

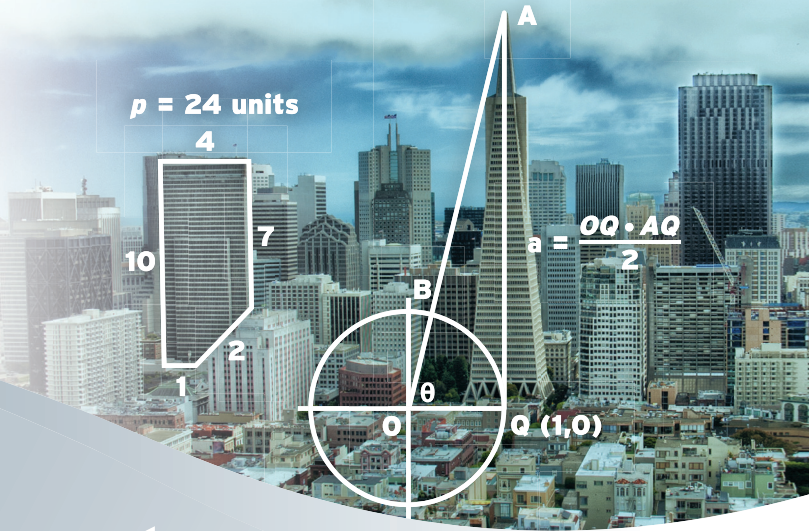


NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

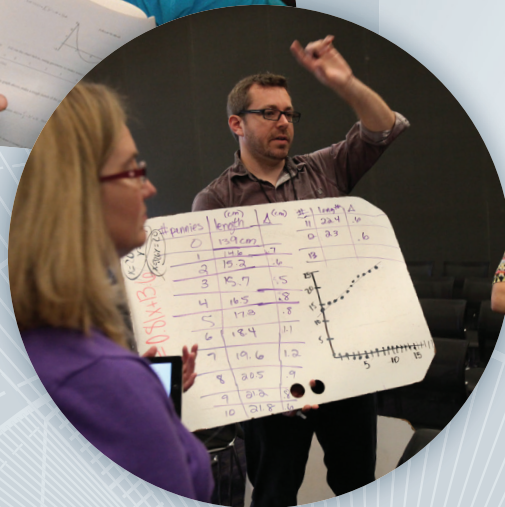
PREMIER MATH EDUCATION RESEARCH EVENT

# 2016 NCTM RESEARCH CONFERENCE

April 11-13 • San Francisco



# Program Book



[nctm.org/researchconf](http://nctm.org/researchconf)

# Research Pre-session Planning Committee

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*University of Missouri*

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**Marta Civil (2014-2017)**  
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*University of Denver*

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(2015–2017)**  
*University of Arizona*

**Meghan Shaughnessy, Electronics  
(2015–2017)**  
*Michigan State University*

**Victoria Hand, Awards (2014–2016)**  
*University of Colorado, Boulder*

**Paula Guerra, Events (2015–2017)**  
*Kennesaw State University*

## Announcements

- The Research Conference will be held at the Moscone Center, West Building.
- Registration will be held on the Third Level, Moscone West Building. **Registration is required for attendance, and badges must be worn for all sessions.**
  - o Monday, 4:00 p.m.–7:00 p.m.
  - o Tuesday, 7:30 a.m.–3:00 p.m.
- On Wednesday, the Research Conference is open to all registered attendees of the NCTM Annual Meeting and the NCSM Annual Conference. Badges from these conferences will be required for attendance for all sessions on Wednesday.
- A light reception will be held on Tuesday evening on the Third Level Lobby, Moscone Center, West Building from 4:45 p.m. to 6:00 p.m.
- Research Posters Sessions will take place on the Third Level Lobby, Moscone Center, West Building
  - o 5:00 p.m.–6:00 p.m. on Tuesday
- The Call for Proposals for the 2017 NCTM Research Conference will be available online by early June 2016.
- The NCTM Bookstore will be open on Wednesday 10:00 a.m. – 7:00 p.m in the Exhibit Hall D, North building, Moscone Center.

## NCTM Board of Directors

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# Invited Sessions

## Opening Session

**Cynthia W. Langrall**

**JRME: A Tale of Unicorns, Mastodons, and Ants (Session 1)**

Monday, April 11, 5:30 PM-7:00 PM

Moscone West, 3001/3003/3005

**Access, Equity, Identity and Agency (Session 1.5)**

Tuesday, April 12, 7:30 a.m. – 8:20 a.m.

Moscone West, 3001/3003/3005

**Graduate Student, Junior Faculty, and Researcher Mentoring Session (Session 36)**

Tuesday, April 12, 10:00 a.m. – 11:15 a.m.

Moscone West, 3002

**Teacher Development in Statistics Education: A Critical Examination of How Teachers' Experiences Impact Their Knowledge, Beliefs, and Practices for Teaching Statistics (Session 39)**

Tuesday, April 12, 10:00 a.m. – 11:15 a.m.

Moscone West, 3006

**Writing for the NCTM School Journals: Publishing Your Research in Teacher-Friendly Articles and Linking Research and Practice Awards (Session 40)**

Tuesday, April 12, 10:00 a.m. – 11:15 a.m.

Moscone West, 3000

**"Power Concedes Nothing without a Demand": Challenging the Pervasive Deficit Discourse about Children in Mathematics Education (Session 60)**

Tuesday, April 12, 1:15 p.m. – 2:30 p.m.

Moscone West, 3006

**The Role of Theoretical Frameworks in Research Dissemination: JRME Editorial Panel Session (Session 65)**

Tuesday, April 12, 1:15 p.m. – 2:30 p.m.

Moscone West, 3000

**Approaching Intersecting Challenges: Mathematics Remediation at Four-Year Universities and Mathematics Identity as a Lens on Inequitable Access (Session 83)**

Tuesday, April 12, 3:30 p.m. – 4:45 p.m.

Moscone West, 3006

**Mathematics Education Research, Policy, and the National Science Foundation (Session 90)**

Tuesday, April 12, 3:30 p.m. – 4:45 p.m.

Moscone West, 3016

**Expanding Horizons in K – 3 Geometry and Spatial Thinking: The Implementation and Results of a New Curriculum and PD Model (Session 148)**

Wednesday, April 13, 8:30 a.m. – 9:45 a.m.

Moscone West, 3006

**What is STEM Education? (Session 156)**

Wednesday, April 13, 8:30 a.m. – 9:45 a.m.

Moscone West, 3008

**Writing *Mathematics Teacher Educator* Manuscripts That Avoid Common Mistakes Aspiring Authors Make (Session 157)**

Wednesday, April 13, 8:30 a.m. – 9:45 a.m.

Moscone West, 3000

## Plenary Session

**Brent Davis**

**How Research into Second-Language learning Might Be Useful to Mathematics Educators (Session 158)**

Wednesday, April 13, 10:00 AM – 11:30 AM

Moscone West, 3001/3003/3005

**MET Grants Support Classroom Research (Session 177)**

Wednesday, April 13, 1:15 p.m. – 2:30 p.m.

Moscone West, 3009

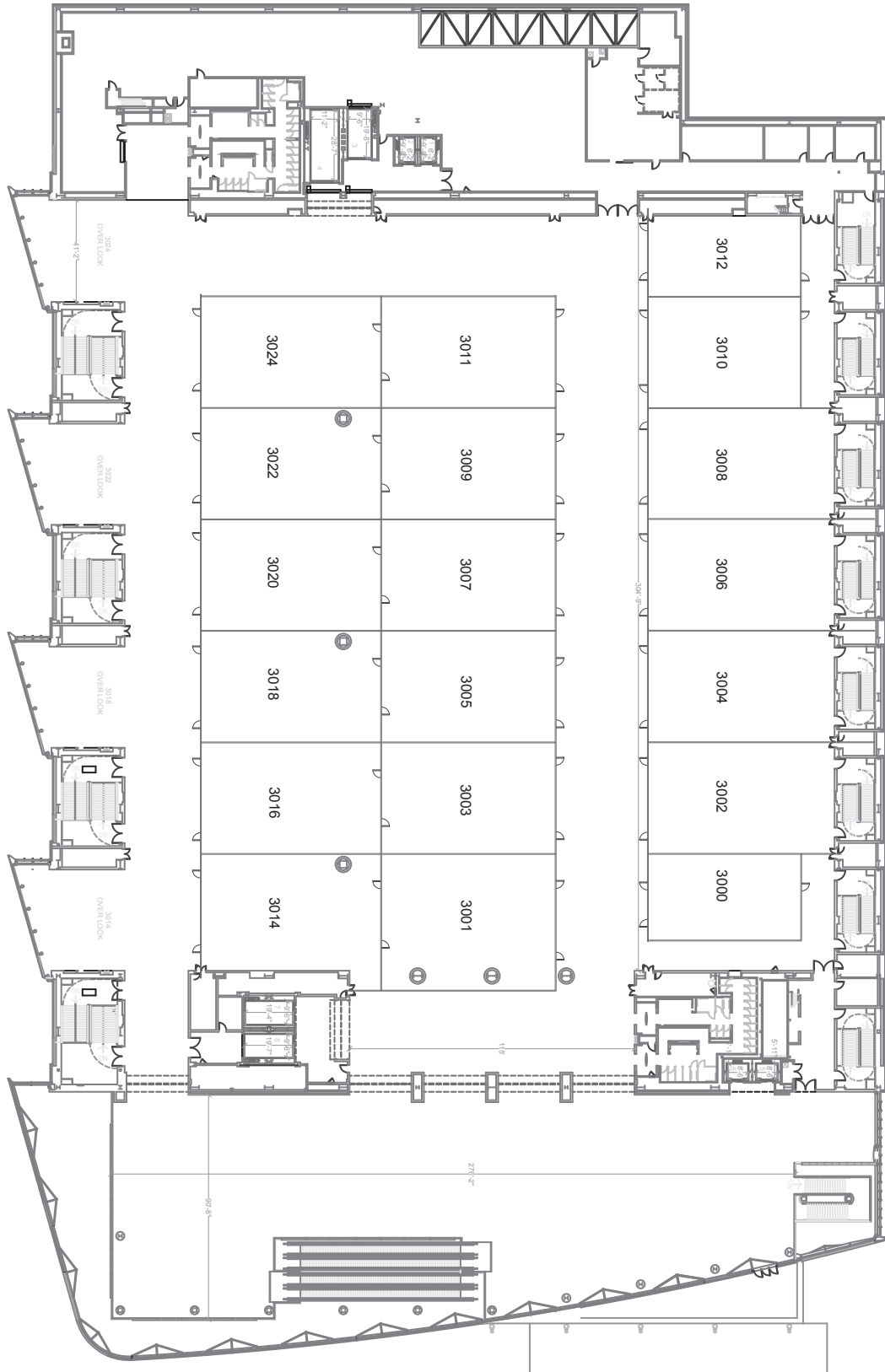
**Transformative Math Teaching and Learning: Stories from Railside High (Session 178)**

Wednesday, April 13, 1:15 p.m. – 2:30 p.m.

Moscone West, 3006

# Floor Plans

## Moscone West



# Welcome!

On behalf of Research Committee of the National Council of Teachers of Mathematics (NCTM) and the Special Interest Group/Research in Mathematics Education of the American Educational Research Association, we welcome you to NCTM's Research Conference.

The Research Conference serves multiple purposes. The Research Conference

- brings researchers together annually to examine and discuss current issues in mathematics education;
- provides an opportunity for researchers, beginning and seasoned, to receive feedback on their work and to benefit from exposure to alternative points of view;
- affords opportunities to interact and network with other researchers in the field; and
- allows the field to capitalize on the collective wisdom available when researchers and practitioners come together to discuss mathematics education and research.

The Research Conference continues to receive many high quality proposals from the community. This year we received 389 submission and extended 207 acceptances for the final program, giving an overall acceptance rate of 53%. You will see an expansion of Brief Research Reports to better accommodate the larger number of submissions in that category. The conference program also includes several invited sessions highlighting topics and new trends relevant to the field.

We thank the members of NCTM's Research Committee, members of the executive board for the SIG/RME, and the members of the research community who served as reviewers. Your work is greatly valued and appreciated. Moreover, we would like to thank the staff at NCTM for helping us with the logistics of the conference, registration, the program, and all that makes the conference run smoothly. We would like to thank all the presenters for their thoughtful proposals and their willingness to share their work. Finally, we would like to thank everyone in attendance, and we hope that you will find the conference stimulating and enjoyable. We are glad you are here.

Sincerely,

**Kathryn Chval**  
NCTM Research Committee, Chair

**Ilana Horn**  
AERA SIG/RME Co-Chair

**Janine Remillard**  
AERA SIG/RME Co-Chair

**David Barnes**  
NCTM Research Committee, Staff Liaison

## Opening Session—Monday, 5:00 p.m.

**Cynthia W. Langrall, *JRME* Editor**  
***JRME: A Tale of Unicorns, Mastodons, and Ants***  
Monday, April 11, 2016: 5:00 p.m.–7:00 p.m.

3001/3003/3005

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Monday, April 11th

5:30 p.m.–7:00 p.m.

1

## **JRME: A Tale of Unicorns, Mastodons, and Ants**

### **Opening Session**

What do unicorns, mastodons, and ants have to do with the *Journal for Research in Mathematics Education*? Join me at this opening session of the Research Conference to find out. I will share insights I have gained as editor of the journal, which point to challenges and opportunities for mathematics education research.

**Cynthia W. Langrall**

*Illinois State University, Normal, Illinois*

3001/3003/3005



©Photo Courtesy of the San Francisco Convention & Visitors Bureau

For your safety and because of fire regulations, only those with seats will be allowed in meeting rooms. To comply with fire codes, we will have to ask any persons sitting on the floor or standing to leave the room.

Please remember:

- All meeting rooms will be cleared between presentations.
- All seats are available on a first-come, first-served basis.
- Reserving spaces in line or saving seats is not permitted.
- As a courtesy to the speaker and your colleagues, please turn off your cell phone during all presentations.

7:30 a.m.–8:20 a.m.

## 1.5 Access, Equity, Identity and Agency

### Discussion Session

What structures and conditions need to be created and dismantled for the brilliance of marginalized children to flourish? As a community what collaborative and courageous actions can we take to affect and sustain change? Come join, collaborate and participate.

**Matt Larson, NCTM President-Elect**

*Lincoln Public Schools, Nebraska*

**David Barnes**

*NCTM, Reston, Virginia*

3001/3003/3005

**Ai Ye**

*University of Delaware, Newark, Delaware*

**Nancy C. Jordan**

*University of Delaware, Newark, Delaware*

3008

8:30 a.m.–9:00 a.m.

## 2 A Classroom Intervention: Strengthening Prospective Elementary Teachers' Knowledge of Divisibility

### Brief Research Report

This brief report presents a study investigating the impact of a sequence of instructional tasks on prospective elementary teachers' (PSTs') knowledge of divisibility. Analysis of written assessments revealed significant improvements in PSTs' use of prime factorization to identify a variety of factor types, signaling a diminished dependence on more traditional and error-prone methods.

**Matt B. Roscoe**

*The University of Montana, Missoula, Montana*

3007

**Patricia F. Campbell**

*patc@umd.edu*

*University of Maryland, College Park, Maryland*

**Matt Griffin**

*University of Maryland, College Park, Maryland*

3010

## 3 A Practical and Powerful Screener of Middle School Mathematics Difficulties

### Brief Research Report

This study identifies a fraction screener administered in elementary school as a strong diagnostic tool for the prediction of later middle school mathematics difficulties. Practitioners can utilize the screener to identify students who need supplemental support in order to attain desired mathematics benchmarks.

**Jessica Carrique**

*University of Delaware, Newark, Delaware*

**Nicole Hansen**

*Fairleigh Dickinson University, Teaneck, New Jersey*

**Ilyse Resnick**

*University of Delaware, Newark, Delaware*

**Nancy I. Dyson**

*University of Delaware, Newark, Delaware*

## 4 Activity and Impact of Elementary Mathematics Specialists in Rural Schools

### Brief Research Report

This session will present the findings of a two-year randomized control-treatment study that investigated the impact of elementary mathematics specialists on student achievement in rural schools, characterized the amount and type of specialists' professional activity, and, in treatment schools only, evaluated the relationship between the focus of specialists' activities and student achievement.

**Patricia F. Campbell**

*patc@umd.edu*

*University of Maryland, College Park, Maryland*

**Matt Griffin**

*University of Maryland, College Park, Maryland*

## 5 An Analysis of U.S. Expert Teachers' Lessons on Inverse Relations

### Brief Research Report

This study explores eight U.S. expert teachers' algebraic knowledge for teaching (AKT) through analyzing 32 videotaped lessons on inverse relations (grades 1–4). Based on three IES recommendations, we explore common features of teachers' effective use of worked examples, representations, and deep questions in existing classrooms. Challenges in these instructional components are identified.

**Meixia Ding**

*Temple University, Philadelphia, Pennsylvania*

**Ryan Hassler**

*Temple University, Philadelphia, Pennsylvania*

**Xiaobao Li**

*Widener University, chester, Pennsylvania*

**Wei Chen**

*Nanjing Normal University, Nanjing, China*

3011

## 6

**Angle and Slope Connections: Challenging Teacher Assumptions in Trigonometry****Brief Research Report**

Using a series of tasks and video, we challenged beginning teachers to consider trigonometric relationships between angles and slope. This presentation focused on a common misconception these tasks revealed in trigonometric reasoning and on how the task prompted teachers to reconsider their assumptions.

**David Glassmeyer**

*Kennesaw State University, Kennesaw, Georgia*

**Aaron Brakoniecki**

*Boston University, Boston, Massachusetts*

**Julie Amador**

*University of Idaho, Coeur d'Alene, Idaho*

3018

## 7

**Approaches to Constructing General Mathematical Statements****Brief Research Report**

I will share results from a study of university students' construction of general mathematical statements. From analysis of data from ten students in math-focused majors, I describe approaches to constructing domains of applicability for given property statements. The approaches have implications for designing activities to increase students' proficiency at conjecturing generalities in mathematics.

**Duane Graysay**

dtg105@psu.edu

*The Pennsylvania State University, University Park, Pennsylvania*

3020

## 8

**Are Adolescents' Views of Mathematics Changing?****Brief Research Report**

This study examines how adolescents' view of mathematics as a gendered domain varies based on one's gender and class type (i.e., single-sex or coeducational). One significant finding from the study is that participants typically associated mathematics as a neutral domain (i.e., for both females and males).

**Amber Simpson**

amsimps@g.clemson.edu

*Indiana University, Bloomington, Indiana*

3022

## 10

**Attending to Precision in Statistics****Brief Research Report**

The Common Core Standards for Mathematical Practice are processes and proficiencies that mathematics educators would like to develop in their students. In this session, we present a case study of three teachers, which looks at the prevalence of Mathematical Practice 6, Attending to Precision, in a professional development statistics course for in-service teachers largely focused on open-ended activities. We also illustrate how the elicited Attending to Precision may differ in the context of statistics compared to mathematics.

**Christina Eubanks-Turner**

*Loyola Marymount University, Los Angeles, California*

**Anna E. Bargagliotti**

*Loyola Marymount University, Los Angeles, California*

3004

## 11

**"It Won't Work Every Time": The Refutations of Preservice Teachers****Brief Research Report**

Reforms to the teaching of mathematics encourage teachers to support students both in making conjectures and refuting those that are false using counterexamples. This study reports on the counterexamples provided by 17 preservice elementary teachers when asked to refute students' false conjectures about fractions. The analysis drew upon existing frameworks to distinguish the pedagogical power and accessibility of counterexamples. Findings indicate that preservice elementary teachers' counterexamples lacked pedagogical power. Additionally, counterexamples that lacked pedagogical power also varied in terms of: (a) their mathematical complexity and (b) their ability to mirror the reasoning used by the student who authored the false conjecture being refuted. Future work may examine how counterexamples displaying a range of mathematical complexity and mirroring ability support students in abandoning their false conjectures.

**Michael Jarry-Shore**

*Stanford University, Stanford, California*

3002

12

## Professional Identity and Cultural Competence Development among STEM Professionals

### Brief Research Report

This study followed eight preservice teacher career-changers, of varying STEM backgrounds, on their journeys to becoming urban mathematics teachers. Participants had an opportunity to gain a new identity as a culturally responsive teacher entering the teaching profession. This study gave voice to preservice teachers' evolving views, insights, and experiences during the process of constructing and reconstructing their professional identity and cultural competence as a mathematics teacher preparing to meet the educational needs of a diverse population of students in an urban high-need school district.

**Belinda P. Edwards**

*Kennesaw State University, Kennesaw, Georgia*

**Desha L. Williams**

*Kennesaw State University, Kennesaw, Georgia*

3006

13

## The Influence of Consecutive Flipped Courses on Students' Math Anxieties

### Brief Research Report

This session will examine how taking consecutive mathematics courses for elementary preservice teachers influenced their anxieties and perceptions of teaching and learning mathematics. Participants will examine preliminary data and discuss how this may impact those interested in trying to integrate flipped learning into their teaching practices.

**Anthony Michael Dove**

*adove3@radford.edu*

*Radford University, Radford, Virginia*

3024

14

## Understanding How to Differentiate Instruction for Middle School Students

### Brief Research Report

Today's middle school mathematics classrooms are marked by increasing cognitive diversity. Traditional responses to cognitive diversity are tracked classes that contribute to opportunity gaps and can result in achievement gaps. Differentiating instruction (DI) is a novel but untested response to cognitive diversity, in which teachers proactively plan to adapt pedagogical activities to address individual students' needs in an effort to maximize learning for all students. This paper reports on this question: How did pedagogical activities facilitate and impede differentiating mathematics instruction for middle school students in an after school design experiment? The data comes from an 18-episode experiment with nine cognitively diverse seventh- and eighth-grade students, focusing on four episodes in which students worked on representing multiplicative relationships among quantitative unknowns. Analysis revealed two pedagogical activities that facilitated DI and three that both facilitated and impeded it.

**Amy J. Hackenberg**

*Indiana University-Bloomington, Bloomington, Indiana*

**Mark A. Creager**

*Indiana University-Bloomington, Bloomington, Indiana*

**Mi Yeon Lee**

*Arizona State University, Phoenix, Arizona*

**Ayfer Eker**

*Indiana University-Bloomington, Bloomington, Indiana*

3016

15

## Beyond the Demonstration of Procedures in YouTube-Style Math Videos

### Brief Research Report

Despite the tremendous growth in online mathematics videos for K–12 students, there is surprising uniformity in the expository mode of presentation and the procedural nature of the content. The purpose of this study was to locate, analyze, and categorize the approach of conceptually and/or dialogically oriented online math videos.

