



CONFERENCE SCHEDULE

2024 ANNUAL AMTE CONFERENCE FEBRUARY 8-10, 2024

WEDNESDAY, FEBRUARY 7, 2024

4:30 pm - 7:30 pm AMTE Registration Desk Open
8:00 pm - 9:00 pm Reception for BIPOC Scholars

THURSDAY, FEBRUARY 8, 2024

7:00 am - 5:00 pm AMTE Registration Desk Open
10:00 am - 5:00 pm Exhibits Open
8:15 am - 10:00 am **Opening Session: The AMTE Standards for Preparing Teachers of Mathematics:**
Re-examining the Standards in 2024
10:15 am - 11:00 am Concurrent Sessions
11:15 am - 12:00 pm Concurrent Sessions
12:00 pm - 1:15 pm **Advocacy Lunch**
1:15 pm - 2:15 pm Concurrent Sessions
2:30 pm - 3:30 pm Concurrent Sessions
3:30 pm - 4:30 pm **Poster Session and Snacks**
6:00 pm - 7:30 pm **Reception for Graduate Students & Early Career Faculty**

FRIDAY, FEBRUARY 9, 2024

7:00 am - 8:15 am **Breakfast and Affiliate Meetings**
7:30 am - 4:30 pm AMTE Registration Desk Open
8:00 am - 5:00 pm Exhibits Open
8:30 am - 9:30 am Concurrent Sessions
9:45 am - 10:45 am Concurrent Sessions
11:00 am - 11:45 am Concurrent Sessions
11:45 am - 1:15 pm **Lunch and Business Meeting**
1:15 pm - 2:15 pm Concurrent Sessions
2:30 pm - 3:30 pm Concurrent Sessions
3:30 pm - 4:00 pm Break
4:00 pm - 5:00 pm Concurrent Sessions
5:15 pm - 6:45 pm **Judith E. Jacobs Lecture**

SATURDAY, FEBRUARY 10, 2024

7:00 am - 8:15 am **Breakfast**
7:00 am - 8:15 am VP & AVP Breakfast Meeting
7:30 am - 10:30 am AMTE Registration Desk Open
8:30 am - 9:30 am Concurrent Sessions
9:45 am - 10:30 am Concurrent Sessions
10:45 am - 11:30 am Concurrent Sessions
11:30 am - 1:00 pm **Lunch and Networking**

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Session 17 **Salon 11**
Equity, Social Justice, and Mathematics Teacher Education
Report Session

An Investigation into the Relationship Between Preservice Teachers' Learning Experiences and Teaching Aspirations in Mathematics

Karisma Morton, *The University of North Texas*
Brittany Frieson, *The University of North Texas*

We present findings from a research study that investigates the ways preservice teachers of Color make sense of their racialized experiences as learners of mathematics as children and how this impacts their intentions for their future math teaching.

Mathematics Teacher Educators' and Mathematics Educators' Conceptualization of Space and Place

Hillary Ongoyo Omoze, *Purdue University*
Abigail Erskine, *Purdue University*

Mathematics teaching and learning should be responsive to contextual variables in learning institutions and teachers' and students' backgrounds.

(Re)connecting Theory and Practice: Extending Culturally Responsive Mathematics Teaching to Clinical Field Experience

Wesam M. Salem, *The University of Memphis*

This research supports the mathematics teacher educators' efforts of (re)thinking their methods courses to develop approaches to clinical mentoring and coaching that aid the development of teacher candidates' teaching practices for equity and social justice.

Session 18 **Salon 12**
Mathematics Education Policy and Program Issues
Report Session

Aligning Secondary Mathematics Teacher Preparation Programs with the AMTE Standards: How are We Doing? (MTEP Session)

W. Gary Martin, *Auburn University*

Mariya Rosenhammer, *Auburn University*

The 2017 AMTE Standards provided a "a national vision" for mathematics teacher preparation. This session will detail the progress and challenges of a coalition of 44 secondary mathematics programs in meeting that vision, with particular focus on equity and justice.

Comparing Preservice Teachers' Reactions to Mathematics Education Professional Organizations' Statements on Anti-Black and Anti-Asian Injustice

Chasity Ne'dell Crafton, *Western Kentucky University*
Daniel Clark, *Western Kentucky University*

Elementary preservice teachers wrote reactions to three statements on injustice from leading mathematics education organizations: two concerning anti-Black and one concerning anti-Asian racism. A framework will be used to understand, compare, and contrast what preservice teachers took from the statements.

Diversifying Pathways into the Profession

George J. Roy, *University of South Carolina*
Thomas E. Hodges, *University of South Carolina*

With stagnant and in many cases declining enrollment in mathematics teacher preparation, creating innovative ways into the profession is necessary. In this report, we outline our innovative alternative pathway approach to diversifying the field within rural communities in our state.

Session 19 **Salon 13**
Professional Development
Individual Session

Who is Preparing Teachers to be Culturally Responsive: Findings From a 4-year Professional Development

Morgan Love-Mitchell, *University of Houston*
Jennifer B. Chauvet, *University of Houston*

This presentation is to share findings from a descriptive study that revealed mathematics and science teachers' perceptions of their preparedness to be culturally responsive and what they felt contributed to their preparedness after four years of professional development.

