

MI-AMTE NEWSLETTER

Dr. Jill Mortimer, Newsletter Editor

CONVERSATIONS AMONG COLLEAGUES 2024

UNIVERSITY OF MICHIGAN-DEARBORN

SATURDAY, MARCH 16, 2024

Theme for 2024:

*Reframing and Humanizing
Mathematics, Teaching, and
Learning*

Tentative Conference Schedule

- 8:00 - 8:30 Breakfast and Check-in
- 8:30 - 9:30 Keynote speaker
- 9:45 - 10:30 First session
- 10:45 - 11:30 Second session
- 11:45 - 12:45 Lunch and business meeting
- 1:00 - 1:45 Third session
- 2:00 - 3:00 Keynote speaker closing

[Register Here!](#)

Plenary Speakers



Amanda Jansen

Professor of Mathematics
University of Delaware

Mandy Jansen is a mathematics educator who conducts research on students' engagement in mathematics classrooms and teachers' learning from their reflections on their own practice. She is committed to honoring students' voices through her research on students' motivation and engagement. Dr. Jansen is the author of the 2020 book, "Rough Draft Math: Revising to Learn".



Aris Winger

Assistant Professor of Mathematics
Georgia Gwinnett College

Aris Winger is a graduate of Howard University, earning a Bachelor of Science in mathematics, and Carnegie Mellon University, earning a Master of Science and a Doctorate in mathematical sciences. His recent areas of interest include finding equity in the mathematics classroom and enacting culturally relevant pedagogy. Dr. Winger cohosts, "Mathematically Uncensored," a podcast that explores current events and issues for minorities in the mathematical sciences.

MI-AMTE Elections

The election poll will remain open until 11:59 p.m., Friday, February 9, 2024. Results of the election will be announced via email by the end of February.

[Click here to vote!](#)

Candidate for President-Elect:

Jon Hasenbank, Grand Valley State University



I am an Associate Professor in the Math Department at Grand Valley State University, where I regularly teach secondary math methods seminars and conduct classroom observations to support our teacher apprentices and student teaching interns. My leadership experience includes serving as assistant chair for the Math Department (2020-present), chairing our personnel committee (2020-present), and chairing GVSU's university assessment committee (2016-2019). I am a member of GVSU's Teacher Education Council, and from 2021-2023, I chaired the departmental task force charged with revising our secondary math major to meet the new MDE 5-9/7-12 standards.

My scholarly activity is focused on understanding how Cognitive Coaching supports pre-service teacher growth, studying the use of the mean absolute deviation in statistics education, and exploring how Complex Instruction can promote equity and inclusion in mathematics teaching and learning.

My commitment to MI-AMTE is evident in my work chairing the 2023 CAC conference committee, serving on the Membership Committee through 2022 (chair: 2019-2021), and being an active member of the Statistics Education SIG. In early 2023, I volunteered to serve as the MI-AMTE webmaster and have since invested many hours revamping the miamte.org website. My work as webmaster has included researching, proposing to the Board, and facilitating the transition to a new e-Membership system that will give members better control over their memberships and allow MI-AMTE to host members-only content starting in January 2024 (<https://miamte.org/signup>). As president, I would continue existing outreach activities such as the Zoom coffee chats, webinars, and mini-grant programs, and I would develop new mechanisms for committee chairs, SIG leaders, Board members, and other active members to exchange ideas as we continue our collective effort to increase the value of membership, which should encourage more of Michigan's outstanding mathematics teacher educators (researchers, professors, graduate students, teacher-leaders, and school or area-wide mathematics coordinators) to join our organization.

Candidate for Secretary

Matthew Wyneken (University of Michigan-Flint)

I am a recently retired math teacher educator from the University of Michigan-Flint, where our team has developed many progressive courses and programs in math education. I cannot brag enough about my UM-Flint colleagues, and I am also forever grateful to all my AMTE & MI-AMTE colleagues, and in particular, those at GVSU, where it was my great privilege to work for three years. I try to be a “get it done” guy, and have previously served MI-AMTE as president, board member, conference co-chair for the (online) 2022 Conversations Among Colleagues, and a member of the finance committee. I am honored to be asked again to serve.



My primary professional interest (and what drew me into math education in the mid-1990s) has been the mathematical preparation of elementary and early childhood educators. Regarding the goals stated by the MI-AMTE Board, all are vital but I will select the fourth, “Develop and enhance partnerships across teacher education institutions in Michigan” as one of special interest to me, and I encourage everyone to reread (on the MI-AMTE website) the October 2019 MI-AMTE position statement “On the Mathematical Preparation of Elementary Teachers.”

While those younger grade levels are of special interest, I have worked extensively with pre-service and in-service teachers at all grade levels, and have taught dozens of different courses in mathematics education and mathematics. My long-term vision for elementary and early childhood teacher preparation calls for increasing the amount of instruction in math education so we are not forced to focus on certain topics; four-year programs are insufficient for today’s needs. We must continue to advocate for the enhancement and elevation of the teaching profession generally.

