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It's Prime Time: Learning and Leading Together

41st NCSM Annual Conference
April 20–22, 2009

REGISTRATION

Registration takes place in the Walter E. Washington Convention Center, Hall B, at the following times:

Sunday, April 19, 4:00 PM – 7:00 PM
Monday, April 20, 6:45 AM – 5:00 PM
Tuesday, April 21, 6:45 AM –1 2:00 PM
2:15 PM – 5:00 PM
Wednesday, April 22, 7:30 AM – 10:30 AM

SPONSOR DISPLAY AREA

Visit elite NCSM Sponsor Partners in Hall B during the following times:

Monday, April 20, 11:00 AM – 5:00 PM
Tuesday, April 21, 8:30 AM – 12:15 PM
2:15 PM – 4:00 PM

NCSM BUSINESS MEETING

The NCSM Business Meeting in Hall B on **Tuesday, April 21, 7:45 AM – 8:30 AM**, will include the State of the Organization report and NCSM Sponsor Partner Recognition.

CAUCUSES

Caucuses for NCSM Regions, International Attendees, and Past Presidents will be held **Tuesday afternoon, April 21, 4:00 PM – 5:30 PM**. See page 58 for the full schedule.

Credits
Program Book and Cover Design by **Darin Brock**, CORD Communications, Inc; Conference Program Book Layout by **Mark Whitney,** CORD Communications, Inc; Conference Bag Art Design by Holt McDougal.

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President's Message

Dear Mathematics Education Leader,

On behalf of the NCSM Board and the conference planning team, I welcome you to our exciting 41st NCSM Annual Conference in the wonderful city of Washington, DC. This Conference serves the powerful purposes of bringing us closer together, allowing us to celebrate, and learn from one another as we seek ideas about how to lead well in our school districts, cities, states, and provinces. During this historic time in our country, we are reminded of the words of Martin Luther King, Jr. as he accepted the Nobel Peace Prize in Oslo, Norway, in 1964:

> "I refuse to accept the idea that the "is-ness" of man's present nature makes him morally incapable of reaching up for the "ought-ness" that forever confronts him."

As the opening epigraph to NCSM's PRIME Leadership Framework, Dr. King's words underscore the intent of our understanding the theme, "It's Prime Time: Learning and Leading Together," for this NCSM Annual Conference. It is my hope that this conference will provide a shared learning and leading experience that will provide motivation, inspiration, and knowledge for the growth of every mathematics education leader.

NCSM members and conference attendees are unique. We are an international community of mathematics education leaders, pre-K – 16, who are widely diversified in our leadership roles. From department chairperson to district coordinator K – 8, mathematics coach to college or university supervisor and teacher, from province, state, or district curriculum leader to third grade team leader – NCSM members wear a variety of hats, and I have only named a few. Yet, we are brought together by the social glue of our common core values for the improvement of mathematics education.

The Conference will provide the vision and wisdom necessary to help each of us to reach for the "ought-ness" of improved student success we so eagerly pursue. NCSM envisions a future in which the growth of every mathematics teacher is supported and developed by highly effective mathematics education leaders.

School mathematics programs will only get better as we open ourselves and other teachers to new ideas, risk imaginatively, and enthusiastically inspire those we lead with a desire to learn and grow together. On behalf of the entire NCSM Board, we celebrate each of you – the silent heroes of the real hope for educational transformation – the leaders in our schools, colleges, and universities.

Many thanks to hundreds of NCSM members who have offered their time to ensure the Annual Conference is a valuable opportunity for you. I would especially like to recognize, Valarie A. Elswick, Susan Beal, Carol A. Edwards, Linda Fulmore, Steve and Fern Tribbey, and Diana Kendrick. They have voluntarily dedicated countless hours to build a conference that will be memorable for each of you. My thanks also to NCSM staff members who support the work of the NCSM Board – Terri Belcher, Dorothy Shadrick, Danette Garlock, and Linda Yamaguchi. Please take time to visit and thank our Sponsor Partners for their support of this Annual Conference and other NCSM activities.

We are all PRIME leaders and I invite you to share advantages and opportunities of this Annual Conference with others as you continue your PRIME leadership journey in mathematics education.

This annual conference provides a moment of personal melancholy for me, as the opportunity to serve as your president comes to an end. It has been an awesome journey for me. I will be forever grateful for your support and commitment to the mission and vision of NCSM. It was a distinct pleasure and privilege to serve so many professionals dedicated to improving student learning of mathematics.

Have a great conference!
Timothy D. Kanold
NCSM President

The Conference Planning Committee Welcomes You to the 41st NCSM Annual Conference

Welcome to the 41st NCSM Annual Conference which promises to be an exciting learning experience. You have the opportunity to take advantage of more than 240 sessions and events, including:

- The Opening Session with Timothy Kanold, NCSM President; Terri Belcher, NCSM Executive Director; and Susan Beal, Program Chair. Welcoming remarks from Steve Robinson, U. S. Department of Education.
- Keynote Address by Kati Haycock, one of the nation's leading child advocates in education.
- Twelve Major Sessions which focus on key topics for mathematics education leaders.
- A First Timer's Session where Janie Zimmer, a former NCSM Regional Director, will provide an overview and discuss the conference structure to help first-time NCSM Annual Conference attendees make the most of their conference experiences.
- Four sessions focusing on the PRIME Leadership Framework document which was unveiled at the 2008 NCSM Annual Conference.
  - Equity and Leadership led by Linda Fulmore
  - Curriculum Leadership led by Diane Briars
  - Teaching and Learning Leadership led by Laurie Boswell
  - Assessment and Leadership led by John Carter
- A session focusing on *Improving Student Achievement*, a series of NCSM Position Papers, led by Kit Norris, editor.
- Five sessions focusing on NCTM's Essential Understandings Book Series.
- NCSM Business Meeting during which NCSM Sponsor Partners will be recognized
- Elite Sponsor Displays on Monday and Tuesday.
- Commercial sessions consisting of Technology Showcases and Sponsor Showcases on Monday and Tuesday.
- Sponsored breakfasts, lunches and reception.

We extend our sincere thanks to those who contributed to making this Conference a rewarding experience to attendees:

- All who submitted proposals to speak: your willingness to share your time and ideas with your colleagues helps build our professional learning community
- The Program Proposal Reviewers
- The On-Site Program Committee
- The Local Support Committee.

Have an enjoyable and productive conference experience.

Valarie A. Elswick
Conference Coordinator
Cape Coral, Florida

Susan Beal
Program Chair
Chicago, Illinois

Carol A. Edwards
Event Coordinator
Chandler, Arizona

Linda Fulmore
Volunteer Recruitment
& Management Chair
Cave Creek, Arizona

Diana Kendrick
Regional Director
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Steve and Fern Tribbey
Sponsor Liaisons
Northbrook, Illinois

Timothy D. Kanold
President
Chicago, Illinois

Terri K. Belcher
Executive Director
Berkeley, California

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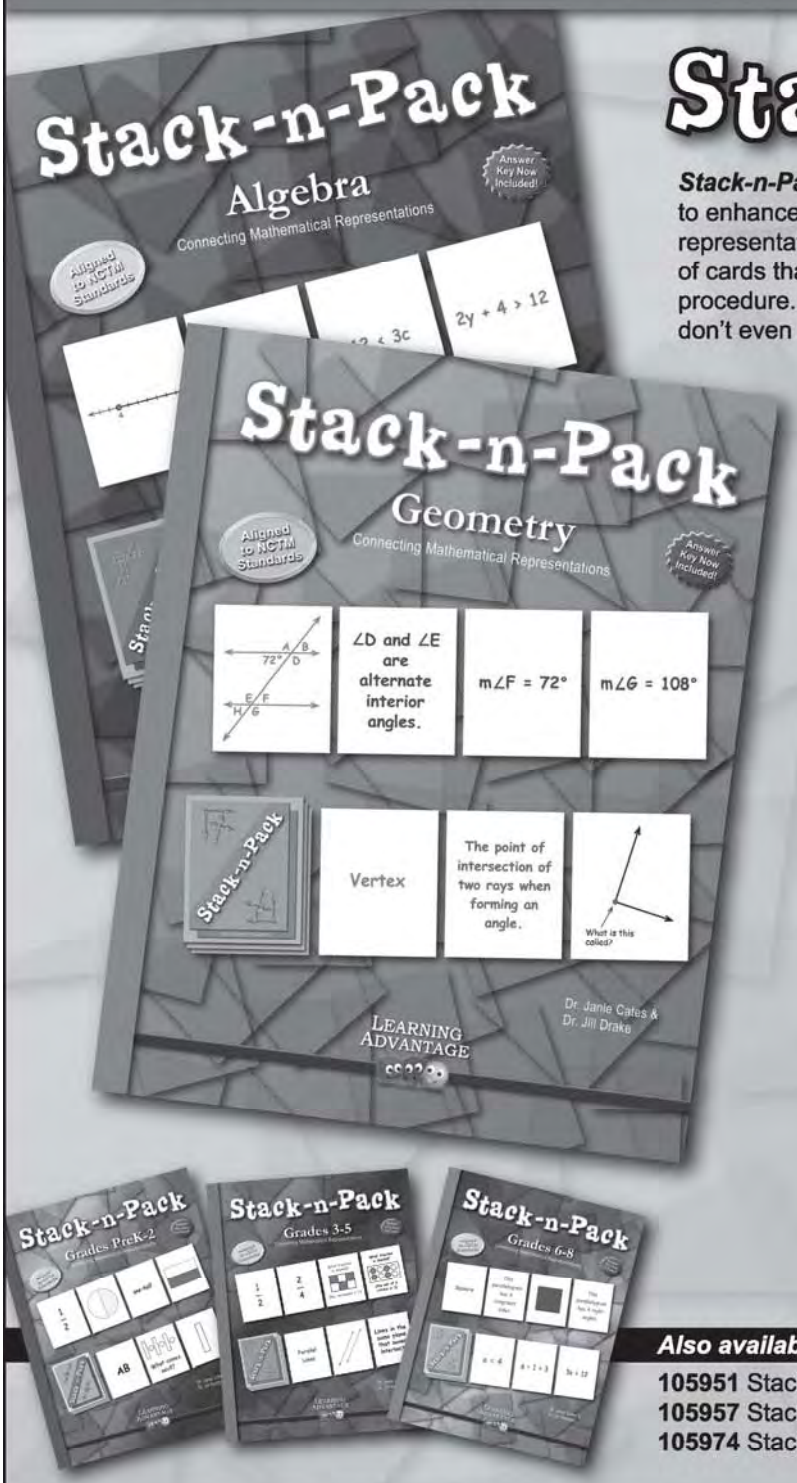

Stack-n-Pack

Stack-n-Pack is an interactive, small group activity designed to enhance mathematical understanding through multiple representations. In this fast-paced game, students find sets of cards that are alternate representations of a concept or procedure. They have so much fun playing the games they don't even realize how much they are learning.

Stack-n-Pack Algebra

Authors: Dr. Janie Cates and Dr. Jill Drake

The ***Stack-n-Pack*** games for ***Algebra*** review a variety of mathematical concepts including: algebra properties, exponents, like terms, graphing inequalities, writing equations in standard form, graphing linear equations, linear functions, systems of equations, quadratics, and simplifying radicals. ***Stack-n-Pack*** is a wonderful way to bring excitement to the classroom through card games. Aligned to the NCTM Standards.

11991 Stack-n-Pack Algebra ***$19.99***

Stack-n-Pack Geometry

Authors: Dr. Janie Cates and Dr. Jill Drake

The ***Stack-n-Pack*** games for ***Geometry*** review a variety of mathematical concepts including: geometry fundamentals, angle geometry, polygon properties I, polygon properties II, parallel lines and transversals, visualizing 3-D shapes, transformations, area and perimeter, surface area and volume, and trigonometric relationships.

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PROGRAM OVERVIEW

Theme: ***IT'S PRIME TIME: LEARNING AND LEADING TOGETHER***

Strands

1. **Equity Leadership**—*Addresses issues and solutions regarding equity, opportunity, and access to a relevant and meaningful learning experience for every child.*
2. **Teaching and Learning Leadership**—*Addresses teaching practices and instructional strategies that are consistent with research on student learning.*
3. **Curriculum Leadership**—*Focuses on meaningful and important mathematics in every lesson.*
4. **Assessment Leadership**—*Monitors student learning and adjusts teacher instruction for improved achievement for all students.*
5. **Technology Leadership**—*Familiarizes leaders with the latest state-of-the-art technology and models that hold promise to improve the teaching and learning of mathematics.*
6. **Leadership Connecting Research & Practice**—*Translates research into practice and generates practice-based issues and questions to inform research.*
7. **Leading with Professional Learning**—*Models professional learning and coaching communities that support high quality development, teacher capacity, and craft knowledge.*

Session Types

- ***Opening Session with Keynote Address*—**Monday morning, 90 minutes
- ***NCSM Business Meeting, State of the Organization, & Sponsor Partner Recognition*—**Tuesday morning, 45 minutes
- ***NCSM Regional Caucus Sessions*—**Tuesday afternoon, 90 minutes
- ***Major Sessions*—**Monday, Tuesday and Wednesday, 60 minutes each
- ***Regular Sessions*—**Monday, Tuesday and Wednesday, 60 minutes each
- ***Double Sessions*—**Monday, 120 minutes each
- ***Extended Sessions*—**Tuesday and Wednesday, 90 minutes each
- ***Sponsor Showcases*—**Monday and Tuesday, 60 minutes each
- ***Technology Showcases*—**Monday and Tuesday, 60 minutes each
- ***Special Interest Group Meetings*—**Wednesday afternoon, 90 minutes

GENERAL INFORMATION

Emergency Information

Call 911 for medical emergencies.

Fire Code

Fire code regulations apply to all Conference session rooms: no standing, no sitting on the floor, no moving of chairs from another room.

Non-Smoking Policy

The NCSM Conference is a non-smoking event. Those who wish to smoke must check with building management for designated smoking areas outside the Convention Center.

Conference Badges

NCSM Conference name badges must be worn by attendees to be admitted to NCSM sessions, functions, the sponsor display area, and *(Wednesday only)* the NCTM Bookstore.

Conference Bags

One NCSM Conference Bag is given to each registered participant who has an exchange ticket for the bag, until the supply is exhausted. Those who cancel their registration forfeit the opportunity for a conference bag. Replacement bags and extra bags will not be distributed at the Conference.

Tips for a Successful Conference Experience

- Attend the First Timer's Session.
- Become familiar with the locations of the session rooms and Exhibit Hall B.
- Use the Conference Planner (pg. 107) to outline your daily schedule.
- Select alternate sessions at each time slot in case your first choice is full.
- Share your experiences with colleagues who attend different presentations.
- Turn off cell phones and pagers during sessions and functions.
- Visit the Sponsor Display Area and attend Sponsor Showcases to learn about the latest educational products.
- Remove your name badge for your safety when you leave the Convention Center at the end of the day.

Conference Planner

A Conference Planner is located at the back of the Program Book (pg. 107) for your use in choosing a schedule of sessions and events to attend.

Session Changes

The information in this program book supersedes all previously printed information. See the Program Supplement, included in your conference bag, for last-minute revisions to this program book. NCSM reserves the right to change speakers, facilities, or program content at any time.

Session Seating

Rooms have been set to conform to the fire code. Only those seated in chairs will be allowed to remain in the meeting rooms. To conform to fire codes, it may be necessary to ask attendees who do not have a seat to leave a room. Participants should ***not*** move chairs from one room to another.

Seating at all sessions is on a first-come, first-seated basis. Seating capacities for the rooms are listed in this program book (see the colored program summary pages for each day).

Taping, Recording or Photographing Sessions

Written permission to tape, record or photograph sessions must be obtained directly from the speaker(s) before the session begins. The request must contain a statement indicating the intended use of such a tape, recording or photograph and your name and contact information. A copy of the request should be given to the lead speaker.

NCSM Business Meeting

The NCSM Annual Business Meeting will take place on Tuesday, April 21, 2009, 7:45 AM – 8:30 AM, in Hall B.

Caucuses

Caucuses provide opportunities to share information with colleagues in your region, provide feedback to your NCSM Regional Director or NCSM representative, and learn about current NCSM activities and initiatives.

Caucuses for NCSM Regions, International Attendees, and Past Presidents will be held Tuesday afternoon, April 21, 4:00 PM – 5:30 PM. See pg. 58 for the full schedule. Refreshments will be served at each caucus.

Commercial Sessions

There are two types of commercial sessions on Monday and Tuesday:

- **Sponsor Showcase** sessions are provided by NCSM elite sponsor partners who discuss information about their products.
- **Technology Showcases** focus on current products related to the use of technology.

Sponsor Display Area

The Sponsor Display Area has become an integral part of the educational service NCSM provides members. Conference attendees can examine current resources, explore trends and practices, review products and services, and engage in discussions with NCSM elite (Platinum, Gold, and Silver) sponsor partners. Be sure to make time in your schedule to meet and learn about their latest products in Hall B.

Monday	11:00 AM – 5:00 PM
Tuesday	8:30 AM – 12:15 PM, 2:15 PM – 4:00 PM

For information about NCSM sponsorship opportunities visit www.mathedleadership.org/Sponsors/guide.html.

NCSM Annual Conference Sponsor Partners

Many sponsors contribute to the activities and events related to NCSM. All NCSM sponsor partners are listed on pages 91–93.

We thank the following sponsors for their support of the NCSM Annual Conference.

- Conference Program Book—**CORD Communications, Inc**.
- Conference Bags—**Holt McDougal**
- Conference Neck Wallets—**Tom Snyder Productions/Scholastic, Inc.**
- Conference Signage—**ExploreLearning, Educators Outlet, and Borenson and Associates, Inc.**
- Conference Mugs—**ETA/Cuisenaire**
- Junior Portfolio—**Kendal/Hunt Publishing Company**
- Desk Organizer—**EAI Education**
- Monday Morning Complimentary Coffee & Tea—**Kaplan K12 Learning Services**
- Monday Box Lunch—**Didax**
- Tuesday Breakfast—**Tom Snyder Productions/Scholastic, Inc.**
- Tuesday Luncheon—**Texas Instruments**
- Tuesday Caucus Refreshments—**Kaplan K12 Learning Services, GeoLeg Geometry, and Pearson**
- Tuesday Reception—**Pearson**
- Wednesday Breakfast—**America's Choice**
- Wednesday Luncheon—**CASIO America, Inc. and Houghton Mifflin Harcourt**

Ticketed Functions

An ***admission ticket*** was provided if a seat was available for the particular function you selected at the time you registered.

A numbered ***wait-list ticket*** was provided if a seat was not available for a particular function you selected at the time you registered.

If you are unable to attend any function for which you have an admission ticket, please turn in that ticket at the registration booth.

Wait-List Ticket Procedures: An NCSM representative will be at each function to coordinate the entrance to a function for those who have a numbered *Wait-list ticket* (with exception of Monday's Box Lunch). Please gather off to the side near the entrance of the function as directed, in the order of the number printed on the ticket.

Entrance is not guaranteed. Be prepared to make your own arrangements for food in case you do not get into a function.

Admission Instructions for Monday Box Lunch: Attendees with admission tickets for the box lunch may pick up a lunch at any time from 11:30 AM – 12:45 PM in the Sponsor Display area in Hall B.

Box lunch *wait-list tickets* are **not** numbered. Remaining lunches, if any, will be available on a first-come, first served basis, from 12:45 PM – 1:00 PM.

Other Group Meetings

A number of educational groups participate in the ***Special Interest Group Meetings*** on Wednesday, from 2:30 PM – 4:00 PM. This year's groups are:

- Association of Mathematics Teacher Educators (AMTE)
- Benjamin Banneker Association (BBA)
- Council for Technology in Mathematics Education (CLIME)
- Lesson Study Networking
- Math Olympiad Contests
- Promising Creative Students
- North American Study Group on Ethnomathematics (NASGEm)
- Professional Learning Communities (PLCs)
- Students with Special Needs in Mathematics
- TODOS: Mathematics for All
- Urban Mathematics Leadership Network (UMLN)
- Women and Mathematics Education (WME)

Student Recognition Certificate

NCSM provides certificates as a means for honoring students who excel in the study of mathematics. All public, parochial, and private schools, colleges, and universities that have at least one NCSM member in the area are eligible to participate. The number of awards should not exceed two per year per school. Pick up certificates at the registration booth. More information about these certificates is available at www.mathedleadership.org.

Conference Feedback

A Conference Feedback Survey is in your Conference Bag. Your opinions will be helpful to the planners of the NCSM Annual Conference in San Diego, April 19–21, 2010.

Lost and Found

If you find an article you suspect belongs to someone attending the NCSM Conference, please bring it to the NCSM registration booth in Hall B. Articles will be held until 10:30 AM on Wednesday. Remaining items will then be turned over to the Convention Center.

NCTM Bookstore

The NCTM Bookstore is open to all NCSM registrants on Wednesday, April 22, from 10:00 AM to 5:00 PM at Western Registration in the Walter E. Washington Convention Center. NCSM registrants wearing their NCSM Conference name badges will receive a 25% discount off purchases made that day.

Local Attractions & Restaurants

You will find information about local attractions and restaurants in your hotels. Specific directions may be obtained from the hotel concierges.

2009 Conference Schedule Overview

All Sessions and Events are held in the Walter E. Washington Convention Center
Street Level 1: meeting rooms 140–154 and Hall B: below Street Level 1 meeting rooms

Date and Time	Event	Location
Monday, April 20		
6:45 am–5:00 pm	*Advance & On-site Registration*	**Hall B**
7:00 am–7:30 am	**Complimentary Hot Coffee & Tea – Kaplan K12 Learning Services**	**146 ABC Concourse**
7:30 am–9:00 am	**Opening Session & Keynote**	**146 ABC**
9:30 am–10:30 am	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
9:30 am–11:30 am	Double Sessions	**Street Level 1**
10:45 am–11:45 am	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
11:00 am–5:00 pm	*Sponsor Displays*	**Hall B**
11:30 am–12:45 pm	**Box Lunch - Didax** *(ticket required)*	**Hall B**
12:45 pm–1:00 pm	**Box Lunch Wait-List** *(wait-list ticket required - first come/first served)*	**Hall B**
12:00 pm–2:00 pm	Double Sessions	**Street Level 1**
12:15 pm–1:15 pm	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
1:30 pm–2:30 pm	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
2:30 pm–4:30 pm	Double Sessions	**Street Level 1**
2:45 pm–3:45 pm	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
4:00 pm–5:00 pm	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
5:15 pm–6:45 pm	**Regional Leadership Team Meeting** *(by invitation only)*	**151B**
Tuesday, April 21		
6:45 am–12:15 pm	*Advance & On-site Registration*	**Hall B**
7:00 am–7:45 am	**Breakfast - Tom Snyder Productions /Scholastic, Inc.** *(ticket required)*	**Hall B**
7:45 am–8:30 am	**NCSM Business Meeting, State of the Organization, and Sponsor Recognition**	**Hall B**
8:30 am–12:15 pm	*Sponsor Displays*	**Hall B**
8:45 am–9:45 am	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
8:45 am–10:15 am	Extended Sessions	**Street Level 1**
10:15 am–11:15 am	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
10:30 am–12:00 pm	Extended Sessions	**Street Level 1**
12:15 pm–2:15 pm	**Luncheon - Texas Instruments** *(ticket required)*	**Hall B**
2:15 pm–4:00 pm	*Sponsor Displays*	**Hall B**
2:15 pm–5:00 pm	*Advance & On-site Registration*	**Hall B**
2:30 pm–3:30 pm	Major and Regular Sessions & Commercial Sessions	**Street Level 1**
2:30 pm–4:00 pm	Extended Sessions	**Street Level 1**
4:00 pm–5:30 pm	**Caucus Meetings – Refreshments from Kaplan K12 Learning Services, GeoLeg Geometry, & Pearson**	**Street Level 1**
5:45 pm–7:00 pm	**Reception - Pearson** *(ticket required)*	**Hall B**
Wednesday, April 22		
7:30 am–10:30 am	*Advance & On-site Registration*	**Hall B**
7:00 am–7:45 am	**Breakfast - America's Choice** *(ticket required)*	**Hall B**
8:00 am–9:00 am	Major and Regular Sessions	**Street Level 1**
8:00 am–9:30 am	Extended Sessions	**Street Level 1**
9:15 am–10:15 am	Major and Regular Sessions	**Street Level 1**
10:00 am–11:30 am	Extended Sessions	**Street Level 1**
10:30 am–11:30 am	Major and Regular Sessions	**Street Level 1**
12:00 pm–2:00 pm	**Luncheon - CASIO America, Inc. & Houghton Mifflin Harcourt** *(ticket required)*	**Hall B**
2:30 pm–4:00 pm	Special Interest Group Meetings	**Street Level 1**

Note: Commercial Sessions = Sponsor Showcases & Technology Showcases

Monday Program

All sessions and events are located in the Walter E. Washington Convention Center.

Hot Coffee and Tea – compliments of Kaplan K12 Learning Services (*ticket not required*)

Opening Session

Keynote Address

Session Types:
- First Timer's Session
- Major Sessions
- Regular Sessions
- Double Sessions

Commercial Sessions:
- Sponsor Showcases
- Technology Showcases

Ticketed Events:
- Box Lunch – Sponsored by Didax (*ticket required*)

Regional Leadership Teams Meeting (*invited teams only*)

Sponsor Displays
Hall B: 11:00 am – 5:00 pm

Registration
Hall B: 6:45 am – 5:00 pm

Use the **Conference Planner** on page 107 to outline your daily schedule.

Wear your NCSM **Conference Name Badge** to gain entrance to sessions, ticketed events, and the sponsor display area.

Follow **Fire Code** standards in Sessions: no standing, no sitting on the floor, no moving of chairs from another room.

Program Summary Information
for Monday, April 20, 2009

See page 7 for Conference Strand descriptions.

Monday Summary

7:00–7:30: Hot Coffee and Tea (no ticket required), compliments of Kaplan K12 Learning Services, 146ABC Concourse
7:30–8:00: Session 1, Opening Session, Steve Robinson, Timothy Kanold, Terri Belcher, Susan Beal, 146 ABC
8:00–9:00: Session 2, Keynote Address, Kati Haycock, 146ABC

	140AB	143AB	143C	144A	144BC	145A
9:30	**Session 19** Middle (6–8), Strand 1 ***Gross,*** *A Professional Development Institute for Administrators for Improving Mathematics Learning for Students with Disabilities*	**Session 5** General, Strand 6 ***Campbel, Malkus,*** *The Impact of Elementary Mathematics Coaches on Student Achievement and Teachers*	**Session 6** General, Strand 7 ***Joyner, Mawhinney, Broadway,*** *Partners for Mathematics Learning*	**Session 7** General, Strand 4 ***Schmidt, Hall,*** *Accessibility and Assessment: What Is Universal Design and How Is It Used in Building Assessments?*	**Session 8** General, Strand 1 ***Russell, Bastable, Schifter***, *Early Algebra and Computational Fluency: How "Struggling" and "Advanced" Learners Learn about the Meaning of Operations*	**Session 4** General, First Timer's Session **Zimmer**, *What's It All About? An Orientation for Those New to the NCSM Annual Conference*
10:30						
10:45		**Session 29** Intermediate (3–5), Strand 4 ***Nesbitt, Messler,*** *Using Data Analysis to Support Conceptual Instruction and Improve Mathematics Scores on High Stakes Assessments*	**Session 22** General, Strand 7 ***Bradley, Kinzer,*** *Systems-Based District Leadership Teams: Creating a Culture for Mathematics Learning*	**Session 31** Middle (6–8), Strand 1 ***Bright,*** *Meeting the Needs of English Language Learners: What Mathematics Teachers Need to Know*	**Session 23** Secondary (9–12), Strand 7 ***Pomeroy, Watts,*** *Professional Learning Communities: Teachers and Administrators Working Collaboratively to Enhance Learning*	**Session 24** General, Strand 2 ***Griffin, Lavelle,*** *Video Study Groups: The Focus Is on Student Learning*
11:30						
11:45	**11:30**: Session 34, Box Lunch (ticket required 11:30–12:45; wait-list ticket required 12:45–1:00), sponsored by Didax, Hall B					
12:00	**Session 35** General, Strand 7 ***Mumme, Carroll,*** *Professional Development Practices that Support the Development of Teachers' Mathematical Knowledge for Teaching*					**Session 36** General, Strand 3 ***Bouck, Burrill,*** *Understanding Curriculum Coherence, Why it is Important, and Tools for Helping Districts Achieve It*
12:15		**Session 47** Middle (6–8), Strand 1 ***Woodward,*** *High Standards for Middle Students with Mathematics Difficulties*	**Session 42** General, Strand 2 ***Risley, Hogan,*** *Building Instructional Capacity: Mathematics Coaching in Aurora Public Schools*	**Session 49** Secondary (9–12), Strand 7 ***Gilbert, Gilbert,*** *Communities of Practice to Press Content Knowledge for Teaching Mathematics*	**Session 43** General, Strand 2 ***Boswell, Mitchell,*** *Knowing and Modeling PRIME Teaching and Learning Leadership!*	
1:15						
1:30		**Session 56** Intermediate (3–5), Strand 3 ***Jones, Silbey, Powell, Stephens,*** *Math Foundations: Focused Intervention for Long-Term Student Success*	**Session 57** Intermediate (3–5), Strand 2 ***Rowan,*** *Inquiry Groups: Leading Elementary Teachers and Children to See Mathematics as Thinking!*	**Session 62** College, Strand 2 ***Schrock, Gilliland,*** *Supervision of Student Teachers using PRIME Standards*	**Session 60** General, Strand 2 ***Gorman, Nikula,*** *Resources and Strategies for Building a Strong Mathematical Focus into the Lesson Study Practice of New and Experienced Teams*	
2:00						
2:30						

11:00: Exhibit Hall Open

Monday Summary

	140AB	143AB	143C	144A	144BC	145A	
2:30	**Session 68** Middle (6–8), Strand 6 ***Kriegler, Raff,*** *Who Should Take Algebra in 8th Grade?... and What To Do If Student's Aren't Ready*					**Session 69** Middle (6–8), Strand 1 ***Kinch,*** *Teaching Mathematics to English Learners—An English Language Development/ Mathematics Partnership*	**Exhibit Hall Open**
2:45		**Session 72** General, Strand 7 ***Paschal,*** *Designing a New Teacher Induction Program for Mathematics Teachers*	**Session 73** General, Strand 3 ***Hart, Spitzli,*** *Enacting New Mandatory State Guidelines for K-12 Mathematics by Connecting Curriculum, Instruction, Assessment, Research, and Professional Learning*	**Session 79** Intermediate (3–5), Strand 3 ***Jenoure, Emond,*** *Integration of Mathematics, Science, and Literacy*	**Session 74** General, Strand 1 ***Fulmore, Kanold,*** *Knowing and Modeling PRIME Equity Leadership!*		
3:45							
4:00		**Session 84** General, Strand 3 ***Forgione, Slover,*** *Providing an International Lens to Curriculum Leadership: Achieve's International Benchmarking Project*	**Session 85** General, Strand 1 ***Fielder,*** *Effective Classroom Practices that Bring ALL Students into the Mathematics Community!*	**Session 91** Middle (6–8), Strand 2 ***Girardi, Vaden,*** *Developing Leadership in Site-Based Coaches*	**Session 86** General, Strand 2 ***Martin, Sauer, O'Clair,*** *Developing Instructional Leadership in Mathematics: Accepting Responsibility for Every Student*		
4:30							
5:00							

5:15–6:45: Session 95, NCSM Regional Leadership Team Meeting (by invitation only), 151B

Monday Summary

7:00–7:30: Hot Coffee and Tea (no ticket required), compliments of Kaplan K12 Learning Services, 146ABC Concourse

7:30–8:00: Session 1, Opening Session, Steve Robinson, Timothy Kanold, Terri Belcher, Susan Beal, 146 ABC

8:00–9:00: Session 2, Keynote Address, Kati Haycock, 146ABC

	145B	146ABC	147A	147B	149AB	150A
9:30	**Session 20** Middle (6–8), Strand 7 ***Manon, McCarthy, Fernsler,*** *Lessons Learned: A Statewide Professional Learning Community Tackles the Problem of At-Risk Learners through Video-Based Action Research*	**Session 3: Major** Secondary (9–12) **Usiskin**, *Four Years From First-Year Algebra to Calculus Is Not Enough*	**Session 14: ETA Cuisenaire Sponsor Showcase** Intermediate (3–5) ***Gojak,*** *Paths to Problem Solving*	**Session 15: Agile Mind Technology Showcase** General, Technology Showcase ***Cook, Hull,*** *Using Technology for Student Success in 6-12 Mathematics*	**Session 16** General, Strand 7 ***Shaneyfelt, Miller,*** *Teacher Learning Through Observing Student Learning*	**Session 11** Intermediate (3–5), Strand 2 ***Silbey,*** *The Mathematics Coach: Promoting PRIME Teaching and Learning for All*
10:30						
10:45		**Session 21: Major** General ***Briars,*** *Intensification: A Comprehensive Approach for Under-Prepared Algebra Students*	**Session 32: CASIO Sponsor Showcase** General ***Mitchell,*** *Theory to Practice—A Supervisor's Mathematical Dream Come True*	**Session 33: Pearson Technology Showcase** General ***Jamison, Crawford,*** *Integrating Technology into Math Instruction to Measurably Improve Student Achievement*		**Session 25** General, Strand 2 ***Friedland, Hill, McMillen,*** *Beyond the Word Wall: Using Literacy Strategies in Mathematics Instruction*
11:30						
11:45	**11:30**: Session 34, Box Lunch (ticket required 11:30–12:45; wait-list ticket required 12:45–1:00), sponsored by Didax, Hall B					
12:00	**Session 37** General, Strand 2 ***Jacobs, Williams,*** *Partnerships that Work: Inclusion and Collaborative Team Teaching for Student Achievement*				**Session 38** General, Strand 2 ***Gibson, McHugh, Breitbach,*** *Supporting Teachers as They Use Effective Questioning Techniques to Engage All Learners*	
12:15		**Session 41: Major** General ***Greenes*** *Proportional Reasoning and Success with Algebra: The Incredible Hulk and The Shrunken Kids*	**Session 51: CORD Communications Sponsor Showcase** ***Maness,*** *Mathematics in Context—Pedagogy and Materials for Greater Secondary-Level Mathematics Success*	**Session 52: Carnegie Learning Technology Showcase** ***Bartle, Lewis,*** *Carnegie Learning Adaptive Math Solutions—Flexible, Research-Based Math Solutions for All Middle and High School Students*		**Session 44** General, Strand 7 ***Charles, Lobato,*** Essential Understandings *Book Series: "Professional Development Tools for Engaging Teachers with Mathematics, Grades 6-8"*
1:15						
1:30		**Session 53: Major** General **Hiebert,** Guaranteeing Improved Classroom Teaching in 20 Years: What Should We Do Tomorrow?	**Session 63: Texas Instruments Sponsor Showcase** General ***Gasque,*** *Use the TI-Nspire to Engage Students and Explore Multiple Representations of Algebraic and Geometric Concepts*	**Session 64** General, Technology Showcase ***Jackiw,*** *Key Curriculum Press Technology Showcase: A Sneak-Preview of Sketchpad Version 5*		**Session 58** Intermediate (3–5), Strand 6 ***Columba,*** *Teaching and Learning Basic Facts Using Online Tools*
2:00						
2:30						

