HAMTE Crossroads

The Official Newsletter of the Hoosier Association of Mathematics Teacher Educators

Message from the President

Dear HAMTE Colleagues,

It was a busy season in many ways since I last wrote in this space. My family welcomed a daughter, I taught our content course sequence for elementary teachers for the first time, and I was more involved with lobbying than I ever expected. Through the bustle, there was encouraging progress on this latter item! The troubling language about explicit instruction in the previous year's bill was revised in the latest legislative session. Furthermore, HAMTE expressed concerns about pushing too many middle-grades students into advanced mathematics courses, and these concerns were taken seriously in the final version of the bill. It was fascinating to witness the bill going from authorship in January 2025 to law here in May 2025. It was encouraging to know that HAMTE had a role to play in that process in close partnership with our allies at the Indiana Department of Education. One key takeaway from that process is that together we can make a difference, almost certainly more than we could make as individuals.

The Board's vision for HAMTE is a reputation across the state for being helpful. Here are some examples of what this could look like: We do not want to just tell legislators everything that they are doing wrong, but we want to give them realistic, productive ideas for mathematics education in our schools. Towards that end, we will be looking for HAMTE members who would be willing to meet with their state senator or representative to discuss mathematics education issues and present positive directions. As a second example, we want HAMTE to be seen as a resource for professional development. Some of you have already submitted your information to our HAMTE PD directory, but we want to expand that directory. Lastly, we want to be seen as an organization that cares for teachers beyond their time as pre-service teachers in our university programs. We will be looking for HAMTE members who would be willing to run virtual support groups for first-year teachers. More details will be forthcoming, but please consider helping us achieve this vision of humble leadership in mathematics education.

In closing, thank you for what you do for our organization. Even small gestures like paying dues, having a presence in your part of the state, and keeping our membership numbers strong have a real effect. If you want to be more involved or have ideas for initiatives, please do not hesitate to reach out to me.

Inside This Issue:

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The Missing "E" in Our Grading Scale Stands for Equity: Rethinking Traditional Grading Practices

J. P. Mannix

The Issue

Think of a time in your career when you struggled to assign a student a grade. You might be thinking of a course grade, or maybe you're thinking of an exam grade. You might even be thinking about a grade on a homework assignment. If you're like me, you might find yourself frequently struggling to determine the minute difference in point values on individual questions; what is the difference in a three-point response and a four-point response? Perhaps you've found yourself in the situation where you have a variety of answers that feel very different in the understanding they demonstrate, but based on a rubric or something else, you've assigned them all the same point value. Perhaps one of the reasons for these struggles is a worry that these grades may not be fair to one student or another. Unfortunately, this worry is likely more than just a thought; it is a truth. Our traditional grading system, composed of points and letters, is riddled with examples of inequity (e.g., Duke, 1983; Feldman, 2019; Link & Guskey, 2019), and it is time we interrogate these inequities.

Our traditional grading system is inequitable for many reasons. Studies have shown that our grading systems continue to work against students from historically marginalized populations (for an overview of this research, see Link & Guskey, 2019). In a field like mathematics, which is already plagued with various issues in discrimination and inequality–for example, by gender, (Leder, 2019) and race (Martin, 2019)–we cannot afford to leave additional inequities unaddressed. When we feel our grading practices are unfair, it is likely because they are. As we shape the minds and practices of our preservice math teachers, it is our duty to model best practices for them, and it is negligent to limit those practices to instructional strategies when we recognize disequilibrium in our grading practices, as well. Yet this begs the question, what are our choices if not traditional grading practices? What else can we do? To answer these questions, we must first ask some difficult questions of ourselves, starting with this: what do our grades mean?

What's In a Grade?

To many of us, grades represent a student's knowledge of the content we teach, but what else do they measure? How many of us have attendance policies in our syllabi? How many of our attendance policies affect students' grades in some way? Late work policies? No name policies? Missed quiz/exam policies? None of these demonstrate a student's understanding of the course material, yet they often affect students' grades. However, if we want the grades our students earn to reflect their knowledge of the content, it seems counterintuitive to include so many grade-altering policies that have nothing to do with a student's mastery of the material. Perhaps even more insidiously, some of these hard-and-fast rules merely encourage students to copy work from others or use AI to complete the assignment with very little learning occurring. Oftentimes, these rules exist without exception, meaning students who have extraordinary circumstances that prevent them from meeting deadlines or requirements feel forced to turn to other means in order to submit something rather than risk not turning in anything.

Even well-intentioned systems that attempt to honor growth in learning often include non-learning elements in the final grade, such as effort or participation. While this may be a well-intentioned attempt at honoring a student's attempts to learn the content, this opens us to a new level of subjectivity and bias, something already too prevalent in our grading systems (see Rice, 2021). If we look deeper, we see that even the concept of effort is problematic. As Joe Feldman states in his book *Grading for Equity* (2019), teachers who use effort as part of their grading systems "likely [apply] a culturally narrow definition of what effort looks like" (p. xxii). There are many things a letter grade should say, but when looked at with a

a magnifying glass, we see there are even more things that a letter grade *does* say, and that's just from our perspectives as teachers.