Candidate for Board Member-At-Large

Susan Hillman (Saginaw Valley State University)



I am a Professor of Teacher Education, specializing in mathematics education, in the Department of Teacher Education at Saginaw Valley State University. I primarily teach elementary mathematics methods and have past experience with teaching mathematics content courses for prospective elementary teachers. My research is currently focused on how mathematics teacher educators build relational teacher education practices through feedback and discussions in methods courses. I am also engaged in studying the quality of education in schools in India, with a current focus on the quality of teaching performance in India.

MI-AMTE is dedicated to promoting quality mathematics teacher education, and my research interests in quality education align well with this goal. In this time of implementing new programs for teacher preparation aligned to the new certification standards, there are opportunities to consider what counts as quality teacher preparation. As we move into the future with these expectations, it will be critical to collaborate and coordinate for common understandings as well as provide for coherence in messages of quality teacher preparation in mathematics.

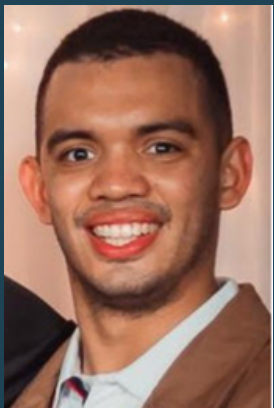
Candidate for Graduate Student Representative Nitchada Kamlue (Western Michigan University)

Nitchada Kamlue is a mathematics education Ph.D. student and teaching assistant at Western Michigan University. She worked as a research assistant with the Building on MOSTs project from May 2020 to May 2023. She regularly informally disseminates the MOST work to Thai teachers and educators. Her research interests mainly focus on productive struggle and investigating how teachers in different cultures implement the US teaching practices.

Nitchada's goal for MI-AMTE is to connect the members with others across and outside the US, especially from her region—Southeast Asia. Thus, her one-year commitment is to create a safe space for MI-AMTE members, especially graduate students, to share their experiences, such as teaching, conducting research, and addressing concerns. Specifically, she plans to build a platform for graduate students to get to know each other, either in person or virtually, to learn more about each other's programs and plan for future collaborations with colleagues both inside and outside of our community.



Candidate for Graduate Student Representative Offir N. Romero Castro (Western Michigan University)



My name is Offir Romero Castro, and I am a second-year PhD student in the Mathematics Teacher Education program at Western Michigan University. I am also a teaching assistant in the Mathematics Department of the same institution, as well as research assistant in a new stage of the Mathematical Opportunities in Student Thinking (MOST) Project called “Empowerment in Equity”. In this project, I have worked on providing ideas and tools to promote inclusion in mathematics classrooms, specially toward students with disabilities (which is one of my main interests in Mathematics Education research). Currently, I am focusing on accessing preservice/in-service Mathematics Teachers’ perceptions toward students with disabilities. A goal in my career is to design professional development that engages teachers to demonstrate an inclusive perception in the classroom.

I have two goals that I would like to pursue as the graduate students representative in the MI-AMTE board. First, to promote accessibility to all our members (not just the graduate students) in the activities and initiatives that the organization leads. Second, I am from Honduras and as an international student, I would like to promote a sense of internationalization that stimulates equity and confidence among the graduate students. I believe that these two elements (accessibility and internationalization) would contribute to a further expansion in our organization, in which all the members, by sharing experiences with others, may grow in all the areas our field may be involved.

**Candidate for Graduate Student Representative
Ashley Fabry (Michigan State University)**

I am currently a graduate student at Michigan State University in the Program in Mathematics Education. I previously taught high school math for 6 years in Wisconsin. I am working towards earning my doctorate, and I hope to teach pre-service mathematics teachers after I graduate. My research interests center around pre-service math teachers' mathematical teacher identities and how they hope to support students with authentic everyday mathematics.

I am relatively new to participating in MI-AMTE, though I did attend the Conversations Among Colleagues conference last year. I appreciate the commitment to improving math teacher education, since this is one of my career goals as well. I appreciate the opportunity to learn from others with the same mission.



MI-AMTE Launches NEW e-membership System!

The MI-AMTE Board of Directors is excited to announce that our new e-membership platform is LIVE! This platform will allow us to provide resources exclusive for MI-AMTE members from a password-protected portal on the MI-AMTE site, and provide better tracking of your MI-AMTE membership status.

Benefits of e-membership

All of the benefits of a traditional membership PLUS:

- access to archived webinars
- professional development videos and materials
- advocacy resources
- and MORE!

With registration open for Conversations among Colleagues 2024, now is a great time to renew your membership for 2024-2025! Any current MI-AMTE memberships will expire in March 2024, but for those renewing their membership now you can use a discount code equivalent to two months' membership cost!

Join or renew
today!