SATURDAY, FEBRUARY 10, 2024

10:45 AM – 11:30 AM

Session 179 Junior Ballroom F
Equity, Social Justice, and Mathematics Teacher Education (MTEP Session)
Symposium

Forging Equitable Bidirectional Partnerships to Transform Secondary Mathematics Education

Marilyn Elaine Struchens, Auburn University
 Mohammed A. Qazi, Tuskegee University
W. Gary Martin, Auburn University
 Brian R. Lawler, Kennesaw State University
 Tonya Clarke, Clayton County Public Schools
 Sean Warner, Clark Atlanta University
 Valerie Epps, Tennessee State University
 Holly Anthony, Tennessee Technological University

Creating equitable bidirectional relationships between Predominantly White Institutions and Historically Black Colleges and Universities for transforming secondary mathematics education will be discussed. Some partnerships have long-term relationships and others have just begun. Advantages and challenges will be addressed.

Session 180 Junior Ballroom G
Equity, Social Justice, and Mathematics Teacher Education
Report Session

What is Involved in Centering Listening in the Teaching of Elementary Mathematics?

Karin E. Brown, University of Michigan-Ann Arbor
 To better understand listening in teaching, I analyzed elementary mathematics lessons, focusing on how teachers elevated Black children's thinking and supported students to listen to one another. Findings indicate that centering listening includes orienting students to one another and more.

Generative Contradictions in Doing Antiracist Math Teaching and Leading with K12 Teacher Leaders

Joan Hong, University of Maryland-College Park
 Rebekah Elliott, Oregon State University
 Kathryn E. Roman, Portland State University
 Adam Elide, Oregon State University

Our presentation aims to share insights on the contradictions that emerge as mathematics teacher leaders jointly participate in an activity system of this professional development project and another activity system of the schools in which they teach.

Graphing Names Task: A Window, Mirror, and Sliding Glass Door for Students and Mathematics Teacher Educators

Simon Byeonguk Han, Portland State University
 Amanda T. Sugimoto, Portland State University
 Courtney Koestler, Ohio University
 Mathew D. Felton-Koestler, Ohio University
 Molly L. Robinson, Portland State University
 Jen Thompson, Ohio University
 Laura Lynn Wolfe, Ohio University

Participants will learn about a name graphing task containing both mathematical and social justice goals. We will share how the task served as a window and mirror for students as a sliding glass door for mathematics teacher educators.

Session 181 Salon 11
Practice-Based Experiences for Prospective Teachers

Individual Session

Introducing Prospective Teachers to Children's Mathematical Thinking via Elementary and Middle School Family Math Nights

John (Zig) Siegfried, James Madison University

We consider the mathematical interactions prospective teachers have when they host Family Math Nights at local schools. We discuss appropriate games, information about how we run our nights, and ways to connect their experiences to the content in their classes.

Session 182 Salon 12
Practice-Based Experiences for Prospective Teachers

Individual Session

To What do Elementary Preservice Teachers Attend while Implementing Number Talks in a Field Placement?

Kate Meredith Raymond, University of Oklahoma
 Tonya Campbell, University of Oklahoma

The potential benefits of engaging preservice elementary teachers in implementing number talks during a field placement will be explored by examining the mathematical teaching practices preservice teachers engaged in and reflected on during their experiences in enacting three number talks.

Session 115 **Salon 20**
Mathematics Content and Curriculum
Individual Session

Supporting Reading Data Visualizations: Going Beyond Notice and Wonder

Travis Welland, *University of Houston*
Anita Sundrani, *Northwestern University*

We share results of two iterations of design research with teachers in building humble theories and instructional resources to support teachers in creating activities to support students reading of data visualizations beyond just noticing and wondering, building on prior frameworks.

Session 116 **Salon 21**
Equity, Social Justice, and Mathematics Teacher Education
Individual Session

The Black Woman's Toolkit: Stories of Persistence in Undergraduate Mathematics Courses

Olanrewaju Oriowo, *University of North Carolina at Charlotte*

The researcher will engage participants in discussion and potential implications surrounding the preliminary findings from a dissertation study that seeks to illuminate the capital that Black women, who are future secondary mathematics educators, leveraged to persist towards licensure.

Session 117 **Salon 22**
Mathematics Content and Curriculum
Individual Session

The Struggle is Real! Facilitating Preservice Teachers' Engagement in Productive Struggle Through Various Course Activities

Monica Anthony, *Georgia Gwinnett College*
Tashana Howse, *Georgia Gwinnett College*

The purpose of this presentation is to examine and explore how mathematics teacher educators can leverage pre-service teachers' productive struggle in mathematics content courses to better prepare PSTs to support their future students' productive struggle.

Session 118 **Salon 23**
AMTE
Committee Sessions

Get the Facts Out: Transforming the Narrative of the Teaching Profession to Address Teacher Shortage

AMTE Get That Facts Out Committee

Join the AMTE Get the Facts Out task force in discussing successes and challenges in communicating the benefits of becoming a mathematics teacher. Participants will share their knowledge and strategies for preservice teacher recruitment, as well as learn from others.

Session 119 **Salon 24**
Mathematics Education Policy and Program Issues
Discussion Session (MTEP Session)

Program Transformation: Working Smarter (Not Harder) Toward Meeting the AMTE Standards for Partnerships and Equity

Alyson E. Lischka, *Middle Tennessee State University*
Wendy M Smith, *University of Nebraska-Lincoln*
Yvonne Lai, *University of Nebraska-Lincoln*
Dana Pomykal Franz, *Mississippi State University*

The work of program transformation to meet AMTE Standards is most effective when aligned with other expectations for MTEs' work. We will facilitate discussion and share research on how MTEs navigate expectations, policy, and equity efforts to enact program transformation.