**Joanne Lobato**

*San Diego State University, San Diego, California*

**C. David Walters**

*San Diego State University, San Diego, California*

**Carren Walker**

*San Diego State University, San Diego, California*

3004

16

## Conferring in the Elementary Mathematics Classroom

### Brief Research Report

Math conferences, an interactional structure adapted from literacy instruction, can be used to provide responsive instruction in the moment to collaborating students. This qualitative study characterizes the math conference, identifies its defining feature—the nudge—and describes six types of nudges teacher use to push student thinking forward.

**Jen Munson**

*Stanford University, Stanford, California*

3007

17

## Connections among Mathematics Vocabulary, General Vocabulary, and Computation

### Brief Research Report

Understanding mathematics is more than working with numerals and symbols. In many instances, students must interpret vocabulary terms (e.g., prime number, improper fraction) to understand mathematics concepts and procedures. We conducted an analysis of the mathematics vocabulary knowledge of students at grades 1, 3, and 5. We present the longitudinal mathematics vocabulary knowledge of students as well as how general vocabulary and computation knowledge predict mathematics vocabulary understanding.

**Sarah Rannels Powell**

*University of Texas at Austin, Austin, Texas*

**Gena Nelson**

*University of Minnesota, Minneapolis, Minnesota*

3008

18

## Constructing and Critiquing Arguments: Effect of an Instructional Sequence

### Brief Research Report

We present the design and implementation of our before-during-after instructional sequence aimed at developing students' capabilities in constructing viable arguments and critiquing the reasoning of others. The results show that our instructional sequence had a significant effect in students' work shifting from empirical to deductive arguments.

**Sean P. Yee**

*University of South Carolina, Columbia, South Carolina*

**Yi-Yin Ko**

*Indiana State University, Terre Haute, Indiana*

**Sarah K. Bleiler**

*Middle Tennessee State University, Murfreesboro, Tennessee*

**Justin D. Boyle**

*The University of Alabama, Tuscaloosa, Alabama*

3009

19

## Constructions of Coordinate Systems: Four Ninth-Grade Students

### Brief Research Report

This paper presents data from a two-year teaching experiment with four ninth-grade students investigating their constructions of coordinate systems in organizing space. We will discuss the difference in perspectives the students were able to take in relation to the levels of units they were able to coordinate.

**Hwa Young Lee**

*University of Georgia, Athens, Georgia*

3010

20

## Designing Professional Development to Support Teachers in Learning Trajectory-Based Instruction

### Brief Research Report

The aim of this project was to examine the design and implementation of a professional development that was part of an integrated learning system developed to align performance assessments, classroom activities, and reporting with a learning trajectory on geometric measurement of area.

**Jennifer L. Kobrin**

*Pearson, Wayne, New Jersey*

**Nicole Panorkou**

*Montclair State University, Montclair, New Jersey*

3011

21

## Developing Ambitious Practice: A Cross-Case Analysis of Novice Mathematics Teachers

### Brief Research Report

In this study, I investigated how novice mathematics teachers work toward promoting access and equity within their classrooms through the implementation of high-leverage practices. I found that the high-leverage practice of building classroom culture emerged from the data as central to the work of novice mathematics teachers.

**Dawn M. Woods**

*dwoods@smu.edu*

*Southern Methodist University, Dallas, Texas*

3018

22

## Developing Facilitation Practices in a Secondary Math Teacher Learning Community

### Brief Research Report

Research has shown that teacher learning communities have potential in supporting teacher learning of more ambitious practices. In this paper, we contribute to an emerging body of work on development of facilitator practices. We provide a provisional trajectory based on an analysis of a facilitator's practices in leading a secondary mathematics teacher learning community, and we describe how facilitation practices developed to increasingly provide opportunities for teacher learning. This expanding image of development will help to design supports for math leaders as they continue their work with teacher learning communities.

**Terry Wan Jung Lin**

*McGill University, Montreal, Canada*

**Kara Jackson**

*University of Washington, Seattle, Washington*

**Marta Kobiela**

*McGill University, Montreal, Canada*

**Zachary Parker**

*McGill University, Montreal, Canada*

3020

## 23

## Developing Knowledge and Theory of Math Education through Action Research

### Brief Research Report

This study examines teachers' understanding of reform-based mathematics education as they engaged in action research, a major component of a sustained professional development initiative. Data are analyzed through the lenses of student thinking, mathematics content, and social interaction. Knowledge acquisition and theory generation are reported, as well as the processes used in implementing the action research.

**Eula E. Monroe**

*Eula\_Monroe@byu.edu*

*Brigham Young University, Provo, Utah*

**Debra S. Fuentes**

*Brigham Young University, Provo, Utah*

3022

## 24

## Does Experiential Learning Influence the Way Students Learn Mathematics?

### Brief Research Report

This experimental study aims to determine if teaching mathematics while respecting the four stages of the experiential learning cycle of Kolb (1984) has an effect on grade 7 students' learning of probabilities. During the session, the study will be presented and participants will be invited to discuss how experiential learning can be integrated into the classroom. A discussion will also aim to develop a better understanding of the results.

**Manon LeBlanc**

*Université de Moncton, Moncton, Canada*

**Mylène Savoie**

*Université de Moncton (student), Moncton, Canada*

**Michel T. Léger**

*Université de Moncton, Moncton, Canada*

**Mathieu Lang**

*Université de Moncton, Moncton, Canada*

**Nicole T. Lirette-Pitre**

*Université de Moncton, Moncton, Canada*

3024

## 26

## Underrepresented Students Pursuing Mathematics Degrees: Changes after Transitioning to College

### Brief Research Report

This longitudinal qualitative study followed a cohort of mathematics-intending underrepresented high school students into their freshman year of college to identify changes on their path to mathematics-intensive degree attainment. Results indicated that four of the seven participants persisted on their degree path while the remaining

three switched to less-mathematics-intensive programs. The greatest positively contributing factor for the participants who persisted was participation in collaborative learning with their peers in mathematics. The participants who did not persist reported that they experienced a decrease in their sense of competence in mathematics when they transitioned from high school to college. All participants, whether they persisted or not, reported that they felt underprepared for college-level mathematics. These results highlight the continued need for increased collaboration between stakeholders at the secondary and postsecondary levels.

**Alison S. Marzocchi**

*California State University, Fullerton, Fullerton, California*

3006

## 27

## Using Video to Prepare Preservice Teachers to Pose Purposeful Questions

### Brief Research Report

This study documents the effects of exemplar video observation on the development of deep questioning skills of preservice teachers (PSTs) with (experimental) and without (control) direct depth of knowledge instruction in a mathematical content course for K–8 preservice teachers. In particular, we examine the questioning strategies used by preservice teachers in written responses related to Common Core-aligned videotaped math lessons. Data was analyzed to develop multitiered general categories and levels of questions used by the PSTs. Through an examination of the trending categories and question levels relational to the videos we offer suggestions for preservice teacher education courses.

**Christina Eubanks-Turner**

*Loyola Marymount University, Los Angeles, California*

**Anita Kreide**

*Loyola Marymount University, Los Angeles, California*

3016

## 28

## 20 Weeks to Better Eliciting: A Case of Teacher Preparation

### Discussion Session

Beginning elementary teachers struggle with knowing and identifying their students' mathematical knowledge. Knowing their students' thinking allows teacher to tailor instruction to their individual students' needs and understandings. This study describes how 10 preservice teachers, purposely selected from a cohort of 28, developed their eliciting student thinking practice over a 20-week period in their practice-based teacher education program.

**Diana Sherman**

*University of Michigan, Ann Arbor, Michigan*

3010

## 29

**Assessing Secondary Teachers' Mathematical Habits of Mind****Discussion Session**

In this session, we share ongoing work to develop instruments to assess secondary teachers' mathematical habits of mind (MHoM). We envision MHoM as a critical component of mathematical knowledge for teaching. Moreover, many of the eight Mathematics Teaching Practices in NCTM's *Principles to Actions* depend on teachers' MHoM for implementation. We are investigating the research question: What are the MHoM that secondary teachers use, how do they use them, and how can we measure them? The focus of the session is on our paper and pencil (P&P) assessment that measures how teachers use MHoM while doing mathematics on their own. Session participants will engage in working through the P&P items, rubrics, and sample teacher responses. Participants will also have an opportunity to share questions, concerns, and reactions to the items. The discussion will center on the challenges of validity, reliability, scoring, and use of the P&P assessment.

**Ryota Matsuura**

*St. Olaf College, Northfield, Minnesota*

**Sarah E. Sword**

*Education Development Center, Inc., Waltham, Massachusetts*

**Miriam Gates**

*Education Development Center, Inc., Waltham, Massachusetts*

**Al Cuoco**

*Education Development Center, Inc., Waltham, Massachusetts*

**Glenn Stevens**

*Boston University, Boston, Massachusetts*

3024

## 30

**Complementary Approaches to Formative Assessment in Mathematics****Research Symposium**

The Common Core State Standards (CCSS) present unprecedented opportunities and challenges for schools and districts as they work to adopt the standards. The stakes are high for students, teachers, and administrators. We offer the use of formative assessment (FA) as one instructional approach to help practitioners leverage these standards to develop mathematical procedural skills, reasoning abilities, and conceptual understanding in students. Using the work from two research universities, this symposium will present an overview of two complementary approaches to FA and will present findings from joint validity studies of two intervention studies.

**Deborah La Torre Matrondola**

*latorre@cse.ucla.edu*

*UCLA, Los Angeles, California*

**Christine Ong**

*UCLA, Los Angeles, California*

**Kevin Schaaf**

*UCLA, Los Angeles, California*

**Huy Chung**

*UC Davis, Santa Ana, California*

**Jamal Abedi**

*UC Davis, Davis, California*

**Bahareh Abhari**

*UC Davis, Davis, California*

**Leslie Banes**

*UC Davis, Davis, California*

3007

## 31

**Generalization across Multiple Mathematical Areas****Research Symposium**

Generalization is a key aspect of doing mathematics, with policy makers recommending that it be a central component of instruction from elementary school through undergraduate mathematics. This recommendation poses serious challenges, however, given students' difficulties in creating and expressing correct generalizations. Furthermore, how to foster productive generalization is not well understood. This symposium addresses these challenges by introducing a comprehensive framework characterizing productive mathematical generalization in grades 8–16. Four related projects across the domains of algebra, geometry and combinatorics share results on students' generalizing activity in interview settings, identifying (a) categories of mental content making up the basis of students' operating, and (b) categories of activity types supporting the formation of generalizations. The presentations will be followed by a discussion of the links between insight, generalizing, and justifying.

**Amy Ellis**

*University of Wisconsin-Madison, Madison, Wisconsin*

**Kevin C. Moore**

*University of Georgia, Athens, Georgia*

**Elise Lockwood**

*Oregon State University, Corvallis, Oregon*

**Erik S. Tillema**

*IUPUI, Indianapolis, Indiana*

**Discussant: Ferdinand Rivera**

*San Jose State University, San Jose, California*

3008

## 32

**Interactive Paper Session****Presider: Kathryn B. Chval**

kchvalkb@missouri.edu

*University of Missouri-Columbia, Columbia, Missouri***Successful White Mathematics Teachers of Black Students**

In this session, framed within an eclectic theoretical framework of critical theory, critical race theory, and Whiteness studies, the classroom practices of four White high school mathematics teachers who were “successful” with Black children are explored.

**Carla R. Bidwell***Metropolitan Regional Educational Service Agency, Smyrna, Georgia***David W. Stinson***Georgia State University, Atlanta, Georgia***Grappling with Ready-Made Narratives around Race, Motivation, Achievement, and Opportunity in Mathematics**

A prominent feature of K–12 education is the widespread endorsement of a narrative that to achieve in mathematics one must solely be motivated enough. This narrative articulates a direct link between individual motivation and academic achievement, and is employed by a range of educational stakeholders. In STEM domains, especially mathematics, this narrative is often coupled with another suggesting that a special intelligence is required for people to do math and science. We argue that the tendency to enlist such narratives to make sense of math achievement is problematic with respect to the views students from nondominant (and dominant) racial, ethnic, and linguistic backgrounds develop of their intelligence and capacity for success in STEM. Narratives such as these obscure the role of broader sociopolitical structures and hierarchies in shaping individual and group success in school. In this paper, we analyze the negotiation of such master-narratives by students from nondominant backgrounds as they figure themselves and others in the world of mathematics and school achievement. We draw upon Ochs and Capp’s (2001) notion of lived narratives to explore the kinds of stories students evoked in positioning themselves and others around mathematics and school achievement. Our analysis demonstrates the importance of initiating and orchestrating conversations that support students in explicitly grapple with these master-narratives.

**Maria R. Zavala***San Francisco State University, San Francisco, California*

Additional authors

**Victoria M. Hand***University of Colorado, Boulder, Boulder, Colorado***The Construction of Disability in Racial Storylines in Mathematics**

Identification with mathematics for students of color is complicated by racial storylines (Nasir and Shah 2011). This presentation explores the underlying construction of ability, thus disability, in racial storylines, exploring the complex narratives of a Latina with a learning disability on race, language, and disability in mathematics.

## 33

**Interactive Paper Session****Presider: Michelle Stephan**

michelle.stephan@uncc.edu

*UNC Charlotte, Charlotte, North Carolina***Ways in Which Engaging in Someone Else’s Reasoning Is Productive**

Typical goals for inquiry-oriented mathematics classrooms are for students to explain their reasoning and to make sense of others’ reasoning. In this paper we offer a framework for interpreting ways in which engaging in the reasoning of someone else is productive for the person who is listening and making sense.

**Naneh Apkarian***San Diego State University, San Diego, California*

Additional authors

**Chris Rasmussen***San Diego State University, San Diego, California***Tommy Dreyfus***Tel Aviv University, Tel Aviv, Israel***Hayley Milbourne***CRMSE, San Diego, California***Using DGS Strategically to Support Students’ Thinking**

The authors developed a practical framework to support mathematics teachers in assessing the role of technology in a task, and analyzing how it supports students’ mathematical thinking. This paper reports on teachers’ use of the framework to create tasks that use technology to support students’ high-level mathematical thinking.

**Milan Sherman***Drake University, Des Moines, Iowa***Charity Cayton***East Carolina University, Greenville, North Carolina***Kayla Chandler***NC State University, Raleigh, North Carolina***Middle School Students’ Development of Algebraic Reasoning: Comparing Effects of Three Instructional Approaches (Visual, Structural, and Modeling)**

This algebra-readiness study was based on a teaching experiment with three seventh-grade classes in a Midwestern middle school. Three different algebra approaches to early algebra—a Modeling approach, a Visual-Number approach, and a Structural approach—were employed, with just one approach being taught to a particular class. The same teacher (Ms. X) taught all three classes, each for a period of seven weeks. Before the teaching experiment, Miss X had participated in a three-week professional development program led by the researcher and two experienced algebra education professors. Pre-teaching and post-teaching data were collected, the instruments being an Algebra Readiness test (ART), a Modeling test, a Visual-Number test, and a Structure test. In addition to data gathered from

responses to the pencil-and-paper instruments, data from 36 one-on-one interviews with students (18 pre-teaching and 18 post-teaching) were analyzed. Initial findings indicated that whereas the Modeling class's mean gain score was significantly different from zero, the mean gain scores for the other two groups increased only slightly. In this paper the data analyses are summarized and results interpreted.

**Sinan Kanbir**

*Illinois State University, Normal, Illinois*

3022

## 34 Interactive Paper Session

**Presider: Jeffrey J. Wanko**

wankojj@miamioh.edu

*Miami University, Oxford, Ohio*

### How Do Children Really Measure? Strategy Use on Assessment Tasks

We conducted 1-on-1 interviews with 1060 pre-K–grade 2 children using measurement assessment items. This paper focuses on using qualitative analysis of children's strategies to guide and inform the larger, statistical analyses. These analyses help solidify the cognitive profiles and also enhance our understanding of children's development.

**Douglas W. Van Dine**

*University of Denver, Denver, Colorado*

Additional authors

**Douglas H. Clements**

*University of Denver, Denver, Colorado*

**Julie Sarama**

*University of Denver, Denver, Colorado*

### Infusing Spatial Reasoning into Early Years Mathematics: A Year-Long K–2 Intervention

We report on a quasi-experimental, 7-month teacher-led intervention involving a spatial approach to geometry instruction with a focus on mental rotation and visualization. K–2 students in schools serving First Nation communities outperformed a control group on measures of geometry and spatial reasoning and on a measure of symbolic number comparison.

**Joan Moss**

*University of Toronto, Toronto, Canada*

**Beverly Caswell**

*University of Toronto, Toronto, Canada*

**Zachary Hawes**

*University of Toronto, Toronto, Canada*

3020

## 35 Measurement, Discourse, and Technology: Three Research Compendium Chapters Interact

### Research Symposium

This symposium, based on the forthcoming NCTM *Research Handbook*, features authors of three new chapters. We will present (1) a specific content area, measurement, with (2) an important attribute of

classroom pedagogy, discourse, and (3) research-based affordances of technology. The discussion will engage the audience around emerging concepts of research-based classroom practice.

**Jeremy Roschelle**

*SRI Education, Menlo Park, California*

**Beth Herbel-Eisenmann**

*Michigan State University, East Lansing, Michigan*

**Jack Smith**

*Michigan State University, East Lansing, Michigan*

**Discussant: Jinfa Cai**

*University of Delaware, Newark, Delaware*

3016

## 36 Graduate Student, Junior Faculty, and Researcher Mentoring Session

**Presider: Stephen J. Pape**

*Johns Hopkins University School of Education*

Transitioning to faculty member/beginning a career in academia

**Charles Munter**

*University of Pittsburgh*

Finding faculty positions/developing a program to research

**Sybilla Beckmann**

*University of Georgia*

Navigating the tenure process

**Keith R. Leatham**

*Brigham Young University*

Publishing research

**Edward A Silver**

*University of Michigan*

**Heather Lynn Johnson**

*University of Colorado Denver*

Working with graduate students

**Juli K. Dixon**

*University of Central Florida*

**Karen Karp**

*Johns Hopkins University*

Writing grant proposals

**Melissa D. Boston**

*Duquesne University*

Collaboration with practitioners

**Fran Arbaugh**

*The Pennsylvania State University*

Needs of mathematics educators for research

**Signe Kastberg**

*Purdue University*

3002

## 37 Oral Assessments as Learning Opportunities for Preservice Teachers

### Discussion Session

This session draws on 114 videos of oral assessments (38 students, 3 exams each) from a number and operations course for pre-service elementary teachers taught in two sections at a large research university. We are using this video data to address the following questions: 1. What student learning gains do we observe taking place during an oral assessment? 2. What characteristics of this assessment format support the learning gains we observe? In this interactive session, participants will watch selected video clips and discuss how one recognizes and characterizes learning opportunities, specifically in the context of oral assessments in math content courses for preservice elementary teachers.

**Nina White**

*University of Michigan, Ann Arbor, Michigan*

**Daniel Visscher**

*University of Michigan, Ann Arbor, Michigan*

## 38 Research on Math Teacher Education in an Online Multimedia Environment

### Research Symposium

In the research symposium we share results from several studies investigating the use of LessonSketch, an online multimedia environment, and how it supports practice-based teacher education. LessonSketch is an online environment where teachers can create, discuss, annotate, and share representations of teaching (Chieu and Herbst 2012). We share research that examines the use of LessonSketch tools for solving challenging problems of practice that are common in teacher education. Presentations will span teachers' development of content knowledge necessary for teaching and rehearsal of skills associated with essential instructional practices.

**Wendy Rose Aaron**

*Oregon State University, Corvallis, Oregon*

**Emina Alibegovic**

*University of Utah, Salt Lake City, Utah*

**Joel Amidon**

*University of Mississippi, University, Mississippi*

**Sandra Crespo**

*Michigan State University, Ann Arbor, Michigan*

**Amanda M. Milewski**

*University of Michigan, Ann Arbor, Michigan*

**Kristi Hanby**

*University of Michigan, Ann Arbor, Michigan*

**Crystal Kalinec-Craig**

*The University of Texas at San Antonio, San Antonio, Texas*

**Alyson E. Lischka**

*Middle Tennessee State University, Murfreesboro, Tennessee*

3011

## 39 Teacher Development in Statistics Education: A Critical Examination of How Teachers' Experiences Impact Their Knowledge, Beliefs, and Practices for Teaching Statistics

### Invited

Today's teachers are faced with a difficult task of teaching statistical topics and approaches. This session will take a critical look at teachers' learning opportunities in statistics content and pedagogy across a spectrum of contexts in undergraduate teacher preparation, in-person local professional development, and professional development in a massive open online course serving teachers around the world. In all three contexts we seek to understand how the nature of experiences with which teachers engage impacts their content knowledge, beliefs about statistics learning and teaching, and their classroom practices. Reaction and commentary will connect to suggestions from the American Statistical Association.

**Hollylynne Lee**

*NC State University, Raleigh, North Carolina*

**Jennifer Nickell Lovett**

*NC State University, Raleigh, North Carolina*

**Susan A. Peters**

*University of Louisville, Louisville, Kentucky*

3006

## 40 Writing for NCTM Journals: Publishing Your Research in Teacher-Friendly Articles

### Invited

Tips, guidelines, and descriptions of important features of the three NCTM school journals will be presented in a whole-group discussion. Journal-specific topics will be addressed in small groups. We encourage you to bring specific ideas or manuscripts to discuss in small groups facilitated by editorial panel members.

**Terry Wyberg**

wyber001@umn.edu

*Mathematics Teaching in the Middle School, Editorial Panel Member, Lakeville, Minnesota*

**Roger P. Day**

*Illinois State University, Normal, Illinois*

**Cathery Yeh**

*University of California, Irvine, Irvine, California*

3000

3009

## 41 Effectiveness of Curriculum Units for Preservice Elementary Teachers

### Brief Research Report

This brief report describes a mathematics curriculum designed for use in content courses for prospective elementary teachers (PTs), as well as presents empirical evidence of its impact on PTs' content knowledge for teaching mathematics (CKTM). Assessment data of nearly 1,500 PTs show that the curriculum was significantly effective in increasing PTs' CKTM.

**Suzanne H. Chapin**

*Boston University, Boston, Massachusetts*

**Alejandra Salinas**

*Boston University, Boston, Massachusetts*

**Laura Kyser Callis**

*Boston University, Boston, Massachusetts*

3004

## 42 Elementary Preservice Teachers' Self-Efficacy for Teaching Mathematics and Content Knowledge

### Brief Research Report

The possible relation between preservice teachers' mathematics content knowledge and their self-efficacy for teaching mathematics is of particular importance to teacher educators. This experimental, one-group posttest-only study found no statistical significance for relationship between personal efficacy beliefs or mathematics teaching outcome expectancy and mathematics content knowledge.