To our students, letter grades can also mean so much more. Students often measure their self-worth by the letters on their transcripts, and for good reasons. From a young age, students are ushered into school with the instructions to get good grades so that they can be successful. Inherently, this implants the idea that if they don't get good grades, they will not be successful. Thus, we place them on the slippery slope to attaching self-worth to academic letter grades. Over time, this attachment becomes deeper and more powerful. How many of us have witnessed students crying in our offices because they feared failing a course, a test, or even a homework assignment? (Please tell me it isn't just me.) Additionally, letter grades affect grade-point averages, which are often tied to scholarships, graduate school applications, and even job applications. Furthermore, a failing grade often means a student will have to retake a class, and given the cost of tuition, this comes with a heavy burden of its own. It's no wonder these little letters have such a big impact on our students' lives, and given these impacts, I think it is imperative that we consider what adjustments we can make to the traditional grading practices we use in our courses.

Other Options

Once we've thought about what grades mean to us and our students, we can start to think about more equitable ways to assign grades in our courses. Most of us are required to assign letter grades to each student at the end of the academic term, and it may feel like we are stuck in an unfair system. But there are options to help us mitigate the struggles we feel in grading assignments and the fact that we have to give each student a single letter to represent an entire term's worth of growth and learning.

For the previous two academic years, I have been using specifications "specs" grading (Nilson, 2014) in some of my upper division math education courses, including a course on algebraic reasoning and a course on the history of mathematics. In specs grading, students are given a table (that I call a "specs table") that outlines the necessary criteria for achieving each letter grade. These criteria are broken down by assignment type, and students must meet certain conditions for each assignment to receive a specific grade. I have included an example of the specs table I used in one of my more recent iterations of the algebraic reasoning course for your consideration.

As you can see, a student who wants to earn an A in the course must complete all or all but one

	Final Course Grades			
Tasks	**D**	**C**	**B**	**A**
Readings and Discussion Boards	Completes all but six or seven discussion boards	Completes all but four or five discussion boards	Completes all but two or three discussion boards	Completes all or all but one discussion board
Class Attendance & Participation	Actively participates in all class sessions except 10 to 12	Actively participates in all class sessions except 7 to 9	Actively participates in all class sessions except 4 to 6	Actively participates in all class sessions except at most 3
Thinking Exercises and Tasks	Earn a "complete" on at least 60% of tasks	Earn a "complete" on at least 70% of tasks	Earn a "complete" on at least 80% of tasks	Earn a "complete" on at least 90% of tasks
Reflections/Writings	Earn a "complete" on at least 50% of writing assignments	Earn a "complete" on at least 65% of writing assignments	Earn a "complete" on at least 75% of writing assignments	Earn a "complete" on at least 85% of writing assignments
Lesson/Unit Plans	Earn a "complete" on at least 25% of lesson plans	Earn a "complete" on at least 50% of lesson plans	Earn a "complete" on at least 75% of lesson plans	Earn a "complete" on all lesson plans

discussion board; actively participate in all class sessions except at most 3; earn a "complete" on at least 90% of the thinking exercises and tasks; earn a "complete" on at least 85% of the writing assignments; and earn a "complete" on all of the lesson plans they write for the course. In the strictest form of specs grading, a student who finds themselves floating between categories at the end of the semester receives the lowest grade of the categories into which they fall. So a student who achieved an A for Readings, Attendance, and Writing and a B for Tasks and Lesson Plans would receive a B for the course. While there are no quizzes or exams in this class, I have used similar criteria for courses that do utilize these assessment tools.

In my algebraic reasoning course, final grades are determined during a final conference that I have with each individual student. I acknowledge the privilege that my algebraic reasoning course tends to have no more than 20 students in a given semester, which increase the feasibility of having individual conferences with each student, but I have colleagues outside our field who do this with more than 75 students each semester. During these conferences, I ask students to tell me what grade they earned (not want) and justify it using our specs table and the portfolio of assignments they have compiled throughout the semester. As I keep track of completes and incompletes in Canvas (our university's learning management system) throughout the semester, most students do not maintain a physical portfolio and refer, instead, to the Canvas gradebook during these discussions.

In my version of specs grading, students who find themselves meeting criteria in multiple grade columns advocate for a reasonable grade between the categories they scored, including + or – grades, during their final conference. While this grading system does not eliminate the bias and subjectivity of traditional grading systems, it does give more of the ownership to the students while holding them accountable for their learning. Students come into their final conferences with a grade in mind and a rationale for that grade, supported by the materials they have developed throughout the semester. While I, as the instructor, ultimately have the final say in the grade a student receives, because of the clear expectations laid out in the specs table, I have yet to have to assert that power or overrule a student in their final grade. More commonly, I have students who discount the work they have done and say they deserve a lower grade than they have actually earned; in these situations, I work with these students to help them understand the quality of their work and encourage them to advocate for a higher grade, which they gladly do.

