Research Presession Planning Committee

NCTM Research Committee

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University of Missouri
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Teachers College, Columbia University

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Joanne Lobato (2010-2012), Awards
San Diego State University
Ann Ryu Edwards (2011-2013), Events
University of Maryland
Announcements

• The Research Presession will be held at the Philadelphia Marriott Downtown.

• Registration will be held in the Franklin Hall Foyer. The times are Monday, 4:30 p.m. to 7:00pm, and Tuesday, 7:00 a.m. to 3:00 p.m. Registration is required for attendance, and badges must be worn for all sessions.

• On Wednesday, the Research Presession is open to all registered attendees to 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 Monday evening in Salon I/J/K/L, 8:30 p.m. to 10:00 p.m. following the opening session at 7:00 p.m. in Salon G/H.

• Research posters will be available for viewing and discussing with the presenters in Salon I/J/K/L from 4:45 p.m. to 6:00 p.m. on Tuesday and 1:00 p.m. to 2:30 p.m. on Wednesday.

• The Call for Papers for the next Research Presession, to be held in Denver, CO in 2013 will be available online in June, 2012.

• Be sure to visit the Exhibit Hall for the NCTM Bookstore, which has a special table on research.

Invited Sessions

Opening Session

Monday, April 23rd, 7:00 PM–8:30 PM
Salon G/H

The Mathematics Teacher Educator: A Resource for Your Teaching and Outlet for Your Writing

Tuesday, April 24th, 8:30 AM–10:00 AM
Franklin Hall 4

Graduate Student, Junior Faculty, and Researcher Mentoring Session

Tuesday, April 24th, 8:30 AM–10:00 AM
Franklin Hall 12
Looking for Data in All the Right Places: National, Large-Scale NAEP Data, Free!
   Tuesday, April 24th, 10:30 AM–12:00 PM
   Franklin Hall 6
Common Core State Standards for Mathematics (CCSSM) Recommendations
Session B: Professional Development and Research
   Tuesday, April 24th, 10:30 AM–12:00 PM
   Franklin Hall 2
Tools of the Trade, Part 3
   Tuesday, April 24th, 10:30 AM–12:00 PM
   Franklin Hall 5
Common Core State Standards for Mathematics (CCSSM) Recommendations
Session A: Curriculum and Assessment
   Tuesday, April 24th, 1:00 PM–2:30 PM
   Franklin Hall 3
Factors Influencing STEM Preparedness: From Algebra to Calculus
   Tuesday, April 24th, 1:00 PM–2:30 PM
   Franklin Hall 8
Writing for NCTM Journals: Publishing Your Research in Teacher-Friendly Articles
   Tuesday, April 24th, 1:00 PM–2:30 PM
   Franklin Hall 12
Working toward Innovative Research: NSF’s Role, the Researcher’s Role
   Tuesday, April 24th, 3:00 PM–4:30 PM
   Franklin Hall 3
Linking Research and Practice Plenary
   Wednesday, April 25th, 8:30 AM–10:00 AM
   Salon G/H
Writing for NCTM Practitioner Journals: “Linking Research and Practice” Awards
   Wednesday, April 25th, 10:30 AM–12:00 PM
   Franklin Hall 10
Rtl: Mathematics and Special Educators Sharing Responsibility: A Call for Action
   Wednesday, April 25th, 3:00 PM–4:30 PM
   Franklin Hall 2
Linking Research and Practice: A Focus on Reasoning and Sense Making with Technology
   Wednesday, April 25th, 3:00 PM–4:30 PM
   Franklin Hall 7

All sessions in Philadelphia Marriott Downtown
Floor Plan: 5th Floor
Philadelphia Marriott
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 Presession. The Research Presession serves multiple purposes. First, it brings researchers together annually to examine and discuss current issues in mathematics education. Second, it is an opportunity for researchers to receive feedback on their work and to benefit from exposure to alternative points of view. Third, it affords beginning scholars opportunities to interact and network with veteran researchers in the field. Finally, it is an opportunity to capitalize on the collective wisdom available when researchers and practitioners come together to discuss mathematics education and research.

We would like to thank the members of NCTM’s Research Committee, members of the executive board for the SIG/RME, and other 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, printing the program, and so on. Also, we would like to thank all the presenters for agreeing to participate. Finally, we would like to thank everyone in attendance, and we hope that you will find the conference helpful to you in a number of ways.

Sincerely,

Daniel J. Heck,
NCTM Research Committee, Chair

Eric Knuth,
AERA SIG/RME Cochair

Karen D. King
NCTM Research Committee, Staff Liaison
For your safety and due to fire regulations, only those with seats will be allowed in meeting rooms. To comply with fire codes, it may be necessary to ask any person 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.
Tuesday, April 24th

8:30 a.m.-10:00 a.m.

2
Curriculum Matters: Why Are Some Elementary School Curricula More Effective?

Research Symposium
A new curriculum can improve students’ achievement. This symposium will present results from a large-scale experimental study of four elementary school math curricula. The speakers will discuss why some curricula are more effective, what it takes to implement different types of curricula, and implications for math instruction.

Barbara D. Harris
Mathematica Policy Research, Washington, D.C., District of Columbia

Roberto Agodini
Mathematica Policy Research, Princeton, New Jersey, New Jersey

Karen Fuson
Consultant, Fallbrook, California

Aki Murata
Stanford University, California

Nancy Larson
Nancy Larson Publishers, Old Lyme, Connecticut

Janine Remillard
University of Pennsylvania, Philadelphia, New Mexico

Franklin Hall 2, Capacity: 139

8:30 a.m.-10:00 a.m.

3
Graduate Student, Junior Faculty, and Researcher Mentoring Session

Work Session
Experienced faculty and researchers will provide mentoring on topics such as publishing dissertation-based manuscripts, finding faculty positions in higher education, transitioning from doctoral student to faculty member, grant writing, and navigating the tenure process. Attendees will rotate among topic-focused tables.

Erica Walker
Teachers College, Columbia University, New York City, New York

Karen Hollebrands
North Carolina State University, Raleigh, North Carolina
Session 3 continued

Danny Martin  
*University of Illinois Chicago, Finding Faculty Positions in Higher Education*

Daniel Chazan  
*University of Maryland, Finding Faculty Positions in Higher Education*

Chris Rasmussen  
*San Diego State University, Navigating the Tenure Process*

Edward Silver  
*University of Michigan Dearborn, Navigating the Tenure Process*

Amy Ellis  
*University of Wisconsin, Publishing Dissertation-Based Manuscripts*

Rose Zbiek  
*Pennsylvania State University, Publishing Dissertation-Based Manuscripts*

Kristen Bieda  
*Michigan State University, Publishing Dissertation-Based Manuscripts*

Susan Peters  
*University of Louisville, Transitioning from Doctoral Student to Faculty Member*

Michelle Cirillo  
*University of Delaware, Transitioning from Doctoral Student to Faculty Member*

Karen Marongelle  
*Portland State University, Writing Grant Proposals*

Pat Wilson  
*University of Georgia/NSF, Writing Grant Proposals*

Franklin Hall 12, Capacity: 40

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**4**  
**Implementing Mathematics Instructional Materials: Examining School-Level Support**

**Work Session**  
What are the key dimensions of school-level support for a successful implementation of instructional materials? The audience will work with quantitative and qualitative data from an ongoing study investigating the implementation of mathematics materials, with attention to school-level supports that strengthen the materials’ use.

Kristen Reed  
*Education Development Center, Waltham, Massachusetts*

June Mark  
*Education Development Center, Waltham, Massachusetts*

Jessica Young  
*Education Development Center, Waltham, Massachusetts*

Franklin Hall 5, Capacity: 40
5

Interactive Paper Session

Designing Professional Development to Resolve Identified Inconsistencies in Teachers’ Math-Related Beliefs

The purpose of this study is to investigate the influence of professional development on resolving the perceived inconsistencies in teachers’ beliefs.

Dionne Cross  
Indiana University, Bloomington, Indiana
Lauren Rapacki  
Indiana University, Bloomington, Indiana

Mathematical Representations: Instructional Challenges and Insights

This session will report the ways in which elementary teachers, engaged in a professional development focused on representation, consider the affordances of representation in teaching mathematics. Common challenges teachers faced when incorporating multiple representations in instruction and implications for teacher educators will be discussed.

Edd Taylor  
Northwestern University, Evanston, Illinois
Elizabeth Dyer  
Northwestern University, Evanston, Illinois

Special Educators’ Movement Toward Reform-Based Mathematics: A Cross-Case Analysis

This case study describes the movement of four special educators toward reform-based mathematics teaching and learning and identifies components within a professional development project affecting that movement. Trend analyses suggest that growth in beliefs, knowledge, and practices occurred in a broad, balanced manner for these participants across the duration of the project.

Eula Monroe  
Brigham Young University, Provo, Utah
Damon Bahr  
Brigham Young University, Provo, Utah
Joseph Rino  
Brigham Young University, Provo, Utah

Presider: Gloriana Gonzalez  
University of Illinois at Urbana-Champaign, Illinois
6
Interactive Paper Session

The Effect of Early College High Schools on Mathematics Teaching and Learning

This paper will examine the impact of the Early College High School (ECHS) model on mathematics teaching and student mathematics performance in the 9th through 11th grade. The research questions are: 1. What is the impact of the early college on students’ coursetaking and academic performance in mathematics in the 9th through 11th grade? 2. What does mathematics teaching look like in the early college model?

Nina Arshavsky
University of North Carolina at Greensboro, Greensboro, North Carolina

Relations among Mathematical Knowledge for Teaching, Mathematics Instructional Quality, and Students' Achievement in the Responsive Classroom Approach

This study examines the direct and indirect relations between mathematical knowledge for teaching (MKT), mathematics instructional quality (MIQ), and student mathematics achievement. Further, this study examines impact of the Responsive Classroom® (RC) approach, a social and emotional learning intervention, for strengthening these relations. Participants in this study were 88 third grade teachers and their 1,533 students. Results from multi-group path analyses indicate significant direct effects of MKT on MIQ, and MIQ on student achievement; however, these effects were only evident in the RC group. No direct effects were found linking MKT and achievement in either the intervention or control groups. Results demonstrate the importance of building capacity in teachers and providing supports in the classroom that help teachers translate their mathematical knowledge into high quality mathematics instruction.

Erin Ottmar
University of Richmond, Virginia, Virginia

Sara Rimm-Kaufman
University of Virginia, Charlottesville, Virginia

Ross Larsen
University of Virginia, Charlottesville, Virginia

Effects of Professional Development on Students' Achievement and Teachers' Curricular Implementation

This research provides an account of the impact different components of a professional development have on student achievement in Core-Plus classrooms and on teachers’ curricular implementation. This study used a mixed methods design consisting of hierarchical linear modeling, followed by qualitative data analysis to explore teachers’ implementation in greater detail.

Erin Elizabeth Krupa
Montclair State University, New Jersey, New Jersey

Jere Confrey
North Carolina State University, Raleigh, North Carolina
Session 6 continued

Allison McCulloch  
North Carolina State University, Raleigh, North Carolina  
Presider: James Tarr  
University of Missouri—Columbia, Columbia, Missouri

Franklin Hall 13, Capacity: 40

8:30 a.m.-10:00 a.m.

7
Interactive Paper Session

Developing a Framework to Teach Mathematics in Depth
How does one teach mathematics in depth? This research developed a framework for teaching mathematics in depth after studying the experience of a fifth grade team’s implementation of a southeastern state’s standards built on the Curriculum Focal Points. Study results were synthesized with mathematics research literature to create the framework.

Joanne LaFramenta  
University of Florida, Gainesville, Florida  
Thomasenia Adams  
University of Florida, Gainesville, Florida

Mediating Instructional Quality: Relational Interactions in Mathematics Classrooms
This study researched the relationship between relational interactions and the quality of mathematics instruction for four teachers in one urban school. Results indicated varying quality in both instructional and relational quality, but that the two weren’t necessarily correlated. This raises important mediating effect of relational interactions on mathematics achievement for further research.

Dan Battey  
Rutgers, State University of New Jersey, New Brunswick, New Jersey

Mathematics Instructional Quality: Does Socioeconomic Status of Students Matter?
The purpose of this session is to examine the mathematics instructional quality in two sets of elementary school classrooms. The first set of classrooms primarily has students of low socioeconomic status (SES), defined by their eligibility for free or reduced lunch. The second set of classrooms primarily has students of middle or high SES. Qualitative differences in mathematical tasks and discourse will be shared.

Robert Berry  
University of Virginia, Charlottesville, Virginia  
Temple Walkowiak  
North Carolina State University, Raleigh, North Carolina
Session 7 continued

Eileen Merritt  
University of Virginia, Charlottesville, Virginia

Presider: Robert Berry  
University of Virginia, Charlottesville, Virginia

Franklin Hall 6, Capacity: 40

8:30 a.m.-10:00 a.m.

8

Investigating Secondary School Mathematics Teacher PCK across the Professional Continuum

Research Symposium

The presenters will present three research studies, each focused on a different investigation of beginning or experienced secondary mathematics teachers’ personal content knowledge (PCK). Participants will discuss each study and the corresponding implications for mathematics teacher education.

John Lannin  
University of Missouri—Columbia, Columbia, Missouri

Kathryn B. Chval  
University of Missouri—Columbia, Columbia, Missouri

Fran Arbaugh  
Penn State University, Pennsylvania, Pennsylvania

Cynthia Taylor  
Millersville University, Pennsylvania, Pennsylvania

Matthew Webb  
University of Northern Iowa, Cedar Falls, Iowa

Sarah J. Hicks  
Rockhurst University, Kansas City, Missouri

Discussant: Cynthia Langrall  
Illinois State University, Normal, Illinois

Franklin Hall 3, Capacity: 108
9
Measuring Teachers’ Attitudes, Beliefs, and Dispositions Over Time

Work Session
This session describes the development of The Mathematics Experiences and Conceptions Surveys, which support longitudinal study of preservice elementary teachers’ conceptions of mathematics teaching and learning. Focuses include instrument construction and implementation, garnering feedback on survey items, and discussing future research.

Rachael Welder  
Hunter College—City University of New York, New York, New York

Thomas Hodges  
Western Carolina University, Cullowhee, North Carolina

Cindy Jong  
University of Kentucky, Lexington, Kentucky

Franklin Hall 10, Capacity: 40

10
Quantitative Reasoning in Secondary School Mathematics: An Avenue to Coherence

Research Symposium
The speakers discuss the role of quantitative reasoning (QR) in engendering coherent mathematical experiences in secondary mathematics. They highlight the emergent, contextual nature of students’ QR, address how QR can impact student learning of secondary mathematics, and examine how QR can create foundations for reasoning about calculus concepts.

Kevin Moore  
University of Georgia, Athens, Georgia

Heather Lynn Johnson  
University of Colorado Denver, Denver, Colorado

Carlos Castillo-Garsow  
Kansas State University, Manhattan, Kansas

Discussant: Leslie Steffe  
University of Georgia, Athens, Georgia

Discussant: Robert Mayes  
Georgia Southern University, Statesboro, Georgia

Franklin Hall 11, Capacity: 113
11
Teachers’ Learning of Learning Trajectories
Research Symposium
Recent interest in learning trajectories requires new knowledge from mathematics education researchers about how teachers come to understand and use these trajectories as frameworks for making sense of and responding to students’ thinking. Three different research groups share their findings about teachers’ learning of learning trajectories.

P. Holt Wilson  
*University of North Carolina at Greensboro, Greensboro, North Carolina*

Jae Baek  
*Illinois State University, Normal, Illinois*

Jeffrey E. Barrett  
*Illinois State University, Normal, Illinois*

Michael Battista  
*Ohio State University, Columbus, Ohio*

Craig Cullen  
*Illinois State University, Normal, Illinois*

Douglas Clements  
*University at Buffalo, State University of New York, New York*

Paola Sztajn  
*North Carolina State University, Raleigh, North Carolina*

Julie Sarama  
*University at Buffalo, State University of New York, New York*

Franklin Hall 7, Capacity: 108

12
The Mathematics Teacher Educator: A Resource for Your Teaching and Outlet for Your Writing
Work Session
Participants will learn about the new journal, The Mathematics Teacher Educator. This will include the scope of the journal, the submission and review process, the possibilities afforded by the online format, and the timeline for the first issue.

Margaret Smith  
*University of Pittsburgh, Pennsylvania, Pennsylvania*

Denise A. Spangler  
*University of Georgia, Athens, Georgia*

Franklin Hall 4, Capacity: 40
13
Treatment of Fractions in Asian Curricula and the CCSS

Research Symposium
The presenters will discuss their findings on how Korean, Chinese, Japanese, and Singapore primary school curricula develop fractions systematically across grade levels, compared to the treatment of fractions in the Common Core State Standards (CCSS).

Janice Grow-Maienza
Truman State University, Kirksville, Missouri

Meixia Ding
University of Nebraska—Lincoln, Lincoln, Nebraska

William Jackson
Scarsdale Public Schools, New York, New Jersey

Mary Pat Sjostrom
Chaminade University, Honolulu, Hawaii

Dan Kitashima
Ka Waihona o ka Na’auao, Public Charter School, Waianae, Hawaii

Discussant: Jinfa Cai
University of Delaware, Newark, Delaware

Franklin Hall 8, Capacity: 138
10:30 a.m.-12:00 p.m.

14
Common Core State Standards for Mathematics (CCSSM) Recommendations Session A: Professional Development and Research

Research Symposium
Project leaders will share implications of their work on professional development systems in the era of the Common Core States Standards for Mathematics and priorities for related research. Discussion will focus on how research on professional development must inform the field as the CCSSM are implemented.

Dan Heck  
*Horizon Research, Inc., Chapel Hill, North Carolina*

Paola Sztajn  
*North Carolina State University, Raleigh, North Carolina*

Karen Marongelle  
*Portland State University, Oregon, Oregon*

Discussant: Patricia Wilson  
*University of Georgia, Athens, Georgia*

Franklin Hall 2, Capacity: 139

10:30 a.m.-12:00 p.m.

