

KCTM Conference 2017 - KAMTE Strand					
Time	Session 1 (9:00 - 9:45)	Keynote Session (10:00 - 11:15)	Session 2 (11:30 - 12:15)	Session 3 (1:15 - 2:00)	Session 4 (2:15 - 3:00)
Title	"Math Education Swap Session"	Jenny Bay-Williams, University of Louisville	"Technology Applications for Teaching Mathematics"	"What characteristics describe a well-prepared beginning teacher of mathematics?"	"Accommodations and Accessibility in the Higher Education Mathematics Classrooms"
Presenter(s)	Cheryll Crowe, Asbury University, and Funda Gonulates, Northern Kentucky University		Susan A. Peters, University of Louisville	Jenny Bay-Williams, University of Louisville	Twyla Harris, Eastern Kentucky University, and Laura Clarke, Eastern Kentucky University
Description	Participants will share ideas that have worked for them in math content courses for future teachers at the elementary, middle, and secondary levels. Come prepared to discuss your best practices, gain insight from your colleagues, and network with math teacher educators from across the state.		In this session, we will examine dynamic technology tools such as Desmos, GeoGebra, and CODAP to consider how students can develop conceptual understanding of mathematics content by interacting with these tools. Sample activities from a middle and secondary technology applications for mathematics teachers course will be shared with participants.	The Association of Mathematics Teacher Educators (AMTE) has just released the <i>Standards for Preparing Teachers of Mathematics</i> . This report provides a clear and comprehensive national vision for the preparation of well-prepared beginning teachers of mathematics in grades PK-12, describing both candidate characteristics and program characteristics. In this session, we will engage in discussions about the characteristics of well-prepared beginning teachers of mathematics and how we might enact this vision in Kentucky.	In this session, we will begin by looking briefly at the legal responsibilities of higher education institutions to accommodate special needs and how this is commonly perceived in the general classroom. Next we will discuss several research based practices found to grant accessibility to all mathematics students, particularly those with special needs. We will finish by opening up a collaborative discussion with the participants sharing successful accessibility and accommodation methods that have been implemented in the higher education mathematics classroom.