



CALL FOR PROPOSALS

Twenty-Ninth Annual Conference

Feb 6-8, 2025, Reno, NV

The Twenty-Ninth Annual Conference of the Association of Mathematics Teacher Educators will be held February 6-8, 2025, in Reno, NV. A link to the online submission site will be available after April 1, 2024, at www.amte.net. Proposals must be submitted electronically by 11:59 PM PT on Wednesday, May 15, 2024.

For 2024 -2028, the AMTE Board named the following long-term goals:

1. Challenge and support mathematics teacher educators to engage with and take action on issues of social and racial justice in their work.
2. Support and provide guidance on the high-quality preparation, recruitment, retention, and diversification of mathematics teachers across the variety of educational spaces.
3. Engage in community building and other efforts to support the recruitment and retention, diversification, and professional learning of mathematics teacher educators and leaders who serve in a variety of educational contexts.
4. Strengthen the research and research-based practices of mathematics teacher educators to serve the evolving needs of students, educators, schools, and communities.

When submitting proposals to any of the nine presentation strands, we encourage proposal writers to highlight connections to these goals (when appropriate), as well as the *AMTE Standards for Preparing Teachers of Mathematics* (where appropriate). Connections to the standards and assumptions featured in AMTE's Standards document are listed at the end of the nine presentation strand descriptions.

Presentation Strands

AMTE values sessions that exhibit a strong research base and attend to the practice of developing mathematics teachers and mathematics teacher educators (e.g., coaches, consultants, specialists, teacher leaders, university and community college faculty). Presentations focusing on the intersection of practice and research in teacher education, with fields including but not limited to mathematics education, data science education, interdisciplinary education, statistics education, STE(A)M education, and exceptional education, and encompassing early childhood, K-12, and post-secondary contexts, are particularly encouraged. Sessions that focus on the sharing of resources related to mathematics teacher education should also be grounded in research or provide a theoretical basis for their work. Similarly, sessions focused on the results of recent research in mathematics teacher education should draw connections to mathematics teacher education practice. During the submission process, you will be asked to classify your presentation into one of the following strands that most closely aligns with your topic.

Collaborations and Partnerships: Sessions related to synergistic activity between mathematics teacher educators and others such as, but not limited to, STEM educators,

special educators, community partners, school partners, or international partners. Sessions related to STEM education are encouraged. Collaborative work between departments at a university may fit this category. (May relate to Standard P.1 or Assumption 4.)

Development of Mathematics Teacher Educators: Sessions related to the preparation of individuals to serve as mathematics teacher educators (e.g., e.g., coaches, consultants, specialists, teacher leaders, university and community college faculty) in K-12 schools, institutions of higher learning, or other organizations. Includes efforts related to the continuing professional development of mathematics teacher educators. (May relate to Standard P.3.5 or Assumption 5.)

Equity, Social Justice, and Mathematics Teacher Education: Sessions related to equity, diversity, and social justice in mathematics teacher education. Includes efforts related to access, inclusion, respectful and fair engagement with others, and advocating for a more just and equitable mathematics education free of systemic forms of inequality such as those based on identity, race, class, language, national origin, culture, gender, age, sexual orientation, religion, and disability. (May relate to Standard C.4 or Assumption 1.)

Mathematics Content and Curriculum: Sessions related to making mathematics explicit in a variety of contexts, emphasizing multiple ways of knowing, expressing and using content, mathematical practices and processes, and curriculum. May include work on content courses for prospective and/or practicing teachers as well as mathematics in diverse settings. (May relate to Standards C.1, C.3, P.2, or Assumption 3.)

Mathematics Education Policy and Program Issues: Sessions related to national or international policy as well as programmatic issues in mathematics education. Includes efforts focused on position statements, calls for action, national and state standards, accreditation, pathways towards teacher certification, teacher education programs, and recruitment and retention of teachers. (May relate to Standard P.5.)

Mathematics Pedagogy: Sessions related to the work of preparing prospective and/or practicing teachers in the realm of mathematics pedagogy and instructional practice. Includes efforts undertaken in methods and pedagogically-focused courses as well as K-12 settings. (May relate to Standards C.2, P.3.)

Practice-Based Experiences for Prospective or Practicing Educators: Sessions related to providing opportunities for prospective and/or practicing teachers to teach and to learn from their own teaching and the teaching of others. Includes experiences in school-based or clinical settings as well as teaching rehearsals, peer-teaching, classroom simulations, and other university-based experiences. Sessions related to the recruitment or support of mentor teachers are also invited. (May relate to Standards P.3.4, P.4.)

