Recommendations for the NCTM* - Kepner	*67. Using Video Clubs to Help Teachers Make the Link between Instruction and Student Learning* – King & Burrill
Pelican Hill	*44. Connecting Mathematical Concepts to Student Interpretations of Mathematical Representations* - Adu-Gyamfi & Bosse	*56. Engaging Mathematicians in the Work of Teacher Education* - Kersaint	*68. Advancing Pre-Service Teachers' Competences in Algebra and Algebraic Thinking* - Magiera, van den Kieboom & Moyer
Shady Canyon	*45. The Nature of Justification and Its Role as a Learning Practice in Middle School Algebra* – Staples, Thanheiser, Bartlo, & Newton	*57. Time Invested Does Not Equal the Grade: Communication and Online Learning of Mathematics Teachers.* - Gillow-Wiles	*69. Preparing Instructors to Teach Mathematics Content Courses for Preservice Elementary Teachers: Perspectives from Diverse Settings* - Magner, Moss, Masingila, Olanoff & Kimani
Conference Theater	*46. Enhancing Preservice Teachers' Preparation to Teach Statistics* - Jacobbe	*58. New Directions in the Research of Technology-Enhanced Education* - Ronau, Rakes & Wagener	*70. Helping Teachers Develop Their Technological, Pedagogical, Statistical Knowledge (TPSK)* - Lee, Ives, Gonzalez & Shaughnessy
Salon E	*47. Designing and Using Mathematical Tasks to Develop Specialized Content Knowledge for Teaching* - Kazemi, Carroll, Kelley-Petersen, Lesseig, Mumme, Sleep, Suzuka, Bass, Lewis, Ball & Elliott	*59. Supporting Teachers' Efforts to Establish Productive Social Norms for Learning Mathematics* - Dixon, Tobias & Roy	*71. A Practice-Based Approach to Develop Mathematics Teacher Leaders' Understanding of General Misconceptions Related to Proportionality* - Flowers
Santiago	*48. Next-Generation Technologies and Their Impact on Mathematics Teacher Education Programs* -	*60. Mathematics Content Courses for Elementary and Middle Grades Teachers: Identifying the Necessary*	*72. Mathematics Professional Development 101 for Future and New Mathematics Teacher Educators*

	Meagher, Lapp, Zbiek & Edwards	*and the Sufficient* - Olson, Marchionda, Moody, Tassell & Weidemann	- Adams
Quail Hill	*49. Developing Pre-Service Teachers' Ability to Foster Mathematical Communication in Early Childhood Classrooms* - Tyminski, Kastberg, Richardson & Winarski	*61. Integrated Mathematics: Conceptions and Implications* - Wilson, de Araujo, Jacobson, Lowe & Singletary	*73. Looking toward Careers in Mathematics Education in Colleges/Universities—Some Lessons Learned by Recent Graduates.* - Reys, Dingman, Newton & Cox
Woodbridge	*50. Developing a Handbook for Mentoring in Mathematics Education* - Enderson, Goodson-Espy, Breyfogle & Mohr-Schroeder	*62. Keeping Up the Excitement for Learning Mathematics in the Middle School* – LaFramenta & Adams	*74. Teacher Education Student Development of Specialized Mathematical Content Knowledge* - Meier & Rich
Oak Creek	*51. Using Number Theory as a Site for Preservice Teachers' Reasoning and Justification* - Cengiz, Flowers, Rathouz & Rubenstein	*63. A Mathematics Coaching Research Design* - Burroughs, Luebeck & Yopp	*75.* EARLY CAREER AWARD WINNER'S SESSION: *Developing and Supporting Beginning Mathematics Teacher Educators* - Lannin

Session 40 **Saddleback**

Equity in Mathematics Education: Experiences and Reflections from a Teacher Preparation Program and Professional Development Initiatives

José María Menéndez, *Radford University*
Julia Aguirre, *University of Washington, Tacoma*
Marcy B. Wood, *University of Arizona*
Marta Civil, *University of Arizona*
Sylvia Celedón-Pattichis, *University of New Mexico*
Joy A. Oslund, *Alma College*

Panelists will share findings from studies with prospective and in-service teachers around teaching mathematics for social justice, teaching Latina/o students in a bilingual classroom, and analyzing teachers' discourse about practices and students to understand and promote equity in mathematics classrooms.

Session 41 **Trabuco**

The Role of Teacher Education in Promoting Reasoning and Sense Making in High School Mathematics

W. Gary Martin, *Auburn University*
Judith Quander, *National Council of Teachers of Mathematics*
Daniel Joseph Brahier, *Bowling Green State University*
Gladis Kersaint, *University of South Florida*

This session will include a discussion of the implications of NCTM's "Focus on High School Mathematics: Reasoning and Sense Making" for mathematics teacher educators, both in preparing new teachers and in providing professional development.

Session 42 **Salon A**

Expanding Horizons: Renewing Yourself and Others through International Experiences in Mathematics Education

Stuart Moskowitz, *Humboldt State University*
Susan L. Hillman, *Saginaw Valley State University*
Carol Langbort, *San Francisco State University*

Working with mathematics teachers in schools around the world offers much for professional development in MTE. Issues related to benefits and challenges developing such experiences, along with their impact on our own teaching, will be discussed. Co-sponsored by USNCMI

Session 43 **Salon B**

Redefining the Focus of High School Mathematics Instruction: Developing Teachers' Capacity to Reason and Prove

Margaret Smith, *University of Pittsburgh*
Gabriel Stylianides, *University of Pittsburgh*

In this session, participants will engage in a discussion and analysis of an instructional case, one component of a practice-based curriculum designed to develop teachers' mathematical and pedagogical knowledge related to reasoning and proving in the secondary mathematics curriculum.

Session 44 **Pelican Hill**

Connecting Mathematical Concepts to Student Interpretations of Mathematical Representations

Kwaku Adu-Gyamfi, *East Carolina University*
Michael J. Bosse, *East Carolina University*

We will investigate how students' interpretations of mathematical representations affect their ability to connect multiple mathematical representations and to integrate mathematical information across representations. In doing so, we will apply a novel framework to learning, instruction, and assessment.

Session 45 **Shady Canyon**

The Nature of Justification and its Role as a Learning Practice in Middle School Algebra

Megan Staples, *University of Connecticut*
Eva Thanheiser, *Portland State University*
Joanna Bartlo, *Portland State University*
Jill Newton, *Purdue University*

Mathematics educators will work with the audience to define and discuss the role of justification tasks in middle schools, and share results from the first phase of a research project focusing on justification as a learning practice in middle schools.

Session 46 **Conference Theater**

Enhancing Preservice Teachers' Preparation to Teach Statistics

Tim Jacobbe, *University of Florida*

This session will present research-based activities stemming from a joint ASA/NCTM project that will be published and released at the 2010 NCTM Annual Conference. Research has

shown there is a need to include these types of activities during preparation programs.

Session 47 **Salon E**

Designing and Using Mathematical Tasks to Develop Specialized Content Knowledge for Teaching

Elham Kazemi, *University of Washington*
Cathy Carroll, *West Ed*
Megan Kelley-Petersen, *University of Washington*
Kristin Lesseig, *Oregon State University*
Judy Mumme, *WestEd*
Laurie Sleep, *University of Michigan*
Kara Suzuka, *University of Michigan*
Hyman Bass, *University of Michigan*
Jennifer M Lewis, *University of Michigan*
Deborah Ball, *University of Michigan*
Rebekah Elliott, *Oregon State University*

This session compares the design and use of tasks for developing teachers' specialized knowledge of mathematics across two projects. We examine how professional educators facilitate PD with these tasks and connect them to teachers' use of mathematics in practice.

Session 48 **Santiago**

Next-Generation Technologies and Their Impact on Mathematics Teacher Education Programs

Michael Meagher, *Brooklyn College - CUNY*
Douglas Lapp, *Central Michigan University*
Rose Mary Zbiek, *Pennsylvania State University*
Michael Todd Edwards, *Miami University*

Teacher educators in various third-level settings will provide elaborated exemplars, all allied to research projects, of a wide range of technology deployment in pre-service programs and how that technology is integrated across programs and connected to field experiences and first-year teaching.

Session 49 **Quail Hill**

Developing Pre-Service Teachers' Ability to Foster Mathematical Communication in Early Childhood Classrooms

Andrew M Tyminski, *Purdue University*
Signe E. Kastberg, *Indiana University Purdue University Indianapolis*
Sue Ellen Richardson, *IUPUI*
Elizabeth Winarski, *The Project School - Bloomington*

This session addresses the development of meaningful communication skills in early childhood students and examines pre-service teachers' ability to foster this development. Attendees will engage in discussion regarding approaches to each of these facets. Classroom examples will be presented.

Session 50 **Woodbridge**

Developing a Handbook for Mentoring in Mathematics Education

Mary C. Enderson, *Middle Tennessee State University*
Tracy J. Goodson-Espy, *Appalachian State University*
M. Lynn Breyfogle, *Bucknell University*
Margaret J. Mohr-Schroeder, *University of Kentucky*

This working-type session is soliciting help in developing a guide centered on issues related to mentoring in mathematics education. This session focuses on identifying factors of the mentoring process for potential and new faculty, raised both by new faculty (mentee) as well as experienced faculty (mentor).

Session 51 **Oak Creek**

Using Number Theory as a Site for Preservice Teachers' Reasoning and Justification

Nesrin Cengiz, *University of Michigan Dearborn*
Judith M. Flowers, *University of Michigan - Dearborn*
Margaret Rathouz, *University of Michigan - Dearborn*
Rheta N. Rubenstein, *University of Michigan - Dearborn*

Number theory provides rich resources for the development of reasoning and justification. What tasks provide opportunities for generation of mathematically important conjectures? What constitutes a convincing and satisfactory justification? What are reasonable expectations for preservice teachers in expressing their justifications?

Boardroom

Committee Chairs Meeting

Barbara J. Reys, *University of Missouri*
Nadine Bezuk, *San Diego State University*

Session 52 **Saddleback**

Professional Development that Promotes Mathematical Thinking and Increases Student Achievement

Jonathan Brendefur, *Boise State University*

This session describes a framework for mathematics professional development that has been successfully used to enhance the knowledge, skills and classroom practices of elementary in-service teachers in five schools.

Session 53 **Trabuco**

Extending Teachers' Thinking of Proportional Reasoning Using NAEP Items

Tracy J. Goodson-Espy, *Appalachian State University*
Shelby Morge, *UNC Wilmington*
Vic Cifarelli, *University of North Carolina at Charlotte*
David Pugalee, *UNC Charlotte*

The session describes the activities of a current NSF project that developed and implemented a set of National Assessment of Educational Progress (NAEP) learning modules for pre-service Middle Grades mathematics teachers.

Session 54 **Salon A**

AWARD WINNER'S SESSION:
So, What Does it Mean to Serve Mathematics Education? Issues and Challenges for All of Us - Past, Present, and Future

Francis (Skip) Fennell, *McDaniel College*

I'm a teacher educator; what does it mean to serve the field of mathematics education? How do you do that and why is it important?

Session 55 **Salon B**

The Challenges for Mathematics Education - Collaborations with and Recommendations for the NCTM

Henry S. Kepner, *President, NCTM*

Participate in a session that will identify key directions and challenges for NCTM in supporting and advocating for students and their teachers. The NCTM President will seek contributions and perspectives from AMTE members in this collaborative effort.

Session 56 **Pelican Hill**

Engaging Mathematicians in the Work of Teacher Education

Gladis Kersaint, *University of South Florida*

In this session we will discuss collaboration among mathematics specialists (mathematicians, teacher educators, and teachers) to design and deliver statewide content-focused professional development based on new standards modeling NCTM's Curriculum Focal Points. Issues, challenges and successes will be discussed.

Session 57 **Shady Canyon**

Time Invested Does Not Equal the Grade: Communication and Online Learning of Mathematics Teachers

Henry Gillow-Wiles, *Oregon State University*

This presentation will report results from a phenomenological study of teachers participating in a 3 year blended model distance-learning program resulting in a M.Sc. in Mathematics, Science and Technology Integration that investigated issues of student role adjustment and technology self-efficacy.

Session 58 **Conference Theater**

New Directions in the Research of Technology-Enhanced Education

Robert N. Ronau, *University of Louisville*
Christopher R. Rakes, *University of Louisville*
Lauren L. Wagener, *University of Tennessee*

In this study, researchers conducted a systematic review of literature on the use of technology in education using three lenses: teacher knowledge, TPACK, and research design. Each lens provided unique insight into mathematics technology research.

Session 59 **Salon E**

Supporting Teachers' Efforts to Establish Productive Social Norms for Learning Mathematics

Juli K. Dixon, *University of Central Florida*
Jennifer M. Tobias, *Illinois State University*
George J. Roy, *University of South Florida - St. Petersburg*

The importance of establishing normative ways of interacting within classroom communities, which foster mathematical understandings, has been well documented. This session will describe ways in which experiences in a graduate program foster the establishment of supportive norms in teachers' classrooms.

Session 60 **Santiago**

Mathematics Content Courses for Elementary and Middle Grades Teachers: Identifying the Necessary and the Sufficient

Travis Austin Olson, *University of Nevada, Las Vegas*
Hope Marchionda, *Western Kentucky University*
Vivian Moody, *Western Kentucky University*
Janet Lynne Tassell, *Western Kentucky University*
Wanda Weidemann, *Western Kentucky University*

Working together towards optimally effective transitions in course and content sequencing and development with regard to content courses for elementary and middle school mathematics pre-service teachers.

