

AMTE 2025: Session Overview

| Thursday, February 6, 2025 | |
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| 8:15-9:45 AM | Opening Session: <i>Moving Beyond Transactional Relationships in Educational Spaces</i> - Herbel-Eisenmann, Howard, Id-Deen, Leiva, & Safi (Hybrid Session) |
| 10:00-10:45 AM | 2. <i>Designing an Artificial Intelligence-powered Chatbot to Support the Development of Questioning Skill</i> - Weibel*, Lee*, Yeo & Hanak* (Hybrid Session) |
| | 3. <i>Reification and Resistance of Whiteness in Preservice Teachers' Math Autobiographies</i> - Smith (Hybrid Session) |
| | 7. <i>Combating Deficit Discourse: Supporting Preservice Teachers in Noticing Student Strengths</i> - Zarza, Orr & Herbel-Eisenmann |
| | 8. MTEP Session - <i>Mathematics Teaching Practices most evident in National Board Teachers' Practices in a Professional Development Project</i> - Zelkowski, Smith & Gooden |
| | 9. <i>Exploring How Prospective Teachers Compare Multiple Strategies in Comparing Tasks in Mathematics Methods Course</i> - Han & Pak |
| | 10. MTEP Session - <i>Collaborations & Partnership Reports</i> |
| | 11. <i>Mathematics Pedagogy Reports</i> |
| | 12. <i>What Counts as Mathematical? Teachers' Descriptions of Solutions to an Expression-Building Task</i> - Patterson & Prasad* |
| | 13. <i>Using a Simulation to Examine Noticing Through Prospective Teachers' Models of Children's Mathematical Thinking</i> - Tyminski & Barnes |
| | 14. MTEP Session - <i>Measuring Preparedness to Teach Math with Technology</i> - McCulloch, Lovett, Dick*, Bailey, Cayton & Wilson* |
| 15. <i>Equity, Social Justice, & Mathematics Teacher Education Reports</i> | |
| 10:00 - 11:45 AM | 1. Karen King Advocacy Award Winner - <i>No More Long Game: Replacing Academic Apartheid with Math Joy and Justice Now!</i> - Aguilar (Hybrid Session) |
| | 4. MTEP Session - <i>Unpacking Institutional Racism through Data Investigations</i> - Fernandes, Simic-Muller* & Weiland* |
| | 5. <i>Inflection Points: Career and Life Trajectories of Mathematics Teacher Educators</i> - Brown, Ko, Taylor & Breiding |
| | 6. <i>Supporting Preservice Secondary Teachers' Understanding of the Importance of Defining and Definitions</i> - Cirillo, Seiwel, Boyce, Brown*, Griffin*, Miller, Norman* & Parrott |
| | 16. <i>Ethical Use of Artificial Intelligence for Teaching, Research, and Service: Where's the Line?</i> – Conway IV, Glassmeyer, & Krupa - AMTE Technology Committee |
| 11:00 -11:45 AM | 17. <i>Using Human-Centered Design to Improve the Student Teaching Experience</i> - Coffey, Pierson*, Burnham*, Penna* & Barber* (Hybrid Session) |
| | 18. MTEP Session - <i>Standards, Rigor, and Pressures of Increasing Pathways to Certification</i> - Franz & Barrett (Hybrid Session) |
| | 19. <i>Teacher Positioning During CoLearning Interactions in Clinical Experiences: Examining Teachers' Roles as Learners and Contributors</i> - Fink, Knapp, Stafford* & Kulow |

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| 11:00 -11:45 AM | 20. <i>Supporting Cohesive Learning of Elementary Teachers through a University-School Partnership</i> - James, Steimle & Buford |
| | 21. <i>Learning by Scientific Design: Examples and Non-examples in Math Methods</i> - Martin |
| | 22. <i>Development of Mathematics Teacher Educators Reports</i> |
| | 23. <i>Mathematics Pedagogy Reports</i> |
| | 24. <i>Student Teachers' Developing Understandings of Equitable Mathematics Teaching as Mediated by Their Mentors</i> - Sternberg |