11:00: Exhibit Hall Open

Monday Summary

	145B	146ABC	147A	147B	149AB	150A	
2:30	**Session 67** Intermediate (3–5), Strand 7 ***Fierle, Murawski,*** *Leading Professional Learning Communities: Key Ingredients to Developing Mathematical Understanding*				**Session 65** General, Strand 4 ***Clarke, Downton, Roche, Knight,*** *The One-on-One Assessment Interview: A Powerful Tool for Teacher Professional Development*		**Exhibit Hall Open**
2:45		**Session 71: Major** General ***Weiss, Heck,*** *Addressing Challenges in Designing and Implementing Teacher Professional Development Programs: Drawing on the Evidence*	**Session 81: Pearson Sponsor Showcase** General ***Rogers,*** *Power Up with Scott Foresman—Addison Wesley enVisionMATH*	**Session 82: Pearson Technology Showcase** General ***House,*** *Improving Student Success Through Better Engagement—Math XL for School*		**Session 80** Secondary (9–12), Strand 5 ***Osthus,*** *Using a Computer Algebra System to Provide Equal Access to Algebra for All Students*	
3:45							
4:00		**Session 83: Major** General ***Etuk,*** *Educational Gaming—A Trend Line to the Future*	**Session 93: Key Curriculum Press Sponsor Showcase** General ***Boaler,*** *Beautiful Mathematics—How Successful Approaches Change Students' Lives*	**Session 94: CASIO Technology Showcase** General ***Nevels,*** *Experience the NEW Functions and Interface of CASIO's fx- ES Plus Scientific Calculators*		**Session 87** General, Strand 1 ***Olson, Okazaki, Olson,*** *An Examination of Gender Differences in Language Used by Parents and Children Working on Mathematical Tasks*	
4:30							
5:00							

5:15–6:45: Session 95, NCSM Regional Leadership Team Meeting (by invitation only), 151B

Monday Summary

7:00–7:30: Hot Coffee and Tea (no ticket required), compliments of Kaplan K12 Learning Services, 146ABC Concourse
7:30–8:00: Session 1, Opening Session, Steve Robinson, Timothy Kanold, Terri Belcher, Susan Beal, 146 ABC
8:00–9:00: Session 2, Keynote Address, Kati Haycock, 146ABC

	150B	151A	151B	152A	152B	154AB
9:30	**Session 13** College, Strand 5 ***Caniglia,*** *Inspiring Technology Integration: The Case of TI Nspire*	**Session 10** Primary (PK–2), Strand 4 ***Ginsburg, Chiong,*** *Using Formative Assessment Data to Build Student Profiles and Make Links to Instruction*	**Session 17** Primary (PK–2), Strand 2 ***Tickle,*** *Developing Number Sense and Mental Strategies in All Students through a Deep Understanding of Place Value*	**Session 9** General, Strand 2 ***Bradsby, Leinwand,*** *A Collaborative Discussion with NCSM Past Presidents about Improving Classroom Mathematics Instruction*	**Session 12** Secondary (9–12), Strand 7 ***Burrill,*** *Developing an Understanding of Teaching by Doing Mathematics*	**Session 18** Primary (PK–2), Strand 2 ***Hollister, Storeygard, Murray,*** *Supporting the Development of Computational Fluency: Examining Classroom Practice Using Video and Cases*
10:30						
10:45	**Session 26** General, Strand 1 ***Terman, Guzman,*** *Leadership for Equity in Mathematics Education: Why It Matters and What to Do About It*	**Session 27** General, Strand 7 ***Rathmell, Otto, Lubinski,*** Essential Understandings *NCTM Book Series: "Multiplication and Division, Grades 3–5," Prof. Dev. Tools for Engaging Teachers with Mathematics*		**Session 28** General, Strand 7 ***Felux,*** *Partnering with School Principals to Improve Mathematics Instruction*	**Session 30** Intermediate (3–5), Strand 3 ***Irons,*** *Professional Development Strategies to Promote Change in the Teaching of Computation*	
11:30						
11:45	**11:30**: Session 34, Box Lunch (ticket required 11:30–12:45; wait-list ticket required 12:45–1:00), sponsored by Didax, Hall B					
12:00			**Session 39** General, Strand 1 ***Engblom-Bradley, Barta, Silverman,*** *Ethnomathematics Solutions to Equity: North American Study Group of Ethnomathematics (NASGEm) Panel*			**Session 40** General, Strand 3 ***Horowitz, Park, Harvey,*** *Engaging Parents in Mathematical Thinking: Parent Workshops to Support Successful District-Wide Curriculum Implementation*
12:15	**Session 46** Intermediate (3–5), Strand 2 ***Moynihan,*** *Priming Principals as Partners: Using Mathematical Vocabulary as the Pump*	**Session 50** Secondary (9–12), Strand 1 ***Roane,*** *Too Little, Too Late? One District's Approach to the Promise and Challenges of High School Mathematics ELLs*		**Session 48** Middle (6–8), Strand 3 ***Sheffield,*** *Adding Depth and Complexity to the Middle Grades Mathematics Curriculum*	**Session 45** General, Strand 4 ***Wilson, Gilliland, Brown, Brown,*** *Lessons from the Field: Evaluating Large-Scale Assessments*	
1:15						
1:30	**Session 61** Secondary (9–12), Strand 7 ***Wilson, Lloyd, Beckmann, Cooney,*** Essential Understandings *Book Series: "Professional Development Tools for Engaging Teachers with Mathematics, Grades 9–12"*	**Session 59** Middle (6–8), Strand 7 ***Lin, Teszeri,*** *Making Connections—A Mathematics Transitions Project*		**Session 55** Primary (PK–2), Strand 4 ***Pfeiffer, Kelly,*** *Comprehensive Assessment in the Primary Grades: Screening K-2 Students for Focused, Purposeful Instruction and Intervention*	**Session 54** General, Strand 1 **Herrelko,** Four Steps that Help You Differentiate Your Mathematics Lesson Plans	
2:00						
2:30						

11:00: Exhibit Hall Open

Monday Summary

	150B	151A	151B	152A	152B	154AB	
2:30			**Session 66** General, Strand 7 ***Burgess,*** *Supporting Teacher Leaders as They Engage Their Colleagues in the Lesson Study Process*			**Session 70** Secondary (9–12), Strand 5 ***Butler,*** *Six of the Best: Favorite Technology Skills that Teachers Love Learning About*	**Exhibit Hall Open**
2:45	**Session 75** General, Strand 3 ***Mark, Zeringue, Schwinden,*** *Leading Curriculum Selection as an Opportunity for Improving Mathematics Learning*	**Session 76** General, Strand 6 ***Drickey,*** *Research on Professional Development Practices Outside of the U.S.: What Can We Learn from Others?*		**Session 77** General, Strand 1 ***Barnes, Vohrer,*** *Of PRIME Concern: Unpacking the Equity Principle*	**Session 78** General, Strand 6 ***Reed, Goldsmith,*** *What do Principals Need to Know to Support NSF-Funded Mathematics Curricula?*		
3:45							
4:00	**Session 88** General, Strand 4 ***Fossum, Mooney, Schefelker,*** *From Compliance to Commitment: Implementing a District-Wide Portfolio Initiative*	**Session 89** General, Strand 3 ***Watson,*** *Digging Deeper for Systemic Alignment and Improved Mathematics Instruction*		**Session 92** Secondary (9–12), Strand 5 ***Austin,*** *Leading the Way in Implementing Technology in Mathematics Education: Introduction to Teaching with the TI-Nspire Handhelds*	**Session 90** Intermediate (3–5), Strand 2 ***Collins,*** *How Urban Districts Have Achieved Sustainability in Improving Mathematics Teaching and Learning*		
4:30							
5:00							

5:15–6:45: Session 95, NCSM Regional Leadership Team Meeting (by invitation only), 151B

Monday Sessions by Strand

Strand 1. Equity Leadership		
Session	Room	Time
8	144BC	9:30–10:30
19	140AB	9:30–11:30
26	150B	10:45–11:45
31	144A	10:45–11:45
39	151B	12:00–2:00
47	143AB	12:15–1:15
50	151A	12:15–1:15
54	152B	1:30–2:30
69	145A	2:30–4:30
74	150A	2:45–3:45
77	152A	2:45–3:45
85	143C	4:00–5:00
87	150A	4:00–5:00

Strand 2. Teaching and Learning Leadership		
Session	Room	Time
9	152A	9:30–10:30
11	150A	9:30–10:30
17	151B	9:30–11:30
18	154AB	9:30–11:30
24	145A	10:45–11:45
25	150A	10:45–11:45
37	145B	12:00–2:00
38	149AB	12:00–2:00
42	143C	12:15–1:15
43	144BC	12:15–1:15
46	150B	12:15–1:15
57	143C	1:30–2:30
60	144BC	1:30–2:30
62	144A	1:30–2:30
86	144BC	4:00–5:00
90	152B	4:00–5:00
91	144A	4:00–5:00

Strand 3. Curriculum Leadership		
Session	Room	Time
30	152B	10:45–11:45
36	145A	12:00–2:00
40	154AB	12:00–2:00
48	152A	12:15–1:15
56	143AB	1:30–2:30
73	143C	2:45–3:45
75	150B	2:45–3:45
79	144A	2:45–3:45
84	143AB	4:00–5:00
89	151A	4:00–5:00

Strand 4. Assessment Leadership		
Session	Room	Time
7	144A	9:30–10:30
10	151A	9:30–10:30
29	143AB	10:45–11:45
45	152B	12:15–1:15
55	152A	1:30–2:30
65	149AB	2:30–4:30
88	150B	4:00–5:00

Strand 5. Technology Leadership		
Session	Room	Time
13	150B	9:30–10:30
70	154AB	2:30–4:30
80	150A	2:45–3:45
92	152A	4:00–5:00

Strand 6. Leadership Connecting Research & Practice		
Session	Room	Time
5	143AB	9:30–10:30
58	150A	1:30–2:30
68	140AB	2:30–4:30
76	151A	2:45–3:45
78	152B	2:45–3:45

Strand 7. Leading with Professional Learning		
Session	Room	Time
6	143C	9:30–10:30
12	152B	9:30–10:30
16	149AB	9:30–11:30
20	145B	9:30–11:30
22	143C	10:45–11:45
23	144BC	10:45–11:45
27	151A	10:45–11:45
28	152A	10:45–11:45
35	140AB	12:00–2:00
44	150A	12:15–1:15
49	144A	12:15–1:15
59	151A	1:30–2:30
61	150B	1:30–2:30
66	151B	2:30–4:30
67	145B	2:30–4:30
72	143AB	2:45–3:45

Attend your Regional Caucus Session. See page 58.

Support the Iris Carl Mathematics Leadership Fund. See page 51.

Monday Hot Coffee and Tea

Compliments of Kaplan K12 Learning Services

7:00– 7:30 AM **146 ABC Concourse** ***(ticket not required)***

Kaplan K12 Learning Services partners with schools and districts to measurably propel student achievement. Each year districts from across the country engage Kaplan K12 in a collaborative effort to support their students through programs that help build mathematics proficiency, increase reading success, meet and exceed state standards, improve college admission rates, and amplify teaching and learning.

Visit Kaplan K12 Learning Services at Booth # 1 in Hall B or at www.KaplanK12.com

Opening Session (7:30–8:00)

Session 1 **146 ABC**

Welcome to the 41st NCSM Annual Conference!

Steve Robinson, Special Advisor to the Secretary, U.S. Department of Education

Steve Robinson recently joined the Department of Education as a Special Advisor to Secretary Arne Duncan. Prior to joining the Department, Robinson served as the Legislative Assistant for education in the office of then-Senator Barack Obama, advised on policy development during the presidential campaign, and worked on education issues with the Obama-Biden Presidential Transition Team.

Steve first joined the office of Senator Obama in July 2005, supported as a fellow through the Albert Einstein Distinguished Educator Fellowship Program. During his time as a Senate staffer, he also served as a mentor for students in DCPS, as a reading tutor for elementary grade students and as a math tutor with middle school students.

Prior to joining Senator Obama's office, Steve was a high school science teacher in Eugene, Oregon. He grew up in the suburbs of Chicago, earned a degree in Biology at Princeton University, and then a Ph.D. at University of Michigan. On the Biology faculty at the University of Mass., he headed a laboratory and mentored PhD students.

NCSM President Timothy D. Kanold will provide a brief insight into the PRIME Leadership Framework and how it may be implemented by leaders in mathematics education. Executive Director Terri K. Belcher will showcase NCSM's new Web presence. Program Chair Susan Beal will provide an introduction to the Conference program.

Timothy D. Kanold
NCSM President

Terri K. Belcher
NCSM Executive Director

Susan Beal
NCSM First Vice President and Program Chair

Keynote Address (8:00–9:00)

Session 2 **146 ABC**

Improving Achievement and Closing the Gaps Between Groups: Lessons from Schools and Districts on the Performance Frontier

An overview of achievement trends at the national and state levels will focus particular attention on mathematics, and on opportunity and achievement gaps that separate different groups of students. Lessons from schools and districts that are tackling those problems head on and getting better results will be shared.

Kati Haycock, President, The Education Trust, Washington, DC

Presider: Susan Beal, NCSM Program Chair, Chicago, IL

Kati Haycock is one of the nation's leading child advocates in the field of Education. She currently serves as President of The Education Trust. Established in 1990, the Trust does what no other Washington-based education organization seeks to do: speaks up for what's right for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to urban school districts and universities that want to work together to improve student achievement, kindergarten through college.

Before coming to The Education Trust, Haycock served as Executive Vice President of the Children's Defense Fund, the nation's largest child advocacy organization. A native Californian, Haycock founded and served as President of The Achievement Council, a statewide organization that provides assistance to teachers and principals in predominantly minority schools in improving student achievement. Before that, she served as Director of the Outreach and Student Affirmative Action programs for the nine-campus University of California system.

Turn in event admission tickets you do not plan to use at the Registration Desk or near room 151.

Monday 9:30–10:30

Session 3: Major Session

Secondary (9–12) **146ABC**

Four Years From First-Year Algebra to Calculus Is Not Enough

Many of our best students take algebra in eighth grade and calculus in 12th grade. Because of their success, we expect other students to go from algebra to calculus in four years. I argue that this is an unrealistic expectation with a rich standards-based curriculum.

Zalman Usiskin, The University of Chicago, Chicago, IL

Presider: Steve Viktora, NCSM Central Region 1 Director, Winnetka, IL

Zalman Usiskin is professor emeritus of education at the University of Chicago, where he was a faculty member from 1969 through 2007. He remains the overall director of the University of Chicago School Mathematics Project (UCSMP), a position he has held since 1987.

His research has focused on the teaching and learning of arithmetic, algebra, and geometry. Usiskin has authored or co-authored over 150 articles and other papers on mathematics and mathematics education, dozens of books and book-length research monographs, including textbooks for each of grades 6 through 12. In developing these books, he has taught mathematics in nine different secondary schools.

Usiskin served as Vice-President of NCSM (1983-1984). He received the Glenn Gilbert National Leadership Award from NCSM in 1994 and a Lifetime Achievement Award from NCTM in 2001.

Session 4

General **First Timer's Session** **145A**

What's It All About? An Orientation for Those New to the NCSM Annual Conference

This session is for those who are new to NCSM Conferencing. Participants will network with others, overview the structure of the conference, explore the different conference options, set personal priorities and goals, and work on a personal plan of what to do and where to go during the sessions.

Janie Zimmer, Research-Based Education, Reading, PA

Submit articles for the NCSM Newsletter. See page 87.

Session 5

General **Strand 6** **143AB**

The Impact of Elementary Mathematics Coaches on Student Achievement and Teachers

A three-year, randomized control study examined the impact of elementary mathematics coaches on student achievement, teacher beliefs, and teacher involvement in professional development. This session will share findings, including impact on student achievement at the school and classroom levels. The work coaches engaged in and policy implications will be discussed.

Patricia Campbell, University of Maryland, College Park, MD
Nathaniel Malkus, University of Maryland, College Park, MD

Session 6

General **Strand 7** **143C**

Partners for Mathematics Learning

Partners, a professional development model, is a statewide MSP project involving a cadre of educators who came together from different projects to become a "community of leaders." Teachers, in almost half of North Carolina's school districts, will benefit from multiple days of professional development created and delivered through the project.

Jeane Joyner, Meredith College, Raleigh, NC
Katherine Mawhinney, Appalachian State University, Boone, NC
Everly Broadway, North Carolina Department of Public Instruction, Raleigh, NC

Session 7

General **Strand 4** **144A**

Accessibility and Assessment: What Is Universal Design and How Is It Used in Building Assessments?

What does it mean to make an assessment accessible and how is it done? This session focuses on Universal Design techniques as they apply to building and designing state and classroom mathematics assessments. Learn how assessment companies make assessments accessible, with tips you can use within your own classroom!

Mary Lou Schmidt, CTB/McGraw-Hill, Monterey, CA
Teresa Hall, CTB/McGraw-Hill, Monterey, CA

Session 8

General **Strand 1** **144BC**

Early Algebra and Computational Fluency: How "Struggling" and "Advanced" Learners Learn about the Meaning of Operations

How does work in early algebra support computational fluency? We will present cases of teachers who engage students deeply in the meaning of operations, both supporting struggling learners and enhancing the learning of students who need additional challenge. We will describe characteristics of teacher practices that support this work.

Susan Jo Russell, TERC, Cambridge, MA
Virginia Bastable, Mt. Holyoke College, South Hadley, MA
Deborah Schifter, Education Development Center, Newton, MA

Monday 9:30-10:30 (Regular continued)

Session 9

General **Strand 2** **152A**

A Collaborative Discussion with NCSM Past Presidents about Improving Classroom Mathematics Instruction

Building from the PRIME Leadership Standard for Teaching and Learning Leadership, this session will blend small group discussion and large group sharing to address strategies for improving the quality of classroom mathematics instruction. An experienced group of NCSM Past Presidents will facilitate discussions and model the process of collaborative discussion.

Larry Bradsby, NCSM Past President, Lakewood, CO
Steve Leinwand, NCSM Past President, Washington, DC

Session 10

Primary (PK–2) **Strand 4** **151A**

Using Formative Assessment Data to Build Student Profiles and Make Links to Instruction

Understand the features of effective formative assessment and different techniques, particularly flexible interviewing. Hear about findings from an Institute of Education Sciences (IES)-funded longitudinal study of a handheld-based formative assessment, and the diagnostic student profiles emerging from this research. Linking research to practice, learn how educators can use diagnostic profiles to tailor instructional experiences.

Herbert Ginsburg, Teachers College Columbia University, New York, NY
Cynthia Chiong, Wireless Generation, Inc., Brooklyn, NY

Session 11

Intermediate (3–5) **Strand 2** **150A**

The Mathematics Coach: Promoting PRIME Teaching and Learning for All

Mathematics coaches ensure that all students have meaningful, high-quality mathematics instruction. In this interactive session, learn how a mathematics coach uses in-class demonstration lessons using the lesson observation form. This, along with weekly grade-level planning meetings, gives teachers the critical professional development they need. The extensive handout includes implementation tools.

Robyn Silbey, Montgomery County Public Schools, Gaithersburg, MD

Session 12

Secondary (9–12) **Strand 7** **152B**

Developing an Understanding of Teaching by Doing Mathematics

Well chosen mathematics problems can provide opportunities for secondary teachers to think about framing mathematical objectives, strategies for managing discussion, different approaches to the mathematics, misconceptions, evidence of student understanding, and formative assessment, as well as revisiting and deepening fundamental concepts from algebra, geometry and statistics.

Gail Burrill, Michigan State University, East Lansing, MI

Session 13

College **Strand 5** **150B**

Inspiring Technology Integration: The Case of TI Nspire

The Integrated Technology Adoption and Diffusion Model by Sherry and colleagues describes a learning and adoption model for technology integration. During this session problems and examples using the TI Nspire will outline the process where teachers move from learners to leaders.

Joanne Caniglia, Kent State University, Kent, OH

Session 14: ETA Cuisenaire Sponsor Showcase

Intermediate (3–5) **147A**

Paths to Problem Solving

Linda Gojak, NCSM Past President, John Carroll University, University Heights, OH

Look at a new problem solving program that supports the teacher's role of helping students to develop and use multiple strategies. Find out about ways to support teachers as solving rich problems becomes a critical part of their mathematics curriculum.

Session 15: Agile Mind Technology Showcase

General **147B**

Using Technology for Student Success in 6-12 Mathematics

Kathi Cook, University of Texas Dana Center, Austin, TX

Susan Hudson Hull, University of Texas Dana Center, Austin, TX

The Dana Center and Agile Mind have partnered to develop an online teaching tool that allows teachers to guide students through interactive experiences in mathematics while delivering rigorous course content and addressing issues of student motivation and engagement. Participants will experience the tool through hands-on activities.

Monday 9:30–11:30 (Double)

Session 16

General **Strand 7** **149AB**

Teacher Learning Through Observing Student Learning

Participate in activities designed to enhance educators' powers of observation of student learning through looking at the artifacts from a summer Learning Laboratory experience.

Samuel Shaneyfelt, Allegheny Intermediate Unit, Homestead, PA
Andrea Miller, Allegheny Intermediate Unit, Homestead, PA

Session 17

Primary (PK–2) **Strand 2** **151B**

Developing Number Sense and Mental Strategies in All Students through a Deep Understanding of Place Value

This session is designed to show the importance of developing a deep understanding of the concept of place value at an early age, if all students are to develop strong number sense and efficient mental computation strategies.

Brian Tickle, Mathematics Education Consultant, Taree, New South Wales, Australia

Session 18

Primary (PK–2) **Strand 2** **154AB**

Supporting the Development of Computational Fluency: Examining Classroom Practice Using Video and Cases

We will consider how to use video and cases to help teachers examine the decisions and moves they make as they work with their students on developing computational fluency.

Arusha Hollister, Education Research Collaborative, TERC, Cambridge, MA
Judith Storeygard, TERC, Cambridge, MA
Megan Murray, TERC, Cambridge, MA

Session 19

Middle (6–8) **Strand 1** **140AB**

A Professional Development Institute for Administrators for Improving Mathematics Learning for Students with Disabilities

Improving mathematics learning for students with disabilities requires the leadership and support of administrators including principals, mathematics leaders, and special education leaders. Learn about ways to conduct a professional development institute for administrative teams. Experience sample activities, including case discussions, video, structured planning sessions and tools for your district.

Fred Gross, Education Development Center, Newton, MA

Session 20

Middle (6–8) **Strand 7** **145B**

Lessons Learned: A Statewide Professional Learning Community Tackles the Problem of At-Risk Learners through Video-Based Action Research

Over the past five years, cohorts of middle and high school mathematics teachers from Delaware districts have studied strategies to promote success for students at risk of failure in secondary mathematics. In this session, with help from participants, we will present lessons learned using video vignettes and summary materials.

Jon Manon, University of Delaware, Newark, DE
Janice McCarthy, University of Delaware, Newark, DE
Thomas Fernsler, University of Delaware, Newark, DE

Monday 10:45–11:45

Session 21: Major Session

General **146ABC**

Intensification: A Comprehensive Approach for Under-Prepared Algebra Students

Diane J. Briars, NCSM President-Elect, Pittsburgh, PA

One of our greatest challenges as mathematics education leaders is ensuring the success of students who enter high school behind in mathematics. This session describes a comprehensive program that strategically blends effective, existing approaches, and teaching materials with research-informed strategies to increase the performance of under-prepared ninth-grade algebra students.

Presider: Laurie Boswell, NCSM Eastern Region 1 Director, Lyndonville, VT

Diane J. Briars, President-Elect of NCSM, is a mathematics education consultant and Co-Director of the Algebra Intensification Project, a joint venture of the Learning Science Research Institute, University of Illinois at Chicago and the Dana Center, University of Texas at Austin.

Briars was Mathematics Director for the Pittsburgh Public Schools. Under her leadership, the Pittsburgh Schools increased student achievement through standards-based curricula, instruction, and assessment. She has served as a member of many national committees, including the National Commission on Mathematics and Science Teaching for the 21st Century, headed by Senator John Glenn, and in leadership roles for national organizations, including the National Council of Teachers of Mathematics, the College Board, and the National Science Foundation.

Monday 10:45-11:45 (Regular continued)

Session 22

General **Strand 7** **143C**

Systems-Based District Leadership Teams: Creating a Culture for Mathematics Learning

How does a district leadership team cultivate a culture for mathematics learning? We will share a systems-based leadership model enacted in New Mexico school districts. Specifically, we will share the "nuts and bolts" of how a committed group of professionals created a mathematics program focused on student learning.

Janice Bradley, New Mexico State University, Las Cruces, NM
Cathy Kinzer, New Mexico State University, Las Cruces, NM

Session 23

Secondary (9–12) **Strand 7** **144BC**

Professional Learning Communities: Teachers and Administrators Working Collaboratively to Enhance Learning

Project Directors from two West Virginia Mathematics Science Partnership Grants will share their journey in designing and implementing professional learning communities to provide professional development to enhance student learning in high-need rural schools. Participants will be actively involved as video and student work, and portfolios are integrated into the presentation.

Judy Pomeroy, Regional Education Service Agency IV, Summersville, WV
Kelly Watts, Regional Education Service Agency II, Huntington, WV

Session 24

General **Strand 2** **145A**

Video Study Groups: The Focus Is on Student Learning

Video of students at work in each teacher's classroom serves as an effective way to launch professional discussions about student interactions, questions, and responses to instruction. In this session, we will share lessons learned as well as protocols and sample video from our experience as facilitators of video study groups.

Linda Griffin, Northwest Regional Educational Laboratory, Portland, OR
Lisa Lavelle, Northwest Regional Educational Laboratory, Portland, OR

Session 25

General **Strand 2** **150A**

Beyond the Word Wall: Using Literacy Strategies in Mathematics Instruction

Although integrating literacy strategies into mathematics instruction facilitates student learning, mathematics teachers are often reluctant to use them. This research-based session examines the reasons for the resistance, which strategies in-service teachers are/might be more likely to use, and ways to support teachers to increase their use of literacy strategies.

Ellen Friedland, Buffalo State College, Buffalo, NY
Pixita del Prado Hill, Buffalo State College, Buffalo, NY
Susan McMillen, Buffalo State College, Buffalo, NY

Session 26

General **Strand 1** **150B**

Leadership for Equity in Mathematics Education: Why It Matters and What to Do About It

Why is it important to address equity in mathematics professional learning experiences for teachers and how can this be done in meaningful and productive ways? Engage in activities and strategies used successfully to promote teacher leadership and increase teachers' understanding and ability to address issues of access and equity.

Nancy Terman, University of California, Santa Barbara, CA
Maria Guzman, Oxnard Union High School District, Oxnard, CA

Session 27

General **Strand 7** **151A**

Essential Understandings NCTM Book Series: "Multiplication and Division, Grades 3–5," Professional Development Tools for Engaging Teachers with Mathematics

An NCTM content series for teachers, *Essential Understandings* focuses on grade-band-specific topics that are mathematically important, difficult to understand, and challenging to teach. This session will provide an overview of the books planned for grades 3-5, and the first book, "Multiplication and Division," will be discussed.

Edward Rathmell, University of Northern Iowa, Cedar Falls, IA
Al Otto, Retired, Ellisville, MO
Cheryl Lubinski, Maplewood Richmond Heights School District, Richmond Heights, MO

Session 28

General **Strand 7** **152A**

Partnering with School Principals to Improve Mathematics Instruction

This session is for those who partner with school principals to lead and improve their school's mathematics program. Strategies and perspectives collected from experienced mathematics coaches, teacher leaders, and principals are used as contexts for participants to examine their role to support, educate, and collaborate with their principals.

Carolyn Felux, Math Solutions, Sausalito, CA

Session 29

Intermediate (3–5) **Strand 4** **143AB**

Using Data Analysis to Support Conceptual Instruction and Improve Mathematics Scores on High Stakes Assessments

School leaders must balance how much classroom time is given to improving standardized test scores while still maintaining the integrity of conceptual instruction. Participants will learn how an elementary mathematics administrator and an elementary mathematics district coordinator in Westport, Connecticut, addressed this challenge.

Anne Nesbitt, Westport Board of Education, Westport, CT
Elizabeth Messler, Westport Board of Education, Westport, CT

Monday 10:45-11:45 (Regular continued)

Session 30

Intermediate (3–5) **Strand 3** **152B**

Professional Development Strategies to Promote Change in the Teaching of Computation

This session will describe methods that have been used in other parts of the world to change the teaching of computation to focus on mental strategies before the development of paper and pencil methods. The speaker will focus on methods used in Australia.

James Burnett, ORIGO Education, Queensland, Australia

Session 31

Middle (6–8) **Strand 1** **144A**

Meeting the Needs of English Language Learners: What Mathematics Teachers Need to Know

Abundant folk wisdom informs the ways mathematics educators work with—or don't work with—English Language Learners in their middle school mathematics classrooms. With an explicit focus on social justice research, this session will highlight ways to help mathematics educators identify and remedy the myths that influence our professional practice.

Anita Bright, Fairfax County Public Schools, Falls Church, VA

Session 32: CASIO Sponsor Showcase

General **147A**

Theory to Practice—A Supervisor's Mathematical Dream Come True

James "Mitch" Mitchell, CASIO America, Dover, NJ

Assistant Principals for Instruction/Supervision, who also teach one class of mathematics, present strategies from theory to practice highlighting New York City Schools and their technology integration for high school mathematics (perspectives include pedagogy, effectiveness, technology transition, performance, usability, integration, and budgetary constraints). Door prizes will be given.

Session 33: Pearson Technology Showcase

General **147B**

Integrating Technology into Mathematics Instruction to Measurably Improve Student Achievement

Mark Jamison, Pearson, Grapevine, TX

Debbie Crawford, Pearson, Greenville, SC

How can schools effectively integrate technology into mathematics instruction to improve teacher effectiveness and student achievement? Learn practical strategies to help teachers integrate notebook computers, online instructional resources, assessment tools, and other technologies into daily teaching and learning to address state standards, engage students, and promote higher order thinking skills.

Nominations for 2010 NCSM Board positions are open. See page 84.

Monday Box Lunch

Session 34 **Sponsored by Didax** **Hall B**

11:30 AM – 12:45 PM *(ticket required)*

12:45 PM – 1:00 PM *(wait-list ticket required)*

The name Didax comes from the Greek *didaktikos*, meaning "to teach." For over thirty years, Didax has specialized in helping educators to address individual learning styles and diverse student needs. Tested by teachers, parents, and children each of their products is designed to meet a distinct educational need.

Visit Didax at Booth # 19 in Hall B or at www.didax.com.

Monday 12:00–2:00 (Double)

Session 35

General **Strand 7** **140AB**

Professional Development Practices that Support the Development of Teachers' Mathematical Knowledge for Teaching

Participants will consider a set of practices for purposeful orchestration of mathematical work in professional development. Video of teachers doing mathematics in professional development will be used as a tool to discuss how leaders might cultivate mathematically rich environments for teachers.

Judith Mumme, WestEd, Sheridan, MT
Cathy Carroll, WestEd, Redwood City, CA

Session 36

General **Strand 3** **145A**

Understanding Curriculum Coherence, Why it is Important, and Tools for Helping Districts Achieve It

National and international studies highlight the lack of coherence in the United States K-12 curricula. What contributes to this incoherence? What is a coherent curriculum? The session will consider strategies and share tools to help district teams analyze their intended, implemented, and achieved curriculum to improve learning for all students.

Mary Bouck, Michigan State University, East Lansing, MI
Gail Burrill, Michigan State University, East Lansing, MI

Session 37

General **Strand 2** **145B**

Partnerships that Work: Inclusion and Collaborative Team Teaching for Student Achievement

With the rise of inclusion in teaching students with special needs, more teachers are finding themselves in collaborative team teaching relationships. As team teachers of secondary mathematics in high needs schools, we will introduce and model strategies for creating effective long-term partnerships to increase achievement for all students.