Additionally, before these conferences, I ask students to reflect on the semester, specifically thinking about things that went well, things that did not go well, and changes they would make if they could. During the conferences, students then share their reflections with me. In the past, I have had students share that they feel less stress and less anxiety in courses that use specs grading, allowing them to focus more on the content and their learning. While I admit that this system is not perfect, I have found that not only do the students feel they are benefitting from this alternative to traditional grading, but I also feel that my students are learning more and engaging with the material better than in the courses where I still use traditional grading.

What Comes Next?

The thought of changing long-established, and often finely honed, grading practices may seem overwhelming, but there are three actions we can take to make the process easier to tackle: (1) talk to yourself; (2) talk to your colleagues; and (3) talk to your students. First, spend some time reflecting on your current grading practices. Start by asking yourself some tough questions, like what do I *want* my course grades to say about my students, and what do my course grades *currently* say about my students? In particular, identify inconsistencies between your responses to these questions.

Second, have conversations with your colleagues. You may find that many of your colleagues are similarly disenchanted with their current grading practices, and you can work together to make incremental changes until you are more satisfied with your grading systems. I was astounded by how many of my colleagues felt similarly about grades as I do when I started sharing my feelings. It is much easier to make changes if you have a community of support. Some universities might even support a community of practice or a faculty learning community on the subject.

Third, have conversations with your students. Many educators defend their grading practices by claiming that students will rebel if we stop giving them grades, and to an extent, I agree with that statement. But what I have found as I shift away from traditional grading practices is that most students feel less anxiety and more confidence about their learning when I have conversations with them about the system I am going to use, when I include clear language in my syllabi and discuss it on the first day of the term, and when I include them in the decision-making process. You may be surprised by how accepting your students are of new grading systems when they have a clear idea of what is expected of them and how their final grade is going to be determined (and when we revisit the policies throughout the semester as a gentle reminder).

It is sometimes said that grading practices are the third rail of education (see Feldman, 2019) as they often lead to difficult, sometimes heated conversations, but that does not mean we should not reconsider them. In fact, I think it says the opposite. The fact that discussions on grading practices are often heated indicates they are conversations worth having. The following are resources you can consult if you are interested in learning more about alternative grading practices:

- *Grading for Growth: A Guide to Alternative Grading Practices that Promote Authentic Learning and Student Engagement in Higher Education* by David Clark and Robert Talbert (Clark and Talbert also run a blog with an email blast at www.gradingforgrowth.com)
- *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms* by Joe Feldman
- *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* by Susan D. Blum
- *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* by Linda B. Nilson
- The Grading Conference, hosted annually over the summer by the Center for Grading Reform (www.thegradingconference.com)

Note: If you are interested in furthering this discussion or starting a community of practice around grading practices in mathematics education, please contact me at jpmannix@bsu.edu. I have participated in a faculty learning community and have facilitated a community of practices around non-traditional grading practices at Ball State University and would be happy to have further conversations or provide additional resources.

References

Blum, S. D. (2020). *Ungrading: Why rating students undermines learning (and what to do instead)*. West Virginia University Press.

Clark, D., & Talbert, R. (2023). *Grading for growth: A guide to alternative grading practices that promote authentic learning and student engagement in higher education.* Routledge.

Upcoming Events

- **PME 48– 2025 Conference:** July 28-August 2, 2025, Santiago, Chile.
  - For more information visit: https://eventos.cmm.uchile.cl/pme48/
- **NCTM Annual Meeting – 2025 Conference:** October 15-18, 2025, Atlanta, Georgia
- **PME-NA 46 – 2025 Conference:** October 26-29, 2025, Penn State College of Education
  - For more information visit: https://ed.psu.edu/pme-na-2025

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The Author

Dr. Josh (J.P.) Mannix (jpmannix@bsu.edu) is an Assistant Teaching Professor of Mathematics Education at Ball State University in Muncie, Indiana. He teaches content and reasoning courses for elementary, middle school math, and secondary math teaching majors, as well as reasoning courses at the graduate level for practicing teachers and community college instructors. His research is largely focused on math anxiety, though this has also led him to think about the fairness and equity of traditional grading practices and various factors that influence student motivation.

The Artistic Corner

This section is a forum for readers to send us an artifact of how they connect art and mathematics. Here is José Contreras's favorite part of William Blake's poem *Auguries of Innocence*.

To see the world in a grain of sand,
And heaven in a wild flower.
Hold infinity in the palm of your hand,
And eternity in an hour.