| | 25. <i>Moving a Face-to-face Course to Hybrid: Successes and Struggles</i> - Hansen, Frauenholtz & O'Dell* |
| | 26. MTEP Session - <i>Discarding Identities: Curricular Tasks for Prospective Mathematics Teachers</i> - Edgington, Males, Anderson, Ellis & Quist |
| | 27. <i>Preparing Prospective Teachers to Use the 5E Instructional Model: Going Beyond Each E</i> - Smith*, King, Soriano* & Paunovska* |
| 11:45 AM - 1:15 PM | Advocacy Lunch (Hybrid Session) |
| 1:15-2:00 PM | 28. <i>Navigating Policy Recommendations and their Alignment for Mathematics Content Courses for Elementary Teacher Preparation</i> - Wessman-Enzinger, Tobias, Johnson, Olanoff & Bajwa* (Hybrid Session) |
| | 29. <i>TechQuity: Centering Equity in Technology Integration in Mathematics Classrooms</i> - Witt, Mauntel*, Panorkou, Suh* & Chandler (Hybrid Session) |
| | 30. <i>Number Talks: Examining Ways Teachers Uncover and Respond to Students' Mathematically Incorrect or Imprecise Thinking</i> - Pak, Onkananuwonk & Joswick (Hybrid Session) |
| | 35. <i>Elementary Mathematics Methods Course Redesign with School Partnerships: Cultivating Mentors and Authentic Practice Based Experiences</i> - Menke, Gatza, Watkins, Prough, Martin & Woodward |
| | 36. The Math Learning Center Session (Gold Sponsor) - <i>Using Freely Available Curriculum Materials to Prepare Elementary Teachers for Ambitious and Equitable Mathematics Thinking</i> - Wallus, Gallivan, McCloskey & Rigelman |
| | 37. <i>Equity, Social Justice, and Mathematics Teacher Education Report Session</i> |
| | 38. <i>Practice based Experiences for Prospective and Practicing Teachers Report Session</i> |
| | 39. <i>Developing Responsive Practice within Dilemmatic Spaces of Teaching: Perspectives for Teacher Educators</i> - Underwood*, Nolting*, Gunal Aggul*, Li* & Metts |
| | 40. <i>Strengthening Mathematics and Special Education Coteaching Partnerships Through a Shared Content Focused Professional Learning Academy</i> - LaValley, James & Steimle |
| | 41. <i>Exploring Diagnostic Interviews as Tools to Integrate Specialized Mathematics Content and Pedagogical Content Knowledge</i> - Kang, Litster, Corven, Kirschner, Colen* & Krejci* |
| | 42. <i>Equity, Social Justice and Mathematics Teacher Education Report session</i> |

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| 1:15-3:00 PM | <p>31. <i>Promoting Playful Pedagogy: A “Working” Group on Integrating Play in Early Childhood Mathematics Teacher Education</i> - Pinilla, Cutler*, Woods, Zhang* & Forde</p> <p>32. <i>Mathematics Teacher Educators’ Intimate Scholarship</i> - Suazo-Flores, Nolan, Bitto & Neihaus*</p> <p>33. MTEP Session - <i>Residue and Supports for Novice Teachers in the Shift from Preservice to In-Service</i> - Kirwan, Ko & Gerardo*</p> <p>34. <i>Considering AMTE’s Publications? Learn about the Different Opportunities and Chat with Editors</i> - Swars Auslander, Lesseig & Dean</p> <p>43. <i>Spotlight on Research to Action, Supporting all Affiliates</i> - Kulow, AMTE Affiliate Connections Committee</p> |