Cristina Jacobs, NYC Department of Education, Brooklyn, NY
Katherine Williams, Kurt Hahn School, Brooklyn, NY

Session 38

General **Strand 2** **149AB**

Supporting Teachers as They Use Effective Questioning Techniques to Engage All Learners

What support structure is needed to help teachers engage all learners in the questioning and thinking process? Goal setting, lesson observation, collaboration, data-gathering techniques, and protocols will be shared during this interactive session. A video will be shown of how one teacher uses alternative response to engage all learners.

Lori Gibson, Bismarck Public Schools/Dickinson State University, Bismarck, ND
Mary McHugh, Wachter Middle School, Bismarck, ND
Kimberly Breitbach, Bismarck Public Schools, Bismarck, ND

Session 39

General **Strand 1** **151B**

Ethnomathematics Solutions to Equity: North American Study Group of Ethnomathematics (NASGEm) Panel

Fredrick Silverman will introduce supervisors in Ethnomathematics, with leadership in research, programs, ideas, and/or strategies help schools provide access and equity for all student. Their initiatives impact assessment, linguistic diversity, teaching strategies, professional development, mathematics content, and classroom management. Discussion follows on programs, strategies, and materials increasing achievement in NCLB (No Child Left Behind).

Claudette Engblom-Bradley, Mathematical Visions, Anchorage, AK
Jim Barta, Utah State University, Logan, UT
Frederick Silverman, University of Northern Colorado, Greely, CO

Session 40

General **Strand 3** **154AB**

Engaging Parents in Mathematical Thinking: Parent Workshops to Support Successful District-Wide Curriculum Implementation

Successful implementation of a K-5 mathematics curriculum requires parent understanding of its pedagogy and mathematical ideas. In this session, district, school, and family leaders share the structure of workshops designed to inform parents, deepen their understanding of elementary mathematics, and provide them with tools to support student learning.

Nancy Horowitz, Cambridge Public Schools, Holyoke, MA
Frederick Park, Cambridge Public Schools, Cambridge, MA
Shirley Harvey, Cambridgeport School, Cambridge, MA

Complete the Conference Feedback Survey and turn it in at the Registration Desk or at the Wednesday luncheon.

Monday 12:15–1:15

Session 41: Major Session

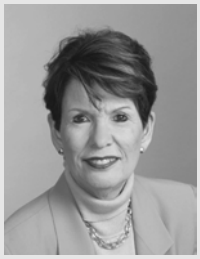
General **146ABC**

Proportional Reasoning and Success with Algebra: The Incredible Hulk and The Shrunken Kids

Carole Greenes, NCSM Past President, Arizona State University, Mesa, AZ

Proportional reasoning is fundamental to the successful study of algebra. There are numerous applications in the curriculum, beginning in Kindergarten, that are rich for development of this reasoning method. Understanding proportional reasoning and its applications, teachers will be better able to prepare students for algebra.

Presider: Donna Karsten, NCSM Canadian Region Director, Halifax, Nova Scotia, Canada



Carole Greenes is Dean of the School of Educational Innovation and Teacher Preparation, Director of the Center for the Practice, Research and Innovation in Mathematics Education, Professor of Mathematics Education at Arizona State University, and Principal Investigator of the NSF-funded "Prime the Pipeline Project (2008–2011)."

She is author or co-author of more than 300 books, programs, articles, and games focusing on problem solving, algebraic reasoning, the mathematical education of students, Pre-Kindergarten through Grade 12, and the updating of teachers.

Greenes is Past President of the National Council of Supervisors of Mathematics (2001–2003), a member of the Steering Committee for the NCTM Navigations Series, editor of the 5-monograph series for NCSM, editor of the NCTM 2007 Yearbook on *Algebra and Algebraic Thinking*, and a frequent speaker at national and international meetings of mathematicians and mathematics educators.

Session 42

General **Strand 2** **143C**

Building Instructional Capacity: Mathematics Coaching in Aurora Public Schools

Aurora Public Schools has been building a district-wide mathematics coaching model for more than six years. This session will provide an overview of the history, structures, successes, student results, and challenges of mathematics coaching in an urban school district.

Rachael Risley, Aurora Public Schools, Aurora, CO
Jim Hogan, Aurora Public Schools, Aurora, CO

Session 43

General **Strand 2** **144BC**

Knowing and Modeling PRIME Teaching and Learning Leadership!

This interactive session will provide the opportunity to develop understanding of the Teaching and Learning Principle leadership actions as described in PRIME. Participants will use self assessment tools to connect the Teaching and Learning Leadership actions into the context of their workplace. PRIME Teaching and Learning Toolkit materials will be provided.

Laurie Boswell, NCSM Regional Director E1, Monroe, NH
Suzanne Mitchell, NCSM Regional Director S2, Jacksonville, AR

Session 44

General **Strand 7** **150A**

Essential Understandings Book Series: "Professional Development Tools for Engaging Teachers with Mathematics, Grades 6-8"

An NCTM content series for teachers, *Essential Understandings* focuses on grade-band-specific topics that are mathematically important, difficult to understand, and challenging to teach. This session will provide an overview of the books planned for grades 6-8, and will discuss the first book in the series, "Ratio and Proportionality."

Randall Charles, San Jose State University, San Jose, CA
Joanne Lobato, San Diego State University, San Diego, CA

Session 45

General **Strand 4** **152B**

Lessons from the Field: Evaluating Large-Scale Assessments

The NCTM website has a tool for evaluating large-scale assessments. We will invite several guests who have used the tool for different purposes to join us in small group discussions and share what they have learned. Participants will be encouraged to plan how they could use the tool in their setting.

Linda Wilson, American Association for the Advancement of Science, Washington, DC
Kay Gilliland, Self-Employed, NCSM Past President, Oakland, CA
Michael Brown, Self-Employed, San Antonio, TX
Cathy Brown, Teachers Inspiring Problem Solvers, Redmond, OR

Session 46

Intermediate (3–5) **Strand 2** **150B**

Priming Principals as Partners: Using Mathematical Vocabulary as the Pump

From the perspective of former teacher, mathematics specialist, and now principal, session goals include outlining strategies to engage principals to support explicit use of vocabulary by identifying: "math power" words and ways to insure their meaningful use; how vocabulary can be a bridge rather than a barrier to conceptual understanding.

Christine Moynihan, Newton Public Schools, Newton, MA

Monday 12:15-1:15 (Regular continued)

Session 47

Middle (6–8) **Strand 1** **143AB**

High Standards for Middle Students with Mathematics Difficulties

This session will review recently conducted research on at-risk students and students with learning disabilities in standards-based classrooms in the intermediate and middle grades. The presenter will discuss the importance of curriculum modifications and instructional strategies, as well as specific discourse practices that support higher achievement and increased student participation.

John Woodward, University of Puget Sound, Tacoma, WA

Session 48

Middle (6–8) **Strand 3** **152A**

Adding Depth and Complexity to the Middle Grades Mathematics Curriculum

This session will focus on techniques for challenging advanced students while engaging students with diverse backgrounds. Participants will be actively involved in using proven teaching, learning, and questioning strategies to add depth and complexity to problems to enrich top students while giving access to important mathematics to all students.

Linda Sheffield, Northern Kentucky University – Emeritus, Highland Heights, KY

Session 49

Secondary (9–12) **Strand 7** **144A**

Communities of Practice to Press Content Knowledge for Teaching Mathematics

This session reports on a mathematics professional development project that reframes an educational system to move beyond district-wide initiatives that are only moderately effective at initiating change to a concerted, district-wide effort to rethink and restructure high school mathematics classrooms, and the roles of teachers and administrators.

Michael Gilbert, University of Hawaii, Honolulu, HI
Barbara Gilbert, University of Hawaii, Honolulu, HI

Session 50

Secondary (9–12) **Strand 1** **151A**

Too Little, Too Late? One District's Approach to the Promise and Challenges of High School Mathematics ELLs

English Language Learners in high school present unique challenges. The session will discuss one district's implementation of five strategies to increase mathematics achievement for these students: create benchmark assessments, utilize specific software applications, provide teachers with professional development activities, revise curriculum, and give course scheduling priority to ELLs.

Warren Roane, Humble Independent School District, Kingwood, TX

Session 51: CORD Communications Sponsor Showcase

General **147A**

Mathematics in Context—Pedagogy and Materials for Greater Secondary-Level Mathematics Success

Claudia Maness, CORD Communications, Texarkana, AR

Contextual-based teaching is a proven method for enabling a majority of students, the concrete learners, to be successful in high school mathematics. A leading mathematics educator will share with participants the materials and methods used to enable teachers to be better contextual teachers and how it benefits learners of all styles.

Session 52: Carnegie Learning Technology Showcase

General **147 B**

Carnegie Learning Adaptive Math Solutions—Flexible, Research-Based Mathematics Solutions for All Middle and High School Students

Sandy Bartle, Carnegie Learning, Inc., Pittsburgh, PA
Amy Lewis, Carnegie Learning, Inc., Pittsburgh, PA

In this hands-on session, participants will experience mathematics instruction that meets individual student needs. Whether you are searching for a core program or a supplemental solution, Cognitive Tutor© Software offers rich problem solving activities, dynamic formative assessment, and detailed student reports. By Learning by Doing™, students become engaged in the mathematics.

Student Recognition Certificates are available at the Registration Desk.

Submit a speaker proposal form (available at mathedleadership.org) for the 2010 NCSM Annual Conference in San Diego. See page 84.

Monday 1:30–2:30

Session 53: Major Session

General **146ABC**

Guaranteeing Improved Classroom Teaching in 20 Years: What Should We Do Tomorrow?

James Hiebert, University of Delaware, Newark, DE

During the past 100 years, the United States has experienced wave after wave of educational reform with few changes in classroom practice. To ensure we are working toward lasting improvements in teaching, improvements that will increase students' learning, where should we start? What will this path to improvement look like?

Presider: Suzanne Mitchell, NCSM Souther Region 2 Director, State University, AR

James Hiebert is the Robert J. Barkley Professor of Education at the University of Delaware, where he teaches in programs of teacher preparation, professional development, and doctoral studies. He is a Principal Investigator on the NSF-funded Mid-Atlantic Center for Teaching and Learning Mathematics.

Hiebert's professional interests focus on mathematics teaching and learning in classrooms. He has co-authored several books about teaching and learning mathematics and improving classroom education. He served as the director of the mathematics portion of the 1999 TIMSS Video Study.

Session 54

General **Strand 1** **152B**

Four Steps that Help You Differentiate Your Mathematics Lesson Plans

Learn about and try out a teacher-tested four-step method for lesson preparation that addresses the multiple learners in your classrooms. The four-step method helps teachers plan, prepare, and assess student learning, meeting the multiple learning needs of students and mathematics standards that teachers face daily.

Janet Herrelko, University of Dayton, Dayton, OH

Turn cell phones off or put on vibrate while in sessions.

Complete the Conference Feedback Survey and turn it in at the Registration Desk or at the Wednesday luncheon.

Session 55

Primary (PK–2) **Strand 4** **152A**

Comprehensive Assessment in the Primary Grades: Screening K-2 Students for Focused, Purposeful Instruction and Intervention

This session will provide an example of a Primary Math Screen Assessment that has been successfully administered at the K-2 level to establish instructional focus and purposeful interventions. Learn how the Math Screen impacts teacher understanding, accountability, and professional learning communities. Video samples will be used to highlight the process.

Jim Pfeiffer, Deer Valley Unified School District, Glendale, AZ
Christine Kelly, Clover Park School District, Lakewood, WA

Session 56

Intermediate (3–5) **Strand 3** **143AB**

Math Foundations: Focused Intervention for Long-Term Student Success

Today's mathematics curricula are comprehensive and fast-paced. In the practical life of the classroom, this often means that some students fall behind. Come learn how an innovative intervention program, Math Foundations, targets foundational concepts and provides relevant and meaningful mathematics for all. Our school's test scores soared. Yours can, too.

Keith Jones, Montgomery County Public Schools, Gaithersburg, MD
Robyn Silbey, Montgomery County Public Schools, Gaithersburg, MD
Michelle Powell, Montgomery County Public Schools, Gaithersburg, MD
Catherine Stephens, Montgomery County Public Schools, Gaithersburg, MD

Session 57

Intermediate (3–5) **Strand 2** **143C**

Inquiry Groups: Leading Elementary Teachers and Children to See Mathematics as Thinking!

Informal professional development sessions can encourage elementary teachers to open their instructional strategies in ways that encourage students to think mathematics rather than just memorize rules. Teachers also are encouraged to think mathematics and put aside their insecurity.

Tom Rowan, NCSM Past President, Independent Consultant, Columbia, MD

Session 58

Intermediate (3–5) **Strand 6** **150A**

Teaching and Learning Basic Facts Using Online Tools

Educators agree that students should develop automaticity with their mathematics facts. Learn what we can do when students are struggling to learn their basic facts; identify prerequisite knowledge that might be lacking for these students; and discover how these findings have been incorporated into the First Math On-line Program.

Lynn Columba, Lehigh University, Bethlehem, PA

Monday 1:30-2:30 (Regular continued)

Session 59

Middle (6–8) **Strand 7** **151A**

Making Connections—A Mathematics Transitions Project

Student transitions from middle school to high school can present challenges in mathematics. In the Halton Board, lesson study projects have provided teachers with the opportunity to plan collaborative lessons and make connections across the grades. Teachers developed content continuums and critical pedagogy skills through analysis of their own classroom practice.

Amy Lin, Halton District School Board, Burlington, Ontario, Canada
Ruth Teszeri, Halton District School Board, Burlington, Ontario, Canada

Session 60

General **Strand 2** **144BC**

Resources and Strategies for Building a Strong Mathematical Focus into the Lesson Study Practice of New and Experienced Teams

What guiding questions, activities, and coaching strategies raise lesson study from a simple set of steps (set goals, plan lesson, teach, reflect) to true lesson research? Explore new resources for leaders that focus lesson study on revealing students' mathematical thinking and on developing teacher knowledge of mathematics and pedagogy.

Jane Gorman, Education Development Center, Newton, MA
Johannah Nikula, Education Development Center, Newton, MA

Session 61

Secondary (9–12) **Strand 7** **150B**

Essential Understandings Book Series: "Professional Development Tools for Engaging Teachers with Mathematics, Grades 9–12"

An NCTM content series for teachers, *Essential Understandings*, focuses on grade-band specific topics that are mathematically important, difficult to understand, and challenging to teach. This session will provide an overview of the books planned for grades 9–12, and the first book in the series, "Functions," will be discussed.

Patricia Wilson, University of Georgia, Athens, GA
Gwen Lloyd, Virginia Polytechnic Institute and State University, Blacksburg, VA
Sybilla Beckmann, University of Georgia, Athens, GA
Thomas Cooney, University of Georgia, Athens, GA

Session 62

College **Strand 2** **144A**

Supervision of Student Teachers using PRIME Standards

Student teaching is a critical component to prepare candidates for teaching mathematics. Leadership is essential to their development. PRIME standards can help cooperating teachers, supervisors, and educators. Speakers will briefly share the elements, challenges, and successes. We will continue with participant discussion focused on key components of student teaching.

Connie Schrock, NCSM Central Region 2 Director, Emporia State University, Emporia, KS
Kay Gilliland, NCSM Past President, Mills College, Oakland, CA

Session 63: Texas Instruments Sponsor Showcase

General **147A**

Use the TI-Nspire to Engage Students and Explore Multiple Representations of Algebraic and Geometric Concepts

Betty Gasque, Texas Instruments, Dallas, TX

Using the linked multiple representations (graphs, geometric constructions, and spreadsheets) of the TI-Nspire, students can explore rich application problems that connect algebra and geometry. Participants will construct TI-Nspire documents based on ancient optimization problems that will help students develop algebraic and geometric concepts. This session is appropriate for new users.

Session 64: Key Curriculum Press Technology Showcase

General **147B**

A Sneak-Preview of Sketchpad Version 5

Nicholas Jackiw, Key Curriculum Press Technologies, Emeryville, CA

Try the latest version of this award-winning software, used across grade levels and around the world, to help students develop powerful mathematical understanding through dynamic, interactive visualization. This version integrates with your digital classroom, adding power and convenience, extending applications across curriculum topics. Learn what's new from Sketchpad's designer and developer.

Monday 2:30–4:30 (Double)

Session 65

General **Strand 4** **149AB**

The One-on-One Assessment Interview: A Powerful Tool for Teacher Professional Development

The one-on-one assessment interview is in wide use in a variety of Australian professional development contexts. This interactive session will explore its benefits through the use of video clips, opportunities for participants to try out some tasks, and stories of its use by professional development leaders in Australia.

Doug Clarke, Australian Catholic University, Fitzroy, Victoria, Australia
Ann Downton, Australian Catholic University, Fitzroy, Victoria, Australia
Anne Roche, Australian Catholic University, Fitzroy, Victoria, Australia
Rose Knight, Australian Catholic University, Fitzroy, Victoria, Australia

Session 66

General **Strand 7** **151B**

Supporting Teacher Leaders as They Engage Their Colleagues in the Lesson Study Process

You've finally got lesson study up and running in your region. How do you continue to support teacher leaders as they work to implement lesson study in their districts? Come hear about and engage in several activities that we have used with our teacher leaders to support their ongoing work.

Michele Burgess, Allegheny Intermediate Unit, Homestead, PA

Session 67

Intermediate (3–5) **Strand 7** **145B**

Leading Professional Learning Communities: Key Ingredients to Developing Mathematical Understanding: Anticipating, Monitoring, Selecting, Sequencing, and Connecting Student Thinking

The Thinking Through a Lesson Protocol (TTLP), by Dr. Margaret Smith and others at the University of Pittsburgh, engages mathematics educators to think deeply about lessons and how students learn mathematics. By anticipating, monitoring, selecting, sequencing, and connecting student work, teachers develop and deepen students' understanding of key mathematical ideas.

Michael Fierle, Math & Science Collaborative, Homestead, PA
Corinne Murawski, Math & Science Collaborative, Homestead, PA

Session 68

Middle (6–8) **Strand 6** **140AB**

Who Should Take Algebra in 8th Grade?... and What To Do If Student's Aren't Ready

This session will share results from a study tracking standardized test scores of 7th and 8th grade students to determine what level of achievement is needed for success in algebra, and some of the challenges and solutions from California. Participants will exchange ideas about how these challenges are faced nationally.

Shelley Kriegler, University of California at Los Angeles, Los Angeles, CA
Cynthia Raff, University of California at Los Angeles, Los Angeles, CA

Session 69

Middle (6–8) **Strand 1** **145A**

Teaching Mathematics to English Learners—An English Language Development/Mathematics Partnership

Participants will engage in an interactive overview of a program developed by Pomona Unified School District to ensure access to secondary mathematics for English learners.

Diane Kinch, Pomona Unified School District, Pomona, CA

Session 70

Secondary (9–12) **Strand 5** **154AB**

Six of the Best: Favorite Technology Skills that Teachers Love Learning About

Training teachers to enjoy their teaching more by using technology is immensely satisfying. This session will describe the "Technology for Secondary Math" workshops which offer six favorite strands: Word for Math, the Web for Math, Excel for Math, Dynamic Coordinate Geometry, Dynamic Statistics, and Dynamic Geometry.

Douglas Butler, iCT Training Centre, Oundle, United Kingdom

Monday 2:45–3:45

Session 71: Major Session

General **146ABC**

Addressing Challenges in Designing and Implementing Teacher Professional Development Programs: Drawing on the Evidence

Iris R. Weiss, President of Horizon Research, Inc. Chapel Hill, NC
Daniel J. Heck, Senior Research Associate, Horizon Research, Inc., Chapel Hill, NC

Despite growing knowledge about effective mathematics teacher professional development, it remains challenging to enact programs in many school and district contexts that draw on this knowledge base. This session will provide practical advice for enacting professional development programs that build on what we know from theory, research, and practice.

Presider: Linda Gojak, NCSM Past President, University Heights, OH

Iris R. Weiss is President of Horizon Research, Inc., (HRI), a contract research firm in Chapel Hill, NC, specializing in science and mathematics education research and evaluation and has directed many of the research, development, and evaluation projects at HRI. She is currently Principal Investigator of a knowledge management and dissemination project for the NSF's Math and Science Partnership program. She has provided consultation to many national departments and organizations, including the NSF, U.S. Department of Education, American Association for the Advancement of Science, National Science Teachers Association, National Council of Teachers of Mathematics, and National Assessment of Educational Progress. Weiss has directed several national surveys of science and mathematics teachers, as well as the Inside the Classroom national observation study. She has also conducted evaluation of a wide variety of mathematics/ science professional development and systemic reform projects, including the Local Systemic Change Initiative.

Daniel J. Heck is a Senior Research Associate at Horizon Research, Inc. and is a senior staff member on the Math and Science Partnership Knowledge Management and Dissemination and Center for the Study of Mathematics Curriculum projects. He is Co-Principal Investigator of the Fostering Mathematics Success for English Language Learners project, and leads the evaluations of many of the projects at HRI. Heck has directed the Study of the Impact of the Statewide Systemic Initiatives, Lessons Learned from Research on Systemic Reform projects, and the evaluations of Indiana University's Indiana Mathematics Initiative Partnership and the Center for Curriculum Materials in Science. He also provided leadership in mathematics education on the Inside the Classroom project, and on longitudinal and large-scale quantitative analyses for the Core Evaluation of the Local Systemic Change through Teacher Enhancement.

Session 72

General **Strand 7** **143AB**

Designing a New Teacher Induction Program for Mathematics Teachers

Learn how one district uses a three-day summer academy, after-school study sessions, and one-on-one coaching to assist in the induction of new mathematics teachers. The session will focus on how each part of the induction program operates and functions to meet the needs of new mathematics teachers.

James Paschal, Knox County Schools, Knoxville, TN

Session 73

General **Strand 3** **143C**

Enacting New Mandatory State Guidelines for K-12 Mathematics by Connecting Curriculum, Instruction, Assessment, Research, and Professional Learning

As of May 2008, Iowa has new first-ever mandatory state guidelines for K-12 mathematics, which are being implemented through professional learning that connects curriculum, instruction, and assessment, based on research. We will discuss the state initiative, with examples and experiences, and report on progress in this new state adventure.

Eric Hart, Maharishi University of Management, Fairfield, IA
Judith Spitzli, Iowa Department of Education, Des Moines, IA

Session 74

General **Strand 1** **150A**

Knowing and Modeling PRIME Equity Leadership!

This interactive session will provide participants with the opportunity to develop understanding of the Equity Principle leadership actions as described in PRIME. Participants will spend time using self-assessment tools to connect the Equity actions into the context of their workplace. The latest PRIME Equity Toolkit materials will also be provided.

Linda Fulmore, NCSM Second Vice President, Cave Creek, AZ
Timothy Kanold, NCSM President, Chicago, IL

Monday 2:45-3:45 (Regular continued)

Session 75

General **Strand 3** **150B**

Leading Curriculum Selection as an Opportunity for Improving Mathematics Learning

Curriculum leaders face many decisions when facilitating the selection process of mathematics instructional materials. In this session, we will share findings from an NSF-funded study that reports on the mathematics adoption experiences of curriculum leaders across the country, including their role in the selection process and factors affecting selection.

June Mark, Education Development Center, Newton, MA
Julie Zeringue, Education Development Center, Newton, MA
Katherine Schwinden, Education Development Center, Newton, MA

Session 76

General **Strand 6** **151A**

Research on Professional Development Practices Outside of the U.S.: What Can We Learn from Others?

According to the NCSM PRIME Leadership Framework, leaders should engage teachers in collaborative dialogue about research-informed instructional practices. During this session, participants will learn about research conducted in India, Japan, and China about professional development practices. Leaders will have an opportunity to connect the research to their own context.

Nancy Drickey, Linfield College, McMinnville, OR

Session 77

General **Strand 1** **152A**

Of PRIME Concern: Unpacking the Equity Principle

In this collaborative session, participants will examine the Equity Principle of the PRIME Leadership Framework. Participants will share ideas and develop strategies for advancing the equity discussion in their district.

Bill Barnes, Howard County Public School System, Ellicott City, MD
Susan Vohrer, Baltimore County Public Schools, Baltimore, MD

Session 78

General **Strand 6** **152B**

What do Principals Need to Know to Support NSF-Funded Mathematics Curricula?

We will share findings from a survey of 500 K-8 principals showing whether their leadership content knowledge for mathematics is aligned to their school's mathematics curriculum. We will look at two case study schools where the principals' beliefs about mathematics teaching and learning are aligned and two where they are not.

Kristen Reed, Education Development Center, Newton, MA
Lynn Goldsmith, Education Development Center, Newton, MA

Session 79

Intermediate (3–5) **Strand 3** **144A**

Integration of Mathematics, Science, and Literacy

In New York City we are developing strategies that would integrate our science, math, and literacy curricula. During this interactive workshop participants will have an opportunity to experience this process. We will share our strategies, and we will analyze the role notebooks play in deepening conceptual understanding of our students.

Sandra Jenoure, New York City Department of Education, New York, NY
Elizabeth Emond, New York City Department of Education, New York, NY

Session 80

Secondary (9–12) **Strand 5** **150A**

Using a Computer Algebra System to Provide Equal Access to Algebra for All Students

Faced with a school district mandate to have all high school students complete an algebra curriculum, a group of high school teachers decided to have their under-performing students use a Computer Algebra System in their pre-algebra and algebra classes. Hear about their journey and the dramatic impact on student attitude.

Larry Osthus, Independent Mathematics Consultant, Des Moines, IA

Session 81: Pearson Sponsor Showcase

General **147A**

Power Up with Scott Foresman—Addison Wesley enVisionMATH

Tim Rogers, Pearson, Glenview, IL

Students live in a world of iPods, instant messages, videos, and computer games. This workshop will demonstrate how the power of technology can provide greater access to mathematics content for more students, while making monitoring of student progress easier for teachers.

Session 82: Pearson Technology Showcase

General **147B**

Improving Student Success Through Better Engagement—Math XL for School

Sandee House, Pearson Consultant, Decatur, GA

Appealing and motivational for today's students through rich, multi-media resources, MathXL allows teachers to focus on important aspects of teaching, such as measuring learning outcomes and identifying students who need help, while students receive a customized learning experience with automatic grading, immediate feedback, multiple help resources, and practice, practice, practice!

Monday 4:00–5:00

Session 83: Major Session

General **146ABC**

Educational Gaming—A Trend Line to the Future

Ntiedo Etuk, Co-Founder and CEO, Tabula Digita, Inc., New York, NY

Examples of the latest educational games, research results, and video footage will demonstrate the remarkable effects of using educational games in learning. Game On!

Presider: Janie Zimmer, Former NCSM Eastern Region 2 Director, Reading, PA

Ntiedo (NT) Etuk is Co-Founder, Chairman and CEO of Tabula Digita, and the creator of the award winning DimensionM math series. He worked for a number of years managing the creation, implementation, and analysis of various consumer products for Bank One and Citigroup. He founded Tabula Digita just prior to beginning work with Citigroup where he was selected to work directly with the Chief of Staff to Citigroup's President. Etuk left Citigroup in 2004 to focus on Tabula Digita full time.

During his years in corporate America, Etuk spent a considerable amount of time tutoring mathematics both in The Big Brothers Big Sisters program and outside, where he learned some of the techniques that could be used to engage today's student in learning, and more importantly those that could not.

Session 84

General **Strand 3** **143AB**

Providing an International Lens to Curriculum Leadership: Achieve's International Benchmarking Project

Achieve has analyzed the content and performance expectations of K-12 mathematics standards from over a dozen countries. This session will focus on the findings of this work and its implications for curriculum leaders working to implement relevant and meaningful standards and curricula.

Kaye Forgione, Achieve, Inc., Washington, DC
Laura Slover, Achieve, Inc., Washington, DC

Session 85

General **Strand 1** **143C**

Effective Classroom Practices that Bring ALL Students into the Mathematics Community!

We will connect the research on misconceptions of scaffolding instruction to engage all learners in the classroom. Strategies for connecting prior knowledge, revising misconceptions, and developing mathematical thinking will be explored. We will also discuss implications for intervention for students who have significant gaps.

Cindy Fielder, America's Choice, Washington, DC

Session 86

General **Strand 2** **144BC**

Developing Instructional Leadership in Mathematics: Accepting Responsibility for Every Student

In this interactive session, we will investigate ways to support instructional leadership (principals, assistant principals) in mathematics at all grades. We will examine the nature of observation in standards-based classrooms, consider ways to interact with teachers around classroom observations, and develop understanding of differentiation strategies and opportunities within mathematical curricula.

Cathy Martin, Denver Public Schools, Denver, CO
Becky Sauer, Denver Public Schools, Denver, CO
Kris O'Clair, Denver Public Schools, Denver, CO

Session 87

General **Strand 1** **150A**

An Examination of Gender Differences in Language Used by Parents and Children Working on Mathematical Tasks

There are many aspects of communication between parents and children as they explore tasks together. Participants will examine video related to vocabulary use, explanations, questioning, and encouragement as parents and children explore tasks in geometry, patterning, and number. An analysis of gender differences will be explored.

Melfried Olson, University of Hawaii at Manoa, Honolulu, HI
Claire Okazaki, University of Hawaii at Manoa, Honolulu, HI
Judith Olson, University of Hawaii at Manoa, Honolulu, HI

Session 88

General **Strand 4** **150B**

From Compliance to Commitment: Implementing a District-Wide Portfolio Initiative

How do you help teachers engage in focused conversations around student work? In this session we will share the journey of a large urban district's move from collecting student work to having collaborative conversations around student work leading to improved student achievement.

Astrid Fossum, Milwaukee Public Schools, Milwaukee, WI
Mary Mooney, Milwaukee Public Schools, Milwaukee, WI
Beth Schefelker, Milwaukee Public Schools, Milwaukee, WI

Session 89

General **Strand 3** **151A**

Digging Deeper for Systemic Alignment and Improved Mathematics Instruction

There are many factors that contribute to the status of a "low-performing" school. Research shows that a primary factor is systemic misalignment of mathematics assessment, standards, curriculum, and instruction. This session will discuss the importance of data, standards analysis, and steps a collaborative team should take to ensure systemic alignment.

Angie Watson, Region 16 Education Service Center, Amarillo, TX

Monday 4:00-5:00 (Regular continued)

Session 90

Intermediate (3–5) **Strand 2** **152B**

How Urban Districts Have Achieved Sustainability in Improving Mathematics Teaching and Learning

This session will describe the process of taking generalist elementary and middle school teachers and developing them into mathematics coaches and specialists by presenting a district/university partnership working to empower district personnel to assume responsibility for improving the teaching and learning of mathematics.

Anne Collins, Lesley University, Cambridge, MA

Session 91

Middle (6–8) **Strand 2** **144A**

Developing Leadership in Site-Based Coaches

Learn how to build the leadership of site-based coaches while they work with students and teachers. Mathematics Instructional Support Teachers are making an impact on student achievement.

Roberta Girardi, Howard County Public School System, Ellicott City, MD
Karen Vaden, Howard County Public School System, Ellicott City, MD

Session 92

Secondary (9–12) **Strand 5** **152A**

Leading the Way in Implementing Technology in Mathematics Education: Introduction to Teaching with the TI-Nspire Handhelds

Participants will experience different teaching activities that will incorporate the capabilities of the new TI-Nspire handhelds. Participants will get hands-on experiences that will demonstrate the power and creativity that can be evidenced through the implementation of these new handheld computers in teaching high school mathematics.

Jim Austin, Bullitt County Public Schools, Shepherdsville, KY

Session 93: Key Curriculum Press Sponsor Showcase

General **147A**

Beautiful Mathematics—How Successful Approaches Change Students' Lives

Jo Boaler, University of Sussex, Brighton, England, United Kingdom

We will watch students engage in problem solving and consider the ways that students' lives are changed when they are introduced to the beauty and diversity of mathematics.

Session 94: CASIO Technology Showcase

General **147B**

Experience the NEW Functions and Interface of CASIO's fx- ES Plus Scientific Calculators

Nevels Nevels, St. Louis Public Schools, St. Louis, MO

Experience the newest innovations in calculators from CASIO. Learn about classroom tools and strategies that create an easier, more complete teaching and learning experience. Plus, get a glimpse of our newest online training, customized professional development programs, and the FX9860G Slim graphing calculator, designed to make mathematics easy and affordable!

NCSM Regional Leadership Team Meeting (Monday 5:15–6:45)

Session 95 ***(by invitation only)*** **151B**

This meeting of the NCSM Regional Leadership Teams and NCSM Regional Directors will focus on the critical work of NCSM for 2009–2010. This meeting is for all those invited to serve on the Regional Teams.

Facilitators: Timothy D. Kanold, NCSM President and Diane J. Briars, NCSM President-Elect

Tuesday Program

All sessions and events are located in the Walter E. Washington Convention Center.

NCSM Business Meeting
- State of the Organization
- Sponsor Partner Recognition

Session Types:
- Major Sessions
- Regular Sessions
- Extended Sessions

Commercial Sessions:
- Sponsor Showcases
- Technology Showcases

Caucus Meetings:
- Regional Caucuses
- International Caucus
- Past Presidents' Caucus

Ticketed Events
- Breakfast – Sponsored by Tom Snyder Productions/Scholastic, Inc. (*ticket required*)
- Luncheon – Sponsored by Texas Instruments (*ticket required*)
- Reception – Sponsored by Pearson (*ticket required*)

Sponsor Displays
- Hall B: 8:30 am – 12:15 pm and 2:15 pm – 4:00 pm

Registration
- Hall B: 6:45 am – 12:15 pm and 2:15 pm – 5:00 pm

Use the **Conference Planner** on page 107 to outline your daily schedule.

Wear your NCSM **Conference Name Badge** to gain entrance to sessions, ticketed events, and the sponsor display area.