Professional Development and Coaching: Sessions related to the content and/or structure of, environments for, or policies surrounding professional development work with/for mathematics teachers, coaches, specialists, administrators, and other school personnel engaged in teacher development. Includes reports on teachers engaged in structured self-inquiry such as lesson study and action research and reports of coaches, specialists, etc. engaged in professional development with mathematics teachers. (May relate to Assumption 2.)

Teaching and Learning with Technology: Sessions related to supporting teachers to teach

mathematics with technology or mathematics teacher educators' use of technology as a platform for teacher education. Includes efforts related to Technological Pedagogical Content Knowledge (TPACK) and generative artificial intelligence (AI). *Please read the NTLI Fellowship description at the end of this document.* (May relate to Standard C.2.5.)

Session Formats for Presentations

The AMTE Annual Conference provides participants with opportunities to examine and discuss current issues at the intersection of research and practice in mathematics teacher education across various settings (K-12 and higher education). With the exception of Reports and Posters, sessions must actively engage participants, and the ways in which a presentation will involve participants must be described in the proposal. The following are potential formats for presentations arranged in order of duration. Individual Sessions and Symposia have options for session duration. *The program committee reserves the right to adjust session durations to fit the confines of the program.*

Reports: Reports allow for presentations that can be shared in a concise manner. Presentations will foreground either research or teaching with a connection to research or theory and practice. Preliminary results or initial findings from teaching or research ideas may be particularly appropriate. Audience engagement is typically not a component of these reports. The program committee will group 2 - 4 submissions on similar topics in the same session, and a member of the committee will moderate the session. Each report typically will have 15 minutes to present and 5 minutes for questions/comments. Successful reports typically have one person present and use a minimal number of presentation slides, including only pertinent information.

Individual Sessions: Individual Sessions allow for project overviews and updates; descriptions of local, state, national, or international initiatives; and research or practice reports. Such sessions are 45 or 60 minutes and typically have 1-3 session presenters. At least one-third of the time must be allocated for active participant engagement.

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

Discussion Sessions: Discussion Sessions allow attendees to hold rich, focused discussions around issues of shared interest and are 60 minutes. Discussion Sessions should begin with a brief presentation by the organizers (no more than 15 minutes) to provide a question or idea to frame the discussion. Proposals must include the key question(s) and/or key idea(s) that will be the central focus/foci guiding the session.

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

- *Thematic Presentation:* One substantive presentation regarding a specific relevant theme or issue for the AMTE audience with two prepared critiques or responses.
- *Panel Discussion:* Panelists address salient points related to an issue of current concern to mathematics teacher educators with a moderator to foster and facilitate interaction.

- *Multi-Faceted Presentation*: Several presentations focusing on the same issue from different perspectives or addressing related aspects of the issue.

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

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

Hybrid Sessions (New in 2025)

In an effort to broaden participation in the conference and promote inclusivity, AMTE will live stream a limited number of breakout sessions during the 2025 Conference. During this pilot year, two breakout rooms will be designated as hybrid rooms, where presenters will simultaneously engage with both in-person and online audiences. The hybrid rooms will allow members to participate in the annual meeting without attending the conference in person. Presenters will select in All Academic whether they would like to be considered for the hybrid sessions. Presenters must thoughtfully assess how their session will engage both audiences and include details in their proposal on how they plan to do so. Please note that to promote a high-quality experience, at least one presenter from each hybrid session must attend the conference in person. This is to manage the technology and facilitate informed interactions during the in-person portion of the session.

Materials and Information to Submit with a Proposal

Proposals will be submitted using All Academic, our online conference management system. A link to this submission website will be available after April 1, 2024, at www.amte.net. Prior to submitting a proposal, you will need to:

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

Proposals (including the title, session description, and references) must be de-identified for review. Do not name authors, presenters, panelists, institutions, states, counties, cities, projects, or websites. Instead, use “Author (year)” for citations and references, and “X” for specific names or identifying information (e.g., “Project X”). Additional identifying information is saved as a property of MS Word and PDF files, even if it does not appear in the written text. You must access and remove this data stored in the file properties prior to submission. SIAM has an informative how-to guide. ***Proposals will not be reviewed if they contain identifying author/project information.***