| 2:15-3:00 PM | <p>44. <i>Navigating equity dilemmas as a culturally responsive math teacher educator: A critical conversation</i> - Aguirre, Suh*, McVicar, Turner* & Carlson* (Hybrid Session)</p> <p>45. <i>A Math and Science Educator Partnering for Authentic Integration for an Elementary STEAM Course</i> - Eddy & Losoya* (Hybrid Session)</p> <p>46. <i>You Really Will Use This: Identifying Aspects of Authenticity in Algebra Problems</i> - Lawrence-Wallquist, Angel & Patterson (Hybrid Session)</p> <p>47. <i>Supporting Teacher Candidates’ in Developing their Professional Practice through Embedded Mediated Field Experiences</i> - Billings, Smithey & Swartz*</p> <p>48. <i>Using Hivemind Simulations to Help Novice and Experienced Teachers Increase Their Responsiveness to Student Thinking</i> - Goldsmith-Markey & Valerio</p> <p>49. <i>Food, Body, and Numbers: Identifying Anti Fatness in Word Problems</i> - Aguilar* & Gómez Marchant</p> <p>50. Cancelled</p> <p>51. The Maier Foundation Session (Silver Sponsor) - <i>Exploring the Role of Teacher Decision-Making When Implementing High-Quality Instructional Materials Responsively</i> - Drake, Rigelman, Saxton & Wallus</p> <p>52. <i>Exploring the Impact of Instruction about Artificial Intelligence Use with Preservice Teachers</i> - Marin & Gerstenschlager*</p> <p>53. <i>Supporting Data Literacy in the Mathematics Classroom through Data Visualizations</i> - Thrasher, Lee*, Graham* & Pace</p> <p>54. <i>Equity, Social Justice, and Mathematics Teacher Education Reports</i></p> |
| 3:00 - 4:15 PM | 55. <i>Poster Sessions</i> |
| 4:30 - 5:30 PM | 56. Judith Jacobs Lecture - <i>Navigating Oz: My Journey with Three Essential Companions</i> - White (Hybrid Session) |

AMTE 2025: Session Overview

| Friday, February 7, 2025 | |
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| 7:00-8:00 AM | Breakfast & Affiliate Meetings |
| 8:15-9:15 AM | 57. President Exchange - K-12 and Higher Education Partnerships as a Catalyst to Improve Mathematics and Teacher Education – Hulburt, Seda, Arrington, Galindo (Hybrid Session) |
| | 58. <i>Hybrid Report Session - Collaborations and Partnerships, Mathematics Content & Curriculum, Development of Mathematics Teacher Educators</i> (Hybrid Session) |
| | 59. <i>Implementing Universal Design for Learning in Mathematics Education Courses</i> - Powers & Sparks* (Hybrid Session) |
| | 61. <i>Explore the Role of Scripting as a Component of an Instructional Activity Sequence</i> - Byers & Kastberg |
| | 62. <i>Building a Sustainable State-wide Community for Mathematics Specialists: Strategies, Challenges, and Collaborative Solutions</i> - Larsen, McCormick & Jorgensen |
| | 63. <i>Supporting Multilingual Learners: Amplifying Student Lived Experiences for Authentic Mathematics Lessons</i> - Virmani & McNamara |
| | 64. <i>Therapeutic Play as a Form of Mathematical Healing for Teachers and Students</i> - Johnson, Gómez Marchant & Sanchez Gutierrez* |
| | 65. <i>Using Discussion Protocols to Enhance Pedagogically Productive Talk about Classroom Video</i> - Baldinger, Munson*, Hoffmann*, Topham*, Kasahara* & Larison* |
| | 66. <i>Equity, Social Justice and Mathematics Teacher Education Reports</i> |
| | 67. <i>Teaching Culturally Relevant Education Without Hip Hop? “You’re Blind, Baby! You’re Blind from the Facts!”</i> - Overton |
| | 68. <i>Codesigning a Practical Measure Towards Understanding Students’ Developing Mathematical Identities</i> - Mendez & Rodriguez* |
| | 69. <i>Planning for Connection and Action to Support Critical Literacy and Agency in ECEE Mathematics Education</i> - Koestler, Robinson* & Felton-Koestler* |
| | 70. Cancelled |
| | 71. <i>Increasing Preservice Teachers’ Engagement with Others’ Mathematical Thinking</i> - Cengiz-Phillips, Krebs & Rathouz |