Technology Tips: Using GeoGebra to Represent and Model the Airport Problem

José N Contreras

One of the most powerful tools to represent, model, and conjecture solutions to problems is *Dynamic Geometry Software* such as *Web Sketchpad, Cabri*, or *GeoGebra* (GG), to name just a few. In this technology tip, I outline how we can use GeoGebra (GG) to gain insights about the solution to the *Airport Problem*. My version of this problem follows:

> Three towns —Armon (*A*), Betania (*B*), and Calista (*C*) — are planning to build an airport to serve the three cities. To keep costs at a minimum, the airport needs to be constructed at a place where the sum of its distances to each of the cities is minimal. (a) Describe the minimum distance point for the location of the airport; (b) construct the optimal point.

As first step, let us use GG to represent the problem, as shown in Figure 1. Points A, B, and C represent the three towns and point D represents an initial guess where to construct the airport. The expression AD + BD + CD represents the sum of the distances from point D to the three towns.

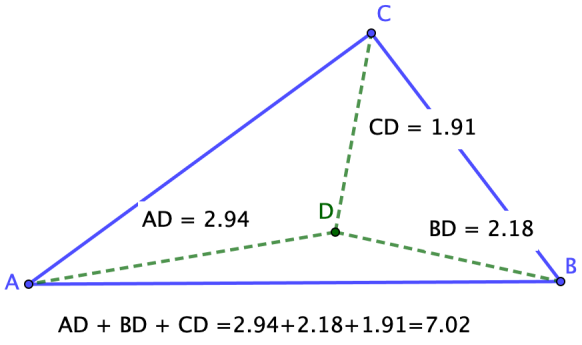


Figure 1

As second step, we drag point D to estimate the position where the sum of the distances, AD + BD + CD, seems to be minimal (Figure 2). At this point, we may wonder what property point D has.

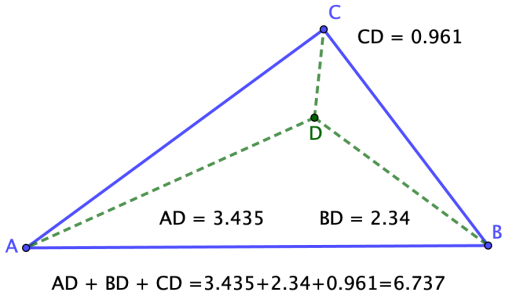


Figure 2

As third step, we measure the three non-overlapping angles with vertex D (Figure 3) to uncover the property that D has, besides being the optimal point. Notice that GG has provided us insights into the nature of point D: Point D seems to be the equiangular point of ΔABC.

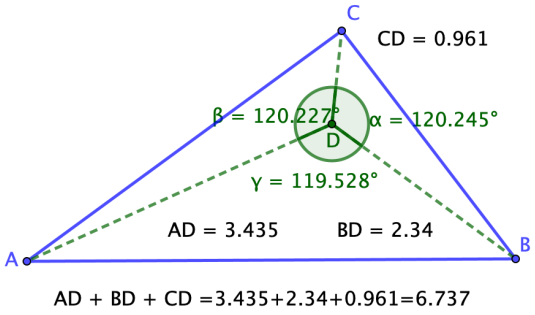


Figure 3

As fourth step, we construct the equiangular point. Since this construction is not "straightforward", we discuss this construction in class before my students investigate the airport problem: First, construct equilateral triangles ΔBCE, ΔACF, and ΔABG. Second, construct segments AE, BF, and CG. The point of concurrency of these three segments is the equiangular point, H (Figure 4).

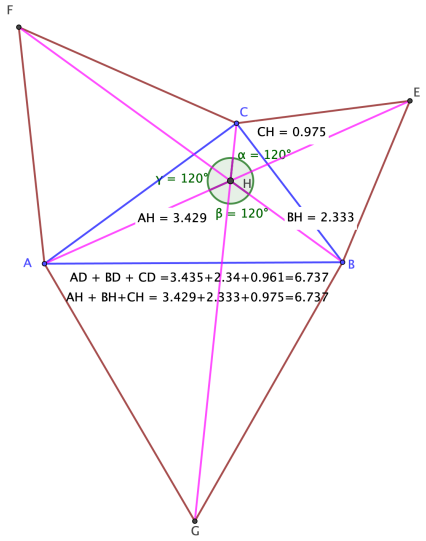


Figure 4

As fifth step, once we have constructed the optimal point, known as the Fermat point, we drag a flexible vertex of ΔABC, say C, to verify that the Fermat point of a triangle is always the equiangular point. But, as Figure 5 suggests, the equiangular point does not exist for triangle with an angle measuring 120° or more.