**Rebecca M. Giles**

*University of South Alabama, Mobile, Alabama*

**Kelly O. Byrd**

*University of South Alabama, Mobile, Alabama*

**Angelia Bendolph**

*University of South Alabama, Mobile, Alabama*

3006

## 43 Elementary Students Articulation and Application of Theory of Measure

### Brief Research Report

This project aimed to identify the different measurement principles elementary students articulate when solving clock problems. It was found that students articulate their theory of measure in different ways.

**Alicia C. Gonzales**

*University of Massachusetts, Amherst, College of Education,  
Graduate Student, Amherst, Massachusetts*

**Darrell Earnest**

*University of Massachusetts Amherst, Amherst, Massachusetts*

3007

## 44 Elicited Models of Resampling and Bootstrapping

### Brief Research Report

This study examines the models of resampling and bootstrapping constructed and developed by secondary and tertiary introductory statistics students while participating in a model-eliciting activity.

**Jeffrey Allen McLean**

*Syracuse University, Syracuse, New York*

**Helen M. Doerr**

*Syracuse University, Syracuse, New York*

3008

## 45 Eliciting Student Understanding of Mathematical Aspects of the Multiplication Principle

### Brief Research Report

In this paper, we report on a subtle mathematical issue that is entailed in the multiplication principle (MP)—the independence of stages in a counting process—and we report on a particular task that helped students address this issue as they reinvented a statement of the MP. Doing so sheds light on students' reasoning about the MP.

**Elise Lockwood**

*Oregon State University, Corvallis, Oregon*

3009

## 46 Eliminating Counterexamples: A Conception of Contrapositive Proving for Adolescents

### Brief Research Report

This brief research report addresses implementing activities that promote reasoning and proving. An adolescent's indirect reasoning is used to develop a conception of indirect argumentation that improves her understanding of contrapositive proving.

**David A. Yopp**

*dyopp@uidaho.edu  
University of Idaho, Moscow, Idaho*

3010

47

## Evaluating the Effectiveness of Symmetry Software for Early Elementary Children

### Brief Research Report

Children develop the ability to perceive symmetry very early in life; symmetry is abundant in the world around us, and it is a naturally occurring theme in children's play and creative endeavors. This study sought to develop and evaluate a computer program that expands young children's understanding of symmetry and its subtypes—reflection, translation, and rotation. Results showed that children assigned to the experimental condition were better able to identify and explain symmetry subtypes than the control group. Children who used the symmetry software also showed improvement compared to their peers in the control group in completing translation tasks and in overall posttest scores, controlling for pre-existing ability.

**Nicole Fletcher**

*Temple University, Ambler, Pennsylvania*

3016

48

## Examining the Impact of Multiple Representations on Students' Achievement

### Brief Research Report

This study examined the impact of two teaching approaches (i.e., traditional algorithmic versus instruction using multiple representations) on middle school students' achievement on problems that integrated fractions, decimals, and percents. Results indicated gains in achievement with both teaching approaches; however, a statistically significant higher achievement gain was found with the traditional algorithmic approach. In terms of the order of teaching approaches, no significant differences were found.

**Raymond Flores**

*Texas Tech University, Lubbock, Texas*

**Fethi Inan**

*Texas Tech University, Lubbock, Texas*

**Sunyoung Han**

*Texas Tech University, Lubbock, Texas*

3024

49

## Exploring the Narratively Constructed Mathematical Identities of Latina Bilingual Students

### Brief Research Report

This study involved exploring the mathematics stories of three seventh-grade Latina students who attended an urban middle school. The mathematics stories of one primary caregiver for each student and the students' mathematics teacher were also explored. The goal was to understand the factors that attributed to the formation of the young girls' mathematics identities and how these identities informed their decisions to engage with mathematical activity. The findings illuminated important classroom experiences, how the students

made sense of these experiences, and how they took up and rejected opportunities to engage with mathematics because of those experiences.

**Suzanne E. Kaplan**

*University of Arizona, Tucson, Arizona*

3002

50

## Preservice Teachers' Horizon Knowledge for Teaching Addition and Subtraction

### Brief Research Report

Teachers' ability to connect what they are teaching to other related topics is central in their teaching. Analyzing video presentations of elementary preservice teachers, this study examined characteristics of their competence in connecting concepts that they are teaching to other relevant mathematics ideas. Results showed that participants preferred to connect addition and subtraction to concepts previously learned, such as place value, regrouping, number composition, and counting strategies, while paying less attention to the concepts that students will learn later, such as the inverse relationship of addition and subtraction, and the associative and commutative properties. The implications of this study for future research and mathematics teacher preparation are discussed.

**Yuanhua Wang**

*Texas Tech University, Lubbock, Texas*

**Jian Wang**

*Texas Tech University, Lubbock, Texas*

**Xi Zeng**

*Texas Tech University, Lubbock, Texas*

3020

51

## Simultaneous Measurement of Preservice Teachers' Professional Noticing and MKT

### Brief Research Report

The purpose of this session is to present the results of a research study focused on simultaneously measuring both professional noticing of children's mathematical thinking and mathematical knowledge for teaching of elementary student teachers' through an intervention focused on analysis of their students' multi-digit addition and subtraction work.

**Lara Dick**

*Bucknell University, Lewisburg, Pennsylvania*

3000

## 52 Using Content Maps to Represent Qualities of Teachers' Mathematical Instruction

### Brief Research Report

A scaling-up study of the SimCalc approach revealed significant learning gains that were robust across demographic and regional variation in teachers and students. In order to determine what might have contributed to these gains, we theorized that students' opportunities to engage with content would be a significant source of information about what and how students learned. We developed a representational tool we call Content Maps that we used to analyze the content of classroom discourse around mathematical tasks. Maps that were generated from three teachers' enactments of three lessons reveal the various ways in which these teachers drew on their mathematical knowledge in whole-class discussion. These maps may therefore prove to be a more useful assessment of their mathematical knowledge as a learning resource than quantitative measures of their mathematical knowledge for teaching.

**Steven Greenstein**

*Montclair State University, Montclair, New Jersey*

3018

## 53 Utility of the TMSSR Framework for Investigating Instructional Practices

### Brief Research Report

To illustrate the affordances of the Teacher Moves for Supporting Student Reasoning (TMSSR) Framework for investigating (a) the different ways teachers provide instructional support for students, and (b) how those differences may support students' reasoning, we will present the analysis of two classroom implementations of a research-based unit via the TMSSR framework. We will also discuss the utility of the TMSSR framework as a tool for studying instructional practices.

**Lindsay Reiten**

*University of Wisconsin, Madison, Madison, Wisconsin*

**Zekiye Ozgur**

*University of Wisconsin-Madison, Madison, Wisconsin*

**Amy Ellis**

*University of Wisconsin-Madison, Madison, Wisconsin*

3011

## 54 Cracking Her Codes: Investigating Technology Boundary Objects Using Interaction Analysis

### Discussion Session

We describe a cross-departmental, cross-university research collaboration project aimed at understanding the extent to which technology tools function as boundary objects for high school females in a math camp setting. Emergent results from our interaction analysis suggest that technology tools when viewed as boundary objects served different purposes for different student pairs—one was

a sharing purpose, and one was a use to put up a wall—in different figured worlds. The effects of these purposes were weighty in terms of participation and engagement in the mathematical task. Participants will examine multiple excerpts from our data and help us think about how to move our ideas forward in ways that are productive, novel, and helpful to a broad audience.

**Gretchen Matthews**

*Clemson University, Clemson, South Carolina*

**Nicole A. Bannister**

*Clemson University, Clemson, South Carolina*

**Amber Simpson**

*Indiana University, Bloomington, Indiana*

3016

## 55 Engaging Principles to Actions, Teachers' Actions, and Game Design

### Discussion Session

This presentation addresses two questions: “How do digital game environments relate to the National Council Teachers of Mathematics' Principles to Actions: Ensuring Success for All (2014)?” and, “What should teachers know about designing ‘sandbox games’ such as Minecraft, advance sense making, reasoning, problem solving, and communication” (NCTM 2014)?

**Beth Bos**

*Texas State University*

3002

## 56 Examining an Instrument for Assessing Primary Grades Mathematics Classrooms

### Research Symposium

This session will describe the examination of an instrument designed to assess instructional quality in a mathematics classroom. Of particular interest are mathematics rigor and discourse in the primary grades. Results of the instrument's validity and reliability with this targeted population will be presented, in addition to correlation results between instructional quality as measured by this instrument and student outcomes.

**Kristopher J. Childs**

*kristopherjchilds@gmail.com*

*University of Central Florida, Orlando, Florida*

**Makini Sutherland**

*University of Central Florida, Orlando, Florida*

**Nesrin Sahin**

*University of Central Florida, Orlando, Florida*

**Rebecca Gault**

*University of Central Florida, Orlando, Florida*

**Juli K. Dixon**

*University of Central Florida, Orlando, Florida*

3007

57

**Interactive Paper Session****Presenter: Beth Herbel-Eisenmann***Michigan State University, East Lansing, Michigan***Resources for Teachers' Equity-Oriented Learning and Identities**

Access to four types of resources may distinguish teachers who sustain engagement with equity work from those who don't. Using the case of a successful teacher, I define each resource type and show how they support learning and identities, with practical implications for teachers and teacher educators and theoretical implications for understanding professional learning.

**Nicole L. Louie***University of Texas at El Paso, El Paso, Texas***Supporting Teachers to Enact Equitable Mathematics Instruction**

We will share results from a research initiative intended to support equitable mathematics instruction and enhance mathematical learning opportunities for African-American students. We will describe what classroom observations, surveys, and interviews indicate about productive and unproductive mindsets towards equitable mathematics instruction and students' opportunities to learn mathematics.

**Melissa D. Boston***Duquesne University, Pittsburgh, Pennsylvania***Charles Munter***University of Pittsburgh, Pittsburgh, Pennsylvania***Carol Parke***Duquesne University, Pittsburgh, Pennsylvania***Carmen Thomas-Browne***Duquesne University, Pittsburgh, Pennsylvania***Calli Shekell***University of Pittsburgh, Pittsburgh, Pennsylvania***Cara L. Haines***University of Pittsburgh, Pittsburgh, Pennsylvania*

3018

58

**Interactive Paper Session****Presenter: Nathalie Sinclair***Simon Fraser University, Burnaby, BC, Canada***Gaps Between Knowledge and Practice: The Case of Teacher Questioning**

We describe specific challenges that we encountered in designing and implementing a "simulated student" intervention to support preservice teachers in developing the skill of asking questions that draw out and build on student thinking. We share implications for future iterations of the intervention.

**Corey Webel***University of Missouri, Columbia, Missouri***Kimberly A. Conner***University of Missouri, Columbia, Missouri***Unintended (but Good!) Outcomes: Impacting PSTs' Vision of Role of Teacher**

We report a study from a secondary mathematics methods course designed to enhance PSTs' capacities to pose purposeful questions and elicit/use evidence of student thinking. Findings revealed an unintended outcome—an increase in PSTs' visions of high-quality mathematics instruction (Munter 2014), specifically in the "role of teacher" dimension.

**Fran Arbaugh***The Pennsylvania State University, University Park, Pennsylvania***Ben Freeburn***Bradshaw Christian Schools, Sacramento, California***Nursen Konuk***The Pennsylvania State University, Univ Park, Pennsylvania***Duane Graysay***The Pennsylvania State University, University Park, Pennsylvania***Preservice Elementary Teachers' Development in Facilitating Mathematics Discussions**

This presentation shares how two preservice teachers (PSTs) developed pedagogical skills by participating in an approximation of practice for facilitating discussion. Video of PSTs working with children are shared to illustrate how collaborative teaching supported teacher development. Discussion addresses strategies for sustaining PST growth.

**Allyson Hallman-Thrasher***Ohio University, Athens, Ohio*

3022

59

**Interactive Paper Session****Presenter: Trena Wilkerson***Baylor University, Waco, Texas***The Role of Different Learning Opportunities in Teachers' Knowledge Growth**

This study examines the role of several key features of effective professional development in changes in teachers' mathematical knowledge needed for quality teaching. All activities of 568 teachers completed as part of the Math and Science Partnership programs were coded based on the core features identified in earlier literature and participating teachers' mathematical knowledge were captured by valid teacher content knowledge instruments. Results of two-level hierarchical linear models provided insights on which form (e.g., study group or workshop), what content knowledge was addressed (e.g., general pedagogy, pedagogical content knowledge, knowledge of curriculum and standard), and how the activities were designed (e.g., examining student work and solving math problems) were related to gain in teachers' mathematical knowledge.

**Yasemin Copur-Gencturk***University of Houston, Houston, Texas***Debra Junk***University of Texas at Austin, Austin, Texas*

## Rural Elementary Mathematics Teacher Education through International Partnerships

This paper will: describe the phased activity approach used to develop an international, cross-sector, interdisciplinary research partnership that worked towards co-creating sustainable strategies and models for primary mathematics teacher development for rural and remote communities in Tanzania; and will describe the lessons learned from this work.

**Florence Glanfield**

*University of Alberta, Edmonton, Canada*

Additional authors

**Elaine Simmt**

*University of Alberta, Edmonton, Canada*

**Joyce Mgombelo**

*Brock University, St Catharines, Canada*

3020

## 60 "Power Concedes Nothing without a Demand": Challenging the Pervasive Deficit Discourse about Children in Mathematics Education

**Invited**

While equity is a stated priority for the mathematics education community, many children continue to have an inequitable mathematics education. Inequities are often rationalized by research-based practices that perpetuate institutionalized forms of discrimination and rank cognitive, cultural, and linguistic capacities of children to learn mathematics. The purpose of this panel is to highlight theoretical and empirical approaches that actively challenge the pervasive deficit discourses about historically marginalized youth's engagement and success in learning mathematics. Panelists will dialogue about tensions and trajectories of this work that challenges dominant deficit views and demands a more just mathematics education for our nation's children.

**Julia Aguirre**

*University of Washington, Tacoma, Tacoma, Washington*

**Robert Q. Berry**

*Curry School of Education, University of Virginia, Charlottesville, Virginia*

**Rochelle Gutiérrez**

*University of Illinois at Urbana-Champaign, Champaign, Illinois*

**Danny B. Martin**

*University of Illinois, Chicago, Chicago, Illinois*

**Anita A. Wager**

*University of Wisconsin - Madison, Madison, Wisconsin*

3006

## 61 Mathematics Instruction and Learning in the Community College

**Research Symposium**

Research regarding teaching and learning in community colleges (CC) remains so rare that Mesa et al. (2014) identified it as a "New Research Frontier." This set of three dissertation studies documents the challenges that Latina/o CC students faced in completing Calculus courses,

the nature of interactions in two developmental mathematics CC classrooms and the limited fraction understanding developmental math CC students had at the conclusion of their courses. Since community college represents fertile ground for mathematics education research on innovative practices, being informed about existing practices in community college settings is a critical first step in such endeavors.

**Rebecca Ambrose**

*University of California, Davis, Davis, California*

**Cathleen Alexander**

*College of the Siskiyous, Weed, California*

**Minerva Moreno**

*American River College, Sacramento, California*

**Angelica Cortes**

*University of California-Davis, Davis, California*

**Discussant: Vilma Mesa**

*University of Michigan, Ann Arbor, Michigan*

3008

## 63 Problematizing Mathematics Homework as Punishment: Practice and Theory

**Discussion Session**

This session will engage participants in a discussion of the legitimacy of the meaning of mathematics homework as punishment and the potential for punishments such as homework detention to change students' homework practices. We will also focus on how practice (educators' experiences) and theory (homework as a social practice and site for meaning making) can inform each other.

**Mara Landers**

*Los Medanos College, Pittsburg, California*

3009

## 64 Studies of Children's Emerging Sense of Space and Measure

**Research Symposium**

This symposium features four studies investigating elementary grades students' sense of space and measure. Conceptions of space and measure are pivotal to many core mathematical ideas, and learning environments carefully designed around an exploration of space also afford opportunities for students to engage in key mathematical practices. We explore ways in which space and measure serve to expand children's and teachers' mathematical experiences when instructional design capitalizes on children's resources for learning.

**Richard Lehrer**

*Vanderbilt University, Nashville, Tennessee*

**Amy B. Holmes**

*Vanderbilt University, Nashville, Tennessee*

**Megan Joanne Wongkamalasai**

*Vanderbilt, Nashville, Tennessee*

**Portia K. Botchway**

*Vanderbilt University, Nashville, Tennessee*

**Discussant: David W. Henderson**

*Cornell University, Ithaca, New York*

3011

65

## The Role of Theoretical Frameworks in Research Dissemination

### Invited

Members of the *JRME* Editorial Panel will discuss common weaknesses panel members have identified when reviewing manuscripts and will propose broad principles that can address these weaknesses and guide productive theoretical framing. Together the presenters and attendees will unpack examples from recent *JRME* articles that illustrate those principles.

**Keith R. Leatham**

*Brigham Young University, Provo, Utah*

**Percival Matthews**

*University of Wisconsin-Madison, Madison, Wisconsin*

**Jinfa Cai**

*University of Delaware, Newark, Delaware*

3000

66

## Understanding Practices Preservice Teachers Use to Elicit Students' Thinking

### Discussion Session

Instructional practices that make students' mathematical ideas available are essential to successful teaching. Eliciting in ways that uncover student thinking is a complex practice that needs to be learned. In some cases it might require unlearning approaches commonly used in everyday life. Participants will explore examples of preservice teachers' eliciting practices in which preservice teachers state a student's thinking and ask the student to agree/disagree with the statement. Participants will discuss the form and function of this practice, one that the researchers call "filling," and ways in which teacher educators could support awareness of the practice and the use of alternative approaches.

**Timothy Boerst**

*University of Michigan, Ann Arbor, Michigan*

**Meghan Shaughnessy**

*University of Michigan, Ann Arbor, Michigan*

**Susanna Farmer**

*University of Michigan, Ann Arbor, Michigan*

**Sarah Kate Selling**

*University of Michigan, Ann Arbor, Michigan*

**Deborah Loewenberg Ball**

*University of Michigan, Ann Arbor, Michigan*

3010

67

## Who's In Charge? Teachers' Talk Cultivates Students' Mathematical Authority

### Discussion Session

Mathematics educators agree that students' having mathematical authority is beneficial, but which teacher moves delegate authority to students? This research paper examines how two teachers in two diverse, urban, Algebra 1 schools used teacher talk to delegate mathematical

authority to students. Implications for teacher education, in the era of the Common Core State Standards mathematical practices, are discussed. Participants will engage in transcript analysis.

**Teresa K. Dunleavy**

*Vanderbilt University, Nashville, Tennessee*

**Maria R. Zavala**

*San Francisco State University, San Francisco, California*

3004

68

## Exploring Effects of Content Organization on Specific Algebraic Concepts

### Brief Research Report

In this study, a pretest-posttest study design was used to statistically compare algebraic performance of high school students who learn from a subject-specific course pathway and integrated course pathway. Data from a large-scale observational study was used. The results revealed no statistical differences exist in the outcomes between students from the two groups.

**Derrick Saddler**

*University of South Florida, Tampa, Florida*

3002

69

## Exploring Quality of PSTs' Arguments in "Constructing" and "Critiquing" Situations

### Brief Research Report

With an eye on the strength and coherence of mathematical arguments, we will discuss the quality of mathematical arguments that grades 1–8 PSTs' formulate in "constructing" and "critiquing" mathematical arguments situations. We examined PSTs' arguments with a focus on four dimensions: completeness and correctness of conclusion, conceptual reference on which the argument rests, sufficiency of evidence, and sufficiency of the reasoning that justifies that the evidence supports the claim.

**Marta T. Magiera**

*Marquette University, Milwaukee, Wisconsin*

**Vecihi Serbay Zambak**

*Marquette University, Milwaukee, Wisconsin*

3004

## 70

## Exploring the Use of Mathematics Coaches and Specialists

## Brief Research Report

Using restricted-use data from the 2011 NAEP Mathematics Assessment and advanced statistical analyses, the current study examined the relationship between mathematics coaches and specialists (MCSs) and the mathematics achievement of more than 190,000 fourth-grade students in more than 7,400 schools nationwide. Additionally, the study examined whether that relationship differed for students with and without disabilities, a vital concern with the continued focus of equity in mathematics education. Lastly, the study examined the relationships between principal-reported time spent on the different NAEP-defined roles and responsibilities of MCSs and fourth-grade students' mathematics achievement. Findings, implications, and future research will be shared and discussed.

**Kristin E. Harbour**

*University of Alabama, Tuscaloosa, Alabama*

**Karen S. Karp**

*Johns Hopkins University, Baltimore, Maryland*

**Jill L. Adelson**

*University of Louisville, Louisville, Kentucky*

3006

## 71

## Facilitating the Collective Learning of Teachers in Practice-Based Learning Experiences

## Brief Research Report

How do professional educators—professional development facilitators, teacher educators, and coaches—help establish a learning culture in which participants' engage in collective learning experiences embedded in classroom contexts? This session reports the findings of a study that identified facilitator moves that supported risk taking and rich learning among participants.

**Lynsey Gibbons**

*Boston University, College of Education, Boston, Massachusetts*

**Alison Fox**

*University of Washington, College of Education, Seattle, Washington*

**Becca Lewis**

*University of Washington, College of Education, Seattle, Washington*

**Hannah Nieman**

*University of Washington, Seattle, Washington*

3007

## 72

## Ferris Wheels and Filling Bottles: Investigating a Student's Transfer

## Brief Research Report

We share results of a design experiment study in which we used an actor-oriented perspective on transfer to investigate the research question: What similarities might a student construe between Ferris wheel and filling bottle tasks, and how might that influence a student's

reasoning across tasks? We discuss implications for research and teaching.

**Heather Lynn Johnson**

*heather.johnson@ucdenver.edu*

*University of Colorado Denver, Denver, Colorado*

**Evan McClintock**

*University of Colorado Denver, Denver, Colorado*

**Peter Hornbein**

*University of Colorado Denver, Denver, Colorado*

3008

## 73

## First Graders' Use of Variable Notation in a Teaching Experiment

## Brief Research Report

We will answer the following question: In what ways do Kindergarten and grade 1 students use variable notation as a way to represent indeterminate quantities in algebraic problems? Our results indicate that after a brief teaching experiment most interviewed students were able to use variable notation to represent indeterminate quantities.