Follow **Fire Code** standards in Sessions: no standing, no sitting on the floor, no moving of chairs from another room.

Program Summary Information
for Tuesday, April 21, 2009

See page 7 for Conference Strand descriptions.

Tuesday Summary

7:00–7:45: Session 96, Tuesday Breakfast (ticket required), David Dockterman, sponsored by Tom Synder Productions/Scholastic, Inc., Hall B

7:45–8:30: Session 97, NCSM Business Meeting and Sponsor Recognition, Tomothy Kanold, Randy Pippen, Valarie Elswick, Carol Edwards, Hall B

	140AB	143AB	143C	144A	144B	144C	145A
8:45	**Session 113** Primary (PK–2), Strand 3 ***SanGiovanni, Sammons,*** *Basic Facts: Building a Systemic Program for All Learners*	**Session 99** General, Strand 2 ***McKillop,*** *Shifting the Focus to Transformed Thinking*	**Session 100** General, Strand 2 ***Tinto, Zarach, Newman, Gullie,*** *Improving Teaching Strategies and Student Learning by Using a Guided Intervention Process*	**Session 110** General, Strand 4 ***Gummer, Gates, Strowbridge,*** *Formative Assessment Practices that Inform Both Teachers and Students*	**Session 114** Intermediate (3–5), Strand 6 ***Coates, Mayfield-Ingram,*** *Language and Mathematics: Connecting Research to Practice*	**Session 115** Intermediate (3–5), Strand 3 ***Jesberg, Zimmer,*** *Helping Staff Instruct Students in the Academic Vocabulary of Mathematics by Combining High Interest Mathematics Manipulatives and a Six-Step Process*	**Session 101** General, Strand 3 ***Ramsey, Peters, Hemphill, Gautier,*** *Curriculum Alignment: Models, Processes, and Lessons Learned*
9:45							
10:15							
10:30	**Session 131** General, Strand 6 ***McGlone, Barta,*** *Leading by Connecting Culture and Mathematics*	**Session 126** Middle (6–8), Strand 3 ***Phillips,*** *Developing Algebraic Reasoning in the Middle Grades - Coherence or Chaos?*	**Session 120** General, Strand 2 ***Wang-Iverson, Askey, Palumbo,*** *Slow Down to Think Mathematically*	**Session 137** Secondary (9–12), Strand 3 ***Dick,*** *Making Sense of Mathematics: The Answer Is the Question*	**Session 133** Intermediate (3–5), Strand 7 ***Fanning, Crawford, Rooks,*** *Lost in Translation? Learning to Speak the Languages of Fluency and Understanding to Develop Mathematical Proficiency*	**Session 134** Middle (6–8), Strand 2 ***Fagan,*** *Improving Access to Language: A Key to Improving Mathematics Learning*	**Session 121** General, Strand 3 ***Jones, Berry,*** *Changing Their Minds: Making the Textbook a Resource Instead of the Curriculum*
11:15							
12:00							

8:30–12:15: Exhibit Hall Open

12:15–2:15: Session 140, Tuesday Luncheon (ticket required), Sponsored by Texas Instruments, Patricia Wright, Gail Burrill, Jane Gillespie, Carl Veater, Presentation of Iris Carl Grants, Hall B

Tuesday Summary

	140AB	143AB	143C	144A	144B	144C	145A	
2:30	**Session 158** Middle (6–8), Strand 2 ***Maxwell, Poetzl,*** *Providing Responsive Interventions*	**Session 147** Intermediate (3–5), Strand 6 ***Pittock,*** *Research and Best Practices to Help Teachers Motivate Struggling Mathematics Students*	**Session 142** General, Strand 6 ***Hull, Harbin Miles, Balka,*** *Implementing Positive Change in Mathematics Through Research-Based Coaching*	**Session 161** Secondary (9–12), Strand 4 ***Halka, Hull,*** *Achieve's ADP Algebra I and Algebra II Exams: A Multi-State Effort*	**Session 159** Middle (6–8), Strand 1 ***Brodesky,*** *Strategies for Making Middle School Mathematics More Accessible to Students with Learning Disabilities*	**Session 157** Intermediate (3–5), Strand 1 ***Whittington, Belisle-Chatterjee, Molina,*** *Meeting the Needs of Teachers of English Language Learners (ELL) in the Mathematics Classroom*	**Session 143** General, Strand 3 ***Bradsby, Leinwand,*** *A Collaborative Discussion with NCSM Past Presidents about Creating a Rational K-12 Mathematics Curriculum*	**2:15–4:00: Exhibit Hall Open**
3:30								
4:00		**Session 169** ***Barta,*** *Western Region 1 Caucus*	**Session 162** ***Karsten,*** *Canadian Regional Caucus*	All Tuesday 4:00–5:30 sessions are Caucuses.			**Session 165** ***Boswell,*** *Eastern Region 1 Caucus*	
5:30								

5:45–7:00: Session 173, Tuesday Reception (ticket required), Sponsored by Pearson, Hall B

Tuesday Summary

7:00–7:45: Session 96, Tuesday Breakfast (ticket required), David Dockterman, sponsored by Tom Synder Productions/Scholastic, Inc., Hall B

7:45–8:30: Session 97, NCSM Business Meeting and Sponsor Recognition, Tomothy Kanold, Randy Pippen, Valarie Elswick, Carol Edwards, Hall B

	145B	146AB	146C	147A	147B	149AB	150A
8:45	**Session 105** Secondary (9–12), Strand 7 ***DeMille, Pagni,*** *Mathematics Teacher Leaders, PRIMED to Lead: Lessons Learned from Teachers Assisting Students to Excel in Learning Mathematics (TASEL-M)*	**Session 98: Major** General ***Kanold,*** *Becoming a PRIME Stage 2 and 3 Leader: Understanding and Knowing the Power of Our Leadership Influence!*	**Session 106** Secondary (9–12), Strand 3 ***Seeley,*** *Not Your Grandpa's Algebra: Rethinking PK-12 Mathematics for College and Workforce Readiness*	**Session 108: CTB/ McGraw-Hill Sponsor Showcase** General ***Moellering,*** *Transforming Algebra Instruction and Achievement via an Online Formative Assessment Solution*	**Session 109: Pearson Technology Showcase** General ***White,*** *The Power of Student Gaming—Pearson Elementary and Middle School Math Programs*	**Session 116** Middle (6–8), Strand 5 ***Alejandre, Hogan, Martin, Miller,*** *Developing Leadership in Technology Integration: An Effective Online Teacher Workshop Model*	**Session 107** Secondary (9–12), Strand 1 ***Brown, Hull,*** *Changing Their Minds*
9:45							
10:15	**Session 122** General, Strand 7 ***Caldwell, Sykes, Gilstrap, Kopperman,*** *Collaborating to Improve Mathematics Achievement in an Urban District: The Rowan/ Camden Mathematics Partnership*	**Session 119: Major** General ***Adams,*** *The Positioning of African American Schoolgirls as Mathematics and Science Learners*	**Session 123** General, Strand 4 ***Leinwand,*** *Formative Assessment: Moving Behind the Hype and the Rhetoric to Substance and Practice*	**Session 129: Holt McDougal Sponsor Showcase** General ***Trotter, Bailey,*** *Intervention Tools to put Struggling Students Back on Track*	**Session 130: Texas Instruments Technology Showcase** General ***Wilson,*** *What's New At Texas Instruments Now?*		**Session 124** General, Strand 3 ***Briars, Harbin Miles,*** *Knowing and Modeling PRIME Curriculum Leadership!*
10:30							
11:15						**Session 138** Secondary (9–12), Strand 5 ***Rasmussen, Pope,*** *Developing Algebraic Thinking with Technology*	
12:00							

8:30–12:15: Exhibit Hall Open

12:15–2:15: Session 140, Tuesday Luncheon (ticket required), Sponsored by Texas Instruments, Patricia Wright, Gail Burrill, Jane Gillespie, Carl Veater, Presentation of Iris Carl Grants, Hall B

Tuesday Summary

	145B	146AB	146C	147A	147B	149AB	150A	
2:30	**Session 144** General, Strand 7 ***Marsh, Davis, Kobett,*** *Got Sense? A Professional Learning Journey for Number Sense*	**Session 141: Major** General ***Kepner,*** *Reasoning and Sense-Making in Mathematics: Issues for Leaders, Teachers, and the Mathematics Community. An Update on NCTM Initiatives and Beyond*	**Session 146** Primary (PK–2), Strand 6 ***Fuson, Ginsburg, Beckmann, Clements,*** *Rept of the Nat'l Rsrch Council's Committee on Early Childhood Mathematics: Learning Paths Toward Excellence and Equity*	**Session 151: America's Choice Sponsor Showcase** General ***Daro,*** *Language, Culture, and Motivation in the Mathematics Classroom Leading Up to Algebra. What to Do When Students Aren't Ready for Algebra*	**Session 152: Explore Learning Technology Showcase** General ***Shuster,*** *Using Online Simulations from Explore-Learning (Gizmos) to Improve Student Achievement in Math*	**Session 153** General, Strand 3 ***Milou,*** *A Balanced Curriculum: The Integration of Basic Skills and Conceptual Understanding*	**Session 149** Middle (6–8), Strand 6 ***Tsankova, Sabinin,*** *Key Components of Effective Prof Dev for Grade 6-8 Teachers: Pedagogical Content Knowledge, Research-Based, Dev of Students' Math Thinking*	**2:15–4:00: Exhibit Hall Open**
3:30								
4:00	**Session 166** ***Kendrick,*** *Eastern Region 2 Caucus*	**Session 171** ***Fulmore,*** *International Attendees Caucus*	**Session 172** ***Bradsby,*** *NCSM Past Presidents Caucus*	**Session 164** ***Schrock,*** *Central Region 2 Caucus*	All Tuesday 4:00–5:30 sessions are Caucuses.		**Session 167** ***Newman,*** *Southern Region 1 Caucus*	
5:30								

5:45–7:00: Session 173, Tuesday Reception (ticket required), Sponsored by Pearson, Hall B

Tuesday Summary

7:00–7:45: Session 96, Tuesday Breakfast (ticket required), David Dockterman, sponsored by Tom Synder Productions/Scholastic, Inc., Hall B

7:45–8:30: Session 97, NCSM Business Meeting and Sponsor Recognition, Tomothy Kanold, Randy Pippen, Valarie Elswick, Carol Edwards, Hall B

	150B	151A	151B	152A	152B	154A	154B
8:45	**Session 102** General, Strand 2 ***Warrick, Dobbins,*** *Develop and Lead with Coaching: Coaches, Teachers, and Parents*	**Session 104** Middle (6–8), Strand 2 ***Novak, Powers,*** *The Lesson Experiment: Learning to Learn from Teaching*	**Session 103** General, Strand 4 ***Moyer,*** *Using Test Development Strategies to Align Instruction and Assessment*	**Session 117** Secondary (9–12), Strand 7 ***Kenney, Hart,*** *Professional Development for Grades 6–12 Teachers that Updates and Connects Content Standards and Models Powerful Pedagogy through Discrete Mathematics*	**Session 118** Middle (6–8), Strand 1 ***Driscoll, Nikula, DiMatteo,*** *Enhancing Mathematics and Language Understanding through Geometry: A Model for Supporting Mathematics Coaches and Teachers Working with English Language Learners*	**Session 111** General, Strand 3 ***Dixon,*** *A Leap of Faith: Transitioning to a Focused Curriculum*	**Session 112** General, Strand 1 ***Crouch, Ficca, Bohan,*** *Implications of Standards-Aligned Systems of Curriculum, Instruction, and Assessment for Improving the Achievement of Students with Disabilities*
9:45							
10:15	**Session 127** Intermediate (3–5), Strand 7 ***Gehron,*** *Coaches, Are You Looking for Ways to Get All Teachers Involved in Professional Development?*	**Session 125** General, Strand 2 ***Pruske, Fossum, Richards,*** *Where in the World Are You? Supporting and Developing School-Based Mathematics Teacher Leaders*	**Session 128** Middle (6–8), Strand 3 ***Gavin,*** *Accent on Algebra: Developing Conceptual Understanding by Making Connections Across the Middle Grades Curriculum*				
10:30				**Session 135** Middle (6–8), Strand 4 ***Webb, Larson, Matassa,*** *The Development of Teacher Expertise in Classroom Assessment as a Context for Deeper Understanding of Mathematics*	**Session 132** Primary (PK–2), Strand 2 ***Smith, Necciai,*** *Leading from Beside: Co-accountability to Foster Teacher Growth*	**Session 136** Middle (6–8), Strand 3 ***Becker,*** *Open-Ended Problems That Fit the Middle School Curriculum—With Extensions*	**Session 139** College, Strand 4 ***Gochenaur, Long,*** *Mining for Gold with Guided Field Investigations*
11:15							
12:00							

8:30–12:15: Exhibit Hall Open

12:15–2:15: Session 140, Tuesday Luncheon (ticket required), Sponsored by Texas Instruments, Patricia Wright, Gail Burrill, Jane Gillespie, Carl Veater, Presentation of Iris Carl Grants, Hall B

Tuesday Summary

	150B	151A	151B	152A	152B	154A	154B	
2:30	**Session 150** Secondary (9–12), Strand 4 ***Maly, Kranendonk,*** *Achieve Equity in Your Classroom by Developing Effective Descriptive Feedback with Assessments Based on Standards*	**Session 148** Intermediate (3–5), Strand 3 ***Yeap,*** *Teach Less, Learn More—Curriculum Implementation in Singapore Schools*	**Session 145** General, Strand 6 ***Heuer, Reed, Klaas,*** *Mathematics Coaching for Principals: Increasing Leadership Content Knowledge (LCK) for Supervision*	**Session 154** General, Strand 6 ***Bastable, Russell, Schifter,*** *Identifying Teacher Moves that Help Students Learn How to Participate in Mathematical Discussion: A Classroom Case from Grade 3*	**Session 155** General, Strand 7 ***Delozier, Baker, Sandoval, Giese,*** *Leading the Learning: A Mathematics Specialist's Journey*	**Session 160** Middle (6–8), Strand 5 ***Vennebush,*** *Developing Teacher Leaders with Online Resources*	**Session 156** General, Strand 3 ***Bohan,*** *Pennsylvania's Standards-Aligned System in Mathematics*	**2:15–4:00: Exhibit Hall Open**
3:30								
4:00	**Session 168** ***Mitchell,*** *Southern Region 2 Caucus*	**Session 163** ***Viktora,*** *Central Region 1 Caucus*	**Session 170** ***Munshin,*** *Western Region 2 Caucus*					
5:30								

All Tuesday 4:00–5:30 sessions are Caucuses.

5:45–7:00: Session 173, Tuesday Reception (ticket required), Sponsored by Pearson, Hall B

Tuesday Sessions by Strand

Strand 1. Equity Leadership		
Session	Room	Time
107	150A	8:45–9:45
112	154B	8:45–10:15
118	152B	8:45–10:15
157	144C	2:30–4:00
159	144B	2:30–4:00

Strand 2. Teaching and Learning Leadership		
Session	Room	Time
99	143AB	8:45–9:45
100	143C	8:45–9:45
102	150B	8:45–9:45
104	151A	8:45–9:45
120	143C	10:15–11:15
125	151A	10:15–11:15
132	152B	10:30–12:00
134	144C	10:30–12:00
158	140AB	2:30–4:00

Strand 3. Curriculum Leadership		
Session	Room	Time
101	145A	8:45–9:45
106	146C	8:45–9:45
111	154A	8:45–10:15
113	140AB	8:45–10:15
115	144C	8:45–10:15
121	145A	10:15–11:15
124	150A	10:15–11:15
126	143AB	10:15–11:15
128	151B	10:15–11:15
136	154A	10:30–12:00
137	144A	10:30–12:00
143	145A	2:30–3:30
148	151A	2:30–3:30
153	149AB	2:30–4:00
156	154B	2:30–4:00

Strand 4. Assessment Leadership		
Session	Room	Time
103	151B	8:45–9:45
110	144A	8:45–10:15
123	146C	10:15–11:15
135	152A	10:30–12:00
139	154B	10:30–12:00
150	150B	2:30–3:30
161	144A	2:30–4:00

Strand 5. Technology Leadership		
Session	Room	Time
116	149AB	8:45–10:15
138	149AB	10:30–12:00
160	154A	2:30–4:00

Strand 6. Leadership Connecting Research & Practice		
Session	Room	Time
114	144B	8:45–10:15
131	140AB	10:30–12:00
142	143C	2:30–3:30
145	151B	2:30–3:30
146	146C	2:30–3:30
147	143AB	2:30–3:30
149	150A	2:30–3:30
154	152A	2:30–4:00

Strand 7. Leading with Professional Learning		
Session	Room	Time
105	145B	8:45–9:45
117	152A	8:45–10:15
122	145B	10:15–11:15
127	150B	10:15–11:15
133	144B	10:30–12:00
144	145B	2:30–3:30
155	152B	2:30–4:00

Tuesday Breakfast

Session 96 **Sponsored by Tom Snyder Productions/Scholastic, Inc.** **Hall B**

7:00 – 7:45 AM

(ticket required)

Scholastic, the global children's publishing, education, and media company, has created products and services that educate, entertain, and motivate children to help enlarge their understanding of the world around them. Tom Snyder Productions, a Scholastic company, creates innovative software products and professional development services to inspire great teaching and improve student learning.

Visit Tom Snyder Productions/Scholastic at Booth # 10 in Hall B or at www.tomsnyder.com and www.scholastic.com.

Cognitive Science: The Implications on Math Education

David Dockterman, Chief Academic Officer, Tom Snyder Productions

David Dockterman is Vice President of Product Development and Chief Academic Officer at Tom Snyder Productions, an adjunct lecturer on education at the Harvard Graduate School of Education, and an author.

Dockterman has dedicated himself to supporting classroom teaching and the successful integration of technology into schools. At Tom Snyder Productions he led the development of educational software for the classroom for more than 20 years. He also co-created and co-wrote the *Science Court TV* series that ran for three years on ABC's *Saturday Morning*, as well as designed the school version of this animated TV show.

Before joining Tom Snyder Productions, Dockterman received his Ed.D. fom the Harvard Graduate School of Education and taught high-school social studies.

NCSM Business Meeting and Sponsor Recognition

Timothy D. Kanold
NCSM President

Randy Pippen
NCSM Treasurer

Valarie A. Elswick,
NCSM Conference Coordinator

Carol A. Edwards
NCSM Event Coordinator

Session 97 **Hall B**

Tuesday 7:45 – 8:30 AM

NCSM President Timothy D. Kanold will provide progress on the 2008-2009 NCSM projects, initiatives, and newly released position papers. Treasurer Randy Pippen will provide information regarding the current financial status of the organization.

NCSM Sponsor Partner Recognition Ceremony

Please join our 2009 Washington, DC, Conference Planning Committee—Valarie A. Elswick, Susan Beal, Linda Fulmore, Carol A. Edwards, Fern A.Tribbey, Steve Tribbey, Diana G. Kendrick, Timothy D. Kanold, Danette Garlock, and Terri K. Belcher—in celebrating the many wonderful commercial companies who sponsor and support the efforts of NCSM members across the country. This is our chance to publicly thank them and celebrate their commitment to the improvement of mathematics education. We thank all NCSM Sponsor Partners for their continued and sustained support of mathematics education leaders and our organization.

Tuesday 8:45–9:45

Session 98: Major Session

General **146ABC**

Becoming a PRIME Stage 2 and 3 Leader: Understanding and Knowing the Power of Our Leadership Influence!

Timothy D. Kanold, President, National Council of Supervisors of Mathematics, Chicago, IL

This session will provide six specific leadership behaviors for each step of the influence process. Based upon the "Influence" research, we will learn how to make change not only achievable and sustainable, but inevitable. The Stage 2 PRIME leader must become skilled at influencing others toward best practice behaviors.

Presider: Diana Kendrick, NCSM Eastern Region 2 Director, Upper Marlboro, MD

Timothy D. Kanold is President of the National Council of Supervisors of Mathmatics (NCSM) and was the lead editor for NCSM's PRIME Leadership Framework. Currently, he presents Professional Learning Community Leadership training for school administrators across the country.

Kanold is co-author of 21 mathematics textbooks grades 6–12, and has published numerous articles on School Leadership. He has presented leadership seminars nationally and internationally over the past two decades, with the primary focus on erasing inequities that exist in student learning experiences for all children in Mathematics and English.

Kanold was Superintendent at Adlai E. Stevenson High School District 125 in Lincolnshire, Illinois, for six years, where he also served as Director of Mathematics and Science for 17 years. He has received many awards, including the Presidential Award for Excellence in Mathematics Teaching in 1986 and the Outstanding School Administrator Award from the Illinois State Board of Education in 1994.

Session 99

General **Strand 2** **143AB**

Shifting the Focus to Transformed Thinking

How many students are still employing a naive strategy, such as counting, to solve most problems long after they have learned other strategies that would be more efficient? In mathematics leaders' work with teachers, has the time come to put the emphasis on curriculum, teaching, and assessment to transform mathematical thinking?

David McKillop, Making Math Matter Inc., Truro, Nova Scotia, Canada

Session 100

General **Strand 2** **143C**

Improving Teaching Strategies and Student Learning by Using a Guided Intervention Process

As one component of professional development for an urban Mathematics Science Partnership project and a Teacher/Leader Quality project, teachers developed Guided Intervention Folders for Grades 6–8 students. This process was successful in improving students' mathematics achievement and as a tool for improving teaching practices.

Patricia Tinto, Syracuse City School District, Syracuse, NY
Nancy Zarach, Syracuse City School District, Syracuse, NY
Dianna Newman, University at Albany, Albany, NY
Kathy Gullie, University at Albany, Albany, NY

Session 101

General **Strand 3** **145A**

Curriculum Alignment: Models, Processes, and Lessons Learned

Is your district in need of curriculum alignment? Join us for lessons learned through different curriculum models and processes that evolved from work with a single district to a cohort of districts to a curriculum product now in use throughout the state.

Tamara Ramsey, Education Service Center Region XIII, Austin, TX
Jo Peters, Education Service Center Region XIII, Austin, TX
Susan Hemphill, Education Service Center Region XIII, Austin, TX
Carol Gautier, Education Service Center Region XIII, Austin, TX

Session 102

General **Strand 2** **150B**

Develop and Lead with Coaching: Coaches, Teachers, and Parents

Looking at a successful multi-dimensional coaching model for low socio-economic schools, participants will discuss an overview of the model; participate in journaling, communication, conferencing, and assessment strategies; and review successful parental invention. The coaching model is aligned with NCTM Standards and the equity indicators and stages of the PRIME Leadership Framework.

Pam Warrick, University of Arkansas at Little Rock, Little Rock, AR
C. Neelie Dobbins, University of Arkansas at Little Rock, Little Rock, AR

Turn in event admission tickets you do not plan to use at the Registration Desk or near room 151.

Tuesday 8:45-9:45 (Regular continued)

Session 103

General **Strand 4** **151B**

Using Test Development Strategies to Align Instruction and Assessment

Assessment is only effective as a tool for informing us about the instruction of students if it is closely aligned with instruction. This session will introduce a planning model that will assist teachers and leaders in aligning instruction and assessment based on strategies test developers use to create effective assessments.

Eric Moyer, Pearson, Austin, TX

Session 104

Middle (6–8) **Strand 2** **151A**

The Lesson Experiment: Learning to Learn from Teaching

This session reports on our efforts to implement Hiebert's (2007) framework for helping "teachers learn how to teach from studying teaching" with pre- and in-service 6th-12th grade mathematics teachers. This framework is a tool to improve instruction and student learning and to generate knowledge for teaching. Handouts and rubrics provided.

Jodie Novak, University of Northern Colorado, Greeley, CO
Robert Powers, University of Northern Colorado, Greeley, CO

Session 105

Secondary (9–12) **Strand 7** **145B**

Mathematics Teacher Leaders, PRIMED to Lead: Lessons Learned from Teachers Assisting Students to Excel in Learning Mathematics (TASEL-M)

Teacher leaders empower colleagues to improve mathematics programs through NCSM's PRIME Leadership Framework and professional learning communities (PLCs). We will share lessons learned through the TASEL-M NSF-funded project with low-performing high schools and feeder middle schools to build teacher capacity and pedagogical content knowledge.

Dianne DeMille, Orange County Department of Education, Costa Mesa, CA
David Pagni, California State University, Fullerton, Fullerton, CA

Session 106

Secondary (9–12) **Strand 3** **146C**

Not Your Grandpa's Algebra: Rethinking PK-12 Mathematics for College and Workforce Readiness

What steps can get us to a continuous, coherent, PK-12 mathematics curriculum that prepares all students to enter college or the workforce in the rapidly changing world of the 21st century? What needs to happen in high school to build on increasing coherence and beginnings of success in elementary and middle school mathematics?

Cathy Seeley, University of Texas Dana Center, Austin, TX

Session 107

Secondary (9–12) **Strand 1** **150A**

Changing Their Minds

Do students' self-beliefs impact their achievement? How about teacher beliefs? The typical culture of the high school mathematics classroom may be creating roadblocks to equity for many students. We will share some fresh ideas for shaping the beliefs and attitudes of teachers and students via a year-long Algebra I intervention.

Lisa Brown, University of Texas Dana Center, Austin, TX
Susan Hudson Hull, University of Texas Dana Center, Austin, TX

Session 108: CTB/McGraw-Hill Sponsor Showcase

General **147A**

Transforming Algebra Instruction and Achievement via an Online Formative Assessment Solution

Tom Moellering, CTB/McGraw-Hill, Monterey, CA

Acuity Algebra provides a comprehensive standard-based online or paper-and-pencil solution to assess student readiness, benchmark understanding of algebraic concepts and gauge student proficiency. This session will detail best practices in a district's implementation of Acuity Algebra and show how resulting data identifies strengths and weaknesses in comprehension and helps modify instruction.

Session 109: Pearson Technology Showcase

General **147B**

The Power of Student Gaming—Pearson Elementary and Middle School Math Programs

Kristin White, Pearson, Glenview, IL

The world is changing and so are your students! Pearson is proud to reach today's digital natives with an exclusive partnership with Tabula Digita! Connect to today's learners through DimensionM™'s Single and Multiplayer immersive educational gaming, tied directly to enVision Math and Prentice Hall Middle[EL] School Mathematics. Explore new gaming methods to engage, motivate, and inspire your students while offering additional mathematics practice.

Turn cell phones off or put on vibrate while in sessions.

Nominations for 2010 NCSM Board positions are open. See page 84.

Tuesday 8:45–10:15 (Extended)

Session 110

General **Strand 4** **144A**

Formative Assessment Practices that Inform Both Teachers and Students

Facilitating incorporation of formative assessment practices is the focus of the National Science Foundation (NSF) / Interagency Education Research Initiative (IERI) study of a mathematics problem solving model. This session explores the challenges and successes teachers experience using a trait-based feedback guide to respond to students engaged in problem solving.

Edith Gummer, Northwest Regional Educational Laboratory, Portland, OR
Claire Gates, Northwest Regional Educational Laboratory, Portland, OR
Jessica Strowbridge, University of Idaho, Moscow, ID

Session 111

General **Strand 3** **154A**

A Leap of Faith: Transitioning to a Focused Curriculum

Florida was the first state to base its standards on Curriculum Focal Points. Experienced-based aspects of transitioning to a curriculum that is focused on depth rather than breadth will be shared with special attention given to the process of leading teachers and administrators to understand what it means to teach deeply.

Juli Dixon, University of Central Florida, Orlando, FL

Session 112

General **Strand 1** **154B**

Implications of Standards-Aligned Systems of Curriculum, Instruction, and Assessment for Improving the Achievement of Students with Disabilities

This session will describe a standards-aligned system that provides a common framework based upon research and best practice for continuous school enhancement/improvement. Such a system has tremendous implications for improving mathematical understanding and state assessment results for students with disabilities. Specific examples will be provided and discussed.

Cecil Crouch III, PA Training and Technical Assistance Network, Pittsburgh, PA
Tracy Ficca, PA Training and Technical Assistance Network, Harrisburg, PA
Jim Bohan, Intermediate Unit #13, Lancaster, PA

Session 113

Primary (PK–2) **Strand 3** **140AB**

Basic Facts: Building a Systemic Program for All Learners

Basic facts are the building blocks for mathematics success. Students must attain automaticity through a structured curriculum that focuses on strategies and differentiation. This session will share the research and development of a district-wide basic fact program.

John SanGiovanni, Howard County Public School System, Ellicott City, MD
Kay Sammons, Howard County Public School System, Ellicott City, MD

Session 114

Intermediate (3–5) **Strand 6** **144B**

Language and Mathematics: Connecting Research to Practice

In this interactive session, we will experience a professional development model which highlights the interplay between acquiring language and learning mathematics. The theoretical foundation for the work includes the tenets of adult learning and conditions that foster change.

Grace Coates, University of California, Berkeley, CA
Karen Mayfield-Ingram, University of California, Berkeley, CA

Session 115

Intermediate (3–5) **Strand 3** **144C**

Helping Staff Instruct Students in the Academic Vocabulary of Mathematics by Combining High Interest Mathematics Manipulatives and a Six-Step Process

Investigate how to use mathematics manipulatives with Marzano and Pickering's "Six-step process for direct instruction in subject-area vocabulary," to help students speak, write, and listen to the language of mathematics. Participate in hands-on activities that are mathematically sound and supportive of one or more of the Six Steps Marzano outlines.

Robert Jesberg, K'NEX Education, Hatfield, PA
Janie Zimmer, Research-Based Education, Reading, PA

Attend your Regional Caucus Session. See page 58.

Support the Iris Carl Mathematics Leadership Fund. See pages 51 and 85.

Tuesday 8:45-10:15 (Extended continued)

Session 116

Middle (6–8) **Strand 5** **149AB**

Developing Leadership in Technology Integration: An Effective Online Teacher Workshop Model

Examine a model of professional development from the Math Forum @ Drexel that provides opportunities for teachers to build their understanding of mathematical concepts, explore ways that they can create similar experiences for students, and learn more about resources and support which will enable them to become leaders in this community.

Suzanne Alejandre, The Math Forum at Drexel University, Philadelphia, PA
Marie Hogan, Traweek Middle School, West Covina, CA
Glenys Martin, W. P. Sandin Composite High School, Shellbrook, Saskatchawan, Canada
Ashley Miller, China Grove Middle School, China Grove, NC

Session 117

Secondary (9–12) **Strand 7** **152A**

Professional Development for Grades 6–12 Teachers that Updates and Connects Content Standards and Models Powerful Pedagogy through Discrete Mathematics

NCTM's Navigating through Discrete Mathematics, Grades 6–12 is a practical resource for lively, interactive professional development. Authors model and discuss professional development that deepens teachers' content knowledge, provides suggestions for integrating number, algebra, geometry, and discrete mathematics standards, and focuses on powerful pedagogy.

Margaret Kenney, Boston College, Chestnut Hill, MA
Eric Hart, Maharishi University of Management, Fairfield, IA

Session 118

Middle (6–8) **Strand 1** **152B**

Enhancing Mathematics and Language Understanding through Geometry: A Model for Supporting Mathematics Coaches and Teachers Working with English Language Learners

Learn how mathematics teachers and coaches in three New York City schools improved support for English language learners by using protocols focused on academic language and mathematical understanding to guide both lesson planning and coaching discussions about lesson observations. Share benefits from the perspectives of the teachers and coaches.

Mark Driscoll, Education Development Center, Newton, MA
Johannah Nikula, Education Development Center, Newton, MA
Rachel Wing DiMatteo, Education Development Center, Newton, MA

Tuesday 10:15–11:15

Session 119: Major Session

General **146AB**

The Positioning of African American Schoolgirls as Mathematics and Science Learners

Thomasenia Lott Adams, University of Florida, Gainsville, FL

The speaker, a mathematics educator, is Co-Principal Investigator on a three-year National Science Foundation-funded study to explore how African American girls within impoverished communities position themselves in relation to mathematics and science learning and the impact of teachers, counselors and parents' positionality on the girls' science and mathematics learning experiences.

Presider: Carol Newman, NCSM Southern 1 Region Director, Plantation, FL

Thomasenia Lott Adams is professor of mathematics education in the College of Education, University of Florida, is the current President of the Florida Association of Mathematics Teacher Educators, serves on the board of directors of the Florida Council of Teachers of Mathematics, and is the out-going editor of the Mathematical Roots Department of Mathematics Teaching in the Middle School.

Her scholarship includes publishing and presenting her work. A recent publication is based on the three-year research grant funded by the National Science Foundation to study the positionality of rising sixth-grade girls toward mathematics and science.

Adams received the 2007 Mary L. Collins Award from the Florida Association of Teacher Educators.

Session 120

General **Strand 2** **143C**

Slow Down to Think Mathematically

This session will introduce participants to "problems without figures," which encourage students' mathematical thinking and discussion of diverse strategies. Without the distraction of figures (numbers), students can focus on how they would approach solving a problem.

Patsy Wang-Iverson, The Gabriella and Paul Rosenbaum Foundation, Bryn Mawr, PA
Richard Askey, University of Wisconsin-Madison (retired), Madison, WI
Marian Palumbo, Bernards Township Schools, Basking Ridge, NJ

Tuesday 10:15-11:15 (Regular continued)

Session 121

General **Strand 3** **145A**

Changing Their Minds: Making the Textbook a Resource Instead of the Curriculum

Alignment of state curriculum frameworks with district resources is fundamental to student achievement. Curriculum frameworks will be analyzed and subdivided into more precise skills. Textbooks will be examined to see if they meet the framework requirements. Gaps between the curriculum frameworks and textbooks will be identified.