Session 61 **Quail Hill**

Integrated Mathematics: Conceptions and Implications

Patricia S. Wilson, *University of Georgia*
Zandra de Araujo, *University of Georgia*
Erik Jacobson, *University of Georgia*
Laura Lowe, *University of Georgia*
Laura Singletary, *University of Georgia*

Based on mathematics education literature and our research with secondary mathematics teachers, we will discuss a variety of conceptions of integrated mathematics, the issues involved in implementation, and implications for preparing teachers.

Session 62 **Woodbridge**

Keeping Up the Excitement for Learning Mathematics in the Middle School

Joanne Jenson LaFramenta, *University of Florida*
Thomasenia Lott Adams, *University of Florida*

Results of the second year of an NSF study of how African American girls position themselves (or are positioned) as learners of mathematics and science as they move from elementary school to middle school.

Session 63 **Oak Creek**

A Mathematics Coaching Research Design

Elizabeth Burroughs, *Montana State University*
Jennifer Luebeck, *Montana State University*
David Yopp, *Montana State University*

Coaching as a form of teacher professional development is popular among school districts nationwide. This session will describe a research design, including instruments, for answering questions about the knowledge and professional development needed for effective mathematics coaching.

Session 64 **Saddleback**

Building Professional Learning Communities with "Enhanced" Journal Articles

Monique C. Lynch, *NCTM*

Participants will actively engage in exploring enhanced articles from NCTM journals as a professional development tool. Facilitators will model the process of using the journal articles to build school-based, professional learning communities.

Session 65 **Trabuco**

Making Student Thinking Public

Shari L. Stockero, *Michigan Technological University*
Laura R. Van Zoest, *Western Michigan University*
James Kratky, *Western Michigan University*

This presentation focuses on beginning secondary mathematics teachers' ideas about having students make their thinking public and uses video clips to illustrate the ways in which they enacted these ideas in their classrooms.

Session 66 **Salon A**

Missouri's Statewide Pre-Service Math Teacher Conference: A Win-Win for All

Larry N. Campbell, *Missouri State University*
Terry Goodman, *University of Central Missouri*
Joann Barnett, *Ozark Middle School*
Emily Combs, *Clinton Middle School*
Ann McCoy, *University of Central Missouri*
Jeanine Haistings, *William Jewell College*

Presenters will share details of a highly successful statewide Pre-Service Math Teacher conference for K-12 future teachers. Presentation will focus on benefits to ALL parties concerned, as well as highlights, details, logistics, and more.

Session 67 **Salon B**

Using Video Clubs to Help Teachers Make the Link between Instruction and Student Learning
James King, *University of Washington*
Gail Burrill, *Michigan State University*

Discussion of carefully chosen clips of classroom practice helps teachers make their teaching public, talk about mathematics and student learning, leading to a pedagogy more focused on students. The work of developing a video club over five years will be shared.

Session 68 **Pelican Hill**

Advancing Pre-Service Teachers' Competences in Algebra and Algebraic Thinking

Marta T. Magiera, *Marquette University*
Leigh van den Kieboom, *Marquette University*
John Moyer, *Marquette University*

We will discuss the use of activities that strengthened pre-service teachers' algebra content knowledge. We will share the relationship between pre-service teachers' self-awareness and self-evaluation of their algebraic thinking and their ability to analyze the algebraic thinking of middle school students.

Session 69 **Shady Canyon**

Preparing Instructors to Teach Mathematics Content Courses for Preservice Elementary Teachers: Perspectives from Diverse Settings

Jodelle S. W. Magner, *Buffalo State College*
Meg Moss, *Pellissippi State Community College*
Joanna O. Masingila, *Syracuse University*
Dana Olanoff, *Syracuse University*
Patrick Kimani, *California State University, Fullerton*

Groups representing three types of institutions will present how they prepare instructors to teach mathematics courses for preservice elementary teachers. Group discussion will focus on issues of developing and supporting instructors' MKTT.

Session 70 **Conference Theater**

Helping Teachers Develop Their Technological, Pedagogical, Statistical Knowledge (TPSK)

Hollylynne Stohl Lee, *North Carolina State University*
Sarah E. Ives, *Texas A&M University - Corpus Christi*
Marggie D. Gonzalez, *North Carolina State University*
J. Michael Shaughnessy, *Portland State University*

This session includes results from an NSF-funded project for implementing teacher education materials related to teaching statistics with technology. We will share and discuss issues for teacher educators to consider for how to develop TPSK for their preservice teachers.

Session 71 **Salon E**

A Practice-Based Approach to Develop Mathematics Teacher Leaders' Understanding of General Misconceptions Related to Proportionality

Judith M. Flowers, *University of Michigan - Dearborn*

Participants will engage in activities that develop an awareness of challenges students face in learning about proportionality and consider how teachers can support student learning. The session also involves reflecting on facilitating sessions with teacher leaders' colleagues around these topics.

Session 72 **Santiago**

Mathematics Professional Development 101 for Future and New Mathematics Teacher Educators

Thomasenia Lott Adams, *University of Florida*

This interactive session is particularly designed to inform and empower future and new mathematics teacher educators who plan to facilitate mathematics professional development with classroom teachers. Participants will view video examples, learn about skills, resources, challenges and pitfalls to avoid.

Session 73 **Quail Hill**

Looking toward Careers in Mathematics Education in Colleges/Universities—Some Lessons Learned by Recent Graduates.

Robert Reys, *University of Missouri*
Shannon Dingman, *University of Arkansas*
Jill Newton, *Purdue University*
Dana Christine Cox, *Miami University*

This session will share information collected from recent mathematics education doctorates currently working in colleges/universities. The participants will summarize survey results and share their first-hand experiences on issues ranging from job searching to transitioning to a faculty position.

Session 74 **Woodbridge**

Teacher Education Student Development of Specialized Mathematical Content Knowledge

Sherry L. Meier, *Illinois State University*
Beverly S. Rich, *Illinois State University*

A theoretical framework describing the development of teacher education students' deep and connected specialized content knowledge for teaching will be presented. Participants will analyze sample student work using the framework, provide feedback, and discuss implications for teacher education programs.

Session 75 **Oak Creek**

EARLY CAREER AWARD WINNER'S SESSION:
Developing and Supporting Beginning Mathematics Teacher Educators

John K. Lannin, *University of Missouri*

In this session, we will discuss the knowledge, challenges, and implications of assisting the development of mathematics teacher educators.

Friday, January 29, 2010 11:45 am - 1:00 pm

LUNCH ***Salon C/D and Conference Theater Terrace***

AMTE Committee Meetings **Salon C/D**

Overview of Friday Afternoon, January 29, 2010				
	1:00 - 1:30 pm	**1:45 - 2:30 pm**	**2:45 - 3:15 pm**	**3:30 - 4:15 pm**
Saddleback	*76. Using Student-Generated Representations to Enhance Prospective Teachers' Understandings of Data Analysis* – Garza-Kling	*88. Beliefs and Practices of Mathematics Teacher Educators: Revelations and Outcomes from Research and Practice* - Lovin & Sanchez	*100. Getting Off to a Good Start: Providing Support for Novice Secondary Mathematics Teachers* - Caldwell	*112. Examining the Role of the Facilitator in Motivating Teachers During Elementary Mathematics Professional Development* - Linder
Trabuco	*77. Building Community and Trust: Lessons from a Partnership to Foster Algebraic Thinking in Grades K-6* - Yoder & Galindo	*89. Technology and Teaching and Learning Secondary Mathematics: Implications for Teacher Preparation and Professional Development* – Burrill & Ellis	*101. Pre-Service Elementary Teachers' Use of Technology in Lesson Plans Assigned in Methods Coursework* - Johnston	*113. Reducing Pre-Service Teacher Anxieties for Teaching Elementary Mathematics* - Westenskow, Bingham Brown & Moyer-Packenham
Salon A	*78. Supporting Graduate Teaching Assistants Through Self-Reflection and Mentoring* - Bostic & Jacobbe	*90. Coordinating Interns' Experiences in the Field and University: The Mediated Field Experience* - Campbell	*102. Using Student Thinking While Teaching: How to Get What You Don't Have* - Wieman	*114. Practicing What We Teach: The Development and Implementation of a Standards-Based Elementary Content Course* - Steimle & James
Salon B	*79. Teacher Candidates' Perceptions of Children's Mathematical Learning in Urban Field Experience* - Ford	*91. AMTE Elementary Mathematics Specialist (EMS) Initiative* - Reys	*103. Enhancing Spatial Ability of Pre-Service Elementary Teachers* - Hanlon & Lucas	*115. Pre-Service Teachers' Understanding of Continuity* - Coskun & Akyuz
Pelican Hill	*80. Confronting Practice: Critical Colleagueship in a Mathematics Teacher Study Group* - Males	*92. A Mathematics Teachers' Circle* - Fernandes & Harold	*104. Investigating the Needs of Early Career Mathematics and Science Teachers* - Utley	*116. Pre-Service and In-Service Teachers' Development of Algebraic Thinking and Reasoning* - Che
Shady Canyon	*81. A Teacher's Journey with a New Generation Handheld: Decisions, Struggles, and Accomplishments* - Ozgun-Koca, Meagher & Edwards	*93. The Nature of Students' Collaboration in the Creation of a Wiki* - McCulloch & Smith	*105. Examining the Intersections Between Math for Social Justice, Equity and Teacher Development* – Gonzalez	*117. MIME: Developing and Implementing a Masters Program that Meets the Needs of Practicing Middle Grades Teachers* – Mikusa & Melillo
Conference	*82. Using Portfolio Assessment in Mathematics*	*94. Including English Learners in Secondary*	*106. Prospective Teachers' Development of Whole*	*118. Known Mix: Exploring Teachers' Understanding*

Theater	*Content Courses for Pre-Service Elementary Teachers* - Berry	*Mathematics Methods Courses* - Lager	*Number Concepts and Operations* - Roy, Tobias, Safi & Dixon	*of Variation* - Gilbert
Salon E	*83. Discourse and Academic Rigor in Single-Sex Mathematics Classrooms* – Wiegert & Che	*95. Helping to Create Mathematically Successful Schools* - Jacobs	*107. Supporting Local Contexts in an Online Professional Development World* - Hodges	
Santiago	*84. Supporting Systemic Change: Establishing Collaborative Learning Communities* – Tarlow	*96. Calculator Use on NAEP: A Look at Fourth- and Eighth-Grade Mathematics Achievement* - Walcott	*108. Online Professional Development for Mathematics Teachers* - McKenna, Gilmore, Brunsvold, Loats & Evans	*119. Preparing Mathematics Teachers to Learn to Teach from Their Teaching* - Powers & Judd
Quail Hill	*85. Advanced Concepts of Middle School Mathematics: What Students Learned and How Pedagogy was "Caught"* – Gonske	*97. A Self-Evaluation of the Impact of a Teacher Education Program* – Gainsburg	*109. Promoting Mathematical Discourse Through Shared Story Book Reading* – Columba	*120. Research-Based Curriculum Guides and Benchmark Exams Increase Effectiveness of Professional Development and District-Wide Mathematics Achievement.* - Hyde & Canzone
Woodbridge	*86. What KeyRecorder, a 'Spy' Program, Reveals About Calculator Usage of Pre-Service Elementary Teachers?* – Matthews	*98. Engaging Preservice Teachers in the Analysis of Children's Thinking* – Meyer, Cooper & Wilkerson	*110. Using Digital Literacies to Enhance Communication and Reflection During Student Teaching* - Miriti & Mohr-Schroeder	*121. Supporting the Preparation of Teachers through the NCTM and its Affiliates* - Garneau, Noblitt & Long
Oak Creek	*87. Becoming a Better Teacher: Lessons Learned from Conducting a Critical Classroom Analysis* - Wilburne	*99. A Holistic Approach to Mathematics Teacher Development* - Buckley, Hodge, Moss & Bowzer	*111. Preparing Teachers to Use District Documents and Policies as Resources Rather than Constraints* - Land	*122. The Role of Two-Year Colleges in the Mathematics Preparation of Future Teachers* - Farinelli

Session 76 **Saddleback**

Using Student-Generated Representations to Enhance Prospective Teachers' Understandings of Data Analysis

Gina Marie Garza-Kling, *Western Michigan University*

Participants will examine and discuss representations of data that were generated by prospective teachers, with a focus on the potential of such a task for helping prospective teachers develop a deeper and more meaningful understanding of data analysis.

Session 77 **Trabuco**

Building Community and Trust: Lessons from a Partnership to Foster Algebraic Thinking in Grades K-6

Gina Borgioli Yoder, *Indiana University at Indianapolis*
Enrique Galindo, *Indiana University*

We share lessons learned from a partnership project supporting K-6 teachers in fostering students' algebraic thinking. Success has been based on a concerted effort to build trust by joining with teachers to construct an emergent curriculum responsive to their needs.

Session 78 **Salon A**

Supporting Graduate Teaching Assistants Through Self-Reflection and Mentoring

Jonathan David Bostic, *University of Florida*
Tim Jacobbe, *University of Florida*

A doctoral student will share reflections from the experience of teaching an elementary methods course for the first time. The lessons learned led to several changes and will provide insight for graduate students and faculty.

Session 79 **Salon B**

Teacher Candidates' Perceptions of Children's Mathematical Learning in Urban Field Experience

Margaret Irene Ford, *Duquesne University*

This is a qualitative study of teacher candidates' perceptions about learning mathematics through urban field experience. Teacher candidates participated in an intensive study of mathematics teaching and learning. The focus and nature of their learning will be discussed.

Session 80 **Pelican Hill**

Confronting Practice: Critical Colleagueship in a Mathematics Teacher Study Group

Lorraine Marie Males, *Michigan State University*

This presentation will discuss how eight mathematics teachers participating in a teacher study group as part of a project focused on action research to improve classroom discourse developed as "critical colleagues" (Lord, 1994) and the contexts that promoted this development.