**Barbara M Brizuela**

*Tufts University, Medford, Massachusetts*

**Maria Blanton**

*TERC, Cambridge, Massachusetts*

**Katharine B. Sawrey**

*Tufts University, Medford, Massachusetts*

**Angela Gardiner**

*TERC, Cambridge, Massachusetts*

**Yangsook Kim**

*Tufts University, Medford, Massachusetts*

3009

74

## Generic Use of Examples for Proving

### Brief Research Report

The study examines how students use examples in order to justify the truth value of mathematical statements. We focus on provided generic examples that have the potential of leading to a generic proof. The findings show how students build on these examples productively and gain insights to underlying proof ideas.

**Orit Zaslavsky**

*New York University, New York, New York*

**Inbar Aricha-Metzer**

*New York University, New York, New York*

3010

75

## How Novice Teachers Connect Tasks to the CCSSM Math Practices

### Brief Research Report

In order to engage students in the CCSSM math practices, teachers must select appropriate tasks for their students to work on. This study examines how first- and second-year teachers abstractly talked about tasks that addressed the math practices compared to specific tasks the teachers selected to engage their students in the practices.

**Keely Machmer-Wessels**

*Saint Mary's College, Moraga, California*

3011

76

## How Secondary Students Determine the Validity of Mathematical Arguments

### Brief Research Report

The study investigated the factors students considered when evaluating the validity of mathematical arguments. Analysis of 8 eighth graders' interview transcripts indicated that when determining the validity of mathematical arguments, the source of conviction seemed to have the largest impact, followed by the presentation of the argument, while the link to conclusion (or mode of reasoning) seemed to have the least impact.

**Yating Liu**

*yliu@odu.edu*

*Old Dominion University, Norfolk, Virginia*

3016

77

## How Teachers' Evaluate Breaches of Norms in High School Geometry

### Brief Research Report

This paper reports on a study of two norms of an instructional situation in high school geometry—Geometric Calculation in Algebra—that consisted of confronting practitioners with representations of practice

as a way to stimulate them to relay their knowledge of practice. The purpose of the study was to determine whether participants recognize two hypothesized norms and how those participants evaluate actions that breach them. The focus of this paper is on our use of the Appraisal system (Martin and White 2005) in Systemic Functional Linguistics to detect evidence of participants' evaluation of the breaches of one of those norms.

**Nicolas Boileau**

*University of Michigan, Ann Arbor, Michigan*

**Patricio G. Herbst**

*University of Michigan, Ann Arbor, Michigan*

3018

78

## Hypothesizing Fragmented Growth of Mathematical Proficiency for Teaching

### Brief Research Report

We compare two accounts of change in preservice teachers' (PSTs') knowledge and motivation for teaching multi-digit addition and subtraction that were a result of taking a mathematics methods class. Using scales with strong psychometric properties, we found knowledge increased but found no evidence of change in motivation. However, by comparing pre- and posttest responses item by item we found compelling patterns of linked change.

**Erik Daniel Jacobson**

*Indiana University, Bloomington, Indiana*

**Fetiye Aydeniz**

*Indiana University, Bloomington, Indiana*

**Mark A. Creager**

*Indiana University-Bloomington, Bloomington, Indiana*

**Michael Daiga**

*Indiana University, Bloomington, Indiana*

**Erol Uzan**

*Indiana University, Bloomington, Indiana*

3020

79

## Impact of Early Algebra Instruction across Populations of Diverse Learners

### Brief Research Report

Algebraic thinking and reasoning have been identified as an important and emerging curricular strand in K–8 education. Recognizing that historical paths to algebra have been largely unsuccessful, scholars now advocate that students have long-term algebra experiences, beginning in the elementary grades. Our purpose in this paper is to determine how students with low standardized test scores after receiving an algebra curriculum treatment perform relative to control students of all standardized performance levels.

**Michael Eiland**

*WCER, Madison, Wisconsin*

3022

80

## Initial Understanding of Fractions: Children with Learning Disabilities and Difficulties

### Brief Research Report

Little to no information exists explaining the nature of initial conceptions of fractions held by students with learning disabilities. This study extends existing literature by presenting key indicators of understandings of fractional quantity of 44 children with learning disabilities and difficulties as evidenced through their problem-solving strategy, observable operations, and language across six tasks based in the measure and partitive interpretations. Constant comparison analysis of the children's work across the tasks documents indicators reflective of a framework. Pending future research, the framework may be a useful tool to practitioners wishing to document students' initial conceptions of unit fractions.

**Jessica Hunt**

*The University of Texas at Austin, Austin, Texas*

**Juanita Silva**

*The University of Texas at Austin, Austin, Texas*

**Jasmine Welch-Ptak**

*The University of Texas at Austin, Austin, Texas*

81

## Student Internalization of Representations

### Brief Research Report

In this session we present the results of a study that investigated how students made use of their internal representations while generalizing algebraic tasks. A framework of internalization will be introduced and common pathways from this framework that students used to generalize each task will be discussed.

**Laban J. Cross**

*Tri-Valley High School, Downs, Illinois*

**David Barker**

*Illinois State University, Normal, Illinois*

3024

83

## Approaching Intersecting Challenges: Mathematics Remediation at Four-Year Universities and Mathematics Identity as a Lens on Inequitable Access

### Invited

In recent articulations of “grand challenges” in mathematics education, equity has received renewed attention and has been framed as a prevailing concern for researchers. In this talk, I reframe this challenge as one that requires us to unpack empirically how inequities adhere to institutional practices and policies—and how they ultimately impact the mathematics socialization of learners. I describe two projects that focus on examining the mathematics identities that learners construct in non-credit-bearing remediation courses amid their transitions to universities. By attending to mathematics identities as an empirical lens, I argue that such research can contribute much-needed perspectives on a longstanding and largely inequitable phenomenon.

**Gregory V. Larnell**

*University of Illinois at Chicago, Chicago, Illinois*

3000

82

## Ambitious Enactments in Secondary Math Methods Courses

### Discussion Session

We share research on the design and use of instructional activities (IAs) in secondary mathematics methods courses. IAs provide opportunities for teacher candidates (TCs) to develop skill with instructional practices, such as those in Principles to Actions (Leinwand, Brahier, Huinker et al. 2014), that provide students opportunities to productively engage with mathematical ideas. Because the skilled use of instructional practices is dependent on interactions with students, IAs situate TC learning in authentic classroom settings. The session begins with theoretical perspectives of designing and using IAs in secondary mathematics methods courses and our research questions. We also

share the structure of an IA, Going Over a Problem, which secondary TCs enact in authentic classrooms settings. Our presentation ends with comments from a discussant. The second half of the session is a discussion among the audience and presenters around the design and use of IAs in secondary methods courses.

**Wendy Rose Aaron**

*Oregon State University, Corvallis, Oregon*

**Matthew P. Campbell**

*West Virginia University, Morgantown, West Virginia*

**Rebekah Elliott**

*Oregon State University, Corvallis, Oregon*

**Grace Kelemanik**

*Boston Teacher Residency, Boston, Massachusetts*

**Melinda C. Knapp**

*Oregon State University, Bend, Oregon*

**Kristin Lesseig**

*Washington State University, Vancouver, Washington*

**Amy Lucenta**

*Boston Teacher Residency, Boston, Massachusetts*

3009

3006

84

## Examining the Mathematics in the Next Generation Science Standards

### Discussion Session

The mathematics knowledge and skills needed for students to be successful in science classrooms implementing the Next Generation Science Standards requires more than recording and interpreting data. Come explore the mathematics behind the NGSS and discuss the potential collaboration needed between mathematics and science educators to improve K–12 STEM performance.

**Kim Gattis**

kgattis@air.org

*American Institutes for Research, Washington, District Of Columbia*

**Alka Arora**

*American Institutes for Research, Washington, District Of Columbia*

**Will Tad Johnston**

*American Institutes for Research, Washington, District Of Columbia*

3000

85

## Intersections of Instructional and Relational Dimensions of Urban Mathematics Classrooms

### Research Symposium

This symposium presents findings from four research studies that examined connections between high-quality instruction, student learning and identity, and teacher-student relationships in urban mathematics classrooms. Across the studies, presenters will highlight theoretical and methodological variation in understanding urban mathematics classrooms as instructional, learning, and relational spaces and characterizing activity therein.

**Luis A. Leyva**

*Rutgers Graduate School of Education, New Brunswick, New Jersey*

**Anne Garrison Wilhelm**

*Southern Methodist University, Dallas, Texas*

**Charles Munter**

*University of Pittsburgh, Pittsburgh, Pennsylvania*

**Kara Jackson**

*University of Washington, Seattle, Washington*

**Cara L. Haines**

*University of Pittsburgh, Pittsburgh, Pennsylvania*

**Daniel Battey**

*Rutgers University, New Brunswick, New Jersey*

**Calli Shekell**

*University of Pittsburgh, Pittsburgh, Pennsylvania*

**Discussant: Victoria M. Hand**

*University of Colorado, Boulder, Boulder, Colorado*

3004

86

## Interactive Paper Session

**Presider: Stephen J. Pape**

*Johns Hopkins University School of Education, Baltimore, Maryland*

## Learning from Assessment Data: Epistemic Foundations of Data Use

The authors take a grounded theory approach to investigating how math educators use assessment data to inform instruction. Educators make epistemic assumptions about what data represent, which lead to different epistemic practices around how data are used. By identifying the ways educators make sense of data, the authors provide recommendations to inform educators' professional learning opportunities.

**Brette Garner**

*Vanderbilt University, Nashville, Tennessee*

Additional author

**Ilana S. Horn**

*Vanderbilt University, Nashville, Tennessee*

## Mathematical Writing in Open Response Problems: Benefits for Emergent Bilinguals

This study used student samples in one state's open response items to identify the features of clearly written mathematical arguments. We report on how we can use these features to improve the performance of ELLs in mathematics tests. Evidence is provided to show that students' performance in open response questions is related not only to their mathematical understanding but also to their abilities in writing.

**Michael Gilbert**

*University of Massachusetts Boston, Boston, Massachusetts*

**Fabián Torres-Ardila**

*University of Massachusetts, Boston, Massachusetts*

**Ana Solano-Campos**

*University of Massachusetts Boston, Boston, Massachusetts*

## A Unified Framework of Teachers' Conceptions of Learning and Assessment

The National Research Council's (2001) report, "Knowing what students know," called for assessments to be explicitly connected to models of student learning. Notably, this call is not just for large-scale assessments designed by psychometricians, but also for classroom assessments designed by teachers. This means that teachers' conceptions of learning and assessment should be understood in relation to each other. However, while there has been considerable research into teachers' conceptions of learning and assessment individually, there is no research that explores the connection between the two. In this presentation, we address this gap by exploring the question, "how do math teachers conceive of learning and assessment?" We present our results in the form of a unified framework of teachers' conceptions of learning and assessment.

**Raymond Johnson**

*University of Colorado Boulder, Boulder, Colorado*

**Derek Briggs**

*University of Colorado, Boulder, Colorado*

**Frederick Peck**

*Freudenthal Institute US, Boulder, Colorado*

**Jessica Alzen**

*University of Colorado, Boulder, Colorado*

3018

87

**Interactive Paper Session****Presenter: Kathryn B. Chval**

chvalkb@missouri.edu

*University of Missouri-Columbia, Columbia, Missouri***Influence of Proportional Relationships on Item Accessibility and Student Strategies**

Our research investigates the influence of task characteristics on (a) item accessibility (using Rasch modeling) and (b) student strategies with a focus on informing the construction of a trajectory of students' initial development of fluent and flexible use of the scalar and functional relationships in proportional reasoning situations.

**Michele Brown Carney***Boise State University, Boise, Idaho***Gwyneth Hughes***Boise State University, Boise, Idaho***Jonathan L Brendefur***Boise State University, Boise, Idaho***Everett V. Smith***University of Illinois - Chicago, Chicago, Illinois***What Does Perseverance in Problem Solving Mean for Collaborative Learning?**

This presentation examines the conceptual and pedagogical implications of the Common Core's first practice standard (perseverance in problem solving) in the context of collaborative learning. Grounded in empirical examples of fifth-grade algebraic problem solving, the presentation explores the idea of encouraging and assessing "perseverance" as a collective capacity of students above and beyond individual effort.

**Tesha Sengupta-Irving***University of California - Irvine, Irvine, California***Priyanka Agarwal***Student, Irvine, California***Situation Model Perspective on Mathematics Classroom Teaching: A Case Study on Inverse Relations**

From the perspective of a situation model, this study explores how two U.S. expert teachers facilitate connection-making when teaching an important early algebra topic, inverse relations between multiplication and division. Specifically, teachers' uses of instructional tasks, representations, and questions have been examined in terms of connection-making so as to form situation models to facilitate comprehension of this critical concept.

**Ryan Hassler***Temple University, Philadelphia, Pennsylvania*

Additional author

**Meixia Ding***Temple University, Philadelphia, Pennsylvania*

3020

88

**Language and Mathematics Learning/Teaching: A Discussion****Research Symposium**

The session will use four studies addressing issues of language and mathematics learning/teaching to consider (a) directions for future research and (b) instructional resources for supporting students in developing academic literacy in mathematics. Four empirical studies will be presented to ground discussion of theoretical and methodological issues in the study of language and mathematics learning/teaching.

**Judit N. Moschkovich**

jmoschko@ucsc.edu

*Univ. of California, Santa Cruz, Santa Cruz, California***Beth Herbel-Eisenmann***Michigan State University, East Lansing, Michigan***Carolyn A. Maher***Rutgers, New Brunswick, New Jersey***Elizabeth Uptegrove***Felician College, Lodi, New Jersey***Louise C. Wilkinson***Syracuse University, Syracuse, New York*

3002

89

**Linking Research and Practice: Teachers and Researchers Talk****Discussion Session**

In this discussion session, a researcher and two teachers who formed a research collaborative for five years will engage participants in a discussion about the practices and artifacts from research that enable and motivate teachers to link their teaching practices with research. Discussants share how Classroom Based Design Research serves as a viable research methodology for engaging teachers in the summative and formative data analysis that informs instruction and provides rigorous results that can be shared beyond their classrooms.

**Michelle Stephan**

michelle.stephan@uncc.edu

*UNC Charlotte, Charlotte, North Carolina***George McManus***Seminole County Public Schools, Oviedo, Florida***Jennifer Smith***Seminole County Public Schools, Sanford, Florida*

3024

## 90 Mathematics Education Research, Policy, and the National Science Foundation

### Invited

This session will discuss the role of mathematics education research in the development of fundamental knowledge about teaching and learning in mathematics. The discussion will also address programs at the National Science Foundation and their connections to problems of research, policy and practice in mathematics education including broadening participation in STEM disciplines.

**Joan Ferrini-Mundy**

*National Science Foundation, Arlington, Virginia*

**Karen D. King**

*NSF, Arlington, Virginia*

**Margret Hjalmarson**

*National Science Foundation, Arlington, Virginia*

3016

## 91 New Research on Extending Multiplicative Relationships beyond Whole Numbers

### Research Symposium

This symposium brings together three current NSF-funded projects that use constructivist perspectives to investigate extensions of multiplicative reasoning beyond whole numbers. The projects differ in the variants of constructivist perspectives they use, the populations they study, and the mathematical topics they choose. The perspectives include variants of radical constructivism and knowledge-in-pieces. The populations include elementary students, middle grades students, and preservice teachers. The topics include fraction multiplication, multiplicative relationships between quantitative unknowns, and proportional relationships between co-varying quantities. Comparing insights across projects will advance and broaden our understanding of what might be involved in teaching and learning core upper elementary and middle grades content in ways that take into account how learners' prior knowledge both supports and constrains extensions of multiplicative reasoning beyond whole numbers.

**Andrew Izsák**

*University of Georgia, Athens, Georgia*

**Sybilla Beckmann**

*University of Georgia, Athens, Georgia*

**Amy J. Hackenberg**

*Indiana University-Bloomington, Bloomington, Indiana*

**Martin Simon**

*New York University, New York, New York*

**Discussant: Anderson Norton**

*Virginia Tech, Blacksburg, Virginia*

3011

## 92 Structuring Two- and Three-Dimensional Space: A Focus on Representations

### Research Symposium

In this session we will discuss four related studies focused on students' understanding of structuring two- and three-dimensional space. In these four sessions we will address two main questions. First, in what ways do the different aspects of volume measurement including filling, packing, building, and comparing, affect students' strategy use and conceptual understanding? Second, in what ways does instruction focused on structuring units affect students' understanding and skills in area and volume measurement and area estimation tasks? Participants will be engaged in discussion about the different aspects of volume as well as the role representations can play in students' perception of area and volume measurement.

**Craig J. Cullen**

*Illinois State University, Normal, Illinois*

**Douglas W. Van Dine**

*University of Denver, Denver, Colorado*

**Jeffrey E. Barrett**

*Illinois State University, Normal, Illinois*

**Douglas H. Clements**

*University of Denver, Denver, Colorado*

**Theodore J. Rupnow**

*Illinois State University, Normal, Illinois*

**Discussant: Julie Sarama**

*University of Denver, Denver, Colorado*

3008

## 93 Supporting Students' Mathematical Reasoning with Digital Tools

### Research Symposium

While every publisher claims that their "digitally enhanced curricula" will improve students' learning, most such digital enhancements are drill and practice, videos of traditional lectures, or digital incarnations of pre-digital mathematical experiences. In contrast, what we call Deeply-Digital Representational Technologies (DDRTs) can uniquely change students' experiences in learning mathematics. DDRTs allow students to engage with mathematical representations that can only be expressed in digital technology, allowing them to develop new mathematical models, and expand their ability to express their mathematical reasoning. This session will describe three approaches to DDRTs: Each presentation will describe and demonstrate a particular approach, and by addressing a set of common questions, audience members will learn about commonalities and differences in the ways DDRTs can be used in classrooms.

**Andee Rubin**

*TERC, Cambridge, Massachusetts*

**Phil J. Vahey**

*SRI International, Menlo Park, California*

**Nicholas Jackiw**

*SRI International, Vancouver, Canada*

3022

## 94 Using Mobile Technology to Promote K–2 Mathematical Reasoning and Discourse

### Research Symposium

A research-practice collaboration is studying how interactive mobile technology may promote mathematical reasoning and discourse in K–grade 2. Collaborators will discuss a strategy where students use iPads to record, review, and share mathematical explanations and how it can support mathematics learning and teaching in elementary classrooms.

#### Josephine Louie

*Education Development Center, Waltham, Massachusetts*

#### Pam Buffington

*Education Development Center, Waltham, Massachusetts*

#### Kelly McCormick

*University of Southern Maine, Gorham, Maine*

#### Patricia Moyer-Packenham

*Utah State University, Logan, Utah*

## 95 When the Numbers Are There, But the Representation Doesn't Work

### Discussion Session

In this session we will observe elementary students using self-generated representations to reason about computational patterns that are governed by the behavior of the arithmetic operations. Together we will examine and discuss what can be learned about students' developing operation sense by looking at their representations. In particular, we will consider how the salience of number and lack of attention to the arithmetic operations can short circuit student reasoning. Questions that bring the action of the operations into focus can help students align their representational, symbolic, and verbal descriptions and support the development of mathematical argument.

#### Traci Higgins

*TERC, Cambridge, Massachusetts*

#### Susan Jo Russell

*TERC, Cambridge, Massachusetts*

#### Deborah Schifter

*EDC, Northampton, Massachusetts*

#### Virginia Bastable

*Mount Holyoke College, South Hadley, MA 01075, Massachusetts*

3010

Guidelines of Assessment and Instruction of Statistics Education (GAISE) framework, we examined teachers' report as they use technological tools to examine two sets of data on the pre and post. Preliminary results show that teachers improved their understanding about four components of a statistical investigation—formulate questions, collect data, analyze data, and interpret results.

#### Kemal Akoglu

*NC State University, Raleigh, North Carolina*

#### Dung Tran

*NC State University, Raleigh, North Carolina*

Third Level Prefunction

## 97 Analyzing Development of Norms Conducive to Productive Discourse

### Poster Session

By employing an in-depth case study of a fifth-grade classroom, this study investigates: (1) What social and sociomathematical norms are associated with mathematically productive discourse? (2) What strategies can a teacher use to establish these norms in their classroom?

3007

#### Peter Klosterman

*Washington State University, Pullman, Washington*

Third Level Prefunction

## 99 Assessing Secondary Teachers' Algebraic Habits of Mind

### Poster Session

We define mathematical habits of mind (MHoM) as the ways of thinking about mathematical concepts that resemble those employed by mathematicians. This poster shares an observation framework for examining use of MHoM in secondary classrooms, and a paper and pencil assessment that measures how secondary teachers engage MHoM when doing mathematics.

#### Sarah E. Sword

*Education Development Center, Inc., Waltham, Massachusetts*

#### Ryota Matsuura

*St. Olaf College, Northfield, Minnesota*

#### Miriam Gates

*Education Development Center, Inc., Waltham, Massachusetts*

#### Al Cuoco

*Education Development Center, Inc., Waltham, Massachusetts*

#### Glenn Stevens

*Boston University, Boston, Massachusetts*

Third Level Prefunction

## 96 A CROSS-Institutional Effort to Develop Teacher Understanding about Statistical Investigations

### Poster Session

This study investigates the development of teachers' understanding about statistical investigations as a result of a graduate course on teaching and learning statistics across two institutions. Using the

## 101

**Children's Mathematics Experiences, with Significant Others, Prior to School****Poster Session**

This study investigated the types of activities parents view as contexts for preschool children's mathematics learning, as well as the differences and similarities in the activities within and across families. Parent-child dyads from six middle-class families were videotaped at home over two years as they participated in everyday events of their choosing (e.g., baking cookies, reading a story book) that the mothers believed involved mathematics learning. The results indicated that these mothers, predominately chose to videotape different types of play (29 activities) or everyday at-home events such as baking (15 activities). A limited number (11) of the activities involved commercially produced mathematics materials. Four families focused mainly on geometry concepts, one family engaged equally with geometry and number, while only one family focused primarily on number concepts. Implications of these young children's mathematics experiences prior to school are discussed.

**Ann Anderson***University of British Columbia, Vancouver, Canada***Jim Anderson***University of British Columbia, Vancouver, Canada*

Third Level Prefunction

## 102

**Communicating about Fractions: Comparing the Use of Technology vs. Traditional Writing****Poster Session**

This presentation reports on the development and implementation of an evidence-based intervention to increase students' reasoning strategies and ability to communicate about fraction size and equivalence in two environments. While overall findings reveal that all students' reasoning improved, those in the technology group provided more complete reasoning than those in the paper/pencil group.