| 72. <i>Co-Construction of Epistemic Authority Relationships in Early Elementary Mathematics</i> - Edelen | |
| 8:15 - 9:45 AM | 60. <i>Places and Spaces: Utilizing Informal Learning Spaces to Support Preservice Teachers in Designing Mathematical Tasks</i> - Apraiz, Moghtader Eslami, Bashirah & Soto |

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| <p>9:30-10:30 AM</p> | <p>73. AMTE Award Winner - <i>Equitable Teaching Practices: Critical Statistical Literacy Habits of Minds</i> - Bailey (Hybrid Session)</p> <p>74. <i>Hybrid Report Session - Equity, Social Justice, & Mathematics Education; Mathematics Education Policy & Program Issues</i> (Hybrid Session)</p> <p>75. <i>Developing in Classroom Discussion Facilitation: A Trajectory of Changing Teacher Practice</i> - Prough, Memmolo, Wilhelm* & Gibbons* (Hybrid Session)</p> <p>76. <i>Community Through Their Eyes: Student Led Insights On Community</i> - Roman & Lebovitz*</p> <p>77. <i>AMTE's New Elementary Mathematics Specialist Guidelines: Exploration and Dialogue around Advocacy and Implementation</i> - AMTE Elementary Mathematics Specialist Task Force</p> <p>78. <i>Challenges of Facilitating Productive Teacher Learning in Antibias Mathematics Professional Development: Implications for Equity Focused Instruction</i> - Elliott* & Jones</p> <p>79. <i>MTEs' use of Practices for Designing Mathematics Tasks with Social and Political Issue</i> - Han</p> <p>80. <i>Nudging instructional practices in secondary mathematics: What suggestions are teachers taking up?</i> - Candela, Otten & de Araujo*</p> <p>81. <i>Equity, Social Justice, and Mathematics Teachers Education Reports</i></p> <p>82. <i>Moving Forward: Working to Humanize Spaces within AMTE</i> - AMTE Equity Committee, Raygoza, Orr, Soni & King</p> <p>83. <i>Fostering Reflective Practices Among Mathematics Teacher Educators: A Humanizing Feedback Approach</i> - White & Wolfe</p> <p>84. <i>A Hypothetical Learning Trajectory for Preservice Elementary Teachers' Learning of Hierarchical Geometric Discourse</i> - Whitacre, Kamaldar & Caro-Rora*</p> <p>85. <i>Problematizing integrated arguments in integrated STEM</i> - Welji, Alibek*, Tembe, Bloodworth* & Conner</p> <p>86. <i>Understanding Centers and Margins towards more Just Mathematical Possibilities</i> - Scott* & Zuniga Ruiz</p> <p>87. <i>Prospective Teachers' Licensure Portfolios: A statewide collaborative to promote critical self evaluation (and avoid edTPA)</i> - Weston</p> |
| <p>10:45 -11:45 AM</p> | <p>88. AMTE Award Winner - <i>Ethnomathematics Focused Mathematical Modeling Tasks to Broaden Preservice Teachers' Perceptions of Teaching and Learning Mathematics</i> - Soni (Hybrid Session)</p> <p>89. <i>Hybrid Report Session- Professional Development & Coaching; Mathematics Pedagogy; Practice Based Experiences for Prospective & Practicing Teachers</i> (Hybrid Session)</p> <p>90. <i>Leveraging Asset Based Language and Routines in Mathematics Teacher Education</i> - Steele & Honey* (Hybrid Session)</p> <p>91. <i>Community Listening Session for the Writers of The Mathematical Education of Teachers III</i> - Strutchens, Martin, Patterson, Jackson* & Rigelman</p> <p>92. <i>Assigning Competence: How to Decompose the Practice for the Purpose of Teaching to Preservice Teachers</i> - Wilkes & DeFino</p> <p>93. <i>A Collaborative Discussion of Culturally Relevant Pedagogy Practices in Elementary and Secondary Mathematics Methods Courses</i> - Howell & Wald</p> |

