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## Overview of the Conference

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The Eighth Annual Mathematics Teacher Education Partnership (MTE-Partnership) Conference was held at Drury Plaza Hotel at the Arch in St. Louis, Missouri, from June 23–25, 2019. With 81 registrants from 22 of the 39 MTE-Partnership teams, the theme for this year’s conference was “The MTE-Partnership: Transformation. Equity. Leadership.”

In support of the partnership aim, the goals for the 2019 annual conference were:

- The MTE-Partnership/institutional teams would plan next steps in transforming their programs.
- The Research Action Clusters (RACs) would continue their work, including considering how they share their work, in order to contribute to additional teams’ transformational efforts and to knowledge of the field.
- The MTE-Partnership as a whole would grow its sense of joint purpose and identity as a networked improvement community supporting program transformation.
- A specific focus on equity and social justice would be included throughout the conference.

Prior to the MTE-Partnership conference in June, a series of webinars were scheduled across April and May to provide introductions to each RAC and Working Group, as well as to describe ways people could get involved in each. With the shuttering of Trellis Science in fall of 2018, the MTE-Partnership shifted to Open Canvas as its platform for project information and collaboration. The MTE-Partnership webinars are all archived in the [Open Canvas site](#).

The Eighth Annual MTE-Partnership Conference opened on Sunday afternoon, June 23, with a brief welcome, followed by lightning-round discussion tables. The lightning-round format allowed conference attendees to ask questions of RAC representatives and learn more about recent work and opportunities for involvement, before the afternoon moved into RAC work time (see the RAC section of these proceedings for what each RAC worked on during this year’s conference). The RACs worked throughout the conference: Sunday afternoon, Monday morning, Monday afternoon, and Tuesday morning.

During the Sunday dinner hour, two plenary speakers focused on different aspects of program transformation. Etta Hollins, professor and Ewing Marion Kauffman/Missouri Endowed chair for Urban Teacher Education at the University of Missouri-Kansas City, spoke first, on equity and social justice in secondary mathematics teacher preparation. Hollins’ talk spoke about a wide variety of approaches to social justice; her presentation abstract summarized her main message:

Equity and social justice are cross-cutting themes incorporated in the design of pre-service programs and in all aspects of the professional preparation of teacher candidates. In the design of pre-service programs, equity and social justice are evident in the philosophical stance, the application of the theoretical perspective on learning teaching, framing the curriculum for professional preparation, and the application of professional knowledge to practice in field experiences. In the professional preparation of candidates, equity and social justice are evident in content knowledge, pedagogical content knowledge, knowledge of learning, and knowledge of students. This discussion will provide examples of approaches and evidence for incorporating equity and social justice in both teacher preparation program design and in the preparation of teacher candidates. This discussion will include approaches for college mathematics

instruction that prepares candidates for teaching students from diverse cultural and experiential backgrounds.

Second, Kathryn Chval, dean of the College of Education at the University of Missouri-Columbia and professor of mathematics education with the Joanne H. Hook Dean's Chair in Educational Renewal, spoke from an administrator's perspective on transforming secondary mathematics teacher education during the age of disruption. Chval discussed how to approach transformation efforts with university administrators and related some of Missouri's transformation efforts in broadening participation in teacher preparation. Her presentation abstract summarized her main message:

Imagine you were part of education systems that had leadership, vision, strategy, infrastructure, and capacity to:

- address problems of practice;
- strengthen communities;
- develop, understand, and expand effective models to scale; and
- pursue research and innovation so that every student at every level was successful in learning mathematics.

Building these education systems requires partnerships that engage strategically and collectively. As faculty, administrators, and partners engage on design teams, reciprocity, positioning, resilience, interdependence, and persistence are critical for successful program transformation. How do we engage with others and lead transformation in mathematics teacher education during the age of disruption? Our students are waiting.

Monday, June 24, began with a plenary session, facilitated by Gary Martin, that featured four panelists discussing transformation efforts at their local partnerships. The panelists' talks are based on their work with the NIC-Transform project, and are included in these proceedings: Dana Pomykal Franz (Mississippi State University), Marilyn E. Strutchens (Auburn University), Margaret J. Mohr-Schroeder (University of Kentucky), and Wendy M. Smith (University of Nebraska–Lincoln). Monday afternoon and Tuesday morning each included two sets of concurrent presentations by MTE-Partnership members, in 21 different presentations. Each of these presentations (abstract and/or full article) are included in these proceedings. The Transformations Working Group hosted three discussions late Monday afternoon all focused on program transformation, with an additional focus on equity, stakeholder engagement, and NIC design. Finally, Tuesday's closing session featured Gary Martin and Howard Gobstein and focused on program transformation efforts and discussing next steps for the "MTE-Partnership 2.0."

Evaluations of the 2019 Conference were positive, finding the various sessions useful and strongly agreeing the conference was a good use of time. Among all the sessions, the Sunday evening plenaries of Chval and Hollins were most highly rated as useful. When asked about the most valuable aspect of the conference, responses centered on work time with RACs and networking/collaboration. Attendees appreciated how the organization and content of the sessions helped advance understanding of program transformation efforts in a NIC framework, with a focus on initiating local transformation efforts. As one responder to the evaluation survey wrote, "This was useful to my program because MTE-P facilitated honest conversations about difficult work."