**Sarah Quebec Fuentes***s.quebec.fuentes@tcu.edu**Texas Christian University, Fort Worth, Texas***Lindy Crawford***Texas Christian University, Fort Worth, Texas***Jacqueline Huscroft-D'Angelo***Texas Christian University, Fort Worth, Texas*

Third Level Prefunction

## 105

**Developing Preservice Teachers' Constructs of Problem Solving****Poster Session**

Preservice elementary and middle level teachers participated in project requiring them to work on a nonroutine problem over a period of several days, and reflected on their experiences. A qualitative analysis of data shows that participants began to revise their beliefs about what it

means to do mathematics, and to value persistence in problem solving.

**Mary Pat Sjostrom***mpshoemath@gmail.com**Winthrop University, Rock Hill, South Carolina***Cory A. Bennett***Idaho State University, Pocatello, Idaho*

Third Level Prefunction

## 106

**"Mistakes = Information": Norms for Discussion of Mathematical Errors****Poster Session**

Part of the findings from a yearlong case study of a fifth-grade classroom, specific classroom social and sociomathematical norms are illustrated. The classroom expectations we discuss relate to students learning from errors as part of the "productive struggle" of learning mathematics. Implications for teachers and researchers are considered.

**Nicole Leveille Buchanan***UC Berkeley, Berkeley, California***Alyssa Fyson***UC Berkeley, Berkeley, California***Esther Hessong***UC Berkeley, Berkeley, California*

Third Level Prefunction

## 107

**Developing Representational Ability with Fractions: A Textbook Analysis****Poster Session**

This study investigated the degree to which lessons on fraction equivalence and fraction comparison in Common Core-aligned textbooks are anchored in principles of instruction that are empirically validated to increase student achievement. Specifically, we examined the frequency of various representations, whether or not the textbooks provide explicit instruction about representations, the ways in which students are required to use various representations, and the number of opportunities for instruction and practice with these representations.

**Nicole Hansen***Fairleigh Dickinson University, Teaneck, New Jersey***Jessica Carrique***University of Delaware, Newark, Delaware*

Third Level Prefunction

108

## Developing Teachers' Professional Noticing with Technology

### Poster Session

While the importance of instruction that builds on student thinking and understanding has been advocated by both research (Fennema, et al. 1996) and policy documents (NCTM 2000), this type of instruction is often challenging for teachers to design and enact (Sherin 2002). Building on the teacher “noticing” research (Sherin, Jacobs, and Philipp 2011), we explore 24 mathematics teachers’ participation in a design-based research project. We report on the initial development of an online assessment and feedback environment and explore the question: What are the characteristics of an online assessment and feedback environment that effectively scaffolds teachers’ attention to student thinking and implementation of formative assessment?

**Jason Silverman**

*Drexel University School of Education, Philadelphia, Pennsylvania*

**Valerie Klein**

*Drexel University School of Education, Philadelphia, Pennsylvania*

Third Level Prefunction

109

## Enactment of CCSSM: Curriculum, Professional Development, and Teaching

### Poster Session

This study investigates the enactment of CCSSM, and analyzed the curriculum, teaching, assessment, and teacher professional development as the key components of the enactment process. The extent to which the curricula and teaching adhere to CCSSM, and the influence of professional development and teachers’ curriculum choices on their enactment of CCSSM are examined. The relations between low or high enactments of CCSSM, aligned or not aligned curriculum resources, and professional developments are described.

**Ozgul Kartal**

*St Xavier University, Chicago, Illinois*

**Judith S. Lederman**

*Illinois Institute of Technology, Chicago, Illinois*

Third Level Prefunction

110

## English Learners' Participation in Mathematical Discourse

### Poster Session

Due to the increasing diversity of mathematics classrooms, teachers need guidance on how to support English learners (ELs) in mathematics classes in a way that situates language learning within mathematical activity. Unfortunately, neither mathematics education research nor EL education research is sure how to navigate the complexity of teaching ELs mathematics while supporting both their language development and their mathematical development through their participation in mathematical activity. This study examined ELs’ participation in mathematical Discourse, investigating how ELs used non-English language (NEL) symbol systems to support spoken English. I developed

the Replace Augment Learn (RAL) framework to describe how ELs used NEL symbol systems to make up for decreased English literacy. Findings show how ELs with basic conversational English can use literacy with a variety of symbol systems to participate meaningfully in mathematical discourse.

**Lindsay Merrill**

*Brigham Young University, Provo, Utah*

Third Level Prefunction

111

## Evaluating Children's Spatial Ability: Teacher Versus Test

### Poster Session

In this research, we examined the relationship between a teacher’s judgment of grade three and four students’ geometry and spatial ability (i.e., grades), three spatial ability tasks (Water-Level-Task, the Rod-and-Frame Test and the Mental-Rotations-Test), and composite spatial ability score. Results suggest that teachers’ assessment practices may not be yielding sufficient insight into students’ spatial ability.

**Samantha Makosz**

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*Wilfrid Laurier University, Waterloo, Canada*

**Donna Kotsopoulos**

*Wilfrid Laurier University, Waterloo, Canada*

**Joanna Zambrzycka**

*OISE/UT, Toronto, Canada*

**Michelle Cordy**

*Thames Valley District School Board, London, Canada*

Third Level Prefunction

112

## Examination Teaching Efficacy and Mathematics Instruction in Virtual Classroom Environment

### Poster Session

We examined the relationship between preservice teachers’ mathematics instruction (MI) performance (which was comprised of 21 indicators) and their teaching self-efficacy beliefs. Correlations were calculated between each of the 21 mathematics instruction indicators and the two MTEBI subscales. It was found that there were no statistically significant relationships between the 21 MI indicators and the PMTE and MTOE subscales. There were several statistically significant relationships across the 21 MI indicators (7 items).

**Trina Davis**

*Texas A&M University, College Station, Texas*

**Tugba Oner**

*Texas A&M University, College Station, Texas*

Third Level Prefunction

113

## Examining Multiple Perspectives on Effective, Problem-Centered Mathematics Lessons

### Poster Session

This study explored multiple perspectives on effective, problem-centered mathematics lessons by examining and comparing what different analytic frameworks make salient about the moves that accomplished teachers make to capitalize on student thinking.

**Kwame Yankson**

*University of Michigan, Ann Arbor, Michigan*

**Edward A Silver**

*University of Michigan, Ann Arbor, Michigan*

Third Level Prefunction

114

## Examining Teachers' Learning as They Use Learning Maps to Study Mathematics

### Poster Session

The present study examined teachers' reflections of their professional learning in response to using learning maps to unpack mathematics content standards. Journal entries were analyzed to identify and describe teachers' perceptions of their mathematical knowledge in terms of content knowledge, pedagogical knowledge, and instructional practices.

**Angela Broaddus**

broaddus@ku.edu

*University of Kansas, Lawrence, Kansas*

Third Level Prefunction

115

## Examining the Effects of a Dynamic Geometry Task Analysis Framework

### Poster Session

This study examines teacher use of a framework for analyzing and writing tasks in dynamic geometry software environments. Case studies of six teachers reveal the potential for this framework to refine notions of quality regarding written tasks and student technology use.

**Aaron Trocki**

*Elon University, Elon, North Carolina*

Third Level Prefunction

116

## Exploration of an Innovative Tool to Capture Preservice Teacher Noticing

### Poster Session

In this poster session mathematics teacher educators report promises and limitations of using video recording glasses as a tool to capture preservice teacher noticing. Discussion will focus on specifics of PST

noticing and implications to support the learning of future teachers with the implementation of this methodology.

**Anne Estapa**

*Iowa State University, Ames, Iowa*

Third Level Prefunction

118

## Gaze Analysis of Fraction Comparison Strategies

### Poster Session

Gaze patterns can reveal different task strategies, which have been shown to predict performance on analogical reasoning tasks. In this experiment, we apply gaze analysis methods to a fraction comparison task designed to elicit alternate strategies (and thus differing gaze patterns) in different conditions. Preliminary analyses show that gaze patterns indicating conversion to equivalent fractions is both the most prevalent and the most accurate strategy, over benchmarking by magnitude. Cross-multiplication is most effective in the most difficult condition. We also explore the costs and benefits of consistently using a particular strategy versus flexibly switching strategies according to the specific fraction pairs presented.

**Alison T. Miller Singley**

*UC Berkeley, Berkeley, California*

Third Level Prefunction

119

## How Do Teacher Journals Integrate Mathematics with Other Subjects?

### Poster Session

We analyzed 136 articles presenting “subject integration” activities and research from 10 years of three peer-reviewed journals written for practicing elementary teachers: *Teaching Children Mathematics*, *Science and Children*, and *Social Studies and the Young Learner*. We relate our findings to analytic frameworks for mathematical content and processes, cognitive demands of tasks, and approaches to curricular integration. We consider the implications of findings for recent calls for curricular integration, such as common rhetoric about STEM education.

**Andrea McCloskey**

*Penn State University, University Park, Pennsylvania*

Third Level Prefunction

120

## Identifying Challenges and Resources for ELLs Reasoning about Linear Functions

### Poster Session

English learners face both linguistic and mathematical challenges and bring resources for learning new mathematical concepts. We incorporate research on ELs in mathematics to construct a modified hypothetical learning trajectory (Simon 1995) in the area of linear functions that accounts for both content learning objectives and the linguistic/discourse demands of school mathematics.

**William Zahner**

*San Diego State University, San Diego, California*

**Lynda Wynn**

*San Diego State University, San Diego, CA, California*

Third Level Prefunction

122

## Lesson Plan to Animation: Preservice Teachers' Approximations through Lesson Plan-imation

### Poster Session

The purpose of this session is to share research on preservice teachers' visions for enacting a lesson plan in a simulated elementary classroom through the flexibility and structure of an online animation platform. The focus is on how preservice teachers describe differences between mathematics lesson plans and visualizations of those plans, along with their rationale.

**Julie Amador**

*University of Idaho, Coeur d'Alene, Idaho*

**Darrell Earnest**

*University of Massachusetts Amherst, Amherst, Massachusetts*

Third Level Prefunction

123

## Leveraging Mathematics Common Planning Time for Effective Instruction

### Poster Session

This poster describes a research-practice partnership project intending to grow and strengthen the partnership between a state university and a local public school district. University faculty alongside teachers and coaches aim to reconceptualize the approach to common planning time (CPT) by analyzing ways CPT currently helps or hinders teachers' ability to attend to students' mathematical thinking. By increasing teacher collaboration and a focus on mathematics and the curriculum during CPT meetings, we hypothesize teachers will learn to tailor lessons to students' mathematical thinking, develop models for mathematical concepts, and consider the important developments related to CCSSM.

**Eileen Murray**

*Montclair State University, Montclair, New Jersey*

**Dorothy Y. White**

*University of Georgia, Athens, Georgia*

**Erin Krupa**

*Montclair State University, Montclair, New Jersey*

**Tanya Maloney**

*Montclair State University, Montclair, New Jersey*

Third Level Prefunction

124

## Making Sense of Mathematics Sensemaking: Examining Co-Constructed Learning Environments

### Poster Session

How do students negotiate moving from a receptive transmission-based instructional model to one based on productive sensemaking and discussion? How do teachers and students co-construct the norms and culture of an effective mathematics classroom? Let's discuss!

**Jennifer L. Ruef**

*Stanford University, Palo Alto, California*

Third Level Prefunction

126

## Nos/otr@s Relationships in Secondary Mathematics Classrooms

### Poster Session

Addressing the concern of teaching mathematics effectively, this study shows how three beginning secondary mathematics teachers approach nos/otr@s relationships with marginalized students. All express the importance of positive relationships with students and yet they share challenges that they experienced. Implications for teaching mathematics equitably are discussed.

**Juan M. Gerardo**

*University of Illinois at Urbana-Champaign, Champaign, Illinois*

**Rochelle Gutiérrez**

*University of Illinois at Urbana-Champaign, Champaign, Illinois*

**Gabriela E. Vargas**

*University of Illinois at Urbana-Champaign, Champaign, Illinois*

Third Level Prefunction

131

## Promoting Situational Understanding or Word Problems through Reflection on Drawings

### Poster Session

This study addresses the phase of textual understanding of a word problem by analyzing the drawings made by high school students after reading a verbal math problem that has arisen in some textbooks. Through a psycholinguistic perspective, we analyzed and classified ninety drawings of third graders of high school. The results obtained allowed us to propose a working method for reflection, analysis, and discussion of student productions in order to promote their situational comprehension on these problems.

**José Antonio Juárez López**

*Benemérita Universidad Autónoma de Puebla, Puebla, Mexico*

Third Level Prefunction

133

## Relationship between Students' Attitude and Reasoning via TIMSS 2011

### Poster Session

In this study, we investigated how students' attitude toward mathematics is related to mathematical reasoning skills through the TIMSS 2011 in comparing the differences between the U.S. and Finland. We use three TIMSS variables to observe students' attitude toward mathematics: liking mathematics, valuing mathematics, and confidence in mathematics. We applied a multistep linear regression model including interactions of the attitude variables and a mathematics reasoning score. As a result, we found that confidence in mathematics had positive relationships with mathematics reasoning at any levels of other attitude variables in both countries while liking mathematics and valuing mathematics showed significant interactions with other attitude variables. Generally, Finland showed stronger relationships than the U.S. The findings suggested mathematics educators and policymakers not to imitate others' education systems with regard to the complex relationships between attitude and reasoning.

**Jihyun Hwang**

*University of Iowa, Iowa City, Iowa*

**Cristina Runnalls**

*University of Iowa, Iowa City, Iowa*

**Sneha Bhansali**

*University of Iowa, Iowa City, Iowa*

**Kyong Mi Choi**

*University of Iowa, Iowa City, Iowa*

Third Level Prefunction

134

## Robotics, Computational Thinking, and Mathematics Achievement

### Poster Session

This research report examines learning among 45 fifth, sixth, and seventh graders during Year 2 of a study on afterschool robotics clubs.

The time in this session will be used to present the context of the study and findings, as well as allow the audience to ask questions and offer suggestions for data capture in Year 3.

**Jacqueline Leonard**

*University of Wyoming, Laramie, Wyoming*

**LaVarr Dixon**

*School District Philadelphia, Philadelphia, Pennsylvania*

**Monica B. Mitchell, Ed.D.**

*MERAssociates, Vienna, Virginia*

**Farhad Jafari**

*University of Wyoming, Laramie, Wyoming*

Third Level Prefunction

135

## Secondary In-Service Teachers Professional Noticing

### Poster Session

In this poster session we present quantitative results about the nature of in-service teachers' professional noticing of students' mathematical thinking. In particular, we provide evidence that this expertise requires support from math teacher educators, and discuss possible ways for supporting such development.

**Raymond Laroche**

*SDSU Research Foundation, San Diego, California*

**Susan Nickerson**

*San Diego State University, San Diego, California*

**Lisa L. Lamb**

*San Diego State University, San Diego, California*

**Casey Hawthorne**

*San Diego State University, San Diego, California*

Third Level Prefunction

136

## Secondary School Responsive Teaching: Noticing Students' Algebraic Generalizations

### Poster Session

While a growing amount of research is devoted to exploring teachers' practice as they engage in responsive teaching at the elementary school level, less is known about the secondary school level. One particular challenge at the secondary school level is that well-developed learning trajectories of student thinking are uncommon. This study investigates two teachers who, after receiving extensive professional training, both create classroom environments where students' conceptions serve as a focus of their instruction and who are both able to attend to and interpret the details of student thinking. Notwithstanding these similarities, subtle differences in their classroom instruction result in major differences in outcomes. This session reports on these differences and highlights the important role learning trajectories play in responsive teaching and the professional noticing of students' mathematical thinking.

**Casey Hawthorne**

*San Diego State University, San Diego, California*

Third Level Prefunction

138

## Teddy Bear Pre-K Math Assessment: Validation of a Game-Based Measure

### Poster Session

This research evaluated an interactive, story- and game-based measure of preschool mathematical development. The hypothesis was that 9 measurable variables—quantification, counting, set comparison, numerals, number line, positional terms, shapes, addition/subtraction, and patterning—would make a significant contribution to the latent construct of mathematical development. CFA indicated good model fit:  $\chi^2(24, N=118)=24.283$ ,  $p=.446$ ;  $NFI=.968$ ;  $CFI=1.000$ ; and  $RMSEA=.010$ . All standardized path coefficients demonstrated both statistical and practical significance: regression weights ranged from .562 to .894. The results indicate that the measurement tool is a valid and reliable measure of mathematical development for this sample. Conferees will be able to view a child's assessment via laptop and discuss the developmental trajectories and statistical validation, as presented on the poster, with the researcher.

**Sally Moomaw**

*University of Cincinnati, Cincinnati, Ohio*

Third Level Prefunction

139

## The Early Concept of Angle: Definition, Development, and Cognitively Diagnostic Assessment

### Poster Session

The study investigates the early concept of angle—the angle-related knowledge, skills, and understandings appropriate and relevant for students in grades 3 through 5—in terms of cognitive attributes that underlie students' performance on angle-related mathematical tasks, identifies the leaning path(s) of the concept development, and creates a cognitively-diagnostic assessment of the concept.

**Elvira Khasanova**

*LA Pierce College, Woodland Hills, California*

Third Level Prefunction

140

## The Mathematics of Cryptography and Cybersecurity

### Poster Session

The purpose of this research is to determine the best pedagogical methods for introducing students to cryptography, key elements of cybersecurity, how cryptography is used to secure cyberspace, and the mathematics that supports modern cryptographic systems. The hypothesis is that early exposure to well-formed and engaging activities will increase the number of students entering higher education programs in cryptography and cybersecurity and later, the workforce as cybersecurity professionals. The importance of research such as this cannot be understated as increasing the size of the qualified and competent cybersecurity workforce has become a national priority. A mathematics-based unit to engage students was implemented. Data on student interest in cybersecurity and the mathematics involved

was collected and analyzed. Students used the Engineering Design Process to refine cryptographic protocols for sending messages that are encrypted, unmodified in transit, and authenticated.

**Amanda M. Sopko**

*Indian Hill Middle School, Cincinnati, Ohio*

Third Level Prefunction

141

## The Reliability and Validity of a Mathematical Modeling Knowledge Scale

### Poster Session

This study explored efforts to design and empirically measure teachers' content knowledge about the nature of mathematical modeling. The author describes the items developed and discusses results from item analysis, reliability, and factor analysis. The construct was unidimensional, which indicated psychometrically acceptable scale for measuring teachers' content knowledge about the nature of mathematical modeling.

**Reuben S. Asempapa**

*ra212510@ohio.edu*

*Ohio University, Athens, Ohio*

Third Level Prefunction

142

## Understanding Changes in Novice Teachers' Social Networks

### Poster Session

In this study we investigated novice teachers' instructional advice networks. We were interested in whom novice teachers turn to for advice and how that changes over time. We found that there were significant changes to teachers' social networks including becoming smaller and more school-centric over time.

**Anne Garrison Wilhelm**

*Southern Methodist University, Dallas, Texas*

**Dawn M. Woods**

*Southern Methodist University, Dallas, Texas*

Third Level Prefunction

143

## Using Email Alerts to Motivate Mathematics Students: Will They Listen?

### Poster Session

While educators are constantly searching for better ways to teach, it is often the behavior of the student that is most in need of changing. Busy social lives and jobs occupy much of college students' time and frequently academics suffer. Students often fall behind in classes without ever realizing it and are never able to catch up. This study examines the effects on student performance of email alerts sent to students who have fallen behind in their mathematics coursework, and whether they read the emails at all.

**Brian S. Rickard**

*University of Arkansas, Fayetteville, Arkansas*

Third Level Prefunction

## 144 Analyzing Classroom Interactions by Coordinating Status and Positioning Theories

### Discussion Session

This paper seeks to investigate classroom interactions through the coordination of Status and Positioning Theories. I show that coordinating these theories in a mathematics classroom relates students' moment-to-moment discursive acts to their resulting classroom positions. I first describe how, on its own, Status Theory offers a way of understanding how valued status characteristics lead to generalized expectations for competence and an individual's status. I then describe how Positioning Theory offers an in-depth look at the relationship between moment-to-moment discursive acts and an individual's resulting position. I argue that by coordinating these two theories, discursive positioning moves mediate the development of expectations for individuals' competence, over time. Participants will engage in transcript analysis.

**Teresa K. Dunleavy**  
*Vanderbilt University, Nashville, Tennessee*

3011

## 145 Analyzing Mathematics Teacher Learning Using Frame Alignment Processes

### Discussion Session

We describe a cross-university research collaboration project aimed at understanding how mathematics teachers become inducted into the profession in a positive way. Preliminary analyses suggest that teacher learning is productively linked to a teacher's frame alignment processes over time. We will explain this linkage through cases from our data that compare an individual teacher's interpretive orientation with NCTM's vision for teaching and learning mathematics. Participants will examine multiple excerpts from our data and help us think about how to move our ideas forward in ways that are productive, novel, and helpful to a broad audience.

**Nicole A. Bannister**  
*nbannis@clemsun.edu*  
*Clemson University, Clemson, South Carolina*

**Fran Arbaugh**  
*The Pennsylvania State University, University Park, Pennsylvania*

3010

## 146 A Report from the 2015 SIP Conference on Mathematics Methods

### Discussion Session

We will highlight discussions from the Scholarly Inquiry and Practices (SIP) Conference on Mathematics Methods Education, a NSF-funded conference held in fall 2015, and engage attendees at this session in further exploration of the issues present in mathematics methods courses at all grade levels. Keynote speakers will share their perspective on conference discussions (Rochelle Gutiérrez – social/political, Martin Simon – cognitive, and Elham Kazemi (or her colleague who also attended the SIP conference) – situated) to orient discussion among the attendees.

**Wendy B. Sanchez**  
*wsanchez@kennesaw.edu*  
*Kennesaw State University, Kennesaw, Georgia*

**Signe Kastberg**  
*Purdue University, West Lafayette, Indiana*

**Andrew Tyminski**  
*Clemson University, Clemson, South Carolina*

**Alyson E. Lischka**  
*Middle Tennessee State University, Murfreesboro, Tennessee*

**Rochelle Gutiérrez**  
*University of Illinois at Urbana-Champaign, Champaign, Illinois*

**Martin Simon**  
*New York University, New York, New York*

**Elham Kazemi**  
*University of Washington, Seattle, Washington*

3007

## 147 Examining the Impact of Elementary Mathematics Specialists and Coaches

### Research Symposium

We present and discuss three studies that examine the role and impact of elementary mathematics specialists and coaches as key strategies for supporting teachers and increasing students' mathematical learning.