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| <p>10:45 -11:45 AM</p> | <p>94. <i>Translenguando Matematicas: Intertwining Language and Math towards Justice Oriented Pedagogies</i> - Ruiz, Ribay* & Zuno*</p> <p>95. <i>Encouraging Prospective Mathematics Teachers' Curricular Agency</i> - Lischka, Kasberg & Hillman</p> <p>96. <i>Critiquing a Robotics Integrated Mathematics Task Evaluation Tool in Elementary and Middle Grades</i> - Moldovan & Casler-Failing</p> <p>97. <i>Equity, Social Justice, and Mathematics Teacher Education Reports</i></p> <p>98. <i>Professional Development and Coaching Reports</i></p> <p>99. <i>Emergent Coach Learning Activities Developed through a Statewide Community of Coaches</i> - Knapp & Elliott*</p> <p>100. <i>Learning from Alan Bishop: Drawing on Culturally Responsive Pedagogies to Disrupt Western Mathematics</i> - Nolan & Keazer</p> <p>101. <i>What Aspects of Teachers' Curricular Reasoning Lead to Tensions in Their Curricular Decisions?-</i> Nielsen, Teuscher, Dingman & Bostic *</p> <p>102. <i>Power of Project Based Learning: Integrating social justice and data science in secondary mathematics teacher preparation</i> - Burch & Yoder</p> <p>103. <i>Creating a Coherent Instructional System to Improve the Preparation of Preservice Elementary Teachers</i> - Woodward, Stump & Watkins</p> |
| <p>11:45 AM - 1:15 PM</p> | <p>Lunch and Business Meeting</p> |
| <p>1:30 - 2:30 PM</p> | <p>104. <i>Mathematical Modeling as Humanizing Practices in Formal and Informal Learning Environments</i> - Jung (Hybrid Session)</p> <p>105. <i>Hybrid Report Session - Teaching and Learning with Technology; Mathematics Content and Curriculum</i> (Hybrid Session)</p> <p>107. <i>Get the Facts Out: Spice Up and Personalize Your Math Teacher Recruitment Materials</i> - AMTE Get the Facts Out Task Force</p> <p>108. <i>Art into Action: Queer and Queer Allied Mathematics Teacher Educators Coming Together in Creation</i> - Garner*, Whipple & Lee-Hassan</p> <p>109. <i>Integrating Problem-Based Instruction in Secondary Mathematics Classrooms</i> - Polojac-Chenoweth & Ferguson</p> <p>110. <i>Implementing a Practice Based Instructional Framework in Mathematics Teacher Education: Lessons from Program-Level Implementation</i> - Johanson, Guerrero & Fuller</p> <p>111. <i>Supporting Prospective and Practicing Teachers through a Shared Leadership Model Leveraging a NIC Structure</i> - Safi, Abassian*, Bush, Placido* & Karimi*</p> <p>112. <i>Successes, Struggles, and Solutions in Teaching Synchronous Online Mathematics Education Courses</i> - Wiest & Lamberg</p> <p>113. <i>Equity, Social Justice, and Mathematics Teacher Education Reports</i></p> <p>114. <i>Professional Development and Coaching Reports</i></p> <p>115. <i>An Expanded Elementary Mathematics Course: Developing Anti-Bias/Anti-Racist Math Education through Equity Based Instructional Practices</i> - Stuart McQueen & Sugimoto*</p> |

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| 1:30 - 2:30 PM | <i>116. Connections Between Data Science, Operations, and Number Sense: A Professional Learning Curriculum for Elementary Teachers - Bertolone-Smith & McKinney</i> |
| | <i>117. Teaching Math Modeling AND Teaching Students - Zbiek*, Brass & Peters</i> |
| | <i>118. The Collective Work of Recruitment, Retention, and Development of Mathematics Teacher Educators of Color - Nifoussi, Loewenberg Ball* & Bernal</i> |