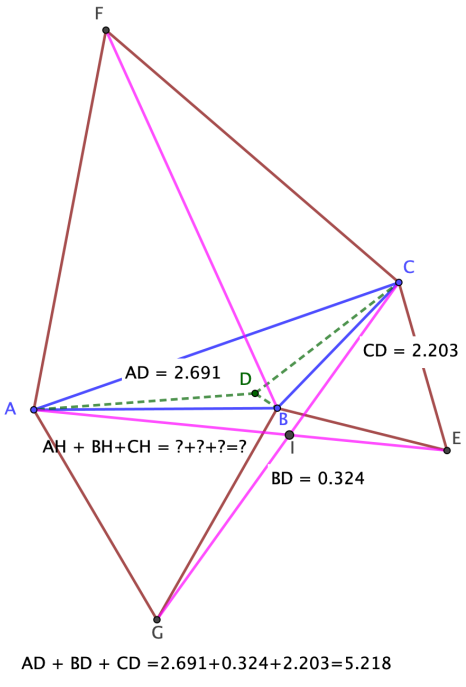


Figure 5

As sixth step, we drag again point D to conjecture the location of the optimal point for triangles with an angle measuring 120° or more. GG suggests again the location of such a point: the vertex of the angle measuring 120° or more (Figure 6).

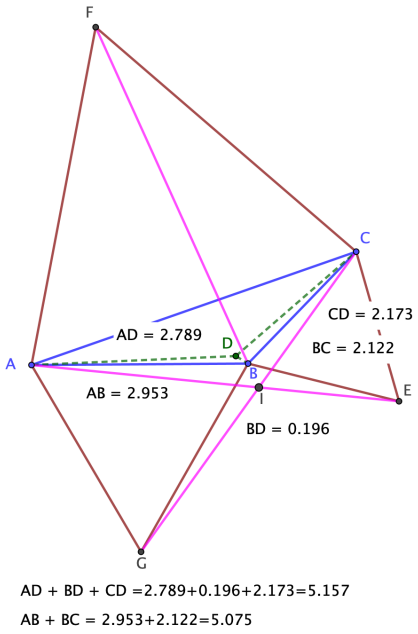


Figure 6

Our final conjecture about the location of the optimal point, or Fermat Point, for triangles can be formulated as follows:

> The solution to the airport problem for triangles is a) the equiangular point for triangles with no angle measuring 120° or more, b) the vertex of the obtuse angle for triangles having an angle whose measure is 120° or more.

As final step, we can develop a proof to justify mathematically our conjecture. For a proof and for further discussion of the role of GG to represent and model this beautiful problem, see Contreras (2014).

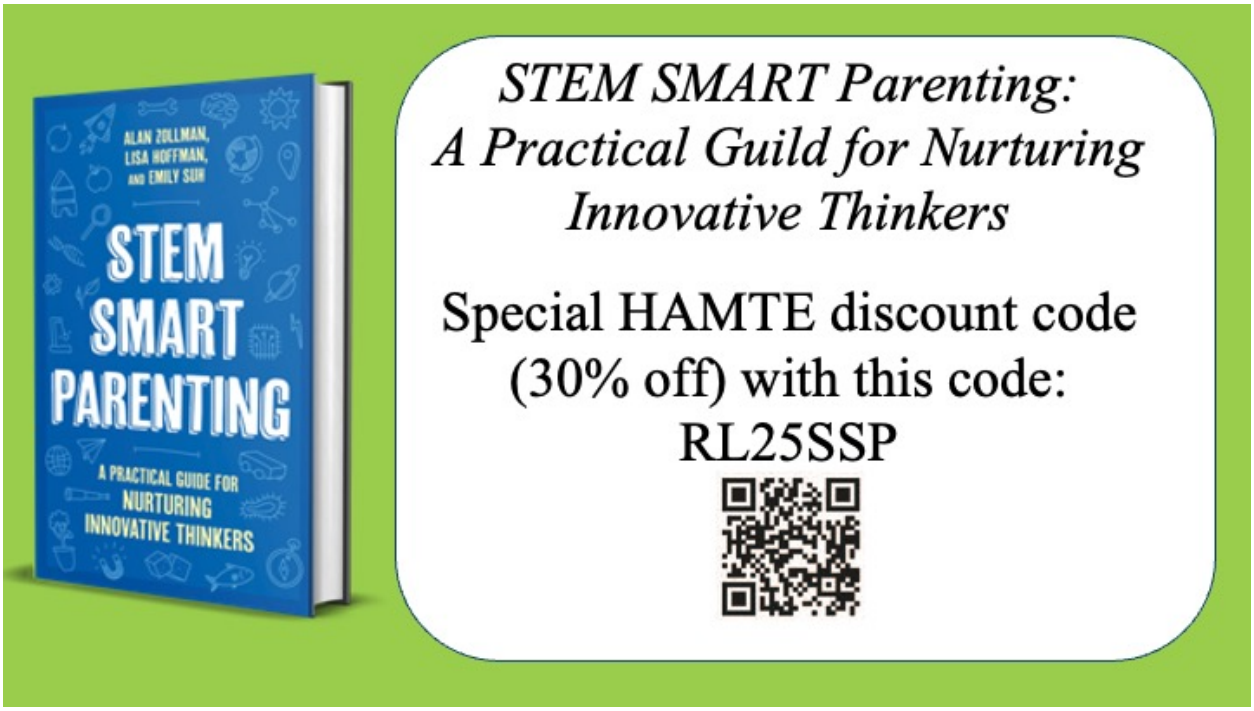
Reference

Contreras, J. N. (2014). Solving optimization problems with dynamic geometry: The airport problem. *Journal of Mathematics Education at Teachers College*, 5(2), 17-27.