Kimberly Jones, The Learning Institute, Hot Springs, AR
Pam Berry, The Learning Institute, Hot Springs, AR

Session 122

General **Strand 7** **145B**

Collaborating to Improve Mathematics Achievement in an Urban District: The Rowan/Camden Mathematics Partnership

This presentation will describe the mathematics coaches' collaborative and will focus on the viewpoints of the coaches, the district mathematics supervisors, the university facilitator, and the project director. The session will include sample activities and agendas, with opportunities for questions and discussion.

Janet Caldwell, Rowan University, Glassboro, NJ
Jacqueline Sykes, Camden City Schools, Camden, NJ
Daphne Gilstrap, Camden City Schools, Camden, NJ
Alexis Kopperman, Rowan University, Glassboro, NJ

Session 123

General **Strand 4** **146C**

Formative Assessment: Moving Behind the Hype and the Rhetoric to Substance and Practice

Formative assessment has typically become the latest buzzword and most recent panacea presented with great hype and much blather. This session will engage participants in the substance behind the jargon and take a practical look at the formative assessment practices that research suggests can make a difference in student achievement.

Steven Leinwand, NCSM Past President, American Institutes for Research, Washington, DC

Session 124

General **Strand 3** **150A**

Knowing and Modeling PRIME Curriculum Leadership!

This interactive session will provide participants with the opportunity to develop understanding of the Curriculum Principle leadership actions as described in The NCSM PRIME Leadership Framework. Participants will spend time using self assessment tools to connect the Curriculum Principle actions into the context of their workplace. The latest PRIME Toolkit materials will be provided.

Diane Briars, NCSM President-Elect, Pittsburgh, PA
Ruth Harbin Miles, NCSM Membership Chair, Hays, KS

Session 125

General **Strand 2** **151A**

Where in the World Are You? Supporting and Developing School-Based Mathematics Teacher Leaders

How do mathematics teacher leaders (MTLs) at different stages of their own leadership trajectory effect change with teachers, students, administrators, and climate in their buildings? Examine the work of MTLs in classrooms and schools across a large urban district that fosters professional growth and leadership development in mathematics education.

Lee Ann Pruske, Milwaukee Public Schools, Milwaukee, WI
Astrid Fossum, Milwaukee Public Schools, Milwaukee, WI
Paige Richards, Milwaukee Public Schools, Milwaukee, WI

Session 126

Middle (6–8) **Strand 3** **143AB**

Developing Algebraic Reasoning in the Middle Grades - Coherence or Chaos?

With 50 different state frameworks, it is difficult to maintain coherence and integrity of any mathematics curriculum. This talk will present examples of students' algebraic reasoning in middle grades from classrooms using a National Science Foundation-funded curriculum and raise issues about the challenges in developing algebraic reasoning.

Elizabeth Phillips, Michigan State University, East Lansing, MI

Session 127

Intermediate (3–5) **Strand 7** **150B**

Coaches, Are You Looking for Ways to Get All Teachers Involved in Professional Development?

Learn about one school's journey to raise student achievement in mathematics through unique job-embedded professional development that transfers to classroom practice, even with reluctant teachers. I will share processes and activities used in coaching and building professional learning communities. Outcomes that include student data and teacher feedback will be reported.

Elizabeth Gehron, Seminole County Public Schools, Sanford, FL

Session 128

Middle (6–8) **Strand 3** **151B**

Accent on Algebra: Developing Conceptual Understanding by Making Connections Across the Middle Grades Curriculum

The NCTM Curriculum Focal Points emphasize a strong focus on algebra during middle school. Learn how teachers can help students gain a deeper understanding of algebra with curriculum specifically designed to make connections among prior experiences. Participants will explore activities across grades 6, 7, and 8 that showcase such connections.

Katherine Gavin, University of Connecticut, Storrs, CT

Session 129: Holt McDougal Sponsor Showcase

General **147A**

Intervention Tools to put Struggling Students Back on Track

Heather Trotter, Holt McDougal, Austin, TX
Sherry Bailey, Holt McDougal, Austin, TX

Struggling students often need more time for intervention with prerequisite skills as well as on-level topics. Holt McDougal offers a variety of resources to help students get back on track. Our intervention systems provide complete support for teachers. Attendees will receive a CD-ROM or workbook. Supplies are limited.

Session 130: Texas Instrument Technology Showcase

General **147B**

What's New at Texas Instruments Now?

Robb Wilson, Texas Instruments, Dallas, TX

Updates on the latest Texas Instruments products and free resources: thousands of free calculator lesson plans, SAT and ACT practice tests from the Princeton Review, funding resources, and more.

Tuesday 10:30–12:00 (Extended)

Session 131

General **Strand 6** **140AB**

Leading by Connecting Culture and Mathematics

Leaders recognize that mathematics teaching and learning occur in a cultural context. This presentation will describe our attempt to illustrate the role of culture in the mathematics classroom. Participants will explore culturally-based tasks and discuss the ways to use them in mathematics lessons.

Chadd McGlone, University of North Carolina - Chapel Hill, Chapel Hill, NC
Jim Barta, NCSM Western Region 1 Director, Utah State University, Salt Lake City, UT

Session 132

Primary (PK–2) **Strand 2** **152B**

Leading from Beside: Co-accountability to Foster Teacher Growth

Come and explore a professional development model that actively involves teachers in planning, teaching, and reflecting on lessons to increase students' understanding of concepts and use of mathematical language. This model fosters co-accountability, augments cooperation to promote appropriate learning, and fosters teacher ownership of professional development that increases student achievement.

Susan Smith, Pittsburgh Public Schools, Pittsburgh, PA
Rodney Necciai, Pittsburgh Public Schools, Pittsburgh, PA

Session 133

Intermediate (3–5) **Strand 7** **144B**

Lost in Translation? Learning to Speak the Languages of Fluency and Understanding to Develop Mathematical Proficiency

How can districts transition to the National Advisory Panel's recommendations? The key is translation—making sure teachers and students understand the Panel's statement, "The curriculum must simultaneously develop conceptual understanding, computational fluency, and problem solving skills." Learn how one district balances procedural facility with the ability to reason mathematically.

Lori Fanning, Fulton County Schools, Atlanta, GA
Debbie Crawford, Curriculum Professional Development - Pearson, Glenview, IL
Patricia Rooks, Fulton County Schools, Atlanta, GA

Session 134

Middle (6–8) **Strand 2** **144C**

Improving Access to Language: A Key to Improving Mathematics Learning

Participants will experience professional development activities that they can use with teachers in their districts to address the key questions: What strategies can help students access language so that they can learn mathematics? What does the research say about these strategies? Participants view classroom video of strategies in action.

Emily Fagan, Education Development Center, Newton, MA

Session 135

Middle (6–8) **Strand 4** **152A**

The Development of Teacher Expertise in Classroom Assessment as a Context for Deeper Understanding of Mathematics

This interactive session will highlight assessment/content-related activities and teacher-designed materials developed in the Boulder Partnership for Excellence in Mathematics Education. This partnership, involving middle grades mathematics teachers, Colorado University faculty, and Freudenthal Institute researchers, focused on the design of classroom assessment as a context for deepening generative understanding of mathematics.

David Webb, University of Colorado at Boulder, Boulder, CO
Paige Larson, Boulder Valley School District, Boulder, CO
Michael Matassa, Boulder Valley School District, Boulder, CO

Session 136

Middle (6–8) **Strand 3** **154A**

Open-Ended Problems That Fit the Middle School Curriculum—With Extensions

Participants will engage in considering a different view of good problems for the middle school curriculum: simple rule to begin, engage in mathematical thinking, computational practice while solving the problem, and connect to mathematics at a higher level. See that once we get the answer, mathematics begins. Useful Handouts.

Jerry Becker, Southern Illinois University Carbondale, Carbondale, IL

Tuesday 10:30-12:00 (Extended continued)

Session 137
Secondary (9–12) **Strand 3** **144A**

Making Sense of Mathematics: The Answer Is the Question

Too often students learn rote procedures with little understanding and consequently cannot transfer their learning to any new setting. Using technology and a focus on inquiry, asking questions that engage students in thinking and reasoning about the mathematics and about the procedures can make a real difference in student learning.

Tom Dick, Oregon State University, Corvallis, OR

Session 138
Secondary (9–12) **Strand 5** **149AB**

Developing Algebraic Thinking with Technology

Successfully developing high achievement in algebra for all learners requires systemic vision, incorporating research-based instructional strategies, appropriate use of technology, and curriculum that empower conceptual learning. This session will present examples of how curriculum with embedded technology can be used to enable teachers to increase student capacity for algebraic thinking.

Steve Rasmussen, Key Curriculum Press, Emeryville, CA
Timothy Pope, Key Curriculum Press, Emeryville, CA

Session 139
College **Strand 4** **154B**

Mining for Gold with Guided Field Investigations

During field experiences pre-service teachers often fill their daily journals with the minutiae of classroom activities, forgetting that it is the teacher they are observing, not just the students. Using guided investigations will help to focus pre-service teachers on key skills and the nuances that make teaching an art form.

Debbie Gochenaur, Elizabethtown College, Elizabethtown, PA
Mike Long, Shippensburg University, Shippensburg, PA

Complete the Conference Feedback Survey and turn it in at the Registration Desk or at the Wednesday luncheon.

Student Recognition Certificates are available at the Registration Desk.

Tuesday Luncheon

Session 140 **Sponsored by Texas Instruments** **Hall B**

12:15 PM – 2:15 PM *(ticket required)*

Texas Instruments helps educators teach and students succeed in mathematics and science by providing research-based technology for instruction and assessment, curricular materials and professional development—essential components proven to deliver greater student achievement.

Visit Texas Instruments at Booth # 7 or at www.TI.com.

Aligning for Algebra Success

Student success in Algebra is a focus for many of us. In this presentation, we will explore how some educators are approaching this challenge and reaching algebra and pre-algebra students with greater effectiveness.

Patricia Wright is Virginia's Superintendent of Public Instruction, serves as executive officer of the Virginia Department of Education (VDOE), and serves as secretary of the Board of Education. She has worked with the VDOE for more than 20 years, including her role as state mathematics supervisor. Prior to that she taught secondary and middle school mathematics for 10 years. She received her doctorate in mathematics education from the University of Virginia.

Gail Burrill is currently a Mathematics Specialist in the Division of Science and Mathematics at Michigan State University, directs the Institute for Advanced Study's International Seminar, directs a component of the Park City Mathematics Institute, is a T^3 instructor, and is an advisor to TI Education Technology. She has served as President of the National Council of Teachers of Mathematics (NCTM) and as Director of the Mathematical Sciences Education Board (MSEB).

Jane Gillespie is a mathematics teacher at Fresno Christian Schools. She is currently teaching pre-algebra and geometry to junior high and high school students. Jane graduated from Fresno Pacific University in 2004 and earned her teaching credential from Fresno State University in 2006.

Carl Veater is currently the 7-12 Mathematics Coordinator for the Fresno County Office of Education. Prior to this role, Carl was a high school mathematics teacher for 12 years, a department chair, and a master teacher.

4th Annual Presentation of the Iris Carl Travel Grants

Iris Carl was an international leader in mathematics education, an NCSM Past President, and a Glenn Gilbert Award recipient, who worked tirelessly to support other mathematics education leaders. NCSM honors her through the presentation of the NCSM Iris Carl Travel Grant.

NCSM established the Iris Carl Mathematics Leadership Fund, within the NCSM Charitable Trust, which endows the Grant. As long as there are sufficient funds, NCSM will annually provide up to three Iris Carl Travel Grants to eligible NCSM members to attend the NCSM Annual Conference.

The fund continues to grow through generous contributions. NCSM will mail a thank you letter suitable for use in informing the IRS that no goods or services were provided in return for the contribution.

The Iris Carl Travel Grant application and criteria can be found at mathedleadership.org.

2009 Grant Recipients

Jennifer Bednarczyk, Richton Park, IL
Therese Forsythe, Berwick, Nova Scotia, Canada
Lisa Lunney Borden, Antigonish, Nova Scotia, Canada
Nancy Krueger, Sioux Falls, SD
Juli Schexnayder, Phoenix, AZ

2008 Grant Recipient

Comfort Akwaji-Anderson
Iowa City Community School District, Iowa City, IA

The Tuesday Luncheon program recognitions continue on pages 52 and 53.

Recognition of NCSM Board Members

NCSM is built upon a foundation of volunteers that help create our success as a mathematics education leadership organization. Serving on the NCSM Board requires the conscious choice to volunteer many hours of personal time and talent to the mission and purpose of NCSM. We are grateful for their belief and passion for the cause of mathematics education leadership.

Outgoing NCSM Board Members

First Vice President – Susan Beal

Southern Region 1 Director – Carol Newman

Western Region 1 Director – James J. Barta

Secretary – Mona Toncheff

Journal Managing Editor – Gwen Zimmermann

Conference Coordinator – Valarie A. Elswick

Event Coordinator – Carol A. Edwards

Nominations Chair – Vanessa Cleaver

Sponsor Liaisons – Steve and Fern Tribbey

Continuing/Transitional Board Members

Immediate Past President – Timothy D. Kanold

President – Diane J. Briars

First Vice President – Linda Fulmore

Awards Chair – Donna Simpson Leak

Membership & Marketing Chair – Ruth Harbin Miles

NCTM Representative – Jerry Cummins

Newsletter Managing Editor – Kay Gilliland

Position Papers Editor – Kit Norris

Treasurer – Randy Pippen

Newly Elected NCSM Board Members

2nd Vice President – Sandie Gilliam

Southern Region 1 Director – Susan Birnie

Western Region 1Director – Richard Seitz

Newly Appointed NCSM Board Members

Secretary – Janet Sinopoli

Journal Managing Editor – Linda Ruiz Davenport

Nominations Chair – TBD

Sponsor Liaisons – Janet Falkowski & Mary Lynn Raith

e-Mail Newsletter and Web Editor – TBD

A Tribute to Carol A. Edwards, NCSM Event Coordinator

An NCSM Leader Who Has Made a Difference

Carol A. Edwards is an NCSM leader who, for more than 40 years, has made a difference in the lives of many other mathematics education teachers and leaders. Those who know Carol think first and foremost of service, volunteerism, service again, and whatever it takes to get the job done. They also think of having a great and meaningful conference or event experience!

Functions that you have attended at this conference have largely been a result of the unending hours of devotion to detail over the past 12 months by a "behind the scenes," "don't give me the credit"-type servant-leader—NCSM's very own and very beloved Carol A. Edwards. More importantly, Carol has served faithfully and unfailingly in the capacity of NCSM Functions/Events Coordinator, and Annual Conference guru for this entire decade.

In 2000, Carol began her journey as our 2nd Vice President, and she has continued to dedicate almost 10 years of volunteer service to the NCSM Board and its members. After serving in the elected offices of 2nd and 1st Vice President for two years, Carol became an invaluable appointed NCSM Board member—appointed by President Carole Greenes to serve as Function and Events Chair for all NCSM Board meeting events and for the Annual Conference. Since first being elected, Carol has faithfully served five NCSM Presidents and trained them all on how events are delivered with precision, class, and high expectations for excellence.

A great question of leadership is 'how do I make everything more personal?' That has been Carol's greatest strength. She has had certain gifts to offer all of us, certain talents to share, and certain contributions to make. Carol's gifts are those of a leader who is a quiet hero who makes sure everything works like clockwork, while the spotlight shines on others. NCSM will be forever a better organization because of the work of Carol A. Edwards.

On April 22, 2009, at the end of this Conference, Carol will officially 'retire' from her role as NCSM Board member and Event Coordinator. The Board cannot thank her nearly enough for the way she has served the Board with grace, dignity, effort, and humility for so many years. If you see Carol during the conference, please give her a big hug and tell her '*thank you*' for all she has done to serve so many during this past decade of growth for NCSM.

Thank you, Carol. We love you and we will all miss you in this capacity.

An NCSM Tribute to the Legacy of Ross Taylor

On February 7, 2009, NCSM lost one of its founding fathers, Bennett "Ross" Taylor. He was a part of the heart and soul of the organization for the past 4 decades, a "Leader of Leaders" in mathematics education, and a driving force behind the birth of the National Council of Supervisors of Mathematics.

Ross facilitated and led the first planning and organizational meeting of NCSM in Minneapolis in 1969 and served as the Second President of the organization from 1971–1973. When mathematics education was faced with a national "basic skills" movement, he led the 1976 development of an NCSM Position Paper, *New Basic Skills*, which led to the redefinition of basic skills to include problem solving and the use of calculators.

In his own words, here is what Ross had to say about the early NCSM years:

> *When I started as the Mathematics consultant for the Minneapolis Public Schools in the fall of 1967, I found no structure for networking with my supervisor colleagues throughout North America. In the spring of 1968, the annual NCTM meeting in Philadelphia included a section for mathematics supervisors. At that meeting it was decided we would establish an organization for school district supervisors at the next (1969) NCTM meeting in Minneapolis.*

Ross had an instant and positive impact on all that knew him. Shirley Frye, NCSM President from 1981–1983, noted, "Ross was indeed an inspiration to everyone in NCSM over the years. I recall our first supervisor meetings sitting around in a circle and sharing our challenges. Ross was always a catalyst to move the group to action."

Sally Sloan, NCSM President from 1983–1985, said, "I was President when Ross received the Glenn Gilbert Award. An indication of Ross' enormous effect on people, 10 of his resource teachers from Minneapolis Public Schools flew across the country to honor him as he received the award."

Jerry Cummins, NCSM President from 1999–2001, indicated, "Ross took me under his 'wing' in 1965. He helped me design an Honor's Geometry Course at Proviso West High School. I turned to him frequently as a youthful math teacher who became the Department Chair and was in dire need of advice and help. He never failed me."

Ross was also a constant encourager and supporter of those who addressed inequities in mathematics education for underrepresented groups and placed issues of equity and equitable practices at the front of the NCSM agenda. According to Ross:

> *An early issue for NCSM was defining its membership. During the civil rights activities of the sixties when professional organizations were desegregating, NCTM adopted a policy of not affiliating with organizations that restricted their membership. NCSM chose not to restrict its membership to supervisors, and* ***welcomed all leaders of mathematics education****.*
>
> *My personal goals for NCSM were to provide an opportunity for networking and to improve the role of mathematics education leaders as professionals.*

Dorothy Strong, NCSM President from 1977–1979 and a fellow founding member indicated, "Ross always faced challenges with action. His life left all of us with the challenge of Henry Wadsworth Longfellow in the poem, *The Psalm of Life:*

> Lives of great men all remind us
> We can make our lives sublime,
> And, departing, leave behind us
> Footprints on the sands of time.

Ross's legacy lies in the hearts, minds, and actions of all that benefited from his leadership, his passion, his purpose, his voice, and from his courage. He will be fondly remembered and greatly missed by the NCSM community of leaders in mathematics education.

Tuesday 2:30–3:30

Session 141: Major Session

General **146AB**

Reasoning and Sense-Making in Mathematics: Issues for Leaders, Teachers, and the Mathematics Community. An Update on NCTM Initiatives and Beyond

Henry (Hank) Kepner, President, National Council of Teachers of Mathematics, Reston, VA

This session will challenge leaders to impact student sense-making and proficiency in mathematics across each leader's areas of responsibility. How can leaders support teachers and the mathematics community to engage students in stimulating, sound mathematical learning? Current initiatives of the National Council of Teachers of Mathematics will be discussed.

Presider: Connie Schrock, NCSM Central 2 Region Director, Emporia, KS

Henry Kepner is President of the National Council of Teachers of Mathematics and a Professor in the Department of Curriculum and Instruction at the University of Wisconsin-Milwaukee.

He was a founding member and first president of the Association of Mathematics Teacher Educators. He has served five years as program officer at NSF in Washington, DC. Kepner has also served as President of the National Council of Supervisors of Mathematics, the Wisconsin Mathematics Council, and the Milwaukee Educational Computing Association. He served on the boards of directors of the National Council of Teachers of Mathematics and the School Science and Mathematics Association.

He received the School Science and Mathematics Association Distinguished Service Award in 2003, the University of Wisconsin-Milwaukee School of Education Teaching Award in 2004, and the North Shore United Educators' Award of Excellence in 2008.

Session 142

General **Strand 6** **143C**

Implementing Positive Change in Mathematics Through Research-Based Coaching

Mathematics coaches have a challenging and demanding job. This session provides practical advice on effective coaching practices based upon research and personal experience. What educational factors do coaches need to focus their efforts in order to improve classroom instruction?

Ted Hull, Hull Educational Consulting, Pflugerville, TX
Ruth Harbin Miles, NCSM Membership and Marketing Chair, Consultant, Madison, VA
Don Balka, Saint Mary's College, Notre Dame, IN

Session 143

General **Strand 3** **145A**

A Collaborative Discussion with NCSM Past Presidents about Creating a Rational K-12 Mathematics Curriculum

Building from the PRIME Leadership Principle for Curriculum Leadership, this session will blend small group discussion and large group sharing to address strategies for creating a more rational K-12 mathematics curriculum. An experienced group of NCSM Past Presidents will facilitate the discussions and model the process of collaborative discussion.

Larry Bradsby, NCSM Past President, Lakewood, CO
Steve Leinwand, NCSM Past President, Washington, DC

Session 144

General **Strand 7** **145B**

Got Sense? A Professional Learning Journey for Number Sense

This interactive session will discuss a three-year professional development plan to support quality teaching, with a focus on Number Sense. It will also share specific grade level professional development, use of technology, resources, classroom strategies, and funding from the viewpoints of a mathematics coach, mathematics consultant, and principal.

Laurel Marsh, Howard County Public Schools, Columbia, MD
Jonathan Davis, Howard County Public Schools, Columbia, MD
Beth Kobett, Stevenson University, Stevenson, MD

Session 145

General **Strand 6** **151B**

Mathematics Coaching for Principals: Increasing Leadership Content Knowledge (LCK) for Supervision

How can mathematics specialists help principals develop the Leadership Content Knowledge (LCK) needed for effective teacher supervision? This interactive panel presentation will share findings from a study of nearly 500 K-8 principals to show how administrator coursework combined with district and building-based support can affect principals' LCK.

Loretta Heuer, Education Development Center, Inc., Newton, MA
Kristen Reed, Education Development Center, Inc., Newton, MA
Kathi Klaas, Sun Prairie Area School District, Sun Prairie, WI

Volunteer to help at the 2010 Annual Conference in San Diego. The form is available at www.mathedleadership.org.

See page 86 for future NCSM Annual Conferences and Regional Events.

Tuesday 2:30-3:30 (Regular continued)

Session 146
Primary (PK–2) **Strand 6** **146C**

Report of the National Research Council's Committee on Early Childhood Mathematics: Learning Paths Toward Excellence and Equity

The National Research Council recently completed a study of early childhood mathematics, synthesizing and analyzing research from a number of disciplinary fields. Authors of the report draw implications for leadership, policy, and practice that will help all children, especially vulnerable children, get a strong start in learning mathematics.

Karen Fuson, Northwestern University, Fallbrook, CA
Herbert Ginsburg, Teachers College Columbia University, New York, NY
Sybilla Beckmann, University of Georgia, Athens, GA
Douglas Clements, University at Buffalo, State University New York, Buffalo, NY

Session 147
Intermediate (3–5) **Strand 6** **143AB**

Research and Best Practices to Help Teachers Motivate Struggling Mathematics Students

Effort counts. Teachers who believe this have a good start with struggling students, but another piece to the puzzle is motivating students to invest effort. What can research and effective teachers tell us about motivating students who struggle with mathematics and who don't believe they can or want to do it?

Janet Pittock, Scholastic, New York, NY

Session 148
Intermediate (3–5) **Strand 3** **151A**

Teach Less, Learn More—Curriculum Implementation in Singapore Schools

Using selected topics such as area and fractions, the speaker illustrates how the goal to teach less so that students can learn more can be achieved in the implementation of a national curriculum. Teach Less, Learn More is an initiative in Singapore schools across subject areas.

Ban Har Yeap, Nanyang Technological University, Singapore

Session 149
Middle (6–8) **Strand 6** **150A**

Key Components of Effective Professional Development for Grade 6-8 Teachers: Pedagogical Content Knowledge, Research-Based, Development of Students' Mathematical Thinking

What constitutes a quality professional development? In this session, we will share our successful experiences in designing and implementing professional development institutes for Grades 6–8 inservice teachers. We will provide a sample of a Department of Education (ED) funded proposal including rationale, scope and sequence, day-by-day syllabus, and activities.

Jenny Tsankova, Roger Williams University, Bristol, RI
Polina Sabinin, Boston University, Boston, MA

Session 150
Secondary (9–12) **Strand 4** **150B**

Achieve Equity in Your Classroom by Developing Effective Descriptive Feedback with Assessments Based on Standards

Experience the process Milwaukee Public Schools' teachers use to collaboratively analyze student work samples using a protocol that identifies key mathematics features, anticipates misconceptions, gives descriptive feedback, and determines next steps. We will discuss assessment research, correlations with student achievement, and connections with the PRIME Leadership Framework Assessment Principle.

Laura Maly, Milwaukee Public Schools, Milwaukee, WI
Henry Kranendonk, Milwaukee Public Schools, Milwaukee, WI

Session 151: America's Choice Sponsor Showcase

General **147A**

Language, Culture, and Motivation in the Mathematics Classroom Leading Up to Algebra. What to Do When Students Aren't Ready for Algebra

Philip Daro, America's Choice, San Francisco, CA

Join a lively, informed discussion about the mathematics, pedagogy, and student motivators that effective readiness courses need to succeed. Learn how targeted support, including interventions that repair engrained misconceptions about math concepts, can help striving students succeed once they enroll in algebra.

Session 152: Explore Learning Technology Showcase

General **147B**

Using Online Simulations from ExploreLearning (Gizmos) to Improve Student Achievement in Mathematics

David Shuster, ExploreLearning, Charlottesville, VA

Learn how to use online simulations to put research about effective instructional strategies into practice in classrooms. We will summarize Marzano's research showing that computer-based simulations are powerful instructional aids. We will also demonstrate our online simulations, ExploreLearning Gizmos, which promote inquiry and understanding for students in grades 3-12.

Attend an NCSM Summer Leadership Academy. See behind the "Monday Program" tab and page 86.

Tuesday 2:30–4:00 (Extended)

Session 153

General **Strand 3** **149AB**

A Balanced Curriculum: The Integration of Basic Skills and Conceptual Understanding

This session will provide supervisors and teachers with strategies to develop and implement curriculum that integrates conceptual understanding and basic skills in mathematics. Participants will be involved in activities that can foster support for such in school mathematics and lead to standards-based reforms that are supported by all stakeholders.

Eric Milou, Rowan University, Glassboro, NJ

Session 154

General **Strand 6** **152A**

Identifying Teacher Moves that Help Students Learn How to Participate in Mathematical Discussion: A Classroom Case from Grade 3

In this interactive session, participants will examine transcripts of a third grade classroom at two different times of the school year to identify teacher moves designed to help students learn how to engage in mathematical discussions. Participants will also discuss the implications of this work for teacher-leaders.

Virginia Bastable, Mount Holyoke College, South Hadley, MA
Susan Jo Russell, TERC, Cambridge, MA
Deborah Schifter, Education Development Center, Newton, MA

Session 155

General **Strand 7** **152B**

Leading the Learning: A Mathematics Specialist's Journey

One district will share its journey in establishing a job-embedded professional development coaching model, including strategies used in creating a culture of collaboration. Participants will explore the significance of the coach-principal and coach-teacher relationship and gain tools to develop and strengthen these relationships to ultimately achieve the school's mathematics vision.

Debbie Delozier, Stafford County Public Schools, Stafford, VA
JoAnne Baker, Rocky Run Elementary School, Fredericksburg, VA
Melody Sandoval, Rocky Run Elementary School, Fredericksburg, VA
Barbara Giese, Rocky Run Elementary School, Fredericksburg, VA

Session 156

General **Strand 3** **154B**

Pennsylvania's Standards-Aligned System in Mathematics

Pennsylvania had created a system of educational components and resources to provide focus and coherence for all mathematics classrooms in the Commonwealth. This session will detail and show examples of these standards-aligned components and the professional development program that supports its implementation. Exemplars of the web tool will be shared.

Jim Bohan, Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA

Session 157

Intermediate (3–5) **Strand 1** **144C**

Meeting the Needs of Teachers of English Language Learners (ELL) in the Mathematics Classroom

The Chicago Bilingual Mathematics Laboratory is a professional development program for teachers of ELL students. Learn about how this project integrates mathematics professional development with the arts, ELL strategies, and lesson study to help teachers meet the needs of all students.

Alison Whittington, Chicago Public Schools, Chicago, IL
Ava Belisle-Chatterjee, Columbia College Chicago, Chicago, IL
Barbara Molina, Chicago Public Schools, Chicago, IL

Session 158

Middle (6–8) **Strand 2** **140AB**

Providing Responsive Interventions

How do we design professional development that deepens teachers' content knowledge as it provides them with effective intervention strategies for their at-risk students? This session will incorporate the strategies that we use with teachers, how teachers implement these strategies, and results of student and teacher assessments.

Valerie Maxwell, University of Delaware, Newark, DE
Christina Poetzl, University of Delaware, Newark, DE

Session 159

Middle (6–8) **Strand 1** **144B**

Strategies for Making Middle School Mathematics More Accessible to Students with Learning Disabilities

Participants will experience professional development activities that they can use with teachers to address the key question: What are ways to make lessons more accessible to students with disabilities while maintaining the integrity of the mathematics content? They will learn about strategies, view a video, and examine student work.

Amy Brodesky, Education Development Center, Newton, MA

Tuesday 2:30-4:00 (Extended continued)

Session 160
Middle (6–8) **Strand 5** **154A**

Developing Teacher Leaders with Online Resources

Illuminations develops leaders by allowing enthusiastic teachers to share their ideas with others and by providing standards-based resources for all teachers to access online. This session will investigate resources created by participants in the 2008 Illuminations Summer Institute and will highlight the Illuminations Game Room, our newest initiative.

Patrick Vennebush, National Council of Teachers of Mathematics, Reston, VA

Receive a 25% discount at NCTM Bookstore on Wednesday afternoon by wearing your NCSM name badge. See page 9.

Nominate a leader in mathematics education for the Glenn Gilbert Award. See pages 77 and 85.

Session 161
Secondary (9–12) **Strand 4** **144A**

Achieve's ADP Algebra I and Algebra II Exams: A Multi-State Effort

A consortium of states is partnering with Achieve and Pearson to create common mathematics exams. The Algebra II Exam was first administered in 2008, while the Algebra I Exam will be first administered in 2009. We will share the exams' format, released items, and tasks created by the Dana Center.

Tracy Halka, Achieve, Inc., Washington, DC
Susan Hudson Hull, University of Texas Dana Center, Austin, TX

Submit articles for the NCSM Newsletter. See page 87.

Special Interest Group meetings are open to all Conference participants. See page 79.

Caucuses

4:00 – 5:30 PM

The Caucuses provide an opportunity for NCSM members' voices to be heard! Your NCSM Regional Director, as the Caucus facilitator, will share information on the NCSM *PRIME Leadership Framework*, related projects, initiatives, and future events. Come network and celebrate regional success with fellow mathematics leaders. There will also be drawings for door prizes. We hope to see you there!

Session 162 143C

Canadian Regional Caucus

Donna Karsten, NCSM Canadian Regional Director, Halifax, Nova Scotia, Canada

Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Northwest Territories, Nova Scotia, Nunavut, Ontario, Prince Edward Island, Quebec, Saskatchewan, Yukon

Session 163 151A

Central Region 1 Caucus

Steven Viktora, NCSM Regional Director C1, Winnetka, IL

Illinois, Indiana, Kentucky, Michigan, Ohio

Session 164 147A

Central Region 2 Caucus

Connie Schrock, NCSM Regional Director C2, Emporia, KS

Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin

Session 165 145A

Eastern Region 1 Caucus

Laurie Boswell, NCSM Regional Director E1, Monroe, NH

Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Military State AE (Armed Forces Africa, Canada, Europe, and Middle East)

Session 166 145B

Eastern Region 2 Caucus

Diana Kendrick, NCSM Regional Director E2, Upper Marlboro, MD

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, West Virginia

Session 167 150A

Southern Region 1 Caucus

Carol Newman, NCSM Regional Director S1, Fort Lauderdale, FL

Bermuda, Florida, Georgia, North Carolina, Puerto Rico, South Carolina, Virginia, Virgin Islands, Military State AA (Armed Forces America)

Session 168 150B

Southern Region 2 Caucus

Suzanne Mitchell, NCSM Regional Director S2, Jacksonville, AR

Alabama, Arkansas, Louisiana, Mississippi, Oklahoma, Tennessee, Texas

Session 169 140AB

Western Region 1 Caucus

Jim Barta, NCSM Regional Director W1, Salt Lake City, UT

Alaska, Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming

Session 170 151B

Western Region 2 Caucus

Sara Munshin, NCSM Regional Director W2, Los Angeles, CA

California, American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Islands, Palau, Hawaii, Oregon, Washington, Military State AP (Armed Forces Pacific)

Session 171 146AB

International Attendees Caucus

Linda Fulmore, NCSM Second Vice President, Cave Creek, AZ

Anyone from outside the United States and Canada

Session 172 146C

NCSM Past Presidents Caucus

Larry Bradsby, NCSM Past President, Lakewood, CO

NCSM Past Presidents

Volunteer to help at the 2010 Annual Conference in San Diego. The form is available at www.mathedleadership.org.

Tuesday Refreshments for Caucuses

Sponsored by Kaplan K12 Learning Services, GeoLeg Geometry, and Pearson

4:00 – 5:30 PM

Kaplan K12 Learning Services partners with schools and districts to measurably propel student achievement. Each year districts from across the country engage Kaplan K12 in a collaborative effort to support their students through programs that help build mathematics proficiency, increase reading success, meet and exceed state standards, improve college admission rates, and amplify teaching and learning.