Session 81 **Shady Canyon**

A Teacher's Journey with a New Generation Handheld: Decisions, Struggles, and Accomplishments

S. Asli Ozgun-Koca, *Wayne State University*
Michael Meagher, *Brooklyn College - CUNY*
Michael Todd Edwards, *Miami University*

We present a case study of a teacher's first attempts to integrate an advanced digital technology into her instruction. Through the struggles and accomplishments that she experienced, we will discuss how she developed her Technological, Pedagogical, and Content Knowledge (TPACK).

Session 82 **Conference Theater**

Using Portfolio Assessment in Mathematics Content Courses for Pre-Service Elementary Teachers

Sandra Berry, *Indiana University Purdue University Fort Wayne*

This session describes the presenter's experiences in using a portfolio assessment plan in foundational mathematics courses for future elementary teachers. The presentation outlines the goals, challenges and progress of the project over a 4 year period.

Session 83 **Salon E**

Discourse and Academic Rigor in Single-Sex Mathematics Classrooms

Elaine M. Wiegert, *Clemson University*
Megan Che, *Clemson University*

This session reviews the findings from a case study which examines the academic rigor and classroom discourse in single-sex, middle grade mathematics classrooms.

Session 84 **Santiago**

Supporting Systemic Change: Establishing Collaborative Learning Communities

Lynn D. Tarlow, *City College of the City University of NY*

In this session we will examine how learning communities have been created within and among urban schools, designed to support systemic change in a successful professional development program. This model highlights critical tools that impact teachers' ideas and classroom practice.

Session 85 **Quail Hill**

Advanced Concepts of Middle School Mathematics: What Students Learned and How Pedagogy was "Caught"

Teresa Gonske, *Northwestern College*

Participants will examine evidence from reflective learning logs regarding outcomes of a math course designed to build conceptual understanding of middle grades content, and will review course activities, learning environment, affective transformations, and observed effects on subsequent math and methods courses. Future collaboration is invited.

Session 86 **Woodbridge**

What KeyRecorder, a 'Spy' Program, Reveals About Calculator Usage of Pre-Service Elementary Teachers?

Michael Edward Matthews, *University of Nebraska at Omaha*

This session will discuss a study that investigated the calculator usage (hindering and aiding techniques) of pre-service elementary teachers. The methodology involved using KeyRecorder, a calculator app that records keystrokes, and the report will discuss the pros/cons of this.

Session 87 **Oak Creek**

Becoming a Better Teacher: Lessons Learned from Conducting a Critical Classroom Analysis

Jane Wilburne, *Penn State Harrisburg*

Twenty-six K-12 mathematics teachers conducted a critical analysis of their teaching after reading The Teaching Gap (Stigler & Hiebert, 1999). The session will share the top five focused improvement areas and the resulting impact on student learning.

Session 88 **Saddleback**

Beliefs and Practices of Mathematics Teacher Educators: Revelations and Outcomes from Research and Practice

LouAnn Lovin, *James Madison University*
Wendy Sanchez, *Kennesaw State University*

Research suggests that teachers' beliefs influence classroom practice. In this session we will share how findings of our research project about beliefs of mathematics teacher educators have impacted our work with prospective elementary and secondary mathematics teachers in methods courses.

Session 89 **Trabuco**

Technology and Teaching and Learning Secondary Mathematics: Implications for Teacher Preparation and Professional Development

Gail Burrill, Michigan State University
Wade Ellis, *West Valley Community College*

Dynamic interactive technologies along with the research on learning difficult mathematics concepts provide a new lens for engaging students in learning mathematics not just carrying out mathematical processes.

Session 90 **Salon A**

Coordinating Interns' Experiences in the Field and University: The Mediated Field Experience

Sunshine Campbell, *University of Washington*

This session describes a secondary math methods course which incorporated a field experience, mediated by the instructor, in an attempt to support interns in drawing stronger connections between practices they learn in the university and the reality of implementation in classrooms.

Session 91 **Salon B**

AMTE Elementary Mathematics Specialist (EMS) Initiative

Barbara J. Reys, *University of Missouri*

The work of the AMTE EMS Project Team will be reported. The team is generating a model EMS state endorsement plan specifying benchmarks/criteria for EMS endorsement. It is also developing advocacy strategies to encourage adoption of state-level EMS endorsement options.

Session 92 **Pelican Hill**

A Mathematics Teachers' Circle

Anthony Fernandes, *UNC Charlotte*
Reiter Harold, *UNC Charlotte*

A Mathematics Teachers' Circle engages middle school mathematics teachers in challenging problem solving on a regular basis. This session will describe the beginnings of one circle and engage the audience in a typical problem-solving activity.

Session 93 **Shady Canyon**

The Nature of Students' Collaboration in the Creation of a Wiki

Allison W. McCulloch, *North Carolina State University*
Ryan C. Smith, *North Carolina State University*

We will describe a wiki-based group project implemented in a graduate mathematics education course. Students' perspectives on the benefits and drawbacks of creating a wiki, the nature of their collaboration, and examples of their work will be shared.

Session 94 **Conference Theater**

Including English Learners in Secondary Mathematics Methods Courses

Carl Lager, *University of California, Santa Barbara*

In this hands-on, interactive session, participants will experience and deconstruct a pre-service mathematics lesson that foregrounds secondary mathematics teaching and learning for English learners. Follow-up resources for secondary mathematics methods courses will be shared.

Session 95 **Salon E**

Helping to Create Mathematically Successful Schools

Judith E. Jacobs, *University of Michigan*

Mathematics teacher educators can help schools improve their mathematics programs. Ways of translating the research on mathematically successful schools into actions that schools can take will be presented and developed.

Session 96 **Santiago**

Calculator Use on NAEP: A look at Fourth- and Eighth-Grade Mathematics Achievement

Crystal Walcott, *Indiana University Purdue University Columbus*

Presenters will share results of a research study of released fourth- and eighth-grade calculator items from the NAEP mathematics assessment based on an item classification framework that considers the appropriateness of a calculator as a tool for solving the problems.

Session 97 **Quail Hill**

A Self-Evaluation of the Impact of a Teacher Education Program

Julie Gainsburg, *California State University, Northridge*

Learn about one mathematics-credential program's self-evaluation via observations of recent graduates teaching in their secondary mathematics classrooms. Using "homegrown" observation and interview protocols, we investigated our graduates' implementation of program-emphasized teaching practices and the factors that influence this implementation.

Session 98 **Woodbridge**

Engaging Preservice Teachers in the Analysis of Children's Thinking

Rachelle Meyer, *Baylor University*
Sandi Cooper, *Baylor University*
Trena Wilkerson, *Baylor University*

A team of mathematics educators developed a lesson for a mathematics methods course that allowed preservice teachers to explore children's thinking about fractions. The authors will share the lesson design, organization of the study, and results of the data analysis.

Session 99 **Oak Creek**

A Holistic Approach to Mathematics Teacher Development

Lecretia Buckley, *Jackson State University*
Angie Hodge, *North Dakota State University*
Erin Moss, *Millersville University*
Angela D. Bowzer, *Westminster College*

This panel presentation focuses on how mathematics educators can develop curricula and experiences within mathematics education that promote holistic development for teacher education candidates.

Session 100 **Saddleback**

Getting Off to a Good Start: Providing Support for Novice Secondary Mathematics Teachers

Janet Caldwell, *Rowan University*

By participating in a week-long summer institute, novice teachers develop specific plans for the beginning of the year. The program described here, in operation over the last seven years, focuses on teaching mathematics through problem solving.

Session 101 **Trabuco**

Pre-Service Elementary Teachers' Use of Technology in Lesson Plans Assigned in Methods Coursework

Christopher Johnston, *George Mason University*

This session presents results of a study which explored pre-service elementary teachers' use of technology in lesson plans written for their methods course. Four primary types of lesson designs were implemented by the participants. Implications for teacher educators are discussed.

Session 102 **Salon A**

Using Student Thinking While Teaching: How to Get What You Don't Have

Rob Wieman, *University of Delaware*

The presenter will share the findings of research on high school mathematics teachers who are attempting to use student thinking in their teaching and their efforts to create classrooms where students make their thinking public.

Session 103 **Salon B**

Enhancing Spatial Ability of Pre-Service Elementary Teachers

Adele Hanlon, *University of Central Oklahoma*
Carol A. Lucas, *University of Central Oklahoma*

This session will present research that explored the influential nature of an activity called Quick Draw with respect to pre-service elementary, early childhood, and special education teachers' beliefs regarding spatial thinking, their spatial ability, and their geometric thinking.

Session 104 **Pelican Hill**

Investigating the Needs of Early Career Mathematics and Science Teachers

Juliana Utley, *Oklahoma State University*

Results of a study that examined the perceived needs of early career mathematics and science teachers will be shared. Session participants will be encouraged to share and discuss potential ways teacher educators can provide support.

Session 105 **Shady Canyon**

Examining the Intersections Between Math for Social Justice, Equity and Teacher Development

Lidia Gonzales, *York College of the City University of NY*

This session reports upon a study that aimed to explore the developing identities of 7 high school mathematics teachers as they partook in a community of practice exploring the teaching of mathematics for social justice.

Session 106 **Conference Theater**

Prospective Teachers' Development of Whole Number Concepts and Operations

George J. Roy, *University of South Florida - St. Petersburg*
Jennifer M. Tobias, *Illinois State University*
Farshid Safi, *The College of New Jersey*
Juli K. Dixon, *University of Central Florida*

Whole number concepts and operations were examined during a classroom teaching experiment (CTE) conducted in an undergraduate elementary education mathematics content course. Prospective teachers' mathematical development during the CTE will be presented through the video clips and class work samples.

Session 107 **Salon E**

Supporting Local Contexts in an Online Professional Development World

Thomas E. Hodges, *Western Carolina University*

This session shares findings on the ways in which participating middle grades mathematics teachers situated their experiences in an online professional development within their local teaching practices. Participants are encouraged to share their own design/outcome experiences with online professional development.

Session 108 **Santiago**

Online Professional Development for Mathematics Teachers

Patricia McKenna, *Metropolitan State College of Denver*
Don Gilmore, *Metropolitan State College of Denver*
Dale Brunsvold, *Metropolitan State College of Denver*
James Loats, *Metropolitan State College of Denver*
Brooke Evans, *Metropolitan State College of Denver*

This session will address using collaborative problem-solving in an online setting to strengthen content knowledge and develop a "learning community" among mathematics teachers as an approach to professional development.

Session 109 **Quail Hill**

Promoting Mathematical Discourse Through Shared Story Book Reading

Lynn Columba, *Lehigh University*

This session presents initial results from a study on the effect of instructing early education teachers to embed mathematical discourse in shared storybook reading as a means of increasing "math talk" in the classroom.

Session 110 **Woodbridge**

Using Digital Literacies to Enhance Communication and Reflection During Student Teaching

Landrea Miriti, *Bluegrass Community and Technical College*
Margaret J. Mohr-Schroeder, *University of Kentucky*

In this presentation, we will share how our experiences engaging secondary mathematics student teachers and their university supervisors in online social networking provided opportunities for university supervisors to actively monitor and guide the development of beliefs and practices.

Session 111 **Oak Creek**

Preparing Teachers to Use District Documents and Policies as Resources rather than Constraints

Tonia Jo Land, *Iowa State University*

Districts and district leaders try to influence and support instruction through boundary objects. This case study describes the efforts of a teacher to construct a coherent mathematics curriculum, but her interpretation of district boundary objects constrained this process.

Session 112 **Saddleback**

Examining the Role of the Facilitator in Motivating Teachers During Elementary Mathematics Professional Development

Sandra Mammano Linder, *Clemson University*

This session presents the results from a study examining the role of the facilitator in motivating teachers during elementary mathematics professional development. Participants connect findings from this study to practice and receive a framework for assessing future facilitators.

Session 113 **Trabuco**

Reducing Pre-Service Teacher Anxieties for Teaching Elementary Mathematics

Arla Westenskow, *Utah State University*
Amy Bingham Brown, *Utah State University*
Patricia Moyer-Packenham, *Utah State University*

Pre-service teachers often express anxiety about teaching mathematics in elementary schools. These anxieties limit their teaching in a variety of significant ways that impact children. This session focuses on strategies for reducing pre-service teachers' anxieties through positive university learning communities.

Session 114 **Salon A**

Practicing What We Teach: The Development and Implementation of a Standards-Based Elementary Content Course

Alice Steimle, *University of Mississippi*
Julie James, *University of Mississippi*

This session will describe how NCTM's Process Standards were utilized to redesign an elementary mathematics content course. Presenters will discuss the impact of this new course format on pre-service teachers' content knowledge and beliefs regarding mathematics teaching and learning.

Session 115 **Salon B**

Pre-Service Teachers' Understanding of Continuity

Sirin Coskun, *University of Central Florida*
Didem Akyuz, *University of Central Florida*

This session will delineate results of a research study which examined pre-service teachers' understanding of the concept of continuity especially focusing on their definitions and graphs. The working group format will allow attendees to discuss pre-service teachers' work samples.

Session 116 **Pelican Hill**

Pre-Service and In-Service Teachers' Development of Algebraic Thinking and Reasoning

Megan Che, *Clemson University*

This session focuses on two algebra content courses for in-service and pre-service teachers. Goals, readings, activities, and products for the two courses are compared. Ways in-service teachers engaged students in class activities, along with student and teacher work samples, are discussed.