15
Elementary School Teachers’ Perceptions of Mathematical and Pedagogical Authority

Work Session
Do preservice teachers view themselves and their students as mathematical authorities? The audience will explore this question and the mathematical and pedagogical issues of authority that arise as university students begin the shift to becoming elementary school teachers, and they will review data to explore a framework based on previous research.

Ginger Rhodes  
*University of North Carolina at Wilmington, Wilmington, North Carolina*

Shelby Morge  
*University of North Carolina at Wilmington, Wilmington, North Carolina*

Heidi Higgins  
*University of North Carolina at Wilmington, Wilmington, North Carolina*

Franklin Hall 12, Capacity: 40
10:30 a.m.-12:00 p.m.

16
Interactive Paper Session
Mathematicians and the Role of Examples
Examples can allow one to see the general in the specific but can also limit one’s understanding through overgeneralization. To investigate the role of examples, we conducted a microanalysis of interview data with university mathematicians situated in the context of understanding definitions. We report on the mathematician’s perspectives in their own work and in their teaching.

Laurie Cavey  
Boise State University, Boise, Idaho

Margaret Kinzel  
Boise State University, Boise, Idaho

Sasha Wang  
Boise State University, Boise, Idaho

Team-Teaching Experiences of a Mathematician and a Math Teacher Educator
In this session, we present an overview of the results from an interpretive phenomenological case study in which we investigated the lived experiences of a mathematician and a mathematics teacher educator as they engaged in a team-teaching collaboration within the context of prospective secondary mathematics teacher preparation.

Sarah Bleiler  
University of South Florida, Tampa, Florida

Gladis Kersaint  
University of South Florida, Tampa, Florida

Similarities among New Teacher Educators and New Grades K–12 Mathematics Teachers
Data was collected by a national survey to understand the experiences of new university mathematics educators. Survey findings were compared to the results of a meta-analysis of research on the experiences of new K-12 mathematics teachers. Similarities between the groups will be reported to inform preparation of mathematics educators at all levels.

Jennifer Eli  
University of Arizona, Tucson, Arizona

Jan Yow  
University of South Carolina, Columbia, South Carolina

Rachael Welder  
City University of New York—Hunter College, New York, New York

Presider: Chris Rasmussen  
San Diego State University, San Diego, California
17
Interactive Paper Session

Mathematics-for-All, Education, Economics, and National Security
I detail empirical economic studies challenging common assumptions that “mathematics for all” is vital for any nation’s economic prosperity and national security. I also develop theory for why, when, and how mathematics education enables individual educational access, career advancement, and economic development.

Thomas Ricks
Louisiana State University, Baton Rouge, Louisiana

Data Difficulties: When Research and Policy Meet Practice
Widespread calls to use data to improve instruction requires teachers to gather and analyze evidence systematically in ways that link teaching and learning. A study of teachers engaged in inquiry shows that these requirements are difficult to meet within typical teaching contexts and without the support of widely shared structures and tools.

Robert Wieman
University of Delaware, Newark, Delaware

The Role of Program Theory in Mathematics Education Evaluation Research
A critique of mathematics program evaluations that met The What Works Clearinghouse’s methodological standards for inclusion in terms of attention to program theory. For each study, we determined the extent to which the program’s underlying theory (of learning and teaching mathematics) influenced the evaluators’ research questions, construct measurement and analysis.

Charles Munter
University of Pittsburgh, Pennsylvania, Pennsylvania
Paul Cobb
Vanderbilt University, Nashville, Tennessee

Presider: Jill Newton
Purdue University, West Lafayette, Indiana

Franklin Hall 13, Capacity: 40
18
Interactive Paper Session

Connecting Methods Courses with Teachers’ Knowledge through Mediated Field Experiences
This study reports how one Secondary Teacher Education program implemented Mediated Field Experiences (MFEs) across content methods courses. We found that MFEs were structured around teacher candidate learning, and that each MFE structure drew on partner teacher knowledge as a way to support candidates in making sense of progressive teaching practice.

Teresa Dunleavy  
University of Washington, Seattle, Washington

Sara Sunshine Campbell  
Evergreen State College, Olympia, Washington

A Framework for Supporting Preservice Teachers’ Mathematics Teacher Identity
This session will (1) present new findings on research on mathematics teacher identity, in particular as related to the complex realities of schooling; (2) share the specific framework and activities used to support mathematics teacher identity work; and (3) engage participants in a discussion of implications for mathematics teacher preparation.

Jill Neumayer DePiper  
University of Maryland, College Park, Maryland

Preservice Mathematics Teachers’ Design and Implementation of Interactive Geometry Tasks
This session will share information and findings about a study that examined prospective secondary teachers’ design and implementation of geometry tasks using The Geometer’s Sketchpad with middle school students enrolled in a high school geometry course.

Karen Hollebrands  
North Carolina State University, Raleigh, North Carolina

Hollylynne Lee  
North Carolina State University, Raleigh, North Carolina

Tina Starling  
North Carolina State University, Raleigh, North Carolina

Presider: Patricia Hunsader  
University of South Florida, Sarasota-Manatee, Florida

Franklin Hall 1, Capacity: 60
19
Looking for Data in All the Right Places: National, Large-Scale NAEP Data, Free!

Work Session
This session’s goal is to introduce several rich datasets related to the National Assessment of Educational Progress (NAEP) that are available for secondary research analyses. NAEP is the largest continuing, nationally representative assessment of what grades 4, 8, and 12 students know and can do in math and a variety of other subjects.

Please bring computers.

NCES Representative
National Center for Educational Statistics and National Assessment of Educational Progress, Washington, District of Columbia

Franklin Hall 6, Capacity: 40

10:30 a.m.-12:00 p.m.

20
Mathematical Habits of Mind: Measuring Teachers’ Knowledge and Use

Work Session
This presentation focuses on habits of mind used by mathematicians as an organizing framework for mathematical knowledge for teaching in secondary school. Participants will work with assessment tools and rubrics designed to measure teachers’ mathematical habits of mind.

Ryota Matsuura
Saint Olaf College, Northfield, Minnesota

Sarah Sword
Education Development Center, Newton, Minnesota

Mary Beth Piecham
Education Development Center, Newton, Massachusetts

Glenn Stevens
Boston University, Boston, Massachusetts

Al Cuoco
Education Development Center, Newton, Massachusetts

Franklin Hall 10, Capacity: 40
21 Preservice Teachers’ Knowledge for Teaching Algebra: A Preliminary Report

Research Symposium
This symposium describes the first phase of a project to design, develop, and test technology-enriched teacher preparation strategies that address equity in algebra learning. Results indicate that Second Life simulations can be rich settings for prospective teachers to develop mathematics teaching skills and apply their ideas about diversity.

Gerald Kulm  
*Texas A&M University, College Station, California*

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

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

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

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

Franklin Hall 8, Capacity: 138

22 Studying Reflection and Students’ Thinking: Effect on Teaching Quality

Research Symposium
The speakers will discuss an innovative, field-experience approach to fostering preservice teachers’ abilities to reflect on practice and develop models of students’ thinking. They will share findings from teacher quality measures and discuss the approach’s impact on teacher quality during student teaching.

Enrique Galindo  
*Indiana University, Bloomington, Indiana*

Julie Amador  
*Indiana University, Bloomington, Indiana*

Kai-Ju Yang  
*Indiana University, Bloomington, Indiana*

Mi Yeon Lee  
*Indiana University, Bloomington, Indiana*
23
Teachers’ Capacity to Use, and Learn from, Innovative Curriculum Resources

Research Symposium
This symposium focuses on three studies that investigate the notion of teacher capacity with respect to the use of innovative curriculum resources. We emphasize the reflexive relationship between teachers’ planning and instructional practices and their uptake of curriculum resources to identify high-leverage practices with respect to curriculum use and instruction.

Jeffrey Choppin  
*University of Rochester, Rochester, New York*

Amy Roth McDuffie  
*Washington State University Tri-Cities, Richland, Washington*

Tonia Land  
*Drake University, Des Moines, Iowa*

Corey Drake  
*Michigan State University, East Lansing, Michigan*

Discussant: Karen King  
*National Council of Teachers of Mathematics, Reston, Virginia*
24

Teaching Teachers Mathematics for Social Justice

Research Symposium

The presenters will share their experiences teaching teachers how to teach for social justice. They will share activities and report findings from the studies using those activities, contributing to ongoing research on the question of how to teach mathematics for social justice.

Anita Wager  
*University of Wisconsin—Madison, Madison, Wisconsin*

Courtney Koestler  
*University of Arizona, Tuscon, Arizona*

Lidia Gonzalez  
*City University of New York—York College, New York, New York*

Jacqueline Leonard  
*University of Colorado Denver, Denver, Colorado*

Brian Evans  
*Pace University, New York, New York*

Tonya Gau Bartell  
*University of Delaware, Newark, Delaware*

Discussant: David Stinson  
*Georgia State University, Atlanta, Georgia*

Franklin Hall 7, Capacity: 108
25
Tools of the Trade, Part 3

Work Session
Researchers use a variety of tools to collect data (e.g., observation protocols, assessment instruments, surveys) to address the question that a particular study or set of related studies investigates. This presentation will include presentations from researchers who have created innovative data collection tools.

Robert Berry
University of Virginia, Charlottesville, Virginia

Patricia Campbell
University of Maryland, College Park, Maryland

Melissa Boston
Duquesne University, Pittsburgh, Pennsylvania

Andrew Izsak
University of Georgia, Athens, Georgia

Jere Confrey
North Carolina State University, Raleigh, North Carolina

Franklin Hall 5, Capacity: 40
26  
**Common Core State Standards for Mathematics (CCSSM) Recommendations Session B: Curriculum and Assessment**  

**Research Symposium**  
The organizers of two conferences will share recommendations that emerged regarding curriculum design and interactions between curriculum and assessment in the era of the Common Core States Standards for Mathematics. Discussion will focus on how research on curriculum and assessment must inform the field as the CCSSM are implemented.

*Christian Hirsch*  
*Western Michigan University, Kalamazoo, Michigan*  

*Sol Garfunkel*  
*Consortium for Mathematics and its Applications, Bedford, Massachusetts*  

*Barbara Reys*  
*University of Missouri—Columbia, Columbia, Missouri*  

*Eric Robinson*  
*Ithaca College, Ithaca, New York*  

Franklin Hall 3, Capacity: 108

27  
**Designing and Creating Representations of Mathematics Teaching**  

**Research Symposium**  
The session includes a collection of papers discussing design principles and theoretical approaches for creating representations of teaching in the form of animated stories and video cases. The papers examine how specific elements such as the audience and the goals of the representations of teaching shape decisions about the design.

*Gloriana Gonzalez*  
*University of Illinois, Urbana-Champaign, Illinois*  

*Pat Herbst*  
*University of Michigan, Ann Arbor, Michigan*  

*Sandra Crespo*  
*Michigan State University, East Lansing, Michigan*  

*Heather Lynn Johnson*  
*University of Colorado Denver, Denver, Colorado*  

**Discussant: Daniel Chazan**  
*University of Maryland, College Park, Maryland*  

Franklin Hall 2, Capacity: 139
28
Developing Teachers’ Capacity to Support Students’ Reasoning and Proof

Work Session
This session will analyze and discuss a set of teacher education materials that develops teachers’ capacity to engage their students productively in reasoning and proof. The speakers will present data from pilot studies of teachers’ learning, conducted at several sites.

Margaret Smith
University of Pittsburgh, Pennsylvania, Pennsylvania

Fran Arbaugh
Penn State University, Pennsylvania, Pennsylvania

Justin Boyle
University of Pittsburgh, Pennsylvania, Pennsylvania

Michael Steele
Michigan State University, East Lansing, Michigan

Nursen Konuk
Penn State University, Pennsylvania, Pennsylvania

William Fulkerson
Horizon Research, Chapel Hill, North Carolina

Franklin Hall 5, Capacity: 40
29
Factors Influencing STEM Preparedness: From Algebra to Calculus

Research Symposium
The presenters will share research methodology and findings from three large-scale studies of students’ preparedness to study science, technology, engineering, and mathematics (STEM) as they transition from high school to colleges and careers.

Chris Rasmussen
San Diego State University, San Diego, California
A. Kelly
George Mason University, Fairfax, Virginia
Philip Sadler
Harvard University, Cambridge, Massachusetts
David Bressoud
Macalester College, Saint Paul, Minnesota

1:00 p.m.-2:30 p.m.
Franklin Hall 8, Capacity: 138

30
How Is Students’ Mathematics Knowledge Changing? Evidence from NAEP

Research Symposium
This symposium uses main and LTT National Assessment of Education Progress data to describe elementary and middle school items and topics on which there substantial change has occurred in performance over time. Discussion will focus on identified trends in performance and on what those trends mean for teaching and curriculum.

Peter Kloosterman
Indiana University, Bloomington, Indiana
Doris Mohr
University of Southern Indiana, Evansville, Indiana
Crystal Walcott
Indiana University Purdue University Columbus, Columbus, Indiana

Discussant: Linda Wilson
American Association for the Advancement of Science, Washington, District of Columbia

1:00 p.m.-2:30 p.m.
Franklin Hall 11, Capacity: 113
31
Interactive Paper Session

The Evolution of a Conception of Tangency in Geometry Textbooks
This study tracks the evolution of a conception of tangency in 20th century geometry textbooks. Conceptions of the “point of contact” of a tangent line were identified using the conceptions-knowing-concept model. The study sheds light on past and present norms for representing foundational geometry concepts in textbooks.

Justin Dimmel
University of Michigan, Ann Arbor, Michigan

What Is Algebra? Preliminary Findings from a Textbook Analysis Study
To follow up on our 2011 NCTM Research Presession presentation, we provide new findings regarding the algebra strand of commercially available secondary mathematics textbooks that have been developed by the Center for Mathematics Education, CPMP, Glencoe, IMP, and UCSMP. Perspectives from a teacher collaborator will be shared.

Mary Ann Huntley
Cornell University, Ithaca, New York

Jennifer Mayer
Christiana High School, Newark, Delaware

Curricular Treatment of Area of Parallelograms and Triangles
Studies show students’ difficulties with area of non-rectangular shapes. This study describes the curricular treatment of area of parallelograms and triangles as an opportunity to learn. I examined how key concepts indicated in the literature were addressed in the curriculum materials.

Funda Gonulates
Michigan State University, East Lansing, Michigan

Presider: Jan Yow
University of South Carolina, Columbia, South Carolina

Franklin Hall 4, Capacity: 40
Interactive Paper Session

Improved Mathematical Teaching Learning Using Complex Performance Assessment Tasks
This paper studied the potential of using complex performance tasks to improve teaching practices and students’ mathematics performance within and across years. This twelve-year longitudinal analysis across 35 districts shows that use of the MARS tasks improves teachers’ pedagogy and students’ mathematical learning on performance tasks and statewide assessments.

Pamela Paek  
Consultant, Dover, Delaware

David Foster  
Silicon Valley Mathematics Initiative, Morgan Hill, California

The Validation Process of Proportional Reasoning Attributes
The speakers will discuss the process of verifying whether the required psychometric properties, commonly known as attributes, were indeed being used by students in solving proportional reasoning problems. It is part of a larger research project on the cognitive diagnosis modeling in the mathematics subject area of proportional reasoning.

Hartono Tjoe  
Rutgers, State University of New Jersey, New Brunswick, New Jersey

Jimmy de la Torre  
Rutgers, State University of New Jersey, New Brunswick, New Jersey

Kristen Lew  
Rutgers, State University of New Jersey, New Brunswick, New Jersey

Teachers’ Assessment Practice in Diverse Classrooms
In this session, we will describe results of a study that examined eight teachers’ assessment practices and teachers’ use of curriculum embedded assessment materials in classroom environments with a diverse population of students. We will invite participants to a discussion about the implications of our results.

Anne Marshall  
City University of New York—Lehman College, New York, New York

Gabriela Groza  
University of Illinois—Chicago, Chicago, Illinois

Presider: Sarah A. Roberts  
Iowa State University, Ames, Iowa

Franklin Hall 13, Capacity: 40
33
Interactive Paper Session

Mathematics Engagement in Multiple Spaces: The Role of Academic Communities
This paper draws from a longitudinal, multi-sited study of African American high achievers in mathematics. I describe how academic communities operate to facilitate mathematics engagement and socialization for high school students and mathematicians in multiple sites—within schools, outside of schools, and within “in-between” spaces.

Erica Walker
Teachers College, Columbia University, New York City, New York

Using Photo-Elicitation Interviews to Study Mathematics Teacher Identity
This study explores the use of Photo-Elicitation Interviews (PEI), a research method in which participants introduce their own photographs into the interview, with six 9th-grade mathematics teachers from urban high schools in an exploration of their mathematics teacher identity. We found the PEI promotes professional learning and teacher reflection.

Theodore Chao
University of Texas at Austin, Austin, Texas

Narrativized Identity in Mathematics: Understanding the World of Mathematics from Students’ Perspectives
This paper is part of a larger qualitative project aimed at understanding students’ narrativized identities in elementary school. I argue that attending to students’ narrativized identity is critical for designing learning environment that will help students develop expanded mathematical visions.

Shiuli Mukhopadhyay
California State University, Northridge, California

Presider: Candace Barriteau Pharie
New York University, New York, New York
Interactive Paper Session

Supporting African American Students' Learning of Mathematics: A Problem of Practice

In this paper, we report on our review of the mathematics education research literature specific to supporting African American students' participation in mathematics. We describe our findings, which are organized around two central questions: What does research suggest regarding forms of teaching practice that support African American students' participation in rigorous classroom activity? and What does research focused on African American students' experiences suggest for the organization of teaching practice? We then reflect on our findings and set forth a research agenda focused on specifying forms of practice that support African American students' substantial participation in mathematics classrooms that are aimed at rigorous learning goals.

Jonee Wilson
Vanderbilt University, Nashville, Tennessee

Kara Jackson
McGill University, Montreal, Canada

Tiger-Up! Affecting Low-Achieving, Urban Students' Beliefs to Support Persistence

This paper reports findings from a case study of an urban middle school mathematics teacher making pedagogical moves that influenced low-achieving students' beliefs about their intelligence and motivated them to engage in challenging tasks. Analysis reveals specific ways the teacher provided opportunities for the students the feel smart, and draws connections to evidence of increased student engagement.