| | <i>119. Mathematics Teacher Recruitment and Retention: Is it a Real Concern? What can we do About It? - Wilkerson*, Underwood* & Ahmed</i> |
| 1:30-3:00 PM | <i>106. Navigating the Uneven Landscape of Early Childhood Mathematics Education Programs - MacDonald, Brown, Ward & Zhang*(Hybrid Session)</i> |
| 2:45-3:45 PM | <i>120. Supporting Teachers' Development of Equity Oriented Practices in Clinical Experiences - Kulow (Hybrid Session)</i> |
| | <i>121. Infusing Advocacy Projects to Strengthen Mathematics Teacher Education Across the Continuum - Bay-Williams, Marin & Morris* (Hybrid Session)</i> |
| | <i>122. Promoting Equity and Inclusion in Mathematics P-20 classrooms through the use of Integrated STEM Practices - Mohr-Schroeder, Jackson*, Bush, Roberts*, Maiorca, Ivy*, Burton & Schroeder*</i> |
| | <i>123. Exploring the Intersection of Black Language Identity and Teacher Identity for Black Mathematics Teachers - Hoyes Jr. & Rivera*</i> |
| | <i>124. Students' Perspectives on Equitable Teaching Practices - Litke, Wilson*, Akridge, Leshin & Varlack*</i> |
| | <i>125. CMP's STEM Problems: A Powerful Equity and Mathematics Resource for Teacher Educators - Edson, Phillips* & Slinger-Grant</i> |
| | <i>126. Integrating Physical Activity into the Mathematics Classroom - Lindt & Miller*</i> |
| | <i>127. Mathematics Content and Curriculum Report Session</i> |
| | <i>128. Professional Development and Coaching Reports</i> |
| | <i>129. A Social Justice Action Categorization Tool for Building Reflexivity and Agency - Robinson* & Thanheiser</i> |
| | <i>130. Embodiment in Abstract Algebra to Bridge the Double Discontinuity - Katz</i> |
| | <i>131. Community College Faculty Explore Fraction Tasks for Teaching Elementary Teachers - Cawley & Runnalls</i> |
| | <i>132. How Mathematics Teacher Education Programs Prepare Teachers of Data Science and Statistics - Hudson, Mojica*, Lee*, Casey*, Abel* & Kuhlman*</i> |
| <i>133. Promoting Teaching Mathematics Through Language - Reiten</i> | |
| 4:30 - 5:30 PM | <i>134. Judith Jacobs Lecture - Drawing Lessons from History as We Navigate the Present: Learning from Mathematics Educators who Navigated the U.S. Civil Rights Movement - Berry</i> |

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| 8:15-9:15 AM | <i>135. President Exchange - Opportunities and Challenges Resulting From the Use of Artificial Intelligence Tools in Teacher Education (Hybrid Session)</i> |
| | <i>140. Developing Mathematical Creativity in Pre Service Teachers: The Case of Multi-digit Multiplication Algorithms - Fox & Payne*</i> |
| | <i>141. Measuring Vision of High Quality Mathematics Instruction at Scale - Wilson*, McCulloch, Schwartz*, Mawhinney* & Stephan*</i> |
| | <i>142. Learning to Facilitate Content-focused Coaching Cycles: Using A Comprehensive Framework to Support Coaches' Professional Growth - Gillespie, Kruger, Callard & Ritter</i> |
| | <i>143. Supporting Pre Kindergarteners Data Analysis, Interpretation, and Dissemination Through A Cross Disciplinary Collaboration - Ward, Damjanovic* & Branson*</i> |
| | <i>144. Mathematics Content and Curriculum Reports</i> |
| | <i>145. Teaching and Learning with Technology Reports</i> |
| | <i>146. Authentic Data Inquiry to Inspire and Engage Algebra Teachers - Metts & Son*</i> |
| | <i>147. Supporting prospective teachers through low floor, high ceiling tasks: Doing "justice" through probability and statistics - Gatza & Burch</i> |
| | <i>148. Teaching and Learning with Technology Reports</i> |