Session 117 **Shady Canyon**

MIME: Developing and Implementing a Masters Program that Meets the Needs of Practicing Middle Grades Teachers

Michael G. Mikusa, *Kent State University*
Judith A. Melillo, *Kent State University*

Presenters will share about the implementation of a masters program owned by both the college of education and arts and sciences and taught collaboratively by mathematicians and mathematics educators. We will engage participants in our successes and failures.

Session 118 **Conference Theater**

Known Mix: Exploring Teachers' Understanding of Variation

Michael Gilbert, *University of Hawaii*

We report on research considering how middle school teachers reason about distributions in a sampling context. We work on a sampling task, see video clips, and review findings into strengths and barriers that middle school teachers have concerning distributional reasoning.

Session 119 **Santiago**

Preparing Mathematics Teachers to Learn to Teach from Their Teaching

Robert Powers, *University of Northern Colorado*
April Judd, *Northern Arizona University*

This session reports our effort to use the lesson experiment process in the preparation of secondary pre-service teachers. We will share information on lesson experiment methods, discuss actual work from teacher candidates, and summarize a report of interviews from candidates.

Session 120 **Quail Hill**

Research-Based Curriculum Guides and Benchmark Exams Increase Effectiveness of Professional Development and District-Wide Mathematics Achievement.

Karajean Hyde, *University of California, Irvine*
Janna Canzone, *University of California, Irvine*

The session will describe partnership work done with urban school districts to improve mathematics test scores for all students. This work includes the use of research-based curriculum guides, benchmark exams and of professional development, all co-aligned to standards.

Session 121 **Woodbridge**

Supporting the Preparation of Teachers through the NCTM and its Affiliates

Marc Garneau, *Affiliate Services Committee, NCTM*
Bethany Noblitt, *Affiliate Services Committee, NCTM*
Vena Long, *Affiliate Services Committee, NCTM*

In this session, members of the NCTM Affiliate Services Committee will explore many of the facets of teacher preparation, with a particular focus on pedagogical content knowledge and the support and resources available through the NCTM and its affiliates.

Session 122 **Oak Creek**

The Role of Two-Year Colleges in the Mathematics Preparation of Future Teachers

Rob Farinelli, *Community College of Allegheny County*

As more students are beginning their post-secondary education at two-year colleges, many of these institutions are putting more resources into teacher preparation programs. Many students are now receiving all of their mathematics content courses at the two-year college. This session will focus on best practices as well as innovative partnerships.

Salon A/B

Judith E. Jacobs Lecture

Building Knowledge for Helping Teachers Learn to Teach: An Alternative Path for Teacher Education

James Hiebert, *University of Delaware*

Two problems threaten teacher education's credibility: it has minimal impact on the teaching practices of its graduates, and no one knows how to fix it. Maybe it's time to reconceptualize the goals for teacher education and design an alternative process for achieving them.

Overview of Saturday, January 30, 2010			
	8:00 - 9:15 am	**9:30 - 10:15 am**	**10:30 - 11:45 am**
Saddleback	*123. How Children's Mathematical Thinking Informs Mathematical Knowledge for Teaching* – Browning, Thanheiser, Watanabe, Moss, Heim & Fasteen	*135. NCATE, TEAC, and More: Accreditation Updates and Challenges* - Fennell & Lynch	*147. Increasing Teachers' Knowledge of and Attention to Equity Issues in Multiple Settings* - Strutchens, Martin & Scarborough
Trabuco	*124. Preparing K-12 Teachers of Statistics* - Rossman & Chance	*136. Assessing the Impact of Supports on Teachers and Students' Experiences with Mathematics-Based PBL* – Cross, Hudson & Lee	*148. Mathematics Content Courses for Preservice Elementary Teachers: What's it Like for Faculty and Students?* - Hart, Swars & Oesterle
Salon A	*125. Teacher Beliefs: The Influence of Mathematical Experiences* - Barker, Hill, Witkowski, Zhang, Langrall & O'Hanlon	*137. Targeted Field Experiences in Lesson Study and Inquiry for Pre-Service Mathematics Teachers* - Burroughs & Luebeck	*149. The Comprehensive Mathematics Instruction (CMI) Framework: A New Lens for Examining Teaching and Learning* - Hilton, Hendrickson & Bahr
Salon B	*126. Studying and Developing Productive Disposition of Elementary School Teachers and Their Students* - Philipp, Siegfried, Schappelle, Jacobs, Lamb & Pierson	*138. Thai High School Mathematics Teachers' Probability Conceptions and Misconceptions* - Talawat	*150. Methods and Purposes for Assessing High School Teachers' Knowledge of Geometry* - Hollebrands, Smith, Herbst, Bush, Jakubowski, Ronau & Lee
Pelican Hill	*127. The Development, Activity and Impact of Elementary Mathematics Specialists* - Campbell & Whitenack	*139. Video Cases: The Impact of a Five-Day Video Sequence on Elementary Teacher Candidates* - Barlow, Harmon & Riales	*151. Geometry for Prospective Elementary School Teachers: What? How? Why?* - Watanabe, Driskell, Grant & Millsaps
Shady Canyon	*128. Reflecting on Practice and Learning to Pay Attention to Students' Thinking* - Galindo, McCloskey & Tsegai	*140. Mathematics Teacher Educator: An AMTE Journal to Develop a Professional Knowledge Base from Practice* - Flores	*152. Pursuing Mathematical Justification in Professional Development: Supporting Teachers' Specialized Content Knowledge* - Elliott, Lesseig, Kelley-Petersen, Carroll & Lannin
Conference Theater	*129. Using Student Work to Support Secondary Teachers in Understanding Student Thinking* - Beckmann, Rubenstein & Thompson	*141. Moving Beyond Word Problems: What is True Problem Solving?* - Tassell, Marchionda & Olson	*153. Framings for Secondary Mathematics Teacher Education Programs* - Masingila, Chazan, Romagnano, Dollard & Arbaugh
Salon E	*130. Preparing K-8 Preservice Teachers to Teach ALL Students: Focusing on Language, Culture, and Community Diversity* - Roth McDuffie, Drake & Aguirre	*142. The Van Hiele Levels of Prospective Secondary Mathematics Teachers* - Grundmeier & Simard	*154. Mathematics Teacher Development through Virtual Fieldwork* - Mead, Silverman, Malm, Kruczek, Sullivan, Goodson-Espy, Lahann, Starkey & Boschmans
Santiago	*131. Perspectives on Facilitation of Professional Development: Core Tasks of Facilitation and Fidelity of Implementation* - Goldsmith, Moeller & Seago	*143. Nudging High School and College Math Faculty Toward Reform Through "Little Changes"* - Frost	*155. Using Singapore Math to Teach Teachers---Measurement and Geometry* - Baldridge
Quail Hill	*132. The Evolution and Paradigm Shift of a Rural Collaborative Teacher Group* - Slavit & Kennedy	*144. Two Degree Programs for K-8 Mathematics Specialists (Coaches)* - DeBellis	*156. Making the Most of Content Courses: Developing Teachers' Mathematical and Pedagogical*

			Content Knowledge - Hillen & Metz
Woodbridge	*133. Successful Approaches to Address a Statewide Mathematics Teacher Shortage: California State University's System-wide Initiative* - Bohlin, Bissell, Benken, Ellis, Hsu, Reed, Santa Cruz & Sundar	*145. Training Teachers to Use Authentic Discovery Learning Projects in Statistics* - Sinn & Spence	*157. Elementary Teachers' Uses of a Learning Trajectory* – Mojica
Oak Creek	*134. Using Math Tasks to Help Preservice Teachers Learn about Mathematics Teaching* - Chval & Lannin	*146. What Should be Made Explicit When Modeling Effective Pedagogy?* – Nickerson & Brown	*158. Connecting with the AMTE Affiliates* - Cooper, Cady, Liebars & Wilburne

Session 123 **Saddleback**

How Children's Mathematical Thinking Informs Mathematical Knowledge for Teaching

Christine Browning, *Western Michigan University*
Eva Thanheiser, *Portland State University*
Tad Watanabe, *Kennesaw State University*
Meg Moss, *Pellissippi State Community College*
Krista Heim, *Portland State University*
Jodi Fasteen, *Portland State University*

This session focuses on: (a) interpretations of how to deepen mathematical knowledge for teaching through incorporating children's thinking into content courses for pre-service teachers and (b) interpretations of children's thinking within a theoretical construct of the mathematical knowledge for teaching.

Session 124 **Trabuco**

Preparing K-12 Teachers of Statistics

Allan Rossman, *Cal Poly - San Luis Obispo*
Beth Chance, *Cal Poly - San Luis Obispo*

We summarize guidelines from the American Statistical Association for teaching data analysis in the K-12 mathematics curriculum. We describe a course for preparing pre-service teachers to implement these guidelines. We provide hands-on activities that can used in such a course.

Session 125 **Salon A**

Teacher Beliefs: The Influence of Mathematical Experiences

David Barker, *Illinois State University*
John Hill, *Illinois State University*
Chepina Witkowski, *Illinois State University*
Ziaofen Zhang, *Illinois State University*
Cynthia Langrall, *Illinois State University*
Wendy O'Hanlon, *Illinois State University*

This session describes the impact of a summer program designed to provide authentic mathematical experiences to teachers. A description of the program and analysis of belief data will be presented and discussed.

Session 126 **Salon B**

Studying and Developing Productive Disposition of Elementary School Teachers and Their Students

Randolph A. Philipp, *San Diego State University*
John Siegfried, *San Diego State University*
Bonnie Schappelle, *San Diego State University*
Victoria Jacobs, *San Diego State University*
Lisa Clement Lamb, *San Diego State University*
Jessica Pierson, *San Diego State University*

Drawing upon our study of professional development, our practice, and the practice of two elementary school teachers, we will use tasks to ground a discussion among participants about the development of productive disposition in adult and child learners of mathematics.

Session 127 **Pelican Hill**

The Development, Activity and Impact of Elementary Mathematics Specialists

Patricia F. Campbell, *University of Maryland*
Joy W. Whitenack, *Virginia Commonwealth University*

This session will describe an elementary mathematics specialist endorsement program and research examining the knowledge, activity and impact of cohorts of specialists over a three-year period, including research addressing the relationship between student achievement and coaching activities.

Session 128 **Shady Canyon**

Reflecting on Practice and Learning to Pay Attention to Students' Thinking

Enrique Galindo, *Indiana University*
Andrea McCloskey, *Penn State University*
Samuel Kifle Tsegai, *Indiana University*

We share initial results from an NSF-funded project that supports future elementary teachers to learn to build models of students' math and science concepts using teaching experiments. Lesson Study is then used to reflect on the effectiveness of their lessons.

Session 129 **Conference Theater**

Using Student Work to Support Secondary Teachers in Understanding Student Thinking

Charlene E. Beckmann, *Grand Valley State University*
Rheta N. Rubenstein, *University of Michigan - Dearborn*
Denisse R. Thompson, *University of South Florida*

Preservice secondary teachers (PSTs) benefit from opportunities to examine adolescents' mathematical thinking. Come explore several strategies to address this need. Join us in studying how PSTs perceive student work, what they observe, what they misunderstand and what they miss.

Session 130 **Salon E**

Preparing K-8 Preservice Teachers to Teach ALL Students: Focusing on Language, Culture, and Community Diversity

Amy Margaret Roth McDuffie, *Washington State University Tri-Cities*
Corey Drake, *Iowa State University*
Julia Aguirre, *University of Washington, Tacoma*

Teacher educators will share findings from a multi-university project focused on designing and researching K-8 mathematics methods activities that develop pre-service teachers' knowledge and practices for effective mathematics instruction in culturally, linguistically, and socio-economically diverse schools.

Session 131 **Santiago**

Perspectives on Facilitation of Professional Development: Core Tasks of Facilitation and Fidelity of Implementation

Lynn Goldsmith, *Education Development Center, Inc.*
Babette Moeller, *EDC*
Nanette Seago, *WestEd*

This symposium will present frameworks articulating the tasks of facilitation and issues related to fidelity of implementation and share results of two research studies. The session will also afford opportunities for session participants to share experiences and insights.

Session 132 **Quail Hill**

The Evolution and Paradigm Shift of a Rural Collaborative Teacher Group

David Slavit, *Washington State University Vancouver*
Anne Kennedy, *Educational Service District 112*

Five-year narrative of a rural group of middle school mathematics teachers engaged in collaborative inquiry. Teacher talk and stance toward data will be discussed. Particular attention is given to the learning goals and collaboration in the final year.

Session 133 **Woodbridge**

Successful Approaches to Address a Statewide Mathematics Teacher Shortage: California State University's System-wide Initiative

Carol Fry Bohlin, *California State University, Fresno*
Joan Bissell, *California State University Chancellor's Office*
Babette M. Benken, *California State University, Long Beach*
Mark Ellis, *California State University, Fullerton*
Eric Hsu, *San Francisco State University*
Catherine Reed, *California State University, East Bay*
Rafaela Santa Cruz, *San Diego State University*
Viji K. Sundar, *California State University Stanislaus*

The Mathematics and Science Teacher Initiative is a statewide effort of the California State University system to address the shortage of mathematics and science teachers. Effective mathematics teacher recruitment and preparation strategies from a variety of campuses will be shared.

Session 134 **Oak Creek**

Using Math Tasks to Help Preservice Teachers Learn about Mathematics Teaching

Kathryn Chval, *University of Missouri*
John K. Lannin, *University of Missouri*

During this working session, participants will engage in discussion around developing a coherent sequence of activities designed to support preservice mathematics teachers' curricular knowledge of the use and design of mathematical tasks.

Session 135 **Saddleback**

NCATE, TEAC, and More: Accreditation Updates and Challenges

Francis (Skip) Fennell, *McDaniel College*
Monique C. Lynch, *NCTM*

This session will update NCATE, TEAC, and other certification and accreditation avenues and discuss the challenges mathematics teacher educators face as they address these simultaneously similar and different sets of institutional requirements. Bring your questions!