The GeoLeg program helps K–12 students develop geometry relationships and measurements connections between geometric shapes. The program engages students in learning through measuring, drawing, and forming language and algebraic conclusions.

Pearson is an international media company with world-wide businesses in education, business information, and consumer publishing. The company helps children and adults to learn, business people to make good decisions, and readers to enjoy a good book.

Visit Kaplan K12 Learning Services at Booth # 1 in Hall B or at www.KaplanK12.com; GeoLeg at www.GeoLeg.com; and Pearson at Booth # 8 in Hall B or at www.Pearson.com.

Tuesday Reception

Session 173 **Sponsored by Pearson** **Hall B**

5:45 – 7:00 PM

(ticket required)

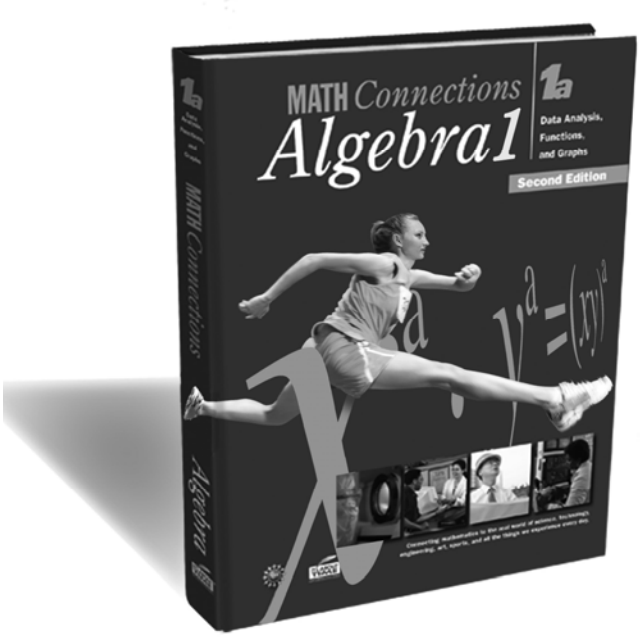
Pearson is an international media company with world-wide businesses in education, business information, and consumer publishing. The company helps children and adults to learn, business people to make good decisions, and readers to enjoy a good book.

Visit Pearson at Booth # 8 in Hall B or at www.Pearson.com.

Two reasons to feel positive about our students in the 21st century.

If we are going to increase our students' achievement in mathematics and be competitive in the 21st century — do not expect it with "Business as usual."

From a three-year core curriculum to an intervention program, It's About Time presents math to students in a context that they connect with. A context that has real-world applications.



MATH Connections is a blended curriculum that integrates algebra, geometry, trigonometry, combinatorics, statistics, problem-solving, logic, modeling, and other topics in a virtually seamless three-year program.

Connecting Mathematics to the real world of Science, Technology, Engineering, Art, Sports, and all the things we experience every day.

Aim for Algebra™ is an intervention/prep program created by WestEd®* with a grant from the Department of Education to boost achievement in algebra for all students, especially for those individuals who have struggled with the subject. Rather than teaching the same lessons over and over again, *Aim for Algebra* focuses on overcoming the traditional barriers that students face when learning algebra. By providing targeted instruction that is both conceptually based and standards-aligned, *Aim for Algebra* reinforces a student's mathematical knowledge. Aim's purposeful sequencing and scaffolding of ideas supports a deeper understanding of key algebraic concepts.

*WestEd, a national, nonpartisan, nonprofit research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, young people, and adults. WestEd has 16 offices nationwide.

For more information call 1-888-698-8463, or visit our Web site at www.its-about-time.com

IT's ABOUT TIME®
HERFF JONES EDUCATION DIVISION

Wednesday Program

All sessions and events are located in the Walter E. Washington Convention Center.

Session Types:

- Major Sessions
- Regular Sessions
- Extended Sessions

Ticketed Events:

- Breakfast – Sponsored by America's Choice (*ticket required*)
- Luncheon – Sponsored by Casio America, Inc. and Houghton Mifflin Harcourt (*ticket required*)

Special Interest Group Meetings

- AMTE
- BBA
- CLIME
- Lesson Study Networking
- Math Olympiad Contests
- Promising Creative Students
- NASGEm
- PLC's
- Students with Special Needs in Mathematics
- TODOS
- UMLN
- WME

Registration

Hall B: 7:30 am – 10:30 am

Use the **Conference Planner** on page 107 to outline your daily schedule.

Wear your NCSM **Conference Name Badge** to gain entrance to sessions, ticketed events, and the sponsor display area.

Follow **Fire Code** standards in Sessions: no standing, no sitting on the floor, no moving of chairs from another room.

Program Summary Information for Wednesday, April 22, 2009

See page 7 for Conference Strand descriptions.

Wednesday Summary

7:00–7:45: Session 174, Wednesday Breakfast (ticket required), Phil Daro, Kit Norris, sponsored by America's Choice, Hall B

	140AB	143AB	143C	144A	144B	144C	145A
8:00	**Session 193** Secondary (9–12), Strand 2 ***Smith, Arbaugh,*** *Developing Teachers' Capacity to Engage Students in Reasoning and Proving Activities*	**Session 187** Secondary (9–12), Strand 6 ***Putnam, Britton,*** *Research on New Teacher Induction: Focus on Mathematics*	**Session 176** General, Strand 1 ***Akwaji-Anderson, Williams,*** *Implementing the PRIME Leadership Framework: Fostering Equity Leadership and Its Three Components*	**Session 194** Secondary (9–12), Strand 7 ***Pence, Banas, Hutchison, Canzone,*** *Supporting Teachers of Mathematics Grades 6–12 to Increase Retention: Models and Research*	**Session 188** General, Strand 4 ***Rosowski, Williams, Sanders,*** *How Can All Districts Use High Stakes Assessment Data to Address Instructional Gaps?*	**Session 186** Middle (6–8), Strand 7 ***Mitchell, Lynch,*** *Using NCTM Journals to Provide Professional Development to Mathematics Learning Communities*	**Session 185** Primary (PK–2), Strand 2 ***Rimbey,*** *Response to Intervention (RTI) for Teaching Number Concepts and Operations to Struggling K-4 Students*
9:00							
9:15		**Session 204** Middle (6–8), Strand 5 ***Marti, Anderson-Nielsen, Scher, Austin,*** *Mixing Mathematics, Movies, and Moodle*	**Session 205** Middle (6–8), Strand 4 ***Brown,*** *Supporting Teachers as They Create Diagnostic Assessments and Use Assessment Data for Planning Instruction*			**Session 206** Middle (6–8), Strand 7 ***Hacker, Burghardt, Hecht,*** *Infusing Mathematics into Science and Technology at the Middle School Level: A Professional Development Model*	**Session 207** Middle (6–8), Strand 3 ***Wallach, Crenshaw,*** *Professional Learning Communities: Tackling Middle School Mathematics*
9:30							
10:00	**Session 209** General, Strand 7 ***Morse,*** *Cultivating a Mathematics Coaching Practice: What Are We Learning by Examining Coach-Authored Accounts of Practice?*			**Session 210** General, Strand 7 ***Baker, Bartle, Garrison, Lewis,*** *K-8 Math Alliance: Connecting Teacher Content Knowledge with Formative Assessment Strategies to Impact Student Achievement*	**Session 214** Middle (6–8), Strand 2 ***Friel, Markworth,*** *Exploring a Proposed Framework for Analyzing Geometric Pattern Tasks*		
10:15							
10:30		**Session 227** Secondary (9–12), Strand 6 ***Monson-Lasswell,*** *Change Leadership in High School Mathematics*	**Session 218** General, Strand 2 ***Cameron, Iacoviello, Malpani,*** *Hybrid Lead Teacher/Coach Roles: A Model for Developing School-Based Leaders in Mathematics*			**Session 228** Secondary (9–12), Strand 7 ***Bird, Powell,*** *Mathematics Professional Community*	**Session 219** General, Strand 4 ***Nelson, Moody, Peterson, NotAfraid,*** *Using Common Assessments as Formative Assessments to Raise Student Achievement Through Grade Level Professional Learning Communities*
11:30							

12:00–2:00: Session 230, Wednesday Luncheon (ticket required), Anthony Harradine, Timothy Kanold, Diane Briars, Presentation of the Glenn Gilbert National Leadership Award, Hall B

2:30		All Wednesday 2:30–4:00 sessions are Special Interest Group meetings.		**Session 231** Middle (6–8), Math Olympiad Contests ***Kalman,*** *How Can the Math Olympiad Contests Strengthen Your Program?*	**Session 232** General, UMLN ***Gartzman, Hull,*** *Urban Mathematics Leadership Network*	**Session 233** General, AMTE ***Bezuk, Reys,*** *Association of Mathematics Teacher Educators*	**Session 235** General, TODOS ***Ramirez, Shockey,*** *Equity in Mathematics Education: TODOS*
4:00							

Wednesday Summary

7:00–7:45 A.M.: Session 174, Wednesday Breakfast (ticket required), Phil Daro, Kit Norris, sponsored by America's Choice, Hall B

	145B	146AB	146C	147A	147B	149AB	150A
8:00	**Session 177** General, Strand 7 ***Maples, Sheffield, Herbel-Eisenmann,*** *Professional Development in Other Countries: What Can We Learn?*	**Session 175: Major** General ***Moursund,*** *Two Brains (Human Plus Computer) Are Better Than One*	**Session 178** General, Strand 3 ***Fennell,*** *Mathematics Specialists, Teacher Specialists, and Coaches: Where Is This Going? What Do We Know?*	**Session 179** General, Strand 4 ***Paek,*** *Aligning Mathematics Assessment and Standards: How the Alignment Process Can Help Inform Instructional Practice*	**Session 180** General, Strand 2 ***Smith,*** *PRIME Time: Strategies for Leadership in the Extended Community*	**Session 189** General, Strand 7 ***Zbiek, Kepner, Wilson, Charles,*** *Essential Understandings Book Series:* Professional Development Tools for Engaging Teachers with Mathematics	**Session 181** General, Strand 3 ***Dougherty, Flores,*** *Essential Understandings Book Series:* Professional Development Tools for Engaging Teachers with Mathematics, Grades PreK-2
9:00							
9:15	**Session 197** General, Strand 1 ***Norris,*** *NCSM Position Papers: Improving Student Achievement Series*	**Session 196: Major** General ***Boaler,*** *What Are We Up Against? Experiences of Trying to Bring About Change in the United States and the United Kingdom*	**Session 203** Intermediate (3–5), Strand 7 ***Burns,*** *Applying Results from Individual Assessments to Professional Development, Number and Operations, Grades K-6*	**Session 198** General, Strand 2 ***Allen, Stamm,*** *Partnering Practitioners for Developing Algebraic Thinking*	**Session 199** General, Strand 2 ***Linnen, Andrews,*** *Sustaining an Administrator Initiative for Observing and Coaching Mathematics Teachers*		**Session 200** General, Strand 4 ***Carter, Zimmermann,*** *Knowing and Modeling PRIME Assessment Leadership!*
9:30							
10:00						**Session 216** Secondary (9–12), Strand 2 ***Choike, Bois, Diaz,*** *Lessons Learned from a Secondary Professional Development Project on Formative Assessment and Reflection on Classroom Practice*	
10:15							
10:30	**Session 229** Secondary (9–12), Strand 2 ***Dietiker,*** *What's the Problem? Professional Development Ideas to Help 9-12 Mathematics Teachers Understand the Importance of Task Design*	**Session 217: Major** General ***Civil,*** *Dialogues with Latino Parents: Implications for Leaders in Mathematics Education*	**Session 226** Middle (6–8), Strand 3 ***Balka,*** *State Standards for Grade 8 Algebra: Who Has the Answer?*	**Session 224** Intermediate (3–5), Strand 1 ***Lipka, Rickard, Andrew-Ihrke, Yanez,*** *Sharing Our Success: Lessons from an Alaskan Program*	**Session 220** General, Strand 2 ***Reys, Bay-Williams,*** *Promoting Leadership in Curriculum and Instruction: What Can NCSM and AMTE Do Together?*		**Session 222** Intermediate (3–5) , Strand 2 ***Storeygard,*** *Collaboration in Inclusive K-5 Mathematics Classrooms: Special Education and Classroom Teachers Working Together*
11:30							

12:00–2:00: Session 230, Wednesday Luncheon (ticket required), Anthony Harradine, Timothy Kanold, Diane Briars, Presentation of the Glenn Gilbert National Leadership Award, Hall B

2:30	**Session 234** General, PLCs ***Cummins, Toncheff,*** *Creating a Culture that is Intentionally Focused on Three Critical Questions Built Around Professional Learning Communities (PLCs)*	All Wednesday 2:30–4:00 sessions are Special Interest Group meetings.		**Session 236** General, Lesson Study Networking ***Gorman, Mark, Nikula,*** *Lesson Study Networking: An Opportunity for Practitioners, Researchers, and Leaders to Share Resources, Findings, Questions*	**Session 237** General, Special Needs ***Brodesky, Gross, Fagan,*** *Improving Mathematics Education for Students with Special Needs*		**Session 238** General, Promising Creative Students ***Sheffield, Gavin,*** *Nurturing Mathematically Promising and Creative Students*
4:00							

Wednesday Summary

7:00–7:45: Session 174, Wednesday Breakfast (ticket required), Phil Daro, Kit Norris, sponsored by America's Choice, Hall B

	150B	151A	151B	152A	152B	154A	154B
8:00	**Session 182** General, Strand 1 ***Barta, Hakansson,*** *A Leader's Responsibility: Creating Equitable Solutions for Optimal Mathematical Instructional Access*	**Session 184** General, Strand 7 ***West, Cameron,*** *Powerful Learning Formats for Coaches and Teacher Leaders*	**Session 183** General, Strand 7 ***Rieke, Williams, Keith,*** *Our Three-Year Intensive Professional Development Journey: How Did It Go? What Did We Learn? Where Do We Go from Here?*	**Session 191** Middle (6–8), Strand 3 ***Moyer, Cai, Laughlin, Nie,*** *How Teachers Use Reform and More Traditional Curricula to Teach Algebraic Concepts in Middle School: Insights from a Longitudinal Study*	**Session 190** Intermediate (3–5), Strand 6 ***Klass, Gawronski, Bezuk,*** *Guiding and Assessing the Development of Mathematics Specialists*	**Session 192** Middle (6–8), Strand 2 ***Mason, Aerni, Cofer,*** *"Just In Time" Prof. Dev. through Content-Specific On-site Mathematics Courses Augmented by Distance Learning Components and Lesson Study*	**Session 195** Secondary (9–12), Strand 3 ***Martin, Kader, Kepner, Robinson,*** *NCTM's Focus in High School Mathematics: Reasoning and Sense Making*
9:00							
9:15	**Session 201** General, Strand 7 ***Murawski, Fierle,*** *Using a Case-Based Model in Planning and Implementing a Professional Development Program*	**Session 202** General, Strand 2 ***Martin, Day, Schmalzer,*** *The Many Facets of Teacher Improvement*	**Session 208** Secondary (9–12), Strand 2 ***Bradsby,*** *The Leader's Role in Helping Secondary Teachers Implement Intervention Techniques Using Algebra Examples*				
9:30							
10:00				**Session 212** Intermediate (3–5), Strand 3 ***Gojak,*** *What's Your Problem?*	**Session 215** Middle (6–8), Strand 2 ***Seago, Jacobs,*** *Why Similarity? Exploring the Importance of Mathematical Similarity throughout Middle Grades Mathematics by Analyzing Videocases Used to Foster Teacher Learning*	**Session 213** Intermediate (3–5), Strand 5 ***Laborde, Pence, Laborde,*** *Develop Mathematical Understandings Using Visualization and the New Interactive Cabri Elementary Environment*	**Session 211** General, Strand 3 ***Goldenberg,*** *What Do Focus, Attention, and Language Learning Have to Do with Problem Solving and Early Algebra?*
10:15							
10:30	**Session 221** General, Strand 4 ***Berry, Jones,*** *A Proven Process for Using Assessments to Specifically Change Instruction and Immediately Improve Achievement*	**Session 223** Intermediate (3–5), Strand 7 ***Freeman,*** *Supporting Teachers' English Language Learners in the Mathematics Class*	**Session 225** Intermediate (3–5), Strand 3 ***Casa, Gavin,*** *Equity and Access for ALL: Strategies for Helping Students Communicate Like Mathematicians*				
11:30							

12:00–2:00: Session 230, Wednesday Luncheon (ticket required), Anthony Harradine, Timothy Kanold, Diane Briars, Presentation of the Glenn Gilbert National Leadership Award, Hall B

2:30	**Session 239** General, CLIME ***Charischak,*** *Technology and Mathematics Integration 2.0: A Tipping Point toward More Significant Mathematics Achievement?*	**Session 240** General, WME ***Wiest, Werner, Anderson-Nielsen,*** *Supporting and Encouraging Females in Mathematics (Women and Mathematics Education)*	**Session 241** General, NASGEm ***Silverman, Lipka, Andrew-Ihreke, Yanez,*** *Mathematics in a Cultural Context: Model of Ethnomathematics for Leadership, Instruction, and Curriculum in Mathematics Education for All*	**Session 242** General, BBA ***Matthews, Leonard,*** *Benjamin Banneker Association (BBA): Envisioning Local Grassroots Movements in Mathematics Education for Black Children*
4:00				

All Wednesday 2:30–4:00 sessions are Special Interest Group meetings.

Wednesday Sessions by Strand

Strand 1. Equity Leadership		
Session	Room	Time
176	143C	8:00–9:00
182	150B	8:00–9:00
197	145B	9:15–10:15
224	147A	10:30–11:30

Strand 2. Teaching and Learning Leadership		
Session	Room	Time
180	147B	8:00–9:00
185	145A	8:00–9:00
192	154A	8:00–9:30
193	140AB	8:00–9:30
198	147A	9:15–10:15
199	147B	9:15–10:15
202	151A	9:15–10:15
208	151B	9:15–10:15
214	144B	10:00–11:30
215	152B	10:00–11:30
216	149AB	10:00–11:30
218	143C	10:30–11:30
220	147B	10:30–11:30
222	150A	10:30–11:30
229	145B	10:30–11:30

Strand 3. Curriculum Leadership		
Session	Room	Time
178	146C	8:00–9:00
181	150A	8:00–9:00
191	152A	8:00–9:30
195	154B	8:00–9:30
207	145A	9:15–10:15
211	154B	10:00–11:30
212	152A	10:00–11:30
225	151B	10:30–11:30
226	146C	10:30–11:30

Strand 4. Assessment Leadership		
Session	Room	Time
179	147A	8:00–9:00
188	144B	8:00–9:30
200	144BC	9:15–10:15
205	143C	9:15–10:15
219	145A	10:30–11:30
221	150B	10:30–11:30

Strand 5. Technology Leadership		
Session	Room	Time
204	143AB	9:15–10:15
213	154A	10:00–11:30

Strand 6. Leadership Connecting Research & Practice		
Session	Room	Time
187	143AB	8:00–9:00
190	152B	8:00–9:30
227	143AB	10:30–11:30

Strand 7. Leading with Professional Learning		
Session	Room	Time
177	145B	8:00–9:00
183	151B	8:00–9:00
184	151A	8:00–9:00
186	144C	8:00–9:00
189	149AB	8:00–9:30
194	144A	8:00–9:30
201	150B	9:15–10:15
203	146C	9:15–10:15
206	144C	9:15–10:15
209	140AB	10:00–11:30
210	144A	10:00–11:30
223	151A	10:30–11:30
228	144C	10:30–11:30

Notes

Wednesday Breakfast

Session 174 **Sponsored by America's Choice** **Hall B**

7:00 – 7:45 AM *(ticket required)*

America's Choice's has researched the highest performing education systems in the world to create a set of internationally-benchmarked solutions tailored to American schools. The company's comprehensive designs and instructional systems for mathematics and literacy have been implemented in more than a thousand schools across the country, helping over a million students reach higher standards.

Visit America's Choice at Booth # 11 or at www.Americaschoice.org.

From Policy to Practice: Implementing "Response to Intervention" and "Differentiated Instruction"

Phil Daro, America's Choice, San Francisco, California

From coast to coast, from elementary to secondary, the calls for Response to Intervention (RtI) and Differentiated Instruction are ringing in district offices and schools. Join us for a discussion that will answer the questions math leaders are grappling with as they implement these initiatives:

- How should a school or district approach RtI for mathematics?
- What does differentiated instruction mean in a mathematics classroom?
- How do RtI and differentiated instruction work together?
- What solutions are available today that can support these efforts?

Phil Daro, a Senior Fellow at America's Choice, guides their math interventions and consults with states and districts on their accountability systems and programs.

Daro has served as the Director of the California Mathematics Project and the New Standards Project. He has held leadership positions in mathematics curriculum development, assessment, and professional development groups, including the following: Strategic Education Research Partnership (SERP), the California Department of Education, National Assessment of Educational Progress (NAEP) Validity Committee, RAND Mathematics Education Research Panel, ACHIEVE Mathematics Work Group, the Title 1 Commission organized by the Council of Chief State School Officers, and the Mathematical Sciences Education Board of the National Research Council.

Turn in event admission tickets you do not plan to use at the Registration Desk or near room 151.

National Conversations Focused on Improving Student Achievement

Kit Norris, NCSM Position Papers Editor, Southborough, MA

This is an opportunity to recognize the significant contributions of those who have worked on the development of the NCSM Position Paper series *Improving Student Achievement* over the past few years. Recently released Position Papers include:

- *Improving Student Achievement by Leading Effective and Collaborative Teams of Mathematics Teachers* (Fall 2007)
- *Improving Student Achievement by Leading Sustained Professional Learning for Mathematics Content and Pedagogical Knowledge Development* (Fall 2007)
- *Improving Student Achievement by Leading the Pursuit of a Vision for Equity* (Spring 2008)
- *Improving Student Achievement in Mathematics for Students with Special Needs* (Fall, 2008)
- *Improving Student Achievement by Leading Highly Effective Assessment Practices* (Spring, 2009)

Primary Contributors

Alfinio Flores
Linda Fulmore
Fred Gross
Tim Kanold
Grace Kelemanik
Alice Krueger
Steve Leinwand
Suzanne Mitchell
Kit Norris
Janie Zimmer

Critical Friends/Reviewers

Jim Barta
Robert Berry
Diane Briars
Randy Charles
Grace Coates
Ralph Connelly
Jim Conrey
Terry Coes
Marda Cotton-Ramey
Jerry Cummins
Linda Dacey
Arlene Dowshen
Mark Driscoll
José Franco
Shirley Frye
Kay Gilliland
Roberta Girardi
Carol Greenes
Rochelle Gutierrez
Donna Karsten
Henry Kepner
Lena Licon Khisty
Jay Miller
Gloria Moran
Judit Moschkovich
Sara Munshin
Ileene Paul
Cathy Seeley
Tod Shockey
John Sutton

Wednesday 8:00–9:00

Session 175: Major Session

General **146AB**

Two Brains (Human Plus Computer) Are Better Than One

David Moursund, University of Oregon College of Education, Eugene, Oregon

This presentation explores the computer-related mathematics education challenges. It covers a number of ideas of things we can (and probably should) be doing now throughout our mathematics education system. The emphasis is on students learning to work effectively in a "two types of brain" environment.

Presider: Kay Gilliland, NCSM Past President, Oakland, CA

David Moursund is a mathematics and computer educator. He founded the International Society for Technology in Education in 1979 and ran it for 19 years. He has served on the Board of the Math Learning Center since its inception in 1976. He has authored or co-authored more than 50 books. He has been the major professor or co-major professor of more than 75 doctoral students.

Moursund's recent work is being done through Information Age Education, a non-profit group. It has a goal of improving education at all levels and throughout the world. It currently provides a large amount of free resources through two websites and a newsletter. An overview of some of Moursund's recent math education work is available at http://iaepedia.org/Math_Education_Digital_Filing_Cabinet. Twenty-six of his books are available free on the Web at http://iae-pedia.org/Free_Books_by_David_Moursund.

Session 176

General **Strand 1** **143C**

Implementing the PRIME Leadership Framework: Fostering Equity Leadership and Its Three Components

We will share how leaders can address the achievement gap in mathematics of conventionally underrepresented populations through creating an effective equity plan that will address significant and meaningful learning experiences for ALL, as well as how to create a culture of accountability through addressing biases.

Comfort Akwaji-Anderson, Iowa City Community School District, Iowa City, IA
Julie Williams, Fremont Unified School District, Fremont, CA

Session 177

General **Strand 7** **145B**

Professional Development in Other Countries: What Can We Learn?

How are mathematics teachers prepared and supported in other countries? Practices such as Japanese lesson study are familiar, but what else can we learn from international communities that might be useful for supervisors? Discussion will focus on the professional development strand at the International Congress on Mathematics Education (ICME) 11.

Linda Maples, Earle School District, Earle, AZ
Linda Sheffield, Northern Kentucky University - Emeritus, Highland Heights, KY
Beth Herbel-Eisenmann, Michigan State University, East Lansing, MI

Session 178

General **Strand 3** **146C**

Mathematics Specialists, Teacher Specialists, and Coaches: Where Is This Going? What Do We Know?

There is a growing interest in mathematics specialists. Who are they? What do they do? What do we know about their successes and challenges? This session will update this national initiative and provide suggestions for next steps—including recommendations from the National Mathematics Advisory Panel report.

Francis (Skip) Fennell, McDaniel College; NCTM Past President, Westminster, MD

Session 179

General **Strand 4** **147A**

Aligning Mathematics Assessment and Standards: How the Alignment Process Can Help Inform Instructional Practice

This session discusses how understanding the process of aligning mathematics assessment with states' academic content and performance standards can contribute to effective change in teaching practices. Participants will learn about and engage in an abbreviated alignment process and discuss how this process may improve mathematics instruction.

Pamela Paek, Center for Assessment, Austin, TX

Session 180

General **Strand 2** **147B**

PRIME Time: Strategies for Leadership in the Extended Community

PRIME leaders are charged with winning support for equity, teaching and learning, and curriculum and assessment policies in their districts. Learn to network and collaborate with key audiences. Incorporate Internet, media, community resources, and allies in your plan to advocate for high-quality professional learning communities and excellence in mathematics education.

Marianne Smith, Writer & Consultant, Oakland, CA

Wednesday 8:00-9:00 (Regular continued)

Session 181

General **Strand 3** **150A**

Essential Understandings Book Series: *Professional Development Tools for Engaging Teachers with Mathematics, Grades PreK-2*

An NCTM content series for teachers, *Essential Understandings* focuses on grade-band-specific topics that are mathematically important, difficult to understand and challenging to teach. This session will provide an overview of the books planned for grades PreK-2, and the first book in the series, *Number Concepts and Numeration*, will be discussed.

Barbara Dougherty, University of Mississippi, University, MS
Alfinio Flores, University of Delaware, Newark, DE

Session 182

General **Strand 1** **150B**

A Leader's Responsibility: Creating Equitable Solutions for Optimal Mathematical Instructional Access

Learn to lead in creating equitable solutions for providing optimal instructional access for culturally diverse learners. This presentation will describe our ongoing efforts to create culturally responsive curriculum and materials representing the mathematics of under-represented populations to students. We all gain when leaders teach the benefit of cultural inclusion.

Jim Barta, NCSM Western Region 1 Director, Utah State University, Salt Lake City, UT
Susie Hakansson, California Math Project, Los Angeles, CA

Session 183

General **Strand 7** **151B**

Our Three-Year Intensive Professional Development Journey: How Did It Go? What Did We Learn? Where Do We Go from Here?

This session will share our teacher training structure, time line, assessment tools, data used to measure results, and how all this came together to tell our story of how we develop teacher leaders in mathematics grades K-9 in our metropolitan school district of 10,000 students. Engaging activities will be shared.

Kathleen Rieke, Metropolitan School District - Washington Township, Indianapolis, IN
Tammy Williams, Metropolitan School District - Washington Township, Indianapolis, IN
Nathan Keith, Westlane Middle School, Metropolitan School District - Washington Township, Indianapolis, IN

Turn cell phones off or put on vibrate while in sessions.

Session 184

General **Strand 7** **151A**

Powerful Learning Formats for Coaches and Teacher Leaders

Limited budgets and time constraints have inspired us to create a powerful systemic approach to developing the capacity of coaches, teacher leaders, and administrators. Sessions are designed to immerse participants in "the work" and include working in real classes, in real time, and follow-up collaborations to ensure transference to practice.

Lucy West, Metamorphosis Teaching and Learning Communities, New York, NY
Antonia Cameron, Mathematics in the City, CCNY, CUNY, New York, NY

Session 185

Primary (PK–2) **Strand 2** **145A**

Response to Intervention (RTI) for Teaching Number Concepts and Operations to Struggling K-4 Students

The Response-To-Intervention (RTI) model for teaching groups of children with diverse learning needs will be explored during this session. Various RTI components will be addressed, including intervention tiers, strategies, and assessments. Attendees will participate in specific activities that can be differentiated for each "tier" and used in the classroom immediately.

Kimberly Rimbey, Rodel Foundation of Arizona, Scottsdale, AZ

Session 186

Middle (6–8) **Strand 7** **144C**

Using NCTM Journals to Provide Professional Development to Mathematics Learning Communities

Teacher leaders and coaches can use NCTM journals as a rich resource for professional development. One of the enhanced articles from the NCTM website, designed for secondary teachers, will be used as a focus to model a professional development session for teachers.

Arlene Mitchell, RMC Research Corporation, Denver, CO
Monique Lynch, National Council of Teachers of Mathematics, Reston, VA

Session 187

Secondary (9–12) **Strand 6** **143AB**

Research on New Teacher Induction: Focus on Mathematics

Induction and mentoring programs for beginning teachers abound, but how do they support the unique needs of mathematics teachers? Learn about and explore implications from our NSF-funded research on successful induction programs in the United States and other countries that focus specifically on the needs of mathematics teachers.

Ralph Putnam, Knowles Science Teaching Foundation, Moorestown, NJ
Edward Britton, WestEd, Redwood City, CA

Wednesday 8:00–9:30 (Extended)

Session 188

General **Strand 4** **144B**

How Can All Districts Use High Stakes Assessment Data to Address Instructional Gaps?

Learn about and participate in a process of item analysis and error coding using assessment items and students' responses to reflect on instructional practices and mathematics content. This procedure lays the foundation for focused collegial conversation and provides an opportunity to share strategies that ultimately improve teaching and learning.

Arlene Rosowski, Buffalo Public Schools, Buffalo, NY
James Williams, Buffalo Public Schools, Buffalo, NY
Lisa Sanders, Buffalo Public Schools, Buffalo, NY

Session 189

General **Strand 7** **149AB**

Essential Understandings Book Series: *Professional Development Tools for Engaging Teachers with Mathematics*

An NCTM mathematics content series for PreK-12 teachers, *Essential Understandings* focuses on grade-band specific mathematics topics that are mathematically important, difficult to understand, and challenging to teach, such as numeration, multiplication, proportion, and function. Samples will be used to illustrate how the materials support teacher learning in various school contexts.

Rose Zbiek, Pennsylvania State University, University Park, PA
Henry Kepner, Jr., University of Wisconsin-Milwaukee & NCTM President, Milwaukee, WI
Patricia Wilson, University of Georgia, Athens, GA
Randall Charles, San Jose State University, San Jose, CA

Session 190

Intermediate (3–5) **Strand 6** **152B**

Guiding and Assessing the Development of Mathematics Specialists

Our goal is to provide examples of strategies for guiding and assessing the development of mathematics specialists in mathematics content and pedagogy. This work is based on our on-going research in professional development. We will provide interactive activities used in the program for mathematics specialists that contributes to the research.

Steve Klass, San Diego State University, San Diego, CA
Jane Gawronski, San Diego State University, San Diego, CA
Nadine Bezuk, San Diego State University, San Diego, CA

Session 191

Middle (6–8) **Strand 3** **152A**

How Teachers Use Reform and More Traditional Curricula to Teach Algebraic Concepts in Middle School: Insights from a Longitudinal Study

Based on findings from more than 600 classroom observations and multiple assessments over three years, the presenters will provide research-based insights about how teachers use reform and more traditional curricula to teach algebraic concepts. Presenters and audience will explore implications of these research-based insights for improving instruction in their districts.

John (Jack) Moyer, Marquette University, Milwaukee, WI
Jinfa Cai, University of Delaware, Newark, DE
Connie Laughlin, Marquette University, Milwaukee, WI
Bikai Nie, University of Delaware, Newark, DE

Session 192

Middle (6–8) **Strand 2** **154A**

"Just In Time" Professional Development through Content-Specific On-site Mathematics Courses Augmented by Distance Learning Components and Lesson Study

Entire faculties of sixth and seventh grade mathematics and special education teachers participate in on-site courses, supplemented by distance learning components provided by mathematicians, matching instruction to the school's scope and sequence. The Tidewater Team's website will be explored, clips from the courses shown and discussed, and teacher products shared.

Marguerite (Margie) Mason, College of William and Mary, Williamsburg, VA
Pamela Aerni, College of William and Mary, Williamsburg, VA
Rachael Cofer, Mecklenburg County School Division, Boydton, VA

Session 193

Secondary (9–12) **Strand 2** **140AB**

Developing Teachers' Capacity to Engage Students in Reasoning and Proving Activities

In this session, participants will analyze an instructional case and student work related to reasoning and proving, and discuss the potential of the materials for helping teachers reconsider the role of reasoning and proving in the high school curriculum including how they can support their students engagement in these processes.