**James E. Tarr**  
*University of Missouri, Columbia, Missouri*

**Corey Webel**  
*University of Missouri, Columbia, Missouri*

**Kim A. Markworth**  
*Western Washington University, Bellingham, Washington*

**Lynsey Gibbons**  
*University of Washington, Seattle, Washington*

**Discussant: Patricia F. Campbell**  
*University of Maryland, College Park, Maryland*

3022

148

## Expanding Horizons in K–3 Geometry and Spatial Thinking: The Implementation and Results of a New Curriculum and PD Model

### Invited

Geometry is inherently spatial; an historical pillar of mathematics that involves perceiving, visualizing, manipulating, and reasoning about spatial relationships. And yet, geometry and spatial thinking are neglected focal points of early mathematics instruction (Clements and Sarama 2011; Davis and the Spatial Reasoning Study Group 2015). This neglect occurs despite large-scale efforts by NCTM and NRC to promote the foundational importance of geometry and spatial instruction throughout K–12 education. In this session, we report on a two-year study that engaged both teachers and their students in an experimental approach to early years geometry and spatial instruction. We share results that demonstrate the powerful effects of attending to and supporting young children’s geometrical and spatial thinking throughout the school year. Not only did the teacher-led intervention support children’s geometric and spatial thinking, but it appeared to support basic number skills as well. In addition to sharing the effects of the intervention, we also highlight our unique teacher-researcher Professional Development (PD) model, theorizing about the critical mechanisms believed to drive both teacher and student change. A recurring theme throughout the presentation will be a discussion on the reconceptualization of early geometry instruction from a spatial lens. In short, we will look to shift the current focus of early geometry from its current static approach (e.g., labeling and sorting shapes) to one that is dynamic, spatial, and imaginative.

**Joan Moss**

*University of Toronto, Toronto, Canada*

**Zachary Hawes**

*university of Toronto, toronto, Canada*

3006

149

## Focusing Flipped Classroom Research on Enacted Teaching Practices

### Discussion Session

Interest in and support for the flipped classroom is strong and growing. In this discussion session, we will identify the distinctive (and sometimes contentious) features of the flipped classroom, discuss the dynamic role that technology can play in the flipped classroom, and propose a way to focus flipped classroom research on enacted teaching practices. Participants will formulate their own types of flipped classrooms based on the *Principles to Actions* teaching practices. Come ready to formulate and share research questions of interest in response to the presentation.

**Jeremy F. Strayer**

*jeremy.strayer@mtsu.edu*

*Middle Tennessee State University, Murfreesboro, Tennessee*

**Theodore Hodgson**

*Northern Kentucky University, Highland Heights, Kentucky*

**Lucy Watson**

*Middle Tennessee State University, Murfreesboro, Tennessee*

3016

150

## From the Bronx to the Bay: Contextualizing Mathematics Curriculum

### Discussion Session

This session will present the concept of contextualization in developmental mathematics (in community colleges) and engage participants in a discussion of how we define “real-life” mathematics, how we can create curricula with contexts that are meaningful to students, and the possibilities for universal curricula for students in different cultural and geographical contexts. The goals are to advance our collective understanding of how to select meaningful curricular contexts, to propose design principles for such curricula, and to propose a research agenda for investigating student learning through these curricula.

**AJ Stachelek**

*Hostos Community College, Bronx, New York*

**Mara Landers**

*Los Medanos College, Pittsburg, California*

3002

151

## Investigating Mathematical Learning and Racial Identity with Middle Grades Students

### Discussion Session

This session presents data from an empirical study on mathematical learning and racial identity, illuminates major implications this combined focus could have on the redistribution of power in mathematics education in moving toward a more equitable and less White dominant narrative, and engages participants in this discourse.

**Erik S. Tillema**

*etillema@iupui.edu*

*IUPUI, Indianapolis, Indiana*

**Andrew Gatza**

*Indiana University, IUPUI, Indianapolis, Indiana*

3004

152

**Interactive Paper Session****President: Marta Civil***University of North Carolina at Chapel Hill, Chapel Hill, North Carolina***Preparedness of Preservice Secondary Mathematics Teachers' to Teach Statistics**

This session presents the results of a cross-institutional study regarding preparedness of preservice secondary mathematics teachers to teach statistics. To examine preparedness, statistical knowledge was measured using the Levels of Conceptual Understanding of Statistics (LOCUS) assessment and statistics teaching efficacy was measured using the Self-Efficacy for Teaching Statistics (SETS) instrument.

**Jennifer Nickell Lovett***NC State University, Raleigh, North Carolina***Development of Teacher Candidates Mathematical Knowledge for Teaching (MKT) in a Preservice Setting**

We used the Professional Noticing Framework as an analytic tool to examine and understand their developing Mathematical Knowledge for Teaching of preservice teacher candidates.

**Michael S. Meagher***Brooklyn College - CUNY, Brooklyn, New York***Michael Todd Edwards***Miami University of Ohio, Oxford, Ohio***Hea-Jin Lee***The Ohio State University, Lima, Ohio***Asli Ozgun Koca***Wayne State University, Detroit, Michigan***Improving Preservice Teachers' Mathematics Teaching: An Innovative Affect-Based Reflection**

This proposal outlines a successful innovation in reflective practice within a multi-university project conducted across regional eastern Australia. The reflection forms part of an iterated sequence of enhancement-lesson-reflection (ELR) and the innovation is built around a protocol based on affect-based critical moments in teaching. These moments are related to positive or negative emotions experienced during teaching, which the PSTs select and examine, with peers and experts, in the reflection sessions.

**Geoff Woolcott***Southern Cross University, Lismore, Australia*

153

**Interactive Paper Session****President: Michelle Stephan***UNC Charlotte, Charlotte, North Carolina***Mathematical Dispositions at an Art Crating Company**

This paper describes the mathematical dispositions of workers at an art crating company. Participants described themselves as failures in school mathematics, but engaged in sophisticated spatial reasoning at work designing and building custom crates for art objects. We outline three dispositions tied to the mathematical practices of measurement and representation at the art crating company.

**Jasmine Y. Ma***New York University, New York, New York***Sarah C Radke***New York University, New York, New York***The Intertwinement of Activity and Artifacts in Realistic Mathematics Education**

Realistic mathematics education (RME) is guided by the notion that mathematics is the human activity of mathematizing the world. In much of the RME literature, mathematizing is theorized to be an individual activity. In this paper I extend these ideas and discuss how mathematizing is mediated by, and distributed across, cultural artifacts. Such a cultural perspective on RME is a necessary consequence of RME's first principles, and has implications many of RME's key principles. Exploring these implications is the next frontier in RME research

**Frederick Peck***Freudenthal Institute US, Boulder, Colorado***Understanding Parent Expectations of Mathematics Learning**

Parent criticism of curriculum reform is often described as a key obstacle to change, but their involvement is essential for student learning. Understanding parent perceptions of the differences between their own learning and their children's learning illuminate their expectations and provide an important starting place for dialogue.

**Lynn M. McGarvey***University of Alberta, Edmonton, Canada*

Additional author

**Janelle McFeetors***University of Alberta, Edmonton, Canada*

3018

3020

154

## Making Content Explicit: The Practice and Beginners' Skills

### Discussion Session

The session focuses on the teaching practice of making content explicit as key to equitable access to and success with complex mathematics. We define what we mean by this practice, distinguishing it clearly from direct instruction and showing how it can be done in ways that do not do the mathematics for the students. We offer a decomposition of the practice into specific elements that can be taught to novice teachers. Additionally, we share a tool for assessing beginners' progress with this practice. Drawing on data from a study using this tool, we report on patterns we found in beginning teachers efforts to make content explicit, and consider what this might tell us about the challenges in learning this practice and implications for teacher preparation.

#### Meghan Shaughnessy

*University of Michigan, Ann Arbor, Michigan*

#### Nicole Garcia

*University of Michigan, Ann Arbor, Michigan*

#### Michaela Krug O'Neill

*University of Michigan, Ann Arbor, Michigan*

#### Sabrina Bobsin Salazar

*University of Michigan, Ann Arbor, Michigan*

#### Charles Wilkes

*University of Michigan, Ann Arbor, Michigan*

#### Amber Willis

*University of Michigan, Ann Arbor, Michigan*

#### Deborah Loewenberg Ball

*University of Michigan, Ann Arbor, Michigan*

3024

155

## Persistence, Instruction, and Coordination in the National Study of Calculus

### Research Symposium

This research symposium examines three aspects of successful Calculus I programs in the United States: persistence, instruction, and coordination. The presentations use data collected as part of the Mathematical Association of America's (MAA's) national study of Characteristics of Successful Programs in College Calculus (CSPCC). The work presented in the three papers in the symposium is informed by various theoretical frameworks from education, higher education, and instruction. The availability of different types of institutions also allow for investigations of the contexts in which these two features are enacted. In spite of the repeated calls for improving college Calculus I, it seems that very little progress has been made. Investigating the experience of students in college calculus is highly relevant to secondary educators to better understand experiences they are preparing their students for and how those relate to students' high school calculus experience.

#### Chris Rasmussen

*San Diego State University, San Diego, California*

#### Vilma Mesa

*University of Michigan, Ann Arbor, Michigan*

#### Helen Burn

*Highline College, Seattle, Washington*

#### Jesica Ellis

*Colorado State University, Fort Collins, Colorado*

#### Nina White

*University of Michigan, Ann Arbor, Michigan*

#### Discussant: Eric Hsu

*San Francisco State University, San Francisco, California*

3009

156

## What Is STEM Education?

### Invited

The integration of science, technology, engineering, and mathematics—the STEM disciplines—is growing in popularity across schools in the U.S. and around the world. But what do we really mean when we say it's "good" to integrate these disciplines? This session will explore what the research tells us, what we can learn from on-the-ground implementations, and what can we say about promising programs and practices.

#### Margaret Honey

*NYSCL, Corona, New York*

#### Linda Curtis-Bey

*New York City Dept. of Educ., New York, New York*

#### Janet Coffey

*Gordon and Betty Moore Foundation, Palo Alto, California*

3008

157

## Writing MTE Manuscripts That Avoid Common Mistakes Aspiring Authors Make

### Invited

In this workshop-style session, *Mathematics Teacher Educator (MTE)* Editorial Board Members will engage the audience in identifying, responding to, and avoiding common issues of unsuccessful submissions to *MTE*. Potential authors and reviewers will learn more about expectations for publishing in *MTE* and the variety of manuscript types that are appropriate.

#### Laura R. Van Zoest

*Western Michigan University, Kalamazoo, Michigan*

#### Sandra Crespo

*Michigan State University, Ann Arbor, Michigan*

#### Nadine Bezuk

*San Diego State University, San Diego, California*

#### David Barnes

*NCTM, Reston, Virginia*

3000

## 158

## Plenary: How Research into Second-Language Learning Might Be Useful to Mathematics Educators

### Plenary Sessions

I draw on longitudinal collaborations with practicing teachers to suggest that a shift in teaching practice can be analogous to learning a new language. Borrowing from research into second-language learning, I offer descriptions of three distinct types of speaker in the mathematics teaching communities with which I work: a few unilingual native speakers (Traditionalists), some fluently bilingual speakers (Reformers), and many speakers of a “mixed language” in which sensibilities are intermingled. While the emergence of mixed-language speakers generally signals significant cultural evolution, it can also be problematical because speakers can appear bilingual well before they understand the nuances of the new language. Consequently, necessary supports are sometimes withdrawn prematurely, before sensibilities are understood deeply enough to transform practice. Using the example of spatial reasoning, and drawing further on the literature of second-language learning, I speak to emerging foci for research, teacher education, professional development, and classroom resources.

**Brent Davis**

*University of Calgary, Calgary, Canada*

3001/3003/3005

## 159

## Instructional Practices Related to Students' Conceptions of Mathematics

### Brief Research Report

It is critically important that secondary students develop a conception of mathematics as sensible and connected. This study examines instruction practices related to the development of such a conception in beginning algebra students.

**Maureen M. Grady**

gradym@ecu.edu

*East Carolina University, Greenville, North Carolina*

3004

## 160

## Instruction, Self-Efficacy, and Achievement in Grades 4–8 Mathematics

### Brief Research Report

We will present preliminary results from a longitudinal investigation of  $N = 2,000$  middle levels students' self-efficacy, perceptions of instruction, and subsequent performance in state mathematics assessments. Findings include estimated direct and indirect effects of mathematics self-efficacy and active learning practices on future mathematics achievement.

**Joe Champion**

*Boise State University, Boise, Idaho*

## 161

## Investigating a Student's Reasoning with Ratios: The Case of Gabriel

### Brief Research Report

The purpose of this session is to communicate about the role that distributive reasoning plays in the construction of ratio reasoning. The presenter will share findings from data with a middle school student and will seek participants' input about their efforts to talk about the difficulties in this specific area.

**Fetiye Aydeniz**

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*Indiana University, Bloomington, Indiana*

3009

## 162

## Investigating Fifth-Grade Students' Conceptions of Fractions on the Number Line

### Brief Research Report

In this study, clinical interviews focusing on students' understanding of fractions as numbers on the number line were conducted with six fifth-grade students both before and after an intervention designed by teacher-researchers. Although in general students demonstrated improved understanding of fraction concepts even in situations requiring reversible thinking, difficulties in finding benchmarks on the number line and a limited awareness of density of fractions on the number line persisted among students.

**Rukiye Didem Taylan**

*MEF University, İstanbul, Turkey*

**Zelha Tunc-Pekkan**

*Yeditepe University, İstanbul, Turkey*

**Utkun Aydin**

*MEF University, İstanbul, Turkey*

**Bengi Birgili**

*MEF University, İstanbul, Turkey*

**Mustafa Ozcan**

*MEF University, İstanbul, Turkey*

3010

163

## Investigating Online Homework: How Do Teaching Practices Change?

### Brief Research Report

When students do homework, an online tool such as ASSISTments can provide immediate feedback and can organize students' practice according to research-based principles. When homework is online, teachers can more easily monitor student work, use student work in their discussions, and see which problems presented challenges. Doing homework online can lead to adaptive pedagogies. We report on a large study involving 93 seventh-grade teachers from 47 middle schools in the state of Maine. The overarching questions examine the impact of ASSISTments on student learning. Herein we focus specifically on whether teachers' practices change when they use online homework and whether students benefit.

**Janet Fairman**

*University of Maine, Orono, Maine*

**Mingyu Feng**

*SRI Education, Menlo Park, California*

**Jeremy Roschelle**

*SRI Education, Menlo Park, California*

3007

164

## Investigating Secondary Preservice Teachers' Noticing of Student Thinking

### Brief Research Report

There is a need for research that examines how to support secondary teachers' abilities to notice student thinking. We describe the impact of a curricular module, centered around a task-based interview, on secondary preservice teachers' ability to attend to, interpret, and respond to student thinking.

**Erin Krupa**

*Montclair State University, Montclair, New Jersey*

**Maryann Elizabeth Huey**

*Drake University, Des Moines, Iowa*

**Kristin Lesseig**

*Washington State University, Vancouver, Washington*

**Stephanie Casey**

*Eastern Michigan University, Ypsilanti, Michigan*

**Debra Monson**

*St. Thomas University, Minneapolis, Minnesota*

3008

165

## Linking Teacher Concerns and Professional Development with the CCSSM Implementation

### Brief Research Report

The purpose of this mixed methods study was to investigate and understand the concerns of secondary mathematics teachers during the initial stages of implementing the Common Core State Standards of Mathematics and to determine if a relationship existed between the

concerns and professional development during the initial stages. The research was grounded in the theoretical framework of the Concerns Based Adoption Model focusing on the Stages of Concern. Data analysis methods encompassed quantitative, qualitative, and profile interpretation. Data gathered from this study is relevant as it could be used to project levels of use in subsequent stages of the curriculum implementation. These projections can be used by education leaders to design interventions and effective professional development aiding teachers in the continued implementation of CCSSM and to guide change facilitators to understand the relationship between teacher concerns and professional development.

**Suzanne T. Jennings**

*University of Southern Mississippi, Hattiesburg, Mississippi*

3016

166

## Maintaining High Levels of Cognitive Demand through Student Silence

### Brief Research Report

Student engagement in high-level cognitive demand instruction is pivotal for student learning. However, many teachers are unable to maintain such instruction, especially in instances of non-responsive students. This case study of three middle school teachers explores prompts that aim to move classroom discussions past student silence. Prompt sequences were categorized into progressing, focusing, and redirecting actions, and then analyzed for maintenance of cognitive demand. Results indicate that prompts that raise cognitive demand typically start out as procedural or concrete and progress to include students' thoughts or ideas about mathematical concepts. This presentation aims to discuss implications on how teachers can use prompting techniques to effectively maintain high levels of cognitive demand during student silence.

**Jessica Lynn Jensen**

*jessica-l-jensen@uiowa.edu*

*University of Iowa, Iowa City, Iowa*

**Anna Kye**

*University of Iowa, Iowa City, Iowa*

**Marina Sherry**

*University of Iowa, Iowa City, Iowa*

**Kyong Mi Choi**

*University of Iowa, Iowa City, Iowa*

3018

167

**Math Teachers' Influence on Student Growth Mindset****Brief Research Report**

This session presents on a year long mixed-methods study that investigated how math teachers might contribute to students' beliefs about their own math potential (mindset). The session will share results from analysis of survey data that examined whether teachers' beliefs predict students' mindset. This session will also present findings from analysis of classroom observations and artifacts that identified potential instructional practices that may explicitly or implicitly communicate mindset messages to students. This session has implications for both researchers and practitioners.

**Kathy Liu Sun***Santa Clara University, Santa Clara, California*

3024

168

**Principals and Implementation on Common Core State Standards for Mathematics****Brief Research Report**

As noted in *Principles to Actions*, principals' practices can influence successful implementation of CCSSM. In this literature review, twenty-nine studies are analyzed and synthesized to understand how principal instructional leadership influenced teachers' classroom instruction with a particular focus on CCSSM. Overall, researchers have found that principals can influence instruction primarily through indirect practices, such as working with teachers to define an instructional vision. Additionally, the degree of principal involvement with instruction was most effective when it served to understand how to support teachers through professional development rather than direct feedback. Overall, the studies reviewed provide evidence on how principals influence instruction, yet more needs to be understood particularly in relation to CCSSM and how local contextual factors influence instructional leadership.

**Adrian Larbi-Cherif***Vanderbilt University, Teaching and Learning, Nashville, Tennessee*

3020

169

**Studying Mathematics Beginning Teaching Using MQI, CLASS, and FFT****Brief Research Report**

Studies of student achievement suggest that beginning teachers are less effective than their more experienced peers. These findings lead us to investigate the features of early-career teaching. Using hierarchical measurement and logistics regression models, we analyze teacher observation data from 653 teachers in six districts to learn more about beginning mathematics teaching.

**L. Joy Johnson***University of Michigan, Ann Arbor, Michigan***Delena Harrison***University of Michigan, Ann Arbor, Michigan*

170

**The Algebraic Thinking of Teachers in China and the U.S.****Brief Research Report**

The study investigated 20 Chinese and 20 U.S. high school teachers' interpretation and response to a student's errors in solving a quadratic equation. Analysis results show that the Chinese teachers provided more negative evaluations toward students' errors and identified more students' errors than the U.S. teachers did. Responding to students' errors, the two groups of teachers highlighted conceptual explanations targeting students' mistakes. The U.S. teachers were more likely to provide general knowledge guidance while the Chinese teachers tended to go back to basic knowledge.

**Qintong Hu***The University of Tennessee, Knoxville, Tennessee***Ji-Won Son***University at Buffalo, Buffalo, New York***Lynn L. Hodge***The University of Tennessee, Knoxville, Tennessee*

3011

171

**Third Graders' Development of Quantitative Reasoning about Angle Measure****Brief Research Report**

The purpose of this session is to report on the findings of a study investigating the effects of two instructional interventions designed to provide third graders with opportunities to work with dynamic and static models of angles in a dynamic geometry environment. We discuss the effects of the instructional interventions on the children's development of quantitative reasoning about angle measure.

**Amanda L. Miller***Illinois State University, Normal, Illinois***Craig J. Cullen***Illinois State University, Normal, Illinois*

3006

172

**Conceptualizing Teacher Discourse Moves Using Different Focal Lengths****Research Symposium**

Using the metaphor of camera focal length, three research groups will share their conceptualizations of teacher moves to facilitate meaningful mathematical discourse. The approaches will be analyzed in relationship to each other to better understand teacher actions in response to student contributions during instruction.

**Laura R. Van Zoest**

*Western Michigan University, Kalamazoo, Michigan*

**Shari L. Stockero**

*Michigan Technological University, Houghton, Michigan*

**Keith R. Leatham**

*Brigham Young University, Provo, Utah*

**Blake E. Peterson**

*Brigham Young University, Provo, Utah*

**AnnaMarie Conner**

*University of Georgia, Athens, Georgia*

**Laura M. Singletary**

*Lee University, Cleveland, Tennessee*

**Suzanne H. Chapin**

*Boston University, Boston, Massachusetts*

**Catherine O'Connor**

*Boston University, Boston, Massachusetts*

3011

**Kadir Almus**

*North American University, Houston, Texas*

**Alpaslan Sahin**

*Dr. Robert M. Capraro, College Station, Texas*

**Melahat Almus**

*University of Houston, Houston, Texas*

3018

173

## Interactive Paper Session

**Presider: Marta Civil**

*University of North Carolina at Chapel Hill, Chapel Hill, North Carolina*

### Gender and Doctoral Mathematics: Impactful Factors for Female Students' Success

This study was designed to identify factors crucial to success for female students and compare these factors for male students to better understand doctoral retention. A survey was administered to a sample of mathematics professors. Results indicate that different factors were influential in the success of male and female students. Recommendations are proposed to guide program revisions.

**Emily Miller**

*University of Illinois at Urbana-Champaign, Champaign, Illinois*

### Investigating Learning and Success: Innovating in College Remediation

This study examines strategies to promoting equity and access in mathematics learning and success in community college remediation sequences; learning outcomes associated with teaching concepts through contextualized problems compared with focusing on procedures for symbolic manipulation; and the effects of acceleration and concept-focused curriculum and pedagogy on future course success.

**Mickey Davis**

*University of California, Berkeley, Berkeley, California*

**Chris Quarles**

*Everett Community College, Everett, WA, Washington*

### Does STEM Designation Matter?: A Longitudinal Analysis of T-STEM Academies' Performance in Mathematics

This study aims to conduct a longitudinal analysis of T-STEM designated schools' to investigate how STEM designation affects schools' high school mathematics performance over the years by comparing STEM-designated schools with non-STEM schools.