| | <i>149. The Statistical Education of Teachers: A Framework and Examples - Peters, Bargagliotti* & Maddox</i> |
| 8:15-10:15 AM | <i>136. MTEP Session - Rehearsals, Simulations, and Scenarios: Exploring Practice-Based Experiences in Mathematics Teacher Education - Pai, Bondurant, Colonnese, Lee, Howell*, Sapkota, Young* & Barno*</i> |
| | <i>137. MTEP Session - Empowering Early Career STEM Teachers: Navigating Collaborative Conversations for Equitable Practices - Wilson & Lin*</i> |
| | <i>138. What's Next? Supporting Mathematics Teacher Educators in Taking their Next Step - AMTE Professional Development Committee</i> |
| | <i>139. Codesigning protocols and routines to elicit and expand teachers' noticing for equity and justice - Kimmerling, Fuentes Acevedo, Mendez, Rubin*, Acosta*, Guarino, van Es & Santagata</i> |
| 9:30-10:15 AM | <i>150. MTEP Session - Leveraging Research to Create Retention Focused Teacher Preparation Program Changes - Nebesniak & Rupnow</i> |
| | <i>152. Teacher Education Programs' Application Processes: What do Applicant Interviews and Essays Seek to Reveal? - Slavitt, Roth McDuffie* & Chappelle</i> |
| | <i>153. Leveraging a Framework to Design Professional Development Addressing Social Justice Interdisciplinary and Community Connections - Smithey & Moldavan</i> |
| | <i>154. Engaging Preservice Teachers with Math Modeling and Assessment through a Twist on Fermi Problems - Brass, Zbiek* & Kaufman*</i> |
| | <i>155. Mathematics Pedagogy Reports</i> |
| | <i>156. "Mathifying" the Coaching Cycles with Instructional Coaching for Tech-Enhanced Approaches in Mathematics (iCoachTEAM) - Hodkowski, McMahan, Buli & White</i> |

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| 9:30-10:15 AM | <i>157. Exploring Preservice Teachers' Adaptations of Artificial Intelligence Created Mathematics Curricula: Discovering Overconfidence - Sawyer & Wolfe*</i> |
| | <i>158. Supporting Teachers' Implementation of Data Investigations in Classrooms: A Collaboration Between Educators and Data Scientists - Mojica*, Thrasher, Pace & Graham*</i> |
| | <i>159. Unpacking the Joint AMTE Position Statement on Asset Based Perspectives: Implications for Mathematics Teacher Educators - Honey*, Lancour*, Lesseig & Steele</i> |
| | <i>160. Examining Instructional Coaching Facilitation Moves for Discussing Equity in Mathematics - Akridge</i> |
| 9:30-11:00 AM | <i>151. MTEs Rethinking Grades: Examining Alternative Approaches - Hertel, Ebby & Corven</i> |
| 10:30-11:15 AM | <i>161. MTEP Session - Navigating the Rapids: How Policy Shifts Impact Mathematics Education Preparation Programs - Mohr-Schroeder, Martin & Strutchens (Hybrid Session)</i> |
| | <i>162. Developing, Supporting, and Researching Novice Elementary Mathematics Specialists as They Take On Leadership Roles - Rigelman & Lewis* (Hybrid Session)</i> |
| | <i>163. Developing a Thinking Classroom: A High School Mathematics Teacher's Learning Trajectory - Keazer & Pelter* (Hybrid Session)</i> |
| | <i>166. Balancing Acts: An Innovative Instructional Routine for Developing Equality and Equivalence in K-12 STEM Education - Greenstein & Panorkou</i> |
| | <i>167. Raising the Bar: The Impact of Mediated Field Experience on Teacher Preparation - Zonnefeld & Zonnefeld</i> |
| | <i>168. Noticing and Instructional Vision Through Reflection in Argumentation Focused Discussions - Snider, Shekell*, Cross Francis & Bharaj*</i> |