Session 136 **Trabuco**

Assessing the Impact of Supports on Teachers and Students' Experiences with Mathematics-Based PBL

Dionne Cross, *Indiana University*
Rick Hudson, *University of Southern Indiana*
Jean Lee, *Indiana University*

Our presentation will focus on describing the conceptual, pedagogical and physical supports that lead to positive outcomes of a year-long implementation of two project-based units.

Session 137 **Salon A**

Targeted Field Experiences in Lesson Study and Inquiry for Pre-Service Mathematics Teachers

Elizabeth Burroughs, *Montana State University*
Jennifer Luebeck, *Montana State University*

This session examines how pre-service teachers benefit from structured classroom observations, problem-based clinical interviews with school students, and participation with practicing teachers in lesson study. Participants will examine video clips of undergraduate student interaction with in-service teachers.

Session 138 **Salon B**

Thai High School Mathematics Teachers' Probability Conceptions and Misconceptions

Puttoei Talawat, *University of California Santa Barbara*

Learn about Thai high school mathematics teachers' types of probability conceptions and misconceptions, how they perceive their conceptions and misconceptions play out in their teaching, and their general beliefs about teaching probability. Implications for U.S. teacher education will be shared.

Session 139 **Pelican Hill**

Video Cases: The Impact of a Five-Day Video Sequence on Elementary Teacher Candidates

Angela Till Barlow, *University of Mississippi*
Shannon Harmon, *University of Mississippi*
Julie Riales, *University of Mississippi*

Presenters will share results of research that examined the impact of video case studies on beliefs and understandings of standards-based instruction. Specifically, the use of a sequence of case studies versus a non-sequenced set of case studies will be shared.

Session 140 **Shady Canyon**

Mathematics Teacher Educator: An AMTE Journal to Develop a Professional Knowledge Base from Practice

Alfinio Flores, *University of Delaware*
and the members of the AMTE Journal Task Force

The AMTE Journal Task Force will share progress regarding the new AMTE journal.

Session 141 **Conference Theater**

Moving Beyond Word Problems: What is True Problem Solving?

Janet Lynne Tassell, *Western Kentucky University*
Hope Marchionda, *Western Kentucky University*
Travis Austin Olson, *University of Nevada, Las Vegas*

Learn how to design a problem-solving plan that can enhance any existing curriculum with a focus on appropriate problems -- beyond simple word problems. Learn the importance of scaffolding, intentionally teaching strategies, and choosing problems that are of suitable rigor.

Session 142 **Salon E**

The Van Hiele Levels of Prospective Secondary Mathematics Teachers

Todd Grundmeier, *Cal Poly, San Luis Obispo*
Carole Simard, *Cal Poly, San Luis Obispo*

This individual session will present the results of a research project that aimed to assess whether an inquiry-oriented, technology-based, proof-intensive geometry course had any influence on the van Hiele levels of prospective mathematics teachers.

Session 143 **Santiago**

Nudging High School and College Math Faculty Toward Reform Through "Little Changes"

Janet Hart Frost, *Washington State University Spokane*

We discuss activities and outcomes of a joint high school and college mathematics professional development project. Despite participants' enthusiasm, they made few changes until they heard examples of "little changes" and were asked to commit to the same.

Session 144 **Quail Hill**

Two Degree Programs for K-8 Mathematics Specialists (Coaches)

Valerie A. DeBellis, *Discrete Teaching*

Virginia has state approved certification requirements and an NSF project that prepared teachers. With this framework, degree programs were designed and offered. I will share the details of this three-year experience, including reflections for faculty on the power and pitfalls.

Session 145 **Woodbridge**

Training Teachers to Use Authentic Discovery Learning Projects in Statistics

Robb Sinn, *North Georgia College & State University*
Dianna Spence, *North Georgia College & State University*

Teacher training modules for statistics were developed and tested in a three-year project funded by the NSF. We report analysis of data collected, describe training workshops held for secondary teachers, and discuss learning outcomes for teacher educators.

Session 146 **Oak Creek**

What Should be Made Explicit When Modeling Effective Pedagogy?

Susan D. Nickerson, *San Diego State University*
Cassondra Brown, *San Diego State University*

Mathematics instructors in a professional development program modeled inquiry-oriented instruction and explicitly discussed pedagogical decisions and actions. We characterize aspects of pedagogy that the instructors chose to explicitly discuss that emerged from a post-hoc analysis.

Session 147 **Saddleback**

Increasing Teachers' Knowledge of and Attention to Equity Issues in Multiple Settings

Marilyn Elaine Strutchens, *Auburn University*
W. Gary Martin, *Auburn University*
Becky Scarborough, *TEAM-Math*

Presenters will share definitions and related theories used to guide their work when addressing equity issues with mathematics teachers. Challenges and triumphs experienced when addressing equity in formal courses, professional development workshops, and school-embedded professional development will be discussed.

Session 148 **Trabuco**

Mathematics Content Courses for Preservice Elementary Teachers: What's it like for Faculty and Students?

Lynn C. Hart, *Georgia State University*
Susan Swars, *Georgia State University*
Susan Oesterle, *Simon Fraser University*

This symposium will present research on the perspectives of university faculty who teach mathematics content courses for preservice elementary teachers and preservice teachers in these mathematics content courses.

Session 149 **Salon A**

The Comprehensive Mathematics Instruction (CMI) Framework: A New Lens for Examining Teaching and Learning

Sterling Hilton, *Brigham Young University*
Scott Hendrickson, *Brigham Young University*
Damon Bahr, *Brigham Young University*

This presentation describes the Comprehensive Mathematics Instruction Framework, the professional development through which it was delivered, and preliminary results from its implementation. This work results from a university-public school partnership initiative to provide access to inquiry pedagogy for K-12 teachers.

Session 150 **Salon B**

Methods and Purposes for Assessing High School Teachers' Knowledge of Geometry

Karen Hollebrands, *North Carolina State University*
Ryan C. Smith, *North Carolina State University*
Patricio Herbst, *University of Michigan*
William Bush, *University of Louisville*
Elizabeth Jakubowski, *Florida State University*
Robert N. Ronau, *University of Louisville*
Carl Lee, *University of Kentucky*

An assessment of teachers' knowledge of geometry might be useful for several purposes (e.g., curriculum development, program evaluation, professional development). Different methods and purposes for assessing high school mathematics teachers' knowledge of geometry and pedagogy will be discussed.

Session 151 **Pelican Hill**

Geometry for Prospective Elementary School Teachers: What? How? Why?

Tad Watanabe, *Kennesaw State University*
Shannon Driskell, *University of Dayton*
Jean Marie Grant, *Bradley University*
Gayle M. Millsaps, *Purdue University Calumet*

Participate in a discussion on what "big ideas" of geometry prospective elementary school teachers should understand, and exploring options for continuation of this discussion after AMTE. Also share existing resources for teaching these "big ideas".

Session 152 **Shady Canyon**

Pursuing Mathematical Justification in Professional Development: Supporting Teachers' Specialized Content Knowledge

John K. Lannin, *University of Missouri*
Rebekah Elliott, *Oregon State University*
Kristin Lesseig, *Oregon State University*
Megan Kelley-Petersen, *University of Washington*
Cathy Carroll, *West Ed*

Participants will investigate the kinds of justifications a facilitator might pursue in professional development to enhance teachers' specialized mathematical knowledge. By analyzing a variety of teachers' justifications on a task we will consider how to orchestrate productive teacher learning.

Session 153 **Conference Theater**

Framings for Secondary Mathematics Teacher Education Programs

Joanna O. Masingila, *Syracuse University*
Daniel Chazan, *University of Maryland*
Lew Romagnano, *The Metropolitan State College of Denver*
Clark D. Dollard, *The Metropolitan State College of Denver*
Fran Arbaugh, *The Pennsylvania State University*

Teacher educators from three institutions will present the theoretical and practical framings they use in their secondary mathematics teacher education programs and how they came to those framings. Group discussion will focus on the affordances and constraints of various framings.

Session 154 **Salon E**

Mathematics Teacher Development through Virtual Fieldwork

Claire Mead, *The Math Forum @ Drexel*
Jason Silverman, *Drexel University*
Cheryl Malm, *Northwest Missouri State University*
Klay Thomas Kruczek, *Western Oregon University*
Mary M. Sullivan, *Rhode Island College*
Tracy J. Goodson-Espy, *Appalachian State University*
Paula Elmer Lahann, *Indiana University*
Michele Anne Starkey, *Mount St. Mary's College*
Barbara Boschmans, *Plymouth State University*

We will discuss our efforts to support pre-service teachers' learning through virtual fieldwork in the Math Forum's Online Mentoring Project, where pre-service teachers interact virtually with K-12 students and provide feedback that is attuned to students' mathematical understandings.

Session 155 **Santiago**

Using Singapore Math to Teach Teachers Measurement and Geometry

Scott Jeremy Baldridge, *Louisiana State University*

We discuss a course that uses Primary Mathematics Curriculum from Singapore to teach prospective and practicing teachers measurement and geometry. The course textbook was highly rated by the NCTQ. Session participants will spend time puzzling over interesting elementary geometry problems.

Session 156 **Quail Hill**

Making the Most of Content Courses: Developing Teachers' Mathematical and Pedagogical Content Knowledge

Amy F. Hillen, *Kennesaw State University*
Mary Louise Metz, *Indiana University of Pennsylvania*

Participants will engage in three types of activities used in content courses that integrate mathematical and pedagogical content knowledge: analyzing children's work, discussing teachers' own misconceptions, and examining research on children's thinking; and will consider design principles for these activities.

Session 157 **Woodbridge**

Elementary Teachers' Uses of a Learning Trajectory

Gemma Mojica, *North Carolina State University*

This session describes work on a learning trajectory for equipartitioning and reports findings from two studies of prospective and practicing teachers' uses of the trajectory to inform their instructional practices.

Session 158 **Oak Creek**

Connecting with the AMTE Affiliates

Sandi Cooper, AMTE Affiliates Director, *Baylor University*
Jo Ann Cady, *University of Tennessee - Knoxville*
Cathy Liebars, *The College of New Jersey*
Jane Wilburne, *Penn State Harrisburg*

This session will share ideas for establishing an AMTE affiliate group and for improving collaborations among existing AMTE affiliates. Come meet other affiliate members and officers and enjoy some informal discussions.

Salon A/B

Closing Session: Thinking About Teacher Learning

Sharon Feiman-Nemser, *Brandeis University*

In this autobiographical presentation, Sharon Feiman-Nemser will discuss changing ideas about teacher learning, drawing on her own experiences as a teacher and teacher educator and her research on learning to teach.

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Langbort, Carol	*San Francisco State University*	clangbo@sfsu.edu	42
Langrall, Cynthia	*Illinois State University*	langrall@ilstu.edu	125
Lannin, John K	*University of Missouri*	Lannin@missouri.edu	75, 134, 152
Lapp, Douglas	*Central Michigan University*	lapp1da@mail.cmich.edu	48
Lee, Carl	*University of Kentucky*	lee@ms.uky.edu	150
Lee, Hollylynne Stohl	*North Carolina State University*	hollylynne@ncsu.edu	38, 70
Lee, Jean	*Indiana University*	jeanlee@indiana.edu	16, 136
Lesseig, Kristin	*Oregon State University*	lesseigk@onid.orst.edu	47, 152
Lewis, Jennifer M	*University of Michigan*	jmlewis@umich.edu	14, 47
Li, Xuhui	*California State University - Long Beach*	xli2@csulb.edu	24
Liebars, Cathy	*The College of New Jersey*	liebars@tcnj.edu	158
Linder, Sandra Mammano	*Clemson University*	sandram@clemson.edu	112
Lingo, Amy	*University of Louisville*	amy.lingo@louisville.edu	3
Lloyd, Gwendolyn	*Penn State*	lloyd@psu.edu	30
Loats, James	*Metropolitan State College of Denver*	loatsj@mscd.edu	108
Long, Vena	*Affiliate Services Committee, NCTM*	vlong@utk.edu	121
Lovin, LouAnn	*James Madison University*	lovinla@jmu.edu	88
Lowe, Laura	*University of Georgia*	lmlowe@uga.edu	61
Lucas, Carol A.	*University of Central Oklahoma*	clucas@uco.edu	103
Luebeck, Jennifer	*Montana State University*	luebeck@math.montana.edu	63, 137
Lynch, Monique C	*NCTM*	mlynch@nctm.org	64, 135
Lynch-Davis, Kathleen	*Appalachian State University*	lynchrk@appstate.edu	27