Sarah Nix
University of California—Berkeley, Berkeley, California

(Re)orienting Thinking about Black Children in a Mathematics Methods Course

There is a need for high quality teachers of Black children. We report on projects conducted by preservice teachers in elementary mathematics methods courses that supported them in identifying Black children's strengths, confronting assumptions held about Black children and their communities, and (re)orienting thinking about Black children which then informed mathematics instruction.

Mary Q. Foote
City University of New York—Queens College, New York, New York

Tonya Gau Bartell
University of Delaware, Newark, Delaware

Corey Drake
Michigan State University, East Lansing, Michigan

Presider: Pat Baltzley
Baltimore County Public Schools, Towson, Maryland

Franklin Hall 6, Capacity: 40
Making an Effective Argument in Journal for Research in Mathematics Education (JRME): Supporting Claims with Evidence

Work Session

The presenters will share information on the JRME review process and characteristics of manuscripts that tend to review well. They will focus on effective ways to support claims with evidence, using published articles as examples. At breakout tables, participants will consider the decisions involved with using evidence effectively.

M. Kathleen Heid  
Pennsylvania State University, University Park, Pennsylvania

David Barnes  
National Council of Teachers of Mathematics, Reston, Virginia

Cynthia Langrall  
Illinois State University, Normal, Illinois

Victoria Jacobs  
San Diego State University, San Diego, California

Franklin Hall 10, Capacity: 40
36
Who’s Listening? African American Females’ Experiences in the Mathematics Classroom

Research Symposium
This session will explore two studies of African American females in mathematics. The studies address support, classroom interactions, collaboration, mentorship, and self-perceptions in mathematics. The presenters will discuss suggestions on how educators can promote achievement and success in mathematics for African American and other females.

Lanette Waddell  
*Vanderbilt University, Nashville, Tennessee*

Viveka Borum  
*Wayne State University, Detroit, Michigan*

Franklin Hall 7, Capacity: 108

37
Writing for NCTM Journals: Publishing Your Research in Teacher-Friendly Articles

Work Session
Learn how to adapt your research results to school-based journal articles. The Editorial Panels of NCTM’s school-based journals present techniques for writing about research for practitioner audiences, followed by a question-and-answer period. Bring specific ideas or manuscripts for discussion in journal-specific, small-group discussion facilitated by Editorial Panel members.

Tyrette Carter  
*North Carolina Agricultural and Technical State University, Greensboro, North Carolina*

Lori Knox  
*Mount Lebanon School District, Pittsburgh, Pennsylvania*

Sarah Schuhl  
*Centennial High School, Coquitlam, British Columbia, Canada*

Franklin Hall 12, Capacity: 40
38
Assessing Preservice Teachers’ Enacted Mathematics Teaching Practice through Simulations

Work Session
As mathematics teacher education focuses on practices of teaching, a need to assess preservice teachers’ enacted practice emerges. Performance assessment simulations assess practice while addressing challenges of assessing teaching. Participants will analyze and discuss a simulation of eliciting and interpreting students’ thinking.

Timothy Boerst  
*University of Michigan, Ann Arbor, Michigan*

Laurie Sleep  
*University of Michigan, Ann Arbor, New York*

Meghan Shaughnessy  
*University of Michigan, Ann Arbor, Michigan*

Deborah Ball  
*University of Michigan, Ann Arbor, Michigan*

Franklin Hall 5, Capacity: 40

39
Assessment Standards for Mathematics: Where Are We Seventeen Years Later?

Research Symposium
This symposium revisits the NCTM 1995 Assessment Standards for School Mathematics, reexamines their potential, and presents several research studies that reflect their impact. The presentation of current research studies in assessment in mathematics is bookended by the perspectives of two of the original authors of the assessment standards.

Christine Suurtamm  
*University of Ottawa, Ontario, Canada*

Martha Koch  
*University of Toronto, Ontario, Canada*

David Webb  
*University of Colorado at Boulder, Boulder, USA*

**Discussant: Norman Webb**  
*University of Wisconsin—Madison, Madison, Wisconsin*

Franklin Hall 8, Capacity: 138
A Study of Teachers Engaged in Sustained Professional Development

Research Symposium
A cross-sectional study has shown the value for grades K–3 teachers of sustained professional development focused on children’s mathematical thinking. Engage with constructs (knowledge, beliefs, noticing, and responsiveness) and with a trajectory that indicates that teachers develop expertise in some constructs before others.

Randolph Philipp  
San Diego State University, San Diego, California

Victoria Jacobs  
San Diego State University, San Diego, California

Lisa Lamb  
San Diego State University, San Diego, California

Jessica Bishop  
San Diego State University, San Diego, California

John Siegfried  
San Diego State University and University of California, San Diego, California

Bonnie Schappelle  
San Diego State University, San Diego, California

Discussant: James Hiebert  
University of Delaware, Newark, Delaware

Developing Teachers’ Mathematical Knowledge through a University–Grades K–12 Partnership

Research Symposium
A mathematics partnership gave mid-career middle school mathematics teachers opportunities to deepen their content knowledge. Interviews, observations, artifacts, and written assessments were used to describe teachers’ development in language, justification, and lesson planning throughout their participation.

Lynda Ginsburg  
Rutgers University, New Brunswick, New Jersey

Kathryn Rhoads  
Rutgers University, New Brunswick, New Jersey
**Session 42 continued**

**Iuliana Radu**  
*Rutgers University, New Brunswick, New Jersey*

**Sunita Vatuk**  
*Rutgers University, New Brunswick, New Jersey*

**Hanin Rashid**  
*Rutgers University, New Brunswick, New Jersey*

**Discussant: Keith Weber**  
*Rutgers University, New Brunswick, New Jersey*

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**3:00 p.m.-4:30 p.m.**

**42 Interactive Diagnostic Assessments for Rational Number Reasoning: LPPSync**

**Work Session**

LPPSync, a next-generation assessment system, uses wireless devices to provide real-time data on students’ understanding of an empirically validated learning trajectory on equipartitioning. This hands-on work session includes reports on a teaching experiment in grades 2–4 and detailed information on major constructs and effects on learning.

- **Jere Confrey**  
  *North Carolina State University, Raleigh, North Carolina*

- **Alan Maloney**  
  *North Carolina State University, Raleigh, North Carolina*

- **Kenny Huy Nguyen**  
  *Friday Institute for Educational Innovation, North Carolina State University, Raleigh, North Carolina*

- **Andrew Corley**  
  *North Carolina State University, Raleigh, North Carolina*

- **Nadia Monrose**  
  *North Carolina State University, Raleigh, North Carolina*

- **Zuhal Yilmaz**  
  *North Carolina State University, Raleigh, North Carolina*

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Franklin Hall 7, Capacity: 108

Franklin Hall 10, Capacity: 40
Interactive Paper Session

Noticing Equity: Addressing Classroom Equity through a Video Club
Teachers are consequential actors in the promotion of equity with mathematics classrooms by ensuring engagement in mathematical practices and by managing students’ differential rates of participation. Such deliberate action by teachers is predicated on teachers’ ability to notice the equity of participation as it arises in classroom situations. This session explores how mathematics teachers noticed equitable participation in the context of a video club.

William Day
Two Rivers Public Charter School, Washington, District of Columbia

Mathematical Knowledge for Teaching and Equity: Designing New Opportunities for Developing Equitable Mathematics Teaching Practices
This study explores what constitutes equitable mathematics instruction and describes efforts to design a graduate course to enable mathematics teachers to design and enact equitable teaching practices. The goal of this study extends current work on equitable instruction and helps to further refine a theory for mathematical knowledge for equitable teaching.

Imani Goffney
Consultant, Houston, Texas

Single-Sex Mathematics Classrooms: A Case Study of Instructional Quality
This case study of a middle grades mathematics teacher and her all girls’ and all boys’ algebra class examines the instructional strategies, mathematics content, management techniques, and classroom discourse of the classes. Findings indicate that a classroom environment can be influenced by ephemeral utterances that communicate gender-based expectations and assumptions.

Stacy Che
Clemson University, South Carolina, South Carolina
Elaine Wiegert
University of South Carolina Upstate, Spartanburg, South Carolina

Presider: Christa Jackson
University of Kentucky, Lexington, Kentucky

Franklin Hall 1, Capacity: 60
44
Interactive Paper Session

Prekindergarten Early Algebra through Measuring Quantities
The paper reports preliminary results of the NSF DR K-12 exploratory project addressing a measurement based approach to preK students’ development of quantitative and algebraic reasoning. The purpose of the study is to adapt and refocus the algebraic design and pre-numeric stage of the Elkonin-Davydov elementary curriculum from Russia.

Zaur Berkaliev  
California State University, Chico, California
Barbara Dougherty  
University of Missouri—Columbia, Columbia, Missouri

Evaluation of a Number Sense Intervention for High-Risk Kindergartners
A disproportionate number of children from low-income families come to kindergarten without number competencies necessary for success in formal mathematics. This study evaluates the effectiveness of a small group number sense intervention in promoting growth in number sense for low income kindergarten children.

Nancy I. Dyson  
University of Delaware, Newark, Delaware
Nancy Jordan  
University of Delaware, Newark, Delaware
Joe Glutting  
University of Delaware, Newark, Delaware

Fraction and Fair-Sharing Concepts: Preschool and Kindergarten Children’s Strategies
This paper presents the results of an oral assessment study of 36 pre-school and Kindergarten children’s attempts to solve fair sharing tasks involving fractional quantities. Some of the youngest children demonstrated a qualitative understanding of fractional unit but, with increasing grade level; we documented an emerging quantitative understanding.

Julie Cwikla  
University of Southern Mississippi Gulf Coast, Long Beach, Mississippi
Jennifer Vonk  
University of Southern Mississippi Gulf Coast, Long Beach, Mississippi

Presider: Anita Wager  
University of Wisconsin—Madison, Madison, Washington

Franklin Hall 6, Capacity: 40
Interactive Paper Session

Developing Students’ Understandings of Average Rate of Change
We will present results that show the positive impact of model exploration tasks in a computer simulation environment on students’ abilities to interpret dynamic events. We will illustrate improvements in students’ understandings of the graphical representations of changing phenomena, as measured by a proposed Rate of Change Concept Inventory.

Helen Doerr  
*Syracuse University, New York, New York*

AnnMarie O’Neil  
*Marcellus Central School, New York, New York*

Understanding Fractions as Magnitudes: A Study Using Interactive Technology
The Common Core State Standards calls for the use of number lines in understanding fractions. We created an Android app to teach naming and locating fractions on number lines which highlights the length aspect of this representation. Results from an initial study provide insights into the challenges of teaching about fractions as magnitudes.

Belinda Thompson  
*University of California—Los Angeles, Los Angeles, California*

Xueying Ji  
*Michigan State University, East Lansing, Michigan*

Multimodal Mathematical Investigations with Fourth Graders
We are investigating the impact of integrating dynamic geometry with haptic devices including the iPad and the Omni Sensible, which allow young children to not only see and manipulate geometric figures on a screen but also feel and touch such objects.

Ryan Robidoux  
*University of Massachusetts Dartmouth, Dartmouth, Massachusetts*

Stephen Hegedus  
*University of Massachusetts Dartmouth, Dartmouth, Massachusetts*

Beste Güçler  
*University of Massachusetts Dartmouth, Dartmouth, Massachusetts*

Presider: Karen Hollebrands  
*North Carolina State University, Raleigh, North Carolina*
Interactive Paper Session

A Geometry Teacher's Use of a Metaphor to Make Students Remember Theorems

The paper shows a case of a geometry teacher during a problem-based lesson. The analysis uses Duval's apprehension of diagrams to investigate how a metaphor provided heuristics to apply a set of theorems. The metaphor helped the teacher to remind students about the operations for applying the theorems, but obscured their justification.

Gloriana Gonzalez
University of Illinois at Urbana-Champaign, Champaign, Illinois

Influences on Mathematical Process Use by a Novice Teacher

Our study focused on the use of mathematical processes and products (justifying and justification, defining and definition, representing and representation, generalizing and generalization) in one beginning teacher's personal mathematics and in her classroom mathematics. We identified five themes that permeated her teaching and influenced her classroom use of mathematical processes.

M. Kathleen Heid
Pennsylvania State University, University Park, Pennsylvania

Maureen Grady
Pennsylvania State University, University Park, Pennsylvania

Shiv Karunakaran
Pennsylvania State University, University Park, Pennsylvania

Characterizing Mathematical Knowledge for Teaching Exponents

This case study of a secondary teacher's content knowledge for teaching exponents raises questions about secondary Mathematical Knowledge for Teaching and how it might best be characterized.

Heather Howell
New York University, New York, New York

Presider: Shelton Ford
Fayetteville State University, Fayetteville, North Carolina
47
Teaching and Learning: Stories of Equity in High School Mathematics

Research Symposium
This symposium will discuss identity, positioning, and equity in mathematics education. With surveys, videos, interviews, focus groups, and artifacts that shed new light on who high school students are as learners, the speaker will privilege students’ voices in researching teaching and learning mathematics with historically marginalized student populations.

Teresa Dunleavy
University of Washington, Seattle, Washington

Maria Zavala
University of Washington, Seattle, Washington

Rodrigo Gutiérrez
University of Arizona, Tucson, Arizona

Nicole Russell
University of Denver, Colorado, Colorado

Discussant: Filiberto Barajas-López
University of Washington, Seattle, Washington

Franklin Hall 11, Capacity: 113

48
Video Club Professional Development for Secondary School Mathematics: Teachers Learning from Teachers

Work Session
This study investigates the effectiveness of a video club for secondary school mathematics teachers in high-minority, low SES urban school districts. The program (1) increases teachers’ reflection on practice by observing video of teachers, (2) increases teachers’ collaboration and retention through a professional learning community (PLC), and (3) provides sustainability of a PLC with a Facebook discussion board.

Janna Canzone
Irvine Math Project, Center for Educational Partnerships, University of California Irvine, California

Franklin Hall 12, Capacity: 40
49

Working toward Innovative Research: NSF’s Role, the Researcher’s Role

Research Symposium
The speakers will share information about funding opportunities, successful proposal writing, and the NSF’s efforts encourage innovation in mathematics education. They will raise issues for discussion about the roles and responsibilities of researchers in working toward innovative research and practice.

Patricia Wilson
*University of Georgia, Athens, Georgia*

Robert Reys
*University of Missouri—Columbia, Columbia, Missouri*

Franklin Hall 3, Capacity: 108
50
A Conceptual Framework: Investigating Sociocultural Contexts and Mathematics Learning

Poster Session
How do sociocultural contexts influence mathematics learning and achievement when analyzed through lenses of classroom culture, discourses, and relationships? Participants will reflect on the conceptual framework and elaborative documents to give feedback for improvement.

Melva Grant
*Old Dominion University, Norfolk, Virginia*

Salon I/J/K/L, Capacity: 600

51
A Framework to Analyze Mathematical Processes in Elementary School Assessments

Poster Session
The speaker will present a framework to analyze the extent to which the assessments accompanying published elementary school mathematics curricula engage students in important mathematical processes. They will share sample items and codes, along with findings from analyzing grades 3–5 items.

Patricia Hunsader
*University of South Florida, Sarasota-Manatee, Florida*

Barbara Zorin
*Consultant, University of South Florida, Tampa, Florida*

Denisse Thompson
*University of South Florida, Tampa, Florida*

Salon I/J/K/L, Capacity: 600
52
An Analysis of Inverse Relations in U.S. and Chinese Textbooks
Poster Session
A study examined presentations of inverse relations in two U.S. elementary textbook series and one main Chinese series. In general, the U.S. textbooks resembled each other but differed considerably from the Chinese series in types of tasks and representation uses across grades.

Meixia Ding  
University of Nebraska—Lincoln, Lincoln, Nebraska

Jinfa Cai  
University of Delaware, Newark, Delaware

Kelley Marshall  
University of Nebraska—Lincoln, Lincoln, Nebraska

Salon I/J/K/L, Capacity: 600

53
Analyses of Teaching Equation Solving in Standards-Based and Traditional Curricula
Poster Session
This study compared the approaches to equation solving embedded in two types of middle school curricula—Standards-based (Connected Mathematics Program [CMP]) and traditional. Overall, the CMP curriculum takes a functional approach to teach equation solving, whereas non-CMP curricula take a structural approach.

Bikai Nie  
University of Delaware, Newark, Delaware

Jinfa Cai  
University of Delaware, Newark, Delaware

John Moyer  
Marquette University, Milwaukee, Wisconsin

Salon I/J/K/L, Capacity: 600
54
An Analysis of Preservice Secondary School Mathematics Teachers’ Planned Questions
Poster Session
This presentation describes a case study that analyzed one preservice secondary school mathematics teacher’s planned questions for two lessons, to determine how they supported her lesson goals and influenced cognitive demand.

Allyson Hallman
University of Georgia, Athens, Georgia

Salon I/J/K/L, Capacity: 600

55
Characterizing Prospective Grades K–8 Teachers’ Inductive Reasoning in Problem-Solving Contexts
Poster Session
This session will present results of a study of preservice teachers’ inductive reasoning in problem solving. The study analyzed written solutions and identified and characterized multiple dimensions of data gathering, pattern finding, and hypothesis generation. The speaker will discuss implications for teacher education.

Marta Magiera
Marquette University, Milwaukee, Wisconsin

Salon I/J/K/L, Capacity: 600

56
Comparing High School Mathematics Practices between Minority and Nonminority Students
Poster Session
To identify what practices teachers use to foster minority students’ success, a study on analyzed high school mathematics classroom experiences and their association with performance in college calculus. The speakers will compare minority and nonminority students’ occurrences of practices related to variables found to predict performance.

Charity Watson
Clemson University, South Carolina, South Carolina

Salon I/J/K/L, Capacity: 600
57
Developing Integrated Reasoning about Statistical Variation

Poster Session
A study investigated factors that secondary school teachers claimed deepened their understanding of statistical variation. Framed by transformative theory and perspectives for reasoning about variation, this session will highlight and compare factors for developing reasoning about variation from design, datacentric, and modeling perspectives.