Book Announcement

Drs. Lisa Hoffman, Emily Suh, and Alan Zollman are happy to announce that our book, *STEM SMART Parenting: A Practical Guide for Nurturing Innovative Thinkers*, was published on April 1, 2025, by Rowman and Littlefield.

STEM SMART Parenting is not just a book; it's a roadmap for parents navigating the complex terrain of preparing their children for a future where STEM proficiency is not just advantageous but essential. To succeed in "STEM" – Science, Technology, Engineering, and Mathematics – a child needs to become an intellectual risk taker with the tenacity to tackle tough problems and the critical thinking skills to separate scientific information from opinions. This book unpacks the research on STEM learning into relevant, reader-friendly, and real-life guidance. We personalize and contextualize STEM SMART skills through dozens of concise, readable, real examples from parenting toddlers to teenagers. These personal parenting stories help break down the research to make the truth about STEM learning accessible and relevant to parents and other caregivers.



We were able secured a special 30% discount for HAMTE members with the code RL25SSP at the Rowman and Littlefield (https://rowman.com/ISBN/9798881801151/STEM-SMART-Parenting-A-Practical-Guide-for-Nurturing-Innovative-Thinkers). We hope you will enjoy our relatable and valuable personal stories as fellow students, parents, and educators, and share it with your students and parent groups.

And a side note: After 51 years of teaching, Dr. Alan Zollman retired in December, 2024. However, following the lead of Brett Favre and Tom Brady, on February 1st he began again as an adjunct instructor at IU Southeast. And so it goes…

Alan Zollman, Indiana University Southeast, Emily Suh, Texas State University,
Lisa Hoffman, Indiana University Southeast

The *2025 Terry L. Wood Mathematics Teacher Educator Award*

The HAMTE Board was pleased to present the Terry L. Wood Award to Dr. Jill Newton at this year's annual business meeting. This peer-nominated award recognizes significant contributions to the preparation and development of mathematics teachers in Indiana, as well as service to the broader mathematics education community.

Dr. Newton played a key role in helping establish HAMTE and has also represented the Indiana region through AMTE. She has consistently championed mathematics education research—both her own and that of others—and has been deeply involved in teacher preparation, working with both preservice teachers (at Purdue and abroad) and inservice teachers across the state.

The excellence of her work is reflected in the numerous awards she has received from Purdue for teaching, global engagement, and service learning.

Please join us in congratulating Jill on this well-deserved honor!

Expanding Connections Through Local Scholarship: Highlights from IMERS 2025

Selim Yavuz

Indiana University Bloomington

The IMERS community gathered after the Equity Panel

On April 4, 2025, more than 60 scholars gathered at Indiana University Indianapolis for the 14th Annual Indiana Mathematics Education Research Symposium (IMERS). The event was made possible through the generous support of HAMTE, Indiana University Mathematics Education, Purdue University Mathematics Education, the Urban Teacher Education program at Indiana University Indianapolis, and the CATALYST Center at Purdue. IMERS continues to serve as a statewide hub for mathematics education scholarship, welcoming researchers, educators, and graduate students to share ideas, research, and practices that span mathematics and teacher education.

Keynote and Panels: Framing the Day

First panel of the day: Equity in Mathematics Education

The day began with opening remarks and continued with the Equity Panel:

"Fostering Inclusion – Integrating Equity in Mathematics Education"

Moderated by Erik Jacobson
(Indiana University Bloomington)

This panel featured:

Jill Newton (Purdue University)

Andrew Gatza (Ball State University)

Sarah Lubienski (Indiana University Bloomington)

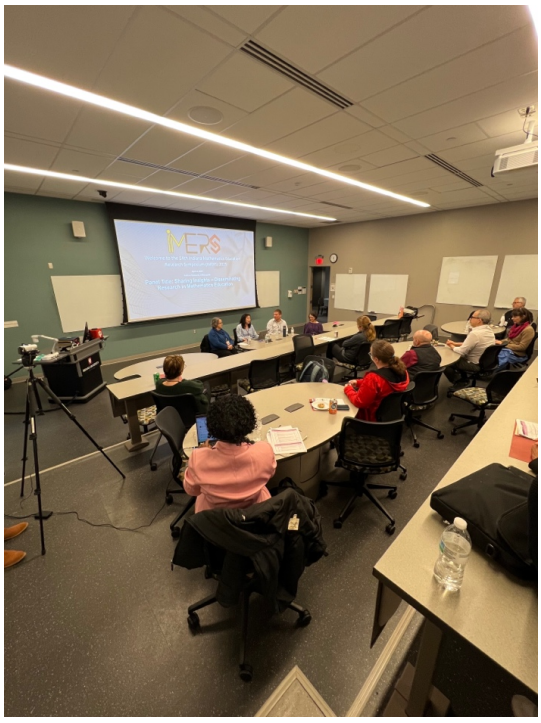
At midday, Dr. Jennifer Lovett (Middle Tennessee State University) delivered a compelling keynote on: "Research to Practice: Exploring Math with Technology", highlighting strategies for integrating technology meaningfully across K–16 mathematics education. Her session generated engaging discussion around the types of technology used in classrooms and their affordances for equity and conceptual learning.