M

Magiera, Marta T.	*Marquette University*	marta.magiera@marquette.edu	68
Magner, Jodelle S.W.	*Buffalo State College*	magnerjs@math.buffalostate.edu	69
Males, Lorraine Marie	*Michigan State University*	maleslor@msu.edu	80
Malm, Cheryl	*Northwest Missouri State University*	CGMALM@nwmissouri.edu	154
Marchionda, Hope	*Western Kentucky University*	hope.marchionda@wku.edu	60, 141
Mariano, Gina	*University of Oregon*	gmariano@uoregon.edu	30
Martin, W. Gary	*Auburn University*	martiwg@auburn.edu	41, 147
Masingila, Joanna O	*Syracuse University*	jomasing@syr.edu	69, 153
Matthews, Michael Edward	*University of Nebraska at Omaha*	michaelmatthews@unomaha.edu	12,86
McCloskey, Andrea	*Penn State University*	amccloskey@psu.edu	128
McCoy, Ann	*University of Central MO*	mccoy@ucmo.edu	66
McCulloch, Allison W.	*North Carolina State University*	allison_mcculloch@ncsu.edu	93
McGatha, Maggie	*University of Louisville*	maggie.mcgatha@louisville.edu	25
McKenna, Patricia	*Metropolitan State College of Denver*	mckennap@mscd.edu	108
McNamara, Julie	*UC Berkeley*	juliem@berkeley.edu	4
Mead, Claire	*The Math Forum @ Drexel*	claire@mathforum.org	154
Meagher, Michael	*Brooklyn College - CUNY*	mmeagher@brooklyn.cuny.edu	48, 81
Meier, Sherry L	*Illinois State University*	meier@ilstu.edu	37, 74
Melillo, Judith A.	*Kent State University*	jmelillo@kent.edu	117
Menéndez, José María	*Radford University*	jmenendez2@radford.edu	40
Metz, Mary Louise	*Indiana University of Pennsylvania*	mlmetz@iup.edu	156
Mewborn, Denise S.	*University of Georgia*	dmewborn@uga.edu	38
Meyer, Rachelle	*Baylor University*	rachelle_meyer@baylor.edu	37, 98
Mikusa, Michael G.	*Kent State University*	mmikusa@kent.edu	117
Millsaps, Gayle M.	*Purdue University Calumet*	millsaps@calumet.purdue.edu	151
Miriti, Landrea	*Bluegrass Community and Technical College*	landrea.miriti@kctcs.edu	110
Moeller, Babette	*EDC*	bmoeller@edc.org	31, 131
Mohr-Schroeder, Margaret J.	*University of Kentucky*	m.mohr@uky.edu	50, 110

Mojica, Gemma	*North Georgia College & State University*	gmmojica@ncsu.edu	157
Moody, Vivian	*Western Kentucky University*	vrmoody2@gmail.com	60
Morge, Shelby	*UNC Wilmington*	morges@uncw.edu	53
Morris, Katherine A	*Sonoma State University*	morrisk@sonoma.edu	31
Moskowitz, Stuart	*Humboldt State University*	stuart@humboldt.edu	42
Moss, Erin	*Millersville University*	ermoss@purdue.edu	99
Moss, Meg	*Pellissippi State Community College*	mvmoss@pstcc.edu	69, 123
Moyer, John	*Marquette University*	johnm@mscs.mu.edu	68
Moyer-Packenham, Patricia	*Utah State University*	patricia.moyer-packenham@usu.edu	113
Mumme, Judy	*WestEd*	jmumme@wested.org	36, 47

N

Newton, Jill	*Purdue University*	janewton@purdue.edu	45, 73
Nickerson, Susan Denise	*San Diego State University*	snickers@sunstroke.sdsu.edu	146
Noblitt, Bethany	*Affiliate Services Committee, NCTM*	noblittb@nku.edu	121

O

O'Hanlon, Wendy	*Illinois State University*	Wohanlon@icc.edu	125
Oesterle, Susan	*Simon Fraser University*	oesterles@douglas.bc.ca	148
Olanoff, Dana	*Syracuse University*	deolanof@syr.edu	69
Olson, Judith	*CRDG, University of Hawaii*	jkolson@hawaii.edu	39
Olson, Melfried	*CRDG, University of Hawaii*	melfried@hawaii.edu	39
Olson, Travis Austin	*University of Nevada, Las Vegas*	travis.olson@unlv.edu	60, 141
Oslund, Joy A.	*Alma College*	oslund@msu.edu	40
Ozgun-Koca, S. Asli	*Wayne State University*	aokoca@wayne.edu	15, 81

P

Phelps, Christine M.	*Central Michigan University*	phelps.christine@gmail.com	10
Philipp, Randolph A.	*San Diego State University*	rphilipp@mail.sdsu.edu	29, 126
Pierson, Jessica	*San Diego State University*	jpierson@mail.sdsu.edu	29, 126
Pitts Bannister, Vanessa	*Virginia Tech*	vrpitts@vt.edu	30
Powers, Robert	*University of Northern Colorado*	robert.powers@unco.edu	119
Pugalee, David	*UNC Charlotte*	David.Pugalee@uncc.edu	53

Q

Quander, Judith	*National Council of Teachers of Mathematics*	jquander@nctm.org	41

R

Rakes, Christopher R	*University of Louisville*	crrake01@louisville.edu	58
Rathouz, Margaret	*University of Michigan - Dearborn*	rathouz@umd.umich.edu	34, 51
Rech, Janice	*University of Nebraska at Omaha*	jrech@unomaha.edu	12
Reed, Catherine	*California State University, East Bay*	catherine.reed@csueastbay.edu	133
Regan, Blake	*Ohio University*	regan@math.ohiou.edu	35
Reys, Barbara J	*University of Missouri*	reysb@missouri.edu	91
Reys, Robert	*University of Missouri*	reysr@missouri.edu	73
Riales, Julie	*University of Mississippi*	jriales@olemiss.edu	139
Rich, Beverly S	*Illinois State University*	bsrich@ilstu.edu	74
Richardson, Sue Ellen	*IUPUI*	ser2@iupui.edu	49
Rigelman, Nicole	*Portland State University*	rigelman@pdx.edu	31
Romagnano, Lew	*The Metropolitan State College of Denver*	romagnal@mscd.edu	36, 153
Ronau, Robert N	*University of Louisville*	bob@louisville.edu	58, 150
Rossman, Allan	*Cal Poly - San Luis Obispo*	arossman@calpoly.edu	124
Roth McDuffie, Amy Margaret	*Washington State University Tri-Cities*	mcduffie@tricity.wsu.edu	31, 130
Roy, George J	*University of South Florida - St. Petersburg*	royg@mail.usf.edu	59, 106
Rubenstein, Rheta N.	*University of Michigan - Dearborn*	rrubenst@umd.umich.edu	51, 129

S

Safi, Farshid	*The College of New Jersey*	safi@tcnj.edu	13, 106
Sanchez, Wendy	*Kennesaw State University*	wsanchez@kennesaw.edu	88
Santa Cruz, Rafaela	*San Diego State University*	rsantacruz@mail.sdsu.edu	133
Santagata, Rossella	*University of California, Irvine*	r.santagata@uci.edu	33
Scarborough, Becky	*TEAM-Math*	bdscarborough@bellsouth.net	147
Schappelle, Bonnie	*San Diego State University*	BSchappe@sunstroke.sdsu.edu	29, 126
Seago, Nanette	*WestEd*	nseago@wested.org	131
Shaughnessy, J Michael	*Portland State University*	mikesh@pdx.edu	70
Shaughnessy, Meghan M	*University of Michigan*	mshaugh@umich.edu	4
Siegfried, John	*San Diego State University*	ziggafoss@hotmail.com	29, 126
Silverman, Jason	*Drexel University*	silverman@drexel.edu	2, 154
Simard, Carole	*Cal Poly, San Luis Obispo*	csimard@calpoly.edu	142
Simonsen, Linda	*University of Arizona*	simonsen@math.arizona.edu	18
Singletary, Laura	*University of Georgia*	lms1217@uga.edu	61
Sinn, Robb	*North Georgia College & State University*	rsinn@ngcsu.edu	145
Slavit, David	*Washington State University Vancouver*	dslavit@wsu.edu	132
Sleep, Laurie	*University of Michigan*	sleepl@umich.edu	34, 47
Smith, Margaret	*University of Pittsburgh*	pegs@pitt.edu	43
Smith, Nancy L.	*Emporia State University*	nsmith@emporia.edu	11
Smith, Ryan C.	*North Carolina State University*	smithryanc@yahoo.com	93, 150
Spence, Dianna	*North Georgia College & State University*	djspence@ngcsu.edu	5, 145
Spitzer, Sandy Margaret	*Towson University*	sspitzer@towson.edu	10
Staples, Megan	*University of Connecticut*	megan.staples@uconn.edu	45
Starkey, Michele Anne	*Mount St. Mary's College*	mstarkey@msmc.la.edu	154
Steimle, Alice	*University of Mississippi*	asteimle@olemiss.edu	114
Stockero, Shari L	*Michigan Technological University*	stockero@mtu.edu	36, 65
Strayer, Jeremy	*Mount Vernon Nazarene University*	jeremy.strayer@gmail.com	35
Strunk, Kathy	*Anderson County Schools*	kstrunk@acs.ac	37
Strutchens, Marilyn Elaine	*Auburn University*	strutme@auburn.edu	147
Stylianides, Gabriel	*University of Pittsburgh*	gstylian@pitt.edu	43
Sullivan, Mary M.	*Rhode Island College*	mmsullivan@ric.edu	154
Sundar, Viji K.	*California State University Stanislaus*	vsundar@csustan.edu	133
Suzuka, Kara	*University of Michigan*	ksuzuka@umich.edu	34, 47
Swars, Susan	*Georgia State University*	sswars@gsu.edu	148

T

Talawat, Puttoei N/A	*University of California Santa Barbara*	ptalawat@education.ucsb.edu	138
Tarlow, Lynn D.	*City College of the City University of NY*	ltarlow@ccny.cuny.edu	84
Tassell, Janet Lynne	*Western Kentucky University*	janet.tassell@wku.edu	60, 141
Taylor, Cynthia E.	*University of Missouri*	cetq35@mizzou.edu	36
Thanheiser, Eva	*Portland State University*	evat@pdx.edu	45, 123
Thomas, Christine D	*Georgia State University*	cthomas212@aol.com	38
Thompson, Denisse R.	*University of South Florida*	thompson@tempest.coedu.usf.edu	129
Tobias, Jennifer M.	*Illinois State University*	jtobias@ilstu.edu	59, 106
Tsegai, Samuel Kifle	*Indiana University*	stsegai@indiana.edu	128
Tyminski, Andrew M	*Purdue University*	atyminsk@purdue.edu	49

U

Utley, Juliana	*Oklahoma State University*	juliana.utley@okstate.edu	104

V

van den Kieboom, Leigh	*Marquette University*	leigh.vandenkieboom@mu.edu	68
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Van Zoest, Laura R	*Western Michigan University*	laura.vanzoest@wmich.edu	36, 65

W

Wagener, Lauren L	*University of Tennessee*	wagener@math.utk.edu	58

Walcott, Crystal	*Indiana University Purdue University Columbus*	walcottc@iupuc.edu	96
Washington, Harry Tyrone	*North Carolina State University*	htwashin@ncsu.edu	38
Watanabe, Tad	*Kennesaw State University*	twatanab@kennesaw.edu	123, 151
Weidemann, Wanda	*Western Kentucky University*	wanda.weidemann@wku.edu	60
Welder, Rachael	*Hunter College, City University of New York*	rwelder@hunter.cuny.edu	18
Westenskow, Arla	*Utah State University*	arlawestenskow@gmail.com	113
Whitenack, Joy W.	*Virginia Commonwealth University*	jwwhitenack@vcu.edu	127
Wiegert, Elaine M.	*Clemson University*	ewieger@clemson.edu	83
Wieman, Rob	*University of Delaware*	gomathman@yahoo.com	102
Wilburne, Jane	*Penn State Harrisburg*	jmw41@psu.edu	87, 158
Wilkerson, Trena	*Baylor University*	trena_wilkerson@baylor.edu	37, 98
Wilson, Patricia S.	*University of Georgia*	pswilson@uga.edu	61
Winarski, Elizabeth	*The Project School-Bloomington*	ewinarski@theprojectschool.org	49
Witkowski, Chepina	*Illinois State University*	jgwitko@ilstu.edu	125
Wood, Marcy B.	*University of Arizona*	mbwood@email.arizona.edu	40

Y

Yoder, Gina Borgioli	*Indiana University at Indianapolis*	gbyoder@iupui.edu	77
Yopp, David	*Montana State University*	yopp@math.montana.edu	63
Yow, Jan A.	*University of South Carolina - Columbia*	jyow@sc.edu	7

Z

Zbiek, Rose Mary	*Pennsylvania State University*	rmz101@psu.edu	48
Zhang, Ziaofen	*Illinois State University*	xzhang3@ilstu.edu	125

AMTE Events at the 2010 NCTM and NCSM Annual Conferences in San Diego, CA

AMTE Special Interest Session at the NCSM Conference
Wednesday afternoon, April 21, 2010
2:45 – 4:00 pm
Location TBA

AMTE Reception at the NCTM Conference
Thursday, April 22, 2010
6:00 - 7:30 pm
Torrey Room, San Diego Marriott Hotel and Marina

All members and interested persons are invited to attend.

For information on membership and other AMTE activities,
please see *www.amte.net*.

AMTE's Fifteenth Annual Conference, 2011

We invite you to plan to attend and speak at next year's Fifteenth Annual AMTE Conference. The *Call for Proposals* will be available on the AMTE website (www.amte.net) by March 1, 2010 and in the next issue of *AMTE Connections*. Michelle Chamberlin of the University of Wyoming (mchanbe5@uwyo.edu) will be the Program Chair. **The deadline for submitting proposals is May 7, 2010.**

The 2012 Conference will be held in Fort Worth, Texas on February 9 – 12, 2012. Stay tuned for more information!

History of the
Judith Jacobs Lecture

The Judith Jacobs Lecture was established in 2003 to honor Dr. Judith E. Jacobs, one of the founding members of AMTE. Dr. Jacobs was instrumental in developing AMTE into a national organization and in the development of the AMTE conference with its current structure and emphasis on interaction. Judith Jacobs is an active member who served as the treasurer, the president, and as the first executive director. The Judith Jacobs Lecture was established after Dr. Jacobs completed her tenure as AMTE Executive Director.

Dr. Jacobs gave the first lecture where she described what it means to be a mathematics teacher educator and outlined how being a mathematics teacher educator is different from being a mathematics teacher, a career professional developer, or a researcher in mathematics education research. She challenged us to recognize our roles as mathematics teacher educators and through this organization, an outlet was created to share and learn from each other.