Susan Peters
*University of Louisville, Louisville, Kentucky*

Salon I/J/K/L, Capacity: 600

58
Developing Mathematics and Science Literacy through Robotics Systems

Poster Session
Creating a world-class work force for the twenty-first century depends on graduating every student from high school ready for college. This paper presents a short, innovative summer course designed for 37 grade 11 students at an inner-city school, evaluated through students' gains in mathematics and science literacy.

M. Sencer Corlu
*Texas A&M University, College Station, Texas*

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

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

Salon I/J/K/L, Capacity: 600
59  
Effects of and Research in Grades K–8 Mathematics Coaching

Poster Session
This session will present results from a study on the effects of grades K–8 instructional coaching on teaching practice and students’ achievement. It focuses on measures, methods, and outcomes of the relationships among mathematics content knowledge, teachers’ practice, and alternative methods of analyzing students’ achievement data.

John Sutton  
RMC Research, Denver, Colorado

David Yopp  
Montana State University, Bozeman, Montana

Salon I/J/K/L, Capacity: 600

60  
Examining the Links between Informal and Formal Inferential Reasoning

Poster Session
Introductory statistics students’ difficulties with formal inferential reasoning, which requires interpreting confidence intervals and hypothesis tests, have been well documented. Students’ informal inferential reasoning is thought to be a precursor to the formal reasoning. This study examines the relationship between the two.

Bridgette Jacob  
Onondaga Community College, Syracuse, New York

Helen Doerr  
Syracuse University, New York, New York

Salon I/J/K/L, Capacity: 600
61
From their Eyes: Examining Field Experience and Teachers’ Learning

Poster Session
Research advocates designing programs that prepare prospective teachers to learn from teaching, but little work has investigated how the skills develop. This study investigates preservice teachers’ experience of fieldwork, curriculum that develops reform mathematics teaching practices, and reflective skills learned from teaching.

Cathery Yeh  
*University of California, Irvine, California*

Rossella Santagata  
*University of California, Irvine, California*

Salon I/J/K/L, Capacity: 600

62
Graduate Coursework’s Influence on Teaching: Changing Teachers’ Questioning

Poster Session
The speakers examined graduate study as professional development, for perspective on how it might influence a practicing teacher. They will report on changes that occurred in teachers’ questioning during participation in a master’s degree program designed to increase teachers’ mathematics content and pedagogical knowledge.

Cynthia Langrall  
*Illinois State University, Normal, Illinois*

Elif Safak  
*Illinois State University, Normal, Illinois*

Joshua Hertel  
*Illinois State University, Normal, Illinois*

Salon I/J/K/L, Capacity: 600
63 Improving the Development of MKT in Elementary School Teacher Education

Poster Session
This presentation will report on a study that examined preservice teachers’ development of mathematical knowledge for teaching (MKT) over their final year in a university-based program. The study used a new protocol for coding preservice teachers’ mathematics lessons. The speakers will offer suggestions for improvements in teacher education.

Tracy Johnson
University of Cambridge, Cambridge, United Kingdom

4:45 p.m.-6:00 p.m.

64 Instructional Practices That Motivate Students with Learning Disabilities

Poster Session
This study examined ability beliefs, value, and anxiety related to fractions for students with learning disabilities in mathematics. Surveys, interviews, and video data suggested that explicit instruction can blend effectively with a focused understanding, strategies, and students’ thinking in order to improve these students’ motivation.

Kristie Newton
Temple University, Philadelphia, Pennsylvania

Amanda Jansen
University of Delaware, Newark, Delaware

Salon I/J/K/L, Capacity: 600
65
Making Sense of Double Number Lines in Professional Development
Poster Session
A study used the knowledge-in-pieces framework to consider how middle grades teachers use their existing understanding of proportional reasoning to make sense of double-number-line representations. Five important knowledge pieces emerged, two of which proved productive for understanding the representation.

Chandra Orrill
University of Massachusetts—Dartmouth, Dartmouth, Massachusetts
Rachael Eriksen Brown
Knowles Science Teaching Foundation, Moorestown, New Jersey

Salon I/J/K/L, Capacity: 600

66
Measurement Club: Filling a Developmental Gap
Poster Session
In a study of students' learning trajectories in measurement, the speakers began to suspect that their students had missed an early, potentially important, phase of development. They instituted an after-school "measurement club" to check the conjecture. This presentation reports their first report activities and findings.

Douglas Clements
University at Buffalo, State University of New York, Buffalo, New York
Julie Sarama
University at Buffalo, State University of New York, Buffalo, New York
Douglas Van Dine
University at Buffalo, State University of New York, Buffalo, New York

Salon I/J/K/L, Capacity: 600
67
Middle School Preservice Teachers’ Mathematical Problem Solving and Posing
Poster Session
A study exploring middle school preservice teachers’ mathematical problem solving and posing used a conversion mixed-research design that involved integrating qualitative and quantitative approaches. Results showed preservice teachers performed better in problem solving than in problem posing. Implications will be discussed.

Roslinda Rosli
Texas A&M University, College Station, Texas
Dianne Goldsby
Texas A&M University, College Station, Texas
Mary Margaret Capraro
Texas A&M University, College Station, Texas

Salon I/J/K/L, Capacity: 600

68
New Mathematics Educators’ Preparation for Academic Careers: An Exploratory Study
Poster Session
A study examined 40 new mathematics teacher educators’ beliefs about their preparation for a career in academis. Results indicate that participants felt well prepared in research but less so in teaching, mentoring, and service.

Mary Beisiegel
Harvard Graduate School of Education, Cambridge, Massachusetts
Jennifer Eli
University of Arizona, Tucson, Arizona
Andrea McCloskey
Pennsylvania State University, University Park, Pennsylvania

Salon I/J/K/L, Capacity: 600
69 Opportunities for Teacher Learning in Middle School Curriculum Materials

Poster Session
investigating the content and the voice of teachers’ guides, the speaker will describe teachers’ opportunities to learn mathematics subject matter, pedagogical content knowledge, and mathematics curricular knowledge related to introduction to variable and geometric transformations in middle school curriculum materials.

Lorraine Males
Michigan State University, East Lansing, Michigan

Salon I/J/K/L, Capacity: 600

70 Preparing Teachers for Common Core State Standards in Mathematics (CCSSM)

Poster Session
Findings of the Teacher Education and Development Study in Mathematics from 16 countries reveal that U.S. mathematics teacher preparation in the U.S. is not sufficient. The speaker will examine a U.S. sample in this study to see how it compare to those in countries whose students perform well on international mathematics assessments.

Francine Johnson
Johns Hopkins University, Baltimore, Maryland

Salon I/J/K/L, Capacity: 600
71
Preservice Teacher Development in Learning to Learn from Mathematics Teaching
Poster Session
Using digital video in preservice teacher learning is steadily increasing, but preservice teachers do not gain new insights about practice by video watching alone. This study investigated preservice teachers’ development of dispositions, knowledge, and skills for analyzing mathematics teaching in a video-based curriculum.

Janette Jovel
University of California Irvine, Irvine, California
Cathery Yeh
University of California, Irvine, California
Rossella Santagata
University of California, Irvine, California

Salon I/J/K/L 11, Capacity: 600

72
Pre-service Teachers’ Perspectives on Teaching in Second Life
Poster Session
This paper explores the experiences of preservice teachers in simulated classrooms in Second Life, a virtual reality platform. Participants revealed both negative and positive experiences with the training tool. The paper discusses the students’ responses and presents thoughtful suggestions for future iterations and subsequent applications.

Tingting Ma
Texas A&M University, College Station, Texas
Glenn Phillips
Texas A&M University, College Station, Texas
Kathryn McKenzie
Texas A&M University, College Station, Texas

Salon I/J/K/L, Capacity: 600
Professional Development’s Trends of Impact in Middle School Mathematics Education

Poster Session
The presenters will describe an innovative professional development master degree program in middle school mathematics education and report on the data and results of trend analyses documenting the program's effect on participants' mathematics content knowledge, teaching practices, and their students' achievement and dispositions.

Helen Khoury  
Northern Illinois University, DeKalb, Illinois

Mary Shafer  
Northern Illinois University, DeKalb, Illinois

Balakrishna Hosmane  
Northern Illinois University, DeKalb, Illinois

Quantitative Vocabulary Effects on Kindergarten Students’ Vocabulary and Number Sense

Poster Session
Low-income children typically come to school with weak number sense and vocabulary understanding. The speaker will describe an experimental intervention study targeting specific quantitative vocabulary through shared storybook reading, which might increase children's ability to describe and manipulate number concepts.

Brenna Hassinger-Das  
University of Delaware, Newark, Delaware

Nancy Jordan  
University of Delaware, Newark, Delaware
75
Reasoning Based Solely on Concept Images: Middle-School Students and Parallelograms
Poster Session
Students often have difficulty identifying and discriminating between shapes when reasoning with a concept image but without a concept definition. This session gives evidence that this reasoning is common in middle school, is inconsistently applied, and might interfere with general geometry knowledge.

Jessica Masters
Measured Progress- Nimble Innovation Lab, Nimble, California

Salon I/J/K/L, Capacity: 600

76
Teacher’s Talk: Assessing the Depth of Interactions in a Teacher-Initiated PLC
Poster Session
This paper explores a teacher-initiated professional learning community’s (PLC) depth of interactions centered on improving instruction in a reform-based curriculum. It identifies multiple routines of interaction that occurred during the PLC meetings and investigates possible factors that influenced the routines’ depth.

Samuel Eskelson
University of Pittsburgh, Pennsylvania, Pennsylvania

Salon I/J/K/L, Capacity: 600

77
Teaching Integers in Middle School: Reflective Teaching Cycles
Poster Session
This study illustrated how reflective teaching cycles influenced two teachers’ selection and implementation of tasks to facilitate higher-order thinking. Discussion will focus on teachers’ understanding of, and pedagogical strategies for, operations on integers. The speaker will explore implications for professional development.

Eileen Murray
State University of New York—College at New Paltz, New Paltz, New York

Salon I/J/K/L, Capacity: 600
78
Teaching Mathematics for Social Justice: A Study of Teacher Discourse

Poster Session
This session analyses teachers’ learning in a “study group” professional development program. The study group used action research to help participants learn to teach mathematics more equitably. Teachers developed broader understandings of equitable teaching and a common language that moved away from deficit understandings of children.

Indigo Esmonde
Ontario Institute for Studies in Education, University of Toronto, Canada
Lesley Dookie
Ontario Institute for Studies in Education, University of Toronto, Canada
Miwa Takeuchi
University of Toronto, Ontario, Canada

Salon I/J/K/L, Capacity: 600

79
Trajectories of Three Students’ Learning of Area Measurement, Grades 2–5

Poster Session
The speakers will share three students learning trajectories as they developed competencies in area measurement over four years. The study used a hypothetical learning trajectory for area as a diagnostic and analytical tool. The results demonstrate that learning trajectories are useful for designing formative assessments.

Amanda Miller
Illinois State University, Normal, Illinois
Cheryl Eames
Illinois State University, Normal, Illinois
Jeffrey E. Barrett
Illinois State University, Normal, Illinois

Salon I/J/K/L, Capacity: 600
80
Using PISA to Focus on Algebraic Thinking: The Case of Apples and Recursion

Poster Session
The speakers argue that Programme for International Student Assessment (PISA) mathematics tasks could be resources for enhancing mathematics teaching and learning. They will report preliminary results from work that closely examined students’ algebraic thinking in solving a PISA task and discuss their analysis.

Edward Silver
University of Michigan—Dearborn, Dearborn, Michigan
Rachel Snider
University of Michigan, Ann Arbor, Michigan
Heejoo Suh
Michigan State University, East Lansing, Michigan

Salon I/J/K/L, Capacity: 600

81
Virginia Middle School Math Assessments: Why Do Students Make Incorrect Choices?

Poster Session
Analysis generated explanations for why students selected incorrect answers on Virginia Standards of Learning mathematics assessments. These explanations, combined with answer-choice frequencies, revealed students primarily selected incorrectly due to a failure to analyze problem conditions, ineffective self-monitoring, or conceptual errors.

Virginia Lewis
Longwood University, Farmville, Virginia

Salon I/J/K/L, Capacity: 600
Research Frameworks and Findings: Tools for Investigating and Improving Instructional Practice

Plenary Sessions
Research frameworks and findings provide insights into the nature of teaching and learning and can also serve as tools for supporting teaching learning and lead to improvements in practice. In this session, several frameworks will be discussed in terms of their potential to foster teacher learning and new research.

Margaret Smith
University of Pittsburgh, Pittsburgh, Pennsylvania

Salon G/H, Capacity: 1192
83
Considering the Effect of Dynamic Mathematics Software on Internal Representations

Work Session
Participants will discuss ideas arising from a study connecting technological representations of mathematics with representations existing internally, in the student’s mind. Discussion will focus on associated constructs, potential ways of examining such representations, and how practitioners can benefit from the results of such research.

Lauretta Garrett
Tuskegee University, Alabama, Georgia

Franklin Hall 12, Capacity: 40

84
Equity and Participation in School Mathematics

Research Symposium
Complementary views on students’ participation will address equity in mathematics education. Conceptualizing equity as opportunities for participation in classroom mathematics attends specifically to factors of race, power, and identity. The presentation will focus on the racialized students’ participation in mathematics, in different ways at different levels of scale.

Laurie Rubel
City University of New York, Brooklyn, New York

Victoria Hand
University of Colorado-Boulder, Boulder, Colorado

Indigo Esmonde
Ontario institute for Studies in Education, University of Toronto, Canada

Lesley Dookie
Ontario institute for Studies in Education, University of Toronto, Canada

Scott Monroe
University of California Los Angeles, Los Angeles, California

Franklin Hall 7, Capacity: 108
85

Interactive Paper Session

Diagramming Tense and Temporality: A Social Semiotics, Multimodal Perspective

This paper discusses findings from a three-year qualitative case-study of 12 middle school mathematics teachers participating in a social semiotics lesson study group. The paper focuses on teacher use of gesture and diagrams in exploring, developing and implementing lessons that target complex word problems involving a range of verb tenses and temporal (durational) events.

Elizabeth de Freitas  
Adelphi University, Garden City, New York

Adam Zaid  
Intermediate School 77, New York City, New York

Betina Andrea Zolkower  
City University of New York—Brooklyn College, School of Education, New York, New York

Multiple Representations in a Communication-Enhanced Environment

We report on a cluster randomized trial implementing dynamic algebra software in Algebra 2 classrooms across seven districts in Massachusetts. We discovered that non-honors students can learn more complex mathematical ideas in Algebra 2 particularly related to reasoning across multiple representations.

Sara Dalton  
University of Massachusetts—Dartmouth, Kaput Center for Research and Innovation in STEM Education, Dartmouth, Massachusetts

Stephen Hegedus  
University of Massachusetts—Dartmouth, Kaput Center for Research and Innovation in STEM Education, Dartmouth, Massachusetts

Kaitlyn Walsh  
University of Massachusetts—Dartmouth, Kaput Center for Research and Innovation in STEM Education, Dartmouth, Massachusetts

Exploring Efficacy in Studies of Discourse-Intensive Math Instruction

When controlled studies of discourse-intensive mathematics instruction yield evidence of efficacy, a challenge arises. What aspects of the complex, improvised instruction point to mechanisms that may underlie results? We argue for a mixed-methods approach to transcript analysis of intervention and control conditions, combining content coding and frequency counts with qualitative episodic analysis.

Catherine O’Connor  
Boston University, Boston, Massachusetts
Session 85 continued

Mary Elizabeth Matthews  
*Boston University, Boston, Massachusetts*

Nancy Anderson  
*Boston University, Boston, Massachusetts*

**Presider: Diana Cheng**  
*Towson University, Towson, Maryland*

Franklin Hall 13, Capacity: 40

10:30 a.m.-12:00 p.m.

86

**Interactive Paper Session**

**Constructing the Mean as a Mathematical Point of Balance**

Results will be shared of a teaching experiment designed to examine how middle-grade students come to understand the arithmetic mean as a mathematical balance point.

Rick A. Hudson  
*University of Southern Indiana, Evansville, Indiana*

**The Importance of Incorrect Examples: Helping Individual Students Learn Algebra**

An intervention to address common misconceptions about solving equations was tested. The intervention exposed students to both correct and incorrect example problems and required them to explain the steps of the modeled problem. Results show that students receiving both correct and incorrect examples benefited the most, indicating the importance of using incorrect examples in classroom instruction.

Karin Lange  
*Temple University, Philadelphia, Pennsylvania*

Julie Booth  
*Temple University, Philadelphia, Pennsylvania*

Kenneth Koedinger  
*Carnegie Mellon University, Pittsburgh, Pennsylvania*

**Graphs of Linear Functions: Making Mathematical Principles Explicit for Fifth Graders**

I present results of a tutorial study involving Grade 5 students graphing algebraic functions. The tutorial involved a communication game through which mathematical principles were made explicit. Tutorial students (n=20) showed pre to post test gains compared to a control (n=20). I report on patterns in students’ performances during the tutorial.

Darrell Earnest  
*University of California—Berkeley, Berkeley, California*

**Presider: George Roy**  
*University of South Florida St.Petersburg, St.Petersburg, Florida*

Franklin Hall 6, Capacity: 40
87
Interactive Paper Session

Implementing the Interactive Geometry Approach in Classrooms
This session will report a study that examines the efficacy of an approach to high school geometry that utilizes Dynamic Geometry (DG) software to facilitate instruction. It compares effects of the DG approach with standard instruction that does not make use of computer investigation tools. Data analysis showed significant differences between the treatment and control groups.

Zhonghong Jiang
Texas State University, San Marcos, Texas

Characterizing Discourse in Three Technology-Intensive High School Geometry Classrooms
Teachers’ implementation of a dynamic geometry program in high school geometry classes were analyzed to examine how the patterns, types, and modes of mathematical discourse differed when technology was used. The patterns, types, and modes of mathematical discourse differed when teachers were and were not using technology.

