

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**

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 Strutchens, *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 longterm 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 Antibias 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 Eide*, *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.