The Quotation Corner

This section is a forum for readers to send us their favorite quotation about an aspect of mathematics or its teaching or learning. Here are two of José Contreras's favorite mathematical quotations:

- One of the endlessly alluring aspects of mathematics is that its thorniest paradoxes have a way of blooming into beautiful theories. (Philip Davis)
- Mathematics is the most beautiful and most powerful creation of the human spirit. (Stefan Banach)

Keynote speaker Dr. Jennifer Lovett presenting on integrating technology in mathematics education



An afternoon panel on "Sharing Insights – Disseminating Research in Mathematics Education", moderated by Amy Hackenberg (Indiana University Bloomington), featured:

Rachael Kenney (Purdue University)

Jean Lee (University of Indianapolis)

Erik Tillema (Indiana University Bloomington)

The discussion explored avenues for publication, mentoring, and shaping public narratives around math education research.

"Sharing Insights – Disseminating Research in Mathematics Education" panel at IMERS 2025

Sessions and Community

With over 30 presentations across three session blocks, IMERS 2025 offered a dynamic space for sharing new studies, works-in-progress, and design-based research. Topics included: teachers' attributional beliefs, AI tools in educational research, mathematics teacher preparation, fraction schemes and curriculum comparisons, problem-posing and student agency, equity frameworks and socio-emotional learning in math.

One highlight was the collaborative study, "Bridging Curricula Across Five Countries: Fraction Learning Opportunities", examining elementary textbooks from Türkiye, Indonesia, Korea, Taiwan, and the U.S.

IMERS also welcomed "Work Under Design" presentations offering a unique space for sharing ideas in early development and receiving supportive, formative feedback. This approach reflects IMERS' commitment to nurturing research at all stages and building scholarly community.

Learn More & Stay Connected

The full program, schedule, and abstract book are available via the HAMTE website: https://hamte.org/imers-2/

We warmly thank everyone who participated in IMERS 2025. Your presentations, questions, and collegial spirit made this year's event truly meaningful.

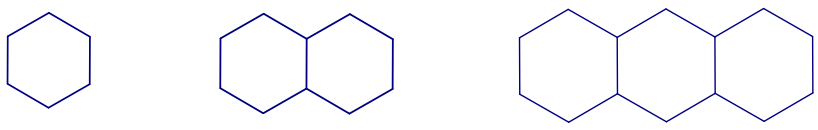
We are especially grateful to the IMERS 2025 Organizing Committee for their thoughtful planning and dedication.

We invite all HAMTE members to join IMERS 2026 to continue building connections and advancing mathematics education research across Indiana and beyond.

The Problem Corner

This section is a forum for readers to send us their favorite problem. Here is one of José Contreras's favorite problems.

Consider the following sequence of hexagonal trains built with toothpicks:



Train 1 Train 2 Train 3

Notice that train 1 uses 6 toothpicks, train 2 uses 11 toothpicks and train 3 uses 16 toothpicks. a) Determine how many toothpicks are needed to build the 25 train using as many strategies as you can; b) Pose and solve related problems.

Connect with HAMTE!

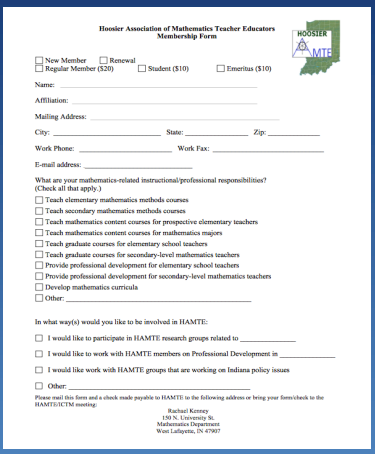
- ***Visit our website:*** Please checkout out our website http://hamte.org/ and purchase or renew your membership through the website (PayPal). There is a form to submit only if you are a new member or need to change your information. Memberships (new or renewals) are purchased in $10-increments (which buys 6 months or 1 year each, depending on your status). You can change the quantity to buy by clicking in the box and then the arrows. Do this before clicking on the icon for the payment method you wish to use. The money will go to a HAMTE PayPal account, which the treasurer can then transfer to the HAMTE bank account. If you have questions, please contact Lori Burch at ljburch@iu.edu.