Judith Jacobs Lecturers:

	Judith Jacobs Lecturer	University	Title of Talk
2010	James Hiebert	University of Delaware	*Building Knowledge for Helping Teachers Learn to Teach: An Alternative Path for Teacher Education*
2009	Jeremy Kilpatrick	University of Georgia	*Going to War with the Army You Have*
2008	Ed Silver	University of Michigan	*Mathematics Teacher Education in Dodge City: Desperately Seeking Wyatt Earp and Henry Poincare*
2007	Deborah Loewenberg Ball	University of Michigan	*The Core and Contemporary Challenges of Mathematics Teacher Education*
2006	Judith Sowder	San Diego State University	*Preparing Elementary Teachers: The Role of Reasoning about Numbers and Quantities*
2005	Glenda Lappan	Michigan State University	*Reflections on a Lifetime of Work: Why Curriculum Matters*
2004	Thomas J. Cooney	University of Georgia	*The Role of Mathematics Teacher Education: Reform or Enculturation?*
2003	Judith E. Jacobs	California State Polytechnic University - Pomona	*Improving Mathematics Education: Mathematics Teacher Educators Lead the Way*

AMTE Leadership

STANDING COMMITTEES

Affiliate Connections

Tasks: Promotes the development of, provides support to, and facilitates communication among AMTE affiliate groups.

2008 - 2010 (Complete term Jan. 30, 2010)
CHAIR (2009): Jane Wilburne, Penn State – Harrisburg; jmw41@psu.edu
Chrystal Dean; Appalachian State University, NC: deanco@appstate.edu
Maria Fung, Western Oregon University, OR; fungm@wou.edu
Cathy Liebars, The College of New Jersey, NJ; liebars@tcnj.edu

2009 - 2011
CHAIR (2010): Angela Barlow, University of Mississippi, MS; abarlow@olemiss.edu
Jo Ann Cady, University of Tennessee, TN; jcady@utk.edu
Sandi Cooper, Baylor University, TX; Sandra_cooper@baylor.edu, Affiliate Director (AMTE BOARD)

2009 - 2012
Brian Townsend, University of Northern Iowa, IA; brian.townsend@uni.edu
Tammy Hanebrink, Southeast Missouri State University, MO; thanebrink@semo.edu

2010 - 13 (Begin term Jan. 31, 2010)
Carol Fry Bohlin, California State University, Fresno, CA; carolb@csufresno.edu
Stephanie Smith, Georgia State University, GA; szsmith@gsu.edu

Awards

Tasks: Solicits nominations and selects AMTE members for awards recognizing outstanding teaching, research, and service in mathematics teacher education.

2008 - 2010 (Complete term Jan. 30, 2010)
CHAIR (2009): Kate Riley, California Polytechnic State University, CA; kriley@calpoly.edu
Stacy Reeder, University of Oklahoma, Norman, OK; reeder@ou.edu

2008 - 2011
Thomasenia Lott Adams, University of Florida, FL; tla@coe.ufl.edu
Joanna Masingila, Syracuse University, NY; jomasing@syr.edu

2009 - 2012
CHAIR (2010): Trena Wilkerson, Baylor University, Waco, TX; Trena_Wilkerson@baylor.edu
Richard Millman, Georgia Institute of Technology, GA; Richard.millman@ceismc.gatech.edu
Randy Philipp, San Diego State University, CA; rphilipp@mail.sdsu.edu (AMTE Board)

2010 - 13 (Begin term Jan. 31, 2010)
Doug Corey, Brigham Young University, UT; dougcorey1@yahoo.com
Diana Lambdin, Indiana University, IN; lambdin@indiana.edu

Constitution and By-laws

Tasks: Revisits the constitution and by-laws making suggestions and changes as needed.

2008 - 2010 (Complete term Jan. 30, 2010)
CHAIR: E. Todd Brown, University of Louisville, Louisville, KY; etbrow01@louisville.edu
Sue McMillan, Buffalo State College, NY; mcmillse@buffalostate.edu
Bonnie Oppenheimer, Mississippi University for Women, MS; boppen@muw.edu
Nadine Bezuk, San Diego State University, nbezuk@mail.sdsu.edu (AMTE Board)

2010 - 12 (Begin term Jan. 31, 2010)
CHAIR: Bill Speer; University of Nevada – Las Vegas, NV; william.speer@unlv.edu
Maggie McGatha, University of Louisville, KY; maggie.mcgatha@louisville.edu
Cheryl Malm, Northwest Missouri State University, MO; cgmalm@nwmissouri.edu

Membership

Tasks: Works on issues associated with AMTE membership, including benefits of membership and increasing the number of members (e.g., attract members from our affiliate organizations).

2008 - 2010 (Complete term Jan. 30, 2010)
Jill Drake, University of West Georgia, Carrollton, GA; jdrake@westga.edu
Michael Matthews, University of Nebraska - Omaha, NE; michaelmatthews@mail.unomaha.edu
Ron Preston, East Carolina University, NC; prestonr@ecu.edu (2009 - 10)

2009 - 2011
CHAIR (2009): Barbara Dougherty, Iowa State University, IA; barbarad@iastate.edu
CHAIR (2010): Larry Campbell, Missouri State University, MO;
larrycampbell@missouristate.edu

2009 - 2012
Gail Burrill, Michigan State University, MI; burrill@msu.edu (begin 10-26-09)
Jill Newton, Purdue University, West Lafayette, IN; janewton@purdue.edu
Randy Philipp, San Diego State University, CA; rphilipp@mail.sdsu.edu **(AMTE BOARD)**

2010 - 2013 (Begin term Jan. 31, 2010)
Eric Milou, Rowan University, NJ; milou@rowan.edu
Olga Kosheleva, Univ. of Texas at El Paso, TX; olgak@utep.edu

Mentoring

Tasks: seeks ways to mentor new faculty and doctoral students in teaching, scholarship, and professional responsibilities while networking with other mathematics teacher educators.

2008–2010 (Complete term Jan. 30, 2010)
Margaret Mohr, University of Kentucky, Lexington, KY; m.mohr@uky.edu
Doug Jones, Appalachian State University, Boone, NC; jonesd@appstate.edu

2009 - 2011
CHAIR: Mary Enderson, Middle Tennessee State University, TN; mcenders@mtsu.edu
Robert Berry, University of Virginia, VA; rqb3e@virginia.edu

2009 - 2012
Tracey Goodsen-Espy, Appalachian State University, NC; goodsonespyt@appstate.edu
Teresa Gonske, Northwestern College, MN; TLGonske@nwc.edu
M. Lynn Breyfogle, Bucknell University, PA; mbreyfog@bucknell.edu **(AMTE BOARD)**

2010 - 2013 (Begin term Jan. 31, 2010)
Patricia Campbell, University of Maryland, MD; patc@umd.edu
Susan Friel, University of North Carolina – Chapel Hill, NC; sfriel@email.unc.edu

Nominations and Elections

Tasks: Solicits nominations and compiles a slate of nominees; prepares the content for the ballot

2008–2010 (Complete term Jan. 30, 2010)
Cynthia Langrall, Illinois State University, Normal, IL; langrall@ilstu.edu
Amy Roth McDuffie, Washington State University – Tri Cities, WA; mcduffie@tricity.wsu.edu
Christine Browning, Western Michigan University, MI; Christine.browning@wmich.edu
Jenny Bay-Williams, University of Louisville; j.baywilliams@louisville.edu **(AMTE BOARD)**

2009 - 2011
Monique Lynch, NCTM, Reston, VA; mlynch@nctm.org
Bill Bush, University of Louisville, KY; bill.bush@louisville.edu

2009 - 12
CHAIR (2009): Skip Fennell, McDaniel College, MD; **ffennell@mcdaniel.edu**
Christine Thomas, Georgia State University, GA; cthomas212@aol.com

2010 - 13 (Begin term Jan. 31, 2010)
CHAIR (2010): Rheta Rubenstein, University of Michigan - Dearborn, MI; rrubenst@umd.umich.edu
Judy Mumme, WestEd, MT; jmumme@wested.org

Research on Mathematics Teacher Education Advisory Committee (RMTEAC)

2009 - 2010 (Complete term Jan. 30, 2010)
CHAIR (2009): Ed Silver, University of Michigan, MI; **easilver@umich.edu**
Karen King, New York University, New York, NY; Karen.d.king@nyu.edu
Gwen Lloyd, Virginia Tech, Blacksburg, VA; Lloyd@vt.edu
Fran Arbaugh, The Pennsylvania State University, PA; arbaugh@psu.edu (AMTE Board)

2009 - 2011

CHAIR (2010): Peg Smith, University of Pittsburgh, Pittsburgh, PA; pegs+@pitt.edu
Paola Szatjn, North Carolina State University, NC; paola_sztajn@ncsu.edu

2009 - 2012
Elizabeth Hughes, University of Northern Iowa, IA; elizabeth.hughes@uni.edu
Megan Franke, UCLA, CA; mfranke@ucla.edu (2 yr.)

2010 - 2013 (Begin term Jan. 31, 2010)
Corey Drake, Iowa State University, IA; cdrake@iastate.edu
Rick Kitchen, University of New Mexico, NM; kitchen@unm.edu

Technology and Mathematics Teacher Education

Tasks: Recommends policy related to the AMTE website, NTLI, and technology issues.

2008 - 2010 (Complete term Jan. 30, 2010)
Christopher Johnston, George Mason University, Fairfax, VA; cjohnst2@gmu.edu
Michael Mikusa, Kent State University, Kent, OH; mmikusa@kent.edu

2009 - 2011
CHAIR (2009): Bob Ronau, University of Louisville, KY; bob@louisville.edu
Susann Mathews, Wright State University, OH; susann.mathews@wright.edu
Gladis Kersaint, University of South Florida; kersaint@coedu.usf.edu **(AMTE BOARD)**

2009 - 12
CHAIR (2010): Enrique Galindo, Indiana University, IN; egalindo@indiana.edu
Jeff Shih, University of Nevada - Las Vegas, LV; jshih@unlv.nevada.edu

2010 - 13 (Begin term Jan. 31, 2010)
Tom Dick, Oregon State University, OR; tpdick@math.oregonstate.edu
Karen Flanagan Hollebrands, North Carolina State University, NC; karen_hollebrands@ncsu.edu

TASK FORCES

Equity Task Force
(Established December 2007, target completion date January 2010)

Co-CHAIR: Rochelle Gutierez, University of Illinois at Urbana - Champaign, rgutirrz@uiuc.edu
Co-CHAIR: Edd Taylor, Northwestern University, IL; edd-taylor@northwestern.edu
Comfort Akwaji-Anderson, Iowa State University, comfortakwaji@aol.com
Robert Berry III, University of Virginia, VA; robertberry@virginia.edu
Tutita Casa, University of Connecticut, CT; tutita.casa@uconn.edu
Marta Civil, University of Arizona, AZ; civil@math.arizona.edu
Susie Hakansson, University of California – Las Angeles, CA; shakans@ucla.edu
Jenny Bay-Williams, University of Louisville; j.baywilliams@louisville.edu **(AMTE BOARD)**

Journal Task Force
(Established 2009, target completion date: January 2010)

CHAIR: Alfinio Flores, University of Delaware, DE; aflores@udel.edu
Fran Arbaugh, The Pennsylvania State University, arbaugh@psu.edu (AMTE BOARD)
John Lannin, University of Missouri, LanninJ@missouri.edu
Rheta Rubenstein, University of Michigan - Dearborn, rrubenst@umd.umich.edu
Lynn Stallings, Kennesaw State University, lstallin@kennesaw.edu
Pat Wilson, University of Georgia, pswilson@uga.edu

Special Project Teams

TE-MAT Review

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AMTE Monograph Series

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Sixth Monograph

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Call for Manuscripts: Special Equity Issue of The Journal of Mathematics Teacher Education (JMTE)

Background

The Association of Mathematics Teacher Educators (AMTE) is an organization designed to bring together individuals interested in mathematics teacher education in order to promote and improve the education of preservice and inservice teachers of mathematics. Two of its goals are to facilitate communication and to promote collaboration among mathematics teacher educators, including those in Colleges of Education, in Departments of Mathematics, and outside higher education settings. In an effort to support these goals, AMTE has published five monographs and is in the process of publishing the sixth and seventh monographs. In addition to these venues AMTE is partnering with the editors of The Journal of Mathematics Teacher Education (JMTE) to publish a special issue of the journal focusing on addressing equity issues in the mathematics education of teachers. Equity in mathematics education should be one of the most important concerns of teachers, administrators, policy makers, and mathematics educators. In fact, AMTE, the National Council of Supervisors of Mathematics (NCSM), and the National Council of Teachers of Mathematics (NCTM) have made equity a priority for their organizations (Gutiérrez, Bay-Williams, & Kanold, 2008). Some of these organizations have task forces and position statements related to equity issues compelling all involved in the mathematics education of students to become aware of equity issues and to take steps toward eliminating the inequities that plague K-16 education. Equity has been defined in a number of ways:

- "Excellence in mathematics education rests on equity—high expectations, respect, understanding, and strong support for all students. Policies, practices, attitudes, and beliefs related to mathematics teaching and learning must be assessed continually to ensure that all students have equal access to the resources with the greatest potential to promote learning. A culture of equity maximizes the learning potential of all students. … Different solutions, interpretations, and approaches that are mathematically sound must be celebrated and integrated into class deliberations about problems. All members of the classroom group must accept the responsibility to engage with and support one another throughout the learning experience." (NCTM Position Statement, 2008).