Charity Cayton
North Carolina State University, Raleigh, North Carolina
Karen Hollebrands
North Carolina State University, Raleigh, North Carolina
Eric Wiebe
North Carolina State University, Raleigh, North Carolina

Cognitive Demand and Technology Use in High School Teachers’ Use of Mathematical Tasks
The effect of technology on student understanding in mathematics is a frequently debated topic. In this case study of three high school mathematics teachers, I examined the relationship between students’ use of graphing calculators and CAS technology and cognitive demand at different stages of Stein and colleagues’ Mathematical Tasks Framework.

Kyle Schultz
James Madison University, Harrisonburg, Virginia

Presider: Belinda Edwards
Kennesaw State University, Kennesaw, Georgia

Franklin Hall 4, Capacity: 40
Preservice School Teachers’ Choice and Sequence of Examples for Comparison of Fractions

Choosing and using examples is an essential part of the mathematical work of teaching. This study examines how PSTs reason about this complex task of selecting and sequencing examples for different purposes to promote student learning. This research session focuses on selecting and sequencing examples for the case of comparison of fractions.

**Dicky Ng**
*Utah State University, Logan, Utah*

Examining the Effects of Fraction Instruction on Preservice Elementary School Teachers’ Knowledge and Attitudes: A Mixed Analysis

The purpose of this study was to examine the effect of an instructional unit using concrete models on preservice teachers’ content knowledge, pedagogical content knowledge, and attitudes towards teaching and learning fractions. A mixed analysis was utilized that involved integrating qualitative and quantitative approaches. Results showed preservice teachers performed better on the post assessment measure and attitudes towards fractions have improved. Implications of the investigation are discussed.

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

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

**Mary Margaret Capraro**
*Texas A&M University, College Station, Texas*

Preservice Secondary School Teachers’ Pedagogical Content Knowledge during Their Final Year of Preparation

Understanding the pedagogical content knowledge (PCK) of pre-service teachers is essential to informing and improving teacher preparation programs. The main objective of this session is to present the results of a study which documented, tracked, and characterized pre-service teachers’ PCK as they completed their senior-year mathematics methods courses and student teaching.

**Wendy O’Hanlon**
*Illinois Central College, East Peoria, Illinois*

**Presider: Heather Howell**
*New York University, New York, New York*
89
Interactive Paper Session

Investigating the Effect of a Tier-2 Intervention in Kindergarten Classrooms
This presentation describes a recent efficacy trial involving ROOTS, a Tier-2 intervention that focuses on building early knowledge of whole number concepts and skills for kindergarten students at risk for math difficulties. We share results of the study and discuss implications for using a multi-tiered approach to early mathematics instruction.

- Christian Doabler
  University of Oregon, Center on Teaching and Learning, Eugene, Oregon
- Benjamin Clarke
  University of Oregon, Center on Teaching and Learning, Eugene, Oregon
- Scott Baker
  University of Oregon, Center on Teaching and Learning, Eugene, Oregon

Screening Kindergarten Math Skills and Developing Interventions with the Number-Sense Brief
Participants will be introduced to the Number Sense Brief (NSB), a reliable research-based kindergarten assessment tool aligned with the Common Core State Standards for kindergarten mathematics. The NSB has shown to be predictive of mathematics achievement through the third grade and identifies children needing support in foundational number competencies.

- Nancy Jordan
  University of Delaware, Newark, Delaware
- Nancy Dyson
  University of Delaware, Newark, Delaware
- Casey Irwin
  University of Delaware, Newark, Delaware

Teaching a Mathematics Methods Course to Special Education Teachers
The purpose of the presentation is to examine the effectiveness of a course designed to teach teachers the foundational strategies and concepts for teaching mathematics to students with special needs. Results and educational implications will be discussed within the context of increasing teachers’ knowledge base of validated teaching strategies in mathematics and improving the research-to-practice gap through changes in teacher education.

- Karen Karp
  University of Louisville, Louisville, Kentucky
- Amy Lingo
  University of Louisville, Louisville, Kentucky

Presider: Diane Bryant
University of Texas at Austin, Austin, Texas

Franklin Hall 1, Capacity: 60
90
Investigations into Common Core State Standards for Mathematics (CCSSM)

Research Symposium
Even though most states have not begun officially implementing the CCSSM, the standards’ potential widespread impact on U.S. mathematics education has already prompted substantial research activity. This symposium will present findings from several investigations into various aspects of CCSSM.

Jill Newton  
Purdue University, West Lafayette, Indiana

Shannon Dingman  
University of Arkansas, Fayetteville, Arkansas

Dawn Teuscher  
Brigham Young University, Provo, Utah

Lisa Kasmer  
Grand Valley State University, Allendale, Michigan, Michigan

Barbara Reys  
University of Missouri—Columbia, Columbia, Missouri

Travis Olson  
University of Nevada Las Vegas, Las Vegas, Nevada

Jeff Shih  
University of Nevada Las Vegas, Las Vegas, Nevada

Kristen Bieda  
Michigan State University, East Lansing, Michigan

Franklin Hall 2, Capacity: 139

91
Learning About High-Quality Mathematics Teaching: What and How?

Research Symposium
This session synthesizes prior work from four different research projects that studied the practice of teachers to identify features of high-quality mathematics instruction. We present convergent findings across the projects that compose an image of high-quality mathematics instruction that transcends context and method.

Jennifer Lewis  
Wayne State University, Detroit, Michigan
92

Measuring Early Algebra Impact: Quantitative Studies of Children’s Algebra Learning

Research Symposium

This research symposium will compare three quantitative studies of the impact of early algebra interventions on children’s algebra learning within elementary grades and beyond. The studies are based on long-term early algebra programs that use contrasting approaches across diverse student populations. Results indicate a significant impact on children’s algebra understanding.

Maria Blanton
TERC, Cambridge, Massachusetts

Eric Knuth
University of Wisconsin—Madison, Madison, Wisconsin

Hannah Slovin
Curriculum Research and Development Group, University of Hawaii, Honolulu, Hawaii

Bárbara Brizuela
Tufts University, Medford, Massachusetts

David Carraher
TERC, Cambridge, Massachusetts

Analúcia Schliemann
Tufts University, Medford, Massachusetts

Discussant: Dan Heck
Horizon Research, Inc., Chapel Hill, North Carolina

Franklin Hall 3, Capacity: 108
93
Repeated Addition Has Limits: New Foundations for Understanding Multiplication

Research Symposium
This session will explore evidence, from both professional mathematicians and educational researchers, indicating that repeated addition of equal groups of discrete objects cannot effectively support students’ developing understanding of multiplication and multiplicative relationships beyond the early elementary grades.

Jack Smith  
*Michigan State University, East Lansing, Michigan*

Jere Confrey  
*North Carolina State University, Raleigh, North Carolina*

Barbara Dougherty  
*University of Missouri—Columbia, Columbia, Missouri*

Keith Devlin  
*Stanford University, Palo Alto, California*

Erik Tillema  
*Indiana University at Indianapolis, Indianapolis, Indiana*

Franklin Hall 8, Capacity: 138

94
Using Students’ Work as a Reflection on Instruction

Work Session
Participants will consider what aspects of instruction are captured in classroom sets of students’ written work, with respect to the mathematical content and normative mathematical practices, for use in research and professional development.

Melissa Boston  
*Duquesne University, Pittsburgh, Pennsylvania*

Michael Steele  
*Michigan State University, East Lansing, Michigan*

Franklin Hall 5, Capacity: 40
95
Writing for NCTM Practitioner Journals: “Linking Research and Practice” Awards

Work Session
In 2011, the NCTM Research Committee awarded inaugural Linking Research and Practice Outstanding Publication Awards to articles in the NCTM school journals. Award-winning authors will discuss their articles, build on their comments in the March 2012 *Journal for Research in Mathematics Education*’s Research Commentary, offer suggestions for writing, and answer the audience’s questions.

Michelle Cirillo  
*University of Delaware, Newark, Delaware*

Corey Drake  
*Michigan State University, East Lansing, Michigan*

Sherryl Hauser  
*Sage Park Middle School, Windsor, Connecticut*

Catherine Little  
*University of Connecticut, Storrs, Connecticut*

Martina Kenyon  
*Ayer Public School District, Massachusetts, Massachusetts*

James Tarr  
*University of Missouri—Columbia, Columbia, Missouri*

Franklin Hall 10, Capacity: 40
96
Children’s Informal Conceptions of Integers
Work Session
This interactive session will draw on video of children to share research findings from 80 hour-long interviews with grades 2 and 4 students about their ways of reasoning about integers. Audience members will react to the findings and will help identify implications for teaching and research.

Lisa Lamb  
San Diego State University, San Diego, California  

Jessica Pierson  
San Diego State University, San Diego, California  

Randolph Philipp  
San Diego State University, San Diego, California  

Bonnie Schappelle  
San Diego State University, San Diego, California  

Ian Whitacre  
San Diego State University, San Diego, California  

Melinda Lewis  
San Diego State University, San Diego, California

Franklin Hall 10, Capacity: 40

97
Common Core State Standards Math (CCSSM) Practice across Classes: Constructing Arguments, Critiquing Reasoning
Research Symposium
The speakers will demonstrate a CCSSM practice—constructing arguments and critiquing others’ reasoning across different classroom settings. Five studies will offer insights on how to enhance classroom culture through this practice and address barriers teachers may encounter during its enactment.

Kelly Edenfield  
Kennesaw State University, Kennesaw, Georgia, Georgia  

Rick A. Hudson  
University of Southern Indiana, Evansville, Indiana
Session 97 continued

Jean Sangmin Lee  
University of Indianapolis, Indianapolis, Indiana

Brian Lindaman  
Montana State University, Bozeman, Montana

Stephanie Whitney  
Illinois Institute of Technology, Chicago, Illinois

Discussant: Barbara Reys  
University of Missouri—Columbia, Columbia, Missouri

Franklin Hall 8, Capacity: 138

1:00 p.m.-2:30 p.m.

98
Developing Elementary School Math Teachers Pedagogical Content Knowledge in China

Work Session
Chinese elementary school mathematics teachers develop strong pedagogical content knowledge through weekly meetings and public lesson presentations. Lessons from grades 1–3 that exemplify the professional development environment will be analyzed. Video excerpts document the central role of public lessons in teachers’ efforts to improve their teaching.

David Wilson  
Buffalo State College, State University of New York, New York, New York

Shuzhu Gao  
Capital Normal University, Beijing, Peoples’ Republic of China, China

Franklin Hall 12, Capacity: 40
Geometric Thinking for English Language Learners (ELLs)

Research Symposium
A study of geometric thinking, focused on ELLs, examined effects on teachers, teaching, and students following teachers' participation in a 40-hour, year-long professional development program. Results are presented from teachers’ questionnaire, assessment, and written responses; classroom observation; and students’ problem solving.

Dan Heck  
*Horizon Research, Inc., Chapel Hill, North Carolina*

Mark Driscoll  
*Education Development Center, Inc., Newton, Massachusetts*

Johannah Nikula  
*Education Development Center, Inc., Newton, Massachusetts, Massachusetts*

Kristen Malzahn  
*Horizon Research, Inc., Chapel Hill, North Carolina*

Rachel DiMatteo  
*Education Development Center, Inc., Newton, Massachusetts*

Discussant: Kathryn B. Chval  
*University of Missouri—Columbia, Columbia, Missouri*

Discussant: Harold Asturias  
*University of California, Berkeley, California*

Discussant: Judith Zawojewski  
*Illinois Institute of Technology, Chicago, Illinois*

Franklin Hall 7, Capacity: 108
100 Interactive Paper Session

Characterizing Pivotal Teaching Moments in Mathematics Instruction
Pivotal teaching moments (PTMs)—unexpected opportunities to use student thinking—are key to student-centered instruction. Secondary mathematics instruction was analyzed to identify and characterize PTMs and to examine relationships among PTMs, teachers’ decisions and likely impacts on student learning. We discuss these relationships and implications for teacher professional learning.

Shari Stockero
Michigan Technological University, Houghton, Michigan

Laura Van Zoest
Western Michigan University, Kalamazoo, Michigan

Teachers’ Support for Reasoning and Proof in Three Different Reform Texts
This presentation describes the results of an analysis of teacher support materials with regard to reasoning and proof (RP) in three different reform high school textbook units involving polynomials. Comparisons of support across texts as well as the nature of that support will be discussed.

Jon Davis
Western Michigan University, Kalamazoo, Michigan

Dustin Smith
Western Michigan University, Kalamazoo, Michigan

Abhik Roy
Western Michigan University, Kalamazoo, Michigan

Mathematics Teachers Exploring Reasoning and Sense Making through Action Research
This study investigated the experiences of teachers responding to recommendations for Reasoning and Sense Making through teacher action research. Narrative inquiry is used to illustrate the phenomenon studied. This presentation will share the diverse ways teachers made changes to their teaching, the challenges and opportunities encountered, and the lessons learned.

Lindsay Umbeck
Purdue University, West Lafayette, Indiana

Presider: Heather Lynn Johnson
University of Colorado Denver, Colorado

Franklin Hall 1, Capacity: 60


101
Interactive Paper Session

The Proof Is in the Practice? Graduate Teaching Assistants and Future Teachers
This dissertation examines how graduate teaching assistants, who are teaching future elementary teachers, explore proof in a college geometry math-content course. Evidenced by classroom observations and interviews, I study the in-class proving opportunities and instructors’ views of teaching proof. Results inform ways to support college math instructors and prepare elementary teachers to more effectively teach about proof.

Kimberly Rogers
Michigan State University, East Lansing, Michigan

Two Student Teachers’ Varying Support for Collective Argumentation
We present two very different cases of secondary student teachers’ support for collective argumentation. Although the diagrams of arguments in the two classes look similarly complex, a closer analysis reveals differences in how the student teachers directly contributed to arguments and the quantity and kinds of questions they posed.

AnnaMarie Conner
University of Georgia, Athens, Georgia
Laura Singletary
University of Georgia, Athens, Georgia
Richard Francisco
University of Georgia, Athens, Georgia

Future Lower Secondary School Mathematics Teachers’ Knowledge of Deductive Reasoning
In this session, we present findings from items measuring future lower secondary mathematics teachers’ knowledge of deductive reasoning, based on responses to the released items from the Teacher Education and Development Study in Mathematics, a cross-national comparative study conducted in 2008.

Eun Mi Kim
Michigan State University, East Lansing, Michigan
Sharon L. Senk
Michigan State University, East Lansing, Michigan

Presider: Rachael Welder
City University of New York—Hunter College, New York, New York

Franklin Hall 6, Capacity: 40
102
Interactive Paper Session

Effects of Teacher-Child Play Interactions on Preschoolers’ Mathematical Thinking
We studied teacher-child play interactions that affected preschoolers’ mathematics learning ability. Consistently, number-based interactions as well as math communication showed significant positive impact on post-test scores, as also good-fit play interactions. We will discuss classroom implications with video examples.

* Sudha Swaminathan  
  *Eastern Connecticut State University, Willimantic, Connecticut*

* Jeffrey Trawick-Smith  
  *Eastern Connecticut State University, Willimantic, Connecticut*

* Xing Liu  
  *Eastern Connecticut State University, Willimantic, Connecticut*

An Exploratory, Multilevel Model Analysis of Play in Middle School Mathematics
This exploratory study examined the impact of play on middle school students’ attitudes toward mathematics. Participants (n=49) experienced play in mathematics class and took the Attitudes Toward Mathematics Inventory at five points in the year. Growth curve modeling was used to analyze results; student attitudes toward mathematics increased over time.

* Sarah van Ingen  
  *University of South Florida, Tampa, Florida*

* George MacDonald  
  *University of South Florida, Tampa, Florida*

* Gladis Kersaint  
  *University of South Florida, Tampa, Florida*

Parents Mediating Preschoolers’ Print and Mathematical Literacy during a Board Game
We investigated the similarities and differences between the ways that literacy and mathematics were mediated as thirty-two parents and their preschool children played an age appropriate board game. Overall, parents focused on the meaning of the print, with very little focus on concepts (e.g. word or letter sound). However, parents talked about and modelled mathematical concepts (e.g. number, operations, and money).

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

* Ji Eun Kim  
  *University of British Columbia, Vancouver, Canada*

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

**Presider: Karen Karp**
*University of Louisville, Louisville, Kentucky*
103
Interactive Paper Session

**Contrasting Cases in the Development of Statistical Knowledge for Teaching**

The session will explore the cases of two prospective teachers in a course focused upon statistical knowledge for teaching. One participant showed substantial learning gains in comparison to the other, as assessed by standardized test items and researcher-designed questions probing the nature of learning difficulties observed during the course.

**Randall Groth**
*Salisbury University, Maryland, Maryland*

**Studying the Collective Development of Mathematical Knowledge for Teaching**

We discuss our efforts to study the emergence of norms and collective mathematical practices in online, professional development designed to enrich teachers’ understandings of trigonometric functions. The presentation will provide detailed descriptions and examples of the collective mathematical practices and discuss how they can support teacher development.

**Jason Silverman**
*Drexel University, Philadelphia, Pennsylvania*

**Chrystal Dean**
*Appalachian State University, Boone, North Carolina*

**Presider: Susan Peters**
*University of Louisville, Louisville, Kentucky*

Franklin Hall 9, Capacity: 40
104
Interactive Paper Session

Teachers’ Selections of Tasks for English Language Learners
The selection of tasks is an important part of a teacher’s practice and student learning. In this session I will discuss a study examining high school teachers’ choices of mathematical tasks for English language learners. I will discuss both the characteristics of the tasks selected and factors influencing these selections.

Zandra de Araujo
University of Georgia, Athens, Georgia

Tools to Support English Learners’ Multiplying and Dividing Fractions
This study examines how a teacher of English Learners (ELs) and non-ELs modifies instruction between the courses during her teaching of multiplying and dividing fractions. The goal was to parse out the specific teacher moves that were meant to support ELs – to identify supports beyond “just good teaching.”

Sarah A. Roberts
Iowa State University, Ames, Iowa

Reexamining Curricula as a Means to Improve Access for Latina and Latino Mathematics Learners
New approaches are needed to translate what we know about effective mathematics curriculum and instruction for bilingual Latina/o learners, into concrete actions in the classroom. This symposium reports on a study investigating curricular features that support teachers and students as they navigate the world of language-rich mathematics curriculum and pedagogy.