| | <i>169. Mathematics Education Policy and Program Issues Reports</i> |
| | <i>170. Teaching and Learning with Technology Reports</i> |
| | <i>171. Preservice Teachers' Learning of Teaching Mathematics through Problem Posing in Elementary Mathematics Methods Courses - Howell & Kohar</i> |
| | <i>172. A Mile Wide and an Inch Deep: Artificial Intelligence as a Mathematics Curriculum Development Tool - Sawyer, Aga* & Wolfe*</i> |
| | <i>173. Exploring equitable teaching: Insights into the relationships between talk, task, doing, and teacher identity - Perry</i> |
| | <i>174. Mathematics Content and Curriculum Reports</i> |
| | <i>175. Engaging in Partnership: Findings from a Systematic Literature Review on Research Partnership Processes in Mathematics Education - Che*, Eddy & Wilkerson*</i> |

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|----------------------------|--|
| 10:30 AM-12:00 PM | <p><i>164. Supporting Prospective Mathematics Teachers to Design MAT-Enhanced Curriculum - Walton & Witt</i></p> <p><i>165. Empowering Voices, Rehumanizing Spaces: The Rights of the Learner in Mathematics Education - Kalinec-Craig, Wolfe, Neihaus*, Masters-Goffney*, Rupe* & Wilkes II</i></p> |
| 11:30 AM-12:15 PM | <p><i>176. How to Use Children’s Literature in the Work of Preparing Prospective Teachers of Mathematics - Aqazade & Bofferding (Hybrid Session)</i></p> <p><i>177. Why Queer Education IS Math Teacher Education: Our Obligation to Use Data For Justice - Koestler, Whipple, Lee-Hassan & Garner* (Hybrid Session)</i></p> <p><i>178. Stop Preachin’ and Let’em Teach! Using Agape to On-Ramp Teachers Toward Desired Mathematics Teaching Practices - Amidon, Winfun-Cook*, Harris & Amidon* (Hybrid Session)</i></p> <p><i>179. Learning to Notice in Video Clubs: Preservice Teacher Noticing during Mathematics Instruction - Cooper, Smith, Martinez*, Thornton* & Taylor*</i></p> <p><i>180. Examining Preservice Teachers Anticipations and Questions: What Can We Learn as a Teacher Education Community? - Walsh & Tillema</i></p> <p><i>181. Making Math Meaningful: Empowering Preservice Mathematics Elementary Teacher to Create Model Eliciting Activities Using AI - Maiorca, Burton, Martin, Ivy*, Edelen, Schroeder* & Roberts*</i></p> <p><i>182. Opportunities for Job Embedded Teacher Learning through Collaborative Engagement with Student Data - Gallagher & Walkowiak</i></p> <p><i>183. Leveraging Artificial Intelligence to Scale Up Professional Development and Teacher Education - Copur-Gencturk, Han & Li*</i></p> <p><i>184. Reporting on a Four Year Collaboration with Nonprofit Preparing Teachers with Emotional Intelligence for the Classroom - Frauenholtz, O'Dell* & Hoffman*</i></p> <p><i>185. Using video to support equitable noticing: A focus on video selection and facilitation - van Es, Amador, Larison*, Sherin* & Richards*</i></p> <p><i>186. Design of a Technology Based Geometric Thinking Framework to Support Teachers’ Noticing of Students’ Thinking - Hollebrands, Hoyes Jr., Chandler & Ellis</i></p> <p><i>187. Creating Research Informed Instructional Nudges for Elementary Teachers - Partridge & Otten</i></p> <p><i>188. Using Reciprocal Peer Coaching to Improve Mathematics Teaching and Build Community within a High School - Jansen, Becker* & Kasehagen*</i></p> <p><i>189. Secondary student teacher’s use of curricular reasoning in making decisions during planning - Crystal & Teuscher</i></p> |
| 12:15 - 1:30 PM | Networking Lunch |