- Equity is "being unable to predict students' mathematics achievement and participation based solely upon characteristics such as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language" (Gutierrez, 2007, p. 41).

- Lipman's (2004) concept of equity includes "the equitable distribution of material and human resources, intellectually challenging curricula, educational experiences that build on students' cultures, languages, home experiences, and identities; and pedagogies that prepare students to engage in critical thought and democratic participation in society" (p. 3).

Mathematics teacher educators must lead the field in helping teachers and other stakeholders to understand equity issues and to develop and implement strategies to combat inequity in our schools and universities. This special issue of JMTE will feature articles that report on research outcomes that will inform the field on how to best address equity issues in the mathematics classroom and other factors that impact equity in teacher education across the continuum from preparation to early career to experienced teacher. This includes a focus on equity in K-12 mathematics classrooms, such as curricula decisions, standardized test taking policies, and teaching practices and policies related to the English language learners (ELLs) and students with exceptionalities. Moreover, this Special Equity Issue is especially important given the growing numbers of diverse learners in mathematics classrooms, and the need to understand how to best prepare mathematics teachers

that can effectively eradicate the achievement gap and diminish other related disparities in mathematics education.

Anticipated Audience

The anticipated audience for this special issue of JMTE includes individuals responsible for the preparation and professional development of mathematics teachers, such as community college, college, or university faculty, researchers, or professional development facilitators.

Possible Topics

The Special Equity Issue of JMTE aims to include research papers devoted to research into the education of mathematics teachers and development of teaching that promotes students' successful learning of mathematics. JMTE focuses on all stages of professional development of mathematics teachers and teacher educators and serves as a forum for considering institutional, societal and cultural influences that impact teachers' learning, and ultimately that of their students. Critical analyses of particular programs, development initiatives, technology, assessment, teaching diverse populations and policy matters, as these topics relate to equity are welcome. All papers are rigorously refereed. Topics may include but are not limited to the following broad categories:

- Theoretical frameworks and definitions related to pursuing equity in teacher learning.
- Research and/or review of research related to effective ways to enable prospective and practicing teachers to be aware of the factors that influence students' mathematics achievement and to be models and/or advocates for equitable classroom practices. This may include research on any of the following:
    - Impact of expectations and beliefs on student achievement (and therefore inequities in the mathematics classrooms);
    - The many roles that culture plays in the teaching and learning of mathematics;
    - The complex influences that affect mathematics learning, such as school factors [e.g., "tracking" policies, assessment or instructional practices, language policy (e.g., states that limit bilingual education → effect on math teaching for ELLs), and availability of appropriate resources];
    - Students' attitudes/beliefs which include their self perceptions and expectations regarding their mathematics ability, and their beliefs about mathematics;
    - Teacher influences on students' mathematics identities and the related impact on students' positive or negative dispositions toward mathematics; and
    - Family influences, which include parental involvement and expectations, socioeconomic status, and cultural customs.
- Professional development models or practices that have effectively enabled teachers to better serve the range of learners in their classrooms.
- Research on pedagogical strategies that allow English language learners to develop critical problem-solving skills and other higher-level skills related to mathematics.
- Impact of instructional strategies such as differentiated instruction and collaborative teaching models on students with learning disabilities and other exceptionalities.
- Teachers' knowledge and understanding of policy issues that can create disparities among and across groups of students based on race/ethnicity, gender, language, ability and socio-economic status.

Preparation of Manuscripts

Any questions about possible topics for inclusion may be directed to the editor of the Special Issue. Editorial decisions will be made by the editor of JMTE, the Special Issue editor, and members of the Editorial Panel:

Special Issue Editor	Marilyn Strutchens, Auburn University, strutme@auburn.edu
JMTE Editor	Peter Sullivan
Panel members	Jennifer Bay-Williams, University of Louisville Robert Q. Berry III, University of Virginia Kathryn Chval, University of Missouri Marta Civil, University of Arizona Beatriz D'Ambrosio, (Miami University Carol E. Malloy, University of North Carolina, Chapel Hill Dorothy White, University of Georgia

Manuscripts should be completed in APA style, double-spaced in 12-point font using 1 inch margins, and should not exceed 6000 words, including references, tables, and figures. Six manuscripts will be included in the journal.

Submission of manuscripts will be accepted electronically, as instructed below. Authors submit two electronic versions of their manuscript; one copy should include a cover page with all appropriate author information (name, address, phone, fax, and email); the other copy should allow for blind review. Please name your WORD document files as follows:

Identifiable copy: LASTNAME.doc
Blind copy: LASTNAMEblind.doc

Send both electronic files to: **Marilyn E. Strutchens**
Email: strutme@auburn.edu

Submission Due Date: **June 1, 2010**

Anticipated Publication Date: **2011**

AMTE'S AWARDS:

The *Excellence in Mathematics Teacher Education Award*

and the *Early Career Award*

Description of Awards
The Board of Directors of the Association of Mathematics Teacher Educators has established two awards to be given annually to two mathematics teacher educators of national recognition at the Annual Meeting of the AMTE. The purpose of these awards is to recognize excellence in each area of mathematics teacher education (teaching, service, research). The purpose of the first award, the **Excellence Award**, rotates every three years, focusing on a different area: **Excellence in Teaching; Excellence in Service;** and **Excellence in Scholarship.** The second award, the **Early Career Award**, recognizes a mathematics teacher educator who, while early in his/her career, has made distinguished contributions and shows exceptional potential for leadership in these areas.

Recipients of AMTE Awards are:

Excellence in Teaching in Mathematics Teacher Education (next award in 2012)
- Margaret (Peg) Smith (2009)
- Randy Philipp (2006)

Excellence in Service in Mathematics Teacher Education (next award in 2013)
- Francis (Skip) Fennell (2010)
- Bill Bush (2007)

Excellence in Scholarship in Mathematics Teacher Education (next award in 2011)
- Frank Lester (2008)

Early Career Award (awarded annually)
- Beth Herbel-Eisenmann (2010)
- John Lannin (2009)

Complete information on these awards is available on the AMTE website at www.amte.net.

2011 Award for Excellence in Scholarship in Mathematics Teacher Education

The 2011 Excellence in Scholarship Award is intended to recognize a colleague for a unique contribution in scholarship that has made a significant and lasting contribution to mathematics teacher education, directly and indirectly. The nominee shall have demonstrated commitment to mathematics teacher education through one or more of the following areas:

a. The dissemination of research findings offering unique perspectives on the professional development of mathematics teachers.
b. The publication of materials useful in the preparation or continuing professional development of mathematics teachers.
c. Design of innovative pre-service or in-service programs.
d. The contribution of theoretical perspectives that have pushed the field forward.

Criteria for Excellence in Scholarship Award

The nominee of the Excellence in Service Award should be an active member of the mathematics teacher education community and have at least five years of commitment to mathematics teacher education. He or she should have made unique contributions to the field of mathematics teacher education. Unique contributions should be considered in the broadest sense possible.

Documentation required for Excellence in Scholarship Award:

a. A current vita of the nominee, focused on excellence in service to mathematics teacher education (5 page limit).
b. A letter of nomination documenting the nominee's eligibility for the award, related to the criteria listed above.
c. Additional letters of support (no more than four) for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.

2011 Early Career Award

The Early Career Award is intended to recognize a colleague's contributions in their program of teaching, service, and/or scholarship within the first decade after receiving a doctoral degree. We invite nominations that highlight an individual's innovative contributions in one or more areas of teaching, service, and/or scholarship.

Criteria for Early Career Award

The nominee for the Early Career Award should be a mathematics teacher educator practicing in the field no later than 10 years after receipt of a doctoral degree.

Teaching: Contributions in the area of teaching preservice or inservice mathematics teachers may include one or more of the following areas:

a. Implementation of effective and innovative teaching practices.
b. Demonstration of innovative teaching methods (e.g. publications, materials, video).
c. Recipient of awards in teaching from department, college, university and/or national entities.

Service: Contributions in the area of service to mathematics teacher education may include one or more of the following areas:

a. Active participation in advancing the development and improvement of mathematics teacher education (e.g., membership and leadership roles in state, national, and international organizations).
b. Active promotion and participation in activities promoting quality mathematics teacher education (e.g., creator of programs, coordinator of programs, author of and participant in grants, conferences, symposia, academies).
c. Active participation in the governmental and political areas to promote and protect beneficial legislation, to promote better awareness, and/or to build better communication.
d. Active promotion and participation in school-university-community-government partnerships that have advanced mathematics teacher education at the local, state, and/or national level.
e. An unusual commitment to the support of mathematics teachers in the field (e.g., distinctive mentoring experiences).

Scholarship: Contributions in the area of scholarship to mathematics teacher education may include one or more of the following areas:

a. Dissemination of research findings offering unique perspectives on the preparation or professional development of mathematics teachers.
b. Publication of materials useful in the preparation or continuing professional development of mathematics teachers.
c. Design of innovative preservice or inservice programs.
d. Contribution of theoretical perspectives that have pushed the field forward.

Documentation required for Early Career Award:

a. Current vita of the nominee.

b. Letter of nomination documenting the nominee's eligibility for the award.
c. Three letters of support for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.
d. Evidence of at least three contributions of the nominee's teaching, service, and/or scholarship in mathematics education in one or more areas as outlined above.

Nomination Process for Excellence Award and Early Career Award
AMTE members may nominate a mathematics teacher educator who meets the criteria of the award. Self-nominations will not be considered. Nomination materials should include those stated in each section above. The committee will review applications in an electronic format. Therefore, applicants are encouraged to submit all application materials electronically.

Electronic submissions should be sent to Tony Nguyen at tonguyen@projects.sdsu.edu.

If applicants wish to include large documents in hard-copy form, we will be able to scan documents of up to 50 pages in length. Applicants may submit DVDs, CDs, or videotapes, but each clip submitted should be no more than 20 minutes long. Hard copy submissions should be sent to:

Nadine Bezuk
Attn: AMTE Award Nomination
6475 Alvarado Rd., Suite 206
San Diego, CA 92120

Please be sure that all items in the nomination materials are clearly labeled with the name of the nominee.

Deadline for Nominations
Nominations for the **Excellence in Scholarship Award** must be received by **September 30, 2010**. For the **Early Career Award**, nominations must be received by **October 15, 2010**.

Procedure for Review of Materials
The AMTE Awards Committee, a seven-member committee, will review the materials and select the award winner yearly. Nominations will be reviewed by the committee, and the award recipient will be notified by late November, so that the person can have time to make arrangements to attend the AMTE conference.

The award recipients will receive a plaque and be recognized at the AMTE meeting in the year in which he or she receives the award. The winner of the Excellence Award will give a featured presentation at the AMTE Annual Conference in the year they receive the award. The winner of the Early Career Award will be recognized at the annual AMTE meeting and asked to contribute an article for the Summer *AMTE Connections* Newsletter and to lead a mentoring session for other early career mathematics education faculty at the annual AMTE meeting.

CITE JOURNAL CONTEMPORARY ISSUES IN TECHNOLOGY AND TEACHER EDUCATION

http://www.citejournal.org

Call for MANUSCRIPTS!

Share research to push our thinking forward regarding issues of technology use in mathematics teacher education.

The *CITE-Math Journal* provides a forum for a dialog about best practices of utilizing technology in the preparation of mathematics teachers. Papers may address any area of research in technology and mathematics teacher education, dealing with either preservice and inservice issues. Papers will be reviewed on the following criteria: relevance to technology and mathematics teacher education, originality, clarity of expression, and literature support.

A wide range of formats and approaches to scholarship are accepted, including qualitative research, quantitative research, and theoretical pieces. Articles will be published in electronic format as well as in corresponding versions (pdf) suitable for print. An electronic format allows articles to be published in a timely fashion and allows for the inclusion of color graphics, photographs, video, and other media. Manuscripts may be submitted online through the journal website. Inquiries about potential manuscript topics are welcomed.

Call for REVIEWERS!

We need more reviewers to meet with the increase of submitted papers.

Your help is needed. As a peer-reviewed journal, reviewers are an important part of the publication process. Please consider volunteering your time to serve as a reviewer for the journal. Reviewers will generally be sent no more than two to three articles each year, unless they indicate a willingness to review additional manuscripts. **All articles and reviews are submitted online.**

To become a reviewer, go to **http://www.aace.org/newpubs/index.cfm?fuseaction=Info.Entrance**. Go to Publications, enter your email address, and create an AACE login. Have a copy of your vita ready, and complete the reviewer information online. Be sure to select the *CITE-Math Journal* for reviewing. It only takes a few minutes to become involved in this important professional endeavor. Your involvement will help keep the journal strong.

Call for READERS!

Read an article and post your comments online in response to published articles in CITE-Math

The CITE Journal has a unique Commentary feature which permits readers to author short responses to published articles. This feature takes advantage of an interactive medium, which is designed to encourage ongoing, peer-reviewed dialog. Readers are encouraged to provide scholarly responses to a published article using an online commentary strand linked to the article. Comments will be peer reviewed prior to publishing.

BONUS JOURNAL FEATURES

The journal's online medium also allows and encourages authors to demonstrate the technologies about which they are writing, including video and audio segments, animation, virtual reality, web links, and simulations.

FOR MORE INFORMATION

For further information, please feel free to contact one of the co-editors of *CITE-Math*:

- Christine Browning (christine.browning@wmich.edu), or
- Denny St. John (stjoh1d@cmich.edu)

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- **AMTE** – Association of Mathematics Teacher Educators
- **ASTE** – Association of Science Teacher Educators
- **CEE** – Conference on English Education of the National Council of Teachers of English
- **NCSS-CUFA** – College and University Faculty Assembly of the National Council for the Social Studies
- **SITE** – Society for Information Technology and Teacher Education