Craig Willey
Indiana University, Indianapolis, Indiana
Kathleen Pitvorec
University of Illinois at Chicago, Chicago, Illinois
Lena Khisty
University of Illinois at Chicago, Chicago, Illinois

Presider: Alejandra Salinas
Boston University, Boston, Massachusetts

Franklin Hall 13, Capacity: 40
105
Measuring Teaching Practice Related to Curriculum Use

Work Session
This presentation explores tools for, and approaches to, measuring teaching practice connected to curriculum material use. The goals are to generate interaction about teaching practice and the relationship between written and enacted curricula and to examine and critique tools developed to measure this relationship.

Janine Remillard
University of Pennsylvania, Philadelphia, New Mexico

Ok-Kyeong Kim
Western Michigan University, Kalamazoo, Michigan

Mary Beth Piecham
Education Development Center, Newton, Massachusetts

Michael Steele
Michigan State University, East Lansing, Michigan

Luke Reinke
University of Pennsylvania, Philadelphia, Pennsylvania

Zuzka Blasi
Education Development Center, Newton, Massachusetts

Louisa Anastasopoulou
Education Development Center, Newton, Massachusetts

Josephine Louie
Education Development Center, Newton, Massachusetts

Franklin Hall 5, Capacity: 40

106
Ready or Not? The Problem of Eighth-Grade Algebra

Research Symposium
Traditionally reserved for 9th grade, in recent years algebra has been taught in 8th grade, with mixed success and much controversy, as in the high-profile California 8th grade algebra mandate. This symposium centers on the question of whether most students can and should study algebra in eighth grade.

Frances Spielhagen
Mount Saint Mary College, Newburgh, New York

Julia Aguirre
University of Washington, Tacoma, Washington
107 Students’ Fraction Knowledge and the Common Core State Standards (CCSS)

Research Symposium

Students’ fraction knowledge requires multiplicative reasoning at three levels of units, a skill that cannot be assumed for most fifth graders. This finding and others contrast with the CCSS Initiative’s fraction standards. How could fractions standards be organized to respect and foster students’ fraction knowledge?

Leslie Steffe
University of Georgia, Athens, Georgia

Anderson Norton
Virginia Polytechnic and State University, Blacksburg, Virginia

Amy Hackenberg
Indiana University, Bloomington, Indiana

Patrick Thompson
Arizona State University, Tempe, Arizona

Discussant: Susan Empson
University of Texas at Austin, Austin, Texas
108
What Matters about Students’ Learning: Curriculum Implementation from Three Perspectives

Research Symposium
This symposium will explore different methods used to study curriculum implementation. The presenters will discuss these methods’ implications across three major research projects that examine the connections between implementation and students’ achievement.

Karen King  
*National Council of Teachers of Mathematics, Reston, Virginia*

Monica Mitchell  
*MERAssociates, Vienna, Virginia*

James Tarr  
*University of Missouri—Columbia, Columbia, Missouri*

Jinfa Cai  
*University of Delaware, Newark, Delaware*

John Moyer  
*Marquette University, Milwaukee, Wisconsin*

Nina Wang  
*Widener University, Chester, Pennsylvania*

Douglas Grouws  
*University of Missouri—Columbia, Columbia, Missouri*

Jessica Tybursky  
*New York University, New York, New York*

Discussant: Amy Roth McDuffie  
*Washington State University - Tri-Cities, Richland, Washington*

Franklin Hall 2, Capacity: 139
109
Action Research and Students’ Performance

Poster Session
Teachers identify a lack of motivation as the main barrier to students’ learning, especially in urban areas where minority students show especially pronounced lack of engagement. The practice of action research through the inquiry cycle, however, engages students, who then improve in both performance and attitude.

Serigne Gningue
City University of New York—Lehman College, New York, New York
Roger Peach
City University of New York—Lehman College, New York, New York
Barbara Schroder
City University of New York—Lehman College, New York, New York

Salon I/J/K/L, Capacity: 600

110
Algebra Misconceptions Held by Elementary School Students

Poster Session
Students often have misconceptions in algebra that their teachers fail to recognize or understand. Discovering misconceptions is crucial: any not remedied may persist throughout school. The speaker will describe a qualitative, multiple-case-study design used to reveal the algebra misconceptions of first-, second-, and fifth-grade students.

Nicole Ralston
University of Washington, Seattle, Washington

Salon I/J/K/L, Capacity: 600
1:00 p.m.-2:30 p.m.

111
Algebraic Explanations: Linking Instruction to Students’ Justifications

Poster Session
The speakers will present findings from a comparative study of two algebra classes relating instructional practices for eliciting reasoning to students’ written and oral explanations. Data suggests differences in practices, supported by different curricula influence, the quality and accuracy of students’ explanations and justification.

Jerilynn Lepak
Michigan State University, East Lansing, Michigan

Jamie Wernet
Michigan State University, East Lansing, Michigan

Sarah Nix
University of California, Berkeley, Berkeley, California

Salon I/J/K/L, Capacity: 600

1:00 p.m.-2:30 p.m.

112
Cognitively Challenging Mathematical Tasks: Potential versus Implementation

Poster Session
This study investigated high school teachers’ use of mathematical tasks prior to and after a two-year professional development program. The study determined whether they used cognitively challenging tasks, and if so, did they implement them in a way that maintained cognitive demands.

Elizabeth Hughes
University of Northern Iowa, Cedar Falls, Iowa

Mary Watson
University of Northern Iowa, Cedar Falls, Iowa

Salon I/J/K/L, Capacity: 600
113  
**CRA Instruction in Fractions Retention for Middle School Students**

*Poster Session*

A growing body of research supports sequenced concrete-representation-abstract (CRA) instruction to teach essential mathematics concepts, such as fractions. The speaker will share results from an experimental study investigating using the CRA instructional sequence to teach fractions to middle school students.

- **Elizabeth Hughes**  
  *Duquesne University, Pittsburgh, South Carolina*

- **Paul Riccomini**  
  *Pennsylvania State University, State College, Pennsylvania*

Salon I/J/K/L, Capacity: 600

114  
**Elementary School Students’ Views of Mathematicians**

*Poster Session*

This paper reports on a portion of an ongoing, multifaceted research project that investigates how parents, teachers, and popular media affect elementary school students’ views of mathematicians and, especially, mathematicians. The speaker will examine results from an online questionnaire and discuss implications for practice.

- **Jennifer Hall**  
  *University of Ottawa, Ontario, Canada*

Salon I/J/K/L, Capacity: 600
115
Error Patterns in Fraction Computation among Struggling Sixth-Grade Students

Poster Session
This study examined errors made by struggling learners solving fraction problems in a sixth grade classroom. Findings showed specific error patterns, both skill and conceptually based, in fraction computation. Frequencies of errors for addition and division were related to whether or not denominators were equal.

Catherine Willard  
*Temple University, Philadelphia, Pennsylvania*

Kristie Newton  
*Temple University, Philadelphia, Pennsylvania*

Chris Teufel  
*Temple University, Philadelphia, Pennsylvania*

1:00 p.m.-2:30 p.m.

116
Examining NCTM’s Practitioner Journals as Tools Linking Research and Practice

Poster Session
The speakers will argue that NCTM’s practitioner journals could serve as important mediation tools in linking research and practice in mathematics education. They will report methods and findings of an exploratory study that examined how research appeared in these journals in a recent three-year period.

Edward Silver  
*University of Michigan—Dearborn, Dearborn, Michigan*

Crystal Lunsford  
*University of Michigan, Ann Arbor, Michigan*
117
Following Beginning Mathematics Teachers’ Experiences through Discussion Boards
Poster Session
The speakers will present a research study about an online discussion board designed to support beginning high school mathematics teachers in a fellowship program. Attendees will learn about struggles the teachers faced and examine actual posts to explore ideas of scaffolding, types of responses, and the facilitator’s role.

Rachael Eriksen Brown
Knowles Science Teaching Foundation, Moorestown, New Jersey
Ginger Rhodes
University of North Carolina at Wilmington, Wilmington, North Carolina

Salon I/J/K/L, Capacity: 600

118
Math Journals as a Tool for Reasoning and Sense Making
Poster Session
With NCTM’s recent high school focus on reasoning and sense making, math journals offer a tool to address both areas in the classroom. This study investigated how students responded to journal feedback offered by the teacher and fellow classmates as well as how journaling influenced classroom discourse.

Jan Yow
University of South Carolina, Columbia, South Carolina

Salon I/J/K/L, Capacity: 600
119
Mathematics History in Video: In-Service Elementary School Teachers’ Experience

Poster Session
A professional development course for in-service elementary school teachers integrated mathematics history using digital media. Online discussions and reflective essays showed that the experience offers teachers a useful context for delving into roots of mathematical ideas and critiquing their perceptions of mathematics and mathematics teaching.

Lingguo Bu  
Southern Illinois University, Carbondale, Illinois

Frackson Mumba  
Southern Illinois University, Carbondale, Illinois

Mary Wright  
Southern Illinois University, Carbondale, Illinois

120
Open Questions Generate a Culture of Sense-Making Reasoning and Proving

Poster Session
The speaker will present findings from an experiment that engaged preservice teachers in tasks that expanded their understanding of the roles of proof and reasoning. An open question, the right amount of scaffolding, and giving students more than a month to address the question brought out numerous roles discussed in the literature.

David Yopp  
Montana State University, Bozeman, Montana
121
Preservice Secondary School Teachers’ Understanding of the Inverse Function Concept

Poster Session
This task-based, qualitative study reported the findings of ten preservice secondary school teachers’ knowledge of inverse functions. Findings from data analysis using Even’s framework showed that these teachers had strong procedural skills, profound misconceptions, and weak conceptual understanding of the concept.

Leonard Kamau
Syracuse University, New York, New York

Salon I/J/K/L, Capacity: 600

122
Principal Press: A Potential Support for Increasing Teachers’ Collaboration

Poster Session
Implementing ambitious curricula at scale is a daunting challenge. This study used a regression model to predict the effects principals can have on teachers’ collaborations in instruction.

Adrian Larbi-Cherif
Vanderbilt University, Nashville, Tennessee

Salon I/J/K/L, Capacity: 600

123
Principals’, Coaches’, and Teachers’ Perceptions of Elementary School Mathematics Coaching

Poster Session
A study explored perceptions of elementary school mathematics coaching as professional development. Case studies will highlight perceived changes in teachers’ practice as a result of coaching. The speaker will share similarities and differences in perspectives and the potential implications for building and sustaining a coaching program.

Shannon Larsen
Ontario Institute for Studies in Education, University of Toronto, Canada, Canada

Salon I/J/K/L, Capacity: 600
124
**Problem Posing: Genuine Inquiry in a Primary School Classroom**

*Poster Session*
A collaborative inquiry examined the problem-posing practices of primary school students. The speaker will share the problem types that the students posed, what inspired the problem posing, and the classroom environment’s role in the problem-posing experiences, with accompanying visuals.

Janice Novakowski  
*University of British Columbia, Vancouver, Canada*

Salon I/J/K/L, Capacity: 600

125
**Promising Classroom Practices for Supporting Mathematical Justification**

*Poster Session*
Though the mathematics education community values students’ use of justification, teachers have often found it difficult to support. The speakers will discuss strategies associated with mathematically acceptable argumentation that emerged from a study of teachers participating in a research-and-development program on justification.

Megan Staples  
*University of Connecticut, Storrs, Connecticut*

Jill Newton  
*Purdue University, West Lafayette, Indiana*

Corryn Brown  
*Purdue University, West Lafayette, Indiana*

Salon I/J/K/L, Capacity: 600
126
Proof Structure Produced by Experienced Doctoral Students in Mathematics

Poster Session
Studying experienced provers is one strategy for addressing the design of proof instruction, to understand why students have trouble with proof. The speaker will give some initial results from a study that used Toulmin’s argumentation model, to examine proof structures in real analysis produced by experienced mathematics doctoral students.

Shiv Karunakaran
Pennsylvania State University, University Park, Pennsylvania

1:00 p.m.-2:30 p.m.
Salon I/J/K/L, Capacity: 600

127
Relationships among Students Participation, Task Summaries, and Algebra Learning

Poster Session
This study examined the relationship among the enacted curriculum in a middle school algebra class, students’ learning as seen on pretests and posttests that measure among cognitive demand, forms of participation expected of students during mathematical tasks, and how the tasks were concluded.

Samuel Otten
Michigan State University, East Lansing, Michigan

1:00 p.m.-2:30 p.m.
Salon I/J/K/L, Capacity: 600
128

Simplified Schema-Based Instruction (SSBI) for Word-Problem Solving

Poster Session
This study used SSBI to investigate the program’s effects on word-problem solving in elementary school students. Results demonstrated that SSBI was effective and that students maintained learned skills after the intervention’s end.

Houbin Fang  
Gordon College, Barnesville, Georgia

Qi Zhou  
University of Southern Mississippi, Hattiesburg, Mississippi

Sherry Herron  
University of Southern Mississippi, Hattiesburg, Mississippi

1:00 p.m.-2:30 p.m.

129

Strengthening the Connection between Math Methods and Preservice Teachers’ Practice

Poster Session
A year-long study followed six preservice secondary school math teachers through three math methods courses and into their student teaching, to understand and strengthen the connection between what the former teaches and what emerges in the latter.

Mollie Appelgate  
University of California, Los Angeles, California

1:00 p.m.-2:30 p.m.
130
Students’ Understanding of Quadratic Functions: A Multiple-Case Study
Poster Session
This study, using two 75-minute interviews with each of the four participants as the primary data source, explored the scope and depth of how students understand various aspects of quadratic functions.

Volkan Sevim
Virginia Commonwealth University, Richmond, Virginia
Victor Cifarelli
University of North Carolina at Charlotte, Charlotte, North Carolina

Salon I/J/K/L, Capacity: 600

131
Students’ Development of Representational Fluency with CAS: An Instructional Theory
Poster Session
Design research investigated students’ development of representational fluency in learning algebra with computer algebra systems (CAS) and paper and pencil. A resulting, conjectured instructional theory—processes of learning and means of supporting them—spans content, tool use, and representation-specific activity.

Nicole Fonger
Western Michigan University, Kalamazoo, Michigan

Salon I/J/K/L, Capacity: 600
132
Subitizing, Arrangements of Counters, and Preschoolers’ Quantitative Comparisons

Poster Session
How does the arrangement of counters affect preschoolers’ success, strategies, and speed in comparing two sets? Find out how Action-on-Objects Subitizing enhanced speed in making comparisons and facilitated subitizing, a unique enumeration that does not involve counting.

Carrie Cutler
University of Houston—Downtown, Houston, Texas

Salon I/J/K/L, Capacity: 600

133
Supporting Prospective Teachers’ Proportional Reasoning with Technology: The Balance Metaphor

Poster Session
The speakers used a common cognitive perspective to analyze how a class of preservice teachers developed routines for solving a variety of proportional-reasoning tasks by modeling them with a balance applet.

Janet Bowers
San Diego State University, San Diego, California

Michael Fredenburg
San Diego State University, San Diego, California

Susan Nickerson
San Diego State University, San Diego, California

Salon I/J/K/L, Capacity: 600

134
Teachers’ Beliefs, Practices, and Interpretations of Curricular Resources

Poster Session
What messages do teachers interpret from students’ textbooks and school district, state, and NCTM documents? How consistent are the messages across resources? How do
these messages relate to the teachers’ beliefs and classroom practices? This session presents results of a quantitative study that examined these questions.

Christy Graybeal
Hood College, Frederick, Maryland

1:00 p.m.-2:30 p.m.

135
Teachers’ Self-Efficacy Beliefs and Mathematical Knowledge for Teaching

Poster Session
This study used regression analysis of cross-sectional data to characterize traditional and alternative-route teachers’ mathematical knowledge for teaching multiplicative reasoning (fractions, ratios, and proportions), using beliefs of teaching self-efficacy and controlling for teachers’ experience and grade level.

Erik Jacobson
University of Georgia, Athens, Georgia

1:00 p.m.-2:30 p.m.

136
The Academic Youth Development (AYD) Program and Achievement

Poster Session
Through a unique integration of mathematics content and social-emotional concepts, the AYD program aims to affect students’ beliefs and, subsequently their mathematics achievement, positively. The speaker will outline a study that investigated whether AYD program participation increased students’ achievement in a rural school district.

Cynthia Schneider
Charles A. Dana Center, University of Texas at Austin, Austin, Texas
137
U.S. Middle School Preservice Mathematics Teachers’ Content Knowledge

Poster Session
This study explores the strengths and weaknesses of the mathematical knowledge of U.S. preservice middle school mathematics teachers. It used a statistical method to show which skills in number, algebra, and geometry the preservice teachers mastered. The speaker will discuss Implications for preservice teacher education.

Shawn Broderick
University of Georgia, Athens, Georgia

Salon I/J/K/L, Capacity: 600

138
Using a Fraction Framework to Understand Students’ Work

Poster Session
The qualitative study of classroom teachers used a fraction framework as a formative assessment tool to analyze students’ work and plan subsequent instruction.

Kelly Georgius
University of Nebraska, Lincoln, Nebraska

Elizabeth Petit Cunningham
University of Nebraska, Lincoln, Nebraska

Salon I/J/K/L, Capacity: 600
1:00 pm-2:30 p.m.

139
Aligning Early-Algebra Learning Progressions and Assessments in Grades 3–8

Work Session
This working session will engage participants in critically examining grades 6–7 assessment items designed to measure students’ understandings of some of the “big ideas” of early algebra. Conjectured early-algebra learning progressions for grades 3–8 will frame the examination and subsequent discussion.

Ana Stephens  
*University of Wisconsin—Madison, Madison, Wisconsin*

Maria Blanton  
*TERC, Cambridge, Massachusetts*

Eric Knuth  
*University of Wisconsin—Madison, Madison, Wisconsin*

Angela Gardiner  
*University of Massachusetts—Dartmouth, Dartmouth, Massachusetts*

Timothy Marum  
*University of Massachusetts—Dartmouth, Dartmouth, Massachusetts*

Isil Isler  
*University of Wisconsin—Madison, Madison, Wisconsin*

Franklin Hall 5, Capacity: 40
140

Current Research on Trigonometry Teaching and Learning

Research Symposium
This symposium will explore current research on teaching and learning in trigonometry. The speakers will discuss three studies: the use of a directed length definition of the trigonometric functions, angle measure as a foundation for trigonometric functions, and the effects of visualization on students’ understanding of trigonometry.