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

Presenter Information	Provide presenter names in the order they should appear in the conference program.
Session Information	Provide the presentation strand, session format, and duration, if

	applicable.
Title	Provide an informative title of no more than 15 words; <i>do not</i> include acronyms or hyphens in your title. The title must be <i>de-identified</i> .
Session Description	<p>Provide a brief description of your session (up to 100 words) to be included in the program. Your description should provide sufficient information about the</p> <ul style="list-style-type: none"> • setting (e.g., early childhood, elementary preservice teachers, secondary inservice teachers), • focus (e.g., black girls’ identity development, building a diverse teaching pipeline, understanding productive struggle), • connected mathematical content (e.g., algebra, geometry, interdisciplinary connections), • key areas of insight or findings, and • the intended audience (e.g., content/methods course instructors, coaches, special education faculty) for these findings. <p>This information will help both attendees and reviewers understand the scope and impact of your session. The description must be <i>de-identified</i>.</p>
Proposal	All proposals must be: a) <i>de-identified</i> for review; b) a maximum of two pages excluding references; c) single-spaced, 12-pt font, with 1-inch margins; and d) pdf format. <i>Proposals longer than two pages (not including references) will not be reviewed.</i> Proposals cannot include links to external websites that include additional content about the proposal. Proposals must provide sufficient information for reviewers to use the review criteria below and include some detail of how the session will be organized in the proposed time frame.

Resources to Consider when Preparing a Proposal

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

Request for Reviewers

If you submit a proposal, you and your co-authors are strongly encouraged to serve as reviewers. Please sign up using the “Volunteer to be a Reviewer” link in the submitter menu found in All-Academic. Your assistance is greatly appreciated.

Proposal Review Criteria

Proposals will be reviewed according to the following criteria:

Presentation Goals	To what extent does the proposal describe goals for the session that are appropriate for an AMTE audience, including what participants may have the opportunity to learn by participating in the session?
Relationship to AMTE's Mission	To what extent is the proposed topic related to AMTE's mission to promote the improvement of mathematics teacher education, K-12?
Connection to Research or Theory	To what extent does the proposal include connections to existing research or theoretical perspectives?
Connection to Practice	To what extent does the proposal indicate evidence of informing the practice of mathematics educators?
Engagement & Plan for Session*	To what extent does the proposal describe a well-planned session that actively engages participants in the desired format (e.g., discussion, workshop, in-person vs. hybrid)?
Quality of Ideas	To what extent does the proposal describe high-quality ideas?

** Reports and Poster proposals will not be reviewed for Engagement & Plan for Session.*

Limits on Participation

Regardless of session format, an individual may serve as lead presenter for one session and may appear no more than twice within the program. Lead presenters must be listed first in the author order in All-Academic (If you are listed as a presenter on more than two accepted proposals, you will have to remove yourself from all but two proposals to meet the requirements of the conference, as described above.) All in-person and hybrid sessions are expected to have at least one in-person presenter. Virtual co-presenters are only acceptable for hybrid sessions.

AT LEAST ONE PRESENTER FOR A SESSION MUST BE REGISTERED FOR THE IN PERSON CONFERENCE BY SEPTEMBER 15, 2024, OR THE SESSION WILL BE CANCELED.

CONTRIBUTORS NOT REGISTERED FOR IN PERSON / HYBRID SESSIONS BY THIS DATE WILL BE LISTED ON THE PROGRAM WITH A DESIGNATION AS A NON-PRESENTING CONTRIBUTOR.

Questions

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

Nirmala Naresh, Program Chair
 University of North Texas
 E-mail: programchair@AMTE.net

NTLI Fellowship Award Information

The NTLI Fellowship award has a new process this year. If you are planning a technology presentation for the 2025 AMTE Conference, please consider reading the new procedures. Any accepted proposal in the technology strand or utilizing the keyword “technology” will be eligible for the National Technology Leadership Initiative (NTLI) Fellowship Award! The AMTE NTLI Fellowship is awarded annually to recognize exemplary research (one presentation with an accompanying original paper) regarding appropriate technology use in mathematics teacher education. After proposals have been reviewed and acceptances are announced, the AVP for Technology will contact you with further details. Applicants will be asked to submit a 5-minute video presentation in order to be considered for this award. All videos submitted for the Fellowship are reviewed by the AMTE Technology Committee.

The deadline for the video submissions is October 30, 2024.

The winner of the award receives one free individual registration to present at the annual conference of the Society for Information Technology and Teacher Education. Further, the winners will extend their proposal to an 8-page manuscript, to be reviewed by the AMTE Technology Committee, and once suggested revisions are made and the paper further extended to meet the guidelines of the journal, it will be forwarded to be reviewed for publication in the Contemporary Issues in Technology and Teacher Education journal (www.citejournal.org).

Contact Erin Krupa (eekrupa@ncsu.edu) for questions and information about the review criteria.