174

## Interactive Paper Session

**Presider: Michelle Stephan**

*UNC Charlotte, Charlotte, North Carolina*

### Developing Empirical Thinking, Davydov's Theory in Curriculum Design

Davydov theorized that early mathematics instruction needed to target the development of empirical generalizations. Children's everyday observations and conceptions serve as the starting point for the development of scientific concepts in school mathematics. In this empirical study we examine how this theory is implemented in curriculum design and the resultant effects on algebra preparedness.

**Linda Venenciano**

*University of Hawaii, Honolulu, Hawaii*

### Common Core Takes Hold: Changes in Teachers' Mathematics Curriculum Use

This paper lays out a case study of the changes in teachers' mathematics curriculum use in one large urban district in the U.S. from three years before the adoption of Common Core State Standards for Mathematics (CCSSM) to three years after with implications for curriculum adoptions.

**Mollie H. Appelgate**

*Iowa State University, Ames, Iowa*

**Brooks Rosenquist**

*Vanderbilt, Nashville, Tennessee*

**Thomas M Smith**

*Vanderbilt, Nashville, Tennessee*

### Examining 6–12 PSTs' Attention to Curriculum Materials When Planning

This session describes an exploratory study that examines one aspect of Curricular Noticing. Specifically, what did secondary PSTs attend to in their curriculum materials when planning a lesson from a reform-oriented curriculum?

**Lorraine M. Males**

*University of Nebraska-Lincoln, Lincoln, Nebraska*

**Matthew Flores**

*University of Nebraska, Lincoln, Nebraska*

3020

175

## Lesson Study in Florida: Unveiling the Process of Professionalism Development

### Research Symposium

*Principles to Actions* discusses lesson study as an exemplar professional development context in which teachers collaboratively research and reflect on their lessons, classroom practices, and student learning, and hold themselves and colleagues accountable for the success of all students. Florida is the first state to promote lesson study statewide in the United States. In this symposium, we will present five studies that investigated different aspects of this state-wide implementation of lesson study in Florida and its influences on schools, both quantitatively and qualitatively. Each paper frames the situation with different research questions, and after short presentations of each paper, we will invite audience to together discuss about development of professionalism of mathematics teachers.

#### Aki Murata

*University of California, Berkeley, Berkeley, California*

#### Motoko Akiba

*Florida State University, Tallahassee, Florida*

#### Gareth Wilkinson

*Florida State University, Tallahassee, Florida*

#### Cassie Howard

*Florida State University, Tallahassee, Florida*

#### Angelina Kuleshova

*Florida State University, Tallahassee, Florida*

#### Guillermo Farfan

*Florida State University, Tallahassee, Florida*

3022

176

## Managing Students' (Apparently) Incorrect Mathematical Responses

### Discussion Session

Though there are many teaching practices that matter for student learning, one practice that is embedded within many of these and is ubiquitous to teaching is the practice of managing students' incorrect responses. This session will explore the work of teaching involved in the enactment of this complex practice.

#### Annick Rougee

*University of Michigan, Ann Arbor, Michigan*

3007

177

## MET Grants Support Classroom Research

### Invited

Action and classroom research grants available through the MET will be described as possible funding sources for mathematics education research. Brief reports from three classroom research projects funded by the MET will be presented: Fostering Number Sense of Diverse Young Learners; Navigating Ratios and Proportions in a Project-Based Learning Environment; Student Built Widgets in a Pre-Calculus Class.

#### Carol A. Edwards

*Chair, Mathematics Education Trust (MET) Board of Trustees, Chandler, Arizona*

#### Haiping Hao

*Texas A&M University, College Station, Texas*

#### Mary Margaret Capraro

*Texas A&M University, College Station, Texas*

#### Kisha Lee

*Texas A&M University, College Station, Texas*

#### Maggie L. McHugh

*LaCrosse Design Institute, La Crosse, Wisconsin*

#### Jennifer Kosiak

*University of Wisconsin - La Crosse, La Crosse, Wisconsin*

#### Beth Bos

*Texas State University-San Marcos, San Marcos, Texas*

#### Ryan Gertenbach

*The University of Texas at Austin, Austin, Texas*

3009

178.62

## Measuring and Supporting the Improvement of Mathematics Teaching at Scale

### Discussion Session

With the advent of CCSSM, states have been thrust into managing large-scale instructional improvement in mathematics. We describe our emerging theory of mathematics teaching for the Common Core era and provide early evidence of the internal and consequential validity of a set of newly developed measures for monitoring and supporting this vision across an entire state.

#### Mary Kay Stein

*University of Pittsburgh, Pittsburgh, Pennsylvania*

#### Richard Correnti

*University of Pittsburgh, Pittsburgh, Pennsylvania*

#### Katelynn Kelly

*University of Pittsburgh, Pittsburgh, Pennsylvania*

3024

179

## Prospective Pre-K–8 Teachers' Selection of Initial Problem-Solving Strategies

### Discussion Session

We examined prospective teachers' problem-solving strategies for three non-routine problems introduced at the beginning of a three-course pre-K–8 mathematics content sequence. Students relied heavily on guess-and-check or algebraic strategies at the expense of more visual or intuitive approaches. Participants of this session will analyze examples of student work on these tasks and discuss the implications of students' problem solving strategies with respect to pre-K–8 mathematics content courses.

#### LouAnn Lovin

*James Madison University, Harrisonburg, Virginia*

#### Kyle Schultz

*James Madison University, Harrisonburg, Virginia*

3010

180

## Scaffolding Coherence in Digital Worlds Using CCSSM-Aligned Learning Maps

### Discussion Session

In light of the CCSSM standards, and reduced budgets for school districts, it is now common for teachers and district leaders to construct significant portions of their curricula from online resources. However, recent research suggests that few tools exist to guide this work, and that current approaches often lead to fragmented learning experiences for students. In this session, presenters describe a learning map and corresponding diagnostic assessment system designed to support teachers to construct coherent instructional experiences for middle school students from online resources aligned to CCSSM. The learning map represents student thinking using the idea of Relational Learning Clusters, and presenters will describe how research on learning trajectories is represented in the map. Attendees will explore the map, assessments, and discuss opportunities and challenges in this new line of work.

#### Jere Confrey

*College of Education, North Carolina State University, Raleigh, North Carolina*

#### Ryan Seth Jones

*North Carolina State University, Raleigh, North Carolina*

#### Margaret Hennessey

*North Carolina State University, Raleigh, North Carolina*

#### Meetal Shah

*North Carolina State University, Raleigh, North Carolina*

3016

181

## Slope and Covariational Reasoning to Make Sense of Fitting Lines

### Research Symposium

We will present multiple research studies from our collaborative research program that has conducted empirical studies to learn how students draw upon and coordinate their conceptualizations of slope and covariational reasoning from their work in mathematics to understand and perform the statistical task of placing a best fit line.

#### Stephanie Casey

*scasey1@emich.edu*

*Eastern Michigan University, Ypsilanti, Michigan*

#### Courtney Nagle

*Penn State Erie, Erie, Pennsylvania*

#### Discussant: Gail Burrill

*Michigan State University, East Lansing, Michigan*

3008

182

## Supporting Mathematics Specialists: Identification and Development of High Leverage Practices

### Discussion Session

Mathematics specialists' impact was explored by: (1) analyzing high-leverage practices through various lenses and frameworks in existing research; and (2) implementing multi-site professional development based on *Principles to Actions*. Participants will identify similarities within the mathematical teaching practices of *Principles To Actions*. Suggestions will be gathered for future PD.

#### Pamela R. Bailey

*prbailey@mbc.edu*

*Mary Baldwin College, Staunton, Virginia*

#### Courtney Baker

*George Mason University, Fairfax, Virginia*

#### Shannon Larsen

*University of Maine at Farmington, Farmington, Canada*

3024

183

## Teacher Professional Development through Ethnomathematics

### Discussion Session

The Ethnomathematics and STEM Institute aims to advance equitable and high-quality mathematics education with diverse populations. Our presentation highlights data from this collaborative project whose purpose is to design and implement transformative professional development in academic and community-based contexts. Examples of teacher professional and personal growth will be shared.

#### Linda Furuto

*lfuruto@hawaii.edu*

*University of Hawai'i at Mānoa, Honolulu, Hawaii*

#### Joseph Zilliox

*University of Hawai'i at Mānoa, Honolulu, Hawaii*

#### Darienne Dey

*Kānehūnāmoku Voyaging Academy, Kāne'ohe, Hawaii*

#### Emily Uribe

*Leeward Community College, Pearl City, Hawaii*

3004

## 184

## Teachers' Uses of Curriculum and Assessment with the Common Core

## Research Symposium

This symposium presents four studies from a larger research project involving 92 middle school mathematics teachers. Drawing on multiple data sources (e.g., classroom observations, background interviews, lesson planning interviews), we studied teachers' perceptions and uses of the Common Core (CCSSM), curriculum materials, and assessments. Presentation 1 focuses on teachers' perceptions of CCSSM-aligned assessments in relation to the official and operational curricula. Presentation 2 presents findings on teachers' classroom-based assessment practices and resources in the context of CCSSM. Presentation 3 discusses case studies of eight teachers with a focus on curricular noticing when planning and enacting lessons. Presentation 4 presents case studies of four special education teachers' curricular noticing for students with special needs. Findings and implications for researchers, teacher educators, curriculum and assessment designers, and policymakers will be discussed.

**Amy Roth McDuffie**

*Washington State University Tri-Cities, RICHLAND, Washington*

**Corey Drake**

*Michigan State University, East Lansing, Michigan*

**Amy Ray**

*Michigan State University, East Lansing, Michigan*

**Joanne K. Philhower**

*Michigan State University, East Lansing, Michigan*

**Jennifer Brown**

*Washington State University Vancouver, Vancouver, Washington*

**Discussant: Karen D. King**

*NSF, Arlington, Virginia*

3002

## 185

## Transformative Math Teaching and Learning: Stories from Railside High

## Invited

What does it take to create and sustain a community of learners—teachers and students—that collectively works toward supporting all students to fully engage with learning meaningful and empowering mathematics? Join us as we share our stories about teaching and learning math at Railside High from a variety of perspectives, including those of Railside students, math teachers, researchers, and contributors to the new book, *Mathematics for Equity*. This session includes posters about various pieces of research done at Railside, opportunities to interact with Railside students and teachers, and a whole-group discussion about what makes transformative teaching and learning possible, challenging, and necessary.

**Lisa Jilk**

*University of Washington, Seattle, Washington*

**Nicole L. Louie**

*University of Texas at El Paso, El Paso, Texas*

**Ruth Cossey**

*Mills College, Oakland, California*

**Rachel Lotan**

*Stanford University, Stanford, California*

**Megan Staples**

*University of Connecticut, Storrs, Connecticut*

## Railside Teachers

**Ashanti Branch, Carlos Cabana, Joanne da Luz, Kristina Dance, Laura Evans, Ladan Malek, Karen O'Connell, Eric Price, Barbara Shreve, Ruth Tsu, Phil Tucher, Maria Valesquez, Estelle Woodbury**

3006

## 186

## Mathematical Discourse in a Kindergarten Classroom: A Case Study

## Brief Research Report

Classroom discourse is integral to mathematics instruction at all levels. This work is challenging at all levels but especially for very young learners who are just beginning to learn the language of school. In this talk, we explore the following questions: How can kindergarten teachers support students in engaging in mathematical discourse? How do kindergartners engage in mathematical discourse? We use a case study of one kindergarten teacher's classroom to look for the answers to this question, and we conclude that kindergartners are capable of authentic mathematical discourse using multiple modalities including formal and informal language, acting on manipulatives, drawings, gestures, and formal symbols. The teacher played a crucial role in supporting students in this work through laying groundwork for productive discourse, intentionally facilitating students' sharing of ideas about mathematics, and refining students' discourse toward more precise and sophisticated communication.

**Sarah Lord**

*University of Wisconsin - Madison, Madison, Wisconsin*

**Aimee H. Cardon**

*University of Wisconsin - Madison, Madison, Wisconsin*

**Hala Ghouseini**

*University of Wisconsin - Madison, Madison, Wisconsin*

3002

## 187

## Mathematical Induction as an Explanatory Proof

## Brief Research Report

This paper examines how the following aspects may facilitate students' engagement with mathematical induction as an explanatory proof: problem formulation, student experience with using examples in proving, and student ability to recognize and apply induction as an appropriate proof method. We focus on undergraduate mathematics students working on proving problems.

**Gabriel J. Stylianides**

*University of Oxford, Oxford, United Kingdom*

**James Sandefur**

*Georgetown University, Washington D.C., District Of Columbia*

**Anne Watson**  
*University of Oxford, Oxford, England*

3004

## 188 Mathematical Play and Neuroplasticity in Children with Cancer

### Brief Research Report

In a 24-week study, we investigated an intervention for children with cancer using the Lego Mindstorms EV3 robotics kits. The intervention is designed to address issues of children's mathematical thinking and learning and functional and structural changes to the brain following chemotherapy and/or radiation.

**Megan L. Nickels**  
Megan.Nickels@ucf.edu  
*University of Central Florida, Orlando, Florida*

3006

## 189 Mathematics and the African American Males' Graduation Success

### Brief Research Report

The purpose of the study is to examine the relationships among graduation of African American males from predominantly White institutions and historically Black colleges and universities and their mathematics self-efficacy, mathematics anxiety, mathematics attitude, deep learning, peer relationships, faculty relationship, major of study, social capital, and life satisfaction after graduation and critical race identity. Mathematics is the most important predictor of academic success at postsecondary institutions. The types of math courses students take in college affect their college graduation and their earning capacity in the job market. Students who take more advanced math classes will learn skills that might be directly applicable to certain jobs, and those learned skills are more strongly correlated with labor market success than other measures of student achievement. Critical race theory is the theoretical framework of this study.

**Claude N. Stuart**  
*NYCDOE, Long Island, New York, New York*

**Stephanie L. Tatum**  
*Dowling College, Oakdale, New York*

**Elsa-Sofia Morote**  
*Dowling College, Oakdale, New York*

3010

## 190 Measuring Primary Grade Teachers' Mathematical Knowledge for Teaching

### Brief Research Report

We will share information about an instrument designed to measure Mathematical Knowledge for Teaching (MKT) of teachers of early elementary mathematics. We will discuss how we specified various facets of MKT and report scale reliability and other results from two field studies involving U.S. primary grades teachers in 2014 (n=413) and 2015 (n=636).

**Wendy Bray**  
WBray@lsi.fsu.edu

*Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM), Florida State University, Tallahassee, Florida*

**Robert Schoen**  
*Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM), Florida State University, Tallahassee, Florida*

3007

## 191 Measuring Teachers' Beliefs in Relation to Standards for Mathematical Practice

### Brief Research Report

An instrument that measures the self-efficacy and outcome expectancy beliefs of teachers in regards to the Standards for Mathematical Practice will be presented.

**Iris M. Riggs**  
*California State University, San Bernardino, San Bernardino, California*

**David Fischman**  
*California State University, San Bernardino, San Bernardino, California*

**Matt L. Riggs**  
*California State University, San Bernardino, San Bernardino, California*

**Madeleine Jetter**  
*California State University, San Bernardino, San Bernardino, California*

**Joseph Jesunathadas**  
*California State University, San Bernardino, San Bernardino, California*

3008

## 192 Navigating the Tension between Direct and Dialogic Mathematics Teaching Practices

### Brief Research Report

This session reports on research findings describing a tension between direct and dialogic mathematics teaching practices in an upper elementary setting. Implications from findings of the study include recommendations for how to use *Principals to Actions* to create useful professional development in addressing the tension.

**Monica Smith Karunakaran**  
*Pennsylvania State University, University Park, Pennsylvania*

3009

193

## Predictors of Mathematics Achievement

### Brief Research Report

The purpose of this study is to examine the predictors of mathematics achievement in deaf and hearing college students. More specifically, this study was (1) to investigate the possible associations among cognitive skills, fractional knowledge, and mathematics achievement in both hearing and deaf students groups; and (2) to determine whether mathematics achievement can be better predicted by fractional knowledge among college students. This study indicated that fractional knowledge is a strong predictor of mathematics achievement in both hearing and deaf students.

**ChongMin Lee**

*Lamar University, Beaumont, Texas*

3016

194

## Preparing Teachers to Link Research to Practice: Successes and Failures

### Brief Research Report

As part of a multi-semester design-based research study, we developed a sequence of learning experiences meant to prepare prospective teachers with the skills necessary to engage in the process of linking research to practice. In this session, we report on in-depth, qualitative analyses of the work of three prospective teachers. These three cases serve to illustrate the benefits but also the shortcomings of our approach to linking research to practice.

**Sarah van Ingen**

*University of South Florida, Tampa, Florida*

**Lakesia L. Dupree**

*University of South Florida, Tampa, Florida*

3018

195

## Preservice Elementary Mathematics Lesson Study: Visions and Learning to Teach

### Brief Research Report

This study investigated the learning process of preservice elementary teachers (PSTs) through lesson study in a mathematics teaching methods course. Lesson study meeting data of kindergarten PSTs were analyzed to examine the shifting focus on (1) student collaboration in classroom (vision), (2) teaching practices (making content accessible), and (3) understanding of student thinking of mathematics, in teachers' talks. The four learning phases were identified in which the PSTs' vision guided sense-making process, where lesson study provided the structure for the process. Visions can support or distract PSTs' learning, and learning experiences should guide PSTs to understand how to enact their visions in relationship to classroom practices.

**Aki Murata**

*University of California, Berkeley, Berkeley, California*

**Anna McGee**

*UC Berkeley, Berkeley, California*

**Tia Madkins**

*University of California, Berkeley, Berkeley, California*

**Dennis Gillingham**

*University of California, Berkeley, Berkeley, California*

**Judith Fabrega**

*University of California, Berkeley, Berkeley, California*

**Hee-jeong Kim**

*University of California, Berkeley, Berkeley, California*

**Becca Shareff**

*University of California, Berkeley, Berkeley, California*

3200

196

## Preservice Secondary Teachers' Learning of Purposeful Questioning

### Brief Research Report

A number of mathematics teacher educators have begun to focus curricula of methods courses on mathematics teaching practices and designing coursework around pedagogies of practice. However, the field is just beginning to address preservice secondary teachers' learning in such methods courses. This session shares results from a study examining preservice secondary teachers' learning of a mathematics teaching practice (purposeful questioning) as they were enrolled in a methods course designed around pedagogies of practice.

**Ben Freeburn**

*Bradshaw Christian Schools, Sacramento, California*

3024

197

## Teachers as Problem Solvers: Insights from Professional Development

### Brief Research Report

This exploratory phenomenological study centers on secondary educators' problem-solving experiences with the use of open-ended tasks. An analysis of a three-week professional development program focused on supporting middle school teachers' conceptual and procedural knowledge through a first-hand involvement in problem solving processes. Data from journal reflections, mathematical work samples, and video segments are presented to explore educators' personal experiences as learners and teachers of problem solving. The participants of this session will gain further understanding regarding the use of problem-solving tasks to support teacher content and pedagogical knowledge, consider a diverse set of teacher perspectives, and discuss implications for instructional practice.

**Cinthia Rodriguez**

*The University of Texas at San Antonio, San Antonio, Texas*

**Priya V. Prasad**

*University of Texas at San Antonio, San Antonio, Texas*

**Emily P. Bonner**

*University of Texas at San Antonio, San Antonio, Texas*

3000

198

## Preservice Teachers' Use of Schema-Based Diagrams for Teaching Word Problems

### Brief Research Report

Solving addition and subtraction word problems is an important, yet difficult task for both elementary students and teachers. Categorizing problem types and using schema-based diagrams in teaching are regarded as effective strategies to help students conceptualize and solve word problems. Therefore, in this study, elementary preservice teachers learned how to integrate word problem types with diagrams. Using video analysis, we examined the characteristics of these preservice teachers' understanding of addition and subtraction word problem types and their use of schema-based diagrams to represent and solve these problems. The study revealed that while participants had abilities in using diagrams to solve word problems procedurally, their conceptual understanding of problem types and accuracy in using schema-based diagrams was limited. The results implied that future research and teacher preparation should focus on improving preservice teachers' mathematics knowledge.

**Shuang Zhang**

*Texas Tech University, Lubbock, Texas*

**Jian Wang**

*Texas Tech University, Lubbock, Texas*

**Raymond Flores**

*Texas Tech University, Lubbock, Texas*

**Pablo Dominguez**

*Texas Tech University, Lubbock, Texas*

3006

199

## Reasoning Paths from Exploration to Argument

### Brief Research Report

We present a framework for types of reasoning that can be used when generating and arguing for a general mathematical claim. The framework was used to analyze reasoning elicited in task-based interviews with eighth-grade students. We illustrate with examples of student reasoning and arguments for the audience to analyze.

**Anne E. Adams**

*University of Idaho, Moscow, Idaho*

**David A. Yopp**

*University of Idaho, Moscow, Idaho*

**Robert Ely**

*University of Idaho, Moscow, Idaho*

3009

200

## Refinement of the Conceptual Models for Integer Addition and Subtraction

### Brief Research Report

The Conceptual Models for Integer Addition and Subtraction (CMIAS) were initially developed from the stories that students posed for integer addition and subtraction open number sentences. Three grade

5 students participated in a 12-week teaching experiment where they solved open number sentences for integer addition and subtraction open number sentences in four Individual Sessions. The students' responses (verbal and drawings) as they solved these open number sentences were analyzed. This data supported the refinement of the CMIAS. The refinement of the CMIAS, which includes the changes that were made to initial descriptors and the data that supported these refinements, will be highlighted.

**Nicole M. Wessman-Enzinger**

*George Fox University, Newberg, Oregon*

3010

201

## Reforming an Increasingly Reductionistic U.S. Mathematics Education Culture

### Brief Research Report

Significant reduction-based aspects of U.S. mathematics education (that limit student/teacher learning and systemic reform initiatives) are compared, clarified, and classified with more holistic approaches used by other high-achieving nations. I detail a new theoretical framework that maps general U.S. classroom pedagogy onto U.S. teaching culture and professional development approaches; I argue that U.S. mathematics education reform attempts of the last several decades have utilized similar (reduced) pedagogical approaches at the systemic level. I recommend simple strategic shifts to harness potential (but as yet, dormant) U.S. education strengths.

**Thomas E. Ricks**

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*Louisiana State University, Baton Rouge, Louisiana*

3011

202

## Rethinking Elementary Preservice Teachers' Addition Strategies

### Brief Research Report

This presentation will focus on an exploratory study of how elementary preservice teachers (PSTs) communicated their mathematical thinking while solving carefully selected, multi-digit, addition problems. The numbers were purposefully chosen for the problems to elicit both procedural and conceptual knowledge. This presentation seeks to demonstrate that although many PSTs used the standard algorithm, some simultaneously used unprompted conceptual strategies based on their own prior mathematical knowledge and experiences. This presentation will discuss the implications of this study for mathematics teacher educators as they leverage the nuanced ways that PSTs' communicate their mathematical thinking while developing PSTs' pedagogical content knowledge.