Margaret Smith, University of Pittsburgh, Pittsburgh, PA
Fran Arbaugh, University of Missouri, Columbia, MO

Wednesday 8:00-9:30 (Extended continued)

Session 194

Secondary (9–12) **Strand 7** **144A**

Supporting Teachers of Mathematics Grades 6–12 to Increase Retention: Models and Research

Can professional development make a difference in teacher retention? This session addresses the challenge of supporting new teachers and teachers in hard-to-hire schools through a multi-dimensional examination of a state-wide project consisting of 10 sites by sharing models of support and research relative to the effect of the support.

Barbara Pence, San Jose State University, San Jose, CA
Relson Banas, University of California, Irvine, CA
Pamela Hutchison, University of California, Davis, CA
Janna Canzone, Center for Educational Partnerships, Irvine, CA

Session 195

Secondary (9–12) **Strand 3** **154B**

NCTM's Focus in High School Mathematics: Reasoning and Sense Making

This session will provide an update on NCTM's High School Curriculum Project, including an overview of "Focus in High School Mathematics," which argues that reasoning and sense-making should be at the center of high school mathematics. We will also discuss other activities of the project, including follow-up publications.

W. Gary Martin, Auburn University, Auburn, AL
Gary Kader, Appalachian State University, Boone, NC
Henry Kepner, University of Wisconsin-Milwaukee, Milwaukee, WI
Eric Robinson, Ithaca College, Ithaca, NY

Wednesday 9:15–10:15

Session 196: Major Session

General **146AB**

What Are We Up Against? Experiences of Trying to Bring About Change in the United States and the United Kingdom

Jo Boaler, University of Sussex, Brighton, England, United Kingdom

This session will draw together findings from my work with a broader public, in the United States and the United Kingdom, to represent the understandings and concerns shared by the public, the questions they pose, and the ways we may work with them in the future to bring about change in mathematics teaching.

Presider: Sara Munshin, NCSM Western 2 Region Director, Los Angeles, CA

Jo Boaler is the Marie Curie Professor of Mathematics Education at the University of Sussex and is an elected fellow of the Royal Society of Arts. She works with members of the British Government to bring effective research-based approaches into schools.

Boaler's doctorate won the national award for educational research in the United Kingdom and she is the author of numerous articles and six books. Her most recent book aims to increase public understanding of effective mathematics approaches. She specializes in the impact of different mathematics teaching approaches upon student understanding, achievement, and equity.

Boaler was a professor at Stanford University, a researcher at London University, the deputy director of the National Consortium for Mathematics Testing and Assessment in the United Kingdom, and taught secondary school mathematics in diverse, inner London comprehensive schools. She was the recipient of an "early career award" from the National Science Foundation.

Session 197

General **Strand 1** **145B**

NCSM Position Papers: Improving Student Achievement Series

The new NCSM position papers, Equity and Students with Special Needs, are powerful statements and give NCSM members information and research to strengthen existing programs or design new ones. This session will provide the opportunity to discuss and share ways to use these papers, and others, to their fullest advantage.

Kit Norris, NCSM Position Papers Editor, Educational Consultant, Southborough, MA

Wednesday 9:15-10:15 (Regular continued)

Session 198

General **Strand 2** **147A**

Partnering Practitioners for Developing Algebraic Thinking

This session presents a professional development model for creating a mathematics learning community for K-6 administrators and teachers. The job-embedded professional development model includes “front-loaded” monthly cadre meetings/training for administrators prior to monthly professional development for teachers. Both groups critically examine curriculum, instruction, and assessment in context of algebraic thinking.

Rhonda Allen, University of Kentucky, Lexington, KY
Vonda Stamm, University of Kentucky, Lexington, KY

Session 199

General **Strand 2** **147B**

Sustaining an Administrator Initiative for Observing and Coaching Mathematics Teachers

Over a three-year period, each administrator spent two days learning strategies for observing and coaching mathematics instruction through a framework using the NCTM Process Standards. This presentation includes how the training can be replicated, and discussion of the successes and struggles associated with sustaining the training.

Lawrence Linnen, Douglas County School District, Castle Rock, CO
Cindy Andrews, Douglas County School District, Castle Rock, CO

Session 200

General **Strand 4** **144BC**

Knowing and Modeling PRIME Assessment Leadership!

This interactive session will provide participants with the opportunity to develop understanding of the Assessment Principle leadership actions as described in PRIME. Participants will use self-assessment tools to connect the Assessment actions into the context of their workplace. The latest PRIME Assessment Toolkit materials will also be provided.

John Carter, Adlai E Stevenson High School, Lincolnshire, IL
Gwen Zimmermann, NCSM Journal Editor; Adlai E. Stevenson High School, Lincolnshire, IL

Session 201

General **Strand 7** **150B**

Using a Case-Based Model in Planning and Implementing a Professional Development Program

The session uses a case-based model to focus on issues confronted by leaders as they plan and implement a professional development program. Participants engage in a mathematics task; use a video case to view teachers engaging in the same task, and subsequently analyze the case and the facilitator moves employed.

Corinne Murawski, Allegheny Intermediate Unit, Homestead, PA
Michael Fierle, Allegheny Intermediate Unit, Homestead, PA

Session 202

General **Strand 2** **151A**

The Many Facets of Teacher Improvement

How do perspectives on teacher improvement from various stakeholders compare? How do the realities of the classroom interface with recommendations for improvement from teacher educators and school administration? What can pre-service teachers do to establish patterns for professional development? Come listen to various perspectives and take part in a lively discussion!

Tami Martin, Illinois State University, Normal, IL
Roger Day, McGraw-Hill K-12 Mathematics, Pontiac, IL
Brian Schmalzer, Glenbrook South High School, Glenview, IL

Session 203

Intermediate (3–5) **Strand 7** **146C**

Applying Results from Individual Assessments to Professional Development, Number and Operations, Grades K-6

Key to mathematics instruction is developing students' understanding and their skills. Individual assessments are effective and powerful for gaining insights into students' thinking and reasoning. This session provides leaders specific ways to use results from individual assessments in professional development settings to develop teachers' mathematical and pedagogical understanding and skills.

Marilyn Burns, Math Solutions Professional Development, Sausalito, CA

Wednesday 9:15-10:15 (Regular continued)

Session 204
Middle (6–8) **Strand 5** **143AB**

Mixing Mathematics, Movies, and Moodle: Online Professional Development Courses Combining Technology Training, Open-Source Software, Pedagogical Discussions, and Mathematical Growth

This panel of online course developers, moderators, and participants will discuss experiences with innovative professional development courses that use Moodle, an open-source learning management system. In addition to training elementary, middle, and high school teachers in the use of dynamic mathematics software, these courses promote content knowledge and pedagogical discussion.

Andres Marti, Key Curriculum Press, Emeryville, CA
Geri Anderson-Nielsen, Consultant, Washington, DC
Daniel Scher, Key Curriculum Press, Emeryville, CA
Andrea Austin, Luther Jackson Middle School, Fairfax County Public Schools, Falls Church, VA

Session 205
Middle (6–8) **Strand 4** **143C**

Supporting Teachers as They Create Diagnostic Assessments and Use Assessment Data for Planning Instruction

Participants will create assessment item(s) using the information presented and will review teacher portfolios noting pre/post test data, activities used with students and the rationale for the activities, discussion of pre/post test data, and self-reflection on the use of diagnostic tests.

Sue Brown, University of Houston-Clear Lake, Houston, TX

Session 206
Middle (6–8) **Strand 7** **144C**

Infusing Mathematics into Science and Technology at the Middle School Level: A Professional Development Model

Participants in this session will learn how to implement an innovative professional development model that facilitates collaborative learning communities among mathematics, science, and technology teachers. Participants will be provided with detailed explanations of model components, participate in hands-on activities, and discuss work and feedback from past teacher participants.

Michael Hacker, Hofstra University Center for Technological Literacy, Hempstead, NY
David Burghardt, Center for Technological Literacy, Hempstead, NY
Deborah Hecht, Center for Advanced Study in Education, New York City, NY

Session 207
Middle (6–8) **Strand 3** **145A**

Professional Learning Communities: Tackling Middle School Mathematics

Richmond Public Schools, an urban school division, is working hard to address the issues in middle school mathematics: enhancing teacher quality, improving instruction, and sustaining teachers. Learn about the effective strategies that engage educators in examining their pedagogy, content knowledge, and knowledge of the urban student.

Kenya Wallach, Richmond Public Schools, Richmond, VA
Maria Crenshaw, Richmond Public Schools, Richmond, VA

Session 208
Secondary (9–12) **Strand 2** **151B**

The Leader's Role in Helping Secondary Teachers Implement Intervention Techniques Using Algebra Examples

With increased requirements and advanced standards, more special-needs students are in mathematics classrooms. Leaders need researched-based instructional intervention resources to support teachers with quality instruction to help all students. The presentation will include placement and assessment, concept-development activities, practice, and problem-solving activities using the content of Algebra I.

Larry Bradsby, NCSM Past President, Math Education Consultant, Lakewood, CO

Wednesday 10:00–11:30 (Extended)

Session 209
General **Strand 7** **140AB**

Cultivating a Mathematics Coaching Practice: What Are We Learning by Examining Coach-Authored Accounts of Practice?

This session, designed for teacher leaders, coaches, and administrators responsible for math coaching programs, will examine the complex nature of coaching, and professional development that supports the cultivation of a reflective coaching practice. We will explore excerpts from coach-authored cases that represent a range of coaching models and district settings.

Amy Morse, Education Development Center, Newton, MA

Wednesday 10:00-11:30 (Extended cont)

Session 210

General **Strand 7** **144A**

K-8 Math Alliance: Connecting Teacher Content Knowledge with Formative Assessment Strategies to Impact Student Achievement within Professional Learning Communities

Through a partnership of the Green River Regional Educational Cooperative, Carnegie Learning, and Measured Progress, over 220 teachers participated in a three-year initiative to impact student achievement through increased mathematics content knowledge and formative assessment strategies. The presentation will describe the professional development, impact on classroom pedagogy, and program design.

Sandra Baker, Green River Regional Educational Cooperative, Bowling Green, KY
Sandy Bartle, Carnegie Learning, Inc., Pittsburgh, PA
Catherine Garrison, Measured Progress, Dover, NH
Amy Jones, Carnegie Learning, Inc., Pittsburgh, PA

Session 211

General **Strand 3** **154B**

What Do Focus, Attention, and Language Learning Have to Do with Problem Solving and Early Algebra?

The way young children acquire language tells a lot about how they learn mathematics. Examples of activities and children's thinking will illustrate roles of attention, memory, and language processing in problem-solving, and how to use and develop these "non-mathematical" strengths. Examples include algebraic language and the language of word problems.

E. Paul Goldenberg, Education Development Center, Newton, MA

Session 212

Intermediate (3–5) **Strand 3** **152A**

What's Your Problem?

Help teachers to teach problem solving through number sense and the use of strategies. We will look at identifying rich problems, supporting student exploration through good questions, and enabling students to explain their thinking. All approaches are important components of a rich problem-solving (and mathematics) program.

Linda Gojak, NCSM Past President, John Carroll University, University Heights, OH

Session 213

Intermediate (3–5) **Strand 5** **154A**

Develop Mathematical Understandings Using Visualization and the New Interactive Cabri Elementary Environment

Through direct manipulation, engage students (K-8) in building number sense, algebraic and geometric thinking. Within an integrated 2D/3D environment and using the new Cabri, developed especially for elementary school mathematics, teacher leaders will experience activities with "electronic manipulatives" (pattern blocks, tangrams, nets, counting, and operations) with real-time visual feedback.

Colette Laborde, University of Grenoble, Grenoble, France
Barbara Pence, San Jose State University, San Jose, CA
Jean-Marie Laborde, University of Grenoble, Grenoble, France

Session 214

Middle (6–8) **Strand 2** **144B**

Exploring a Proposed Framework for Analyzing Geometric Pattern Tasks

What makes geometric pattern tasks "easy" or "hard"? What kind of problem-solving process helps students analyze geometric pattern tasks? We will explore a number of different pattern tasks in light of these two questions.

Susan Friel, University of North Carolina - Chapel Hill, Chapel Hill, NC
Kim Markworth, University of North Carolina - Chapel Hill, Chapel Hill, NC

Session 215

Middle (6–8) **Strand 2** **152B**

Why Similarity? Exploring the Importance of Mathematical Similarity throughout Middle Grades Mathematics by Analyzing Videocases Used to Foster Teacher Learning

Learn why every middle grades teacher should pay attention to students' developing understanding of similarity, and explore how you can help teachers focus on this critical concept. Videocases will be analyzed and examined as a means for investigating how to spark conversations with teachers about the teaching of similarity.

Nanette Seago, WestEd, Riverside, CA
Jennifer Jacobs, Institute of Cognitive Science, Boulder, CO

Session 216

Secondary (9–12) **Strand 2** **149AB**

Lessons Learned from a Secondary Professional Development Project on Formative Assessment and Reflection on Classroom Practice

When students think, they learn. Thinking is confirmed by student communication. Analyzing student communication, assessing what students know and how they know it, is called formative assessment. A primary focus of an NSF-funded College Board professional development project was formative assessment. Lessons learned will be shared and discussed.

James Choike, Oklahoma State University, Stillwater, OK
Eve Bois, The College Board, New York, NY
Lien Diaz, The College Board, Duluth, GA

Wednesday 10:30–11:30

Session 217: Major Session

General **146AB**

Dialogues with Latino Parents: Implications for Leaders in Mathematics Education

Marta Civil, University of Arizona, Tucson, AZ

This presentation draws on over a decade of work with Latino parents and mathematics education. Focusing on the concept of parents as intellectual resources, I discuss parents' perceptions about the teaching and learning of mathematics, valorization of knowledge, issues of language and mathematics, and implications for schools (teachers and administrators).

Presider: Jim Barta, NCSM Western 1 Region Director, Salt Lake City, UT

Marta Civil is a professor in the Department of Mathematics at the University of Arizona. She is currently the Principal Investigator for NSF-funded CEMELA (Center for the Mathematics Education of Latinos/as), a Center for Learning and Teaching. CEMELA is an interdisciplinary, multi-university consortium focused on research and practice on the connections between the teaching and learning of mathematics and the cultural, social, and linguistic contexts of Latino/a students.

Her work encompasses teacher education, cultural and social aspects in the teaching and learning of mathematics, equity, and parental engagement in mathematics, primarily in working-class Latino communities. She has presented her work at national and international conferences and has several publications in her main areas of research.

Civil has directed several initiatives aimed at engaging children ages 8–13 in hands-on mathematics and science explorations in informal and after-school settings as well as directed programs focused on parental engagement in mathematics.

Session 218

General **Strand 2** **143C**

Hybrid Lead Teacher/Coach Roles: A Model for Developing School-Based Leaders in Mathematics

How can a classroom teacher develop into an effective mathematics coach within a school year? What model will aid the transition from classroom teacher to coach? Presenters will examine the case of two New York City lead teachers and how they made the transition from teacher to coach.

Antonia Cameron, Co-Director of Mathematics in the City, CCNY, CUNY, New York, NY
Danielle Iacoviello, New York City Department of Education, Brooklyn, NY
Sonal Malpani, New York City Department of Education, Brooklyn, NY

Session 219

General **Strand 4** **145A**

Using Common Assessments as Formative Assessments to Raise Student Achievement Through Grade Level Professional Learning Communities

The presenters will share their efforts to establish grade-level professional learning communities through the use of common assessments used as formative assessments to increase students' achievement in mathematics. Teachers establish trust and grow professionally when they are offered the opportunity to engage in professional learning communities.

Karma Nelson, Educational Consultant, Belgrade, MT
Annette Moody, Hardin School District, Hardin, MT
Albert Peterson, Hardin School District, Hardin, MT
Roxanne NotAfraid, Hardin School District, Hardin, MT

Session 220

General **Strand 2** **147B**

Promoting Leadership in Curriculum and Instruction: What Can NCSM and AMTE Do Together?

This session will highlight ways that NCSM and AMTE members can work together to promote and develop leadership in curriculum and instruction and support the work of teachers.

Barbara Reys, University of Missouri, Columbia, MO
Jennifer Bay-Williams, University of Louisville, Louisville, KY

Session 221

General **Strand 4** **150B**

A Proven Process for Using Assessments to Specifically Change Instruction and Immediately Improve Achievement

Learn and practice specific techniques to evaluate assessment results and then make decisions that are realistic to implement and have a high probability of improving student achievement. Participants will use one school's curriculum documents, common interim assessments, and test results to practice.

Pam Berry, The Learning Institute, Hot Springs, AR
Kim Jones, The Learning Institute, Hot Springs, AR

Wednesday 10:30-11:30 (Regular continued)

Session 222

Intermediate (3–5) **Strand 2** **150A**

Collaboration in Inclusive K-5 Mathematics Classrooms: Special Education and Classroom Teachers Working Together

We will discuss some of the principles and supports that lead to effective collaboration, based on examples from real practice. Through examining excerpts from conversations among collaborating teachers, participants will analyze strategies the teachers are using and how they might apply them to their own practice.

Judith Storeygard, TERC, Cambridge, MA
Marta Johnson, Haw Creek Elementary School, Asheville, NC

Session 223

Intermediate (3–5) **Strand 7** **151A**

Supporting Teachers' English Language Learners in the Mathematics Class

This session focuses on how mathematics supervisors can support teachers in helping English Language Learners be successful in mathematics class. Through session experiences participants will learn how to explicitly structure experiences and about specific strategies that are helpful to the ELL student.

Marji Freeman, Math Solutions, Sausalito, CA

Session 224

Intermediate (3–5) **Strand 1** **147A**

Sharing Our Success: Lessons from an Alaskan Program

Math in a Cultural Context (MCC) is a long-term curriculum and professional development project that has been successfully implemented across distinct cultural groups in urban/rural Alaska. This project meets the "gold" standard of the U.S. Department of Education and project success has been well documented. We will share what works.

Jerry Lipka, University of Alaska Fairbanks, Fairbanks, AK
Anthony Rickard, University of Alaska Fairbanks, Fairbanks, AK
Dora Andrew-Ihrke, University of Alaska Fairbanks, Fairbanks, AK
Evelyn Yanez, University of Alaska Fairbanks, Fairbanks, AK

Session 225

Intermediate (3–5) **Strand 3** **151B**

Equity and Access for ALL: Strategies for Helping Students Communicate Like Mathematicians

Come learn how elementary teachers in 22 urban and suburban schools helped students think deeply about complex ideas and communicate their understanding. Providing challenging tasks, establishing supportive environments, engaging in high-level discussions, and encouraging quality writing were hallmarks of these classrooms. Student work and practical strategies will be shared.

Tutita Casa, University of Connecticut, Storrs, CT
M. Katherine Gavin, University of Connecticut, Storrs, CT

Session 226

Middle (6–8) **Strand 3** **146C**

State Standards for Grade 8 Algebra: Who Has the Answer?

Many states require Algebra 1 in Grade 8. What are the standards for such a course? How do standards compare across the United States? Are concerns of the National Mathematics Advisory Panel Report addressed? As leaders, are we addressing the NCSM Curriculum Principle? These questions and others will be discussed.

Don Balka, Saint Mary's College, Notre Dame, IN

Session 227

Secondary (9–12) **Strand 6** **143AB**

Change Leadership in High School Mathematics

This session will describe one high school mathematics department's journey to improve student achievement by reviewing its practices and comparing them to research on principles that need to be in place for effective systemic change. The actions of the leadership in facilitating and supporting these efforts will also be described.

Linell Monson-Lasswell, National-Louis University, Wheeling, IL

Session 228

Secondary (9–12) **Strand 7** **144C**

Mathematics Professional Community

Are you wanting to start a professional learning community in your mathematics department, to increase your student achievement? In this session you will be given ideas on how to get teachers on board and how to create a professional learning environment.

Becky Bird, Garden City Public Schools, Unified School District, Garden City, KS
Stacey Powell, Garden City Public Schools, Unified School District, Garden City, KS

Session 229

Secondary (9 – 12) **Strand 2** **145B**

What's the Problem? Professional Development Ideas to Help 9-12 Mathematics Teachers Understand the Importance of Task Design

This session will explore several activities that can be used in professional development to help mathematics teachers learn more about how the design of a task affects what and how students learn. Participants will leave with copies of tasks that can be used in professional development.

Leslie Dietiker, Michigan State University, East Lansing, MI

Wednesday Luncheon

Session 230 **Sponsored by CASIO America, Inc. and Houghton Mifflin Harcourt** **Hall B**

12:00 – 2:00 PM *(ticket required)*

CASIO creates electronic products such as calculators, dictionaries, pianos, digital cameras, and cash registers with innovative functions for use in today's educational settings. The company also provides professional development, support materials, down-loadable programs and the education rewards program for free products. This is consistent with CASIO's creed, "creativity and contribution."

Houghton Mifflin Harcourt, Microsoft's 2008 Education Partner of the Year, publishes textbooks, instructional technology, assessments, and other educational materials for students and teachers. The company also publishes an extensive line of reference works and fiction and non-fiction books.

Visit CASIO America at Booth # 20 or at www.Casio.com and Houghton Mifflin Harcourt at Booth # 18 or at www.Hmco.com

Some Potentially Upside-Down Ideas on the Doing and Learning of Things Mathematical

Anthony Harradine, Director, Noel Baker Centre for School Mathematics, Prince Alfred College, Adelaide, Australia

Children of the current era learn best when what is expected of them occurs naturally. What does that mean? How might it look inside a classroom? How might it lead to more formal and traditional learning? Also, people's early growth in manipulating symbolic representations is hampered, in part, by the absence of an environment in which they can test their thinking, get rapid feedback, immediately try out a modification of their thinking, and gain rapid feedback on the modification. What might such an environment look like?

Anthony Harradine is the director of the Noel Baker Centre for School Mathematics at Prince Alfred College in Adelaide, Australia. Currently his main work has been in the area of algebra and data analysis, testing ideas about animation (via interactive geometry) as a natural road to modeling with symbols and computer algebra systems relation to symbolic skill development.

He has previously taught high school science, physics and mathematics; been head of mathematics in two schools; written standards for the State Assessment Board; been Chief Examiner in Mathematics for the State Assessment Board; and has written curriculum materials in a variety of projects.

Your Leadership and NCSM: The Legacy of Our Future!

NCSM President Timothy D. Kanold passes the leadership gavel of the Presidency to Diane J. Briars. Together they will address the future and legacy of NCSM and its members.

Timothy D. Kanold, NCSM President, 2007-2009

Diane J. Briars, NCSM President, 2009-2011

27th Annual Presentation of the Glenn Gilbert National Leadership Award

Each year, the Glenn Gilbert National Leadership Award is presented in memory of a dedicated mathematics educator, Glenn Gilbert. Glenn was a mathematics teacher and leader from Boulder, Colorado. He was a long time member of NCSM and served as NCSM Treasurer for five years, from 1976 until his untimely death in 1981.

The Glenn Gilbert Award was first established in 1982 when Shirley Frye was NCSM President. At that time, Shirley wrote, "One of the special benefits of a professional organization is the association with unique individuals who set a standard of quality. Glenn Gilbert was such a person! He exemplified the respected mathematics educator who loves his/her work and students. Glenn's positive attitude supported his beliefs that students can succeed and that teaching is a reward. His leadership will be recognized and remembered in NCSM through the annual Glenn Gilbert Award."

In 1995, the name of the award was changed to the Glenn Gilbert National Leadership Award. This change was made in further recognition of Glenn's legacy and in recognition of the respect and stature that the award symbolizes within the mathematics education community.

Today, we recognize another who, like Glenn, has demonstrated leadership in and has made outstanding, unique, and dedicated contributions to the field of mathematics education.

Previous Glenn Gilbert Awardees

2008	James M. Rubillo
2007	Glenda T. Lappan
2006	L. Carey Bolster
2005	Charleen Mitchell DeRidder
2004	Irvin E. Vance
2003	Mary Laycock
2002	Miriam A. Leiva
2001	Margaret (Peg) Kenney
2000	Francis (Skip) Fennell
1999	F. Joe Crosswhite
1998	Robert B. Davis
1997	Franklin Demana and Bert Waits
1996	Marilyn Burns
1995	James D. Gates
1994	Zalman P. Usiskin
1993	Dale Seymour
1992	Iris M. Carl
1991	Dorothy S. Strong
1990	Stanley J. Bezuszka
1989	David R. Johnson
1988	Tom Rowan
1987	Al Shulte
1986	Shirley Frye
1985	Ross Taylor
1984	Alexander Tobin
1983	John Del Grande

James M. Rubillo 2008 Awardee

In Memoriam
Rev. Stanley J. Bezuszka, SJ

On December 27, 2008, NCSM lost a great friend, mathematics education leader, and former Glenn Gilbert Award winner, Rev. Stanley J. Bezuszka, SJ, also fondly referred to a 'Father B'. He was a mathematics teacher and department administrator at Boston College from 1939 until 2008. Father B was the director of the Boston College Mathematics Institute and a widely-recognized leader of national efforts to improve American mathematics and science programs.

"Since the summer of 1954, when I took my first course in mathematics with Father B, he has been a role model and friend," said Prof. Margaret (Peg) Kenney, assistant director of the Mathematics Institute. "He was truly a source of inspiration to thousands of mathematics teachers in this country and abroad," she said. "They attend his keynote sessions, courses, and institutes."

Fr. Bezuszka authored or co-authored more than 50 scholarly works on mathematics over the past 40 years. He received numerous awards for his contributions to the field, including the 1990 Glenn Gilbert Award for Leadership in Mathematics Education from the National Council of Supervisors of Mathematics.

Fr. Bezuszka frequently provided NCSM members with meaningful and humorous keynote messages at Annual Conferences that promoted effective learning of 'mathematics for all students' long before it became a popular politically correct phrase.

"His ideas about mathematics content and pedagogy continued to engage him until the end" recalled Kenney, who noted that Fr. Bezuszka was tutoring a local Boston high school student in basic math principles until shortly before his death. "He had just completed a transcript as illness overtook him at the end of June."

"His particular interest in mathematics was number theory. He often remarked 'The gift of number, like the gift of fire, has made the world much brighter,'" Kenney said.

NCSM applauds the work and effort of this remarkable person and leader. We will miss him.

Wednesday 2:30–4:00 (Special Interest Group Meetings)

Session 231

Middle (6–8) Math Olympiad Contests 144A

How Can the Math Olympiad Contests Strengthen Your Program?

How? By offering a four-pronged approach: rich problems that develop mathematical thinking and improve high-stakes test scores, a series of five contests that build student (and teacher!) interest and knowledge, an inclusive structure that welcomes many students, and responsive support. The carryover from coaching to classroom teaching is undeniable. Come and engage in a discussion about how mathematics contests can enrich your mathematics program.

Richard Kalman, Math Olympiads for Elementary and Middle Schools, Bellmore, NY

Session 232

General UMLN 144B

Urban Mathematics Leadership Network

The Urban Mathematics Leadership Network (UMLN) is composed of the mathematics directors and other mathematics leaders from 21 large urban school districts. UMLN invites mathematics leaders from urban districts to join this open, participatory forum about issues that are of particular interest to mathematics leaders and teachers in urban school districts.

Martin Gartzman, University of Illinois at Chicago, Chicago, IL
Susan Hudson Hull, University of Texas Dana Center, Austin, TX

Session 233

General AMTE 144C

Association of Mathematics Teacher Educators

The Association of Mathematics Teacher Educators' (AMTE) focus is on the improvement of mathematics teacher education. Join us in this session for informal conversations on important and timely topics of mutual interests, such as mathematics specialists in the elementary grades, the National Mathematics Advisory Panel report, and K-12 mathematics leadership development.

Nadine Bezuk, San Diego State University, San Diego, CA
Barbara Reys, University of Missouri, Columbia, MO

Session 234

General PLCs 145B

Creating a Culture That Is Intentionally Focused on Three Critical Questions Built Around Professional Learning Communities (PLCs)

Critical Questions:
1. How can you maintain the transformation to PLCs?
2. How do you sustain teacher leaders?
3. How do you get school and district level leaders to buy in and actively support the transformation?

Jerry Cummins, NCSM Past President, Hinsdale, IL
Mona Toncheff, NCSM Secretary, Phoenix Union High School District, Phoenix, AZ

Session 235

General TODOS 145A

Equity in Mathematics Education: TODOS

Do you have Latino/Hispanic students? Are you looking for assistance and support to make your mathematics instruction accessible to all kids? Do you want to learn with us and about us? We invite you to participate in the TODOS dialogue, and in shaping future discussions.

Nora Ramirez, TODOS/Arizona State University, Tempe, AZ
Tod Shockey, University of Maine/TODOS, Orono, ME

Session 236

General Lesson Study Networking 147A

Lesson Study Networking: An Opportunity for Practitioners, Researchers, and Leaders to Share Lesson Study Resources, Findings, and Questions

Lesson Study is growing rapidly in the United States, but most sites have few opportunities to share their work with others. Join others involved in lesson study to make network connections and identify common issues and challenges for future research. Bring resources to share. Those new to lesson study are welcome.

Jane Gorman, Education Development Center, Newton, MA
June Mark, Education Development Center, Newton, MA
Johannah Nikula, Education Development Center, Newton, MA

Session 237

General Special Needs 147B

Improving Mathematics Education for Students with Special Needs

Is your school district grappling with how to improve mathematics learning for students with disabilities? Share your strategies and challenges with mathematics leaders from other districts. Discuss common themes and gain new perspectives and resources on ways to address this pressing need. Join us!

Amy Brodesky, Education Development Center, Newton, MA
Fred Gross, Education Development Center, Newton, MA
Emily Fagan, Education Development Center, Newton, MA

Wednesday 2:30-4:00 (Special Interest Group Meetings continued)

Session 238

General **Promising Creative Students** **150A**

Nurturing Mathematically Promising and Creative Students

Are you interested in discovering, nurturing, and supporting mathematical talent for students from all backgrounds? Research shows that our most promising mathematics students frequently make the least academic progress. Join us so that together we can make a difference for students and teachers in classrooms, in policy-making and in advancing research.

Linda Sheffield, Northern Kentucky University - Emeritus, Highland Heights, KY
M. Katherine Gavin, University of Connecticut, Storrs, CT

Session 239

General **CLIME** **150B**

Technology and Mathematics Integration 2.0: A Tipping Point toward More Significant Mathematics Achievement?

The Internet and Web 2.0 are changing the way we communicate, collaborate, and learn mathematics. This session will be an opportunity to learn more about Web 2.0 and discuss how it could potentially be a tipping point towards more genuine mathematics learning and teaching. For more information visit http://CLIME.org.

Ihor Charischak, CLIME – Council for Technology in Mathematics Education, White Plains, NY

Session 240

General **WME** **151A**

Supporting and Encouraging Females in Mathematics (Women and Mathematics Education)

Females have lower participation in mathematics and show weaker dispositions than males. This session will provide information on the current status of females in mathematics according to several important indicators. Session attendees will participate in discussions of strategies for supporting and encouraging females in mathematics. Handouts will be provided.

Lynda Wiest, University of Nevada, Reno, Reno, NV
Judy Werner, Slippery Rock University, Slippery Rock, PA
Geri Anderson-Nielsen, Mathematics Consultant, Washington, DC

Session 241

General **NASGEm** **151B**

Mathematics in a Cultural Context: Model of Ethnomathematics for Leadership, Instruction, and Curriculum in Mathematics Education for All

Our 10th Reunion, sponsored by the North American Study Group on Ethnomathematics, features Lipka's Math in a Cultural Context model that successfully incorporates Yup'ik elders' knowledge, reform-oriented mathematics, and ethnomathematics into a mathematics education program. Discussion will help mathematics leaders in attendance adapt the MCC model to their locale.

Frederick Silverman, University of Northern Colorado, Greely, CO
Jerry Lipka, University of Alaska Fairbanks, Fairbanks, AK
Dora Andrew-Ihreke, Dillingham Schools (retired) and University of Alaska, Anchorage, AK
Evelyn Yanez, University of Alaska Fairbanks, Fairbanks, AK

Session 242

General **BBA** **152A**

Benjamin Banneker Association (BBA): Envisioning Local Grassroots Movements in Mathematics Education for Black Children

If access to high quality, relevant mathematics is called the new civil rights for Black children, what would happen if we built a new civil rights movement to make it happen? What can we learn from the civil rights movement that can be applied to schooling today? Join our discussion.

Lou Matthews, President, Benjamin Banneker Association, Atlanta, GA
Jacqueline Leonard, President-Elect, Benjamin Banneker Association, Philadelphia, PA

About NCSM

Request for Nominations: 2010 NCSM Board positions - Deadline, May 15, 2009

Request for Proposals: 42nd NCSM Annual Conference – Deadline, June 6, 2009

National Council of Supervisors of Mathematics

www.mathedleadership.org

NCSM Mission

The National Council of Supervisors of Mathematics (NCSM) is a mathematics leadership organization for educational leaders that provides professional learning opportunities necessary to support and sustain improve student achievement.

NCSM Vision

NCSM envisions a professional and diverse learning community of educational leaders that ensures every student in every classroom has access to effective mathematics teachers, relevant curricula, culturally responsive pedagogy, and current technology.

To achieve our NCSM vision, we will:

N Network and collaborate with stakeholders in education, business and government communities to ensure the growth and development of mathematics education leaders

C Communicate to mathematics leaders current and relevant research, and provide up-to-date information on issues, trends programs, policies, best practices, and technology in mathematics education

S Support and sustain improved student achievement through the development of leadership skills and relationships among current and future mathematics leaders

M Motivate mathematics leaders to maintain a life-long commitment to provide equity and access for all learners

Four Decades of NCSM Presidents

We honor the legacy of Former NCSM Presidents
and value their contribution, support, and leadership.