Joshua Hertel
Illinois State University, Normal, Illinois
Craig Cullen
Illinois State University, Normal, Illinois
Kevin Moore
University of Georgia, Athens, Georgia
Jeff Steckroth
Christopher Newport University, Newport News, Virginia

Discussant: Patrick Thompson
Arizona State University, Tempe, Arizona

Franklin Hall 8, Capacity: 138

141

Exploring Mathematics Teacher Professional Development in Online Contexts

Research Symposium
The session will focus on mathematics teacher professional learning (MTPL) in online contexts. Research shared will explore roles and interactions in online spaces and instructional decisions made to enhance learning. Audience members will discuss the development of a research program designed to explore MTPL in online contexts.

Signe Kastberg
Purdue University, West Lafayette, Indiana
Beatriz D’Ambrosio
Miami University, Oxford, Ohio
Kathleen Lynch-Davis
Appalachian State University, Boone, North Carolina
Jason Silverman
Drexel University, Philadelphia, Pennsylvania
Grades K–5 Generalization, Proof: What Knowledge, Skills Do Teachers Need?

Work Session
The presenters describe a five-phase model for a lesson sequence on investigating and proving generalizations about the behavior of the operations. Viewing a video clip to illustrate each phase, participants consider what the teacher did to support students’ learning and identify knowledge the teacher called on to make that move.

Deborah Schifter  
Education Development Center, Newton, Massachusetts

Susan Jo Russell  
TERC, Cambridge, Massachusetts

Virginia Bastable  
SummerMath for Teachers, South Hadley, Massachusetts
143
Interactive Paper Session

The Effect of Students’ Jungian Psychological Types on Students’ Approaches to Mathematical Tasks
This study explored whether students’ Jungian psychological type preferences had an effect on how they approached mathematical tasks. The project involved filming 47 sixth grade students completing fractions tasks, which were coded for mathematical process, use of materials, accuracy, and clarity of explanation.

Jane Kise
Differentiated Coaching Associates, LLC, Minneapolis, Minnesota

Constructing Ability and Disability in an Urban Middle School Classroom
This paper documents a two year study of the construction of competence in an urban middle school mathematics classroom, focusing on how students with disabilities constructed and enacted understandings of themselves as math learners, using the discourses and practices of two classrooms, including practices such as test-preparation and ability grouping.

Rachel Lambert
City University of New York, Graduate Center, New York, New York

Conservation of Quantity: An Overlooked Construct?
In this session we discuss various levels of conservation of quantity task and the difficulties that students had with these tasks across grades 1 and 2.

John Lannin
University of Missouri—Columbia, Columbia, Missouri

Delinda van Garderen
University of Missouri—Columbia, Columbia, Missouri

Tiffany Hill
University of Missouri—Columbia, Columbia, Missouri

Presider: Sandy Spitzer
Towson University, Towson, Maryland
144
Interactive Paper Session

Comparing Instructional Quality of U.S. and Japanese Student Teacher Lessons

We compare the mathematical quality of middle school mathematics lessons in 8 Japanese lessons and 12 US lessons by using the Mathematical Quality Instrument (MQI). The strengths and weaknesses vary between the novices in the two countries and point to where instructional differences between the two countries may begin.

Douglas Corey  
Brigham Young University, Provo, Utah

Blake Peterson  
Brigham Young University, Provo, Utah

Keith Leatham  
Brigham Young University, Provo, Utah

Effective Elementary School Mathematics Teachers: A Cross-Cultural Perspective

Presents a study on instructional and decision-making processes used by four effective elementary mathematics teachers in New Jersey and Israel. Analysis of interview data before and after lesson implementation indicated eight common constructivist practices.

Rochelle Kaplan  
William Paterson University, Wayne, New Jersey

Using Classroom Observation Research to Guide Debates about Teaching Effectiveness

We discuss the results of a large classroom observational study of 994 video mathematics lessons from grades 4-8. Our classroom observational protocol couples a strong focus on content knowledge with use of research-based teaching practices. We examine how characteristics of effective teaching forwarded by our preparation program hold up in the general population of middle school math teachers.

Candace Walkington  
University of Wisconsin—Madison, Madison, Wisconsin

Matthew Valerius  
University of Minnesota—Twin Cities, Minneapolis, Minnesota

Presider: Thomas Hodges  
Western Carolina University, Cullowhee, North Carolina

Franklin Hall 1, Capacity: 60
Interactive Paper Session

Exploring Students’ Outcomes after Teaching Mathematics through Problem Solving
This session describes a study in which mathematics from state-level standards was taught through problem-solving contexts to sixth-grade students. Students’ outcomes were compared to their peers experiencing their typical mathematics instruction. We will explore how this investigation informs teaching mathematics in ways that align with the Common Core State Standards.

Jonathan Bostic
Bowling Green State University, Ohio, Ohio

Stephen Pape
University of Florida, Gainesville, Florida

Tim Jacobbe
University of Florida, Gainesville, Florida

Mathematics Instructional Quality, Class Size, and Achievement for Students of Low Socioeconomic Status
We explored relations between observed mathematics instructional quality (MIQ) and achievement in students from families with low income. Participants were 36 third grade teachers and their 205 students. Higher MIQ and smaller class size related to improved student test performance. Discussion considers inequity and access to high quality instruction.

Eileen Merritt
University of Virginia, Charlottesville, Virginia

Sara Rimm-Kaufman
University of Virginia, Charlottesville, Virginia

Temple Walkowiak
North Carolina State University, Raleigh, North Carolina

Examining Instructional Quality and Students’ Achievement in Mathematics
In this study, we use the Instructional Quality Assessment (IQA) Mathematics Classroom Observation Toolkit as an observational assessment system to examine relationships between several meaningful aspects of ambitious mathematics instruction and students’ performance on state mathematics achievement tests.

Glenn Colby
Vanderbilt University, Nashville, Tennessee

Melissa Boston
Duquesne University, Pittsburgh, Pennsylvania

Presider: Rick A. Hudson
University of Southern Indiana, Evansville, Indiana
146
Interactive Paper Session

Continuous Improvement of Mathematics Teacher Education
Since 2002, University of Delaware faculty have engaged in a model for instructional development, analyzing their practice with respect to student learning and generating a knowledge base for current and future educators. Results of a longitudinal study suggest that this model serves to continuously improve students’ mathematics learning.

Jathan Austin
University of Delaware, Newark, Delaware

Preservice Elementary School Teachers’ Learning through Discourse-Intensive Instruction
Although discourse (DII) is a recommended pedagogy for mathematics courses for preservice elementary teachers (PSTs), much is still unknown about the efficacy of this type of instruction. This session presents data from two iterations of a study that investigated the relationship between specific features of DII and PSTs’ understanding of division of fractions.

Nancy Anderson
Boston University, Massachusetts, Massachusetts

Using a Theory of Instruction (Concept-Focused Instruction) with Preservice Teachers
This presentation will report research findings on the impact of using a theory of instruction called Concept-Focused Instruction to train middle level and secondary preservice mathematics teachers. Using a theory of instruction improves the planning and teaching because it simplifies the instructional decision-making process. The theory as well as the notable positive outcomes will be presented.

Denise Forrest
Coastal Carolina University, Conway, South Carolina

Austin Hitt
Coastal Carolina University, Conway, South Carolina

Presider: Charles Munter
University of Pittsburgh, Pittsburgh, Pennsylvania

Franklin Hall 6, Capacity: 40
147  
Linking Research and Practice: A Focus on Reasoning and Sense Making with Technology

Research Symposium
The presenters will describe how current research guided the selection and description of examples and vignettes for *Focus in High School Mathematics: Technology to Support Reasoning and Sense Making*. Participants will discuss future directions for research in mathematics education.

Thomas Dick  
Oregon State University, Corvallis, Oregon

Rose Zbiek  
Pennsylvania State University, University Park, Pennsylvania

M. Kathleen Heid  
Pennsylvania State University, University Park, Pennsylvania

Anthony Dove  
North Carolina State University, Raleigh, North Carolina

Gail Burrill  
Michigan State University, East Lansing, Michigan

Hollylynne Lee  
North Carolina State University, Raleigh, North Carolina

Jessica Cohen  
Western Washington University, Bellingham, Washington

Discussant: Karen Hollebrands  
North Carolina State University, Raleigh, North Carolina

Franklin Hall 7, Capacity: 108

148  
Research and Effects in Grades K–8 Mathematics Coaching

Work Session
Participants will consider results from a research study of grades K–8 mathematics instructional coaching, focusing on relationships between teacher mathematics knowledge and teacher practice and effects of coaching on students’ achievement. They will examine the methods used to arrive at effects and discuss alternatives for further analysis.
103

Session 148 continued

David Yopp
Montana State University, Bozeman, Montana
John Sutton
RMC Research, Denver, Colorado
Clare Heidema
RMC Research, Denver, Colorado
Arlene Mitchell
RMC Research, Denver, Colorado
Dan Jesse
RMC Research, Denver, Colorado

Franklin Hall 10, Capacity: 40

3:00 p.m.-4:30 p.m.

149
RtI: Mathematics and Special Educators Sharing Responsibility: A Call for Action
Research Symposium
The presenters will describe the importance of mathematics and special educators collaborating to provide evidence-based instruction as part of the Response to Intervention (RtI) process. They will discuss recommendations for working with administrators and teachers, coordinating at the state and national levels, and identifying policy implications.

Barbara Dougherty
University of Missouri—Columbia, Columbia, Missouri
Karen Karp
University of Louisville, Louisville, Kentucky
Diane Bryant
University of Texas at Austin, Austin, Texas
Leanne Ketterlin-Geller
Southern Methodist University, Dallas, Texas
David Chard
Southern Methodist University, Dallas, Texas
Brian R. Bryant
University of Texas at Austin, Austin, Texas

Franklin Hall 2, Capacity: 139
The Notion of Proof in Mathematics Teaching: Is It Changing?

Research Symposium
Researchers from five different teams give overviews of their projects and to discuss how, through research and professional development, they are working with teachers to influence their notions of, and practices in, reasoning and proof.

Michelle Cirillo  
*University of Delaware, Newark, Delaware*

Amy Ellis  
*University of Wisconsin—Madison, Madison, Wisconsin*

Pat Herbst  
*University of Michigan, Ann Arbor, Michigan*

Margaret Smith  
*University of Pittsburgh, Pennsylvania, Pennsylvania*

Megan Staples  
*University of Connecticut, Storrs, Connecticut*

Discussant: Kristen Bieda  
*Michigan State University, East Lansing, Michigan*

Franklin Hall 3, Capacity: 108
# Index of Session Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Thomasenia Adams</td>
<td>7</td>
</tr>
<tr>
<td>Roberto Agodini</td>
<td>2</td>
</tr>
<tr>
<td>Julia Aguirre</td>
<td>106</td>
</tr>
<tr>
<td>Julie Amador</td>
<td>22</td>
</tr>
<tr>
<td>Song An</td>
<td>21</td>
</tr>
<tr>
<td>Louisa Anastasopoulos</td>
<td>105</td>
</tr>
<tr>
<td>Ann Anderson</td>
<td>102</td>
</tr>
<tr>
<td>Nancy Anderson</td>
<td>85, 146</td>
</tr>
<tr>
<td>Jim Anderson</td>
<td>102</td>
</tr>
<tr>
<td>Mollie Appelgate</td>
<td>129</td>
</tr>
<tr>
<td>Fran Arbaugh</td>
<td>8, 28</td>
</tr>
<tr>
<td>Nina Arshavsky</td>
<td>6</td>
</tr>
<tr>
<td>Harold Asturias</td>
<td>99</td>
</tr>
<tr>
<td>Jathan Austin</td>
<td>146</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Jae Baek</td>
<td>11</td>
</tr>
<tr>
<td>Damon Bahr</td>
<td>5</td>
</tr>
<tr>
<td>Scott Baker</td>
<td>89</td>
</tr>
<tr>
<td>Deborah Ball</td>
<td>38, 91</td>
</tr>
<tr>
<td>Filiberto Barajas-López</td>
<td>47</td>
</tr>
<tr>
<td>David Barnes</td>
<td>35</td>
</tr>
<tr>
<td>Jeffrey E. Barrett</td>
<td>11, 7</td>
</tr>
<tr>
<td>Tonya Gau Bartell</td>
<td>24, 34</td>
</tr>
<tr>
<td>Virginia Bastable</td>
<td>142</td>
</tr>
<tr>
<td>Dan Battey</td>
<td>7</td>
</tr>
<tr>
<td>Michael Battista</td>
<td>11</td>
</tr>
<tr>
<td>Mary Beisiegel</td>
<td>68</td>
</tr>
<tr>
<td>Zaur Berkaliev</td>
<td>44</td>
</tr>
<tr>
<td>Robert Berry</td>
<td>7, 25</td>
</tr>
<tr>
<td>Kristen Bieda</td>
<td>3, 90, 150</td>
</tr>
<tr>
<td>Jessica Bishop</td>
<td>40</td>
</tr>
<tr>
<td>Maria Blanton</td>
<td>92, 139</td>
</tr>
<tr>
<td>Zuzka Blasi</td>
<td>105</td>
</tr>
<tr>
<td>Sarah Bleiler</td>
<td>16</td>
</tr>
<tr>
<td>Timothy Boerst</td>
<td>38</td>
</tr>
<tr>
<td>Michael Bolling</td>
<td>106</td>
</tr>
<tr>
<td>Julie Booth</td>
<td>86</td>
</tr>
<tr>
<td>Viveka Borum</td>
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<td>Jonathan Bostic</td>
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<td>Melissa Boston</td>
<td>25, 94, 145</td>
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<td>133</td>
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<td>Justin Boyle</td>
<td>28</td>
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</tbody>
</table>

<table>
<thead>
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<th>Presentation Number</th>
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</thead>
<tbody>
<tr>
<td>C</td>
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<td>Jinf Cai</td>
<td>13, 52, 53, 108</td>
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<td>Patricia Campbell</td>
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<td>Janna Canzone</td>
<td>48</td>
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<td>Robert Capraro</td>
<td>58, 106</td>
</tr>
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<td>Mary Margaret Capraro</td>
<td>67, 88, 106</td>
</tr>
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<td>David Carraher</td>
<td>92</td>
</tr>
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<td>Tyrette Carter</td>
<td>37</td>
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<td>Theodore Chao</td>
<td>33</td>
</tr>
<tr>
<td>Jennifer Chauvot</td>
<td>141</td>
</tr>
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<td>Daniel Chazan</td>
<td>3, 27</td>
</tr>
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<td>Stacy Che</td>
<td>43</td>
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<td>85</td>
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<td>8, 99</td>
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<td>Victor Cifarelli</td>
<td>130</td>
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<td>Michelle Cirillo</td>
<td>3, 95, 150</td>
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<td>Benjamin Clarke</td>
<td>89</td>
</tr>
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<td>Douglas Clements</td>
<td>11, 66</td>
</tr>
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<td>Paul Cobb</td>
<td>17</td>
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<td>147</td>
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<td>145</td>
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<td>Jere Confrey</td>
<td>6, 25, 42, 93</td>
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<td>AnnaMarie Conner</td>
<td>101</td>
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<tr>
<td>Douglas Corey</td>
<td>91, 144</td>
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<td>Andrew Corley</td>
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<td>Dionne Cross</td>
<td>5</td>
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<td>11, 140</td>
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</table>
### Index of Session Participants (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al Cuoco</td>
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<td>Carrie Cutler</td>
<td>132</td>
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<td>Julie Cwikla</td>
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<tr>
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<td>32</td>
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<tr>
<td>Chrystal Dean</td>
<td>103, 141</td>
</tr>
<tr>
<td>Keith Devlin</td>
<td>93</td>
</tr>
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<td>147</td>
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</tr>
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<td>Meixia Ding</td>
<td>13, 52</td>
</tr>
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<td>89</td>
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<td>Helen Doerr</td>
<td>45, 60</td>
</tr>
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<td>Lesley Dookie</td>
<td>78, 84</td>
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<td>Barbara Dougherty</td>
<td>44, 93, 149</td>
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<td>147</td>
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<td>Corey Drake</td>
<td>23, 34, 95</td>
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<td>Teresa Dunleavy</td>
<td>18, 47</td>
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<td>Jennifer Eli</td>
<td>16, 68</td>
</tr>
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<td>Amy Ellis</td>
<td>3, 150</td>
</tr>
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<td>Susan Empson</td>
<td>107</td>
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<td>Niyazi Erdogan</td>
<td>58</td>
</tr>
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<td>Samuel Eskelson</td>
<td>76</td>
</tr>
<tr>
<td>Indigo Esmonde</td>
<td>78, 84</td>
</tr>
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<td>Brian Evans</td>
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<td><strong>F</strong></td>
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<td>106</td>
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<td>Nicole Fonger</td>
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<td>83</td>
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<td>Kelly Georgius</td>
<td>138</td>
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<td>Lynda Ginsburg</td>
<td>41</td>
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<td>109</td>
</tr>
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<td>Imani Goffney</td>
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</tr>
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<td>67, 88</td>
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<td>31</td>
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<td>92, 99, 14</td>
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<td>Stephen Hegedus</td>
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<td>1, 35, 46, 147</td>
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<td>Clare Heidema</td>
<td>148</td>
</tr>
<tr>
<td>Pat Herbst</td>
<td>27, 150</td>
</tr>
<tr>
<td>Sherry Herron</td>
<td>128</td>
</tr>
<tr>
<td>Joshua Hertel</td>
<td>62, 140</td>
</tr>
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<td>Sarah J. Hicks</td>
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<td>146</td>
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<td>Thomas Hodges</td>
<td>9, 144</td>
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<td>3, 45, 87, 147</td>
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<td>73</td>
</tr>
<tr>
<td>Heather Howell</td>
<td>46, 88</td>
</tr>
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<td>Rick A. Hudson</td>
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<td>Elizabeth Hughes</td>
<td>112, 113</td>
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<td>18, 51</td>
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<td>35, 40</td>
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<td>64</td>
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</table>