- **Join a Working Group/ Advocacy Group** or suggest a new topic to connect and collaborate with others across the state to address crucial issues in the field of mathematics education!
    - IMERS
    - Teacher Recruitment & Retention (Jean Lee, jslee@uindy.edu)
    - Legislative Agenda (Erik Tillema, etillema@iu.edu)

- **Writing Circles** – HAMTE is pleased to announce the facilitation of writing circles for its members. If you would like accountability and feedback from your mathematics educator peers from across the state, please consider joining a writing circle. The circles will meet virtually approximately once a month. If you are interested, please write to ajhoffman@huntington.edu, indicating any preferences in terms of research areas, peer experiences, or duration of circle.

- ***Submit an article and/or teaching methods or ideas to the newsletter***, *HAMTE Crossroads.* Email your submission or questions to José Contreras, Newsletter Editor, at jncontrerasf@bsu.edu. We publish Fall and Spring editions.

BECOME A HAMTE MEMBER!



Hoosier Association of Mathematics Teacher Educators
Membership Form

☐ New Member ☐ Renewal
☐ Regular Member ($20) ☐ Student ($10) ☐ Emeritus ($10)

Name: _____

Affiliation: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Work Phone: _____ Work Fax: _____

E-mail address: _____

What are your mathematics-related instructional/professional responsibilities?
(Check all that apply.)
☐ Teach elementary mathematics methods courses
☐ Teach secondary mathematics methods courses
☐ Teach mathematics content courses for prospective elementary teachers
☐ Teach mathematics content courses for mathematics majors
☐ Teach graduate courses for elementary school teachers
☐ Teach graduate courses for secondary-level mathematics teachers
☐ Provide professional development for elementary school teachers
☐ Provide professional development for secondary-level mathematics teachers
☐ Develop mathematics curricula
☐ Other: _____

In what way(s) would you like to be involved in HAMTE:

☐ I would like to participate in HAMTE research groups related to _____
☐ I would like to work with HAMTE members on Professional Development in _____
☐ I would like work with HAMTE groups that are working on Indiana policy issues
☐ Other: _____

Please mail this form and a check made payable to HAMTE to the following address or bring your form/check to the HAMTE/ICTM meeting:

Rachael Kenney
150 N. University St.
Mathematics Department
West Lafayette, IN 47907

Become a new member or renew your existing HAMTE membership at hamte.org

Membership Cost:
Regular Member: $20
Student, Emeritus Faculty: $10

You can also pay by cash or check at the annual HAMTE business meeting.

The Book Corner

Check the following books published recently!

Barbin, É., Fried, M. N., Menghini, M., & Tortoriello, F. S. (Eds.). (2025). *History and epistemology in mathematics education: Trends, practices, future developments* (Trends in the History of Science). Springer.

Engelbrecht, J., Oates, G., & de Carvalho Borba, M. (Eds.). (2025). *Social media in the changing mathematics classroom*. Springer Cham.

Lai, M. Y., & Huang, R. (Eds.). (2025). *Culture matters to mathematics teaching and learning: Research studies in honor of Professor Frederick K. S. Leung*. Springer Nature.

Siller, H.-S., Geiger, V., & Kaiser, G. (Eds.). (2024). *Researching mathematical modelling education in disruptive times* (International Perspectives on the Teaching and Learning of Mathematical Modelling; Vol. series). Springer Nature.

Weber, K., & Savić, M. (Eds.). (2025). *New directions for mathematics education research on proving: Honoring the legacy of John and Annie Selden*. Springer.

Yan, X., Mamolo, A., & Kontorovich, I. (Eds.). (2025). *Where is the mathematics in your math education research? Personal accounts of leading educators*. Springer.

ICTM CALL FOR MANUSCRIPTS!

The Indiana Mathematics Teacher is the official journal of the Indiana Council of Teachers of Mathematics (ICTM) and **received the 2021 Publication Award for outstanding journal**. It is published twice a year and is distributed by mail to all current members. The journal provides ideas and information for mathematics teachers at all levels of the curriculum (PreK-16). The editors invite submissions from new and experienced authors and accept articles on a range of topics including innovative classroom activities and lessons, practical applications of pedagogical research and theory, thoughtful reflections on challenges faced in the mathematics classroom, strategies and stories of mathematics coaching and teacher leadership, and any other topics that support the professional learning of ICTM members. **We especially encourage collaborations between PreK-12 teachers and higher education faculty**. Indiana residents whose feature articles appear in the Indiana Mathematics Teacher will be granted free membership to ICTM for one year.

Deadlines for Winter/Spring issue:
- •Feature articles should be submitted by January 1
- •Departmental manuscripts should be submitted by February 1

Deadlines for Summer/Fall issue:
- •Feature articles should be submitted by July 1
- •Departmental manuscripts should be submitted by August 1

Visit the ICTM (http://ictm.onefireplace.org/page-819122) and/or contact editors **Mark Creager** (macreager@usi.edu) and **Andrew Gatza** (amgatza@bsu.edu) for more information.

A NOTE ABOUT PERSPECTIVES SHARED:

*The perspectives presented in articles within issues of **HAMTE Crossroads** represent the views of individual authors and do not necessarily represent the views and positions of the HAMTE organization.*