Member Spotlight

Joy A. Oslund is an assistant professor in the mathematics department at Grand Valley State University. She received her Ph.D. in Curriculum, Teaching, and Education Policy at Michigan State University. Her research interests focus on elementary mathematics teacher learning, social justice, and creating inclusive mathematics communities using Complex Instruction, which is a set of principles and practices for using cooperative groupwork to teach mathematics in heterogeneous classrooms. Her scholarship on Complex Instruction includes co-authoring the book, *Smarter Together: Collaboration and Equity in the Elementary Math Classroom* which was published by NCTM. In August of 2023, she launched a project focusing on Complex Instruction in mathematics teacher education with a three-day workshop for math teacher educators with support from the MI-AMTE grant program. The project continues, and a second workshop is planned for August 2024 with support from an internal grant at GVSU. MI-AMTE members interested in participating can learn more by participating in Dr. Oslund's session at Conversations Among Colleagues and the MI-AMTE webinar on Complex Instruction on April 12, from 12-1pm. In her spare time, she enjoys pottery, knitting, and swimming.



Do you have a project you would like to publicize or materials you would like to share with MI-AMTE members? Do you have a suggestion for our MI-AMTE Member Spotlight? Please use this [Google Form](#) to let us know!

Upcoming Professional Development Webinars

April 12, 12:00 – 1:00 p.m.

Using Complex Instruction in Mathematics Teacher Education

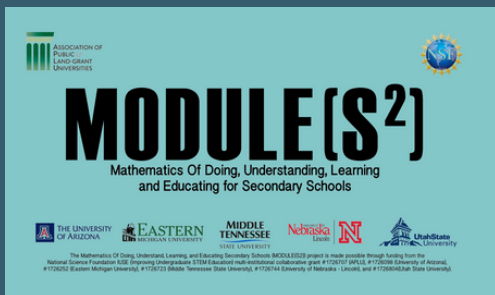
Description: Complex Instruction is a set of principles and practices for using small group work to promote equity. Join Joy Oslund, a mathematics faculty member at Grand Valley State University, and colleagues as they share their learnings about developing and investigating complex instruction in teacher education. Time will be allotted for questions and sharing among attendees, so bring your wonderings about how complex instruction might be integrated into your own courses to the conversation! This session is a complement to a CAC session – attend both to deepen your own learning.

May 3, 12:00 – 1:30 p.m.

Inquiring into Mentoring Secondary Math Prospective Teachers for Racial Justice

Description: Join Sheila Orr from Michigan State University as she shares her learnings from her work to understand the ways in which mentor teachers in Michigan are working towards racial justice. She will share a new framework developed through this work to illuminate the ways secondary math mentor teachers work for racial justice in their mentoring practices. Join us for this interactive session exploring the work of mentoring for racial justice.

Links for webinars can be found at <https://www.miamte.org/members-area-landing> under "Professional Dev."



The NSF-funded MODULE(S²) project has published free curriculum materials that develop prospective teachers' mathematical knowledge for teaching secondary mathematics. We offer curriculum materials for use in university courses in four content areas, each meant for a 3-credit-hour semester-long class:

- Algebra from an Advanced Perspective (including functions, relations, and fields)
- College Geometry
- Mathematical Modeling
- Introductory Statistics

Visit our website, www.modules2.com, to learn more about our project and request free access to our materials.

Calendar at a Glance

Spring 2024

2024 AMTE Annual Conference
Orlando, FL

8-10
February

16
March

Conversations Among Colleagues Conference
University of Michigan, Dearborn

Webinar: Using Complex Instruction in Mathematics
Teacher Education, 12-1pm

12
April

3
May

Webinar: Inquiring into Mentoring Secondary Math
Prospective Teachers for Racial Justice, 12-1:30pm

Funding Opportunity

Michigan Department of Education 23h Improving Mathematics Teaching and Learning Grant:

Section 23h of the 2023-2024 School Aid Act provides \$25,000,000 to support mathematics teaching and learning in 4 areas:

- Continued system development, capacity building, and networking spaces for early math specialists in districts and intermediate districts.
- Incentives and support for K-5 schools in the purchasing and implementing of high-quality mathematics instructional materials programs to engage students in equitable, high-quality mathematics learning experiences through a guided adoption process through intermediate districts.
- Supports for the expansion of math recovery specialists statewide through intermediate school districts.
- Supports secondary schools in offering supplemental, just-in-time, personalized support programs in mathematics.

The Michigan Department of Education is distributing these funds through a competitive grant process and is soliciting proposals for each area. Districts and/or intermediate school districts are eligible applicants for funding under this legislation. For grant requirements and additional information, please visit the Michigan Department of Education's Section 23h website.

***Note: universities are NOT eligible applicants for these awards, but it is required that districts or ISDs include university personnel as partners in the work.

Meet the MI-AMTE Leadership Team

The MI-AMTE Board consists of seven elected positions. See below for the current Board members.



PRESIDENT

Kristen Bieda
Associate Professor
College of Education
Michigan State University



PAST PRESIDENT

Stephanie Casey
Associate Professor
College of Education
Eastern Michigan University



SECRETARY

Susan Hillman
Professor of Teacher
Education
College of Education
Saginaw Valley State
University



TREASURER

Dawn Woods
Assistant Professor
School of Education &
Human Services
Oakland University



MEMBER AT LARGE

Shari McCarty
Department of Mathematics
& Data Science
Aquinas College



MEMBER AT LARGE

Nicole Garcia
Associate Director of
Teaching Works
School of Education
University of Michigan



GRADUATE STUDENT REP

Marisa Henderson
Graduate Student
Educational Studies Program
Wayne State University