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<thead>
<tr>
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<th>Presentation Number</th>
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<td>71</td>
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</table>

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<td>Rochelle Kaplan</td>
<td>144</td>
</tr>
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<td>Karen Karp</td>
<td>89, 102, 149</td>
</tr>
<tr>
<td>Shiv Karunakaran</td>
<td>46, 126</td>
</tr>
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<td>Signe Kastberg</td>
<td>141</td>
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<td>29</td>
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<td>95</td>
</tr>
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<td>16, 102</td>
</tr>
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<td>Lena Khisty</td>
<td>104</td>
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<tr>
<td>Helen Khoury</td>
<td>73</td>
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<td>Ji Eun Kim</td>
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<td>101</td>
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<td>Ok-Kyeong Kim</td>
<td>105</td>
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<td>Karen King</td>
<td>23, 108</td>
</tr>
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<td>Margaret Kinzel</td>
<td>16</td>
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<td>143</td>
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<td>Lori Knox</td>
<td>37</td>
</tr>
<tr>
<td>Eric Knuth</td>
<td>92, 139</td>
</tr>
<tr>
<td>Martha Koch</td>
<td>39</td>
</tr>
<tr>
<td>Kenneth Koedinger</td>
<td>86</td>
</tr>
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<td>21</td>
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</table>

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<tbody>
<tr>
<td>Joanne LaFramenta</td>
<td>7</td>
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<tr>
<td>Lisa Lamb</td>
<td>40, 96</td>
</tr>
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<td>Diana Lambdin</td>
<td>39</td>
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<tr>
<td>Rachel Lambert</td>
<td>143</td>
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<td>Tonia Land</td>
<td>23</td>
</tr>
<tr>
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<td>86</td>
</tr>
<tr>
<td>Cynthia Langrall</td>
<td>8, 35, 62</td>
</tr>
<tr>
<td>John Lannin</td>
<td>8, 143</td>
</tr>
<tr>
<td>Adrian Larbi-Cherif</td>
<td>122</td>
</tr>
<tr>
<td>Shannon Larsen</td>
<td>123</td>
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<td>Keith Leatham</td>
<td>144</td>
</tr>
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<td>Hollylynne Lee</td>
<td>18, 147</td>
</tr>
</tbody>
</table>
Index of Session Participants (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi Yeon Lee</td>
<td>22</td>
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<td>Jean Sangmin Lee</td>
<td>97</td>
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<td>111</td>
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<td>141</td>
</tr>
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<td>Tingting Ma</td>
<td>21, 72</td>
</tr>
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<td>George MacDonald</td>
<td>102</td>
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<tr>
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<td>55</td>
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<td>69</td>
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<td>3, 14</td>
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<td>52</td>
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<td>32</td>
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<td>148</td>
</tr>
<tr>
<td>Monica Mitchell</td>
<td>108</td>
</tr>
<tr>
<td>Doris Mohr</td>
<td>30</td>
</tr>
<tr>
<td>Scott Monroe</td>
<td>84</td>
</tr>
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<td>Eula Monroe</td>
<td>5</td>
</tr>
<tr>
<td>Nadia Monrose</td>
<td>42</td>
</tr>
<tr>
<td>Kevin Moore</td>
<td>140</td>
</tr>
<tr>
<td>Kevin Moore</td>
<td>10</td>
</tr>
<tr>
<td>Shelby Morge</td>
<td>15</td>
</tr>
<tr>
<td>Robert Moses</td>
<td>106</td>
</tr>
<tr>
<td>John Moyer</td>
<td>53, 108</td>
</tr>
<tr>
<td>Shiuli Mukhopadhyay</td>
<td>33</td>
</tr>
<tr>
<td>Frackson Mumba</td>
<td>119</td>
</tr>
<tr>
<td>Charles Munter</td>
<td>17, 146</td>
</tr>
<tr>
<td>Aki Murata</td>
<td>2</td>
</tr>
<tr>
<td>Eileen Murray</td>
<td>77</td>
</tr>
<tr>
<td>Jill Neumayer DePiper</td>
<td>18</td>
</tr>
<tr>
<td>Jill Newton</td>
<td>17, 90, 125</td>
</tr>
<tr>
<td>Kristie Newton</td>
<td>64, 115</td>
</tr>
<tr>
<td>Dicky Ng</td>
<td>88</td>
</tr>
<tr>
<td>Kenny Huy Nguyen</td>
<td>42</td>
</tr>
<tr>
<td>Susan Nickerson</td>
<td>133</td>
</tr>
<tr>
<td>Bikai Nie</td>
<td>53</td>
</tr>
<tr>
<td>Johannah Nikula</td>
<td>99</td>
</tr>
<tr>
<td>Sarah Nix</td>
<td>34, 111</td>
</tr>
<tr>
<td>Anderson Norton</td>
<td>22, 107</td>
</tr>
<tr>
<td>Janice Novakowski</td>
<td>124</td>
</tr>
<tr>
<td>Catherine O’Connor</td>
<td>85</td>
</tr>
<tr>
<td>Wendy O’Hanlon</td>
<td>88</td>
</tr>
<tr>
<td>AnnMarie O’Neil</td>
<td>45</td>
</tr>
<tr>
<td>Travis Olson</td>
<td>90</td>
</tr>
<tr>
<td>Chandra Orrill</td>
<td>65</td>
</tr>
<tr>
<td>Samuel Otten</td>
<td>127</td>
</tr>
<tr>
<td>Erin Ottmar</td>
<td>6</td>
</tr>
<tr>
<td>Pamela Paek</td>
<td>32</td>
</tr>
<tr>
<td>Stephen Pape</td>
<td>145</td>
</tr>
<tr>
<td>Roger Peach</td>
<td>109</td>
</tr>
<tr>
<td>Susan Peters</td>
<td>3, 57, 103</td>
</tr>
<tr>
<td>Blake Peterson</td>
<td>144</td>
</tr>
<tr>
<td>Elizabeth Petit Cunningham</td>
<td>138</td>
</tr>
<tr>
<td>Candace Barritteau Phaire</td>
<td>33</td>
</tr>
<tr>
<td>Randolph Philipp</td>
<td>40, 96</td>
</tr>
<tr>
<td>Glenn Phillips</td>
<td>72</td>
</tr>
<tr>
<td>Mary Beth Piecham</td>
<td>20, 105</td>
</tr>
<tr>
<td>Jessica Pierson</td>
<td>96</td>
</tr>
</tbody>
</table>
# Index of Session Participants (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Pitvorec</td>
<td>104</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
</tr>
<tr>
<td>Iuliana Radu</td>
<td>41</td>
</tr>
<tr>
<td>Nicole Ralston</td>
<td>110</td>
</tr>
<tr>
<td>Lauren Rappacki</td>
<td>5</td>
</tr>
<tr>
<td>Hanin Rashid</td>
<td>41</td>
</tr>
<tr>
<td>Chris Rasmussen</td>
<td>3, 16, 29</td>
</tr>
<tr>
<td>Kristen Reed</td>
<td>4</td>
</tr>
<tr>
<td>Luke Reinke</td>
<td>105</td>
</tr>
<tr>
<td>Janine Remillard</td>
<td>2, 105</td>
</tr>
<tr>
<td>Robert Reys</td>
<td>49</td>
</tr>
<tr>
<td>Barbara Reys</td>
<td>26, 97, 90</td>
</tr>
<tr>
<td>Kathryn Rhoads</td>
<td>41</td>
</tr>
<tr>
<td>Ginger Rhodes</td>
<td>15, 117</td>
</tr>
<tr>
<td>Paul Riccomini</td>
<td>113</td>
</tr>
<tr>
<td>Thomas Ricks</td>
<td>17</td>
</tr>
<tr>
<td>Sara Rimm-Kaufman</td>
<td>6, 145</td>
</tr>
<tr>
<td>Joseph Rino</td>
<td>5</td>
</tr>
<tr>
<td>Sarah A. Roberts</td>
<td>32, 104</td>
</tr>
<tr>
<td>Ryan Robidoux</td>
<td>45</td>
</tr>
<tr>
<td>Eric Robinson</td>
<td>26</td>
</tr>
<tr>
<td>Kimberly Rogers</td>
<td>101</td>
</tr>
<tr>
<td>Roslinda Rosli</td>
<td>67, 88</td>
</tr>
<tr>
<td>Amy Roth McDuffie</td>
<td>23, 108</td>
</tr>
<tr>
<td>Abhik Roy</td>
<td>100</td>
</tr>
<tr>
<td>George Roy</td>
<td>86</td>
</tr>
<tr>
<td>Laurie Rubel</td>
<td>84</td>
</tr>
<tr>
<td>Susan Jo Russell</td>
<td>142</td>
</tr>
<tr>
<td>Nicole Russell</td>
<td>47</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td></td>
</tr>
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<td>Philip Sadler</td>
<td>29</td>
</tr>
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<td>Elif Safak</td>
<td>62</td>
</tr>
<tr>
<td>Alejandra Salinas</td>
<td>104</td>
</tr>
<tr>
<td>Rossella Santagata</td>
<td>61, 71</td>
</tr>
<tr>
<td>Julie Sarama</td>
<td>11, 66</td>
</tr>
<tr>
<td>Bonnie Schappelle</td>
<td>40, 96</td>
</tr>
<tr>
<td>Deborah Schifter</td>
<td>142</td>
</tr>
<tr>
<td>Analúcia Schliemann</td>
<td>92</td>
</tr>
<tr>
<td>Cynthia Schneider</td>
<td>136</td>
</tr>
<tr>
<td>Barbara Schroder</td>
<td>109</td>
</tr>
<tr>
<td>Sarah Schuhl</td>
<td>37</td>
</tr>
<tr>
<td>Kyle Schultz</td>
<td>87</td>
</tr>
<tr>
<td>Sharon L. Senk</td>
<td>101</td>
</tr>
<tr>
<td>Volkan Sevim</td>
<td>130</td>
</tr>
<tr>
<td>Mary Shafer</td>
<td>73</td>
</tr>
<tr>
<td>Meghan Shaughnessy</td>
<td>38</td>
</tr>
<tr>
<td>Jeff Shih</td>
<td>90</td>
</tr>
<tr>
<td>John Siegfried</td>
<td>40</td>
</tr>
<tr>
<td>Edward Silver</td>
<td>3, 80, 116</td>
</tr>
<tr>
<td>Jason Silverman</td>
<td>103, 141</td>
</tr>
<tr>
<td>Laura Singleary</td>
<td>101</td>
</tr>
<tr>
<td>Mary Pat Sjostrom</td>
<td>13</td>
</tr>
<tr>
<td>Laurie Sleep</td>
<td>38</td>
</tr>
<tr>
<td>Hannah Slinov</td>
<td>92</td>
</tr>
<tr>
<td>Dustin Smith</td>
<td>100</td>
</tr>
<tr>
<td>Jack Smith</td>
<td>93</td>
</tr>
<tr>
<td>Margaret Smith</td>
<td>12, 28, 82, 150</td>
</tr>
<tr>
<td>Rachel Snider</td>
<td>80</td>
</tr>
<tr>
<td>Denise A. Spangler</td>
<td>12, 22</td>
</tr>
<tr>
<td>Frances Spielhagen</td>
<td>106</td>
</tr>
<tr>
<td>Sandy Spitzer</td>
<td>143</td>
</tr>
<tr>
<td>Megan Staples</td>
<td>125, 150</td>
</tr>
<tr>
<td>Tina Starling</td>
<td>18</td>
</tr>
<tr>
<td>Jeff Steckroth</td>
<td>140</td>
</tr>
<tr>
<td>Michael Steele</td>
<td>28, 94, 105</td>
</tr>
<tr>
<td>Leslie Steffe</td>
<td>10, 107</td>
</tr>
<tr>
<td>Ana Stephens</td>
<td>139</td>
</tr>
<tr>
<td>Glenn Stevens</td>
<td>20</td>
</tr>
<tr>
<td>David Stinson</td>
<td>24</td>
</tr>
<tr>
<td>Shari Stockero</td>
<td>100</td>
</tr>
<tr>
<td>Heejoo Suh</td>
<td>80</td>
</tr>
<tr>
<td>John Sutton</td>
<td>59, 148</td>
</tr>
<tr>
<td>Christine Suurtamm</td>
<td>39</td>
</tr>
<tr>
<td>Sudha Swaminathan</td>
<td>102</td>
</tr>
<tr>
<td>Sarah Sword</td>
<td>20</td>
</tr>
<tr>
<td>Paola Sztajn</td>
<td>11, 14, 141</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td></td>
</tr>
<tr>
<td>Miwa Takeuchi</td>
<td>78</td>
</tr>
<tr>
<td>James Tarr</td>
<td>6, 95, 108</td>
</tr>
<tr>
<td>Cynthia Taylor</td>
<td>8</td>
</tr>
<tr>
<td>Edd Taylor</td>
<td>5</td>
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<td>115</td>
</tr>
<tr>
<td>Dawn Teuscher</td>
<td>90</td>
</tr>
<tr>
<td>Denisse Thompson</td>
<td>51</td>
</tr>
<tr>
<td>Patrick Thompson</td>
<td>107, 140</td>
</tr>
<tr>
<td>Belinda Thompson</td>
<td>45</td>
</tr>
<tr>
<td>Erik Tillema</td>
<td>93</td>
</tr>
<tr>
<td>Name</td>
<td>Presentation Number</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Hartono Tjoe</td>
<td>32</td>
</tr>
<tr>
<td>Jeffrey Trawick-Smith</td>
<td>102</td>
</tr>
<tr>
<td>Samuel Tsegai</td>
<td>22</td>
</tr>
<tr>
<td>Jessica Tybursky</td>
<td>108</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td></td>
</tr>
<tr>
<td>Lindsay Umbeck</td>
<td>100</td>
</tr>
<tr>
<td>Kristin Umland</td>
<td>91</td>
</tr>
<tr>
<td><strong>V</strong></td>
<td></td>
</tr>
<tr>
<td>Matthew Valerius</td>
<td>144</td>
</tr>
<tr>
<td>Douglas Van Dine</td>
<td>66</td>
</tr>
<tr>
<td>Delinda van Garderen</td>
<td>143</td>
</tr>
<tr>
<td>Sarah van Ingen</td>
<td>102</td>
</tr>
<tr>
<td>Laura Van Zoest</td>
<td>100</td>
</tr>
<tr>
<td>Sunita Vatuk</td>
<td>41</td>
</tr>
<tr>
<td>Jennifer Vonk</td>
<td>44</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td></td>
</tr>
<tr>
<td>Lanette Waddell</td>
<td>36</td>
</tr>
<tr>
<td>Anita Wager</td>
<td>24, 44</td>
</tr>
<tr>
<td>Crystal Walcott</td>
<td>30</td>
</tr>
<tr>
<td>Erica Walker</td>
<td>3, 33</td>
</tr>
<tr>
<td>Candace Walkington</td>
<td>144</td>
</tr>
<tr>
<td>Temple Walkowiak</td>
<td>145</td>
</tr>
<tr>
<td>Kaitlyn Walsh</td>
<td>85</td>
</tr>
<tr>
<td>Sasha Wang</td>
<td>16</td>
</tr>
<tr>
<td>Nina Wang</td>
<td>108</td>
</tr>
<tr>
<td>Charity Watson</td>
<td>56</td>
</tr>
<tr>
<td>Mary Watson</td>
<td>112</td>
</tr>
<tr>
<td>Matthew Webb</td>
<td>8</td>
</tr>
<tr>
<td>David Webb</td>
<td>39</td>
</tr>
<tr>
<td>Norman Webb</td>
<td>39</td>
</tr>
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<td>Keith Weber</td>
<td>41</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
</tr>
<tr>
<td>Rachael Welder</td>
<td>9, 16, 101</td>
</tr>
<tr>
<td>Jamie Wernet</td>
<td>111</td>
</tr>
<tr>
<td>Mary West</td>
<td>106</td>
</tr>
<tr>
<td>Ian Whitacre</td>
<td>96</td>
</tr>
<tr>
<td>Stephanie Whitney</td>
<td>97</td>
</tr>
<tr>
<td>Eric Wiebe</td>
<td>87</td>
</tr>
<tr>
<td>Elaine Wiegert</td>
<td>43</td>
</tr>
<tr>
<td>Robert Wieman</td>
<td>17</td>
</tr>
<tr>
<td>Catherine Willard</td>
<td>115</td>
</tr>
<tr>
<td>Craig Willey</td>
<td>104</td>
</tr>
<tr>
<td>David Wilson</td>
<td>98</td>
</tr>
<tr>
<td>Jonee Wilson</td>
<td>34</td>
</tr>
<tr>
<td>Linda Wilson</td>
<td>30</td>
</tr>
<tr>
<td>P. Holt Wilson</td>
<td>11</td>
</tr>
<tr>
<td>Patricia Wilson</td>
<td>3, 14, 49</td>
</tr>
<tr>
<td>Mary Wright</td>
<td>119</td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td></td>
</tr>
<tr>
<td>Kai-Ju Yang</td>
<td>22</td>
</tr>
<tr>
<td>Cathery Yeh</td>
<td>61, 71</td>
</tr>
<tr>
<td>Zuhal Yilmaz</td>
<td>42</td>
</tr>
<tr>
<td>David Yopp</td>
<td>59, 120, 148</td>
</tr>
<tr>
<td>Jessica Young</td>
<td>4</td>
</tr>
<tr>
<td>Jan Yow</td>
<td>16, 31, 118</td>
</tr>
<tr>
<td><strong>Z</strong></td>
<td></td>
</tr>
<tr>
<td>Adam Zaid</td>
<td>85</td>
</tr>
<tr>
<td>Maria Zavala</td>
<td>47</td>
</tr>
<tr>
<td>Judith Zawojewski</td>
<td>99</td>
</tr>
<tr>
<td>Rose Zbiek</td>
<td>3, 147</td>
</tr>
<tr>
<td>Qi Zhou</td>
<td>128</td>
</tr>
<tr>
<td>Betina Andrea Zolkower</td>
<td>85</td>
</tr>
<tr>
<td>Barbara Zorin</td>
<td>51</td>
</tr>
</tbody>
</table>