2007–2009	**Timothy D. Kanold**	1987–1989	**Iris M. Carl**
2005–2007	**Linda M. Gojak**	1985–1987	**David R. Johnson**
2003–2005	**Kay Gilliland**	1983–1985	**Sally Sloan**
2001–2003	**Carole Greenes**	1981–1983	**Shirley Frye**
1999–2001	**Jerry Cummins**	1979–1981	**Thomas Rowan**
1997–1999	**Bonnie Walker**	1977–1979	**Dorothy Strong**
1995–1997	**Steven Leinwand**	1975–1977	**Alexander Tobin**
1993–1995	**L. Carey Bolster**	1973–1975	**Arthur Frier**
1991–1993	**Henry Kepner**	1971–1973	**Ross Taylor**
1989–1991	**Larry Bradsby**	1969–1971	**Louis Scholl**

NCSM Board Members

2008–2009 NCSM Board Members

Elected

President – Timothy D. Kanold

President Elect – Diane J. Briars

1st Vice President – Susan Beal

2nd Vice President – Linda Fulmore

Regional Directors:

- Canadian Region – Donna Karsten
- Central Region 1 – Steven Viktora
- Central Region 2 – Connie Schrock
- Eastern Region 1 – Laurie Boswell
- Eastern Region 2 – Diana Kendrick
- Southern Region 1 – Carol Newman
- Southern Region 2 – Suzanne Mitchell
- Western Region 1 – James J. Barta
- Western Region 2 – Sara Munshin

Appointed

Awards Chair – Donna Simpson Leak

Conference Coordinator – Valarie A. Elswick

Event Coordinator – Carol A. Edwards

Journal Managing Editor – Gwen Zimmermann

Membership & Marketing Chair – Ruth Harbin Miles

NCTM Representative – Jerry Cummins

Newsletter Managing Editor – Kay Gilliland

Nominations Chair – Vanessa Cleaver

Position Papers Editor – Kit Norris

Secretary – Mona Toncheff

Sponsor Liaisons – Fern & Steve Tribbey

Treasurer – Randy Pippen

2009–2010 NCSM Board Members

Elected

President – Diane J. Briars

Immediate Past President – Timothy D. Kanold

1st Vice President – Linda Fulmore

2nd Vice President – Sandie Gilliam

Regional Directors:

- Canadian Region – Donna Karsten
- Central Region 1 – Steven Viktora
- Central Region 2 – Connie Schrock
- Eastern Region 1 – Laurie Boswell
- Eastern Region 2 – Diana Kendrick
- Southern Region 1 – Susan Birnie
- Southern Region 2 – Suzanne Mitchell
- Western Region 1 – Richard Seitz
- Western Region 2 – Sara Munshin

Appointed

Awards Chair – Donna Simpson Leak

Conference Coordinator – Cathy Carroll

e-Newsletter and Web Editor – TBD

Journal Managing Editor – Linda Ruiz Davenport

Membership & Marketing Chair – Ruth Harbin Miles

NCTM Representative – Jerry Cummins

Newsletter Managing Editor – Kay Gilliland

Nominations Chair – TBD

Position Papers Editor – Kit Norris

Secretary – Janet Sinopoli

Sponsor Liaisons – Janet Falkowski & Mary Lynn Raith

Treasurer – Randy Pippen

NCSM Professional Services

2008–2009

Executive Director – Terri K. Belcher

Annual Conference Housing Bureau – Wyndham Jade

Journal Technical Editor – Jim Conrey

Member & Conference Services – Danette Garlock, ACE Management

Newsletter Technical Editor – Paul Giganti

Technology Liaison – Charlene Chausis

Web Management – Gino Bossetto, Stellar IT Solutions

2009–2010

Executive Director – Terri K. Belcher

Annual Conference Housing Bureau – Wyndham Jade

Journal Technical Editor – TBD

Member & Conference Services – Linda Yamaguchi, ACE Management

Newsletter Technical Editor – Paul Giganti

Technology Liaison – Charlene Chausis

Web Management – Gino Bossetto, Stellar IT Solutions

NCSM Requests

Request for Nominations

2010 NCSM Board Positions

The following positions are open for the 2010 Board:

Second Vice President
Regional Director – Eastern 1
Regional Director – Central 1
Regional Director – Southern 2

Visit www.mathedleadership.org for details about the positions, the nomination procedure, and the nomination form.

The deadline for nominations for the NCSM Board positions is May 15, 2009.

Request for Speaker Proposals

42nd NCSM Annual Conference
San Diego, California
April 19–21, 2010

Theme: ***Charting a Course to Mathematics Leadership***

Strands:

1. **Equity and Access** – Share current research and successful programs that will help leaders address social justice issues, student opportunities and access, and students not achieving at proficiency and beyond.

2. **Curriculum Leadership** – Discuss the design and implementation of coherent curriculum and lessons that provide students access to meaningful, grade-appropriate mathematics.

3. **Teaching and Learning Leadership** – Share current research and effective strategies, models, or tools (including technology) that promote improved student learning.

4. **Assessment Leadership** – Share effective strategies (including technology) that ensure timely, accurate monitoring of student learning and adjustment of teacher instruction.

5. **Putting PRIME into Practice** – Share implementation strategies outlining how your school, province or district has used the NCSM PRIME Leadership Framework in new or exciting professional learning opportunities.

6. **Developing Coaches – Developing Teachers** – Discuss school, provincial, or district coaching programs, professional learning strategies, accountability, successes stories, supporting research, and lessons learned.

All speaker proposals must be submitted online at www.mathedleadership.org.

The deadline for submission of speaker proposals is June 6, 2009.

NCSM Grants, Awards, Certificates

Support the NCSM Iris Carl Leadership Fund

The NCSM Iris Carl Mathematics Leadership Fund endows up to three travel grants per year to NCSM members who have not attended an NCSM conference for the past three years.

The Fund is supported by generous donations from individuals who may mail a check in any amount payable to *NCSM Iris Carl Leadership Fund* to:

Randy Pippen, NCSM Treasurer
6000E. Evans Ave, #3-205
Denver, CO 80222

Information about the *Travel Grant* and an application is available on the NCSM Web Site, www.mathedleadership.org.

Glenn Gilbert National Leadership Award

Nominations are open for the 2010 Glenn Gilbert National Leadership Award. Any member of NCSM may submit a nomination.

The Glenn Gilbert National Leadership Award annually recognizes an individual who has demonstrated leadership in, and has made outstanding, unique, and dedicated contributions to the field of mathematics education.

Award criteria and nomination procedures are available on the NCSM Web Site, www.mathedleadership.org.

The deadline for nominations for the 2010 award is October 1, 2009.

Student Recognition Certificates

NCSM provides Recognition Certificates as a means of honoring outstanding students who excel in the study of mathematics. All public, parochial, and private schools, colleges, and universities that have at least one NCSM member in the area are eligible to participate. The number of awarded certificates should not exceed two per year per school.

Certificates are available at the Conference Registration desk, or may be ordered from NCSM Member and Conference Services, 6000 E. Evans Ave, #3-205, Denver, CO 80222, (303) 758-9611, office@mathedleadership.org.

More information about the recognition criteria and certificates is available at www.mathedleadership.org.

Important Future NCSM Dates

Future NCSM Annual Conferences

42nd NCSM Annual Conference

April 19–21, 2010
San Diego, California

"Charting a Course to Mathematics Leadership"

43rd NCSM Annual Conference
April 11–13, 2011
Indianapolis, Indiana

44th NCSM Annual Conference
April 23–25, 2012
Philadelphia, Pennsylvania

45th NCSM Annual Conference
April 15–17, 2013
Denver, Colorado

46th NCSM Annual Conference
April 7–9, 2014
New Orleans, Louisiana

Future NCSM Regional Events

NCSM Regional Events are being planned one day prior to the following NCTM Regional Conferences and Expositions.

See the ad behind the "Wednesday Program" tab or visit www.mathedleadership.org for details.

2009 NCTM Regionals

October 22–24, 2009
Boston, Massachusetts

November 5–7, 2009
Minneapolis, Minnesota

November 19–21, 2009
Nashville, Tennessee

2010 NCTM Regionals

October 6–8, 2010
Denver, Colorado

October 13–15, 2010
Baltimore, Maryland

October 27–29, 2010
New Orleans, Louisiana

Leadership Academy

13th Annual NCSM Leadership Academy

"Stomping on the Gap!"

Featuring the NCSM PRIME Leadership Framework

June 15–18, 2009
Indianapolis, Indiana

July 14–17, 2009
Midway, Utah

See the ad behind the "Monday Program" tab or visit www.mathedleadership.org for details.

NCSM Publications

NCSM Journal of Mathematics Education Leadership

The editors of the *NCSM Journal of Mathematics Education Leadership* welcome manuscripts that address concerns of leadership in mathematics rather than those of content or delivery. Editors are interested in articles from a broad spectrum of formal and informal leaders who practice at local, regional, national, and international levels.

Categories for submittal include:

Key Topics in Leadership
Case Studies
Research Report and Interpretation
Commentary on Critical Issues in Mathematics Education
Professional Development Strategies

Note: The last two categories are intended for short-pieces of 2 or 3 pages in length.

Deadlines for the next two issues are **July 1, 2009**, and **January 1, 2010**.

Submission and review procedures are posted on the NCSM Web Site, www.mathedleadership.org.

NCSM Newsletter

The *NCSM Newsletter* promotes networking and collaboration among NCSM members and other stakeholders in the education community and welcomes submission from members. The purpose of the *NCSM Newsletter* is to advance the mission and vision of NCSM by informing the membership of the ongoing activities of the NCSM Board, by publishing current information about issues, trends, programs, policy, and practice in mathematics education.

The *NCSM Newsletter* is published four times a year—fall, winter, spring, and summer—and is mailed only to NCSM members as a benefit of membership.

Submission procedures and deadlines are posted on the NCSM Web Site, www.mathedleadership.org.

Kansky Research Report Summary Service

If you are having a hard time keeping up with reports that analyze, criticize, advise, politicize, and pulverize mathematics and science education and educators, you will find this service of great value.

The Kansky Reports:

- Reduce lengthy reports to 2–4 pages.
- Provide an overview of each report's structure, conclusions and recommendations.
- Identify and briefly describe each report's publisher.
- Provide a web address from which the full report can be downloaded or purchased.

Visit the NCSM Listserv or the NCSM Web Site, www.mathedleadership.org.

Position Paper Series: Improving Student Achievement

The process of developing research-informed leadership position papers on issues critical to the future mathematics education began in the spring of 2007. Steven Leinwand submitted a proposal to the NCSM Board that described a series of "Advocacy Papers" which provided the template for what would become the NCSM *Improving Student Achievement* Position Paper series.

Recently released Position Papers include:

- *Improving Student Achievement by Leading Effective and Collaborative Teams of Mathematics Teachers* (Fall 2007)
- *Improving Student Achievement by Leading Sustained Professional Learning for Mathematics Content and Pedagogical Knowledge Development* (Fall 2007)
- *Improving Student Achievement by Leading the Pursuit of a Vision for Equity* (Spring 2008)
- *Improving Student Achievement in Mathematics for Students with Special Needs* (Fall, 2008)
- *Improving Student Achievement by Leading Highly Effective Assessment Practices* (Spring, 2009)

The next position paper in development centers on English Language Learners and will be available in the fall, 2009. Other topics under discussion for development are technology, early intervention and job-embedded professional learning opportunities.

Our thanks and appreciation to all who contributed to this series.

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Notes

Conference Information

All sessions and events are located in the Walter E. Washington Convention Center.

Sponsor Information
- 2008 – 2009 Sponsor Partner Contact Information
- Advertisers Guide
- Commercial Sessions:
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  - Technology Showcases

Speaker Information:
- Index of All Speakers
- Index of Presiders
- Lead Speaker Contact Information

Floor Plans:
- Hall B
- Sponsor Display Area (in Hall B)
- Street Level 1 Session Rooms

Conference Planner

Look in Your Conference Bag for the following inserts:

Conference Feedback Survey
Nomination Form for 2010 NCSM Board
Leadership Academy Registration Form

Use the **Conference Planner** on page 107 to outline your daily schedule.

Wear your NCSM **Conference Name Badge** to gain entrance to sessions, ticketed events, and the sponsor display area.

Follow **Fire Code** standards in Sessions: no standing, no sitting on the floor, no moving of chairs from another room.

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NCSM gratefully acknowledges the generous support and contributions made by the following companies to the 41st NCSM Annual Conference and/or various NCSM activities throughout the year. All NCSM members and conference attendees are encouraged to express their appreciation to each company through the contacts indicated below.

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2009 Guide to Advertisers

Advertiser	Location
America's Choice	Inside front cover
Big Ideas Learning	Behind "Monday Program" tab
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Scholastic	Behind "About NCSM" tab
Texas Instruments	Behind "Monday Program" tab
Tom Snyder Productions/Scholastic, Inc.	Behind "About NCSM" tab

2009 Sponsor Showcase Sessions

All Sponsor Showcase Sessions will be held in room 147A.

Monday

9:30 AM – 10:30 AM	**ETA/Cuisenaire**, Session 14: Paths to Problem Solving
10:45 AM – 11:45 AM	**CASIO America, Inc.**, Session 32:Theory to Practice—A Supervisor's Mathematical Dream Come True
12:15 PM – 1:15 PM	**CORD Communications, Inc.**, Session 51: Mathematics in Context—Pedagogy and Materials for Greater Secondary-Level Mathematics Success
1:30 PM – 2:30 PM	**Texas Instruments**, Session 63: Use the TI-Nspire to Engage Students and Explore Multiple Representations of Algebraic and Geometric Concepts
2:45 PM – 3:45 PM	**Pearson**, Session 81: Power Up with Scott Foresman - Addison Wesley enVisionMATH
4:00 PM – 5:00 PM	**Key Curriculum Press** Session 93: Beautiful Mathematics—How Successful Approaches Change Students' Lives

Tuesday

8:45 AM – 9:45 AM	**McGraw-Hill Education**, Session 108: Transforming Algebra Instruction and Achievement via an Online Formative Assessment Solution
10:15 AM – 11:15 AM	**Holt McDougal**, Session 129: Intervention Tools to put Struggling Students Back on Track
2:30 PM — 3:30 PM	**America's Choice**, Session 151: Language, Culture, and Motivation in the Mathematics Classroom Leading Up to Algebra. What To Do When Students Aren't Ready for Algebra

Sponsor Technology Showcases

All Technology Showcases will be held in Room 147 B.

Monday

9:30 AM – 10:30 AM	**Agile Mind**, Session 15: Using Technology for Student Success in 6–12 Mathematics
10:45 AM – 11:45 AM	**Pearson**, Session 33: Integrating Technology into Mathematics Instruction to Measurably Improve Student Achievement
12:15 PM – 1:15 PM	**Carnegie Learning, Inc.**, Session 52: Carnegie Learning Adaptive Math Solutions–Flexible, Research-Based Mathematics Solutions for All Middle and High School Students
1:30 PM – 2:30 PM	**Key Curriculum Press**, Session 64: A Sneak-Preview of Sketchpad Version 5
2:45 PM – 3:45 PM	**Pearson**, Session 82: Improving Student Success Through Better Engagement—Math XL for Schools
4:00 PM – 5:00 PM	**CASIO America, Inc.**, Session 94: Experience the NEW Functions and Interface of CASIO's fx-ES Plus Scientific Calculators

Tuesday

8:45 AM – 9:45 AM	**Pearson**, Session 109: Math for the 21st Century
10:15 AM – 11:15 AM	**Texas Instruments**, Session 130: What's New At Texas Instruments Now?
2:30 PM – 3:30 PM	**ExploreLearning**, Session 152: Using Online Simulations from ExploreLearning (Gizmos) to Improve Student Achievement in Mathematics

Index of All Speakers

Index of All Presiders

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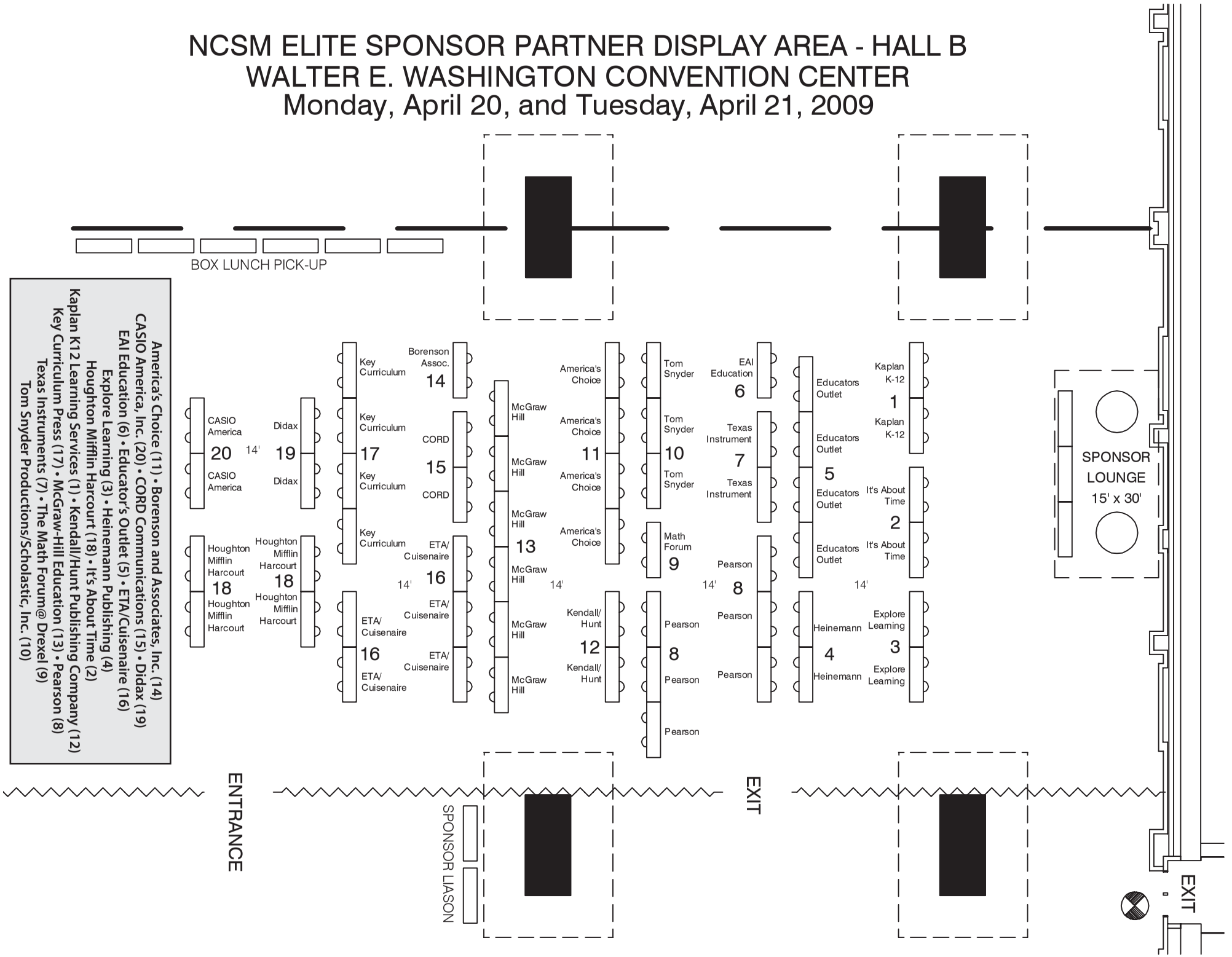

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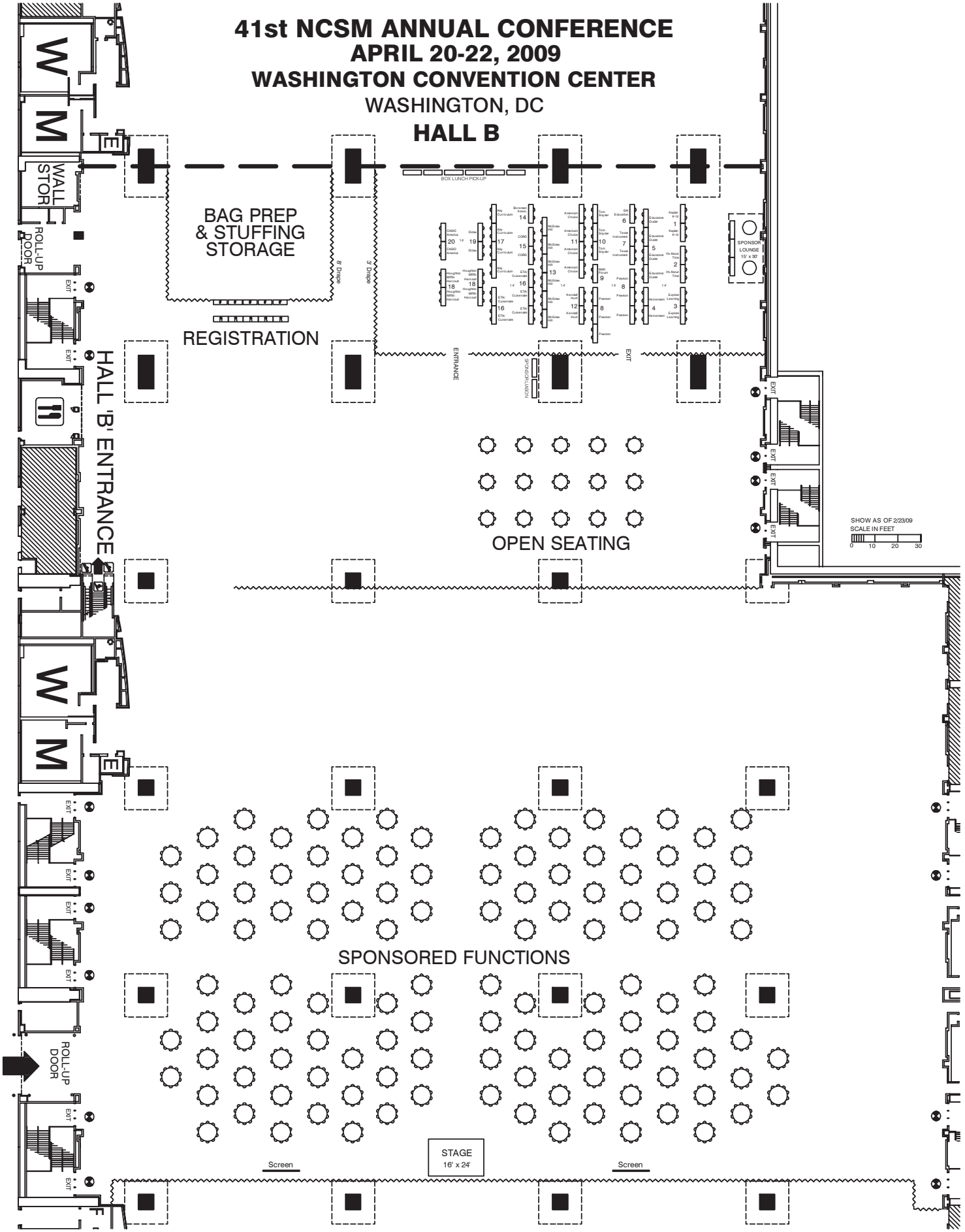
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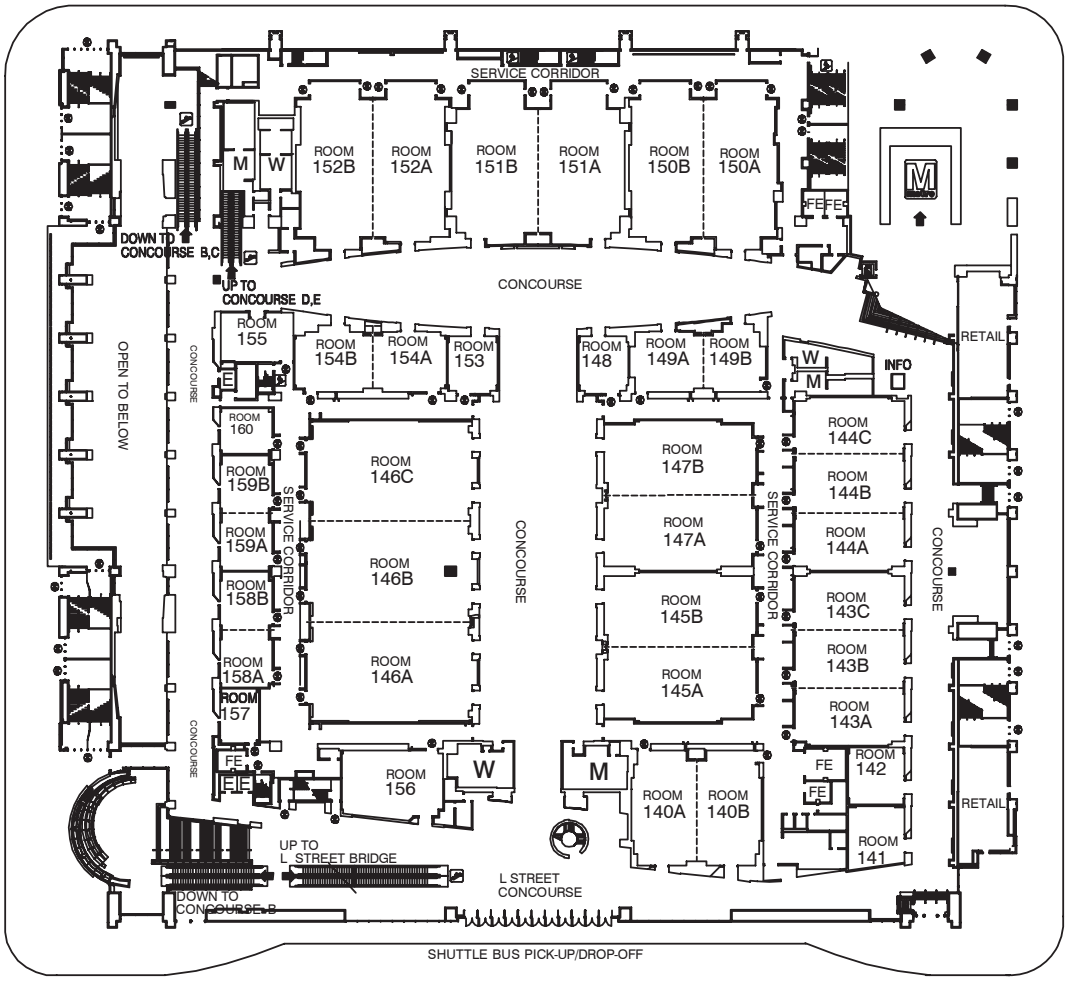
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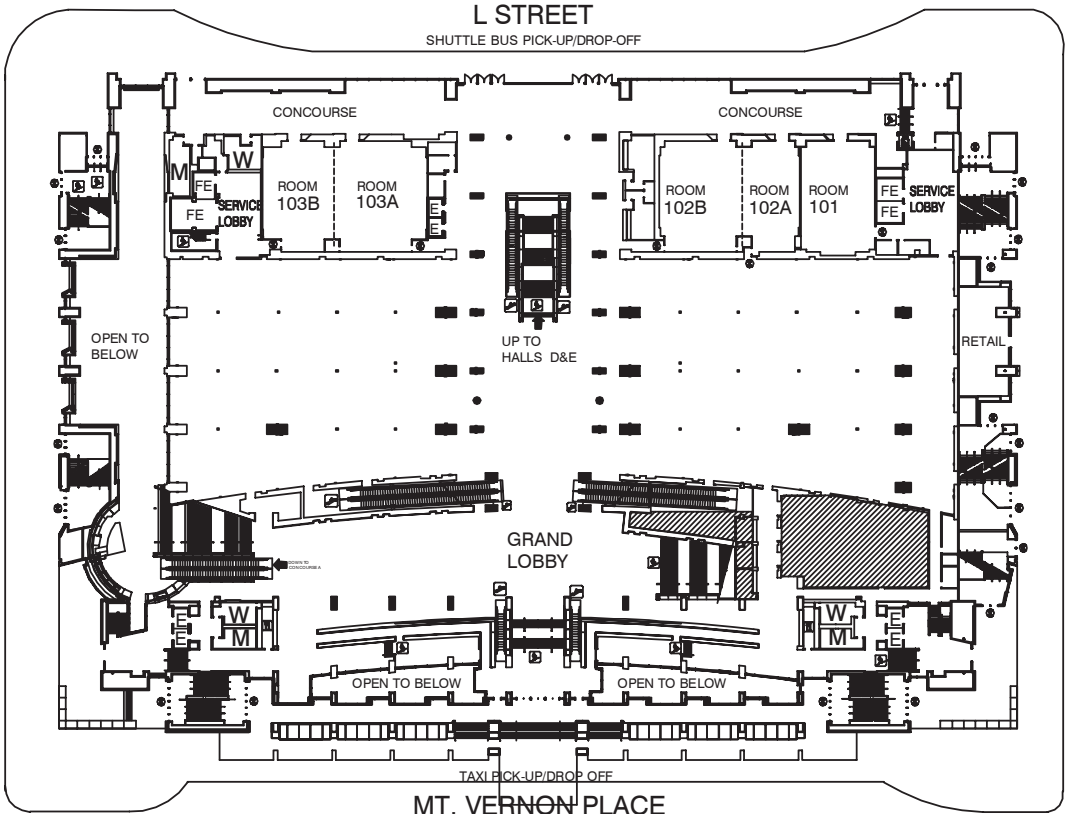
SERVICE CORRIDOR
ROOM 152B
ROOM 152A
ROOM 151B
ROOM 151A
ROOM 150B
ROOM 150A
DOWN TO CONCOURSE B,C
UP TO CONCOURSE D,E
CONCOURSE
ROOM 155
ROOM 154B
ROOM 154A
ROOM 153
ROOM 148
ROOM 149A
ROOM 149B
RETAIL
INFO
OPEN TO BELOW
ROOM 160
ROOM 159B
ROOM 159A
ROOM 158B
ROOM 158A
ROOM 157
ROOM 146C
ROOM 146B
ROOM 146A
ROOM 147B
ROOM 147A
ROOM 145B
ROOM 145A
ROOM 144C
ROOM 144B
ROOM 144A
ROOM 143C
ROOM 143B
ROOM 143A
ROOM 156
ROOM 140A
ROOM 140B
ROOM 142
ROOM 141
UP TO L STREET BRIDGE
DOWN TO CONCOURSE A,B
L STREET CONCOURSE
SHUTTLE BUS PICK-UP/DROP-OFF


L STREET
SHUTTLE BUS PICK-UP/DROP-OFF
CONCOURSE
ROOM 103B
ROOM 103A
ROOM 102B
ROOM 102A
ROOM 101
SERVICE LOBBY
OPEN TO BELOW
UP TO HALLS D&E
RETAIL
GRAND LOBBY
OPEN TO BELOW
TAXI PICK-UP/DROP OFF
MT. VERNON PLACE

2009 Conference Planner

Date and Time	Event	Session #	Location
Monday, April 20			
6:45 am–5:00 pm	*Advance & On-site Registration*		**Hall B**
7:00 am–7:30 am	**Complimentary Hot Coffee & Tea – Kaplan K12 Learning Services**		**146 ABC Concourse**
7:30 am–9:00 am	**Opening Session & Keynote**		**146 ABC**
9:30 am–10:30 am			
9:30 am–11:30 am			
10:45 am–11:45 am			
11:00 am–5:00 pm	*Sponsor Displays*		**Hall B**
11:30 am–12:45 pm	**Box Lunch - Didax** *(ticket required)*		**Hall B**
12:45 pm–1:00 pm	**Box Lunch Wait-List** *(wait-list ticket required - first come/first served)*		**Hall B**
12:00 pm–2:00 pm			
12:15 pm–1:15 pm			
1:30 pm–2:30 pm			
2:30 pm–4:30 pm			
2:45 pm–3:45 pm			
4:00 pm–5:00 pm			
5:15 pm–6:45 pm	**Regional Leadership Team Meeting** *(by invitation only)*		**151B**
Tuesday, April 21			
6:45 am–12:15 pm	*Advance & On-site Registration*		**Hall B**
7:00 am–7:45 am	**Breakfast - Tom Snyder Productions /Scholastic, Inc.** *(ticket required)*		**Hall B**
7:45 am–8:30 am	**NCSM Business Meeting, State of the Organization, and Sponsor Recognition**		**Hall B**
8:30 am–12:15 pm	*Sponsor Displays*		**Hall B**
8:45 am–9:45 am			
8:45 am–10:15 am			
10:15 am–11:15 am			
10:30 am–12:00 pm			
12:15 pm–2:15 pm	**Luncheon - Texas Instruments** *(ticket required)*		**Hall B**
2:15 pm–4:00 pm	*Sponsor Displays*		**Hall B**
2:15 pm–5:00 pm	*Advance & On-site Registration*		**Hall B**
2:30 pm–3:30 pm			
2:30 pm–4:00 pm			
4:00 pm–5:30 pm	**Caucus Meetings – Refreshments from Kaplan K12 Learning Services, GeoLeg Geometry, & Pearson**		**Street Level 1**
5:45 pm–7:00 pm	**Reception - Pearson** *(ticket required)*		**Hall B**
Wednesday, April 22			
7:30 am–10:30 am	*Advance & On-site Registration*		**Hall B**
7:00 am–7:45 am	**Breakfast - America's Choice** *(ticket required)*		**Hall B**
8:00 am–9:00 am			
8:00 am–9:30 am			
9:15 am–10:15 am			
10:00 am–11:30 am			
10:30 am–11:30 am			
12:00 pm–2:00 pm	**Luncheon - CASIO America, Inc. & Houghton Mifflin Harcourt** *(ticket required)*		**Hall B**
2:30 pm–4:00 pm	Special Interest Group Meetings		**Street Level 1**

Notes