**Carey Walls**

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**Priya V. Prasad**

*University of Texas at San Antonio, San Antonio, Texas*

**Raquel Vallines-Mira**

*University of Texas at San Antonio, San Antonio, Texas*

3018

203

**Sustaining Lesson Study: Mathematics Teachers' Conceptions of Lesson Study****Brief Research Report**

This study on mathematics teacher professional development and sustaining lesson study examines practicing U.S. teachers' conceptions of mathematics lesson study and demonstrates how some conceptions supported teachers' ability to sustain lesson study while other conceptions constrained them.

**Bridget Druken***California State University, Fullerton, Fullerton, California*

3024

204

**Teachers' Beliefs: Relationships with Accountability Pressure and Student Achievement****Brief Research Report**

This analysis draws on multiple regression methods to examine the relationships between the accountability pressures facing schools who fail to make sufficient improvement on end-of-year state tests and the nature of teachers' beliefs and practice pertaining to inquiry-oriented mathematics instruction. Drawing on data from a longitudinal study of teachers' practice in the context of district-wide instructional improvement efforts, this analysis is framed around three research questions: i) Is there a relationship between school-level pressure to improve assessment scores and teachers' likelihood to describe productive, inquiry-oriented supports for students who struggle in mathematics? ii) Are teachers at schools facing significant accountability pressures more likely to describe and enact practices that are inconsistent with their espoused beliefs about teaching and learning in mathematics? iii) How do these institutional settings shape teachers' beliefs and practices differentially?

**Charlotte J. Dunlap***Vanderbilt University, Nashville, Tennessee*

3000

205

**Teachers' MKT and Curricular Reasoning in Algebra and Statistics****Brief Research Report**

This study investigates grade 7 teachers' curricular reasoning and MKT in algebra and statistics. Although the use of curriculum materials and MKT both influence the quality of mathematics instruction, no relationship between teachers' curricular reasoning and MKT was found. Further, teachers' curricular reasoning across algebra and statistics was very similar despite differences in these fields and differences in MKT.

**Kolby J. Gadd***University of Michigan, Ann Arbor, Michigan*

206

**The Connections between Number and Notation: Elementary PSTs' Understanding****Brief Research Report**

This study reports on the ways that 32 elementary preservice teachers understood whole and rational numbers and notation and the connections between them at the start of their mathematics education coursework and after participation in a number and numeration unit designed to develop their understanding of the connections. Results indicate that PSTs typically did not begin their education coursework with a strong understanding of rational numbers, fractions, and decimals but were able to develop a stronger understanding during the unit. Activities that supported non-symbolic representations of both fractions and rational decimals (especially repeating decimals) were particularly supportive.

**Christy Pettis***University of Minnesota, St. Paul, Minnesota*

3007

# Index of Speakers

## A

Aaron, Wendy	82, 38
Abedi, Jamal	30
Abhari, Bahareh	30
Adams, Anne	199
Adelson, Jill	70
Agarwal, Priyanka	87
Aguirre, Julia	60
Akiba, Motoko	175
Akoglu, Kemal	96
Alexander, Cathleen	61
Alibegovic, Emina	38
Almus, Melahat	173
Almus, Kadir	173
Alzen, Jessica	86
Amador, Julie	6, 122
Ambrose, Rebecca	61
Amidon, Joel	38
Anderson, Jim	101
Anderson, Ann	101
Apkarian, Naneh	33
Appelgate, Mollie	174
Arbaugh, Fran	145, 36, 58
Arora, Alka	84
Asempapa, Reuben	141
Aydeniz, Fetiye	161, 78
Aydin, Utkun	162

## B

Bailey, Pamela	182
Baker, Courtney	182
Ball, Deborah	66, 154
Banes, Leslie	30
Bannister, Nicole	145, 54
Bargagliotti, Anna	10
Barker, David	81
Barnes, David	1.5, 157
Barrett, Jeffrey	92
Bartell, Tonya	85
Bastable, Virginia	95
Bathey, Daniel	85
Beckmann, Sybilla	36, 91
Bendolph, Angelia	42
Bennett, Cory	105
Berry, Robert	60
Bezuk, Nadine	157
Bhansali, Sneha	133
Bidwell, Carla	32
Birgili, Bengi	162
Blanton, Maria	73
Bleiler, Sarah	18
Boerst, Timothy	66
Boileau, Nicolas	77
Bonner, Emily	197
Bos, Beth	55, 177
Boston, Melissa	36, 57
Botchway, Portia	64
Boyle, Justin	18
Brakoniecki, Aaron	6
Bray, Wendy	190
Brendefur, Jonathan	87

Briggs, Derek	86
Brizuela, Barbara	73
Broaddus, Angela	114
Brown, Jennifer	184
Buffington, Pam	94
Burn, Helen	155
Burrill, Gail	181
Byrd, Kelly	42

## C

Cai, Jinfa	35, 65
Callis, Laura	41
Campbell, Patricia	147, 4
Campbell, Matthew	82
Capraro, Mary	177
Cardon, Aimee	186
Carney, Michele	87
Carrique, Jessica	3, 107
Casey, Stephanie	164, 181
Caswell, Beverly	34
Cayton, Charity	33
Champion, Joe	160
Chandler, Kayla	33
Chapin, Suzanne	41, 172
Chen, Wei	5
Childs, Kristopher	56
Choi, Kyong Mi	166, 133
Chung, Huy	30
Chval, Kathryn	32, 87
Civil, Marta	57
Clements, Douglas	92, 153, 34
Coffey, Janet	156
Confrey, Jere	180
Conner, AnnaMarie	172
Conner, Kimberly	58
Copur-Gencturk, Yasemin	59
Cordy, Michelle	111
Corey, Douglas	205
Correnti, Richard	62
Cortes, Angelica	61
Crawford, Lindy	102
Creager, Mark	14, 78
Crespo, Sandra	157, 38
Cross, Laban	81
Cullen, Craig	171, 92
Cuoco, Al	29, 99
Curtis-Bey, Linda	156

## D

Daiga, Michael	78
Davis, Trina	112
Davis, Mickey	173
Davis, Brent	158
Day, Roger	40
Dey, Darienne	183
Dick, Lara	51
Ding, Meixia	5, 87
Dixon, Juli	56, 36
Dixon, LaVarr	134
Doerr, Helen	44
Dominguez, Pablo	198
Dove, Anthony	13

Drake, Corey	184
Dreyfus, Tommy	33
Druken, Bridget	203
Dunlap, Charlotte	204
Dunleavy, Teresa	67, 144
Dupree, Lakesia	194
Dyson, Nancy	3

## E

Earnest, Darrell	122, 43
Edwards, Michael	152
Edwards, Carol	177
Edwards, Belinda	12
Eiland, Michael	79
Eker, Ayfer	14
Elliott, Rebekah	82
Ellis, Amy	31, 53
Ellis, Jessica	155
Ely, Robert	199
Estapa, Anne	116
Eubanks-Turner, Christina	10, 27

## F

Fabrega, Judith	195
Fairman, Janet	163
Farfan, Guillermo	175
Farmer, Susanna	66
Feng, Mingyu	163
Ferrini-Mundy, Joan	90
Fischman, Davida	191
Fletcher, Nicole	47
Flores, Raymond	198, 48
Flores, Matthew	174
Fox, Alison	71
Freeburn, Ben	196, 58
Fuentes, Debra	23
Furuto, Linda	183
Fyson, Alyssa	106

## G

Gadd, Kolby	169, 205
Garcia, Nicole	154
Gardiner, Angela	73
Garner, Brette	86
Gates, Miriam	29, 99
Gattis, Kim	84
Gatza, Andrew	151
Gault, Rebecca	56
Gerardo, Juan	126
Gertenbach, Ryan	177
Ghousseini, Hala	186
Gibbons, Lynsey	71, 147
Gilbert, Michael	86
Giles, Rebecca	42
Gillingham, Dennis	195
Glanfield, Florence	59
Glassmeyer, David	6
Gonzales, Alicia	43
Grady, Maureen	159
Graysay, Duane	7, 58
Greenstein, Steven	52
Griffin, Matt	4

Gutiérrez, Rochelle..... 126, 146, 60

## H

Hackenberg, Amy ..... 14, 91  
Haines, Cara ..... 85, 57  
Hallman-Thrasher, Allyson ..... 58  
Han, Sunyoung ..... 48  
Hanby, Kristi ..... 38  
Hand, Victoria ..... 32  
Hansen, Nicole ..... 107, 3  
Hao, Haiping ..... 177  
Harbour, Kristin ..... 70  
Harrison, Delena ..... 169  
Hassler, Ryan ..... 5, 87  
Hawes, Zachary ..... 148, 34  
Hawthorne, Casey ..... 135, 136  
Henderson, David ..... 64  
Hennessey, Margaret ..... 180  
Herbel-Eisenmann, Beth ..... 152, 88, 35  
Herbst, Patricio ..... 77  
Hessong, Esther ..... 106  
Higgins, Traci ..... 95  
Hjalmarson, Margret ..... 90  
Hodge, Lynn ..... 170  
Hodgson, Theodore ..... 149  
Holmes, Amy ..... 64  
Honey, Margaret ..... 156  
Horn, Ilana ..... 86  
Hornbein, Peter ..... 72  
Howard, Cassie ..... 175  
Hsu, Eric ..... 155  
Hu, Qintong ..... 170  
Huey, Maryann ..... 164  
Hughes, Gwyneth ..... 87  
Hunt, Jessica ..... 80  
Huscroft-D'Angelo, Jacqueline ..... 102  
Hwang, Jihyun ..... 133

## I

Inan, Fethi ..... 48  
Izsak, Andrew ..... 91

## J

Jackiw, Nicholas ..... 93  
Jackson, Kara ..... 22, 85  
Jacobson, Erik ..... 78  
Jafari, Farhad ..... 134  
Jarry-Shore, Michael ..... 11  
Jennings, Suzanne ..... 165  
Jensen, Jessica ..... 166  
Jesunathadas, Joseph ..... 191  
Jetter, Madeleine ..... 191  
Jilk, Lisa ..... 185  
Johnson, Raymond ..... 86  
Johnson, L. .... 169  
Johnson, Heather ..... 36, 72  
Johnston, Will ..... 84  
Jones, Ryan ..... 180  
Jordan, Nancy ..... 3  
Juárez López, José ..... 131  
Junk, Debra ..... 59

## K

Kalinec-Craig, Crystal ..... 202, 38  
Kanbir, Sinan ..... 33  
Kaplan, Suzanne ..... 49  
Karp, Karen ..... 70, 36  
Kartal, Ozgul ..... 109  
Karunakaran, Monica ..... 192  
Kastberg, Signe ..... 146, 36  
Kazemi, Elham ..... 146  
Kelemanik, Grace ..... 82  
Kelly, Katelyn ..... 62  
Khasanova, Elvira ..... 139  
Kim, Hee-jeong ..... 195  
Kim, Yangsook ..... 73  
King, Karen ..... 184, 90  
Klein, Valerie ..... 108  
Klosterman, Peter ..... 97  
Knapp, Melinda ..... 82  
Ko, Yi-Yin ..... 18  
Kobiela, Marta ..... 22  
Kobrin, Jennifer ..... 20  
Konuk, Nursen ..... 58  
Kosiak, Jennifer ..... 177  
Kotsopoulos, Donna ..... 111  
Kreide, Anita ..... 27  
Krupa, Erin ..... 123, 164  
Kuleshova, Angelina ..... 175  
Kye, Anna ..... 166

## L

La Torre Matrundola, Deborah ..... 30  
Lamb, Lisa ..... 135  
Lambert, Rachel ..... 32  
Landers, Mara ..... 150, 63  
Lang, Mathieu ..... 24  
Langrall, Cynthia ..... 1  
Larbi-Cherif, Adrian ..... 168  
Larnell, Gregory ..... 83  
Larochelle, Raymond ..... 135  
Larsen, Shannon ..... 182  
Larson, Matt ..... 1.5  
Leatham, Keith ..... 172, 65, 36  
LeBlanc, Manon ..... 24  
Lederman, Judith ..... 109  
Lee, ChongMin ..... 193  
Lee, Hea-Jin ..... 152  
Lee, Hwa Young ..... 19  
Lee, Hollylynne ..... 39  
Lee, Kisha ..... 177  
Lee, Mi Yeon ..... 14  
Léger, Michel ..... 24  
Lehrer, Richard ..... 64  
Leonard, Jacqueline ..... 134  
Lesseig, Kristin ..... 82, 164  
Leveille Buchanan, Nicole ..... 106  
Lewis, Becca ..... 71  
Leyva, Luis ..... 85  
Li, Xiaobao ..... 5  
Lin, Terry Wan Jung ..... 22  
Lirette-Pitre, Nicole ..... 24  
Lischka, Alyson ..... 38, 146  
Liu, Yating ..... 76  
Lobato, Joanne ..... 15

Lockwood, Elise ..... 45, 31  
Lord, Sarah ..... 186  
Louie, Josephine ..... 94  
Louie, Nicole ..... 185, 57  
Lovett, Jennifer ..... 39, 152  
Lovin, LouAnn ..... 179  
Lucenta, Amy ..... 82

Ma, Jasmine ..... 153  
Machmer-Wessels, Keely ..... 75  
Madkins, Tia ..... 195  
Magiera, Marta ..... 69  
Maher, Carolyn ..... 88  
Makosz, Samantha ..... 111  
Males, Lorraine ..... 174  
Maloney, Tanya ..... 123  
Markworth, Kim ..... 147  
Martin, Danny ..... 60  
Marzocchi, Alison ..... 26  
Matsuura, Ryota ..... 29, 99  
Matthews, Gretchen ..... 54  
Matthews, Percival ..... 65  
McClintock, Evan ..... 72  
McCloskey, Andrea ..... 119  
McCormick, Kelly ..... 94  
McFeetors, Janelle ..... 153  
McGarvey, Lynn ..... 153  
McGee, Anna ..... 195  
McHugh, Maggie ..... 177  
McLean, Jeffrey ..... 44  
McManus, George ..... 89  
Meagher, Michael ..... 152  
Merrill, Lindsay ..... 110  
Mesa, Vilma ..... 155, 61  
Mgombelo, Joyce ..... 59  
Milbourne, Hayley ..... 33  
Milewski, Amanda ..... 38  
Miller, Emily ..... 173  
Miller, Amanda ..... 171  
Miller Singley, Alison ..... 118  
Mitchell, Monica B. .... 134  
Monroe, Eula ..... 23  
Monson, Debra ..... 164  
Moomaw, Sally ..... 138  
Moore, Kimberly ..... 160  
Moore, Kevin ..... 31  
Moreno, Minerva ..... 61  
Morote, Elsa-Sofia ..... 189  
Moschkovich, Judit ..... 88  
Moss, Joan ..... 148, 34  
Moyer-Packenham, Patricia ..... 94  
Munson, Jen ..... 16  
Munter, Charles ..... 36, 85, 57  
Murata, Aki ..... 175, 195  
Murray, Eileen ..... 123

## N

Nagle, Courtney ..... 181  
Nelson, Gena ..... 17  
Nickels, Megan ..... 188  
Nickerson, Susan ..... 135

Nieman, Hannah .....71  
Norton, Anderson .....91

## O

O'Connor, Catherine .....172  
O'Neill, Michaela .....154  
Oner, Tugba .....112  
Ong, Christine .....30  
Ozcan, Mustafa .....162  
Ozgun Koca, Asli .....152  
Ozgur, Zekiye .....53

## P

Panorkou, Nicole .....20  
Pape, Stephen .....86, 36  
Parke, Carol .....57  
Parker, Zachary .....22  
Peck, Frederick .....153  
Peters, Susan .....39  
Peterson, Blake .....172  
Pettis, Christy .....206  
Philhower, Joanne .....184  
Powell, Sarah .....17  
Prasad, Priya .....197, 202

## Q

Quarles, Chris .....173  
Quebec Fuentes, Sarah .....102

## R

Radke, Sarah .....153  
Rasmussen, Chris .....155, 33  
Ray, Amy .....184  
Reiten, Lindsay .....53  
Resnick, Ilyse .....3  
Rickard, Brian .....143  
Ricks, Thomas .....201  
Riggs, Iris .....191  
Riggs, Matt .....191  
Rivera, Ferdinand .....31  
Rodriguez, Cinthia .....197  
Roschelle, Jeremy .....35, 163  
Roscoe, Matt .....2  
Rosenquist, Brooks .....174  
Roth McDuffie, Amy .....184  
Rougee, Annick .....176  
Rubin, Andee .....93  
Ruef, Jennifer .....124  
Runnalls, Cristina .....133  
Rupnow, Theodore .....92  
Russell, Susan Jo .....95

## S

Saddler, Derrick .....68  
Sahin, Alpaslan .....173  
Sahin, Nesrin .....56  
Salazar, Sabrina .....154  
Salinas, Alejandra .....41  
Sanchez, Wendy .....146  
Sandefur, James .....187  
Sarama, Julie .....92, 34

Savoie, Mylène .....24  
Sawrey, Katharine .....73  
Schaaf, Kevin .....30  
Schifter, Deborah .....95  
Schoen, Robert .....190  
Schultz, Kyle .....179  
Selling, Sarah .....66  
Sengupta-Irving, Tesha .....87  
Shah, Meetal .....180  
Shareff, Becca .....195  
Shaughnessy, Meghan .....154, 66  
Shekell, Calli .....85, 57

Sherman, Milan .....33  
Sherman, Diana .....28  
Sherry, Marina .....166  
Silva, Juanita .....80  
Silver, Edward .....113, 36  
Silverman, Jason .....108  
Simmt, Elaine .....59  
Simon, Martin .....91, 146  
Simpson, Amber .....54, 8  
Sinclair, Nathalie .....58  
Singletary, Laura .....172  
Sjostrom, Mary Pat .....105  
Smith, Everett .....87  
Smith, Jack .....35  
Smith, Jennifer .....89  
Smith, Thomas .....174  
Solano-Campos, Ana .....86  
Son, Ji-Won .....170  
Sopko, Amanda .....140  
Stachelek, AJ .....150  
Stein, Mary .....62  
Stephan, Michelle .....33, 174, 89  
Stevens, Glenn .....99, 29  
Stinson, David .....32  
Stockero, Shari .....172  
Strayer, Jeremy .....149  
Stuart, Claude .....189  
Stylianides, Gabriel .....187  
Sun, Kathy .....167  
Sutherland, Makini .....56  
Sword, Sarah .....99, 29

## T

Tarr, James .....147  
Tatum, Stephanie .....189  
Taylan, Rukiye .....162  
Thomas-Browne, Carmen .....57  
Tillema, Erik .....31, 151  
Torres-Ardila, Fabián .....86  
Tran, Dung .....96  
Trocki, Aaron .....115  
Tunc-Pekkan, Zelha .....162  
Tyminski, Andrew .....146

## U

Uptegrove, Elizabeth .....88  
Uribe, Emily .....183  
Uzan, Erol .....78

## V

Vahey, Phil .....93  
Vallines-Mira, Raquel .....202  
Van Dine, Douglas .....92, 34  
van Ingen, Sarah .....194  
Van Zoest, Laura .....157, 172  
Vargas, Gabriela .....126  
Venenciano, Linda .....174  
Visscher, Daniel .....37

## W

Wager, Anita .....60  
Walker, Carren .....15  
Walls, Carey .....202  
Walters, C. David .....15  
Wang, Yuanhua .....50  
Wang, Jian .....198, 50  
Wanko, Jeffrey .....173, 34  
Watson, Anne .....187  
Watson, Lucy .....149  
Webel, Corey .....147, 58  
Welch-Ptak, Jasmine .....80  
Wessman-Enzinger, Nicole .....200  
White, Dorothy .....123  
White, Nina .....37, 155  
Wilhelm, Anne .....142, 85  
Wilkerson, Trena .....59  
Wilkes, Charles .....154  
Wilkinson, Gareth .....175  
Wilkinson, Louise .....88  
Williams, Desha .....12  
Willis, Amber .....154  
Wongkamalasai, Megan .....64  
Woods, Dawn .....142, 21  
Woolcott, Geoff .....152  
Wyberg, Terry .....40  
Wynn, Lynda .....120

## Y

Yankson, Kwame .....113  
Ye, Ai .....3  
Yee, Sean .....18  
Yeh, Cathery .....40  
Yopp, David .....199, 46

## Z

Zahner, William .....120  
Zambak, Vecihi .....69  
Zambrzycka, Joanna .....111  
Zaslavsky, Orit .....74  
Zavala, Maria .....67, 32  
Zeng, Xi .....50  
Zhang, Shuang .....198  
Zilliox, Joseph .....183

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Teresa Montani	NIKOL Radovic	Erica Slate	Anne Wallace
Eileen Mooney	Ciriaco Ragual	Lynnae Smith	Angela Waltrup
Roxanne Moore	Zareen Rahman	Wendy M. Smith	Jeffrey Wanko
Molly Moschetti	Matthew Reames	Rachel Snider	Trevor Warburton
Andreas Moutsios-Rentzos	Joseph Rino	Wendy Soohoo	Jennifer Ward
Charles Mullins	Jamila Riser	Laurie Speranzo	Travis Weiland
Charles Munter	Amanda Riske	Michelle Stephan	Jacqueline M. Weilmuenster
Murside Asli Mutlu	Jessica Rivero	Anthony Stinson	Anne Wilhelm
Suzanne Nakashima	Michael Roach	Kathleen Stoehr	Maryellen Williams Candek
Nama Namakshi	Warren Roane	Angela Stoltz	Aaron Wilson
Mahtab Nazemi	Richard Robinson	Diane Marie Stryk	Daniel Wisniewski
Giang-Nguyen Nguyen	Rachelle Rogers	Gabriel Stylianides	Ingo Witzke
Hannah Nieman	Milton Rosa	Umamaheswari Subramanian	Sean Yee
Johannah Nikula	Shelley Rosen	Kathy Sun	Bilge Yurekli
Sandra Nite	Annick Rougee	Christine Suurtamm	William Zahner
Forster Ntow	Kathy Rubendall	Cathie Sylvester	Joanna Zambrzycka
Noreen O'Loughlin	Jennifer Ruef	Mohammed Goma Tanko	Lisa Zapalac
Daniel Orey	Zachary Rutledge	Rukiye Taylan	Rebecca ZuWallack
Chandra Orrill	Andrew Sanfratello	Niccole Taylor	

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